

# **CURRICULA**

**2020**

**Senior Secondary Course**



**National Institute of Open Schooling**

(An Autonomous Institution Under MHRD, Govt of India)

ISO 9001 : 2008 Certified

A-24/25, Sector 62, NOIDA, Uttar Pradesh- 201309

Curricula - 2020  
Senior Secondary Course

July 2020

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Curriculum updation is a continuous process in learning and hence NIOS brings out revised curricula periodically. It is obligatory for the AIs and the learners of a particular block and session of a particular year to follow the syllabi and the SLMs prescribed by it for the year. All concerned are, therefore, strongly advised to purchase the curriculum prescribed for the year concerned from NIOS HQ or its Regional Centres for information and use.

# Preface

I welcome you for choosing the National Institute of Open Schooling (NIOS) as your preferred option for continuing your studies. You will find that NIOS is an institution with a difference: it is an open school which encourages flexibility and freedom to learn. By joining NIOS, you become a part of the largest open schooling system in the world.

NIOS is one of the three National Boards of Secondary Education and offers school education through open and distance learning (ODL) mode. It has been vested with the authority to enroll, examine and certify learners up to pre-degree level. The open schooling courses of study of NIOS have the same standard and equivalence as the course of the study of other national/ state level boards of school education. NIOS develops its own curriculum; self learning material and media support programmes utilizing expertise of faculty from various academic and vocational education institutions/ organizations.

NIOS offers 35 subjects (including 18 languages) at the secondary stage in ten Regional languages (Hindi, English, Urdu, Gujarati, Marathi, Telugu, Malayalam, Tamil, Punjabi and Odia) and in 41 subjects (including 12 languages) at the senior secondary stage in six mediums (Hindi, English, Urdu, Bengali, Gujarati and Odia). You can choose subjects according to your interest, need and vision of career path.

In the interest of learners, National Institute of Open Schooling (NIOS) regularly undertakes a revision and updation of its courses on a regular basis. It is important that the latest information is made available to the learners about the curriculum in various subjects. To achieve this objective, curricula of all academic subjects at both the secondary and the senior secondary levels has been compiled and published in the form of a Compendium. This shall also serve as a guide for all future course revisions for in-house faculty and for all who are associated with NIOS. Any suggestions for further improvement are welcome.

Let me wish you all a happy and successful future.

Chairman, NIOS

# Preface

Teaching and learning in open and distance education is mostly delivered by the Self Learning Material (SLM). Since these materials deliver the content it should be well presented and prepared. Keeping the national priorities, contemporary concerns and the target groups in view, it has been a continuing endeavour on the part of the National Institute of Open Schooling (NIOS) to deliver its best to learners who are generally older than school going children and many of whom are already in different vocations. The curriculum for such groups has to be more focused, need based, relevant, utilitarian as also addressing the concerns of the coming century. Moreover, inclusion of new technologies is providing completely new ways of thinking about the delivery of the curriculum. This has been accepted as a creed by us at the National Institute of Open Schooling.

The present curricula have been undertaken with these aims in view. Tutor Marked Assignments has been given weightage. The coverage in the examination is based on the entire syllabi and do not exclude any part of the content. Entire course content has been put together for ready reference for the learners, tutors, and other stakeholders. The effort has been mostly in-house and the concerned subject officials involved deserve thanks for the same. Publication unit has taken upon it the responsibility of bringing out editions of the same in a short time. Their effort is commended.

Major responsibilities of transacting the curricula, however, rest upon the Coordinators and Teachers/Tutors at the Study Centres. We trust that this compendium would help learners and will be useful for them to look into their curricula at one go.

Director (Academic)

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# Learning Through Open Schooling

## 1. Introduction

Education is the only tool to empower persons and make them capable enough to live productive lives particularly in this era of technological advancements and World Wide Web. It enables an individual to cope with the challenges posed by world of work and life at large. Education through open and distance system is perhaps the only way to reach out to a large number of people who cannot pursue their academic and professional skills because of geographical, physical and time constraints. Open and distance learning has been recognised as one of the ways for individuals to pursue skills, become empowered and contribute to social and economic development of the country.

With the advent of multimedia and internet based learning solutions, open and distance learning has acquired new meaning. To its root, it is the system of education that aims at providing access to education to anyone despite constraints of time, place, pace or other reasons.

With this philosophy, National Institute of Open Schooling, NIOS offers flexible learning opportunities to learners to learn according to their own interests, capacity and capability.

## 2. Open Schooling system

NIOS is a recognised National Board with cumulative enrolment of 2.78 million (for last 5 years) providing quality education through a network of 20 Regional Centres, two Sub Regional Centres and more than 6620 Study Centres (AIs/AVIs) spread all over the country and abroad. The use of multiple channels of communication such as self-learning print material and audio and video capsules as supplementary material makes the process of learning interesting and engaging. To provide an opportunity to learners to interact with each other and with the tutor, Personal Contact Programmes are organised at the study centres. With an aim to reach out to the maximum learners, Mukta Vidya Vani programmes (Audio streaming through internet on NIOS website) are live webcast where anyone can access quality interaction on the subject matter and related themes. The learners can participate and ask their questions which are duly addressed. With the effective use of technology, Community Radio programmes (FM 91.2 MHz) of NIOS are also used to sensitise people about general topics related to community health, adolescence education, etc.

## 3. Flexibilities in Open Schooling

Flexibility is the key feature of the open schooling system. The NIOS provides flexibility with respect to:

**3.1 Age limit:** There is no upper age limit for admission. However, the minimum age for enrolment is 14 years for the Secondary course and 15 years for the Senior Secondary course.

**3.2 Choice of subjects:** Learners can choose subjects of their choice from a number of subjects. NIOS offers 11 subjects and 17 languages at secondary level and 20 subjects and 9 languages at senior secondary level.

**3.3 Choice in medium of instruction:** Self learning material is provided in different languages. Learners can choose from:

- Hindi, English, Urdu, Marathi, Telugu, Gujarati, Malayalam, Tamil, Punjabi and Odia mediums at the Secondary stage.
- Hindi, English, Urdu, Bengali, Gujarati and Odia mediums at the Senior Secondary stage.

**Additional subjects:** Learners can also select one or two additional subject (s) either at the time of admission or during the course of study, but not more than seven subjects in all.

**Change of subject:** During the admission period of five years, learners can change one or more subject (s), provided the total number of subjects does not exceed seven. Subject(s) already passed by a learner cannot be changed.

**3.6 Credit accumulation:** Learners can choose to appear in any one or more subjects in any examination and earn credit which will be accumulated till all five subjects required for certification are successfully completed within a period of 5 years of registration.

**3.7 Transfer of credit:** NIOS allows transfer of credits of up to two subjects passed from National and State Boards of Examination / State Open Schools with whom NIOS has entered into an agreement.

**3.8 Combination of Academic and Vocational subjects:** A number of vocational subjects are also offered in combination with academic subjects at the Secondary and the Senior Secondary level.

**3.9 Examination:** The Public Examinations are held twice in a year. Learners can take any examination during this period as and when they are well prepared.

**3.10 On Demand Examination:** Learner can also appear through the On-Demand Examination System (ODES) of NIOS at the Secondary and the Senior Secondary levels. This facility is available at the NIOS Headquarter, NOIDA and at most Regional Centres of NIOS.

## 4. Scheme of studies

**1. Secondary course** The learner needs to study five subjects with one or maximum two languages and remaining other subjects as per choice. Each subject carries 100 marks; in subjects with practicals, the weightage accorded is theory-85%, practical-15%.

**2. Senior Secondary course** The learner needs to study five subjects with either one or

maximum two languages and the remaining subjects as per choice. Each subject carries 100 marks. For subjects with practicals, the weightage accorded is theory-80%, practical-20%.

- 3. Internal/Formative assessment through Tutor Marked Assignments (TMA):** Tutor are an integral part of the learning process. In order to check the progress during the course of study, the learners are required to attempt and submit the same. Tutor Marked Assignments in secondary and senior secondary examination carry 20% weightage of theory marks in the external examination which are reflected in the marksheet. These marks are added to the marks obtained in external theory examination.

## **5. Certification**

For obtaining a pass certificate, learners are required to pass in a minimum of five subjects including one or maximum of two languages.

# Hindi

## Code No. 301

### भूमिका

हिंदी देश में सबसे अधिक लोगों द्वारा बोली जाने वाली भाषा है तथा यह संपर्क-भाषा और कामकाजी भाषा के रूप में भी प्रयुक्त होती है। इस भाषा का इतिहास लगभग 1000 ईसवी से शुरू होता है और एक लंबे अंतराल में इसमें अनगिनत रचनाओं की सृष्टि की गई और इसकी वैज्ञानिकता सर्वमान्य रही। इसमें रचनात्मक और साथ ही ज्ञान के साहित्य का विशाल भंडार है। अतः विषय के रूप में हिंदी भाषा का अध्ययन महत्त्वपूर्ण हो जाता है।

### औचित्य

दसवीं कक्षा तक विद्यार्थी भाषा का आधारभूत ज्ञान प्राप्त कर लेता है, किंतु उच्चतर माध्यमिक स्तर पर भाषा के विविध प्रयोगों का गहन अध्ययन और उपयोग आवश्यक है।

यह पाठ्यक्रम विद्यार्थियों के विभिन्न उद्देश्यों की पूर्ति करता है, जैसे - इस पाठ्यक्रम में साहित्य और भाषा का समन्वय किया गया है जिससे विद्यार्थी एक ओर दैनिक जीवन और आजीविका के लिए भाषा का व्यावहारिक ज्ञान प्राप्त कर सकें और दूसरी ओर हिंदी भाषा तथा साहित्य का उच्चतर अध्ययन कर पाने के योग्य बन सकें।

### पूर्व अपेक्षाएँ

इस पाठ्यक्रम में प्रवेश से पहले विद्यार्थी से अपेक्षा की जाती है कि वह सुनना, बोलना, पढ़ना और लिखना कौशलों से संबंधित निम्नलिखित योग्यताएँ प्राप्त कर चुके होंगे-

- भाषा के व्यावहारिक और साहित्यिक रूपों का अर्थग्रहण।
- कथन और वर्णन की क्षमता।
- जीवन मूल्यों की पहचान।
- तालिका, आरेख आदि बनाना तथा उनकी व्याख्या।
- बोलने और लिखने में व्याकरण-सम्मत भाषा का उपयोग।

### उद्देश्य

#### सामान्य उद्देश्य



इस पाठ्यक्रम को पूरा करने के बाद आप:

- भाषिक और साहित्यिक योग्यता का विकास कर उनका प्रयोगउपयोग कर सकेंगे;
- हिंदी की व्याकरण-सम्मत, समाज-संदर्भित और व्यावहारिक अभिव्यक्ति का विकास कर सकेंगे;
- हिंदी की साहित्यिक-सामाजिक संवेदना की समझ और उसे परंपरा से जोड़ कर प्रस्तुत कर सकेंगे;
- साहित्यिक, प्रयोजनपरक और व्यावहारिक भाषा के विविध रूपों की तुलना कर सकेंगे;
- राष्ट्रीय भावधारा और राष्ट्रीय समस्याओं की पहचान कर उनका उल्लेख कर सकेंगे।

### विशिष्ट उद्देश्य

इस पाठ्यक्रम को पूरा करने के बाद आप:

- हिंदी भाषा के स्वरूप का ज्ञान प्राप्त कर सकेंगे;
- रोजमर्रा की जिंदगी में मौखिक भाषा का उपयुक्त उपयोग कर सकेंगे;
- किसी पठित या अपठित उक्ति की तर्क सहित व्याख्या कर सकेंगे;
- निर्धारित रचनाओं के कथ्य और भाषा की विशेषताओं को रेखांकित कर सकेंगे;
- नवीन गद्य साहित्य की विभिन्न विधाओं के स्वरूप की पहचान कर उनका वर्णन कर सकेंगे;
- पठित-अपठित अंश ,काव्यांश,गद्यांश,द्व की सराहना करके उन पर टिप्पणी कर सकेंगे;
- व्याकरणिक तथा सामाजिक संदर्भों के अनुरूप संप्रेषणपरक भाषा का उपयोग कर सकेंगे;
- हिंदी साहित्य के इतिहास की जानकारी हासिल कर उनका उल्लेख कर सकेंगे;
- प्रयोजन-परक भाषा का ज्ञान प्राप्त कर उनका उपयोग कर सकेंगे;
- संचार तथा प्रोद्योगिकी अथवा विज्ञान के क्षेत्र में प्रयुक्त विशिष्ट भाषा का उल्लेख कर सकेंगे।

### क्षेत्र तथा रोजगार के अवसर

इस विषय में रोजगार के अनेक अवसर उपलब्ध हैं, जिनमें से कुछ इस प्रकार हैं:

- विद्यालयी शिक्षण
- महाविद्यालयी शिक्षण
- विश्वविद्यालयी शिक्षण
- पत्रकारिता

- जनसंचार
- अनुवाद
- मीडिया इत्यादि

### शैक्षणिक योग्यता: दसवीं उत्तीर्ण

अध्ययन का माध्यम: हिंदी

पाठ्यक्रम की अवधि:

पाठ्यक्रम के भाग	अंक: 85	समय (घंटे में)
1. केंद्रिक	85	210
क. सुनना	00	10
ख. बोलना	00	10
ग. पढ़ना	47	90
घ. लिखना		
(प्रयोजनमूलक भाषा)	28	
ड. व्यावहारिक व्याकरण	10	40
2. वैकल्पिक	15	30
क. सूचना प्रौद्योगिकी और हिंदी		
ख. विज्ञान की भाषा - हिंदी		
<b>कुल योग</b>	<b>100</b>	<b>240</b>

(टिप्पणी: सुनना और पढ़ना कौशल द्वारा अर्थबोध होता है, जबकि बोलना और लिखना कौशल अभिव्यक्ति के साधन हैं।)

### पाठ्यक्रम का विवरण

#### 1. केंद्रिक

(क) सुनना व (ख) बोलना

अंक: 00 समय: 20 घंटे

लक्ष्य: इस इकाई का लक्ष्य विद्यार्थियों में सुनने के कौशल को विकसित करना है जिससे वे रेडियो, दूरदर्शन पर समाचार संवाद, वार्ता आदि सुनकर अर्थ ग्रहण कर सकें और शोर में भी घोषणाओं से अर्थ निकाल सकें। वे वाद-विवाद, समूह में बातचीत, औपचारिक-अनौपचारिक चर्चा आदि में भाग ले सकें और दैनिक जीवन में प्रयुक्त भाषा के मौखिक रूप से परिचित होकर उसका उपयोग करने की क्षमता विकसित कर सकें।

**पूर्वज्ञान:** भाषा के सुनकर अर्थ निकालने के साथ ही बोलने का सामान्य व्यावहारिक ज्ञान।

### शिक्षण बिंदु

1. हिंदी ध्वनियों का शुद्ध उच्चारण
2. उच्चारण-संबंधी प्रमुख नियमों का ज्ञान
3. कविता का भावानुकूल पठन, करुण, हास्य, वीर आदि।
4. स्वर-लहर से युक्त वक्तव्य, भाषण, वाद-विवाद, साक्षात्कार, समूह में चर्चा-परिचर्चा, कार्यक्रम संचालन, अभिनय, वाचन आदि का अभ्यास।

### (ग) पढ़ना

अंक: 47 समय: 90 घंटे

### कविता पठन

लक्ष्य: इस इकाई का लक्ष्य विद्यार्थी को हिंदी-कविता का महत्त्व बताना है। इस इकाई को पढ़कर विद्यार्थी प्राचीन काल से लेकर अब तक की कविता के विभिन्न रूपों, प्रमुख कवियों आदि का परिचय प्राप्त करेंगे और हिंदी के प्रतिनिधि कवियों की रचनाओं का अध्ययन करेंगे। इससे विद्यार्थियों की संवेदनशीलता बढ़ेगी और भाषा-शैली समृद्ध होगी।

**पूर्वज्ञान:** हिंदी के कुछ प्रतिनिधि कवियों और उनकी मुख्य रचनाओं का सामान्य परिचय।

शिक्षण बिंदु हिंदी कविता की निम्नलिखित इकाइयों का अध्ययन अपेक्षित है

हिंदी कविता का विकास

कविता कैसे पढ़ें - पठित-अपठित

1. रैदास

2. मीराँबाई
3. तुलसीदास
4. रहीम
5. बिहारी
6. पद्माकर
7. सूर्यकांत त्रिपाठी निराला
8. महादेवी वर्मा
9. रामधारी सिंह दिनकर
10. गजानन माधव मुक्तिबोध
11. राजेंद्र उपाध्याय

रस, छंद, अलंकार

रस: भक्ति, शांत, शृंगार, वीर

छंद: दोहा, चौपाई, सवैया, बरवै, कवित्त, पद, मुक्तक छंद

अलंकार: उपमा, रूपक, दृष्टांत, अनुप्रास, अतिशयोक्ति, संदेह, उत्प्रेक्षा, भ्रांतिमान, यमक, श्लेष, विशेषण विपर्यय, वक्रोक्ति।

अन्य: प्रतीक, बिंबविधान।

योग्यता विस्तार

1. हिंदी साहित्य के इतिहास में कविता के विकास-क्रम का अध्ययन।
2. पाठ्यक्रम में निर्धारित कवियों की अन्य कविताओं का अध्ययन।
3. पाठ्यक्रम के अतिरिक्त अन्य कविताओं का अध्ययन।
4. समसामयिक पत्रा-पत्रिकाओं में प्रकाशित कविताओं का बोधपूर्वक पठन

गद्य का पठन

अंक: 18 समय: 40 घंटे

**लक्ष्य:** इस इकाई का लक्ष्य विद्यार्थी को गद्य भाषा के विविध रूपों, शैलियों और भंगिमाओं का परिचय देना है। विद्यार्थी गद्य की विविध विधाओं का परिचय प्राप्त करके अपने भाषा-ज्ञान को समृद्ध और सक्षम बना सकेंगे और उसका व्यावहारिक जीवन में उपयोग कर सकेंगे।

**पूर्वज्ञान:** गद्य-साहित्य के प्रतिनिधि रचनाकारों की रचनाओं का सामान्य ज्ञान।

## शिक्षण बिंदु

गद्य साहित्य का विकास

गद्य कैसे पढ़ें (अपठित गद्य)

हिंदी गद्य के प्रतिनिधि रचनाकार

1. आचार्य रामचंद्र शुक्ल - क्रोध (भावात्मक निबंध)
2. हजारीप्रसाद द्विवेदी - कुटज (ललित निबंध)
3. कन्हैयालाल मिश्र प्रभाकर - एक था पेड़ और एक था ठूठ (चिंतन)
4. कहानी - दो कलाकार (मन्नू भंडारी); अनुराधा (पंकज बिष्ट)
5. व्यंग्य - पीढ़ियाँ और गिट्टियाँ (हरिशंकर परिसाई)
6. संपादकीय - अनपढ़ बनाए रखने की साज़िश (राजेंद्र यादव)
7. यात्रा वृत्तांत - आखिरी चट्टान (मोहन राकेश)
8. संस्मरण - जिजीविषा की विजय (कैलाश चंद्र भाटिया)

## उपन्यास का अध्ययन

**अंक:** 08 **समय:** 25 घंटे

**लक्ष्य:** इस इकाई का लक्ष्य विद्यार्थियों में विविध प्रकार के पठन कौशल विकसित करना है, जैसे तीव्र पठन, लंबी सामग्री का पठन और बोधन।

**पूर्वज्ञान:** लंबी गद्य सामग्री के पठन की सामान्य योग्यता

शिक्षण बिंदु उपन्यास पठन तथा वृंदावन लाल वर्मा के 'विराटा की पद्मिनी' नामक उपन्यास का अध्ययन।

1. उपन्यास पठन के सूत्र

2. उपन्यास के तत्त्व
3. विराटा की पद्मिनी (वृंदावनलाल वर्मा) का विश्लेषणात्मक अध्ययन।

### योग्यता विस्तार

1. गद्य साहित्य के संक्षिप्त इतिहास का अध्ययन।
2. समसामयिक पत्र-पत्रिकाओं की विभिन्न रचनाओं का पठन।
3. अन्य निबंधों, उपन्यासों या कहानियों का पठन और अध्ययन।

### (घ) लिखना

अंक: 28 समय: 70 घंटे

### (ङ) प्रयोजनमूलक भाषा का औचित्य

सरकार की नीति के अनुसार कार्यालयी हिंदी सरकारी कार्यालयों, बैंकों और व्यावसायिक संस्थाओं में उपयोग में लाई जाती है। सरकारी कामकाज में प्रयुक्त हिंदी सामान्य बोलचाल की हिंदी से कुछ भिन्न होती है। इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी सरकारी कार्यालयों में प्रयुक्त हिंदी का व्यावहारिक ज्ञान प्राप्त कर सकेंगे।

**लक्ष्य:** इस इकाई का लक्ष्य विद्यार्थी में लेखन कौशल का विकास करना है जिससे विद्यार्थी जीवन में विभिन्न अवसरों पर अपेक्षित लेखन-कार्य प्रभावी ढंग से कर सकें तथा प्रयोजनमूलक लेखन का उपयोग कर सकें।

**पूर्वज्ञान:** सही वाक्य लेखन का ज्ञान और विचारों को लिखित रूप में अभिव्यक्त करने की क्षमता तथा हिंदी भाषा का सामान्य ज्ञान।

### शिक्षण बिंदु

#### अभिव्यक्तिपरक लेखन

1. लिखें कैसे (साहित्यिक, सर्जनात्मक तथा प्रयोजनमूलक, कार्यालयी)
2. सार-संक्षेपण (साहित्यिक तथा कार्यालयी)
3. भाव-पल्लवन
4. निबंध-लेखन (वर्णनात्मक, भावात्मक और वैचारिक)

## प्रयोजनपरक लेखन

5. पत्र-लेखन (व्यक्तिगत, व्यावहारिक, व्यावसायिक तथा कार्यालयी पत्राचार)
6. तालिका, आरेख, पाई-चार्ट आदि का निर्माण
7. कार्यालय ज्ञापन तथा कार्यालय आदेश
8. प्रतिवेदन, टिप्पण तथा प्रारूपण
9. प्रशासनिक शब्दावली और वाक्यांश

## सृजनात्मक लेखन

संस्मरण लेखन, डायरी लेखन

## योग्यता विस्तार

दैनिक जीवन में लेखन का अधिक से अधिक उपयोग, जैसे - समाचार पत्र-पत्रिकाओं में अपनी प्रतिक्रियाएँ लिखकर भेजना, मित्रों को पत्र लिखना, अपनी डायरी लिखना, यात्रा का वर्णन अपने मित्रों को लिख कर भेजना आदि।

## (ड) भाषा-प्रयोग और व्यावहारिक व्याकरण

अंक: 10 समय: 40 घंटे

**लक्ष्य:** इस इकाई का लक्ष्य विद्यार्थी को व्याकरण के नियमों और भाषा के स्वरूप से परिचित कराना है जिससे विद्यार्थी भाषा के स्वरूप से भली-भाँति परिचित होकर दैनिक जीवन में उसका आत्मविश्वास पूर्वक उपयोग कर सके।

**पूर्वज्ञान:** व्याकरण के आधारभूत नियमों का ज्ञान।

## इकाई

1. मानक भाषा और प्रचलित शैलीगत उपयोग
2. लिखित और उच्चरित भाषा उपयोग
3. उच्चारण (बलाघात, अनुतान आदि)
4. शब्द परंपरा (शब्द निर्माण, शब्द शक्ति आदि)
5. शब्द भेद (संज्ञा, सर्वनाम, विशेषण, क्रिया आदि)

6. क्रियापदबंध
7. वाक्य संरचना
8. मुहावरे, लोकोक्तियाँ
9. तकनीकी शब्दावली
10. हिंदी की विभिन्न शैलियाँ (प्रयोजनमूलक, क्षेत्रीय आदि)

### **योग्यता विस्तार**

सामाजिक व्यवहार में भाषा का सार्थक और प्रभावी उपयोग

### **(च) सृजनात्मक लेखन/चिंतन-मनन**

**अंक:** 02 **समय:** 15 घंटे

**लक्ष्य:** इस इकाई का लक्ष्य विद्यार्थी में विचार प्रक्रिया को जागृत करना है जिससे विद्यार्थी मौखिक और लिखित अभिव्यक्ति को ग्रहण कर अपना मत-अभिमत प्रकट करने में समर्थ हो सके।

**पूर्वज्ञान:** सामान्य स्तर की मौखिक और लिखित अभिव्यक्तियों का अर्थग्रहण।

**टिप्पणी:** इस विषय पर अतिरिक्त सामग्री न देकर प्रस्तुत पाठों के साथ समेकित पठन सामग्री प्रदान की जा रही है।

### **योग्यता विस्तार**

दैनिक जीवन से संबंधित विभिन्न विषयों पर विश्लेषणात्मक, संश्लेषणात्मक और मूल्यांकनपरक विचारों की प्रस्तुति।

### **(छ) परियोजना लेखन समय: 15 घंटे**

**लक्ष्य:** इस इकाई का लक्ष्य विद्यार्थी में खेल-खेल में हिंदी भाषा तथा उसके विविध क्षेत्रों के अध्ययन के प्रति रुचि पैदा करना है।

**पूर्वज्ञान:** सामान्य ज्ञान के स्तर की छोटी-छोटी परियोजनाएँ बनाने का अनुभव।

**शिक्षण बिंदु:** पाठ्यक्रम संबंधी विविध क्षेत्रों पर आधारित परियोजनाओं का निर्माण।

शुद्ध ज्ञान आधारित



व्यावहारिक परियोजना

परियोजना लेखन की प्रक्रिया

**योग्यता विस्तार:** भाषा के विश्लेषणात्मक कौशलों की प्रक्रिया का दैनिक जीवन में उचित उपयोग तथा बिखरी हुई सामग्री की व्यवस्थित रूप से प्रस्तुति।

## 2. वैकल्पिक

**अंक:** 15 **समय:** 30 घंटे

उच्चतर माध्यमिक स्तर पर हिंदी भाषा को अधिक व्यावहारिक बनाने के उद्देश्य से विद्यार्थियों के लिए दो विकल्प दिए जा रहे हैं। ये हैं,

(क) सूचना प्रौद्योगिकी और हिंदी

(ख) विज्ञान की भाषा- हिंदी

विद्यार्थी अपनी रुचि और आवश्यकताओं को ध्यान में रखते हुए दो में से किसी एक विकल्प का चयन कर सकते हैं।

### (क) सूचना प्रौद्योगिकी और हिंदी

#### औचित्य

आधुनिक युग में संचार माध्यम के क्षेत्र में तेजी से प्रगति हुई है और दुनिया सिमट कर एक छोटे-से शहर के रूप में बदल चुकी है। समाज में खबरें एक-दूसरे के पास तुरंत ही पहुँच जाती हैं। ऐसे में जनसंचार माध्यम एक महत्त्वपूर्ण भूमिका निभा रहे हैं।

जनसंचार माध्यमों के बढ़ते हुए महत्त्व के साथ-साथ भाषा का महत्त्व भी बढ़ा है। भारत में लोग अपनी राष्ट्रभाषा हिंदी में ही ज्ञानार्जन और विचारों का आदान-प्रदान करना उचित समझते हैं। अतः हिंदी भाषा शिक्षा और सूचना अर्जित करने का महत्त्वपूर्ण साधन है। विद्यार्थियों के लिए जनसंचार के क्षेत्र में प्रयुक्त भाषा की विविधता के बारे में ज्ञान प्राप्त करना और उसकी नई शब्द-संपदा, नए-नए प्रयोगों, और संकल्पनाओं के बारे में जानना आवश्यक है।

**पूर्व अपेक्षाएँ:** जनसंचार माध्यमों, जैसे-अखबार, रेडियो, दूरदर्शन, इंटरनेट तथा समसामयिक पत्र-पत्रिकाओं आदि में प्रयुक्त हिंदी भाषा का सामान्य ज्ञान।

लक्ष्य: इस पाठ्यक्रम का लक्ष्य विद्यार्थियों में जन-संचार के क्षेत्र में प्रयुक्त हिंदी भाषा का अपेक्षित ज्ञान प्रदान करना है।

### **इकाई:**

1. सूचना प्रौद्योगिकी स्वरूप और महत्त्व
2. संचार माध्यम और उनके प्रकार
3. संचार की प्रक्रिया
4. संचार के माध्यमों के मुख्य अवयव
5. संचार माध्यमों की भाषा

### **योग्यता विस्तार**

1. समाचार पत्रों को नवीन ज्ञान के आलोक में पढ़ना।
2. रेडियो के प्रसारण को नई दृष्टि से सुनना और समझना।
3. दूरदर्शन तथा अन्य टीवी. चैनलों के कार्यक्रमों को नई दृष्टि से देखना।
4. स्थापित अखबार के कार्यालय में जाकर वहाँ के क्रियाकलापों और विभिन्न गतिविधियों की प्रक्रिया के बारे में परिचय प्राप्त करना।
5. कंप्यूटर और इंटरनेट से आवश्यकतानुसार तथा विषयानुसार सूचनाएँ जुटाना।

### **(ख) विज्ञान की भाषा-हिंदी**

#### **औचित्य:**

विज्ञान का जीवन में बहुत महत्त्व है। कुछ वर्षों पहले व्यक्ति कल्पना भी नहीं कर सकता था कि विज्ञान को अंग्रेजी के अलावा भी किसी अन्य भाषा में पढ़ा-पढ़ाया जा सकता है, परंतु गत वर्षों में हिंदी भाषा में भी वैज्ञानिक साहित्य प्रचुर मात्रा में उपलब्ध हुआ है। विद्यार्थियों में सामान्य ज्ञान वृद्धि के लिए वैज्ञानिक हिंदी की शब्दावली और विभिन्न प्रयोगों की जानकारी आवश्यक है। इसी बात को ध्यान में रखते हुए यह पाठ्यक्रम तैयार किया गया है।

**पूर्व अपेक्षाएँ:** हिंदी का सामान्य ज्ञान और लिखित वैज्ञानिक सामग्री का सामान्य परिचय और सामान्य तार्किक ज्ञान।

**लक्ष्य:** इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी विज्ञान और भाषा के आपसी संबंध से परिचित हो सकेंगे और वैज्ञानिक क्षेत्र में हिंदी के तकनीकी शब्दों का उपयुक्त उपयोग कर सकेंगे।

### शिक्षण बिंदु

1. वैज्ञानिक दृष्टि और वैज्ञानिक विकास
2. भारतीय विज्ञान
3. जनसंख्या वृद्धि और विज्ञान
4. कंप्यूटर, इंटरनेट और हिंदी
5. विज्ञान की भाषा-हिंदी
6. पारिभाषिक शब्दावली

### योग्यता विस्तार

1. हिंदी में उपलब्ध विभिन्न सामग्री का अध्ययन और सामान्य वैज्ञानिक विषयों पर आलेख तैयार करना।
2. विषयानुसार विविध प्रविधियों का उपयोग

### परीक्षा योजना

सिद्धान्त: 80 अंक तथा अनुशिक्षक अंकित मूल्यांकन पत्र: 20 अंक

### अंक विभाजन

मूल्यांकन के लिए कुल 100 अंकों का विभाजन इस प्रकार होगा-

केंद्रिक हिंदी		85
पढ़ना		47
कविता		
पठित कविता	16	21
अपठित कविता	05	
पठित गद्य	12	18

अपठित गद्य	06	
उपन्यास पठन	08	08
लिखना		28
अभिव्यक्तिपरक	12	
प्रयोजनपरक	14	
सृजनात्मकचिंतन 02		
व्यावहारिक व्याकरण	10	10
<b>वैकल्पिक हिंदी</b>	<b>85</b>	<b>15</b>
कुल योग	100	

उत्तीर्ण होने का मानदंड: 33% अंक

# English

## Code No. 302

### Introduction

In today's global world, the importance of English cannot be denied and ignored since English is the most common language spoken everywhere and also it is the official language in a large number of countries. With the help of developing technology, English has been playing a major role in many sectors including medicine, engineering and education. It is the dominant business language and it has become almost a necessity for people to speak English if one has to enter a global workforce.

### Rationale

In a pluralistic society like India the co-existence of diverse culture in a meaningful, secular manner to achieve the highest principles of multiculturalism depends upon effective communication among people and states of the union. Thus, a study of English within the context of contemporary India becomes essential not just for the purposes of communication within the country but also for purposes of communication across political boundaries. Knowledge of English also enables learners to aspire for job opportunities in the present scenario of global economy and access of the wealth concealed in time tested great works of literature produced in English. Thus for practical and utilitarian purposes as well as for pleasure, learning English becomes necessary.

### Objectives

After completing this course, the learner will be able to:

- develop listening skills;
- develop speaking skills;
- develop reading skills;
- develop writing skills.

This course will also focus on elements of language – grammar and vocabulary. Special efforts will be made to enrich the vocabulary of students.

### Scope and job opportunity

English being an international language has opened doors for jobs in India. In the era of media, TV channels in English and Hindi are opening up. English print media is also not behind the race in recruiting candidates. There is a great scope as Editor, Sub-editor, Assistant editor, Associate editor, Consulting editor, etc., both in media and other organizations. English translators and interpreters are also in demand. Lucrative career options are also available in schools, colleges and universities as teachers and lecturers.

## **Eligibility conditions**

**Age:** 15 years

**Qualification:** 10<sup>th</sup> pass

**Medium of instruction:** English

**Duration of the course:** 1 Year

### **Weightage**

**Theory:** 100 Marks

**Tutor Marked Assignments (TMA):** 20% Marks of the theory

**Scheme of studies:** Theory (240 hrs), TMA (self paced)

**Scheme of evaluation:** Theory paper 100 marks (3 hours), internal assessment (TMA) (20% of theory marks)

**Pass criteria:** 33% marks

## **Course content**

### **Module –Listening skills**

Hours -05

**Approach:** This module aims to develop listening comprehension in learners by exposing them to samples of good spoken English spoken at normal speed and representative of English accents heard in India. This module will be supported by an audio cassette of maximum 90 minutes.

At the end of the course the learner should be able to:

- understand English spoken at normal conversational speed
- understand questions
- follow directions
- understand the main idea of academic texts and texts drawn from real life listening situations like announcements at railway stations etc.

### **Module –Speaking skills**

Hours -10

**Approach:** This module aims to train learners to respond simply and meaningfully in English while performing real time speech activities by exposing them to models to spoken interaction and encouraging them to repeat along suggested lines.

At the end of this course the learner should be able to:

- Speak English (sounds, words, phrases, sentence patterns ) intelligibly
- Use English in familiar life situations

### **Contents**

At the end of the course the learner should be able to use the following language functions and related language items appropriately for real time speech activities.

- Greetings /taking leave
- Introductions
- Seeking /supplying information
- Describing
- Narrating stories
- Reporting Events
- Making requests and Suggestions
- Giving Opinion
- Expressing Likes and dislikes
- Apologizing /expressing regret/thanking
- Giving directions /instructions
- Taking and giving messages

### **Module-Reading skills**

Hours -100

**Approach:** This module aims to develop reading skills in learners by exposing them to a variety of texts representative of different text types.

### **UNITS**

#### **Prescribed texts**

- Prose
- Narrative

**25 marks**

**20 marks**

#### **Contents/lessons**

- Case of Suspicion
- Tiger in the Tunnel
- I must know the Truth
- Bholi

## **Autobiography**

- My Son Shall Not a Beggar Be
- My First steps

## **Letter**

- Father, Dear Father

## **Play**

- If I Were You

## **Essay**

- India, Her Past and Future

## **Expository Piece**

- Fuel of the Future

## **Poetry**

**5 marks**

- Leisure
- My Grandmother's House
- Where the Mind Is Without Fear
- The Road Not Taken
- Night of the Scorpion

## **UNIT**

### **Non-prescribed texts**

**25 marks**

(Lessons-10)

The above texts will be exploited to develop the following abilities in the learners:

- locate important facts
- grasp the meaning, facts and ideas
- skim a text to obtain its overall idea
- scan a text to locate specific information
- get the central idea of a piece
- follow the sequence of ideas and events
- identify relationship between characters, facts and ideas
- compare facts and ideas
- infer meaning
- evaluate ideas, events and actions



- enjoy a piece of literature and creative use of language
- identify the literary form
- identify literary devices (rhythm, images etc)
- interpret the functions of these literary devices
- infer non-verbal forms of presentations as given in charts and tables
- develop the habit of reading for information and pleasure
- use dictionary to find meaning and usage of words
- use other reference material like encyclopedia and railway time table
- transfer information from text to a table

N.B. Passages on adolescent's reproductive and sexual health concerns such as drug abuse etc. and current global concerns such as AIDS etc. would be included.

### **Module-Grammar**

Hours-15

**Approach:** This module aims to develop in learners the ability to use selected grammatical items appropriately by exposing them to grammar and usage in selected contexts.

#### **Contents**

- Revision of tenses with special references to the past tense
- Questions patterns
- Passive constructions
- Clauses
- Reported speech

### **Module –Writing skills**

Hours-80

**Approach:** This module aims at developing in learners the ability to write simply, coherently and briefly in English by exposing them to theme based writing tasks and encouraging them to write along line suggested.

#### **Units**

**20 marks**

#### **Paragraph Writing**

**5 marks**

(Contents /lessons)

Describing objects

Describing People

Describing experiences

Describing processes

**Letter writing**

**5 marks**

(Contents /lessons)

Official letters

Personal letter

**Editing**

**6 marks**

**Study Skills**

(Contents/lessons)

**Note Making**

**4 marks**

The above content areas are intended to make the learner able to:

- write simple sentences with correct punctuation and spelling
- present and develop simple ideas coherently
- organize ideas into paragraphs using appropriate sentence linkers
- narrate events chronologically
- describe objects, people and processes
- make notes
- write summaries

**Optional modules**

Hours -30

**Approach:** This module aims at developing in learners the ability to use English in specific situations like English for receptionists use or English for officer use. Two modules are offered here. A learner has to study and one. These modules are for vocational purposes. The focus is not on teaching the subject like Science or Literature but on the ways in which language is used in different situations.

**Unit –English for specific purposes**

**15 marks**

**English for receptionists (Optional 1)**

This module will introduce the learner to a variety of exercises, tasks and meaningful activities related to receptionist's use of English.

**Contents /Lessons**

- receiving messages, making requests etc.
- supplying information
- giving advance and making suggestions

- dealing with complaints
- making entries in a register etc.

### **English for office use (Optional 2)**

This module will help learners to use English effectively and appropriately in the office environment

#### **Contents /Lessons**

- writing memos and letters
- writing e-mails
- using the telephone for effective business communication
- writing short reports
- writing a C.V.
- preparing for an interview

# Bengali

## Code No. 303

### প্রস্তাবনা

বাংলা বিষয়ের জন্য উচ্চ মাধ্যমিক স্তরের পাঠক্রম নির্ধারিত হয়েছে তার সঙ্গে সংগতি রেখে এই স্তরের বাংলা বিষয়ের পাঠ্যসূচি তৈরি করা হয়েছে। পাঠ্যসূচির জন্য পাঠ নির্বাচনের সময় নিম্নলিখিত বিষয়গুলির উপর বিশেষ দৃষ্টি রাখা হয়েছে :

- (1) নির্বাচিত পাঠগুলির মধ্য দিয়ে শিক্ষার্থীর মনে বাংলা ভাষা ও সাহিত্যের ধারাবাহিক পরম্পরা সম্পর্কে চেতনা সঞ্চার।
- (2) নির্বাচিত কবিতাগুলিকে যুগ অনুসারে বিভাজিত করে প্রায়-আধুনিক ও আধুনিক যুগের বাংলা কবিতার বিকর ও ভাষাগত বৈশিষ্ট্য সম্পর্কে প্রত্যক্ষ ধারণা গড়ে তোলা।
- (3) নির্বাচিত গদ্য পাঠগুলির মধ্য দিয়ে (ক) বাংলা গদ্যের প্রাচীন ও আধুনিক রীতির পরিচয় দান (খ) বিষয় ও শৈলীর দিক দিয়ে বাংলা গদ্যের বৈচিত্র্য সম্পর্কে শিক্ষার্থীকে সচেতন করে তোলার চেষ্টা করা হয়েছে।
- (4) নির্বাচিত সৃজনধর্মী গদ্য রচনাগুলির (উপন্যাসের অংশ, ছোট গল্প ও নাটিকা) মাধ্যমে শিক্ষার্থীদের মধ্যে গুই ধরণের রচনার রসাস্বাদের ও রসগ্রাহী আলোচনার সামর্থ্য সৃষ্টি করা হয়েছে।
- (5) পাঠ্যসূচির পাঠ নির্বাচনের ক্ষেত্রে সাময়িকভাবে কতকগুলি সামাজিক, জাতীয় ও আন্তর্জাতিক মূল্যবোধের দিকে দৃষ্টি রাখা হয়েছে। যেমন : সাম্প্রদায়িক সম্প্রীতি, নারীমুক্তি ও নারী-পুরুষের সমানাধিকার, আন্দোলন জনজীবনের বৈশিষ্ট্য, পরিবেশের ভারসাম্য, পশুপীতি, মহাজনি ও জমিদারি শোষণের বিরুদ্ধে শ্রমজীবী মানুষের জীবনসংগ্রাম, জাত-পাত-অস্পৃশ্যতা, ধর্মান্যতার বিরোধিতা, বিজ্ঞানমনস্কতা, সমাজতান্ত্রিক জীবনদর্শন প্রকৃতি।
- (6) ব্যাকরণ ও নিমিত্তির জন্য যেসব পাঠ্য বিষয় নির্বাচন করা হয়েছে সেগুলির মধ্য দিয়ে ব্যাকরণ ও ভাষাচর্চের গতানুগতিক ধারার বদলে ব্যবহারিক তথ্য প্রয়োগমূলক দিকটির দিকে বিশেষ জোর দেওয়া হয়েছে। বিশেষত নিমিত্তির ক্ষেত্রে এমন কতকগুলি বিষয় নির্ধারণ করা হয়েছে যেগুলির মাধ্যমে শিক্ষার্থী তার কর্মজীবনের ব্যবহারিক ক্ষেত্রে নিপুণ প্রয়োগ-সামর্থ্য অর্জন করতে পারবে।

নির্বাচিত পাঠ্যের তালিকা পরে দেওয়া হল।

ক) কেন্দ্রীয় পাঠক্রম অনুযায়ী উপন্যাস ছাড়া দুটি বই হবে। এ ছাড়া উপন্যাস ও ঐচ্ছিক বিষয়ের জন্য পৃথক ~~একটি বই~~ হবে। তিনটি বইয়ের জন্য মোট (২০+১২+৩) মোট ৩৫টি পাঠ থাকবে।

খ) প্রথম বইয়ের বিষয়:

- (ক) পঠিত ও পাঠ্য বহির্ভূত কবিতা ও সে সম্পর্কিত আলোচনা
- (খ) পঠিত ও পাঠ্য বহির্ভূত গদ্য (কথাসাহিত্য ও নাটক বাদে)
- (গ) পঠিত ও পাঠ্য বহির্ভূত গদ্য (কথাসাহিত্য ও সাহিত্যের অংশ ও নাটকের অংশ)
- (ঘ) বাংলা ভাষার সংক্ষিপ্ত ইতিহাস (নির্বাচিত পাঠগুলির ভিত্তিতে)

নবম বিজ্ঞান :	(ক)-এর জন্য	-	১০ নম্বর
	(খ)-এর জন্য	-	১০ নম্বর
	(গ)-এর জন্য	-	১৫ নম্বর
	(ঘ)-এর জন্য	-	৫ নম্বর
	মোট	-	৪০ নম্বর

গ) **দ্বিতীয় বইয়ের বিষয়:**

(ক) ব্যাকরণ

নম্বর - ১২

১. শব্দভাণ্ডার,
২. পদগঠন — প্রত্যয় ও সমাসযোগে,
৩. ভাষারীতির পরিবর্তন (সাধু-চলিত)
৪. বাক্যের রূপান্তর, গঠনগত ও অর্থগত।

(খ) নিম্নিত্তি

নম্বর - ৩৩

৫. পত্ররচনা - ব্যক্তিগত ও প্রশাসনিক (অফিশিয়াল) পত্রের খসড়া বা মুশাব্বিদা রচনা
৬. সংক্ষিপ্তসার (প্রেসি)
৭. প্রতিবেদন রচনা
৮. অফিসের ফাইলে নোট দেওয়া
৯. তালিকা রচনা (কোনো বিষয়ের প্রয়োজনীয় সামগ্রী ও উপকরণ)
১০. বিভিন্ন রেখাচিত্রের (যেমন family tree) ব্যাখ্যা ও বিশ্লেষণ
১১. পাঠ্য বহির্ভূত অংশের বোধ পরীক্ষণ (test of comprehension)
১৩. নোট নেওয়া ও নোট দেওয়া

ঘ) **তৃতীয় বইয়ের বিষয়:**

(ক) উপন্যাস - আরশাক - বিভূতিভূষণ বন্দ্যোপাধ্যায়

(খ) ঐতিহাসিক বিষয় :

(১) পর্যটন : (Tourism)

- (ক) লক্ষ্য ও উদ্দেশ্য
- (খ) পর্যটনের সকাল - একাধিক
- (গ) আধুনিক পর্যটন শিল্প
- (ঘ) পর্যটনের নানা রূপ
- (ঙ) পর্যটনের পরিকাঠামো
- (চ) পর্যটনের পরিষেবার নানা দিক
- (ছ) পর্যটনের বাণিজ্যিক দিক
- (জ) পর্যটনের সাংস্কৃতিক দিক
- (ঝ) পর্যটনে জাতীয় সংহতি ও আন্তর্জাতিকতাবোধের সুযোগ

# Tamil

## Code No. 304

### 1. அறிமுகம்

உலகளாவிய நிலையில் 94 நாடுகளில் தமிழர்கள் வாழ்கின்றனர். தாய் மொழியாம் தமிழைக் கற்க விரும்புகின்றனர். செவ்வியல் மொழியாம் தமிழைக் கற்கும் ஆர்வம் இன்று தாய் மொழியாளர்களுக்கும் பிற மொழியாளர்களுக்கும் பெருகி வருகிறது.

இந்நிலையில் இவர்களுக்காகத் தமிழ் மொழியில் அமைப்பையும், சிறப்பையும், ஆற்றலையும், இலக்கிய, இலக்கணங்களையும் கற்பிப்பது கருத்துப் பரிமாற்ற ஆவலை வளர்ப்பதும் அவசியம்.

தமிழரின் வாழ்வியல் விழுமியங்களையும் பண்பாட்டுச் சிறப்புகளையும் இவர்கள் அறிந்து உணரும் வாய்ப்பு ஏற்படுகிறது. சமுதாயக் குறிப்புகளை வெளிப்படுத்தும் திறன் மிக்கது. தகவல் தொடர்புத் துறையில் முன்னேற்றம் அடைந்து வருகிறது. கணினிப் பயன்பாட்டில் சிறப்பிடம் பெற்று வருகிறது. தென்னிந்திய மொழிகளான தெலுங்கு, மலையாளம், கன்னடம் ஆகியவற்றுடன் மிக நெருங்கியத் தொடர்பு உடையது. எனவே தேசியத் திறந்த நிலைப் பள்ளி நிறுவனத்தில் தமிழ்ப் பாடம் கற்பிக்கப்படுவதும் மிகவும் அவசியமாகிறது. அத்துடன் திறன் அடிப்படையில் வேலை வாய்ப்பிற்கு ஏற்ற மொழியறிவு பெறச் செய்வதை நோக்கமாகவும் கொண்டது. 2005 ஆம் ஆண்டின் புதிய தேசியக் கல்விக் கொள்கையின் அடிப்படையில் இக்கலைத் திட்டம் உருவாக்கப்பட்டுள்ளது.

### 2. முன் தகுதி

- ✦ இடைநிலை வகுப்பில் தேர்ச்சிப் பெற்றிருக்க வேண்டும்.
- ✦ மேல்நிலைக் கல்வியைப் பயிலும் அளவுக்குத் தமிழ் மொழியைப் பேசவும் எழுதவும் தெரிந்திருக்க வேண்டும்.
- ✦ தங்கள் கருத்துகளை இயல்பாக வெளிப்படுத்தும் திறன் பெற்றிருக்க வேண்டும்.
- ✦ கற்போர்கள் இடைநிலைக் கல்வி தேர்ச்சிப் பெற்றிருத்தல், அல்லது இதற்கு இணையான மொழித் திறன் பெற்றிருத்தல்.
- ✦ ஏழை - பணக்காரர், ஆண் - பெண், கிராமத்தவர் - நகரத்தவர் என்ற பாகுபாடு இல்லாமல் அனைவருமே இதில் சேர்ந்து பயன் பெறலாம்.

தமிழ் மொழியைப் பயில ஆர்வம் உள்ள அயல் மாநிலத்தவர்கள், அயல் நாட்டவர்களும் பயன் பெறலாம்.

### 3. பயனாளிகள்

- ✦ கற்போர்கள் இடைநிலைக் கல்வி தேர்ச்சிப் பெற்றிருத்தல், அல்லது இதற்கு இணையான மொழித் திறன் பெற்றிருக்க வேண்டும்.

- ✦ ஏழை - பணக்காரர், ஆண் - பெண், கிராமத்தவர் - நகரத்தவர் என்ற பாகுபாடு இல்லாமல் அனைவருமே இதில் சேர்ந்து பயன் பெறலாம்.
- ✦ தமிழ் மொழியைப் பயில ஆர்வம் உள்ள அயல் மாநிலத்தவர்கள், அயல் நாட்டவர்களும் பயன் பெறலாம்.

#### 4. நோக்கங்கள்

##### அ. பொதுநோக்கம்

- ✦ செவ்வியல் மொழியாம் தமிழைப் புரிந்து கொள்ளவும் பயன்படுத்தவும் கற்பித்தல்.
- ✦ செம்மொழிக் கூறுபாடுகளை விளக்குதல்.
- ✦ இன்றைய தேசியக் கல்விக் கொள்கைகளுக்கு ஏற்ற முறையில் தமிழ் மொழியைக் கற்பித்தல்.
- ✦ கற்போர்களின் திறன்களுக்கு ஏற்ப வேலைவாய்ப்பைப் பெறுவதற்கான தகுதியை வளர்க்க உதவுதல்.

##### தேசியம்

1. இந்திய தேசிய ஒருமைப்பாடு.
2. வேற்றுமையில் ஒற்றுமை காணல்.
3. தேசியத் தலைவர்களின் தியாகப் பணிகள்.
4. தேசிய அளவில் உள்ள மரபுச் சின்னங்கள் ஆசியவற்றின் சிறப்புகளை எடுத்துரைத்தல்.

##### தமிழ் மொழி, பண்பாடு, இலக்கியம்

1. செவ்வியல் தமிழின் பண்புகள்.
2. தமிழ்ப் பண்பாட்டின் தனித்தன்மைகள் (இசை, ஆடல், ஓவியம், சிற்பம், விளையாட்டு)
3. தமிழர் வாழ்வியல் விழுமியங்கள்.
4. தமிழ் இலக்கண வளங்கள்.
5. தமிழ் இலக்கிய மாண்புகள் - தமிழர்களின் மரபு, வாழ்வியல், தமிழிசை, ஆடல், ஓவியம், சிற்பம், கட்டிடக்கலை, விளையாட்டு ஆசியவற்றைக் கற்பித்தல்.

##### மதிப்புகள்

1. தனிமனித மதிப்புகள்
2. குடும்ப மதிப்புகள்
3. சமூக மதிப்புகள்
4. தமிழர் வாழ்வியல் மதிப்புகள்
5. தேசிய மற்றும் உலகளாவிய மதிப்புகளை அறிதல்.

## ஆளுமைப் பண்புகள்

- ✦ மொழி ஆளுமைத் திறனை வளர்த்தல்.
- ✦ சமூகப் பழக்க, வழக்கங்களை அறிதல்.
- ✦ தனிமனித ஆளுமை வளர்ச்சியில் தாய் மொழியின் பங்கை மேம்படுத்தல்.
- ✦ தலைமைப் பண்பு, நிர்வாகத்திறன், அறிவியல், தொழில்நுட்பத் திறன்களைப் பெறுதல்.
- ✦ மரபு வழிப் பண்பையும், கலையையும் அறிந்து கொள்ளுதல்.

## அறிவியல் பார்வை

- ✦ சுற்றுச் சூழல் விழிப்புணர்வு.
- ✦ சமூகப் பொறுப்புணர்வு.
- ✦ உடல் நலம், உள நலம் பேணல்.
- ✦ நவீனத் தொழில் நுட்பங்களைக் கையாளல்.
- ✦ கணினி, தகவல் தொழில் நுட்பங்கள், இணையம் போன்றவற்றைப் பயன்படுத்துதல்.

## கலை இலக்கியம்

- ✦ செவ்வியல், நாட்டுப்புறக் கலைகள்.
- ✦ மக்களின் பழக்க வழக்கங்கள், நம்பிக்கைகள்
- ✦ பாடல்கள், பழமொழிகள், விடுகதைகள், விளையாட்டுக்கள்.
- ✦ இசை, ஆடல், ஓவியம், சிற்பம் - சிறப்புணர்தல்
- ✦ மொழித்திறன்
- ✦ எழுத்துத்திறன்
- ✦ பேச்சுத்திறன்
- ✦ படித்தல் திறன்
- ✦ படைப்புத் திறன்
- ✦ சுவை உணர் திறன் போன்ற திறன்களை வளர்த்தல்
- ✦ நவீனத் தொழில் நுட்பங்களைப் பயன்படுத்துதல்
- ✦ கணினி
- ✦ இணையம்
- ✦ மேலாண்மை போன்றவற்றைப் பயன்படுத்துதல்

## ஆ. சிறப்பு நோக்கம்

- ✦ மொழித் திறன்களான கேட்டறிதல், பேசுதல், படித்தல், படைத்தல் என்ற திறன்களைப் பெறுதல்.
- ✦ ஒலி, ஒலி வேறுபாடு, பல பொருள் ஒரு சொல், பல சொல் ஒரு பொருள் அறிதல்.



- ✦ பழமொழில்கள், மரபுத் தொடர்கள், விடுகதைகள், சிலேடைகள், உவமை, உருவகம் முதலான அணி நயங்கள், எதுகை, மோனை முதலான தொடை நயங்கள், கற்பனைச் சிறப்புகள், உருவகங்கள், சந்த வேறுபாடுகள் போன்றவற்றை அறிதல்.
- ✦ அறிவியல் நோக்கில் மொழியின் அமைப்பு நிலைகளை அறிதல்.
- ✦ கூர்ந்த சிந்தனை.

## 5. பாட அறிமுகம்

1. தேசியத் திறந்த நிலைப்பள்ளி நிறுவனத்தின் மூலம் மேல்நிலைக் கல்வியில் தமிழ்ப்பாடம் அறிமுகம் செய்தல்.
2. தேசியத் திறந்த நிலைப்பள்ளி நிறுவனத்தின் வாயிலாக இடைநிலைக் கல்வி கற்றோர் மேல்நிலையிலும் தமிழ்க் கல்வியைத் தொடர வாய்ப்பளித்தல்.
3. உயர் தனிச் செம்மொழிகளில் ஒன்றான தமிழ் மொழியின் சிறப்புகளையும் வளங்களையும் அறிந்திடத் துணை செய்தல்.
4. தமிழ் மொழியின் இலக்கண, இலக்கிய வளங்களையும் பரப்புகளையும் அறிந்துணரச் செய்தல்.
5. நடைமுறை வாழ்வியலில் தமிழ்மொழியின் சொல், பொருள் வளங்களைப் பயன்படுத்தும் திறன் அறியப் பயிற்சி அளித்தல்.
6. நாள்தோறும் வளர்ந்துவரும் புத்தம் புதிய தொழில் நுட்பங்களையும் தமிழ் மொழி வாயிலாக அறிந்து பயன்படுத்தும் சூழலை உருவாக்கல்.
7. தமிழ்ப் பண்பாடு, நாகரிகம், நுண்கலைகள், வாழ்வியல் விழுமியங்கள் போன்றவற்றை அறிந்து மகிழ்ச் செய்தல்.
8. மொழித் திறன்களான எழுதுதல், கேட்டறிதல், படித்தல், புரிந்து கொள்ளுதல், பயன்படுத்துதல் போன்ற நிலைகளில் தேர்ச்சிப் பெற்றிடச் செய்தல்.
9. பாடங்களைப் பயிலும் பொழுது தேவையான ஒளி ஒலி நாடாக்கள் மூலமும் எழுது.

### 5.1 முதன்மைப் பாடம்

மதிப்பெண் : 85	பாடவேளை 205 மணி நேரம்
செய்யுள்	30 மதிப்பெண்கள்
உரைநடை	35 மதிப்பெண்கள்
பயன்முறை	20 மதிப்பெண்கள்
மொழியறிவு	

இப்பாடத்திட்டத்தில் பின் கண்ட மொழித் திறன்கள் அறிமுகப்படுத்தப் படுகின்றன.

இலக்கியப் பாடங்கள் படித்தல்	45%
சுயமாகவும், படைப்புத் திறனுடனும் எழுதல்	20%
பயன்முறை மொழித்திறன் மற்றும் படைப்பாற்றல்	20%

## 5.2 விருப்பப்பாடம்

மதிப்பெண் : 15

பாடவேளை 35 மணிநேரம்

1. இணையமும் தமிழும்
2. மேலாண்மையியலும் தமிழும்

(இவற்றில் ஏதேனும் ஒன்றினை மாணவர்கள் தேர்வு செய்து கொள்ளலாம்)

## 6. பாடத்திட்டப் பிரிவு

### 6.1 முதன்மைப் பாடம்

#### அ. கேட்டறிதல்

காலம் : 10 மணி நேரம்

குறிக்கோள் : மாணவர்கள் கேட்கும் ஆற்றலை வளர்த்துக் கொள்ளல். கருத்தரங்கம், விவாதமேடை, பொது நிகழ்ச்சிகள் பங்கு பெறக் கூடிய அளவில் திறமை பெற உதவுதல்.

#### ஆ. பேசுதல்

காலம் : 10 மணி நேரம்

குறிக்கோள் : மாணவர்கள் தாம் கேட்டவற்றைப் புரிந்து கொண்டு எடுத்துரைக்கும் திறம் பெற்றவராதல், கருத்தரங்குகள், விவாத மேடைகள், பொது நிகழ்ச்சிகள் முதலியவற்றில் கேட்டுப் புரிந்துகொண்டவற்றை எடுத்துரைக்கும் ஆற்றல் பெற்றவராதல்.

மொழியைப் புரிந்து கொள்ளுதலும் பேசுதலுமான அறிவு பெறுதல்.

(எ-டு) ஒலி, ஒலி வேறுபாடுகள் உணர்ந்து பேசுதல்

பல பொருள் ஒரு சொல் அறிந்து பேசுதல்

ஒரு சொல் பலபொருள் அறிந்து பேசுதல்

சுவை வெளிப்படப் பேசுதல் (நகைச்சுவை, வீரம், அவலம்)

அணிநயம், தொடையம் தோன்றப் பேசுதல்

(வஞ்சப் புகழ்ச்சி, அடுக்குமொழி)

#### இ. படித்தல்

மதிப்பெண் : 45

காலம் : 100 மணி நேரம்

செய்யுள் படித்தல்

# Odia

## Code No. 305

### ୧.୦ ଉପକ୍ରମ

ଉଚ୍ଚଶିକ୍ଷାର ଯେକୌଣସି ସ୍ତରରେ ଭାଷା ଶିକ୍ଷା ବିଶେଷତଃ ମାତୃଭାଷା ଶିକ୍ଷା ଏକ ପ୍ରମୁଖ ଅପରିହାର୍ଯ୍ୟ ଆବଶ୍ୟକତା । କାରଣ ଅନ୍ୟଭାଷାରେ କହିବାବେଳେ ମନୁଷ୍ୟ ପ୍ରଥମେ ନିଜ ମନଭିତରେ ମାତୃଭାଷାରେ କହିବାକୁ ଚାହୁଁଥିବା କଥାଟିକୁ ଚିନ୍ତା କରି ଅନ୍ୟ ଭାଷାରେ ସେଇ କଥାକୁ କହିଥାଏ । ଏ ଦୃଷ୍ଟିରୁ ଭାଷା ଶିକ୍ଷାର ଯଥେଷ୍ଟ ଗୁରୁତ୍ୱ ରହିଛି । ଭାଷା ଶିକ୍ଷା ରକ୍ଷଣଶୀଳ ଗତାନୁଗତିକତାର ବର୍ଗ ବନ୍ଧନରେ ଆଜି ଆଉ ଆବଦ୍ଧ ହୋଇ ରହିନାହିଁ । ବରଂ ସମୟ, ସମାଜ, ଜୀବନ ଓ ଜୀବିକାର ଆବଶ୍ୟକତା, ଗଠିତଲକ୍ଷଣୀ, ମୂଲ୍ୟବୋଧ ଓ ବିଚାରଧାରା ଅନୁସାରେ ପରିବର୍ତ୍ତିତ ହୋଇ ଚାଲିଛି । ଭାଷା ବିବର୍ଦ୍ଧନର ଏହା ଏକ ସ୍ୱାଭାବିକ ପ୍ରକ୍ରିୟା ।

### ୨.୦ ଯଥାର୍ଥ୍ୟ

ସାଂପ୍ରତିକ ସମୟ ପରିପ୍ରେକ୍ଷାରେ ଓଡ଼ିଆ ଭାଷାରେ ବହୁପରିବର୍ଦ୍ଧନ ପରିଲକ୍ଷିତ ହେଲାଣି । ତଦନୁସାରେ ବିଦ୍ୟାଳୟ ସ୍ତରରୁ ଭାଷାଶିକ୍ଷା ପାଠ୍ୟକ୍ରମରେ ମଧ୍ୟ ବିକାଶମୁଖୀ ପରିବର୍ଦ୍ଧନ ଓ ପ୍ରବର୍ଦ୍ଧନର ଏକ ଅନୁପେକ୍ଷଣୀୟ ଆବଶ୍ୟକତା ରହିଛି । ଲକ୍ଷ କଲେ ଜାଣି ହୁଏ ଯେ ସାଂପ୍ରତି ସାଧାରଣ ବ୍ୟକ୍ତିଙ୍କଠାରୁ ଆରମ୍ଭକରି ସାହିତ୍ୟିକ ମାନଙ୍କ ପର୍ଯ୍ୟନ୍ତ ସମସ୍ତେ ନିଜ ଚିନ୍ତାର ପରିପ୍ରକାଶ ପାଇଁ ଯୁଗାନୁସାରୀ ଶବ୍ଦ ଓ ବାକ୍ୟ ପ୍ରୟୋଗ କରିଥାନ୍ତି । ଫଳତଃ ଉପସ୍ଥାପନ ଶୈଳୀ ମଧ୍ୟ ପରିବର୍ଦ୍ଧନର ସ୍ରୋତରେ ଭାସିଚାଲିଛି ।

ଉଚ୍ଚମାଧ୍ୟମିକ ସ୍ତରର ଭାଷାଶିକ୍ଷାରେ ଅନ୍ତତଃ ବ୍ୟାବହାରିକ ଭାଷା ପ୍ରୟୋଗ କୌଶଳ ସ୍ଥାନିତ ହେବା ବିଧେୟ । କାରଣ ଶ୍ରବଣ, କଥନ, ଲିଖନ ଓ ପଠନ ଇତ୍ୟାଦିରେ ବ୍ୟାବହାରିକ ଭାଷାର ଉପଯୁକ୍ତ ପ୍ରୟୋଗ ବିଧି ଦୈନନ୍ଦିନ ଜୀବନର ଆବଶ୍ୟକତା ପୂରଣରେ ଖୁବ୍ ସହାୟକ ହୋଇଥାଏ । ପ୍ରତ୍ୟେକ ମଣିଷ ନିଜ ଜୀବନଦଶାରେ ମୌଖିକ ଭାଷା ବା କଥିତ ଭାଷାର ସର୍ବାଧିକ ବ୍ୟବହାର କରିଥାଏ । ଏଥିପାଇଁ ରାଷ୍ଟ୍ରୀୟ ମୁକ୍ତ ବିଦ୍ୟାଳୟ ଶିକ୍ଷା ପ୍ରତିଷ୍ଠାନର ଶିକ୍ଷାଦାନ କାର୍ଯ୍ୟକ୍ରମ ଏକ ଉଲ୍ଲେଖନୀୟ ବାସ୍ତବତା ଭିତ୍ତିକ କ୍ରାନ୍ତିକାରୀ ସମୟାନୁସାରୀ ପଦକ୍ଷେପ । ବିଶେଷତଃ ଔପଚାରିକ ଶିକ୍ଷା ସୁଯୋଗରୁ ବଞ୍ଚିତ ବ୍ୟକ୍ତିବିଶେଷ ଯେପରି ଅନୌପଚାରିକ ଶିକ୍ଷା ସୁଯୋଗ ଦ୍ୱାରା ଉପକୃତ ହୋଇପାରିବେ ତାହାକୁ ଦୃଷ୍ଟିରେ ରଖି ଏଭଳି ଅଭିନବ ପାଠ୍ୟକ୍ରମ ପ୍ରଣୟନ ବ୍ୟବସ୍ଥା ପ୍ରବର୍ଦ୍ଧନ କରାଯାଇଛି ।

ଆମ ଦେଶର ବହୁ ପ୍ରାଦେଶିକ ଭାଷାରେ ଏଭଳି ପାଠ୍ୟକ୍ରମ ପ୍ରଚଳନ ହୋଇସାରିଛି । ଏଭଳି ପାଠ୍ୟକ୍ରମ ଯଥାର୍ଥ୍ୟ, ପ୍ରାସଂଗିକ, ଯୁଗପୋଯୋଗୀ ଓ ପ୍ରଭାବଶାଳୀ ବୋଲି ଉପଲକ୍ଷ୍ଟ ହେଲାପରେ ଓଡ଼ିଶାରେ ଏହାର ସଫଳ ରୂପାୟନ ପାଇଁ ପଦକ୍ଷେପ ନିଆଯାଇଅଛି ।

### ୩.୦ ଶିକ୍ଷଣ ପୃଷ୍ଠଭୂମି

ଏହି ପାଠ୍ୟକ୍ରମ ଅନ୍ତର୍ଭୁକ୍ତ ହେବା ପାଇଁ ନିମ୍ନ ଯୋଗ୍ୟତା ଅପରିହାର୍ଯ୍ୟ ଅଟେ ।

- ସାଧାରଣ ଗଦ୍ୟ ଓ ପଦ୍ୟ ପାଠକରିପାରୁଥିବା ଦରକାର ।
- କଥନ ଓ ଲିଖନ ସମୟରେ ତୃପ୍ତିହୀନ ଶବ୍ଦ ଓ ବାକ୍ୟର ବ୍ୟବହାର ସାମର୍ଥ୍ୟ ଆବଶ୍ୟକ ।
- ସାଧାରଣ ପ୍ରଚଳିତ ଭାଷାରେ କହି ଓ ଲେଖି ନିଜ ଭାବ ପ୍ରକାଶ କରିବା ଶକ୍ତି ଥିବା ଦରକାର ।
- ଅନ୍ତତଃ ୫୦୦୦ ଓଡ଼ିଆ ଶବ୍ଦ ସହ ପରିଚୟ ଓ ପ୍ରୟୋଗ ସାମର୍ଥ୍ୟ ଥିବା ବିଧେୟ ।

## ୪.୦ ଉଦ୍ଦେଶ୍ୟ

ଏହି ପାଠ୍ୟକ୍ରମର ସାଧାରଣ ତଥା ବିଶେଷ ଉଦ୍ଦେଶ୍ୟ:

### ୪.୧ ସାଧାରଣ ଉଦ୍ଦେଶ୍ୟ

- ଶିକ୍ଷାର୍ଥୀ ମାତୃଭାଷାର ନିର୍ଭୁଲ କଥନ କୌଶଳରେ କୁଶଳୀ ହେବେ ଓ ବାକ୍ପଠୁ ହେବେ ।
- ମାତୃଭାଷା ମାଧ୍ୟମରେ ଅନ୍ୟାନ୍ୟ ସ୍ୱତନ୍ତ୍ର ବିଷୟ ସବୁ ଅଧ୍ୟୟନ କରିପାରିବେ ।
- ବ୍ୟାବହାରିକ, ବ୍ୟାବସାୟିକ ତଥା ଔଦ୍ୟୋଗିକ ବିଷୟ ସଂଯୋଜିତ ଓଡ଼ିଆ ଶବ୍ଦାବଳୀର ଉଚିତ୍ ପ୍ରୟୋଗ କରିପାରିବେ ।
- ସାହିତ୍ୟ ପଠନର ଆନନ୍ଦଲାଭ ସହିତ ଚିନ୍ତନଶକ୍ତିର ଅଧିକାରୀ ହୋଇପାରିବେ ।
- ସର୍ଜନଶୀଳତାର ପରିବୃଦ୍ଧି ଏହାଦ୍ୱାରା ସମ୍ଭବ ହୋଇପାରିବ ।
- ସାରସ୍ୱତ ଚେତନାର ସଂସ୍ପର୍ଶରେ ମାନବିକ ମୂଲ୍ୟବୋଧର ଅଭିବୃଦ୍ଧି ସହଜସୁଲଭ ହୋଇ ପାରିବ ।
- ଭାରତୀୟ ମହାନ ସଂସ୍କୃତି ଓ ସଭ୍ୟତା ପ୍ରତି ସମ୍ମାନ ଓ ଉଚ୍ଚ ରଦାୟୀ ବୋଧ ପ୍ରକଟିତ ହେବ ।
- ଜାତୀୟତା ଭାବର ଉଦ୍ରେକ ହେବାସହ ମନୋଭୂମିରେ ଦେଶମାତୃକାର ଗୌରବ ବୃଦ୍ଧି ଲାଗି ଆନ୍ତରିକ ଜାଗରଣ ସୃଷ୍ଟିହେବ ।
- ବିଭିନ୍ନ ବିଷୟ, ତଥ୍ୟ, ତତ୍ତ୍ୱ ଓ ପ୍ରସଂଗକୁନେଇ ଚିନ୍ତାଶକ୍ତି ପରିବୃଦ୍ଧି ହେବ ।
- ମାତୃଭାଷାରେ ସ୍ୱତନ୍ତ୍ରଭାବେ ନିଜ ଭାବ ଭାବନା ତଥା ଚିନ୍ତାଚେତନା ଓ ବିଚାରଧାରାକୁ ମୌଖିକ ଓ ଲିଖିତ ରୂପରେ ପ୍ରକାଶ କରି ପାରିବାର ସାମର୍ଥ୍ୟ ହାସଲ କରିପାରିବେ ।

### ୪.୨ ବିଶେଷ ଉଦ୍ଦେଶ୍ୟ

ଉଚ୍ଚତ ପାଠ୍ୟକ୍ରମ ମଧ୍ୟରେ ଶିକ୍ଷାର୍ଥୀ ମାନଙ୍କର ଭାଷାଜ୍ଞାନର ବୃଦ୍ଧି ଓ ଦକ୍ଷତା ଲାଭପାଇଁ ନିମ୍ନ ବର୍ଣ୍ଣିତ ଶୈକ୍ଷିକ କୌଶଳ ଉପରେ ଗୁରୁତ୍ୱ ଦେବା ସର୍ବାଦୌ କର୍ତ୍ତବ୍ୟ ଅଟେ । ଯଥା:

#### **ଶୁଣିବା ଦକ୍ଷତା**

(ପ୍ରଦତ୍ତ ବାକ୍ୟାଳାପ ବା ପାଠ୍ୟକ୍ରମ ବିଷୟ ବସ୍ତୁ ଉପରେ ଏହା ଆଧାରିତ । ଏହା ଆୟତାଧିନ ହେବା ପରେ)

- ସାଧାରଣତଃ କଥାବାକ୍ୟ ବେଳେ ଅନ୍ୟର କଥାକୁ ଧ୍ୟେୟର ସହିତ ଶୁଣିବା ।
- ପାଠ୍ୟକ୍ରମରେ ନିର୍ଦ୍ଧାରିତ ପାଠକୁ ମନଯୋଗ ସହ ଶୁଣି ବୁଝିବା ।
- ଶୁଣୁଥିବା ବିଷୟବସ୍ତୁ ଓ ଭାବଧାରା ସହ ଏକାନ୍ତହେବା ।
- ଶୁଣି ବୁଝୁଥିବା ବିଷୟବସ୍ତୁ ଓ ଭାବଧାରାକୁ ବୋଧଗମ୍ୟ କରାଇବା ।
- ସମସ୍ତ ବିଷୟ ବସ୍ତୁକୁ ବିଶ୍ଳେଷଣ କରିପାରିବାର ସାମର୍ଥ୍ୟ ହାସଲ କରିବା ।
- ଶୁଣି ବୁଝୁଥିବା ବିଷୟ ବସ୍ତୁ ସଂପର୍କରେ ନିଜସ୍ୱ ସ୍ୱତନ୍ତ୍ର ମତାମତ ଉପସ୍ଥାପନ କରିପାରିବାର ଦକ୍ଷତା ହାସଲ କରିବା ।

#### **କହିବାର ଦକ୍ଷତା**

(ଶୁଣିବା ଦକ୍ଷତା ହାସଲ କରିସାରି କହିବା କୌଶଳ ଆୟତ କରିବା)

- ପଠିତ ବିଷୟ ବୋଧଗମ୍ୟ ହେବାପରେ ସେ ସଂପର୍କରେ ପ୍ରକାଶ କରିପାରିବାର ଦକ୍ଷତା ହାସଲ କରିବା ।

- ସାଧାରଣ ବା ଅସାଧାରଣ ଏପରିକି ପ୍ରତିକୂଳ ପରିସ୍ଥିତି ବା ପରିବେଶରେ ଶୀଳତା ରକ୍ଷା ସହ ଶିଷ୍ଟ ଆଚରଣ ପ୍ରଦର୍ଶନ କରିବାର ଦକ୍ଷତା ହାସଲ କରିବା ।
- ସ୍ଥାନ କାଳ ପାତ୍ର ଭେଦରେ ଭଦ୍ର ଓ ଶିଷ୍ଟାଚରଣ ସମ୍ମତ ହୋଇ ନିଜ ଭାବ ପ୍ରକାଶ କରିବାର ସାମର୍ଥ୍ୟ ଲାଭ କରିବା ।
- ଭଦ୍ରଜନସ୍ଥଳଭିତ୍ତି ଶିଷ୍ଟ ଭାଷା ପ୍ରୟୋଗ କରିପାରିବାର ଯୋଗ୍ୟତା ଆୟତ କରିବା ।
- ସାଧାରଣ କଥାବାର୍ତ୍ତାରେ ଶବ୍ଦ ପ୍ରୟୋଗ ବେଳେ ସଂଯମତା ଅବଲମ୍ବନ କରିବାର ଅମିତବ୍ୟୟୀ ଦକ୍ଷତା ହାସଲ କରିବା ।
- ପଠିତ ପାଠକୁ ସହଜ ସରଳ ସୁବୋଧ ଶୈଳୀରେ ପ୍ରକାଶ କରିବାର ଯୋଗ୍ୟତା ହାସଲ କରିବା ।
- ନିଜ ଅଭିଜ୍ଞତା, ଅନୁଭୂତି ଓ ପାରିପାର୍ଶ୍ଵିକ ଅବସ୍ଥା ସଂପର୍କରେ ସ୍ଵାଭାବିକଭାବେ ବର୍ଣ୍ଣନା କରିପାରିବାର କୌଶଳ ହାସଲ କରିବା ।
- ପ୍ରଗଳ୍ଭ ନହୋଇ କଥା କହିବା ବେଳେ ଆବଶ୍ୟକ ବିରାମ ଓ ଅନୁତାନ ସହିତ କହିପାରିବାର ଦକ୍ଷତା ହାସଲ କରିବା ।
- ଦଳଗତ ଆଲୋଚନା କରିବା ବେଳେ ନିଜର ସ୍ଵତନ୍ତ୍ର ବିଚାର ଓ ମତ ବଳିଷ୍ଠ ଭାବେ ଉପସ୍ଥାପନ କରିବାର କୌଶଳ ଆୟତ କରିବା ।
- ଅଳ୍ପ କଥାରେ ଅଧିକ ଭାବସାକ୍ଷତା ପରିପ୍ରକାଶ କରାଯାଇପାରିବାର ଯୋଗ୍ୟତା ହାସଲ କରିବା ।

### **ପଢ଼ିବା ଦକ୍ଷତା**

(ଶୁଣିବା ଓ କହିବା ପଦ୍ଧତୀ ହାସଲ କରି ପଢ଼ିବା ଦକ୍ଷତା ଆୟତ କରିବା)

- ପାଠ୍ୟ ବିଷୟ ବସ୍ତୁର ପ୍ରକାର ଭିନ୍ନ ଭିନ୍ନ । ସେ ସବୁ ପଠନ ମାଧ୍ୟମରେ ହୃଦବୋଧ କରିପାରିବାର କୌଶଳ ହାସଲ କରିବା ।
- ଯଥୋଚିତ ବିରାମ ସହ ବାରମ୍ବାର ପଠନ ମାଧ୍ୟମରେ ବିଷୟବସ୍ତୁକୁ ବୋଧଗମ୍ୟ କରିବାର ଦକ୍ଷତା ହାସଲ କରିବା ।
- ବିଷୟ ବସ୍ତୁ ପଠନରେ ନୀରବ ପଠନର ଏକ ସ୍ଵାତନ୍ତ୍ର୍ୟ ରହିଛି । ଏଣୁ ନୀରବ ପଠନ ମାଧ୍ୟମରେ ବିଷୟବସ୍ତୁକୁ ଅଧିକ ବୋଧଗମ୍ୟ କରାଇବାର ଯୋଗ୍ୟତା ହାସଲ କରିବା ।
- ପଦ୍ୟ ଆବୃତ୍ତି ଓ ଗଦ୍ୟ ପଠନ ଜନିତ ନିହିତ ପାର୍ଥକ୍ୟ ସଂପର୍କରେ ସଚେତନ ହେବା ।
- ପଠିତ ବିଷୟର ସାରମର୍ମ ତଥା ତଥ୍ୟ ଓ ତତ୍ତ୍ଵ ସମୂହ ପଠନ ମାଧ୍ୟମରେ ଆୟତ କରିବାର ଦକ୍ଷତା ହାସଲ କରିବା ।
- ଗଦ୍ୟ ବର୍ଣ୍ଣିତ ବିଷୟବସ୍ତୁକୁ ପଠନମାଧ୍ୟମରେ ଆୟତ କରି ସେ ସଂପର୍କରେ ଅଧିକ ବିଶ୍ଳେଷଣାତ୍ମକ ମତ ସାବସ୍ତ୍ୟ କରିବାର ଦକ୍ଷତା ହାସଲ କରିବା ।
- ଗଦ୍ୟରେ ଅନେକ ଭାବଧାରା ନିହିତ ଥାଏ । ସେଇସବୁ ଭାବଧାରା ମଧ୍ୟରେ ନିହିତ ସଂପର୍କକୁ ବୁଝି ପର୍ଯ୍ୟାଲୋଚନା ମାଧ୍ୟମରେ ବୁଝାଇପାରିବାର ଦକ୍ଷତା ହାସଲ କରିବା ।
- ପଦ୍ୟ ପଠନର ଶୈଳୀକୁ ଆୟତ କରିବା ଓ ତାର ସାରମର୍ମ ପ୍ରକାଶ କରିବାର ଦକ୍ଷତା ଲାଭ କରିବା ।
- ହାତଲେଖା ପତ୍ର ପଠନ ଓ ବର୍ଣ୍ଣିତ ବିଷୟ ବୋଧଗମ୍ୟ କରିବାର ଦକ୍ଷତା ହାସଲ କରିବା ।
- ଦୈନିକ ଖବର କାଗଜ ବା ପତ୍ର ପଢ଼ିବା ପାଠ କରିବାର ଦକ୍ଷତା ହାସଲ ସହିତ ପଠିତ ବିଷୟକୁ ନେଇ ଆଲୋଚନାର ସଫଳ ଦକ୍ଷତା ହାସଲ କରିବା ।
- ଯାତ୍ରାକାଳୀନ ବିଭିନ୍ନ ସମୟ ସାରଣୀ ପଢ଼ି ତାର ଉପଯୁକ୍ତ ପ୍ରୟୋଗ କରିବା ।

- ପଠନ ମାଧ୍ୟମରେ ପଠନ ଅମନଯୋଗୀ ବ୍ୟକ୍ତିଙ୍କୁ ପ୍ରଭାବିତ କରାଇପାରିବା ।
- ବିଭିନ୍ନ ଜ୍ଞାନକୋଷ ଓ ଅଭିଧାନ ଆଦିର ବ୍ୟବହାର ହେବାର ସାମର୍ଥ୍ୟ ଲାଭ କରିବା ।

**ଲେଖିବା ଦକ୍ଷତା**

(ଶୁଣିବା, କହିବା ଓ ପଢ଼ିବାର ଦକ୍ଷତା ହାସଲ ହେବାପରେ ଲେଖିବା କୌଶଳ ଆୟ କରିବା)

- ବିନା କଟାକଟିରେ ପରିଚ୍ଛନ୍ନ ଭାବରେ ସୁନ୍ଦର ଅକ୍ଷରରେ ଲେଖିପାରିବା ।
- ସ୍ଫୁଟିରେ ଥିବା ପଢ଼ିଥିବା ବିଷୟବସ୍ତୁକୁ ଉପଯୁକ୍ତ ଶବ୍ଦ, ବନାନ ଓ ବାକ୍ୟଗଠନ ରୀତି ଅନୁସରଣ ପୂର୍ବକ ଦକ୍ଷତାର ସହ ଲେଖିପାରିବା ।
- ଲେଖିବା ବେଳେ ଆବଶ୍ୟକ ବ୍ୟାକରଣଗତ କୌଶଳ ଲଂଘନ ନ କରି ବନାନ, ବିରାମ ଓ ଶବ୍ଦ ପ୍ରୟୋଗରେ ନୂତନ ଶୈଳୀ ଅବଲମ୍ବନ ପୂର୍ବକ ଲେଖା ଶୈଳୀ ଆୟତ କରିବା ।
- ନିଜ ବିଚାରଧାରାକୁ ସ୍ପଷ୍ଟ, ସ୍ଵଚ୍ଛ ଓ ପ୍ରଭାବୀ ରୀତିରେ ଲେଖିପାରିବା ।
- ବ୍ୟକ୍ତିଗତ, ସରକାରୀ ଓ ବିଭିନ୍ନ ଧରଣର ପତ୍ରଲିଖନ, ନଥି, ଦରଖାସ୍ତ, ଖସଡ଼ା ଏବଂ ଅଭିଯୋଗପତ୍ର ଇତ୍ୟାଦିର ପ୍ରସ୍ତୁତ କୌଶଳ ଆୟ କରିପାରିବା ।
- ଶୁଦ୍ଧ ଲିଖନ ଓ ଦ୍ରୁତ ଲିଖନ ପଦ୍ଧତି ଅନୁସରଣ ପୂର୍ବକ ନଥି ପ୍ରସ୍ତୁତି କୌଶଳ ଆୟ କରିବା ।
- ଲେଖିବା ସମୟରେ ଶବ୍ଦ ପୃଥକୀକରଣ, ଉପକ୍ରମ, ଅନୁଛେଦୀକରଣ ଓ ଉପସଂହାର ଇତ୍ୟାଦି ସମ୍ବନ୍ଧରେ ଜ୍ଞାନ ହାସଲ କରିବା ।
- ଲିଖିତ ବିଷୟବସ୍ତୁକୁ ଆକର୍ଷଣୀୟ ତଥ୍ୟପୂର୍ଣ୍ଣଭାବେ ପ୍ରକାଶ କରିବାର କୌଶଳ ହାସଲ କରିବା ।
- ଉପସ୍ଥାପନ ଶୈଳୀରେ ଆବଶ୍ୟକମତେ ସଂକ୍ଷିପ୍ତତା କିମ୍ବା ବିସ୍ତାରିତ ବର୍ଣ୍ଣନା କୌଶଳ ଆୟତ କରିବା ।
- ଔପଚାରିକ ବା ଅନୌପଚାରିକ ପରିବେଶ ଆଧାରରେ ବିଷୟବସ୍ତୁର ସଂଯୋଜନ ଲିଖନ ଦକ୍ଷତା ଆୟ କରିବା ।
- ଶବ୍ଦ ସଂଯୋଜନା ରୀତି ଆଧାରରେ ଛୋଟ କାହାଣୀ କିମ୍ବା ନିଜ ଅନୁଭୂତିକୁ କାହାଣୀ ଆକାରରେ ସର୍ଜନଧର୍ମୀଭାବେ ପ୍ରକାଶ କରିବା ।
- ଘୋଷଣାନାମା, ଘୋଷଣାପତ୍ର, ନିମନ୍ତଣ ପତ୍ର, ବିଭିନ୍ନ ଚିଠିପତ୍ର ଇତ୍ୟାଦି ଲେଖିବାର ଦକ୍ଷତା ହାସଲ କରିବା ।
- ମନିଅର୍ଡ଼ର, ବ୍ୟାଙ୍କ ପ୍ରଚଳିତ ଫର୍ମସମୂହ, ରେଳବାଇଫର୍ମ ପୂରଣ, ବିଭିନ୍ନ ପ୍ରକାରର ଅଭିଯୋଗ ବା ଦରଖାସ୍ତ ଇତ୍ୟାଦି ଲିଖନରେ ଦକ୍ଷତା ହାସଲ କରିବା ।
- ବ୍ୟାକରଣଗତ ନିୟମଧାରା ପ୍ରତିପାଳନ ପୂର୍ବକ ନିର୍ଭୁଲ ଲେଖାର କୌଶଳ ଆୟ କରିବା ।

**୫.୦ ପାଠ୍ୟକ୍ରମ ପରିଚୟ**

ଉଚ୍ଚତ ପାଠ୍ୟକ୍ରମରେ ମାତୃଭାଷା ଶିକ୍ଷାର ଋଚୋଚି ମୌଳିକ କୌଶଳ ଉପରେ ଗୁରୁତ୍ଵ ପ୍ରଦାନ କରାଯାଇଛି । ତାହା ହେଲା ବୋଧଗମ୍ୟତା ସହ ଶୁଣିବା, କହିବା, ପଢ଼ିବା ଓ ଲେଖିବା । କଳ୍ପନା ଶକ୍ତିର ଓ ସର୍ଜନଶୀଳତାର ବିକାଶ, ଶବ୍ଦଭଣ୍ଡାର ହାସଲ, ବ୍ୟାବହାରିକ କୌଶଳ ଉପରେ ଅଗ୍ରାଧିକାର ଯେତେକି ଦିଆଯାଇଛି ସମଭାବରେ ବ୍ୟାକରଣ ଓ ବ୍ୟାବହାରିକ ବ୍ୟାକରଣ ନିୟମ ଉପରେ ତତୋଧିକ ଗୁରୁତ୍ଵ ପ୍ରଦାନ କରାଯାଇଛି । ଏଥିପାଇଁ ଏଥିରେ ଶିକ୍ଷଣ ସହିତ ମୂଲ୍ୟାଙ୍କନର ବ୍ୟବସ୍ଥା ମଧ୍ୟ ରହିଛି । ଭାଷା

ଅଧ୍ୟୟନକୁ ଦୃଷ୍ଟିରେ ରଖି ଏଭଳି କୌଶଳ ଅବଲମ୍ବନ କରାଯାଇଛି ଯାହାର ସୁଦୂରପ୍ରସାରୀ ପ୍ରଭାବ ରହିଛି । ଭାଷାର ବ୍ୟବହାର ଓ ପ୍ରୟୋଗ ବିଧି ଫଳରେ ଏହା ଉପରେ ଅଧିକ ନିୟନ୍ତ୍ରଣ ଆସିଥାଏ । ସର୍ବତୋଭାବେ ଭାଷା ଉପରେ ଦକ୍ଷତା ହାସଲ ପାଇଁ ଏଥିରେ ସ୍ୱତନ୍ତ୍ର ଧରଣର ପାଠର ବ୍ୟବସ୍ଥା ରହିଛି ।

## ୨.୦ ପାଠ୍ୟକ୍ରମର ବିବରଣୀ

### ୨.୧ ସଂପୂର୍ଣ୍ଣ ବୋଧଗମ୍ୟତା ପର୍ଯ୍ୟନ୍ତ ଶୁଣିବା

ଲକ୍ଷ୍ୟ: ଏହାର ଉଦ୍ଦେଶ୍ୟ ହେଉଛି ଶୁଣିବା ସଙ୍ଗେ ସଙ୍ଗେ ସୂଚିତ ଅର୍ଥର ଯଥାର୍ଥତାବୋଧ ଶକ୍ତିର ବିକାଶ ଘଟାଇବା ।

ଏକକ-୧: ମାତୃଭାଷାର ଧ୍ୱନି ଗୁଡ଼ିକର ଶୁଦ୍ଧତା କେବଳ ଉଚ୍ଚରଣ କାଳରେ ଜଣାପଡ଼ିଥାଏ । ଏଣୁ ଧ୍ୱନି ଗୁଡ଼ିକର ଯଥାଯଥ ଶୁଦ୍ଧ ଉଚ୍ଚାରଣ, ବଳାଘାତ, ସ୍ୱରାଘାତ, ନାସିକାଭବନ, ଅନୁପନ ଇତ୍ୟାଦି ପ୍ରତି ସଚେତନ ରହି ଶୁଣିବା ।

ଏକକ-୨: ବକ୍ତବ୍ୟ ଉପସ୍ଥାପନ, କଥୋପକଥନ, ପ୍ରଶ୍ନା ର, ସମ୍ପାଷଣ, ବା ାଳାପ ଓ ଚର୍ଚ୍ଚିତକ୍ ଇତ୍ୟାଦି ଉପଯୁକ୍ତ ଭାବେ ଶୁଣି ବୁଝିବା ।

### ୨.୨ କହିବା

ଲକ୍ଷ୍ୟ: ଶିକ୍ଷାର୍ଥୀ ଲବ୍ଧନିଜସ୍ୱ ଜ୍ଞାନକୁ, ସ୍ୱକୀୟ ବିଚାରଧାରାକୁ ଆପଣା ଶୈଳୀରେ ଉପସ୍ଥାପନ କରିବା । ଆବଶ୍ୟକତା ଅନୁସାରେ ସ୍ୱକୀୟ ବକ୍ତବ୍ୟର ଯଥାଯଥ ଅଭିବ୍ୟକ୍ତି ଉପରେ ଗୁରୁତ୍ୱ ଦିଆଯିବ ଆବଶ୍ୟକ ।

ଏକକ-୧: ଧ୍ୱନିର ଶୁଦ୍ଧ ଉଚ୍ଚାରଣ ଶୁଣିସାରିବା ପରେ ସେ ସମସ୍ତ ଧ୍ୱନି ଗୁଡ଼ିକର ଯଥାର୍ଥ ନିର୍ଭୁଲ ଉଚ୍ଚାରଣ, ବଳାଘାତ, ସ୍ୱରାଘାତ, ଅନୁତାନକୁ ଉପଯୁକ୍ତ ଗୁରୁତ୍ୱ ସହ କହିବା ।

ଏକକ-୨: ସାଧାରଣ ଜୀବନ ପ୍ରକ୍ରିୟାରେ ଔପଚାରିକ ଓ ଅନୌପଚାରିକ କଥୋପକଥନ, ଆତ୍ମ ପରିଚୟ, ଆଦାନ ପ୍ରଦାନ, ବକ୍ତବ୍ୟ ଉପସ୍ଥାପନ, ପ୍ରଶ୍ନ ଉତ୍ତରାପନ କୌଶଳ, ବିଚାରବିମର୍ଷ, ଏକ ନିର୍ଦ୍ଦିଷ୍ଟ ପ୍ରସଙ୍ଗର ସପକ୍ଷ ଓ ବିପକ୍ଷ ବକ୍ତବ୍ୟ, ବକ୍ତୃତାରେ ଅଂଶଗ୍ରହଣ, ଭାବାନୁସାରୀ କବିତା ଆବୃତ୍ତି କୌଶଳ, ବିବରଣୀ ପ୍ରଦାନ, ସଂଳାପ କଥନ, ଘୋଷଣାନାମା ଉତ୍ତରାପନ, ସାକ୍ଷାତ୍‌କାର, ମ କାର୍ଯ୍ୟକ୍ରମ ସଂରଚନା, ଗନ୍ଧ କଥନ, ଉପସ୍ଥାପିକା ବା ଉପସ୍ଥାପକ ଦାୟିତ୍ୱ ସଂପାଦନ ଇତ୍ୟାଦି ଏହାର ପରିସର ଭୁକ୍ତ । ଏଥିସହିତ ବର୍ଣ୍ଣମାଳା ଓ ଉଚ୍ଚାରଣ ଯଥା- ଶବ୍ଦଭଣ୍ଡାର, ପଦପ୍ରକରଣ, ଶବ୍ଦ ଗଠନ, ଶବ୍ଦ ପ୍ରୟୋଗ, ବାକ୍ୟ ଗଠନ ଓ ବିରାମ ଚିହ୍ନ ପ୍ରଭୃତି ଆଲୋଚନା ପରିସର ଭୁକ୍ତ ହେବ ।

### ୨.୩ ପଢ଼ିବା

ଲକ୍ଷ୍ୟ: ପଢ଼ିବା ମୁଖ୍ୟତଃ ଦ୍ୱିବିଧ । ନୀରବ ପଠନ ଓ ସରବ ପଠନ । ଶିକ୍ଷାର୍ଥୀ ଉଚ୍ଚାରଣ କରି ପଢ଼ନ୍ତୁ ବା ନୀରବରେ ପଢ଼ନ୍ତୁ ପଠନ ଦ୍ୱାରା ଅର୍ଥ ଗ୍ରହଣ ଶକ୍ତି ବିକାଶ ଲାଭ କରିଥାଏ । ଉପଯୁକ୍ତ ଶୈଳୀରେ ପଠନ ପଠିତ ବିଷୟ ବସ୍ତୁକୁ ମନେରଖିବାରେ ସହାୟକ ହୋଇଥାଏ । ଗଦ୍ୟ ଓ ପଦ୍ୟ ଉଭୟ ବିଧି ଲେଖା ପଢ଼ିବାରେ ସେ ଦକ୍ଷତା ହାସଲ କରିବା ଆବଶ୍ୟକ ।

### ୨.୩.୧ କବିତା ପଠନ

କବିତାର ବିଭିନ୍ନ ରୂପ, ରୂପାନ୍ତର ଓ ଶୈଳୀ ବା ରୀତି ସହିତ ବିଦ୍ୟାର୍ଥୀ ପରିଚିତ ହେବା ବାଞ୍ଛନୀୟ । କବିତାର ମର୍ମ ଅର୍ଥାତ୍ କେନ୍ଦ୍ରୀୟ ଭାବବସ୍ତୁ ତଥା କାବ୍ୟିକ ବୈଶିଷ୍ଟ୍ୟ ଅନୁଧ୍ୟାନ କରିବା ସହିତ ଶୈଳୀ ଓ ବକ୍ତବ୍ୟ ଯଥାଯଥ ଭାବେ ସିଏ ହୃଦୟଙ୍ଗମ କରିଥାନ୍ତି ।

### ୨.୩.୨ ଗଦ୍ୟ ପଠନ

ଗଦ୍ୟର ବିଭିନ୍ନ ବିଭାଗ ଯଥା: ପ୍ରବନ୍ଧ, ନିବନ୍ଧ, ଲଳିତ ନିବନ୍ଧ, ଗନ୍ଧ, ନାଟକ, ଏକାଙ୍କିକା, ହାସ୍ୟ ଓ ବ୍ୟଙ୍ଗାତ୍ମକ ରଚନା ଇତ୍ୟାଦି

ଓ ଏହାର ବିଷୟ ଭାଗ ବ୍ୟାଖ୍ୟା, ଶୈଳୀଗତ ସ୍ୱତନ୍ତ୍ରତା ସହ ପରିଚିତ ଏହାର ଉଦ୍ଦେଶ୍ୟ । ଏହି ପରିପ୍ରେକ୍ଷାରେ -

- କ) କାହାଣୀ ଓ କ୍ଷୁଦ୍ରଗଳ୍ପ
- ଖ) ଲଳିତ ନିବନ୍ଧ
- ଗ) ରମ୍ୟ ରଚନା
- ଘ) ହାସ୍ୟ ବ୍ୟଙ୍ଗାତ୍ମକ ରଚନା
- ଙ) ସମ୍ବାଦ
- ଚ) ସମ୍ବାର
- ଛ) ଫିଚର ବା ବିବରଣୀ ରଚନା
- ଜ) ଭ୍ରମଣ କାହାଣୀ
- ଝ) ଜୀବନୀ ଓ ସାକ୍ଷାତକାର ଇତ୍ୟାଦି ପଠନୀୟ

### ୧.୪ ଲେଖିବା

ଶିକ୍ଷଣ ସ୍ତରରେ ବିଦ୍ୟାର୍ଥୀମାନଙ୍କ ଲିଖନ କୌଶଳ ସାମର୍ଥ୍ୟର ବିକାଶ ଘଟାଇବା ଏହାର ଉଦ୍ଦେଶ୍ୟ । ଏହା ଦ୍ୱାରା ନିର୍ଭୁଲ ଲେଖାର ମୂଳସୂତ୍ର ହସ୍ତଗତ ହେବ ଓ ଆବଶ୍ୟକତାନୁରୂପ ସିଏ ଆନୁନିର୍ଭର ଭାବେ ଲେଖିପାରିବେ ।

ଏକକ-୧ : ପ୍ରୟୋଜନମୂଳକ:

ଅନୁଛେଦ ଲିଖନ, ବିଜ୍ଞାପନ ଲିଖନ, ସମ୍ବାର ଲିଖନ, ଫିଚର ଲିଖନ, ପୋଷ୍ଟର ଲିଖନ, ବ୍ୟାଙ୍କରେ ଟଙ୍କା ଜମା ଓ ଉଠାଣ ଫର୍ମ ପୂରଣ, ବିଭିନ୍ନ ପ୍ରକାର ପତ୍ର ଲିଖନ, ଦରଖାସ୍ତ ଲିଖନ, ଅଭିଯୋଗ ଲିଖନ, ସୂଚନା ଆଇନର ଫର୍ମ ପୂରଣ, ସମ୍ବନ୍ଧନା ପତ୍ରଲିଖନ, ଇ-ମେଲ୍, ଫ୍ୟାକ୍ ଆଦି ଲିଖନ ଏହାର ଅନ୍ତର୍ଭୁକ୍ତ ।

ଏକକ-୨ : ଅଭିବ୍ୟକ୍ତି ବାଚକ:

ଭାବ ସଂପ୍ରାସରଣ ଓ ଭାବସଂରକ୍ଷଣ, ଯଥା: ସାରାଂଶ ଲିଖନ, ନିବନ୍ଧନ ଲିଖନ, ଅନୁବାଦ ଇତ୍ୟାଦି ।

### ୧.୦ ପାଠ୍ୟ ବିଷୟ ସୂଚୀ

#### (କ) ଗଦ୍ୟ (ଗଳ୍ପ)

- ଗୋଦାବରୀଶ ମହାପାତ୍ର - ଜାତିର ଧକ୍କା
- ସୁରେନ୍ଦ୍ର ମହାନ୍ତି - ପତାକା ଉଠେ ଲନ
- ଡ. ସଦାଶିବ ମିଶ୍ର - ଗଣତାନ୍ତ୍ରିକ ଆଚରଣ
- ଡ. ଗଣେଶ୍ୱର ମିଶ୍ର - ଭୂତମାନେ କ'ଣ କରନ୍ତି
- ପ୍ର. ଭୁବନେଶ୍ୱର ବେହେରା - ମଣିଷ

#### (ଖ) ପ୍ରବନ୍ଧ ଓ ରଚନା

- ବିଜ୍ଞାନ ଭିକ
- ସାମାଜିକ ସମସ୍ୟା ଭିକ
- ସାହିତ୍ୟ ଓ ଜୀବନୀ ଭିକ
- ଜାତୀୟ ସମସ୍ୟା ଭିକ
- ଓଡ଼ିଶା ସଂପର୍କିତ

#### (ଗ) ଏକାଙ୍କିକା

- ଡ. ରମେଶ ପ୍ରସାଦ ପାଣିଗ୍ରାଣୀ - ସକାଳର ମେଘ
- ଡ. ନିଳାଦ୍ରୀ ଭୂଷଣ ହରିଚନ୍ଦନ - ରାଜପଥ ଗ୍ରାମପଥ



(ଘ) ପତ୍ରଲିଖନ ଓ ଦରଖାସ୍ତ

ପତ୍ରଲିଖନ

ଦରଖାସ୍ତ

(ଙ) ପଦ୍ୟ

- ଭୀଷ୍ମଙ୍କ ଉପଦେଶ - ସାରଳା ଦାସ
- ଉତ୍କଳ ସନ୍ତାନ - କୁଳବୃଦ୍ଧ ମଧୁସୂଦନ ଦାସ
- ତାଆଣିଆ ଖରା - ପଲ୍ଲୀ କବି ନନ୍ଦ କିଶୋର ବଳ
- ଶେଫାଳି ପ୍ରତି - କୁନ୍ତଳା କୁମାରୀ ସାବତ
- ଗ୍ରାମପଥ - ବିନୋଦ ଚନ୍ଦ୍ର ନାୟକ

(ଚ) ବ୍ୟାକରଣ

- ଶୁଦ୍ଧ ଶବ୍ଦ ଲିଖନ
- ବିପରୀତ ଅର୍ଥ ବୋଧକ ଶବ୍ଦ
- ପଦ ନିର୍ଣ୍ଣୟ (ବିଶେଷ୍ୟ / ବିଶେଷଣ)
- ରୂଢ଼ି ଓ ଏହାର ପ୍ରୟୋଗ

୮.୦ ପାଠ୍ୟ ରୂପରେଖ

ମାତୃଭାଷା ଶିକ୍ଷାପାଇଁ ଉପଲକ୍ଷ ଉପାଦାନ ସମୂହ:

- ନିଜେ ପଢ଼ି ବୁଝି ପାରୁଥିବା ଭଳି ମୁଦ୍ରିତ (ଛାପା) ପୁସ୍ତକ ଯାହା ପ୍ରଥମ (୧ମ) ଓ ଦ୍ୱିତୀୟ (୨ୟ) ଭାଗରେ ବିଭକ୍ତ ହୋଇଅଛି ।
- ସହାୟକ ଉପାଦାନ ରୂପେ ଦୃଶ୍ୟ ଓ ଶ୍ରାବ୍ୟ ବ୍ୟବସ୍ଥା (Audio & Video) ।
- ପରିପୂରକ ବ୍ୟବସ୍ଥା ସମୂହ ରାଷ୍ଟ୍ରୀୟ ମୁକ୍ତ ବିଦ୍ୟାଳୟ ଶିକ୍ଷା ପ୍ରତିଷ୍ଠାନର ଡେଭିଲପ୍‌ମେଣ୍ଟରେ ଉପଲବ୍ଧ ।
- ପାଠ୍ୟକ୍ରମ ସମତୁଲ ଅନ୍ୟାନ୍ୟ ବିଷୟ ଯାହା ପ୍ରେରଣା ଦାୟୀ ତାହା ଗ୍ରହଣ କରାଯାଇପାରେ । ବିଶେଷତଃ ସ୍ଥାନ ପରିଭ୍ରମଣ ଓ ତଥ୍ୟ ସଂଗ୍ରହ ଏହାର ଅନ୍ତର୍ଭୁକ୍ତ ।
- ଏସବୁ ବ୍ୟତୀତ ବ୍ୟକ୍ତିଗତ ବିଦ୍ୟାଗ୍ରହଣ ଯୋଜନା (Personal Contact Programme)ର ବ୍ୟବସ୍ଥା ଅଧ୍ୟୟନ କେନ୍ଦ୍ରରେ କରାଯାଇଥାଏ । ମୁକ୍ତ ବିଦ୍ୟାବାଣୀ ମାଧ୍ୟମରେ ମଧ୍ୟ ଏହି ସୁବିଧା ଉପଲବ୍ଧ ହୁଏ ।

୯.୦ ମୂଲ୍ୟାଙ୍କନ ରୂପରେଖ

ଶିକ୍ଷାର୍ଥୀଙ୍କ ବିଦ୍ୟାଗ୍ରହଣର ମୂଲ୍ୟାଙ୍କନ ସର୍ବସାଧାରଣ ପରୀକ୍ଷା ଓ ଶିକ୍ଷକ ଅଙ୍କିତ ମୂଲ୍ୟାଙ୍କନ ପତ୍ର ମାଧ୍ୟମରେ କରାଯାଇଥାଏ । ନିମ୍ନରେ ଏହାର ସବିଶେଷ ପ୍ରଦାନ କରାଗଲା:

ମୂଲ୍ୟାଙ୍କନ ପଦ୍ଧତି	ଗୁରୁତ୍ୱ
ଶିକ୍ଷକ ଅଙ୍କିତ ମୂଲ୍ୟାଙ୍କନ ପତ୍ର (TMA)	୨୦%
ସର୍ବସାଧାରଣ / ନିର୍ଣ୍ଣାୟକ ପରୀକ୍ଷା	୮୦%

# Urdu

## Code No. 306

### 1 تمہید

اردو زبان میں سیکنڈری سطح تک کی کتاب ترمیم و اضافے کے نصاب میں شامل ہو چکی ہے۔ اب سینئر سیکنڈری سطح تک کی اردو زبان کی کتاب کا Revision ہو چکا ہے۔ اس کتاب میں ترمیم و اضافے کے لیے رہنما اصولوں کی روشنی میں کتاب کے چھ ماڈیول کو ترمیم و اضافے کے ساتھ اب چار ماڈیول میں تبدیل کر دیا گیا۔ کچھ نئے ابواب کو بھی شامل کیا گیا ہے۔ اب طلباء کے لیے چار ماڈیول لازمی ہوں گے اور دو اختیاری ماڈیول میں سے ایک ماڈیول کو سب طلباء کو کرنا ہوگا۔ لہذا نصاب کو طوالت کے خوف سے بچانے کے لیے چار اہم نکات کی روشنی میں ہی نصاب کا تجزیہ کیا گیا ہے۔ (i) زبان کی تدریس (ii) ادب کی تدریس (iii) ثقافتی سرمائے سے واقفیت (iv) معاصر زندگی میں رائج ماس میڈیا و اطلاعاتی تکنولوجی سے متعلق معلومات۔

بارہویں کلاس یا سینئر سیکنڈری کے نصاب میں داخلہ لینے سے پہلے طلباء و طالبات سیکنڈری سطح تک دیگر نصاب کے ساتھ ساتھ اردو بطور مادری زبان کا مطالعہ کر چکے ہیں۔ لہذا انھیں اردو بحیثیت مادری زبان کے پڑھنے میں دلچسپی اور شوق پیدا ہو چکا ہوگا۔ اس کے علاوہ طلباء و طالبات سے یہ بھی توقع کی جاتی ہے کہ ان میں نصابی کتاب کے موضوعات کو پڑھنے، لکھنے، سننے اور بولنے کی صلاحیت بھی پیدا ہوگی۔ ساتھ ہی ساتھ یہ بھی امید کی جاتی ہے کہ طلباء میں اس قدر شعور کی بیداری آچکی ہوگی کہ ہواپنی ضرورت کے مطابق مادری زبان کا استعمال کر کے سماجی تہذیبی اور پیشہ ورانہ مشاغل اور کاموں کو بحسن و خوبی نمٹا سکیں۔ طلباء و طالبات اردو زبان بطور مادری زبان کے سیکنڈری سطح تک کر چکے ہیں۔ لہذا سینئر سیکنڈری سطح کی اردو زبان کی نصاب کی کتاب تیار کرنے میں چند حسب ذیل باتوں کا خیال رکھا گیا ہے۔

- (i) بارہویں درجہ کی کتاب تیار کرنے میں نسبتاً بہتر لسانی اور ادبی قابلیت کو ملحوظ رکھتے ہوئے تعلیمی نصاب کے بنیادی مقاصد فراہم کیے گئے ہیں۔
- (ii) اس تعلیمی نصاب کے ذریعہ طلباء میں ترسیل و ابلاغ (Communication)، ادب کی روشناسی کا شعور، تبادلہ خیال، پڑھنے، لکھنے اور مطالعہ کرنے

کی صلاحیتوں میں اضافہ کرنا مقصود ہوگا۔

(iii) زندگی کائنات اور اس کے مختلف معاملات و لوازمات کے متعلق انسانی، عالمی اور اخلاقی اقدار کو بھی فروغ دینا ہوگا۔

مذکورہ امور کی روشنی میں ایک مناسب تناسب پر مشتمل زبانی اور عملی کام کی جانچ کی جائے گی جو تفویض برائے اساتذہ (TMA) پر مبنی ہوگی جس کا مقصد طلباء کے درمیان خود اعتمادی پیدا کرنا، تحریری اور زبانی صلاحیت کی جانچ کرنا بھی زیر غور ہوگا۔ اس حکمت عملی کے تحت طلباء کو صرف آئندہ کے لیے صلاحیت پیدا کرنا اور گریجویٹ بنانا ہی مقصد نہیں ہوگا بلکہ مقابلہ جاتی امتحانات اور کامیاب زندگی گزارنے کے لیے انہیں فعال بنانے کی کوشش کی جائے گی۔

اردو زبان کے نصاب میں چار ماڈیول لازمی اور دو ماڈیول میں سے ایک اختیاری ماڈیول طلباء کو پڑھنا ہوگا۔ امتحان کے سوالات تیار کرتے وقت اس بات کا خیال رکھا گیا ہے کہ نہ صرف ماڈیول بلکہ ہر ایک باب سے سوالات پوچھے جائیں گے۔ اس طرح طلباء و طالبات کے لیے نصابی کتابوں کا مطالعہ ضروری اور معاون ہوگا۔ 100 نمبر کا تحریری امتحان لیا جائے (TMA) تفویض کے نمبر نہیں جوڑے جائیں گے۔

## 2 اردو زبان کی تعلیم کے عام مقاصد

### (الف) سننا اور بولنا

- (i) طلباء معیاری زبان میں گفتگو کر سکیں، مذاکرہ، بحث و مباحثہ، ریڈیو، ٹیلی ویژن کی بات چیت۔ ادبی جلسوں وغیرہ میں شریک ہو سکیں۔ زبان کا صحیح استعمال کر سکیں اور روانی سے بول سکیں۔ اپنے جذبات و خیالات کا صحیح اظہار کر سکیں۔ تعریف و تحسین کا مطلب سمجھ سکیں۔ الفاظ کے اظہار کا اور مختلف اسالیب کا بر محل استعمال کر سکیں۔
- (ii) بولنے والے کے جذبات اور خیالات کو سمجھ کر اپنی رائے قائم کر سکیں۔
- (iii) کسی خاص نکتے کی وضاحت کے لیے دلائل پیش کر سکیں اور مثالیں دے سکیں۔
- (iv) مضمون پر بحث و مباحثہ اور خیالات کا تجزیہ کر سکیں اور ادبی اقتباسات پر تنقیدی نظر ڈال سکیں۔
- (v) مختلف ادب اصناف کی خصوصیات کو سمجھ کر اپنے خیالات کا اظہار کر سکیں۔
- (vi) پڑھے ہوئے مواد پر پوچھے گئے سوالات کا جواب دے سکیں۔
- (vii) معیار کے مطابق دیے گئے موضوع پر تبادلہ خیال کر سکیں۔
- (viii) کسی موضوع پر زبانی اور تحریری اظہار کی صلاحیت کا ثبوت دے سکیں۔

## (ب) انسانی، قومی اور اخلاقی اقدار

نصابی کتاب تیار کرتے وقت مندرجہ ذیل اقدار کا ضرورت کے مطابق خیال رکھا گیا ہے۔

- 1- سچائی، حق، صداقت
- 2- نیکی، خیر، بھلائی
- 3- خدمتِ خلق، انسان دوستی، بھائی چارہ
- 4- تعاون اور ہمدردی
- 5- محبت
- 6- ہمت، حوصلہ، عزم، شجاعت
- 7- عدل و انصاف
- 8- کام میں پہل کرنا
- 9- رہنمائی
- 10- ایمانداری
- 11- ذمہ داری کا احساس اور فرض شناسی
- 12- اعلیٰ اصولوں کی پابندی
- 13- وقت کی پابندی
- 14- جب الوطنی، قومی یکجہتی
- 15- جمہوریت
- 16- رواداری، تمام مذاہب کا احترام
- 17- سوشلزم، مساوات، سب سے برابر کا سلوک
- 18- اپنی قومی اور تہذیبی روایت پر بجا فخر
- 19- وطن کے لیے ایثار و قربانی کا جذبہ

# Gujarati

## Code No. 307

- શીર્ષક** : ગુજરાતીના પાઠ્યક્રમના બધા એકમોનું અકલન અને સમજ (શ્રવણ, વાંચન, કથન, લેખન અને અનુવાદનના સંદર્ભમાં)
- પ્રસ્તાવના** : શ્રવણ અને વાંચન દ્વારા પ્રાપ્ત થતી ભાષા સામગ્રીને તેના વપરાશના સંદર્ભમાં યોગ્ય રીતે સમજીને તેનું અર્થઘટન કરીને એ જ સામગ્રીનું ઉપયોજન કથન અને લેખનમાં કઈ રીતે થઈ શકે તેની તાલીમ મેળવવાનો આશય છે.
- ઉદ્દેશ્ય** : આ તાલીમ દ્વારા ગુજરાતી ભાષાની મૌખિક અને લેખિત અભિવ્યક્તિ વધારે અસરકારક અને સ્પષ્ટ બને એ આ તાલીમનો ઉદ્દેશ્ય છે.
- હેતુ** : ઉપરના ઉદ્દેશ્યને પરિણામલક્ષી બનાવવા માટે પાઠ્યસામગ્રીમાંના એકમોને ઝીણવટથી અને ઊંડાણથી કઈ રીતે વાંચી શકાય તેનું આકલન અને સમજણ કઈ રીતે સ્પષ્ટ કરી શકાય તેની તાલીમ લીધા પછી વિદ્યાર્થીઓએ નીચેની બાબતોમાં પ્રાવીણ્ય કેળવેલું હશે તે અપેક્ષિત છે.
1. ગ્રહણ - પુસ્તકમાંથી ગ્રહણ કરવામાં આવતી સામગ્રીની યાદી બનાવો
  2. તારણ- વિવિધ પ્રકારની માહિતીના આધારે સમજ્યા બાદ તેનું તારણ કાઢવું અને ગ્રહણશક્તિ વધારી શકાય છે.
  3. સાંભળેલી – વાંચેલી સામગ્રીના મુદ્દાઓની યાદી બનાવો
  4. તે મુદ્દાઓને સમજાવી શકે અને તેનું વિવરણ કરી શકે
  5. ઉદાહરણો અને દ્રષ્ટાંતોથી પુષ્ટ કરે
  6. એકથી અન્યને અલગ તારવે, તફાવત સમજે અને તુલના કરી શકે
  7. જરૂર પડે ત્યારે આ સર્વના નિષ્કર્ષને લેખનના રૂપમાં ફરીથી રજૂ કરી શકે.

કાર્યક્ષેત્ર અને નોકરીની તક:

1. આવી તાલીમ પામેલા વિદ્યાર્થીઓ અહેવાલ લેખન અને સંક્ષેપીકારણ (સારલેખન) સરળતાથી કરી શકે તેથી પત્રકારત્વ અથવા જાહેર માધ્યમોનાના ક્ષેત્રમાં ઉપયોગી થઈ શકે.
2. ગુજરાતી ભાષા જેટલો જ જો હિન્દી ભાષા અથવા અંગ્રેજી ભાષા પર કાબૂ કેળવી શકે તો અનુવાદનના ક્ષેત્રમાં ઉપયોગી થઈ શકે.
3. પૂરું રીડીંગના ક્ષેત્રમાં, ગુજરાતી સ્ટેનોગ્રાફર તરીકે અને ડીટીપી ઓપરેટર તરીકેની કામગીરી વધારે સરળતાથી કરી શકે.
4. વિવિધ ચેનલો ઉપર ગુજરાતી સમાચાર વાંચકો અને ઉદાઘોષકો તરીકેની કામગીરી સાંભળી શકે.

યોગ્યતાની શરતો : વિદ્યાર્થીની લઘુત્તમ ઉંમર 15 વર્ષ હોવી જોઈએ.

શૈક્ષણિક માધ્યમ : ગુજરાતી

અભ્યાસક્રમનો સમયગાળો : ૨૬૦ કલાક

ભારાંકન: સૈધાંતિક: 100%

અધ્યાપન યોજના: નિમ્નલિખિત સામગ્રી દ્વારા સહયોગ આપવામાં આવે છે.

- પાઠ્ય પુસ્તિકા

- **TMA** (શિક્ષણ અંકિત મૂલ્યાંકન)
- ૩૦ **PCP** વ્યક્તિગત સંપર્ક
- - શ્રવણ અને વાંચન લેખનનું અધ્યયન કેન્દ્ર દ્વારા સહયોગ

મૂલ્યાંકન યોજના

મૂલ્યાંકન યોજના	સમય	ભારાંકન
<b>TMA</b>	-	૨૦%
વાર્ષિક લેખિત પરીક્ષા	૩ કલાક	૮૦%

ઉત્તીર્ણ માપદંડ: દરેક પરીક્ષામાં ૩૩%

પુસ્તક શ્રેણી અનુસાર ગુણભાર

પુસ્તક શ્રેણી નં - ૧	૨૪ ગુણ
પુસ્તક શ્રેણી નં - ૧	૩૨ ગુણ
લેખન વિભાગ	૨૪ ગુણ
વ્યાકરણ વિભાગ	૧૦ ગુણ
કુલ ગુણ	૧૦૦ ગુણ

વિષયવસ્તુ અભ્યાસક્રમ

મુદ્દાઓ અને પેટામુદ્દાઓ

ક્રમ	મુદ્દો	સમય (કલાકમાં)	(સૈધાંતિક)	ભારાંકન (ગુણ)
1.	પાઠ્યપુસ્તક ૧	મોડ્યુલ- ૧	<p>મોડ્યુલ-૧ માં જોઈએ તો નાનપણમાં જોડકણાંથી શરૂ કરીને ભજનો સુધી તમે જે ગાતાં હતાં તે બધી કવિતા હતી અને જે હાલરડાં સાંભળતાં હતા તે પણ કવિતા હતી. ટૂંકમાં જે ગવાતું હતું તે કવિતા હતી ટૂંકમાં જે ગવાતું હતું તે કવિતા હતી અને તે ગદ્યથી જુદી પડે છે. મોટાભાગની કવિતામાં ભાવ-સંવેદન લાગણી અથવા પોતાનો અંગત અનુભવ રજૂ કરવામાં આવે છે તેવી માહિતી આપણે મેળવીશું.</p> <p>બીજા પ્રકરણમાં જોઈએ તો શામળશા શેઠ અને દામોદર દોશી - આ બંને શબ્દચિત્રો પ્રેમાનંદનાં આખ્યાનમાંથી લીધાં છે. કોઈ પ્રસિદ્ધ ભક્ત કે સંસ્કાર પુરુષના જીવનના પ્રસંગો જુદા-જુદા રાગમાં ગાઈ શકાય તે રીતે રજૂ થતાં આમ હૂંડીવાળા શામળશા શેઠના વર્ણનવાળી ચોવીસ પંક્તિઓ સાથે સમજીશું.</p> <p>કવિ ઉમાશંકરે માત્ર ઓગણીસ વર્ષની વયે ગાંધીજીની વિચારસરણીને કાવ્યમય શબ્દોમાં ખૂબ અસરકારક રીતે મૂકી આપી છે ગાંધીજીએ સત્ય અને અહિંસાનો માર્ગ લીધો. કવિએ 'વિશ્વશાંતિ' નામે ખેડ ખંડકાવ્ય લખ્યું છે તેના વિવિધ ખંડોમાં તેમણે વિશ્વશાંતિ માટે કેન્દ્રરૂપ એવી માંગલ્યની - અનેકોના કલ્યાણની ભાવના રજૂ કરી છે. જેની માત્ર ચૌદ પંક્તિમાં સમાવવાનો પ્રયત્ન કર્યો છે</p>	૧૦ ગુણ
		મોડ્યુલ- ૨૦	તમે ક્યારેક ને ક્યારેક કથા, વાર્તા, કાવ્ય એ બધું વાંચ્યું	



	૨	કલાક	હશે. વાર્તા પણ એમાનું એક સાહિત્ય સ્વરૂપ છે. પૂર્વ હોય કે પશ્ચિમ વાર્તા સાંભળવી અને વાંચવી એ એક સિક્કાની બે બાજુ છે કારણ કે તમે જ્યારે વાર્તા મોટેથી અથવા મનમાં પણ વાંચો છો ત્યારે તમે તેને સાંભળો પણ છો જિંદગીનાં લેખાં જોખાં આપણને ઘણુંબધું શીખવાડી જાય છે અને અહીં આ પાઠમાં રફતાર છકડાની હોય કે ગિલાની બંને એક સમાન જ છે. તેની ખૂબ જ ચોટદાર અસરકારક અને રસપ્રદ છતાં કરુણ વાત આ વાર્તામાં કરવામાં આવી છે.	૨૪ ગુણ
	મોડ્યુલ-૩	૨૦ કલાક	સાહિત્યની અતિશય લાંબી કોઈ વાર્તા તમે વાંચી હશે તમે ક્યારેક એકાંકી, કવિતા વિશે પણ ભણ્યાં હશે એવી જ રીતે સાહિત્યની સૌથી ટૂંકી અને હૃદય પર સીધો જ પ્રભાવ પાડે તેવી લઘુકથા આપણે જાણીશું.	
	મોડ્યુલ-૪	૨૦ કલાક	ભારતમાં આજે બેટી બચાવો અભિયાન પૂરા ઉત્સાહથી ચાલી રહ્યું છે. આવું કરવાની જરૂર શા માટે પડી? તે તમે જાણો છો? દીકરી કઈ રીતે સમગ્ર પ્રજાનું સંવર્ધન કરે છે પોષણ કરે છે, સંસ્કારે છે તે જાણીતું છે તેવી ઉપયોગી માહિતી મેળવીશું.	
	મોડ્યુલ-૫/૬	૩૫ કલાક	આ ભાગમાં આપણે કોઈ પણ સામગ્રીનો સાર લખવો એ એક ઉપયોગી છે, જેનું આપણા જીવનમાં ખૂબ મહત્ત્વ છે ભાષાની મુખ્ય કામગીરી કઈ છે? અથવા પ્રાથમિક રીતે ભાષાનો વપરાશ કે ઉપયોગ આપણે શા માટે કરીએ છીએ? આપણી પાસે કોઈ માહિતી, વિગતો, વિચારો, સંવેદનો, સંદેશો વગેરે છે અને તે સામી વ્યક્તિ સુધી પહોંચાડવો છે. તે આપણે સમય-સંજોગો વગેરે આધારે નક્કી કરીએ છીએ, તેમજ લેખન કૌશલ્ય વિશેની માહિતી મેળવીશું.	૧૦ ગુણ

2	પાઠ્યપુસ્તક ૨	મોડ્યુલ ૭	૬૫ કલાક	કરોડો માનવ પ્રાણીઓ જન્મ્યાં, જીવ્યા અને પંચામહાભૂતોમાં ભળી ગયાં એ સંદર્ભમાં અને અનંતકાળની અપેક્ષાએ એકોતેર વર્ષનું જીવન એક ક્ષુલ્લક રજકરણથી વધુ કશું નથીવળી જે સમાજની નજર સિદ્ધિ ઉપર જ હોય, કામગીરી ઉપર ન હોય તે સમાજમાં આવા જીવનનું મૂલ્ય આંકનારા કેટલા હારજીતના ફેંસલાની પરવા કર્યા વિના ખેલદિલથી ઉત્તમ રીતે, પૂરા કૌશલ્યથી દિલ ઓછને તન્મયતાથી રમનારાં ખેલાડીઓને માન્યાંદો ઓછા મળે એવું પણ બની શકે પણ એમને માટે એ એવું સરસ રમ્યાં એનો સંતોષ જ માન્યાંદો બની રહે. એવી એક વ્યક્તિના જીવનનો અભ્યાસ કરવાથી ઘણી પ્રેરણા અને માર્ગદર્શન મળી શકે. વ્યક્તિના ઘડતરમાં, બાર તેર વરસનો શરુઆતનો સમય પાયાનો અને અતિ મહત્વનો ગણાય. 'બા' નામે આ પુસ્તકમાં ઓળખાયેલી વ્યક્તિના જીવનમાં પણ મા બાપના લગ્નજીવનને અને ખાસ તો પિતાના વ્યક્તિત્વે કેવી ભૂમિકા ભજવી તે તમે આ પહેલા ખંડમાં જાણી શકશો	૩૨ ગુણ
		મોડ્યુલ ૮ લેખન કૌશલ્ય	૩૫ કલાક	આ ભાગમાં આપણે લેખન કૌશલ્ય વિશેની માહિતી મેળવીશું જેમાં પ્રવાસ લેખન, વિચાર પ્રધાન નિબંધ, માહિતી પ્રધાન નિબંધ, ટેકનોલોજીકલ વિષયક નિબંધ જેવા વિષયોની વિગતવાર માહિતી મેળવીશું.	૧૪ ગુણ
		વ્યાકરણ વિભાગ	૩૦ કલાક	આ ભાગમાં વ્યાકરણનું જ્ઞાન મેળવીશું જેમ કે સમાસ, રૂઢિપ્રયોગ, વિભક્તિ, કર્તરી અને કર્મણી પ્રયોગ, પ્રશ્નાર્થ વાક્યો વિશેની માહિતી મેળવીશું.	૧૦ ગુણ
3	સંપૂર્ણ અભ્યાસક્રમ માટેનો સમયગાળો	૨૬૦ કલાક	કુલ ગુણ	૧૦૦ ગુણ	

# Sanskrit

## Code No. 309

### भूमिका:

संस्कृतं नाम विश्वस्य प्राचीनतमा भाषा। एषा भाषा अधिकांशभारतीयभाषाणां यूरोपीयभाषाणां च जननीरूपेण अथवा सम्पोषिकारूपेण विराजते। एषा ननु मूलस्रोतः एव भारतीयसंस्कृतेः, धर्मस्य, दर्शनस्य, अध्यात्मज्ञानस्य, इतिहासस्य, पुराणानाम्, भूगोलस्य, राजनीतेः अपि च विज्ञानस्य। संस्कृतभाषा नवीनशब्दानां निर्माणार्थम् अपूर्वा क्षमतां धारयति यस्याः उपयोगः अन्याभिः भारतीयभाषाभिः अपि क्रियते। राष्ट्रीयभावनात्मकैक्याय अन्ताराष्ट्रियभ्रातृत्वभावनायाः सुदृढीकरणाय अस्याः महत्त्वपूर्णं योगदानमस्ति। संस्कृतवाङ्मये मानवीयमूल्यानां संरक्षणार्थं संवर्धनार्थं सम्यग्विकासारर्थं च अत्र अमूल्यसामग्री विद्यते।

‘वसुधैव कुटुम्बकम्’ ‘यत्र विश्वं भवत्येकनीडम्’ इत्यादीनि आदर्शवाक्यानि आदिकालतः अद्यपर्यन्तम् विश्वस्य सम्मुखे विश्वव्यापिनः ऐक्यस्य कीर्तिमानं स्थापयन्ति। इयं भाषा एव वैश्वीकरणस्य संकल्पनां सर्वप्रथमं प्रस्तौति। संस्कृतभाषाभागीरथी प्राचीनकालतः अद्यावधि सततरूपेण प्रवहमाना वर्तते। वर्तमाने कालेऽपि बहुभिः जनैः दैनिकजीवने अस्याः भाषायाः प्रयोगः क्रियते। छात्राः संस्कृतभाषायां निहितज्ञानेन विज्ञानेन च परिचिताः भूत्वा आत्मगौरवस्य अनुभवं कुर्युः इति कारणतः उच्चतरविद्यालयीयपाठ्यक्रमे संस्कृतभाषायाः अध्ययनार्थम् अवसरः कल्प्यते।

### औचित्यम् :

उच्चतरमाध्यमिकस्तरे संस्कृतभाषां पठित्वा छात्राः विश्वविद्यालयस्तरे प्रवर्तमानेषु पाठ्यक्रमेषु अध्ययनार्थम् अवसरं प्राप्तुं समर्थाः भविष्यन्ति, भारतीयस्य आध्यात्मिकसाहित्यस्य पारायणे, वैज्ञानिकचिन्तने शक्ताः भविष्यन्ति। संस्कृतवाङ्मये निहितविशिष्टज्ञानसम्पदा परिचिताः भूत्वा गौरवम् अनुभविष्यन्ति। एषः पाठ्यक्रमः नैतिकादर्शानां स्थापनायाम् अपि च सम्पूर्णव्यक्तित्वविकासारर्थं च साहाय्यकः भविष्यति इति आशास्यते। संस्कृताध्ययनं निस्संशयं व्यवसायप्राप्तौ अपि सहायकं भवत्येव। विशेषतः अधोलिखिताः अवसराः अपि उपलब्धाः भवन्ति-

- विधिशास्त्रे, दर्शनशास्त्रे, पुरातत्त्वशास्त्रे अपि च समानान्तरवैज्ञानिकशास्त्रेषु अध्ययनसौविध्यम्;
- जर्मनरशियनफ्रेंचादिवैदेशिकभाषासु प्रचलितपाठ्यक्रमेषु प्रवेशः;
- संस्कृतभाषायाः अध्ययनेन दूरदर्शन/आकाशवाण्यादि-सञ्चारमाध्यमेषु समाचार-सम्पादकपदे, समाचारवाचकपदे नियुक्त्यर्थं चयने वरीयता;
- संस्कृतवाङ्मयविषयकप्रश्नानां समाधाने सौकर्यदक्षता च।

उद्देश्यम्- अस्मिन् स्तरे संस्कृतभाषायाः शिक्षणस्य निम्नलिखितानि उद्देश्यानि सन्ति-

## सामान्य-उद्देश्यानि

- संस्कृतभाषायाः संस्कृतवाङ्मयस्य च विषये रुचिवर्धनम्;;
- संस्कृतसाहित्यस्य विविधविधानां परिचयः;
- संस्कृतभाषाकौशलेषु दक्षताविकासः;
- राष्ट्रियस्तरे सामाजिक-सांस्कृतिक-वैज्ञानिकाध्यात्मिकसंचेतनाविकासः;
- आचारशुद्धिमाध्यमेन छात्राणां चारित्रिकविकासः।

## विशिष्ट-उद्देश्यानि

### श्रवणं भाषणञ्च

- छात्राः दैनन्दिनव्यवहारे शिष्टाचारपालने संस्कृतस्य प्रयोगं कुर्युः;
- सरलसंस्कृते प्रश्नं प्रष्टुं समर्थाः भवेयुः;
- सरलसंस्कृतप्रश्नानां मौखिकरूपेण उत्तरदाने समर्थाः भवेयुः;
- वर्णानां शुद्धम् उच्चारणं कर्तुं समर्थाः भवेयुः;
- सरलसंस्कृतवाक्येषु भावप्रकाशने शक्ताः भवेयुः।

### पठनम्

- प्रदत्तगद्यांशस्य, पद्यांशस्य नाट्यांशस्य च मौनवाचनं, सस्वरवाचनम् अथ च भावपूर्णवाचनम्;
- पठितांशाद् अतिरिक्तं पाठं, सरलसंस्कृतं (गद्यांशं पद्यांशं वा) पठित्वा तस्य भावावबोधनम्,
- सरलश्लोकानाम् अन्वयक्षमता;
- क्रमरहितवाक्यानि पठित्वा मौखिकरूपेण क्रमनिर्धारणम्।

### लेखनम्

- युक्तिपूर्वकं वाक्यानां संयोजनम्;
- घटनाक्रमानुसारं लघुनिबन्धलेखनम् संवादलेखनम्;
- प्रदत्तपरिस्थित्यनुसारं पत्रलेखनम्;
- अभिनन्दन-निमंत्रण-वर्धापनपत्राणां लेखनम्, प्राचार्यं प्रति च प्रार्थनापत्रलेखनम्;
- प्रदत्तसंवादे रिक्तस्थानपूर्तिः;
- सरलसंस्कृते कथनमाधृत्य प्रश्ननिर्माणम्।

## अनुप्रयुक्तव्याकरणम्

- देवनागरीलिपिज्ञानम्, संयुक्तव्यञ्जनलेखनम्, स्वरव्यञ्जनसंयोजनम्, शब्दानां वर्णविन्यासः;
- प्रातिपदिकानां सविभक्तिकप्रयोगेण वाक्यनिर्माणम्
- वर्णसंयोजनम्, वर्णविक्षेपणम्
- कर्तृपदेन सह समुचितक्रियाप्रयोगः
- विशेष्यानुसारं विशेषणप्रयोगः
- कृदन्त-तद्धितान्तपदैः वाक्यनिर्माणम्
- प्रदत्त-अव्ययानां शुद्धप्रयोगः
- समस्तपदानां विग्रहः
- सन्धियुक्तपदानां सन्धिविच्छेदः
- उपपद-विभक्तिप्रयोगः

अध्ययनस्य प्रयोजनम् : संस्कृतभाषां पठित्वा छात्राः विश्वविद्यालयस्तरे प्रवर्तमानेषु पाठ्यक्रमेषु अध्ययनार्थम् अवसरं प्राप्तुं समर्थाः भविष्यन्ति, भारतीयस्य आध्यात्मिकसाहित्यस्य पारायणे, वैज्ञानिकचिन्तने शक्ताः भविष्यन्ति।

पूर्वापेक्षा: अस्मिन् पाठ्यक्रमे प्रवेशात् पूर्वं छात्रः सरलसंस्कृतवाक्यानां श्रवणे भाषणे च कृताभ्यासः अस्ति। संस्कृतसाहित्यात् सङ्कलितं सरलगद्यांशं पद्यांशं च पठित्वा अवबोधने समर्थः, सरल-संस्कृतवाक्यानां रचनार्थं च सज्जः अस्ति। आकाशवाणीतः दूरदर्शनतः च प्रायशः प्रसारिताः संस्कृतकार्यक्रमाः विशेषतः संस्कृतवार्ताः (समाचारः) चापि तेन श्रुताः अवबोधिता इत्यपि अपेक्ष्यते। विविधसन्दर्भेषु संस्कृतश्लोकाः (सुभाषितानि) च तेन श्रुताः पठिताः च, तेषाम् अर्थावबोधने अपि स सक्षमः इति आशास्यते।

निर्देशभाषा: संस्कृतम्

कालावधि: 01 वर्षम्

भारंशम्: सैद्धान्तिकः - शतप्रतिशतम् , प्रायोगिकम्: - शून्यम्

अध्ययनयोजना

एषः पाठ्यक्रमः द्विधा विभक्तः-केन्द्रिकपाठ्यक्रमः वैकल्पिकपाठ्यक्रमश्च। केन्द्रिक-पाठ्यक्रमः सर्वैः छात्रैः समानरूपेण पठनीयः। वैकल्पिकखण्डे विकल्पद्वयं भविष्यति। तत्र कस्यचित् एकस्य विकल्पस्य अध्ययनम् अपेक्षितं वर्तते।

क केन्द्रिक-पाठ्यक्रमः - श्रवणम्, भाषणम्, पठनम्, लेखनम्, अनुप्रयुक्त व्याकरणम्

ख वैकल्पिक पाठ्यक्रमः - (क) संस्कृत संस्कृतिश्च(ख) प्रयोजनमूलक संस्कृतम्

संस्कृतस्य पाठ्यक्रमेण सह निम्नलिखितसामग्री सम्मिलिता भवेत्।

1. 3 मुद्रितानि पुस्तकानि।
2. श्रव्यसामग्री {ध्वनिमुद्रिका (कैसेट) सान्द्रमुद्रिका - (सी.डी. रोम) रूपेण} आकाशवाणीज्ञानवाणी च कार्यक्रम प्रसारण उच्चारणश्रवणयोः प्रबलनाय उपयोगिनी सामग्री भवेत्।
3. 30 सम्पर्ककक्षाः।

#### मूल्यांकनयोजना

1. श्रवणभाषणकौशलपरीक्षणं सम्पर्ककक्षासु आयोजितानां गतिविधीनां माध्यमेन भविष्यति।
2. अन्तिमपरीक्षायाम् एकं प्रश्नपत्रं शताङ्कानां भविष्यति। अस्मिन् प्रश्नपत्रे 85 अङ्कानाम् केन्द्रिकपाठ्यक्रमपरीक्षणं भविष्यति। 15 अङ्कानां वैकल्पिकपाठ्यक्रमे विकल्पद्वयं भविष्यति। छात्रैः केवलम् एकस्य एव अंशस्य प्रश्नानां समाधानं करणीयम्।
3. सम्पर्ककक्षासु त्रीणि शिक्षक-अंकितमूल्याङ्कनपत्राणि भविष्यन्ति। तेषु एकं परियोजनारूपेण छात्रैः अनिर्वायतया सम्पादनीयम्। परियोजनायाः अपि च श्रवणभाषणकौशलयोः मूल्याङ्कनं मौखिकपरीक्षामाध्यमेन अध्ययनकेन्द्रेषु सम्पर्ककक्षासु एव श्रेणीगत (ग्रेडिंग) प्रणाल्या भविष्यति। उपार्जिताश्रेणी अङ्कतालिकायां प्रदर्शयिष्यते।

उत्तीर्णता मानदण्डः 33%

पाठ्यसामग्री :

मुख्यबिन्दवः

क्र. सं.	मुख्यबिन्दवः	कालावधि	औचित्यम्/विवरणम् (सैद्धांतिकम्)	औचित्यम्/विवरणम् (प्रायोगिकम्)	भारांश (अंकाः)
1.	<p><b>क. केन्द्रिक-पाठ्यक्रमः</b></p> <p>प्रथमः खण्डः - श्रवणम्-भाषणम् (श्रेणीबद्धमूल्यांकनम्)</p> <p>‘भाष्’ धातोः निष्पन्नः एष शब्दः</p> <p>‘भाषा’ इति। यावद् भाषायाम् न भाष्यते तावद् भाषायाः सम्यग् ज्ञानं न भविष्यति। भाषायाः सर्वप्रथमं कौशलं श्रवणम्। यावद् भाषा न श्रूयते तावद् भाषणक्षमता अपि न लभ्यते। अतः सम्पर्ककक्षासु आचार्येण सह अपि च परस्परम् छात्रैः संस्कृतभाषायां</p>	210 होरा	<p>केंद्रिकपाठ्यक्रमे संस्कृतभाषायाम् अभिरुचिवर्धनाय भाषाध्ययनकौशलनां विकासाय, संस्कृत-साहित्यस्य विविधताया परिचयार्थं च सामग्री भविष्यति। अस्मिन् पाठ्यक्रमे चत्वारः खण्डाः सन्ति।</p>		85

<p>सामान्यवार्तालापः अपेक्ष्यते।  आकाशवाण्याः दूरदर्शनात्  प्रसारितकार्यक्रमान् श्रुत्वा दृष्ट्वा च  छात्राः सम्यग्रूपेण तान् अवगच्छेयुः  इति कारणादपि संस्कृतभाषायां  श्रवण-भाषण-अभ्यासः अपेक्षितः।</p> <p><b>द्वितीयः खण्डः</b></p> <p><b>पठनम् (अङ्काः 20)</b></p> <p>पठनेन वयं ज्ञानस्य उपार्जनं कुर्मः।  पठनेन भावानां परिशुद्धिः जायते  चिन्तनमननक्षमता  सर्जनात्मकशक्तिश्चापि वर्धते। तदनु  आचरणेन अस्माकं संस्काराः  दृढीभवन्ति। अस्माभिः रामादिवद्  वर्तितव्यं न तु रावणादिवत्-इति  विवेकः उत्पद्यते। संस्कृतवाङ्मयस्य  परिचयेन आत्मगौरवानुभूतिः जायते।  पठनेन जिज्ञासा वर्धते पुनः  अधिकाधिका पठनप्रवृत्तिः च जायते।</p> <ul style="list-style-type: none"> <li>● <b>गद्यपाठाः (अङ्काः 20)</b>  अस्मिन् पाठ्यक्रमे नव-गद्यपाठाः  भविष्यन्ति।  अपठित-अवबोधनाय  अतिरिक्तसामग्री</li> <li>● <b>पद्यपाठाः (अङ्काः 10)</b>  अस्मिन् पाठ्यक्रमे अष्टपाठाः  अपेक्षिताः।</li> <li>● <b>नाट्यांशाः (अङ्काः 10)</b>  अस्मिन् पाठ्यक्रमे - चत्वारः पाठाः  योजिताः।</li> <li>● <b>अपठितम् (अङ्काः 10)</b></li> <li>● <b>गद्यावबोधनम् - (अङ्काः -5)</b></li> </ul>				
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<p>• पद्यावबोधनम् - (अङ्काः -5)</p> <p>निर्धारितां पाठ्यसामग्रीं पठित्वा पठनावबोधनकौशले एतावती दक्षता प्रजायेत यत् शिक्षार्थी कामपि अपठितां सामग्रीं (गद्यांशं पद्यांशं वा) पठित्वा तस्याः भावबोधने सक्षमः स्यात्। तस्याभ्यासः विविधैः पाठैः सह एव क्रियते, परं मूल्यांकने न तेषां प्रयोगः विधेयः। तत्र तु स्तरानुसारं अपठितांशम् एव दीयते।</p> <p><b>तृतीयः खण्डः</b></p> <p><b>लेखनम् (अङ्काः 20)</b></p> <p>लेखनम् अभिव्यञ्जनात्मकं कौशलम्। अस्य माध्यमेन अस्माकं भावानां विचाराणां च अभिव्यक्तिः भवेत्।</p> <p>लेखनेन एव शब्दानां साधुप्रयोगसामर्थ्यं संवर्धते। विविधविधासु लेखनेन सर्जनात्मकशक्तिविकासः अपि भवेत्। दैनन्दिनव्यवहारे यथापेक्षितं सन्देशप्रेषणार्थं सूचनाप्रदानार्थं च लेखनमावश्यकम्। छात्रः सरलविषयेषु स्वविचारान् युक्तियुक्तक्रमेण प्रस्तोतुं शक्यति। विरामचिह्नानां सम्यक् प्रयोगं कर्तुं शक्यति।</p> <p>• पत्रलेखनम् (अङ्काः 05)</p> <p>• लघुनिबन्धलेखनम् (अङ्काः 10)</p> <p>• संवादलेखनम् (अङ्काः 05)</p> <p><b>चतुर्थः खण्डः - अनुप्रयुक्तं व्याकरणम् (अङ्काः 15)</b></p> <p>व्याकरणं भाषाम् अन्वेति। व्याकरणस्य सिद्धान्तानाम् स्वतंत्रशास्त्ररूपेण</p>				
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<p>शिक्षणम् अत्र उद्दिष्टं नास्ति। पाठ्यसामग्रीम्</p> <p>अधिकृत्य ये ये व्याकरणनियमाः सिद्धान्ताः वा अपेक्षिताः तेषां विवेचनं तत्र पाठे एव क्रियते। एवं हि शिक्षार्थिनः सरलतया भाषायां व्याकरणनियमानां, सिद्धान्तानां च व्यावहारिकप्रयोगं कर्तुम् अपि जानन्ति।</p> <ul style="list-style-type: none"> <li>• सन्धिः -पाठे प्रयुक्तानाम् सन्धियुक्तापदानां सन्धिच्छेदो वा, सन्धिकरणम्</li> <li>• शब्दरूपाणि - पाठे प्रयुक्तानाम् अपि च तत्सदृशशब्दानां रूपपरिचयः</li> <li>• सर्वनामानि - सर्व, यत्, तत्, किम्, इदम्, अदस्, (सर्वेषु लिङ्गेषु) अस्मद्, युष्मद् भवत्</li> <li>• संख्यावाचकाः शब्दाः 1 -100 (एकतः शतं पर्यन्तम्)</li> <li>• संख्यावाचक - शब्दानां रूपाणि</li> <li>• धातुरूपाणि</li> <li>• वाच्यम्-वाच्यपरिवर्तनम्</li> <li>• उपसर्गाः-प्रादयः उपसर्गाः (पाठ्यपुस्तके प्रयुक्ताः)</li> <li>• प्रत्ययाः - अधोलिखितप्रत्यययुक्तशब्दानां भाषायां प्रयोगः</li> </ul> <p>i. स्त्रीप्रत्ययाः - टाप् (आ), डीप्/डीष् (ई)</p>				
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	<p>ii. कृत्प्रत्ययाः - शतृ, शानच्, क्त, क्तवतु, क्त्वा, ल्यप्, तुमुन्, तव्यत्, अनीयर्, यत्, तृच्, ण्वुल्।</p> <p>iii. तद्धितप्रत्ययाः - तरप्, तमप्, इयसुन्, इन्, मतुप्, ठक् (इक्), त्व, तल्।</p> <ul style="list-style-type: none"> <li>• विभक्तयः - कारकविभक्तयः - प्रथमातः सप्तमीपर्यन्तम्</li> <li>• उपपदविभक्तयः - निर्धारितपाठेषु प्रयुक्तानाम् उपपदविभक्तीनां प्रयोगः</li> <li>• समासाः - पाठेषु यथासन्दर्भं समस्तपदानाम् अभिज्ञानं विग्रहकरणञ्च।</li> <li>• अव्ययानि - पाठ्यपुस्तके निर्धारितपाठेषु प्रयुक्तानाम् अव्ययपदानां अन्यवाक्येषु प्रयोगः।</li> </ul>				
2	<p>ख. वैकल्पिकपाठ्यक्रमः (अङ्काः 15)</p> <p>(i) संस्कृतं संस्कृतिश्च</p> <p>भारतीयसंस्कृतेः मूलाधारः संस्कृतमस्ति। प्रायः सर्वाः भारतीयभाषाः यादृशीषु भिन्नासु लिपिषु लिख्यन्ते तासां मूलं संस्कृतलेखनस्य ब्राह्मीलिपिः एव वर्तते। आधुनिकलिपीनां वर्णकृतयः स्वरव्यंजनानुक्रमः संस्कृतवर्णमालानुप्राणिताः सन्ति। भारतीयभाषाणां साहित्येषु अपि एवमेव संस्कृतसाहित्यप्रभावः दृश्यते। भारतीये संगीते, नृत्ये, नाट्ये चित्रकलायां शिल्पकलायां,</p>	30 होरा	<p>भारतीय संस्कृतिः मूलतः संस्कृताश्रिता। अस्माकं जीवनपद्धतिः, परम्पराः, जीवनदर्शनम्, आचारविचाराः, साहित्यम् च संस्कृतवाङ्मयेन प्रभावितं दृश्यते। संस्कृतभाषायां विलक्षणा शब्दनिर्माणशक्तिः। न केवलम् आधुनिकभारतीयभाषासु अपितु</p>		15

	<p>मूर्तिकलायाम् अपि संस्कृतभाषायाः वाङ्मयस्य च प्रभावः स्पष्टरूपेण परिलक्ष्यते। अत एव मनीषिणः संस्कृतं भारतीयसंस्कृतेः आधार इति वदन्ति। इमाम् उदात्तपरम्पराम् अवबोधयितुं संस्कृतभाषाज्ञानं परमावश्यकम्।</p> <ul style="list-style-type: none"> <li>• प्रस्तावना</li> <li>• संस्कृतं तथा अन्याः भारतीयाः भाषाः</li> <li>• भारतीयज्ञानविज्ञानपरम्परा</li> </ul> <p>(ii) प्रयोजनमूलकं संस्कृतम्</p> <p>अभिक्रमिकस्वाध्यायपद्धत्यनुसारम् अस्य पाठ्यक्रमस्य प्रस्तुतिः भविष्यति। मुक्तशिक्षास्वाध्याय शैलीमाध्यमेन प्रस्तुतिः करिष्यते। प्रूफरीडिंग चिह्नानां परिचयः प्रायोगिककार्यरूपेण कारयिष्यते।</p>		<p>वैदेशिकभाषासु अपि संस्कृतस्य प्रभावः संलक्ष्यते।</p> <p>अद्यतनीये भारते अनेकाः पत्रपत्रिकाः बहूनि पुस्तकानि च संस्कृतभाषायां प्रकाश्यन्ते। कस्यचिदपि लेखस्य प्रकाशनात् पूर्वं मुद्रणविषयक-अशुद्धीनां निराकरणं भाषासम्पादनं च नितान्तम् आवश्यकम्। अत एव प्रकाशनविभागेषु अशुद्धिसंशोधकस्य पदं भवति। शिक्षार्थिनः तस्य कौशलं जानन्तु तदर्थं सज्जाः च भवन्तु इति अपेक्षा।</p>		
		240 होरा			100 अंकाः

# Punjabi

## Code No. 310

**ਸਿਲੇਬਸ : ਪੰਜਾਬੀ ਸੀਨੀਅਰ ਸੈਕੰਡਰੀ ਪੱਧਰ (310)**

**ਜਾਣ-ਪਛਾਣ :-** ਪਿਆਰੇ ਸਿੱਖਿਆਰਥੀਓ ਪੰਜਾਬੀ ਦੇ ਸੀਨੀਅਰ ਸੈਕੰਡਰੀ ਪਾਠ-ਕ੍ਰਮ ਵਿੱਚ ਤੁਹਾਡਾ ਸੁਆਗਤ ਹੈ। ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਇਕ ਆਪਣੀ ਅਮੀਰ ਤੇ ਸਭਿਆਚਾਰਕ ਵਿਰਾਸਤ ਵਾਲੀ ਪਛਾਣ ਰਖਦੀ ਹੈ। ਇਸ ਪਾਠ-ਕ੍ਰਮ 'ਚ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਤੇ ਵਿਆਕਰਨ ਦੀ ਮੁਢਲੀ ਜਾਣਕਾਰੀ ਤੋਂ ਇਲਾਵਾ ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀਆਂ ਵੱਖ-ਵੱਖ ਵੰਨਗੀਆਂ ਨੂੰ ਸ਼ਾਮਲ ਕੀਤਾ ਗਿਆ ਹੈ। ਤੁਸੀਂ ਸੈਕੰਡਰੀ ਪੱਧਰ ਤੇ ਵੀ ਸੋਧੀ ਹੋਈ ਨਵੀਂ ਪਾਠ ਪੁਸਤਕ ਪੜ੍ਹ ਚੁੱਕੇ ਹੋ। ਉਸ ਵਿਚ ਅਸੀਂ ਨੌਂ ਮਾਡਿਊਲ ਅਤੇ ਅਠਾਈ ਪਾਠਾਂ ਰਾਹੀਂ ਤੁਹਾਨੂੰ ਵੱਖ-ਵੱਖ ਵੰਨਗੀਆਂ ਨਾਲ ਰੂਬਰੂ ਕਰਾਇਆ ਸੀ। ਤੁਹਾਡੀ ਰੁਚੀ ਨੂੰ ਧਿਆਨ ਵਿੱਚ ਰੱਖਦਿਆਂ ਉਸ ਪੁਸਤਕ ਨੂੰ ਅਸੀਂ ਚਿੱਤਰਾਂ ਨਾਲ ਰੰਗੀਨ ਅਤੇ ਦਿਲ-ਖਿੱਚਵੀਂ ਬਣਾਇਆ ਸੀ। ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਅਹਿਮੀਅਤ ਨੂੰ ਧਿਆਨ ਵਿੱਚ ਰੱਖਦਿਆਂ ਸੀਨੀਅਰ ਸੈਕੰਡਰੀ ਪੱਧਰ ਤੇ ਵੀ ਪੰਜਾਬੀ ਵਿਸ਼ੇ ਦੀ ਪੜ੍ਹਾਈ ਸ਼ੁਰੂ ਕਰਵਾਈ ਜਾ ਰਹੀ ਹੈ। ਐੱਨ.ਆਈ.ਓ.ਐੱਸ. ਸੀਨੀਅਰ ਸੈਕੰਡਰੀ ਦਾ ਪਾਠਕ੍ਰਮ ਤੁਹਾਡੇ ਲਈ ਲੈ ਕੇ ਆਇਆ ਹੈ। ਇਹ ਪਾਠਕ੍ਰਮ ਮਾਡਿਊਲ ਦੇ ਰੂਪ ਵਿੱਚ ਤਿਆਰ ਕੀਤਾ ਗਿਆ ਹੈ ਤੇ ਵੱਖ-ਵੱਖ ਮਾਡਿਊਲਾਂ ਵਿੱਚ ਪੂਰਾ ਪਾਠਕ੍ਰਮ ਵੰਡਿਆ ਹੋਇਆ ਹੈ। ਹਰੇਕ ਮਾਡਿਊਲ, ਕਈ ਪਾਠਾਂ ਦਾ ਸਮੂਹ ਹੈ। ਹਰ ਮਾਡਿਊਲ ਆਪਣੇ ਆਪ ਵਿੱਚ ਸੰਪੂਰਨ ਹੈ ਤੇ ਤੁਸੀਂ ਆਪਣੀ ਪਸੰਦ ਅਨੁਸਾਰ ਕਿਸੇ ਵੀ ਮਾਡਿਊਲ ਨੂੰ ਪਹਿਲਾਂ ਪੜ੍ਹ ਸਕਦੇ ਹੋ।

ਤਰਕ :-

ਇਸ ਪਾਠਕ੍ਰਮ ਦੀ ਵਿਸ਼ੇਸ਼ਤਾ ਹੈ ਕਿ ਇਨ੍ਹਾਂ ਮਾਡਿਊਲਾਂ ਵਿੱਚੋਂ ਇਕ ਮਾਡਿਊਲ Tutor Market Assignment (T.M.A.) ਅਧਿਆਪਕ ਨਿਸ਼ਾਨਬੱਧ ਕੰਮ ਅਤੇ ਬਾਕੀ Term End Examination (T.E.E.) Public Exam. ਲਈ ਹਨ। ਪਰ ਹਰ ਸਿੱਖਿਆਰਣੀ ਲਈ ਸਾਰੇ ਮਾਡਿਊਲ ਕਰਨੇ ਲਾਜ਼ਮੀ ਹਨ। ਤਤਕਰੇ ਵਿੱਚ ਦੱਸੇ ਵਿਸ਼ੇ ਅਨੁਸਾਰ Term End Examination (T.E.E.) Public Exam. ਲਈ ਪਾਠ ਲਾਜ਼ਮੀ ਹਨ। ਤੇ 8 ਅਤੇ 9 ਵਿਕਲਪੀ ਮਾਡਿਊਲ (Optional Module) ਹਨ। ਸਿੱਖਿਆਰਥੀਓਂ ਤੁਹਾਡੇ ਲਈ ਇਨ੍ਹਾਂ ਵਿੱਚੋਂ ਕਿਸੇ ਇਕ (8 ਅਤੇ 9 ਵਿੱਚੋਂ) ਮਾਡਿਊਲ ਦੇ ਪ੍ਰਸ਼ਨ ਹੱਲ ਕਰਨੇ ਲਾਜ਼ਮੀ ਹਨ। ਅਜਿਹਾ ਇਸ ਲਈ ਕੀਤਾ ਗਿਆ ਹੈ ਕਿ ਤੁਹਾਡਾ TEE ਵਿੱਚ ਭਾਰ ਘਟ ਸਕੇ, ਤੇ ਤੁਸੀਂ TMA ਅਤੇ TEE ਨੂੰ ਵੱਖਰੇ-ਵੱਖਰੇ ਪੜ੍ਹ ਕੇ ਗਿਆਨ ਹਾਸਿਲ ਕਰ ਸਕੋ। ਇਹ ਐੱਨ.ਆਈ.ਓ.ਐੱਸ. ਦਾ ਨਿਵੇਕਲਾ ਉਪਰਾਲਾ ਹੈ। ਜੇ ਤੁਹਾਨੂੰ ਕਿਸੇ ਹੋਰ ਬੋਰਡ ਵਿੱਚ ਵੇਖਣ ਨੂੰ ਨਹੀਂ ਮਿਲੇਗਾ।

ਮੈਨੂੰ ਵਿਸ਼ਵਾਸ ਹੈ ਕਿ ਇਹ ਸੰਪੂਰਨ ਪਾਠਕ੍ਰਮ ਤੁਹਾਡੀ ਯੂਨੀਵਰਸਿਟੀ ਪੱਧਰ ਤੇ ਵੀ ਪੰਜਾਬੀ ਪੜ੍ਹਨ ਦੀ ਰੁਚੀ ਪੈਦਾ ਕਰੇਗਾ ਤੇ ਆਪਣੇ ਵਿਰਸੇ ਨੂੰ ਸਮਝਣ ਵਿੱਚ ਸਹਾਇਕ ਹੋਵੇਗਾ। ਆਪਣੇ ਵਿਸ਼ੇ ਨੂੰ ਸਮਝਣ ਵਿੱਚ ਆ ਰਹੀ ਕਿਸੇ ਵੀ ਸਮੱਸਿਆ ਬਾਰੇ ਤੁਸੀਂ ਸਾਨੂੰ ਬੇਝਿਜਕ ਲਿਖ ਸਕਦੇ ਹੋ। ਸਾਨੂੰ ਤੁਹਾਡੀ ਮਦਦ ਕਰਕੇ ਬਹੁਤ ਖੁਸ਼ੀ ਹੋਵੇਗੀ।

#### 4. ਉਦੇਸ਼ :-

- (i) ਮੁੱਢਲੀ ਪੱਧਰ ਤੇ ਪ੍ਰਾਪਤ ਕੀਤੀ ਭਾਸ਼ਾ ਯੋਗਤਾ (ਸੁਣਨਾ, ਬੋਲਣਾ, ਪੜ੍ਹਨਾ, ਲਿਖਣਾ) ਦਾ ਵਿਕਾਸ ਕਰ ਸਕਣ ਅਤੇ ਸਿਰਜਣਾਤਮਕ ਅਤੇ ਆਲੋਚਨਾਤਮਕ ਦ੍ਰਿਸ਼ਟੀਕੋਣ ਦੀ ਸੂਝ-ਬੂਝ ਹਾਸਲ ਕਰਨ।
- (ii) ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਗਿਆਨ ਨੂੰ ਸਮਝਣ ਅਤੇ ਸਾਹਿਤ ਦੇ ਰੂਪਾਂ ਪ੍ਰਤੀ ਉਸਾਰੂ ਅਤੇ ਸੰਵੇਦਨਸ਼ੀਲ ਰਵੱਈਏ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।
- (iii) ਰੋਜ਼ਾਨਾ ਜ਼ਿੰਦਗੀ ਵਿੱਚ ਭਾਸ਼ਾ ਰਾਹੀਂ ਆਪਣੇ ਵਿਚਾਰ ਪੇਸ਼ ਕਰਨ ਦੇ ਸਮੱਰਣ ਬਣਾਉਣਾ ਤੇ ਉਨ੍ਹਾਂ ਦੀ ਬਹੁਮੁਖੀ ਪ੍ਰਤਿਭਾ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।
- (iv) ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਮਿਆਰੀਕਰਨ ਨੂੰ ਕਾਇਮ ਰੱਖਣ ਲਈ ਅਤੇ ਇਸ ਨੂੰ ਵਿਆਕਰਨ ਪ੍ਰਤੀ ਸੁਚੇਤ ਰੱਖਣ ਲਈ, ਇਸ ਪਾਠਕ੍ਰਮ ਵਿੱਚ ਵਿਹਾਰਕ ਵਿਆਕਰਨ ਵੱਲ ਵਧੇਰੇ ਧਿਆਨ ਦਿੱਤਾ ਜਾ ਰਿਹਾ ਹੈ।

#### 5. ਸੰਭਾਵਨਾ ਅਤੇ ਨੌਕਰੀ ਦੇ ਅਵਸਰ

**ਸੂਝ-ਬੂਝ ਸੰਬੰਧੀ :-** ਸੀਨੀਅਰ ਸੈਕੰਡਰੀ ਪੱਧਰ ਵਿੱਚ ਦਾਖਲ ਹੋਣ ਵਾਲੇ ਵਿਦਿਆਰਥੀ ਕਿਸੇ ਹੱਦ ਤੱਕ ਆਪਣੇ ਵਿਚਾਰਾਂ ਅਤੇ ਉਹਨਾਂ ਨੂੰ ਭਾਸ਼ਾ ਰਾਹੀਂ ਪੇਸ਼ ਕਰਨ ਦਾ ਆਧਾਰ ਬਣਾ ਚੁੱਕੇ ਹਨ। ਉਹ ਆਧਾਰ ਉਹਨਾਂ ਨੂੰ ਆਪਣੇ ਵਿਚਾਰਾਂ ਨੂੰ ਵਿਸਤਾਰ ਦੇਣ ਵਿੱਚ ਲੋੜੀਂਦੀ ਮਦਦ ਕਰਦਾ ਹੈ। ਉਹ ਭਾਸ਼ਾ ਦੇ ਸੁਹਜ-ਸੁਆਦ ਨੂੰ ਮਾਨਣ ਜੋਗੇ ਹੋ ਰਹੇ ਹਨ ਅਤੇ ਅਖ਼ਬਾਰਾਂ, ਟੈਲੀਵਿਜ਼ਨ, ਇੰਟਰਨੈੱਟ ਅਤੇ ਮੀਡੀਆ ਦੇ ਸਾਧਨਾਂ ਰਾਹੀਂ ਚੇਤੰਨ ਵੀ ਹਨ। ਇਨ੍ਹਾਂ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਐਨ ਕਰਵਾਉਣ ਦਾ ਵਿਸ਼ੇਸ਼ ਮਨੋਰਥ ਹੈ। ਵਿਦਿਆਰਥੀ ਇਸ ਭਾਸ਼ਾ ਦੇ ਸਾਹਿਤ, ਸੱਭਿਆਚਾਰ ਨਾਲ ਜੁੜ ਸਕਣ ਅਤੇ ਆਪਣੀ ਭਾਸ਼ਾ ਤੇ ਮਾਣ ਮਹਿਸੂਸ ਕਰ ਸਕਣ। ਇਸ ਨਾਲ ਉਹ ਅਗਲੇ ਪੱਧਰ ਤੇ ਆਪਣੀ ਰੁਚੀ ਅਤੇ ਲੋੜ ਅਨੁਸਾਰ ਪੰਜਾਬੀ ਦੀ ਪੜ੍ਹਾਈ ਕਰ ਸਕਣਗੇ ਤੇ ਨਿੱਤ ਤੇ ਜੀਵਨ ਵਿੱਚ ਪੱਤਰ-ਵਿਹਾਰ ਕਰਨ ਜਾਂ ਹੋਰ ਸੰਚਾਰ ਦੇ ਸਾਧਨਾਂ ਨੂੰ ਅਪਣਾਉਣ ਵਿੱਚ ਸਫਲ ਹੋ ਸਕਣਗੇ।

6. ਸੈਕੰਡਰੀ - ਪਾਸ

ਯੋਗਤਾ ਲਈ ਸ਼ਰਤਾਂ :-

7. ਹਦਾਇਤਾਂ (ਪੜ੍ਹਾਉਣ) ਦਾ ਮਾਧਿਅਮ - ਪੰਜਾਬੀ

8. ਪੜ੍ਹਾਈ ਦਾ ਸਮਾਂ - 295 ਘੰਟੇ

9. ਅੰਕ - 100

10. ਪੜ੍ਹਾਈ ਦੀ ਯੋਜਨਾ                      ਲਿਖਤੀ ਸਮਾਂ ਘੰਟੇ                      ਅਧਿਆਪਕ ਨਿਸ਼ਾਨਬੱਧ ਕੰਮ

11. ਮੁਲਾਂਕਣ ਦੀ ਯੋਜਨਾ                      ਲਿਖਤੀ ਪੇਪਰ                      ਅੰਕ : 100

12. ਪਾਸ ਮਾਪਦੰਡ : 33%

## 11 (ੳ) ਮੁੱਲਾਂਕਣ ਦੀ ਯੋਜਨਾ

ਨਮੂਨੇ ਦਾ ਪ੍ਰਸ਼ਨ ਪੱਤਰ (ਸੀਨੀਅਰ ਸੈਕੰਡਰੀ ਪੱਧਰ) ਤੁਹਾਡੀ ਜਾਣਕਾਰੀ ਲਈ ਦੱਸਦੇ ਹਾਂ ਕਿ ਪੰਜਾਬੀ ਵਿਸ਼ੇ ਦਾ ਸੋਧਿਆ ਹੋਇਆ ਸਿਲੇਬਸ 2013-2014 ਤੋਂ ਅਮਲ ਵਿੱਚ ਆਇਆ ਹੈ ਤੇ ਇਸ ਲਈ ਨਵੀਂ ਪਾਠ ਪੁਸਤਕ ਤਿਆਰ ਕੀਤੀ ਗਈ ਹੈ। ਨਵੇਂ ਸਿਲੇਬਸ ਦੇ ਮੁਤਾਬਕ ਪਰੀਖਿਆ ਢਾਂਚੇ ਅਤੇ ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਵਿਚ ਕੁਝ ਤਬਦੀਲੀਆਂ ਵੀ ਆਈਆਂ ਹਨ। ਤੁਹਾਡੇ ਲਈ ਨਮੂਨੇ ਦਾ ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਅੰਕ-ਵੰਡ ਨਾਲ ਦਿੱਤਾ ਜਾ ਰਿਹਾ ਹੈ। ਇਸ ਦੀ ਮਦਦ ਨਾਲ ਤੁਸੀਂ ਪਰੀਖਿਆ ਲਈ ਤਿਆਰ ਕਰ ਸਕੋਗੇ। ਇਥੇ ਦਿੱਤੇ ਜਾ ਰਹੇ ਨਮੂਨੇ ਦੇ ਪ੍ਰਸ਼ਨ-ਪੱਤਰ ਵਾਂਗ ਹੀ ਪਰੀਖਿਆ ਪੱਤਰ ਦਾ ਰੂਪ ਹੋਵੇਗਾ। ਪ੍ਰਸ਼ਨਾਂ ਦੀ ਗਿਣਤੀ ਅਤੇ ਅੰਕਾਂ ਵਿਚ ਵੀ ਕੋਈ ਫੇਰ ਬਦਲ ਨਹੀਂ ਹੋਵੇਗੀ। ਇਸ ਨਮੂਨੇ ਦੇ ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਨਾਲ ਹੀ ਉਸ ਦੀ ਜਾਂਚ ਲਈ ਨਿਰਧਾਰਿਤ ਅੰਕ-ਵੰਡ ਦਾ ਨਮੂਨਾ ਵੀ ਦਿੱਤਾ ਜਾ ਰਿਹਾ ਹੈ। ਇਸ ਨਾਲ ਤੁਹਾਨੂੰ ਸੰਪੂਰਨ ਉੱਤਰ ਲਿਖਣ ਬਾਰੇ ਜਾਣਕਾਰੀ ਵੀ ਹਾਸਲ ਹੋਵੇਗੀ।

ਉਮੀਦ ਹੈ ਤੁਸੀਂ ਆਪਣੇ ਪਾਠ-ਕ੍ਰਮ ਨੂੰ ਸੁਚੱਜੇ ਢੰਗ ਨਾਲ ਸੰਪੂਰਨ ਕਰਨ ਲਈ ਨਮੂਨੇ ਦੇ ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਤੇ ਉੱਤਰ ਮਾਲਾ ਨੂੰ ਅਮਲ ਵਿਚ ਲਿਆਓਗੇ। ਕਿਸੇ ਤਰ੍ਹਾਂ ਦੀ ਸਮੱਸਿਆ ਦੇ ਹੱਲ ਲਈ ਬੇ ਇਜ਼ਕ ਐੱਨ.ਆਈ.ਓ.ਐੱਸ. ਨਾਲ ਪੱਤਰ ਵਿਹਾਰ ਕਰ ਸਕਦੇ ਹੋ।



## 11 (ਅ) ਨਮੂਨੇ ਦਾ ਪ੍ਰਸ਼ਨ ਪੱਤਰ + 2

ਵਿਸ਼ਾ : ਪੰਜਾਬੀ

ਜਮਾਤ : ਸੀਨੀਅਰ ਸੈਕੰਡਰੀ

ਕੁਲ ਅੰਕ : 100

ਸਮਾਂ : 3 ਘੰਟੇ

1. ਵਸਤੂਪੂਰਕ ਅੰਕ ਵੰਡ	ਅੰਕ		ਪ੍ਰਤੀਸ਼ਤ	
ਗਿਆਨ ਤੇ ਵਿਚਾਰ	33		33	
ਸੂਝ-ਬੂਝ ਸੰਬੰਧੀ	50		50	
ਲਿਖਤੀ-ਕੌਸ਼ਲ	17		17	
	100			
2. ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਨਮੂਨੇ ਦੇ ਆਧਾਰ ਤੇ ਅੰਕ-ਵੰਡ				
ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਪ੍ਰਕਾਰ	ਪ੍ਰਸ਼ਨਾਂ ਦੀ ਗਿਣਤੀ	ਹਰੇਕ ਪ੍ਰਸ਼ਨ ਦੇ ਅੰਕ	ਕੁਲ ਅੰਕ	ਪ੍ਰਸ਼ਨ ਹੱਲ ਕਰਨ ਲਈ ਅੰਦਾਜ਼ਨ ਦਿਤਾ ਜਾਣ ਵਾਲਾ ਸਮਾਂ
ਬਹੁਤ ਛੋਟੇ ਪ੍ਰਸ਼ਨ (ਇਕ ਵਾਕ)	8	1	8	16 ਮਿੰਟ
ਛੋਟੇ ਪ੍ਰਸ਼ਨ 30-40 ਸ਼ਬਦ	10	1	10	24
ਲੰਮੇ ਪ੍ਰਸ਼ਨ 100-125 ਸ਼ਬਦ	3	5	15	24
ਬਹੁਤ ਲੰਮੇ ਪ੍ਰਸ਼ਨ 150-175 ਸ਼ਬਦ	2	8	6	20
(i) 200 ਸ਼ਬਦ ਲੇਖ	1	10	10	15
(ii) ਅਖ਼ਬਾਰ ਨੂੰ ਪੱਤਰ	1	6	6	12
(iii) 100-125 ਸ਼ਬਦ (ਜਾਂ)	3	5	15	30
	52		100	165+15=
* 15 ਮਿੰਟ ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਪੜ੍ਹਨ ਲਈ				
3. ਵਿਸ਼ੇਗਤ ਅੰਕ ਵੰਡ				
ਮਾਡਿਊਲ (ਇਕਾਈ)			ਅੰਕ	
1. ਵਿਆਕਰਨ			20	
2. ਕਵਿਤਾ			15	
3. ਵਾਰਤਕ			10	
4. ਕਹਾਣੀ			10	
5. ਪੰਜਾਬੀ ਲੋਕ ਧਾਰਾ			10	

6. ਇਕਾਂਗੀ	10
7. ਮੀਡੀਆ	10
8. ਅਨੁਵਾਦ (ਜਾਂ) ਪੰਜਾਬੀ ਸਿਨੇਮਾ	15
9. ਪੰਜਾਬੀ ਸਿਨੇਮਾ	15
	100

## ਕੋਰਸ ਦੀ ਸਮੱਗਰੀ

### ਵਿਸ਼ਾ ਅਤੇ ਉਪ-ਵਿਸ਼ੇ

ਨੰਬਰ ਮਾਡਿਊਲ	ਵਿਸ਼ਾ	ਅੰਤਰਾਲ ਘੰਟਿਆਂ ਵਿੱਚ	ਲਿਖਤੀ ਸਿਖਣ ਦੇ ਪਰਿਣਾਮ ਦੀ ਕੁੰਜੀ	ਪ੍ਰਯੋਗ ਸਿੱਖਣ ਦੀ ਕੁੰਜੀ ਦੇ ਪਰਿਣਾਮ	ਅੰਕ
1.	ਭਾਸ਼ਾ ਵਿਗਿਆਨ	60 ਘੰਟੇ	(ੳ) ਭਾਸ਼ਾ ਵਿਗਿਆਨ (ਅ) ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਤੇ ਵਿਹਾਰਕ ਰੂਪ ਇਸ ਪਾਠ ਨੂੰ ਪੜ੍ਹ ਕੇ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਉਪ ਭਾਸ਼ਾ ਬਾਰੇ ਜਾਣ ਸਕੋਗੇ * ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਤੇ ਉਪਭਾਸ਼ਾਵਾਂ * ਸ਼ਬਦ ਰਚਨਾ ਬਾਰੇ * ਸਮਾਨਾਰਥਕ ਸ਼ਬਦ * ਵਿਪਰੀਤਾਰਥਕ ਸ਼ਬਦ/ਵਿਰੋਧੀ ਸ਼ਬਦ * ਬਹੁਆਰਥਕ ਸ਼ਬਦ * ਵਾਕ ਰਚਨਾ ਤੇ ਵਾਕ ਦੀਆਂ ਕਿਸਮਾਂ (ਅ) * ਮੁਹਾਵਰੇ * ਪੱਤਰ ਰਚਨਾ ਦੀਆਂ ਕਿਸਮਾਂ, ਪੱਤਰ ਰਚਨਾ * ਲੇਖ * ਲੇਖ ਦੀਆਂ ਕਿਸਮਾਂ * ਚੰਗਾ ਲੇਖ ਲਿਖਣ ਦੇ ਨੁਕਤੇ		20

2.	ਕਵਿਤਾ	40 ਘੰਟੇ	ਸਲੋਕ (ਬਾਬਾ ਸ਼ੇਖ ਫਰੀਦ), ਸਲੋਕ (ਭਗਤ ਰਵਿਦਾਸ) ਸਉ ਮਣੁ ਹਸਤੀ ਘਿਉ ਗੁੜ ਖਾਵੈ (ਗੁਰੂ ਨਾਨਕ ਦੇਵ), ਮਿਰਜਾ ਸਾਹਿਬਾਂ (ਪੀਲੂ), ਜਵਾਨ ਪੰਜਾਬ ਦੇ (ਪ੍ਰੋ. ਪੁਰਨ ਸਿੰਘ) ਵਾਰਿਸ ਸ਼ਾਹ (ਅੰਮ੍ਰਿਤਾ ਪ੍ਰੀਤਮ), ਪੰਜਾਬ (ਫੀਰੋਜ਼ਦੀਨ ਸ਼ਰਫ), ਔਰਤ ਦੀ ਹੱਕ ਤਲਫੀ (ਡਾ. ਜਗਤਾਰ)		15
3.	ਕਹਾਣੀ	25 ਘੰਟੇ	ਭੂਆ, ਪੇਮੀ ਦੇ ਨਿਆਏ, ਕੁਲਫੀ, ਕਰਾਮਾਤ		10
4.	ਵਾਰਤਕ	25 ਘੰਟੇ	ਵੇਈ ਪ੍ਰਵੇਸ਼, ਮੇਰੇ ਦਾਦੀ ਜੀ, ਅੰਥਰੂ, ਤੇਜ਼ ਰਫਤਾਰ ਨਿਊਯਾਰਕ, ਅਖਬਾਰ ਦੀ ਦੁਨੀਆਂ, ਨੈਤਿਕ ਸਿੱਖਿਆ ਸਿਧਾਂਤ		10
5.	ਪੰਜਾਬੀ ਲੋਕ ਧਾਰਾ	20 ਘੰਟੇ	ਪੰਜਾਬੀ ਲੋਕ ਧਾਰਾ		10
6.	ਇਕਾਂਗੀ	20 ਘੰਟੇ	ਭਾਈ ਘਨੂਈਆ ਜੀ		10

7.	ਮੀਡੀਆ	25 ਘੰਟੇ	ਮੀਡੀਆ		10
8.	ਅਨੁਵਾਦ	40 ਘੰਟੇ	ਅਨੁਵਾਦ ਕਲਾ ਅਤੇ ਵਿਗਿਆਪਨ, ਦੁਭਾਸ਼ੀਆ ਅਤੇ ਅਨੁਵਾਦਕ, ਮੌਖਿਕ ਅਤੇ ਯਾਂਤਰਿਕ ਅਨੁਵਾਦ		15
9.	ਪੰਜਾਬੀ ਸਿਨੇਮਾ	40 ਘੰਟੇ	ਸਮਕਾਲੀ ਪੰਜਾਬੀ ਸਿਨੇਮਾ ਪੰਜਾਬੀ ਪ੍ਰਮੁੱਖ ਗੀਤਾਂ ਵਿੱਚ ਦਿਸਦਾ ਪੰਜਾਬ ਪੰਜਾਬੀ ਨਾਟਕ ਅਤੇ ਰੰਗਮੰਚ		15
				ਕੁਲ ਜੋੜ	100

# Mathematics

## Code No. 311

### Introduction

Mathematics is an indispensable subject area in the school education because of its wide application in our day today activities as well as in different fields of education. Access to quality education in mathematics is very important for every individual. Mathematics is considered to be a system of logic. It is the subject of systematic study of quantitative phenomena around us. It is based on certain logical connotation of numbers and integral part of human civilization. Mathematics is a creative activity and is one of the most useful, fascinating and stimulating divisions of human knowledge. It is a process of managing and communicating information and has the power to predict and provide solutions to practical problems as well as enabling the individual to create new imaginative worlds to explore. We use Mathematics in everyday life, in science, in industry, in business and in our free time. Mathematics education is concerned with the acquisition, understanding and application of skills. Mathematical literacy is of central importance in providing the learner with the necessary skills to live a full life as a child and later as an adult. Society needs people who can think and communicate quantitatively and who can recognize situations where Mathematics can be applied to solve problems.

### Rationale

Mathematics is an important discipline of learning at the Senior Secondary stage. It helps the learner in acquiring decision making ability through its applications to real life both in familiar and unfamiliar situations. It predominantly contributes to the development of precision, rational reasoning and analytical thinking. The Senior Secondary stage is most crucial where learners for the first time move towards diversification. At this stage, the learners start thinking, taking important decisions concerning their future career by choosing suitable courses. It is the stage, from where learners would either go for higher academic education in Mathematics or for Professional courses or it may be the end of their academic career. One of the basic aims of learning Mathematics at Senior Secondary level is to be developed problem solving skills and quantificational experiences around the learners. The idea is to allow the learner to realize how and why Mathematics is all around us. In view of these facts, it is important to make Mathematics Education at this level broad based and meaningful. The revised curriculum in Mathematics has been designed to meet the needs of diverse learners.

### Objectives

After completing this course, learner will be able to:

- describe basic concepts, facts, principles, terms, symbols and processes of Mathematics;
- convert the word problems in to the mathematical forms and solve them;
- explain different ways of processing the given data and help for arriving at conclusions;
- express the skills of quantification of experiences and make linkage with day-today life;
- solve wide variety of mathematical problems in daily life and reflect in different context of learning; and

- relate mathematical knowledge and skills to solve variety of problems and develop positive attitude towards Mathematics and its application.

## Scope and job opportunity

This field has a large number of opportunities for employment in different profession, some of these are: Engineering, Architecture, Statisticians, Banking, Econometrics and other professions involves Measurement and Calculation.

## Eligibility conditions

**Age:** 15 years

**Qualification:** 10<sup>th</sup> Pass

**Medium of instruction:** Hindi, English, Urdu, Bengali, Gujarati and Odia medium.

**Duration of the course:** 1 Year

## Weightage

**Theory:** 100 Marks

**Tutor Marked Assignment (TMA):** 20% Marks of the Theory

**Scheme of studies:** Theory (300 hours) and TMA (Self paced)

**Scheme of evaluation:** The learner will be assessed through Continuous and Comprehensive Evaluation (CCE) in the form of Tutor Marked Assignment (TMA) as well as Public Examination. The following table shows the details:

Mode of evaluation	Syllabus/Contents	Duration	Weightage
Tutor Marked Assignment (TMA)	All Contents under SLM Part-1.	Self Paced	20%
Public/Final Examination	All Contents under SLM Part-2.	3 Hours	80%

**Pass criteria:** 33% Marks

## Course content

S. No.	Module/Topics	Duration (in hours)	Module Approach/Description	Weightage (marks)
<b>Part-1: [For Tutor Marked Assignment]</b>				
1.	<b>Module-I Sets, Relations and Functions</b>	30	Sets and functions are the most fundamental concepts which together constitute the foundation of Mathematics. These two	Assessed through TMA

	<ol style="list-style-type: none"> <li>1. Sets</li> <li>2. Relations and Functions-I</li> <li>3. Trigonometric Functions-I</li> <li>4. Trigonometric Functions-II</li> <li>5. Relation between Sides and Angles of A triangle</li> </ol>		<p>fundamental concepts are used in different branches of Mathematics. This module will motivate you to understand different concepts and definitions of sets, relations and functions defined on sets of real numbers. It is of great importance for learners to be able to relate the functions to trigonometric ratios. This module will help to learner in grasping many properties about relations and functions. Further this knowledge will help to understand trigonometric functions, trigonometric identities and values of trigonometric functions for different angles to solve trigonometric equations, use of Sine and Cosine rules to find the angles and sides of a triangle and to understand the graph of trigonometric functions.</p>	
2.	<p><b>Module- II</b>  <b>Sequences and Series</b></p> <ol style="list-style-type: none"> <li>1. Sequence and Series</li> <li>2. Some special sequences</li> </ol>	15	<p>Sequences have many important applications in several spheres of human activities. In this module you will be able to understand the concept of sequence and terms of sequence. Sequences, following specific patterns are called progressions. A sequence is called arithmetic progression if the difference between any two consecutive terms is constant and called geometric progression if the ratios between any two consecutive terms is constant. It is important to define a rule to represent a sequence which helps in finding any term of sequence. You also need a rule to find the sum of any sequence. You will be able to understand arithmetic and geometric mean and</p>	Assessed through TMA



			relation between these two means. Finally in the end of the module you will understand the concept of series and will be able to find the sum of some special series.	
3.	<b>Module –III</b> <b>Algebra-I</b> 8. Complex Numbers 9. Quadratic Equations 10. Principle of Mathematical Induction 11. Permutations and Combinations 12. Binomial Theorem	30	Some equations are not solvable in real number system. Thus, there is a need to extend the real number system to a larger number system so that we can have the solutions of such equations. In this module the real number system shall extend to a larger system called complex number system, so that the solutions of quadratic equations are possible. Induction is the process of reasoning from particular to general. The principle of Mathematical Induction helps us in proving some of the tentative conclusions. In daily life you come across many problems of finding the number of ways of arranging or selecting objects. Under this module you also learn some basic techniques of counting which will enable us to answer the number of ways of arranging or selecting objects in a wide variety of situations. Arrangements lead to Permutations and selection leads to Combinations. The Binomial Theorem enables us to expand any power of a binomial expression.	Assessed through TMA
4.	<b>Module-IV</b> <b>Co-ordinate Geometry</b> 13. Cartesian system of rectangular co-ordinates 14. Straight Lines	30	Coordinate Geometry is that branch of Mathematics which deals with the study of geometry by means of algebra. You will know that a straight line or a curve in a plane can be represented by an algebraic equation. In coordinate geometry,	Assessed through TMA

	<p>15. Circles 16. Conic Sections</p>		<p>you can represent a point in a plane by an ordered pair of real numbers, called coordinates of the point, and a straight line or a curve by an algebraic equation with real coefficients. You can use algebra advantageously to the study of straight lines and geometric curves which reveal their nature and properties. The curves known as conics were named after their historical discovery as the intersection of a plane with a right circular cone. In this module you will learn the intersection of a plane with a double napped right circular cone results in different types of curves. You will also understand the standard equations of parabola, ellipse and hyperbola and circle and will study their simple properties.</p>	
5.	<p><b>Module-V</b> <b>Statistics and Probability</b> 17. Measures of Dispersion 18. Random experiments and events. 19. Probability</p>	15	<p>Statistics is one of the fundamental areas of Mathematics that is applied across many disciplines and is useful in analysis in industrial production, market etc. The study of statistics produces statisticians that analyze raw data collected from the field to provide useful insights about a population. The statisticians provide concrete backgrounds of a situation that helps in decision making. The most common measures of variability for quantitative data are the variance; its square root, the standard deviation; the statistical range; inter quartile range; and the absolute deviation. On the other hand, the study of probability helps decision making in government agents and organizations based on</p>	Assessed through TMA

			the theory of chance. Probability has also been extensively used in the determination of high, middle and low quality products in industrial production. The basic idea of statistics and Probability will help in your day today life and in your further higher studies	
<b>Part-2: [For Public Examination]</b>				
6.	<b>Module-VI</b> <b>Algebra-II</b> 20. Matrices 21. Determinants 22. Inverse of a Matrix and its Applications	30	The study of the field of Linear Algebra will equip you with the requisite background knowledge and understanding which will enable you to understand such topics as simple linear equations and their solutions; vectors and operations on vectors; matrices and operations on matrices. Matrices are used in a large number of disciplines. In this module you shall learn about matrices and shall confine yourself to the study of basic laws of matrix algebra. You shall also understand the concept of elementary row and column operation and invertible matrices. In this module you shall learn about determinants, their expressions, minors and cofactors, their elementary properties, applications of determinants in finding the area of triangle, adjoint and inverse of a square matrix, consistency and inconsistency of system of linear equations and unique solution of linear equations in two or three variables using inverse of a matrix.	17
7.	<b>Module-VII</b> <b>Relations and Functions</b> 23. Relation and	30	In this module you will learn about reflexive, symmetric, transitive and equivalence relations.	12

	<p>Functions-II</p> <p>24. Inverse Trigonometric Functions</p>		<p>You will also learn about the composition of functions and their different properties. This module will help you to test the bijectivity of functions and to find the inverse of any function. The binary operations like addition and multiplication constitute the set of real numbers as one of the most familiar algebraic structure. You will be able to find identity element and inverse of an element of a set. You will also study about inverse trigonometric functions, its domain, and range and simplify expressions involving inverse trigonometric functions. The inverse trigonometric functions play a very important role in calculus and are used extensively in science and engineering.</p>	
8.	<p><b>Module-VIII</b></p> <p><b>Calculus</b></p> <p>25. Limits Continuity</p> <p>26. Differentiation</p> <p>27. Differentiation of Trigonometric functions</p> <p>28. Differentiation of exponential and Logarithmic functions</p> <p>29. Application of Derivatives</p> <p>30. Integration</p> <p>31. Definite Integrals</p> <p>32. Differential equations</p>	60	<p>Calculus is an important part of Mathematics at senior secondary level. This module begins by introducing the concept of limits. The concept of limit leads to understand the concept of continuity of elementary functions. In this module, you will learn about the basic concept of the derivative and integral functions. Derivatives have a wide range of applications in various fields and disciplines. You will learn that how derivative can be used to determine the rate of change of various quantities. you will also understand that integration and differentiation are inverse operations. You will come across two types of problems in integrals i.e. problem of finding a function whose derivative is given and problem of finding the</p>	45

			area bounded by the graph. These two problems lead to the two forms of integrals, indefinite integrals and definite integrals, which together form integral calculus. In the end of the module you will be able to define and solve differential equations i.e. to find the unknown function that satisfy the given differential equation	
9.	<b>Module-IX</b> <b>Vectors and Three Dimensional Geometry</b> 33. Introduction to 3-D 34. Vectors 35. Plane 36. Straight Line	30	There are many physical situations which cannot be described completely by using just one number. For example, if you know that an aeroplane is travelling at 700 km/h, you may like to know the direction in which it is flying. In this module you will about vectors that are very helpful in describing and analyzing many physical situations around us. Earlier you have studied analytical geometry in two dimensions, now you shall use vector algebra to Three-Dimensional geometry which helps us to solve different physical situations through geometry. In the end of this module you shall study about the direction cosines and direction ratios of a line and also know to find angle between two lines, shortest distance between two lines, the vector and Cartesian equations of a line and a plane, angle between two planes, angle between a line and a plane and distance of a point from a plane.	17
10.	<b>Module-X</b> <b>Linear Programming and Mathematical Reasoning</b> 37. Linear Programming	30	Linear equations and linear in equations in one and two variables. These equations can be solved algebraically or graphically. On the basis of solutions of linear in	09

	38. Mathematical Reasoning		equations you will be able to solve problems on linear programming. The main objective of study of logic is to construct good or sound arguments, and to recognize bad or unsound arguments. Logic is a science of reasoning. In this module you will learn about study of logic in Mathematics, which is prominently called Boolean logic.	
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# Physics

## Code No. 312

### Introduction

Physics is a fundamental science because it deals with the basic features of the world, such as, time, space, motion, charge, matter and radiation. Every event that occurs in the natural world has some features that can be viewed in these terms. Study of physics is a means of rationally understanding nature. Physics lies behind all technological advancements, such as computer, internet, launching of rockets and satellites, radio and T.V. communications, lasers, etc. It also finds applications in such simple activities of men as lifting a heavy weight or making a long jump. Physics is, thus, an all pervading science and its study helps us in finding answers to whys and hows of our day to day happenings.

### Rationale

Keeping in view the issues highlighted in the National Curriculum Framework (NCF) 2005 for School Education, present Physics curriculum has been so designed that it not only focuses on the basic concepts of Physics but relates them to the daily life activities. The applications of the laws of Physics and their effects on daily life have been reflected in the curriculum. The basic themes of Physics which would be of interest to all, particularly to those who are interested in pursuing Physics as a career in life have been selected to form core content of the curriculum. Besides, the curriculum also includes such emerging areas as electronics, communication, nuclear physics which find immense applications in daily life.

Though mathematics is basic to the understanding of most of the problems of physics, in the present course, stress has been given to avoid rigour of mathematics like integration and differentiation. The focus has been to teach concepts of physics rather than mathematical calculations.

### Objectives

After completing this course, the learner will be able to:

- develop understanding of concepts, fundamental laws, principles and processes in the area of physics;
- establish relationship between causes and effects of physical phenomenon;
- explain the contributions of physics towards improving quality of life;
- create interest in physics and foster a spirit of enquiry;
- develop experimental skills like taking observations, manipulation of equipment, and communicative skills such as reporting of observations and experimental results;
- develop problem solving ability e.g. analyzing a situation or data, establishing relationship between cause and effect;

- develop scientific temper of mind by making judgment on verified facts and not opinions, by showing willingness to accept new ideas and discoveries; and
- develop awareness of the dangers inherent in the possible misuse of scientific knowledge.

## Scope and job opportunity

This field has a large number of opportunities for employment, some of these are:

- career in engineering and medical
- career in teaching in schools , colleges and universities
- job in research institute and laboratories
- opportunities in aviation industry, defence sector, power generating companies and hospitals.

## Eligibility conditions

**Age:** 15 Years

**Qualification:** 10<sup>th</sup> Pass

**Medium of instruction:** Hindi, English, Urdu, Bengali, Gujarati and Odia.

**Duration of the course:** 1 Year

### Weightage

**Theory:** 80 Marks

**Practical:** 20 Marks

**Tutor Marked Assignment (TMA):** 20% Marks of the theory

**Scheme of studies:** Theory (240 hours), TMA (self paced)

### Scheme of evaluation:

Mode of evaluation	Syllabus/Contents	Duration	Weightage
Tutor Marked Assignment (TMA)	All contents marked as TMA	Self paced	20%
Public/Final examination	All contents marked as PE Practical	3 Hours (Theory) 3 Hours (Practical)	80%

**Pass criteria:** 33% Marks in each component.



## Course content

S. No.	Module/Topics	Duration (in hours)	Module Approach (Theory)	Description of practicals	Weightage (marks)
1.	<b>Module-I</b> <b>Motion, Force and Energy</b> 1. Physical Worlds and Measurements 2. Motion in a Straight line 3. Laws of motion 4. Motion in a plane 5. Gravitation 6. Work, Energy and Power 7. Motion of a Rigid Body	45	Besides highlighting the importance of universal standard units of measurement, applications of dimensions and vectors in the study of physics have been described in this module. The physics scope, need of measurement, concept of motion and rest, cause of motion and different types of motion has been described with the help of daily life examples. Significance of gravitation, concept of work and energy are highlighted. The basics of the motion of a rigid body and the significance of rotational motion in day to day life have been explained.	To determine the internal diameter and depth of a cylindrical container (like tin can, calorimeter) using a Vernier calipers and find its capacity. Verify the result using a graduated cylinder.  To determine the diameter of a given wire using a screw gauge.  To determine the radius of curvature of a concave mirror using a spherometer.  To find the time period of a simple pendulum for small amplitude and draw the graph of length of the pendulum against square of the time period. Use the graph to find the length of the second's pendulum.  To find the weight of a given body using law of parallelogram of vectors.	14

2.	<b>Module–II</b> <b>Mechanics of Solids and Fluids</b> 8. Elastic Properties of Solids 9. Properties of Fluids	20	The classification of the substances into solids, liquids and gases is done on the basis of intermolecular forces. This module explains the elastic behaviour of the solids and highlights source of elastic behaviour of solids. The mechanical properties of the fluids like buoyancy, surface tension, capillary action etc. have been explained with the help of daily life examples and their applications have been highlighted.	To measure extensions in the length of a helical spring with increasing load. Find the spring constant of the spring extension graph.  To find the time required to empty a burette filled with water, to $\frac{1}{2}$ of its volume, to $\frac{1}{4}$ of its volume, to $\frac{1}{8}$ of its volume and so on. Then plot a graph between volume of water in the burette and time and thus study at each stage that the fractional rate of flow is same (analogy to radio-active decay).	06
3.	<b>Module–III</b> <b>Thermal Physics</b> 10. Kinetic Theory of Gases 11. Thermodynamics 12. Heat Transfer and Solar Energy	25	Thermal energy theory has been described. Behaviour of gases and the gas laws have been described with the help of kinetic theory of gases. The concept of temperature has been explained by thermal equilibrium. Black	To study the Newton's law of cooling by plotting a graph between cooling time and temperature, difference between calorimeter and surroundings.  To determine the specific heat of a solid using the method of mixtures.	06

			<p>Body Radiation, laws of thermodynamics and their applications in our day to day life have been explained in this module. Working of heat engines and refrigerators has been explained. Different modes of transfer of heat and their applications in different situations have been emphasized. The concept of thermal pollution and the issue of green house effect are also dealt with in this module.</p>		
4.	<p><b>Module–IV</b> <b>Oscillations and Waves</b> 13. Simple Harmonic Motion 14. Wave Phenomena</p>	20	<p>Besides explaining the terms associated with periodic motion, the harmonic motion has been described with the help of common examples. A qualitative idea of forced oscillations, resonance and damped oscillations has also been given in</p>	<p>To compare the frequencies of two tuning forks by finding first and second resonance positions in a resonance tube. To establish graphically the relation between the tension and length of a string of a sonometer vibrating in its fundamental model resonating with a</p>	06

			the module.	<p>given tuning fork. Use the graph to determine the mass per unit length of the string.</p> <p>To determine the wavelength of sound produced (i) in air column, (ii) the velocity of sound in air at room temperature using a resonance column and a tuning fork.</p>	
5.	<p><b>Module–V</b></p> <p><b>Electricity and Magnetism</b></p> <p>15. Electric Charge and Electric Field</p> <p>16. Electric Potential and Capacitors</p> <p>17. Electric Current</p> <p>18. Magnetism and Magnetic Effect of Electric Current</p> <p>19. Electromagnetic Induction and Alternating Current</p>	45	<p>The basic concepts of electrostatics and frictional electricity have been described in the module. The electric field and electric potential due to a point charge have been explained.</p> <p>Different types of capacitors, their combinations and applications have been explained.</p> <p>The electric current and thermal and magnetic effects of current are explained in the module.</p> <p>Significance of magnetic effect of current and</p>	<p>To verify the law of combination (series and parallel) of resistances using ammeter- voltmeter method and coils of known resistances.</p> <p>To compare the e.m.f's of two given primary cells by using a potentiometer.</p> <p>To determine the specific resistance of the material of two given wires using a metre bridge.</p> <p>To determine the internal resistance of a primary cell using a potentiometer.</p> <p>To determine the inductance and resistance of a given coil (inductor) using a suitable series</p>	16

			<p>electromagnetic induction has been emphasized. The generation and transmission of current power and the problems of low voltage and load shedding have been explained.</p>	<p>resistance and an AC voltmeter.</p> <p>To study decay of current in a R.C. circuit while charging the capacitor, using a galvanometer and find the time constant of the circuit.</p> <p>To draw the lines of force due to a bar magnet keep (i) N-pole pointing to north (ii) N-pole pointing to South. Locate the neutral points.</p> <p>To determine the internal resistance of a moving coil galvanometer by half deflection method, and to convert it into a voltmeter of a given range, say (0-3V), and verify it.</p>	
6.	<p><b>Module–VI</b></p> <p><b>Optics and Optical Instruments</b></p> <p>20. Reflection and Refraction of Light</p> <p>21. Dispersion and Scattering of light</p> <p>22. Wave Phenomena and Light</p> <p>23. Optical Instruments</p>	25	<p>After giving a brief introduction of reflection of light, the basic concepts like refraction, total internal reflection, dispersion, scattering, of light have been described in the module. The wave properties of light like interference, diffraction and polarization are</p>	<p>To find the value of <math>v</math> for different values of <math>i</math> in case of a concave mirror and find its focal length (<math>f</math>) by plotting graph between <math>1/u</math> and <math>1/v</math>.</p> <p>To find the focal length (<math>f</math>) of a convex lens by plotting graph between <math>1/u</math> and <math>1/v</math>.</p> <p>To find the focal length (<math>f</math>) of a convex mirror using a convex lens.</p>	14

			<p>also described in a qualitative manner. Further applications of the properties of light have been described to construct various types of optical instruments. Elementary idea of Raman Effect is also discussed.</p>	<p>Determine the focal length of a concave lens by combining it with a suitable convex lens.</p> <p>To draw a graph between the angle of incidence (i) and angle of deviation (D) for a glass prism and to determine the refractive index of the glass of the prism using this graph.</p> <p>To compare the refractive indices of two transparent liquids using a concave mirror and a single pin.</p> <p>To set up an astronomical telescope and find its magnifying power.</p>	
7.	<p><b>Module–VII</b> <b>Atoms and Nuclei</b> 24. Structure of Atom 25. Dual Nature of Radiation and Matter 26. Nuclei and Radioactivity 27. Nuclear Fission and Fusion</p>	25	<p>Different atomic models describing the structure of atom have been described and the limitations of these and their modifications have been systematically presented in the module. Nuclei and radio activity have been explained along with their applications. The</p>		08

			peaceful uses of nuclear energy have been described highlighting the latest trends.		
8.	<b>Module–VIII</b> <b>Semiconductor Devices and Communication</b> 28. Semiconductors and Semiconducting Devices 29. Applications of Semiconductor Devices 30. Communication Systems	35	Semiconductors find a very significant place in almost all the electronic devices. Besides highlighting the basis of semiconductors, different types of semiconductor devices and their applications have been explained in the module. In the present age of information and communication technology, it is essential for all to know the basic of electronics and communication technology. Working principles of communication systems, the communication techniques and media used in daily life have been explained.	To draw the characteristic curve of a forward biased pn junction diode and to determine the static and dynamic resistance of the diode. To draw the characteristics of an npn transistor in common emitter mode. From the characteristics find out (i) the current gain ( $\hat{a}$ ) of the transistor and (ii) the voltage gain $A_v$ with a load resistance of 1 k $\Omega$ .	<b>10</b>

# Chemistry

Code No. 313

## Introduction

Chemistry is a branch of Physical Sciences that studies the composition, structure, properties and change of matter. Chemistry is sometimes called the Central Science because it bridges other Natural Sciences including Physics, Geology and Biology. Chemistry plays a pivotal role in many areas of science and technology viz. health, medicine, energy and environment, food, agriculture and new materials.

## Rationale

According to present scheme of school education at Senior Secondary stage, chemistry emerges as a separate discipline. It is this stage where major emphasis is laid on providing suitable conceptual foundation. The present Senior Secondary level Chemistry (313) course at NIOS has now been revised as per the Common Core Curriculum developed by COBSE (Council of Boards of School Education) and NCERT (National Council for Educational Research and Training) making it current and need based.

The present Chemistry course has been developed basically around the themes: Why do chemical reactions occur? What is the quantitative relationship among reacting constituents in a chemical reaction? How far and how fast will a chemical reaction proceed under a given set of conditions? Can we predict whether a chemical reaction will occur or not? What is the relation between the structure of a chemical substance and its functions/properties? In what way is a chemical reaction relevant for getting new types of substances and materials for daily life and chemical industries?

## Objectives

After completing this course, the learner will be able to:

- explain the principles, theories and laws of chemistry responsible for various chemical processes/reactions;
- realise the role of chemistry in production of many elements (metals/non-metals) and compounds useful in industries and daily life;
- identify the chemical nature of inorganic and organic substances around him/her;
- choose various vocational, professional and applied courses of choice based on knowledge of chemistry gained;
- perform chemical calculations to know about the chemical reactions and chemical compounds;
- explain chemical reactions, concepts and phenomenon;
- develop awareness about uses and abuses of chemical substances;
- develop skills of arranging/setting apparatus, handling apparatus and chemicals properly ; and
- analyse and synthesise simple compounds.



## Scope and job opportunity

This field has a large number of opportunities for employment, some of these are:

Chemical Sciences (Chemistry) offer access to a wide range of careers. The career options in chemistry are practically endless. Some of the important career opportunities after studying Chemistry at Senior Secondary level are petrochemical and pharmaceutical industries, analytical chemist, clinical biochemist, chemical development engineer, toxicologist, laboratory assistant, research associate/ research assistant, textile industry, biotechnology, biochemistry, plastic and polymer industry, quality controller, teacher, lecturer, professor, scientist, scientific journalist, forensic scientist and so on.

## Eligibility conditions

**Age:** 15 years

**Qualification:** 10<sup>th</sup> pass

**Medium of instruction:** Hindi, English, Urdu, Bengali, Gujarati and Odia

**Duration of the course:** 1 Year

## Weightage

**Theory:** 80 Marks

**Practical:** 20 marks

**Tutor Marked assignments (TMA):** 20% Marks of theory

**Scheme of studies:** Theory (240 hours), practical (30 hours), TMA (self- paced)

## Scheme of evaluation

Mode of evaluation	Syllabus/Contents	Duration	Weightage
Tutor Marked Assignment (TMA)	All contents marked as TMA	Self paced	20%
Public/Final Examination	All contents marked as PE Practical	3 Hours(Theory) 3 Hours (Practical)	80%

**Pass criteria:** 33% in each component

## Course content

S. No.	Module/Topics	Duration (in hours)	Description of Modules	Description of practicals	Weightage (marks)
1.	<b>Module- I</b> <b>Some Basic Concepts of Chemistry</b> 1. Atoms, Molecules and Chemical Arithmetics	13	This module deals with the scope of chemistry alongwith atomic theory of matter, laws of chemical combination, relationship between mass and number of particles. It also deals with stoichiometry. This module also deals with chemical formulas and chemical equations also.	<b>Objectives of the present course in practical work are as follows:</b> 1. To develop and inculcate laboratory skills and techniques. 2. To enable the student to understand the basic chemical concepts. 3. To develop basic competence of analysing and synthesising chemical compounds and mixtures. To meet these objectives three different types of laboratory experiments are provided in the present practical course. 1. Experiment for developing laboratory skills/ techniques 2. Concept based experiments 3. Traditional experiments (for analysing and synthesising chemicals) A. Introduction B. General Safety Measures	04

				<p>C. List of Experiments</p> <p>1. Basic Laboratory Techniques</p> <p>(i) Acquaintance with chemistry laboratory and basic laboratory techniques (cutting, bending and boring of glass tubes, sealing of apparatus, filtration, distillation, crystallisation, preparation calibration, cleaning of glass apparatus and use of burner etc.)</p> <p>(ii) Measurement of volume, length, mass and density.</p> <p>2. Characterization of Chemical substances</p> <p>(i) Determination of melting point of a solid organic compound of low melting point (below 100°C) by glass capillary tube method (Paraffin oil may be used as bath).</p> <p>3. Volumetric Analysis (Quantitative analysis)</p> <p>(a) preparation of solution of oxalic acid and ferrous ammonium sulphate</p>	
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				<p>of known molarity by weighing (non-evaluative). Use of chemical balance to be demonstrated.</p> <p>(b) A study of acid-base titration (single titration only)</p> <p>(i) To find out the Molarity of given NaOH solution by titrating against standard solution of oxalic acid. Both the solutions to be provided</p> <p>(c) A study of redox titrations (single titration only)</p> <p>(i) To find out the Molarity and strength of given potassium permanganate solution by titrating against M/50 Mohr's salt (Ferrous ammonium sulphate) solution. Both the solutions to be provided.</p> <p>(d) To find out the Molarity and strength of given potassium permanganate solution by titrating against M/10 oxalic acid solution. Both the solutions to be provided.</p>	
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2.	<p><b>Module- II</b></p> <p><b>Atomic Structure and Chemical Bonding</b></p> <p>2. Atomic Structure</p> <p>3. Periodic Table and Periodicity in Properties</p> <p>4. Chemical Bonding</p>	<p>This module is designed in such a manner so as to bring out the historical approach to the development of the various models of the atoms starting from experimental evidences leading to Rutherford's nuclear model, idea of line spectrum of hydrogen atom, idea of Bohr model, wave particle duality and Heisenberg's uncertainty principles, quantum number etc. This module also gives an idea about periodic table and periodicity in properties. Knowing from structure of atoms combine to form molecules and why do these combinations work.</p>		10
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3.	<b>Module- III</b> <b>State of Matter</b> 5. Gaseous and Liquid States 6. The Solid State 7. Solutions 8. Colloids	28	This module highlights the behavior of different states of matter with reference to the kinetic molecular theory of gases, Wander walls' equation, important properties of liquids such as vapour pressure, surface tension and viscosity and structure of solids with reference to two dimensional lattice and unit cells as well as packing efficiencies. It will also give an idea about components of a solution, Raoult's law and abnormal molecular mass, colloidal solution, colloids, coagulation, emulsion etc are also being dealt in this module.	4. Preparation of dilute solutions Preparation of dilute solutions of known concentration of sulphuric acid, hydrochloric acid and nitric acid from their stock solution	08
4.	<b>Module- IV</b> <b>Chemical Energies</b> 9. Chemical	23	This module brings out the changes in energy and	5. Thermochemistry Any one of the following experiments	06

	<p>Thermodynamics</p> <p>10. Spontaneity of Chemical Reactions</p>		<p>occurring during dissolution processes and chemical reactions in terms of enthalpy along with first law of thermodynamics and Hess's law. This module also deals with spontaneity of chemical reactions to familiarize the concept that a chemical reaction involves energy changes. This module also brings out information about second and third laws of thermodynamics.</p>	<p>(ii) To determine the enthalpy of dissolution of copper sulphate or potassium nitrate To determine the enthalpy of neutralization of strong acid (HCl) with strong base (NaOH)</p>	
5.	<p><b>Module- V</b></p> <p><b>Chemical Dynamics</b></p> <p>11. Chemical Equilibrium</p> <p>12. Ionic Equilibrium</p> <p>13. Electrochemistry</p> <p>14. Chemical kinetics</p> <p>15. Adsorption and Catalysis</p>	36	<p>This module highlights the dynamic nature of chemical reactions which involves mixing substances together to get final products. It emphasizes equilibrium in solutions to explain acid or base behaviour. Also concept of</p>	<p>1. Experiment related to pH change</p> <p>(a) Determination of pH of following substances by using a universal indicator solution or pH papers.</p> <p>(i) Salt solution (ii) Acids and bases of different dilutions (iii) Vegetable and fruit juices</p> <p>(b) Study of pH change</p>	12

			<p>oxidation and reduction treated with the electrochemical cells to enable the learner to understand the concept of conversion of chemical energy to electrical energy. This module also brings out the information related to chemical kinetics, adsorption and catalysis.</p>	<p>by common-ion effect in case of weak acids and weak bases by above method (specific examples of <math>\text{CH}_3\text{COOH}</math> and <math>\text{CH}_3\text{COONa}</math>; and <math>\text{NH}_4\text{OH}</math> and <math>\text{NH}_4\text{Cl}</math> may be taken).</p> <ol style="list-style-type: none"> <li>2. Surface Chemistry <ul style="list-style-type: none"> <li>• Preparation of lyophilic and lyophobic sol. Lyophilic sol - starch Lyophobic sol - aluminium hydroxide, ferric hydroxide.</li> </ul> </li> <li>3. Electrochemistry Variation of cell potential in <math>\text{Zn}/\text{Zn}^{2+}  \text{Cu}^{2+}/\text{Cu}</math> with change in concentration of electrolytes (<math>\text{CuSO}_4</math> or <math>\text{ZnSO}_4</math>) at room temperature.</li> <li>4. Chemical Equilibrium Study of the shift in equilibrium of the reaction between ferric ions and thiocyanate ions by increasing/ decreasing the concentration of these ions.</li> <li>5. Chemical Kinetics <ul style="list-style-type: none"> <li>• Study of the effect of concentration on the rate of reaction</li> </ul> </li> </ol>	
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				<p>between sodium thiosulphate and hydrochloric acid.</p> <ul style="list-style-type: none"> <li>• Study of the effect of temperature on the rate of reaction between sodium thiosulphate and hydrochloric acid.</li> </ul>	
6.	<p><b>Module- VI</b> <b>Chemistry of Elements</b></p> <p>16. Occurrence and Extraction of metals</p> <p>17. Hydrogen and s-Block elements</p> <p>18. General Characteristics of the p-Block Elements</p> <p>19. p-Block elements and their Compounds –I</p> <p>20. p-Block elements and their Compounds –II</p> <p>21. d-Block and f-Block Elements</p> <p>22. Coordination compounds</p>	60	<p>In this module, the periodic table is used as the basis for a study of chemistry of some of the common elements and its compounds. There are a large number of elements are found in nature i.e. the reason, the periodic trends to be followed to classify the elements. This module also deals with the characteristics of s-, p-, d- and f-block elements. You will also learn about the properties of transition elements and coordination compounds.</p>	<p>6. Preparation of Inorganic Compounds</p> <p>(i) Preparation of double salt of ferrous ammonium sulphate or potash alum.</p> <p>(ii) Preparation of potassium ferric oxalate.</p> <p>7. Qualitative Analysis Elementary qualitative analysis of a salt involving detection of one cationic and one anionic species from the following groups. (Salts insoluble in hydrochloric acid excluded).</p> <p><b>Cations:</b> Pb<sup>2+</sup>, Cu<sup>2+</sup>, As<sup>3+</sup>, Al<sup>3+</sup>, Fe<sup>3+</sup>, Mn<sup>2+</sup>, Ni<sup>2+</sup>, Zn<sup>2+</sup>, Co<sup>2+</sup>, Ca<sup>2+</sup>, Sr<sup>2+</sup>, Ba<sup>2+</sup>, Mg<sup>2+</sup>, NH<sub>4</sub><sup>+</sup></p> <p><b>Anions:</b> CO<sub>3</sub><sup>2-</sup>, S<sup>2-</sup>, SO<sub>3</sub><sup>2-</sup>, SO<sub>4</sub><sup>2-</sup>, NO<sub>2</sub><sup>-</sup>, NO<sub>3</sub><sup>-</sup>, Cl<sup>-</sup>, Br<sup>-</sup>, I<sup>-</sup>, PO<sub>4</sub><sup>3-</sup>, C<sub>2</sub>O<sub>4</sub><sup>2-</sup>, CH<sub>3</sub>COO<sup>-</sup></p>	18

7.	<p><b>Module- VII</b> <b>Chemistry of Organic Compounds</b></p> <p>23. Nomenclature and General Principles</p> <p>24. Hydrocarbons</p> <p>25. Compounds of carbon containing Halogens (Haloalkanes and Haloarenes)</p> <p>26. Alcohol, Phenols and ethers</p> <p>27. Aldehydes, Ketones and Carboxylic Acids</p> <p>28. Compounds of Carbon containing Nitrogen</p> <p>29. Biomolecules</p>	60	<p>This module deals with the nomenclature, preparation and properties of hydrocarbons and their derivatives containing halogens, oxygen and nitrogen with different functional groups. The properties and uses of carbohydrates, proteins, fats and enzymes are also discussed in this module.</p>	<p>8. Preparation of Organic Compounds Preparation of any one of the following compounds:</p> <ul style="list-style-type: none"> <li>• Acetanilide</li> <li>• Iodoform.</li> </ul> <p>9. Chromatography (a) Separation of coloured substances by paper chromatography, and comparison of their R<sub>f</sub> values for a mixture of red and blue ink or a black ink.</p> <p style="text-align: center;">OR</p> <p>(b) Separation of coloured substances by paper chromatography, and comparison of their R<sub>f</sub> values for juice of a flower or grass.</p> <p>10. Detection of Elements Detection of nitrogen, sulphur, chlorine, bromine and iodine in an organic compound (combinations of halogens to be avoided). Not more than two of the above elements should be present in the given organic compound.</p>	18
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				<p>11. Characteristic Tests for carbohydrates; fats and proteins and their detection</p> <p>Study of simple reactions of carbohydrates; fats and proteins. in pure form and detection of their presence in given food stuffs.</p> <p>12. Tests for the functional groups present in organic compounds</p> <p>Test of functional groups present in given unknown organic compounds</p> <p>(i) Test of unsaturation</p> <p>(ii) Test for Carboxylic, phenolic, aldehydic and ketonic groups.</p>	
8.	<p><b>Module- VIII</b></p> <p><b>Chemistry in Everyday Life</b></p> <p>30. Drug and Medicines</p> <p>31. Soaps, Detergents and Polymers</p> <p>32. Environmental Chemistry</p>	20	<p>This module deals with the chemistry in everyday life. This module highlights the role of chemistry in the field of drugs, medicines, soaps, detergents, and polymers. This module also deals with</p>		04

			environmental issues in the form of various types of pollution, global warming, ozone layer depletion etc. It also gives knowledge about achievement of green chemistry for reducing pollution.		
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# **Biology**

## **Code No. 314**

### **Introduction**

Biology is the science of life and the revised course includes both Classical and Modern Biology. The course content begins from Biodiversity classification; Structure and function of the living; their reproduction and development and also Genetics, Molecular Biology, Biotechnology and Immunology which are the modern fields of Biology. An exhaustive treatment of the environment in all its aspects is also contained in the curriculum and so are topics like some common human diseases and health and nutrition which are closely related to human welfare.

### **Rationale**

Biology arose in a twofold manner - firstly, as a practicing art towards exploring and improving a variety of usable plant and animal products as well as towards maintaining good health; secondly, as an academic pursuit out of curiosity to know about humans and other living beings and to understand their position on the planet Earth. In other words, the storehouse of knowledge about living beings started building up only when humans were curious to know about life. The course in Biology helps us to respect and appreciate the great diversity of life at all its levels of organization and to understand the impact of progress in biology on our life style.

Biology is not merely a correlational science but also an experimental discipline, which deals with different tools and techniques. In most of the activities that we perform, biology has a role to play. Therefore, the present course aims at imparting biological knowledge vis-a-vis the ever growing human needs. Besides integrating the content and adequate depth into the subject recent advancements in concepts as well as emerging areas like Biotechnology and Immunology have also been introduced.

### **Objectives**

After completing this course, the learner will be able to:

- acquire knowledge of biological terms, facts, concepts, principles and processes in order to understand the living world as a whole;
- appreciate diversity in the living world as also the interrelationships of various living organisms, ecological balance in nature, and the role of biology in human welfare;
- visualize the hazards of environmental pollution, and to create awareness for sustainable use of natural resources in the service of humankind;
- develop insight into the role and impact of Biology in various allied areas such as medicine, agriculture, forestry, biotechnology, veterinary sciences and pharmacology etc.; and
- develop interest in the living world with an aim to respect life.

## Scope and job opportunity

This field has a large number of opportunities for employment, some of these are:

Indian Biologists have been pursuing research in the multifarious branches of Biology and we are proud of them. We hope that one day some of you learners will be well known biologists. Knowledge of Biology opens many avenues which you may select as a career. Once you are initiated into Biology and wish to pursue a course related to biology you have the following options:

- Teacher, Environmentalist, Research Scientist, Marine Scientist,
- Medicine, Paramedical Sciences such as Physiotherapy, Forensic Scientist
- Pharmacy, Food Technology, Nursing, Biotechnology,
- Microbiology, Bio-Chemistry and Bio-physics,
- Professionals in the field of Intellectual Property Rights for biologists looking after sanctuaries, zoos and Botanical gardens.

## Eligibility conditions

**Age:** 15 years

**Qualification:** 10<sup>th</sup> pass

**Medium of instruction:** Hindi, English, Urdu, Bengali, Gujarati and Odia

**Duration of the course:** 1 Year

### Weightage

**Theory:** 80 Marks

**Practical:** 20 Marks

**Tutor Marked Assignments (TMA):** 20% of the theory marks

**Scheme of studies:** Theory (240 hours), practical (30 hours), TMA (self paced)

### Scheme of evaluation:

Mode of evaluation	Syllabus/Contents	Duration	Weightage
Tutor Marked Assignment (TMA)	All contents marked as TMA	Self paced	20%
Public/Final Examination	All contents marked as PE Practical	3 Hours(Theory) 3 Hours (Practical)	80%

**Pass criteria:** 33% in each component

## Course content

S. No.	Module/Topics	Duration (in hours)	Module Approach/ Description	Description of practicals	Weightage (marks)
1.	<p><b>Module-I</b></p> <p><b>Diversity and Evolution of Life</b></p> <ol style="list-style-type: none"> <li>1. Origin and Evolution of Life and Introduction to Classification</li> <li>2. The Kingdoms Monera, Protocista and Fungi</li> <li>3. Kingdoms Plantae and Animalia</li> <li>4. Cell - Structure and Function</li> <li>5. Tissues and other Levels of Organization</li> </ol>	50	<p>This module would enable the learner to visualize the origin of life on earth and the vast diversity in the living world, and also to group them together at various classification levels. It also intends to stimulate our learner to understand the concepts and theories of evolution. The module also highlights the cell as the basic unit of life and its organization into various forms of tissues.</p>	<p>There are 15 exercises in the Biology Practical Manual. These 15 activities are distributed under three sections as:</p> <p><b>Exercise 1</b> Some common instruments</p> <p><b>Exercise2 (Slide mounting)</b></p> <ol style="list-style-type: none"> <li>2.1 Preparation of temporary mount of onion peel to observe and study epidermal cells</li> <li>2.2 Preparation of temporary stained mount of human cheek cells.</li> <li>2.3 Temporary stained preparation and study of striated muscle fibres in cockroach.</li> </ol> <p><b>Exercise 3</b> Study of the microscopic anatomy (histology) of mammalian tissues and organs</p> <p><b>Exercise 4</b> Study of animal specimens and their classification to identify the characteristic features of sponge, earthworm, butterfly,</p>	12

				<p>apple snail, starfish, dogfish (<i>Scoliodon</i>) bonyfish (Rohu), toad, house lizard, pigeon and bat.</p> <p><b>Exercise 5</b></p> <p>Preparation of a slide of onion root tip for observation of stages of mitosis.</p>	
2.	<p><b>Module-II</b></p> <p><b>Forms and Functions of Plants and Animals</b></p> <p>6. Root System</p> <p>7. Shoot system</p> <p>8. Absorption, Transport and water Loss in Plants</p> <p>9. Nutrition in plants- Mineral Nutrition</p> <p>10. Nitrogen Metabolism</p> <p>11. Photosynthesis</p> <p>12. Respiration in Plants</p> <p>13. Nutrition and Digestion</p> <p>14. Respiration and Elimination of Nitrogenous Waste</p> <p>15. Circulation of Body Fluids</p> <p>16. Locomotion and movement</p>	70	<p>This module highlights the complex nature of the structure and function of the different organ systems in plants and animals with special emphasis on the life processes.</p>	<p><b>Exercise 2 (Slide mounting)</b></p> <p>2.4 Preparation of temporary mount of leaf epidermis to study the structure of stomata.</p> <p>2.5 Preparation and study of xylem and phloem from <i>cucurbita</i> stem</p> <p><b>Exercise 6</b></p> <p>Study of morphological modifications of plant parts like root, stem and leaf.</p> <p><b>Exercise 7</b></p> <p>To study the T.S. of dicot and monocot stems and roots from permanent slide.</p> <p><b>Exercise 8</b></p> <p>To study the structure and function of different parts of flowers (<i>China rose and Petunia</i>)</p> <p><b>Exercise 9</b></p> <p>(a) To study the physical</p>	26



	<p>17. Coordination and Control</p> <p>18. Homeostasis</p>			<p>properties of different soil samples</p> <p>(b) To study the water holding capacity of different soil samples</p> <p><b>Exercise 10</b></p> <p>Demonstration of osmosis by potato osmometer</p> <p><b>Exercise 11</b></p> <p>Determine the rate of photosynthesis in an aquatic plant (<i>Hydrilla</i> or <i>Elodea</i>)</p> <p><b>Exercise 12</b></p> <p>To demonstrate the release of CO<sub>2</sub> during germination of seeds.</p> <p><b>Exercise 13</b></p> <p>To study about the action of salivary amylase on starch</p>	
3.	<p><b>Module-III</b></p> <p><b>Reproduction and Heredity</b></p> <p>19. Reproduction in Plants</p> <p>20. Growth and Development in Plants</p> <p>21. Reproduction and Population Control</p> <p>22. Principles of Genetics</p> <p>23. Molecular Inheritance and Gene</p>	60	<p>This module is designed to highlight the diverse methods of reproduction in living beings from unicellular organisms to complex forms including humans. This module highlights the increase in human population all over the world</p>	<p><b>Exercise 14</b></p> <p>Study the structure and germination in gram and bean.</p>	22

	<p>Expression</p> <p>24. Genetics and Society</p>		<p>and also provides adequate information about the methods of family planning and birth control. The principles and mechanisms of heredity in determining the characteristics of organism have also been discussed in this module.</p>		
4.	<p><b>Module- IV</b></p> <p><b>Environment and Health</b></p> <p>25. Principles of Ecology</p> <p>26. Conservation and Use of Natural Resources</p> <p>27. Pollution</p> <p>28. Nutrition and Health</p> <p>29. Some Common Human Diseases</p>	50	<p>This module emphasizes the basic understanding of rules governing the interrelationships in a biotic community. It brings out the basic principle of conservation by pointing out that conservation of natural resources would brighten the prospect of future of humankind. This module aims to create an idea about healthy living. It also</p>	<p><b>Exercise 15</b></p> <p>To study the special adapting features in some plants and animals</p>	13

			<p>imparts knowledge regarding role of proper and balanced diet to prevent nutritional deficiency diseases. The types, causes and modes of transmission of human diseases are discussed</p>		
5.	<p><b>Module- V</b>  <b>Emerging Areas in Biology</b>  30. Biotechnology  31. Immuno biology:  An Introduction</p>	10	<p>This module has been included in the Biology course to familiarize the learners with the importance of the new emerging areas of biology like Biotechnology and Immunology which have an impact on human lifestyles.</p>		07

# History

## Code No. 315

### Introduction

History revolves round the story of Human civilization through the ages. It is not just the history of kings or emperors but its subject matter is very vast ranging from political aspect to social, economic, religious, cultural aspects of human civilization. Ancient influences have helped spawn variant interpretations of the nature of history which have evolved over the centuries and continue to change today. The modern study of history is wide-ranging, and includes the study of specific regions and the study of certain topical or thematical elements of historical investigation. Often history is taught as part of primary and secondary education, and the academic study of history is a major discipline in university studies.

### Rationale

History is the scientific study of human society at any given point of time and its evolution through the ages. It occupies an important place in the school curriculum. It is taught as a general subject forming a part of Social Science both at the Middle and the Secondary Stages. At the Middle Stage the entire span of Indian History is covered, while at the Secondary Stage, the landmarks in the development of human society are taught.

At the Senior Secondary Stage, the main thrust of History is to bridge the gap between the presence of change-oriented technologies of today and the continuity of our cultural traditions. This shall ensure that the coming generation will represent the fine synthesis between change and continuity. It is, therefore, deemed essential to take up the entire Indian History from the Ancient to the Modern period for Senior Secondary Stage.

### Objectives

After completing this course, the learner will be able to:

- trace the major stages in the evolution of Indian society through the ages;
- identify the historical forces responsible for the evolution of Indian society in the Ancient, Medieval and Modern times;
- develop an appreciation of the diverse cultural and social systems of the people living in different parts of the country;
- analyze the legitimate pride in the achievements of Indian people in different ages and in different parts of the country;
- describe the process of change which evolved as a result of interaction with other cultures;
- recognize that the Indian culture is a result of a synthesis of different cultures;
- sensitise younger generation to prejudices and complexes transmitted from the biased interpretation of History, the social environment and the accident of birth;

- reconstruct the contribution of people in the making of the national heritage;
- identify the contemporary problems of India in historical perspective so as to develop an enlightened citizenship for active participation in the establishment of a just social order; and
- develop the scientific temper and objectivity to the study of India's past in order to relate it to the present.

## Scope and job opportunity

This field has a large number of opportunities for employment, some of these are:

**Heritage manager:** A heritage manager is responsible for the conservation and management of heritage sites like historic buildings, landscapes, museums, ancient monuments and other properties.

**Historic buildings inspector/conservation officer:** A historic buildings inspector or conservation officer advises and promotes the conservation of the historic environment, particularly in the areas of long-term care, preservation and enhancement.

**Museum education officers:** Museum education officers aim to deliver high quality and dynamic programmes of learning and participation. They ensure that the collections in a museum act as a learning resource for all ages. They can work both within galleries and museums and also in a community context.

**Museum or gallery curator:** A museum or gallery curator manages collections of artifacts or works of art. This includes dealing with the acquisition, care and display of items with the aim of informing and educating the public.

**Museum/gallery exhibitions officer:** A museum/gallery exhibitions officer is responsible for planning, developing, organising, marketing, administering, producing, buying/sourcing and maintaining individual permanent or travelling exhibitions.

**Archaeologist:** Archaeologist examines ancient sites and objects to learn about the past. The aim of the role is to record, interpret and preserve archaeological remain for future generations.

**School teacher:** Teachers support, observe and record the progress of their class. They also plan lessons in line with national objectives, with the aim of ensuring a healthy culture of learning.

## Eligibility condition

**Age:** 15 Years

**Qualification:** 10<sup>th</sup> pass

**Medium of instruction:** Hindi, English, Urdu, Bengali, Gujarati and Odia mediums.

**Duration of the course:** 1 year

**Weightage**

**Theory:** 100 Marks

**Tutor Mark Assignment (TMA):** 20% Marks of the theory

**Scheme of studies:** Theory (240 hours), TMA (self paced)

**Scheme of evaluation:** Theory paper 100 marks (3 hours) , internal assessment (TMA) - 20% of theory marks(self paced)

**Pass criteria:** 33% marks in theory

## Course content

S. No.	Module/Topics	Duration (in hours)	Module Approach/Description	Weightage (marks)
1.	<b>Module-I</b> <b>Ancient India</b> 1. Understanding Indian History 2. The Geographical settings of India and Pre-historic cultures of India 3. The Harappan Civilization 4. The Vedic Age 5. From Janpadas to Empire 6. Post Maurya Developments 7. Guptas and their Successors upto AD 750 8. India Between AD 750-1200	55	This module acquaints the learner with the past evidences, archaeological sources and traditions, which help in understanding past history. It gives an overview of the development of the historical process in India from prehistoric times to around 750 A.D. It traces the social, political, economic, religious and cultural development in ancient period. It highlights the importance of Harappan and Vedic Age in the growth of later trends and developments.	20
2.	<b>Module-II</b> <b>Medieval India</b> 9. Establishment and expansion of the Delhi Sultanate 10. Establishment of Mughal Rule	55	This module is designed to highlight the factors and forces responsible for the advent of the Turkish and Mughals in India. It traces the efforts made by the Mughals towards political integration of India and the development of a composite culture due to the assimilation of various	20

	<ul style="list-style-type: none"> <li>11. Emergence of the regional states</li> <li>12. Administrative system of Institutions</li> <li>13. Economy of Medieval India</li> <li>14. Cultural Developments in Medieval India</li> <li>15. Understanding the 18<sup>th</sup> Century</li> </ul>		<p>cultures. It acquaints the students with the new trends in polity, economy, society and culture. It makes an attempt to analyse various opinions about the 18<sup>th</sup> century leading to an understanding of the period. It also identifies the forces that led to the disintegration of the Mughal rule and emergence of independent states in India</p>	
3.	<p><b>Module-III</b> <b>Modern India</b></p> <ul style="list-style-type: none"> <li>16. Establishment of British rule in India till 1857</li> <li>17. Economic changes</li> <li>18. Social changes</li> <li>19. Popular resistance to company rule</li> </ul>	35	<p>This module describes the advent of the British and establishment of British in India. The module is designed to promote a critical approach towards the British policies which transformed a trading company into a sovereign power and to study the impact of modern western ideas on the Indian society which contributed to the social awakening and religious reform movements. It also highlights the cumulative effect of the British rule in the form of popular resistance movements culminating in the revolt of 1857</p>	15
4.	<p><b>Module-IV</b> <b>India National movement and Contemporary India</b></p> <ul style="list-style-type: none"> <li>20. Nationalism</li> <li>21. National Movement and Indian Democracy</li> </ul>	35	<p>This module deals with the Indian National Movement and the problems, challenges and developments of contemporary India. It acquaints the students with the different trends of Indian National Movement the non-violent, Satyagraha Movement of Gandhiji. Revolutionary movement and about the national movement organized outside India. It also traces the post independence reforms and trends. It is desired to make the learner aware about India's relation with other countries of the world.</p>	15

5.	<b>Module-V</b> <b>20<sup>th</sup> Century World</b> 22. Legacy of 19th century 23. World War I and the Russian Revolution 24. The Inter War Period and The Second World War 25. Cold War and its Effects 26. National Liberation Movements 27. Social Transformation in the Twentieth Century 28. Changes in the Twentieth Century	30	The module is designed to acquaint the learner with all the major developments of 20 <sup>th</sup> century in order to develop a global perspective for historical development.	15
6.	<b>Module-VI A*</b> <b>Evolution of state in India Prerequisite Knowledge</b> 29. Towards the formation of state 30. Early States 31. Medieval States 32. Colonial State	30	The optional modules are designed to give the learner, the flexibility and freedom to choose a topic of his /her choice. The learner has to choose one of the two modules. These modules are designed to give a deeper understanding into a specific area of history and culture: and is expected to inculcate a rational outlook and analytical approach.	15
6.	<b>Module-VI B*</b> <b>Culture in India</b> 29. Contemporary Cultural Situation 30. Cultural Production 31. Cultural Communication	30		

**\*Note: Learner has to choose one Module from VI A or VI B**



# Geography

Code No. 316

## Introduction

Geography is study of the description earth's surface. It is concerned with various aspects explaining the casual relationships of phenomena on the earth. These phenomena are changing with changing locations on the surface of the earth. The variation over the earth surface is known as spatial differentiation. Not only is that, even the changes seen at the same place over a period of time. It is known as temporal variation. Certain scientific reasons are the driving force for these phenomena. The whole of the earth may be studied with respect to certain component. The distribution of that component may be explained by general principles. These components may be varied like earth, water, air, climate, soil, vegetation, environment or life for global study.

## Rationale

Geography is introduced as an independent subject at Senior Secondary level. Prior to this, a component of geography is a part of environmental studies till primary level and part of social sciences at secondary level. Being the entry point for higher and professional education, learners choose geography for various purposes. These purposes may broadly be divided as academic interest (i.e. higher studies, research, teaching etc.) and vocational interest (i.e. Cartographer, Regional Planners, GIS & Remote Sensing Specialist, Demographers, Environmentalist etc.) Therefore, there is a need for providing a broad understanding about the subject. Apart from this, geography is also very useful for day-to-day life. Its contributions lie in the contents, cognitive processes, skills and values that geography promotes and thus helps the learners explore, understand and evaluate the environmental and social dimensions of the world.

Interface between people and their environment being the focal point of geography study, it tries to explore the complex relationship between the two at different levels – macro, meso, and micro. Being a distributional science, it tries to understand the variations and patterns of physical and human phenomena over the earth.

Geography is also known as an integrated science. This is the only discipline which acts as a link between social sciences and physical sciences. The former includes contents from economics, history, political science, sociology, anthropology, commerce etc. whereas the latter includes geology, botany, geo-physics, oceanography, climatology etc.

## Objectives

After completing this course, the learner will be able to:

- explain the terms, key concepts and basic principles of geography;
- explore the processes and patterns of the spatial arrangements of the natural as well as human phenomena;

- explain the complex relationship that exists between physical and human environment;
- apply geographical knowledge and methods of enquiry to emerging issues and problems at different levels – local, regional, national and global;
- develop an understanding of diverse physical resource base, economic activities and regional inequalities in India;
- summarize the concept of unity in diversity in India and its demographic structure; and
- recognize the spirit and purpose of geography as a discipline in the modern world.

## **Scope and job opportunity**

This field has a large number of opportunities for employment, some of these are:

Armed services, environment management, water resources, disaster management, meteorology and planning and various social sciences. Apart from that, a geographer can help in day to day life like tourism, commuting, housing and health related activities.

## **Eligibility conditions**

**Age:** 15 Years

**Qualification:** 10<sup>th</sup> pass

**Medium of instruction:** Hindi, English, Urdu, Bengali, Gujarati and Odia mediums.

**Duration of the course:** 1 Year

### **Weightage**

**Theory:** 80 Marks

**Practical:** 20 Marks

**Tutor Marked Assignments (TMA):** 20% Marks of theory

**Scheme of studies:** Theory (248 hours), TMA (self paced)

**Scheme of evaluation:** Theory paper 80 marks (3 hours), practical 20 marks (3 hours), internal assessment (TMA) - (20% of theory marks)

**Pass criteria:** 33% marks in each component

## **Course content**

S. No.	Module/Topics	Duration (in hours)	Module Approach/ Description	Description of practicals	Weightage (marks)
1.	<b>Module-I</b> <b>The study of Geography as a discipline</b> 1. Nature of Geography as a discipline	08	This module provides the learners an opportunity to know about Geography as an integrating discipline and as a science of spatial organization.		04
2.	<b>Module-II</b> <b>Changing face of the earth</b> 2. Earth's interior and its Material 3. Dynamic surface of the earth 4. Evolution of Land forms due to internal forces 5. The work of running water and underground water 6. The work of moving ice, wind and sea waves 7. Major landforms and their economic significance	22	This module aims at giving an understanding of origin and evolution of the earth. It has also been designed to develop among learners an insight into dynamic surface of the Earth and processes of evolution of different landforms.		10
3.	<b>Module-III</b> <b>The domain of the water on the earth</b> 8. Ocean: sub marine relief and circulation of ocean water	08	The purpose of this module is to acquaint the learner with the Ocean, sub marine relief and circulation of ocean water.		04

4.	<b>Module-IV</b> <b>The domain of air on the earth</b> 9. Structure and composition of atmosphere 10. Insolation and temperature 11. Atmospheric pressure and winds 12. Humidity and precipitation 13. Weather and climate	22	This module has been designed to bring awareness about the atmosphere, Insolation, temperature, pressure, winds, humidity, precipitation and climate.		10
5.	<b>Module-V</b> <b>The domain of life on the earth</b> 14. Biosphere 15. Biomes	12	This module provides the learners an opportunity to know about biosphere and biomes. This module has been designed to enable the learners to understand about ecology, eco-system and energy flow, case study of desert, coast, mountain eco-systems and global climatic changes.		06
6.	<b>Module-VI</b> <b>Physical setting of India</b> 16. India–Physical Features 17. Climate of India 18. Natural Disasters	20	This module provides an understanding of the Physiography of India. This module has been designed to enable the learners to know about Climate, its factors influencing climate, distribution of temperature,		08

			pressure, winds & rainfall, mechanism of monsoon, onset and withdrawal, cause and effect of climatic changes and natural Disasters in India.		
7.	<b>Module-VII</b> <b>Natural resources and their development in India</b> 19. Our Resources 20. Land, Soil and Vegetation Resources in India 21. Our Water Resources	20	This module provides the learners an opportunity to know about Concepts of resources, classification as biotic and abiotic, their distribution, utilization of resources, conservation and management of natural resources. This module has been designed to enable the learners to know about vegetation and soils and water resources in India.		09
8.	<b>Module-VIII</b> <b>Economic activities and infrastructural development in India</b> 22. Land Use and Agriculture 23. Development of Mineral and Energy Resources 24. Industrial Development 25. Transport,	20	This module aims at giving an understanding of land use and agriculture. This module provides the learners an opportunity to know about Mineral energy resources, transport, communication and international trade.		09

	Communication and Trade in India				
9.	<b>Module-IX</b> <b>Human resource and their development in India</b> 26. Population Density, Distribution and Growth in India 27. Population Composition in India 28. Human Development 29. Human Settlement	16	This module provides the learners an opportunity to know about population, distribution, density, growth, migration, patterns, population composition, age, sex, occupation, distribution of scheduled castes and scheduled tribes. This module aims at giving an understanding of Human Development Index, selected indicators and regional population patterns.		08
10.	<b>Module-X</b> <b>Optional module</b> <b>(a) Local Area Planning</b> 30. Local Area Planning 31. Recommendations through case studies 32. Data collection, Processing and Analysis	30	This module provides the learners an opportunity to know about local area planning, recommendations through different case studies, data collection, Processing and Analysis.		12
	<b>(b) Geography of Tourism in India</b> 30. Tourism-Concept, Resources and Development		This module aims at giving an understanding of concept of tourism, tourism Operations,		

	<p>31. Development of Infrastructure and Growth of Tourism</p> <p>32. Prospects and Problems of Tourism</p>		<p>management,different types problems of tourism. This module provides the learners an opportunity to know about promoting tourism, role of advertising, souvenirs, information booklets, websites, marketing and management.</p>		
11.	<p><b>Practical Geography</b></p> <p>Map and its elements</p>	<p><b>10*</b></p>		<p>This module aims at giving a brief idea about construction of Linear Scale, Latitude and Longitude, Map Projections, interpretation of Topographical Sheets, study of Weather Maps and representation of data.</p>	<p>3</p>
	<p>Map interpretation</p>	<p><b>30*</b></p>		<p>This module provides the learners an opportunity to know about maps, photographs, diagrams, interpretation, identifying physical &amp; cultural features on a map, photographs, diagram,drawing sketches and sketch maps.</p>	<p>5</p>

	Statistical Diagrams	<b>30*</b>		This module provides the learners an opportunity to know about data presentation, interpretation and representation of statistical data through diagrams.	5
	Practical Record and Viva voice	<b>30*</b>		This module provides the learners an opportunity to know about data	5

**\*including preparation time for record book**



# Political Science

Code No. 317

## Introduction

Political Science is the study of man in the process of government himself/herself. Political Science comprises theory of the state, concept of sovereign powers, form and functions of government, making and execution of laws, election, political parties, rights and duties of citizens, functions of forces, administration and study of welfare activities of state and government. In broader terms it provides the study of the role of individual in relation to the entire society ranging from small unit of family to the whole world.

The curriculum of Political Science for Senior Secondary course developed by NIOS seeks to provide an understanding and knowledge of Constitution of India, various organisations, political and non-political setups and their operations at the village, district, state, national and global level.

## Rationale

Study of human society is not as simple as is generally believed. Society is a complex network of social relations. The individuals entering these relationships are in perpetual change. Therefore, every society searches for an order and also mechanisms to cope with these changes. Emergence of the state or political order is a part of this complex process. The concerns of political order and the way it carries those functions and the problems that it faces are of universal concern. The concerns of political order have further increased with the new role viz. changing the large socio-economic order so as to improve the living conditions. Political Science deals with this vital domain of the society, keeping in mind the changed scenario.

The subject of Political Science seeks to enable the students to gain critical awareness about the political institutions which govern their lives. These institutions are created to maintain peace, order and co-operation, which would otherwise be threatened by conflicts over socio-ethnic identities or religious beliefs, etc. This course seeks to impart knowledge about political institutions which operate at the village, city, district, national and global levels. Thus, segments of the course deal with nation-state, Panchayati raj, district administration, central and state governments as well as United Nations and World Order. It also deals with problems, issues, concerns and political processes that arise in the working of the system. The Political Science syllabus deals not only with political institutions but also with the political ideas. Those ideas deal with the nature, needs, competence, pertaining to justice, liberty, equality, rights, and obligations etc. of the people. They also deal with the requirements, responsibilities and limits of political authority. Thus, the study of Political Science is concerned with the role and responsibilities of governmental agencies at various levels. Political Science focuses on the study of the state, nation, society, government etc.

In this course the primary focus is to strengthen the intellectual capabilities of the students not only to appreciate the theoretical concerns but their application in the concrete context. For this purpose, Indian Political system and its unfolding experience is incorporated in this syllabus. The subject-matter primarily deals with four important aspects:

- i. the theoretical framework;
- ii. the Indian constitutional framework with a focus on the institutions and organs of the government;
- iii. the processes and practices flowing from the constitution in action; and
- iv. our relationship with the world outside.

## **Objectives**

After completing this course, the learner will be able to:

- develop an interest in the theory and principles of Political Science;
- outline the institutions and organs through which the power is structured and exercised;
- gain an insight into various political processes and practices;
- construct the democratic values and philosophy of the Indian Constitution;
- illustrate national and global concerns so as to become responsible citizens and agents of democratic governance; and
- explain attitudes and values necessary for healthy civic and political life.

## **Scope and job opportunity**

After completing a course in Political Science, several opportunities are available in both government and private sectors. Professional in politics, public administration, law, and marketing fields are always needed. One can opt for campaign management, polling and electoral politics. The career prospects in political science have widened in the voluntary organization sectors, such as NGOs. The international voluntary organizations, like UNO, have huge scope for proficient political science students across the world. Besides, they can go for higher studies in this field and after that they can join media houses as political journalists and political researchers/analysts. What's more, they can become members of Parliament or State Legislative Assemblies, or serve various political parties as party president, party member, or activist.

## **Eligibility conditions**

**Age:** 15 Years

**Qualification:** 10<sup>th</sup> pass

**Medium of instruction:** Hindi, English, Urdu, Bengali, Gujarati and Odia

**Duration of the course:** 1 Year

**Weightage**

**Theory:** 100 Marks

**Tutor Marked Assignments (TMA):** 20% marks of theory

**Scheme of studies:** Theory (240 hrs), TMA (self paced)

**Scheme of evaluation:** Theory paper 100 marks (3hours), internal assessment (TMA) - (20% of theory marks)

**Pass criteria:** 33% marks in theory

**Course content**

S. No.	Module/Topics	Duration (in hours)	Module Approach/Description	Weightage (marks)
1.	<p><b>Module-I</b>  <b>Individual and the State</b></p> <ol style="list-style-type: none"> <li>1. Meaning and Scope of Political Science</li> <li>2. Nation, State</li> <li>3. Distinction between Society, Nation, State and Government</li> <li>4. Major Political Theories</li> </ol>	30	This module aims at acquainting the learners with the concept and their meaning such as politics and political science. It seeks to familiarize the learners with various concepts related to citizen, nation, state and government. This module also emphasizes upon the major political theories so that an understanding could be developed among learners about Liberalism, Marxism and Gandhism.	14
2.	<p><b>Module-II</b>  <b>Aspects of the Constitution of India</b></p> <ol style="list-style-type: none"> <li>5. Preamble and the Salient Features of the Constitution of India</li> <li>6. Fundamental Rights</li> <li>7. Directive Principles of State Policy and Fundamental Duties</li> <li>8. Indian Federal System</li> <li>9. Emergency Provisions</li> </ol>	35	This module aims at giving an understanding of the ideals and principles that have been incorporated in the Preamble of the Indian Constitution. It has also been designed to develop among learners an insight into the Fundamental Rights and Duties enshrined in the Constitution. It highlights the importance of Fundamental Duties in a citizens' life. Learners are expected to understand the directions and instructions given in the Constitution to the governments, whether Union or States, to follow while framing policies and programmes. These constitutional directions are aimed at establishing a welfare State in India. Further, the module explains how various	15

			features of federalism are incorporated in the centre state relationship. Besides, through this module learners are given an understanding of the emergency provisions to meet any national crisis situation.	
3.	<b>Module-III</b> <b>Structure of Government</b> 10. Union Executive 11. Parliament of India 12. Supreme Court of India 13. The Executives in the States 14. The State Legislature 15. High Courts and Subordinate Courts 16. Local Government: Urban and Rural	50	The purpose of this module is to acquaint the learner with the three organs of government at the Union and State levels in India and their functionaries. The module also deals with structure and functions of Panchayati Raj System and Urban Local Government.	17
4.	<b>Module-IV</b> <b>Democracy at Work</b> 17. Universal Adult Franchise and the Methods of Representation 18. Electoral System in India 19. National Political Parties 20. Regionalism and Regional Parties 21. Public Opinion and Pressure Groups	35	This module has been designed to bring awareness about the functioning of democracy in India. It seeks to impart information about the electoral system in the country. It also highlights the importance of universal adult franchise and the role of political parties both at the national and the regional level in making the Indian democracy a success. It throws light on the importance and role of Election Commission in conducting free and fair elections in the country.	12
5.	<b>Module-V</b> <b>Major Contemporary</b>	35	This module provides the learners an opportunity to reflect on various	15

	<b>Issues</b> 22. Communalism, Caste and Reservation 23. Environmental Awareness 24. Good Governance 25. Human Rights		emerging national and global concerns. Under the module the concerns and issues that are included are communalism, caste and reservation, environmental awareness, good governance and human rights.	
6.	<b>Module-VI</b> <b>India and the World</b> 26. India's Foreign Policy 27. India's Relations with USA, Russia 28. India and its Neighbours- China, Pakistan and Sri-Lanka	25	This module has been designed to make the learners aware of India's foreign policy and its increasing role in World politics. This module explains the objectives and principles of India's foreign policy. It also explains India's role in the United Nations and its commitment to world peace through this international forum i.e. United Nation. This module also analyses India's relations with two major powers viz. U.S.A. and Russia and also with three of her neighbours i.e. China, Pakistan and Sri Lanka.	12
7.	<b>Module-VII A*</b> <b>World order and the United Nations</b> 29. Contemporary World Order 30. The United Nation 31. United Nations Peace Activities 32. United Nations and Economic and Social Development	30	This module has been designed to enable the learners to understand the post cold war contemporary world order. The learners will also be introduced to the role and working of the United Nations and its principal organs. It also explains the peace activities of the United Nations. This module also highlights significance of major United Nations agencies as instruments of socio-economic development.	15
7.	<b>Module-VII B*</b> <b>Administrative System in India</b> 29. Public Service		This module provides an understanding of the administrative system in India by focusing firstly on the founding or Public Service	

	<p>Commission</p> <p>30. Administrative Machinery at the Centre, State and District Levels</p> <p>31. Political Executives and Bureaucracy</p> <p>32. Public Grievances and Redressal Machinery</p>		<p>Commission's at the Union and State levels and secondly analysing the administrative machinery at the centre, state and district levels. The module also deals with the role of bureaucracy, its relationship with the political executive and mechanism for redressal of public grievances.</p>	
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**\*Note: Learner has to choose one Module from VII A or VII B**

# Economics

Code No. 318

## Introduction

Economics helps the people of a nation to decide on the optimal allocation of our limited resources. The demand is always greater than the resources available. Economics gives a guidance to manage the scarcity of available resources. Economics can reduce unemployment. Without Economics, welfare of the citizens is not possible. Economics can make society a better place. The curriculum in Economics at Senior Secondary Level has been designed to help specific needs of NIOS learners. The main areas covered relates to the daily working environment of the learners.

## Rationale

Economics has become a very sought after subject in the field of Social Science. The knowledge of Economics is very important in pursuing various activities in everyday life such as production, consumption and investment. In Consumption, every individual wants to utilize the income in the best possible manner so as to get maximum satisfaction from the goods and services purchased.

Similarly, as producer, the individual/firm/industry uses the resources to minimize cost and get maximum output/profit. At the economy level, everybody wants that there should be economic growth and development through higher income and employment. Study of economics is very useful to achieve these goals.

At NIOS, students are introduced to the subject of Economics at Secondary stage. The level at this stage is elementary in nature. However, at the Senior Secondary level, students will be exposed to more areas of economics. They are also expected to know the use of tables and graphs/statistical tools to understand and explain various concepts and theories of economics.

## Objectives

After completing this course, the learner will be able to:

- understand the structure, problems, working and recent changes in the Indian economy;
- recall principles, laws and concepts of Economics;
- distinguish between factor incomes and non-factor incomes;
- collect, classify and present economic data;
- construct pie chart, frequency polygon and histogram;
- use statistical tools to analyse, interpret and explain data; and
- explain producer's and consumer's behaviour.

## Scope and job opportunity

This field has a large number of opportunities for employment, some of these are:

- Economic policy maker in every organization.
- Teaching Economics.
- Research.
- business, government, education etc.

## Eligibility conditions

**Age:** 15 Years

**Qualification:** 10<sup>th</sup> pass

**Medium of instruction:** Hindi, English, Urdu, Bengali, Gujarati and Odia

**Duration of the course:** 1 Year

**Weightage**

**Theory:** 100 Marks

**Tutor Marked Assignment (TMA):** 20% Marks of theory

**Scheme of studies:** Theory (300 hours), TMA (self paced)

**Scheme of evaluation:** Theory paper 100 marks (3 hours), internal assessment (TMA) (20% of theory marks)

Mode of evaluation	Syllabus/Contents	Duration	Weightage
Tutor Marked Assignment (TMA)	All contents under Part-1 (Module 1, 2 & 3)	Self paced	20%
Public Examination	All contents under Part-2 (Module 4 to 11)	3 Hours	80%

**Pass criteria:** 33% marks in theory

## Course content

S. No.	Module/Topics	Duration (in hours)	Module Approach/Description	Weightage (marks)
<b>PART - 1</b>				
1.	<b>Module-I</b> <b>Indian Economic Development</b> 1. Overview of Indian	35	Features of Indian Economy- National and Per capita Income, Status of the Social sector, State of agriculture, Industry and foreign trade.	6



	<p>Economy</p> <p>2. Economic Planning in India</p>		<p>Meaning of Economic Planning, need for planning, objectives of planning, strategies of economic planning, achievements and drawbacks of Five Year Plans in India, New Economic Policy 1991- Liberalization, Privatization &amp; Globalization</p>	
2.	<p><b>Module-II</b></p> <p><b>Current Challenges before the Indian Economy</b></p> <p>3. Economic Growth and Economic Development</p> <p>4. The Problem of Unemployment, Poverty and Inequality</p>	35	<p>Meaning of Economic Growth and Economic Development. Difference between Economic Growth and Economic Development; Concept of Sustainable Economic Development; Concept of Human Development, Human Development Index, factors affecting economic growth, Common features of underdeveloped countries</p> <p>Meaning, Types and measures of unemployment, Causes of unemployment in India, Concept of Poverty line and estimates of Poverty, Causes of Poverty in India, Poverty alleviation and employment generation programmes in India, Inequality in income and Regional Inequality.</p>	6
3.	<p><b>Module-III</b></p> <p><b>Introduction to Statistics</b></p> <p>5. Meaning, Scope and its Need in Economics</p> <p>6. Collection and Classification of Data</p> <p>7. Presentation of data</p>	50	<p>Need and scope of statistics, Meaning, functions and importance of statistics in economics, limitations of statistics.</p> <p>Primary and secondary data, collection of primary data, sources of secondary data; organization of data into arrays and frequency distribution.</p> <p>Tabulation, Bar diagrams and pie diagrams, Graphs – Line graph, histogram, Polygon and Ogive.</p>	8

**PART - 2**

4.	<p><b>Module-IV</b> <b>Statistical Tools</b></p> <p>8. Measures of Central Tendencies</p> <p>9. Measures of Dispersion</p> <p>10. Correlation Analysis</p> <p>11. Index Numbers</p>	35	<p>Meaning of central tendency, computation of arithmetic mean, combined mean, weighted arithmetic mean, median, quartiles and mode.</p> <p>Meaning of dispersion, Measures and methods of computing dispersion, Range, quartile deviation mean deviation, standard deviation (Absolute and Relative measures), Lorenz curve.</p> <p>Meaning, Scatter diagram, Karl Pearson's coefficient of correlation, Spearman's Rank correlation.</p> <p>Meaning, types, Construction of simple and weighted index numbers, Laspeyer's, Paasche's and Fischer's wholesale price index, Consumer price index and index of industrial production, uses of index numbers.</p>	19
5.	<p><b>Module-V</b> <b>Introduction to Economics</b></p> <p>12. Introduction to the Study of Economics</p> <p>13. Central Problems of an Economy</p>	16	<p>Meaning of Economics, Meaning of Microeconomics and Macroeconomics, relationship and distinction between the two, positive and normative economics.</p> <p>Meaning of economic problem, why Economic Problem arises, Central Problems, What to produce, How to produce and for Whom to produce; Concept of production possibility frontier, Opportunity Cost and marginal opportunity cost.</p>	9
6.	<p><b>Module-VI</b> <b>Consumer's Behaviour</b></p> <p>14. Consumer's Equilibrium</p> <p>15. Demand</p> <p>16. Price Elasticity of Demand</p>	25	<p>Meaning of Utility, Marginal and Total utility, Law of Diminishing Marginal Utility, Consumer's Equilibrium based on utility analysis. Meaning of Indifference curve and budget line, consumer's equilibrium using in difference curve and budget line.</p> <p>Meaning, factors affecting demand,</p>	14

			<p>law of demand, Individual and market demand, demand schedule and demand curve movement along the demand curve and shift in demand curve.</p> <p>Meaning, Factors affecting price elasticity of demand. Methods of Calculating price elasticity of demand</p> <p>(a) Percentage method (b) Total expenditure method (c) Geometric method</p> <p>Simple numerical problems based on each method</p>	
7.	<p><b>Module-VII</b> <b>Producer's Behaviour</b></p> <p>17. Production Function 18. Cost of Production 19. Supply 20. Price Elasticity of Supply</p>	40	<p>Meaning of production function, Production function in the Short Run- Law of Variable Proportion.</p> <p>Meaning of Cost, Fixed and Variable cost, Explicit and Implicit cost, Monetary cost, Real cost, Private and Social costs, Short run costs.</p> <p>Meaning, determinants of supply, law of supply, individual and market supply, supply schedule and supply curve, movement along the supply curve and shift in supply curve.</p> <p>Meaning, measurement of price elasticity of supply by (a) Percentage method (b) Geometric method Factors affecting price elasticity of supply</p>	22
8.	<p><b>Module-VIII</b> <b>Market and Price Determination</b></p> <p>21. Forms of Market</p>	16	<p>Meaning of market, Different forms of market – Perfect competition, monopoly, monopolistic competition and oligopoly- their meaning and features</p>	9

	<p>22. Price determination Under Perfect Competition</p> <p>23. Revenue and Profit maximization of a Competitive Firm</p>		<p>Meaning of equilibrium price, Determination of equilibrium price, excess demand and excess supply; Effect of changes in demand and supply on equilibrium price and quantity; Simple applications of demand and supply analysis – ceiling price, floor price.</p> <p>Concept of revenue – Total Revenue, Average Revenue Marginal Revenue. Various concepts of profit; profit; Maximization of a competitive firm Total revenue and total cost approach, Marginal revenue and Marginal cost approach</p>	
9.	<p><b>Module-IX</b></p> <p><b>National Income Accounting</b></p> <p>24. National Income and Related Aggregates</p> <p>25. National Income and its Measurement</p>	16	<p>Meaning of income, four factors of production, factor incomes and non-factor incomes, final goods and intermediate goods, basic economic activities, closed and open economy, stock and flow, circular flow of income, concept of domestic territory and normal residents, value of output and value added, market price vs factor cost, domestic income vs national income, real &amp; nominal GDP concept of depreciation. Concepts of GDP, NDP GNP &amp; NNP (at market price and factor cost)</p> <p>Methods of calculating national income-value added or product method, income method and expenditure method, private income, personal income and personal disposable income, national disposable income (gross and net), GDP and economic welfare.</p>	9
10.	<p><b>Module-X</b></p> <p><b>Theory of Income and</b></p>	16	<p>Consumption function, saving function and investment function,</p>	9

	<b>Employment</b> 26. Consumption, Saving and Investment 27. Theory of Income Determination		propensity to consume and save Concept of aggregate demand, Determination of Equilibrium level of Income, Increase in income Through Multiplier Process; Excess demand and Deficiency in demand.	
11	<b>Module-XI</b> <b>Money, Banking and Government Budget</b> 28. Money and Banking 29. Government and the Budget	16	Barter system of exchange; Money- its meaning and functions, Supply of Money - currency held by the public and net demand deposits held by the commercial banks, Measures of Money Supply process of credit creation, Central bank-meaning, functions, Monetary Policy to control money supply.  Meaning, Objectives, components, Revenue Receipts and Capital Receipts, Revenue expenditure and Capital expenditure, Measures of deficit (Revenue Deficit, Fiscal Deficit and Primary Deficit - their meaning and implications); Fiscal policy and its role.	9

# **Business Studies**

**Code No. 319**

## **Introduction**

Business activities affect every citizen at their place of work. Business is an activity involving regular production or purchase of goods and services for sale with the object of earning profit. All learners will encounter the world of business when they start working. In order to prepare them to engage in business activity with confidence and competence, we introduce Business Studies as a course at the Senior Secondary Level. This course gives a clear explanation of the functions of business. The curriculum in Business Studies at Senior Secondary Level has been designed to help specific needs of NIOS learners.

## **Rationale**

Business is a dynamic process that brings man, money, machine and materials together to produce goods and services that not only fulfills our basic needs but also provides us comfort and makes our lives easier. If we look into the past we realize that the procedures and practices followed in business in those days were completely different from modern days. Today, the use of modern technology in every field of business, whether it is production or distribution, has made the business globally competitive. It is more sensitive and mostly affected by the consumption pattern of the people, government's policies and changes in information and communication technology, better transportation facility, etc. It is more exposed to risk and uncertainties than what it was in past. Therefore, a systematic effort is required to understand, analyze, manage and respond to the changes that affect the functioning of business in the present day society.

Keeping in mind the above, the curriculum in the subject of Business Studies at Senior Secondary level is designed to cater to the needs of the learners of National Institute of Open Schooling (NIOS). It aims at creating an interest and understanding in the area of nature and scope of business, business practices in past and the modern trends, forms and formation of business organization, trade and its auxiliaries, management, finance, marketing, consumer protection and would enable the learners to acquire the necessary knowledge to enter into the area of self-employment as well as wage employment.

## **Objectives**

After completing this course, the learner will be able to:

- understand nature of business;
- distinguish different types of business organizations;
- discuss fundamentals of Management;
- recall the functions and Principles of management;
- explain different types of business finance; and
- distinguish internal and external trade.

## Scope and job opportunity

This field has a large number of opportunities for employment, some of these are:

- Careers in the field of marketing
- Careers in the field of teaching.
- Business careers in media, advertising, human resources, education, travel & tourism, hotel industry etc.
- Careers in the field of research .

## Eligibility conditions

**Age:** 15 Years

**Qualification:** 10<sup>th</sup> pass

**Medium of instruction:** Hindi, English, Urdu, Bengali, Gujarati and Odia

**Duration of the course:** 1 Year

## Weightage

**Theory:** 100%

**Tutor Marked Assignment(TMA):** 20% Marks of theory

**Scheme of studies:** Theory (250 hours), TMA (self paced)

**Scheme of evaluation:** Theory paper 100 marks (3 hours), internal assessment (TMA) (20% of theory marks)

**Pass criteria:** 33% marks in theory

## Course content

S. No.	Module/Topics	Duration (in hours)	Module Approach/Description	Weightage (marks)
1.	<b>Module-I</b> <b>Business Around Us</b> 1. Nature and Scope of Business 2. Support Services to Business 3. Business Environment	20	1. Economic Activities – Business, Profession and Employment 2. Characteristics of Business 3. Objectives of Business 4. Significance of Business 5. Classification of Business Activities	8

	<p>4. Modern Modes of Business</p>		<p>Meaning and importance of support services Types of support services and their nature.</p> <ul style="list-style-type: none"> <li>• Banking, Insurance, Transport, Warehousing, Communication</li> <li>• Meaning and Importance of Business Environment</li> <li>• Dimension of Business Environment</li> <li>• Economic Environment of Business</li> <li>• Social Environment of Business</li> <li>• Political and Legal Environment of Business</li> <li>• Technological Environment of Business</li> <li>• Demographic Environment of Business</li> <li>• Recent Developments in Indian Economy</li> <li>• Concept and Importance of Social Responsibility</li> <li>• Social Responsibility towards various interest groups</li> <li>• Business Ethics</li> <li>• E-business, E-commerce, E-banking, E-post, Outsourcing of Services</li> </ul>	
<p>2.</p>	<p><b>Module-II Business Organisations</b></p> <p>5. Forms of Business Organisation</p> <p>6. Company Form of Business Organisation</p> <p>7. Public Sector Enterprises</p>	<p>20</p>	<ul style="list-style-type: none"> <li>• Meaning of forms of Business Organisation</li> </ul> <p>Different forms of Business Organisation: Sole proprietorship, Joint Hindu Family, Partnership, Co-operative Societies – Meaning, Characteristics, Merits, Limitations, Suitability and Formation.</p> <p>1. Meaning, Characteristics and</p>	<p>8</p>



			<p>Types of Joint Stock Company</p> <ol style="list-style-type: none"> <li>2. Merits, Limitations and Suitability of Joint Stock Company</li> <li>3. Choosing the right form of business organisation.</li> <li>4. Multinational Company - Meaning, Features, Advantages and Limitations</li> <li>1. Concept of Private and Public Sector</li> <li>2. Forms of Public Sector Enterprises-Departmental Undertaking, Public Corporation, Government Company</li> <li>3. Role and Importance of Public Sector Enterprises</li> </ol>	
3.	<p><b>Module-III</b> <b>Preparing for Employment</b></p> <ol style="list-style-type: none"> <li>8. Self-employment</li> <li>9. Getting Ready for Wage Employment</li> </ol>	10	<ul style="list-style-type: none"> <li>• Meaning and importance of self-employment</li> <li>• Characteristics of self-employment</li> <li>• Avenues for self employment, manufacturing, trading, providing services</li> <li>• Meaning and characteristics Small Business</li> <li>• Importance and scope of Small Business in India</li> <li>• Government's policies towards small Business in India</li> <li>• Institutional Support to small Business in India</li> <li>• Various sources</li> <li>• Employment exchange-meaning, procedure of registration, types of job offered</li> <li>• Placement agencies-meaning, concept, jobs offered</li> </ul>	4

			<ul style="list-style-type: none"> <li>• Advertising media-print and electronic types of job offered</li> <li>• Getting ready for employment-preparing bio-data, preparing for employment test, preparing for interview.</li> </ul>	
4.	<b>Module-IV</b> <b>Business Management :</b> <b>Nature and Scope</b> 10. Fundamentals of Management	25	<ul style="list-style-type: none"> <li>• Concept, Characteristics and Importance of Management</li> <li>• Nature of management – as a science, as an art, as a process, as a discipline, as a group, as an activity</li> <li>• Levels of Management</li> <li>• Principles of Management</li> <li>• Functions of Management.</li> </ul>	10
5.	<b>Module-V</b> <b>Functions of Management</b> 11. Planning and Organising 12. Staffing 13. Directing 14. Co-ordination and Controlling	50	Meaning, features and importance of planning Steps in Planning Meaning and process of organizing Organisation Structure <ul style="list-style-type: none"> <li>• Staffing- meaning and importance</li> <li>• Process of staffing</li> <li>• Recruitment and selection training</li> <li>• Directing- meaning and importance</li> <li>• Elements of directing- communication, supervision, motivation, leadership</li> <li>• Coordination- meaning, and significance</li> <li>• Controlling- meaning and nature</li> <li>• Importance of controlling</li> <li>• Process of control</li> </ul>	20

6.	<b>Module-VI</b> <b>Business Finance</b> 15. Financing of Business 16. Sources of Long term Finance 17. Financial Planning 18. Indian Financial Market	50	<ul style="list-style-type: none"> <li>• Meaning of Business Finance</li> <li>• Importance of Business Finance</li> <li>• Types of Business Finance- Short term, Medium term and Long term Finance</li> <li>• Methods of Raising Capital:</li> <li>• Short term Capital: Trade Credit, Bank Credit (Loans and Advances, Cash Credit, Overdraft, Discounting of bills), Factoring, Advance from Customers, Installment credit.</li> <li>• Long term Capital: Issue of Share, Issue of Debenture, Loans from Financial Institutions, Public Deposits, Retention of Profits, Leasing, FDI, GDR,ADR.</li> <li>• Nature and Importance of Long-term finance</li> <li>• Sources- Capital market, Special Financial Institutions, Banks, Non-Banking Financial Companies, Mutual Funds, and Retained profits.</li> <li>• Foreign Sources of Finance- External Borrowings, Foreign Investment, NRI-financing.</li> <li>• Meaning and objectives of Financial Planning</li> <li>• Concept of Capital Structure</li> <li>• Concept of Capitalization</li> <li>• Determining Fixed and Working capital requirement</li> <li>• Dividend and its determinants</li> <li>• Meaning of Financial market</li> <li>• Capital market and Money market</li> </ul>	20
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			<ul style="list-style-type: none"> <li>• Primary market and Secondary market</li> <li>• Stock Exchange– Role and Functions,</li> <li>• Stock Exchanges in India</li> <li>• Role of SEBI</li> </ul>	
7.	<b>Module-VII</b> <b>Marketing Management</b> 19. Introduction to Marketing 20. Marketing-mix 21. Advertising and Salesmanship	50	<ul style="list-style-type: none"> <li>• Meaning of Marketing</li> <li>• Importance of marketing</li> <li>• Marketing vs. Selling</li> <li>• Objectives of Marketing</li> <li>• Functions of Marketing</li> <li>• Concept of Marketing-mix</li> <li>• Product-meaning, classification</li> <li>• Pricing- Factors and approaches</li> <li>• Place- channels of distribution-meaning, types and factors affecting the choice of an appropriate channel</li> <li>• Promotion – meaning and concept of promotion mix</li> <li>• Advertising- meaning, difference between advertising and publicity, objectives, media</li> <li>• Salesmanship - Meaning, role, qualities of a good salesman</li> <li>• Sales promotion- meaning, objectives and tools used</li> </ul>	20
8.	<b>Module-VIII</b> <b>Trade and Consumer Protection</b> 22. Internal Trade 23. External Trade 24. Consumer Protection	25	<ul style="list-style-type: none"> <li>• Meaning and characteristics of Internal trade</li> <li>• Types of middlemen and their role-Wholesaler; Retailer</li> <li>• Large Scale retail stores</li> <li>• Recent trends in distribution- Direct marketing, Tele-marketing, Internet marketing</li> </ul>	10

			<ul style="list-style-type: none"><li>• Meaning, importance and types</li><li>• Difficulties faced in external trade</li><li>• Export trade procedure</li><li>• Import trade procedure</li><li>• Export promotion measures</li><li>• Meaning of consumer</li><li>• Consumer protection-meaning and importance</li><li>• Rights and responsibilities of Consumers</li><li>• Mechanism for Consumer Protection</li></ul>	
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# Accountancy

Code No. 320

## Introduction

Owners of an enterprise record financial information to analyse profits. In order to measure the performance of a company, owners require accounting data. Entrepreneurs require capital to start and run a business. If capital is to be raised from banks, then financial statements are to be given to them. Management of every business is done on the basis of financial information given by accountants. Because of this importance of Accounting in organisations, we have introduced Accounting as a course at Higher Secondary Level. This course gives a clear explanation of the activities done by an accountant. The curriculum in Accountancy has been designed to help specific needs of NIOS learners. The main areas covered relates to the daily working environment of the Accountant learners. The course contains seven modules.

## Rationale

The last decade has witnessed tremendous changes in business education. The liberalization and globalization have been the primary cause for such changes. With the fast changing economic scenario, the elementary business education along with Accountancy 'as a language of business' is gaining its importance. The curriculum in Accountancy provides a firm foundation in basic accounting concepts and also keeps them informed of changes in its methodology concerning particular aspects of the subject. The thrust of the course follows new trends in accounting practices and developing a basic understanding of the nature and purpose of the accounting information and reporting. Further, information technology has occupied a vital place in business activities. Therefore, a lesson designed on computer and computerized accounting shall expose the learners to the basic knowledge about the utility of computers in the business world. The course in Accountancy will prepare learners to logically analyse, evaluate and respond to changes which affect business operations. It opens the doors for higher education as well as sharpens the skills for those who are going for self-employment.

## Objectives

After completing this course, the learner will be able to:

- recall basic accounting terminology;
- record business transactions;
- prepare Journal, Ledger and Trial Balance;
- prepare the financial statements and to do analysis of it;
- construct Depreciation Account using different methods;
- develop skill in preparing Partnership accounts ;
- explain and prepare Company Accounts; and
- understand the need, importance and advantages of computerized accounting .

## Scope and job opportunity

This field has a large number of opportunities for employment, some of these are:

- career in the field of Accounts Manager
- career in the field of Chartered Accountant
- career in the field of Management Consultant
- career in the field of Teaching

## Eligibility conditions

**Age:** 15 Years

**Qualification:** 10<sup>th</sup> Pass

**Medium of instruction:** Hindi, English, Urdu, Bengali, Gujarati and Odia

**Duration of the course:** 1 Year

## Weightage

**Theory:** 100 Marks

**Tutor Marked Assignment (TMA):** 20% Marks of theory

**Scheme of studies:** Theory (250 hours), TMA (self paced)

**Scheme of evaluation:** Theory paper 100 marks (3 hours), internal assessment (TMA) (20% of theory marks)

**Pass criteria:** 33% marks in theory

## Course content

There are three parts in Accountancy. Part A is compulsory for all, while the learner has to choose any one part from B or C respectively, during Public Examination.

S. No.	Module/Topics	Duration (in hours)	Module Approach/Description	Weightage (marks)
<b>PART –A</b>				
1.	<b>Module-I</b> <b>Basic Accounting</b> 1. Accounting - An Introduction	25	<ul style="list-style-type: none"><li>• Accounting: Meaning, Objectives, Types of accounting information, advantages and limitations. Users of Accounting information and their needs.</li></ul>	10

	<ol style="list-style-type: none"> <li>2. Accounting Concepts</li> <li>3. Accounting Conventions and Standards</li> <li>4. Accounting for Business Transactions</li> <li>5. Journal</li> <li>6. Ledger</li> <li>7. Cash book</li> <li>8. Special Purpose Books</li> </ol>		<p>Double Entry system. Basis of accounting-Cash basis, accrual basis and hybrid basis.</p> <ul style="list-style-type: none"> <li>• Basic Accounting Terms: Business transaction, Event, Account, Capital, Drawings, Liability : Internal &amp; External, Long term &amp; Short term, Asset (Intangible &amp; Tangible, Fixed, Current, Liquid, Fictitious) Receipts (Capital &amp; Revenue), Expenditure (Capital, Revenue &amp; Deferred Revenue), Expense, Income, Profits, Losses, Purchases, Sales, Stock, Debtors, Bills Receivables, Creditors, Bills Payables, Goods, Cost,</li> <li>• Vouchers, Discount (Trade, Cash, Received &amp; Allowed).</li> </ul> <ol style="list-style-type: none"> <li>1. Fundamental Accounting Assumptions: Going concern, Consistency, Accrual.</li> <li>2. Accounting Principles: Accounting Entity, Money Measurement, Accounting Period, Full Disclosure, Materiality, Prudence, Cost Concept, and Dual Aspect.</li> </ol> <ol style="list-style-type: none"> <li>1. Accounting conventions: consistency, Full Disclosure, Materiality, Conservatism.</li> <li>2. Accounting Standards: Concept &amp; objective</li> </ol> <ol style="list-style-type: none"> <li>1. Accounting Equation: Meaning, Analysis of transactions using Accounting Equation.</li> <li>2. Rules of Debit and Credit: For Assets, Liabilities, Capital, Revenue and Expenses.</li> </ol>	
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			<p>3. Origin of transaction-Source Documents (Invoice, Cash memo, Pay in slip, Cheque), Preparation of Vouchers-cash (Debit &amp; Credit), Non Cash (Transfer).</p> <p>1. Journalising the simple and compound transactions, classification of journal into special journal &amp; journal proper.</p> <p>2. Books of Original Entry : Meaning, Format and Process of Journalising</p> <ul style="list-style-type: none"> <li>• Meaning, Utility, Format, Posting from Journal in to ledger.</li> </ul> <p>Simple Cash book, Cash Book with Bank Column, Petty Cash Book.</p> <p>Purchases Book , Sales Book, Purchases Returns Book, Sales Returns Book, Bills Receivable Book, Bills Payable Book and Journal Proper , with formats &amp; recording of transactions.</p>	
2.	<p><b>Module-II</b></p> <p><b>Trial Balance and Computers</b></p> <p>9. Trial balance</p> <p>10. Bank Reconciliation Statement</p> <p>11. Bills of Exchange</p> <p>12. Errors and Their Rectification</p> <p>13. Computers and Computerised Accounting System</p>	25	<ul style="list-style-type: none"> <li>• Meaning, Objectives and Preparation of Trial Balance</li> <li>• Meaning, Objectives, Causes of differences between Cash Book and Balances as per Pass Book/ Bank Statement and Methods of Preparing Bank Reconciliation Statement.</li> </ul> <p>Bills of Exchange and Promissory Note: Definition, Feature, Parties, Specimen and Distinction.</p> <ul style="list-style-type: none"> <li>• <b>Important Terms:</b> Term of Bill, Due date, Days of Grace, Date of Maturity , Bill at Sight, Bill after Date, Discounting of Bill, Endorsement of Bill, Bill Sent for</li> </ul>	10

			<p>Collection, Dishonour of Bill, Noting of Bill, Insolvency of Acceptor , Retirement and Renewal of a bill, Accounting Treatment of bill transactions.</p> <ul style="list-style-type: none"> <li>• Errors and their types: Errors not affecting trial balance and Errors affecting trial balance.</li> <li>• Rectification of errors before and after the preparation of financial statements.</li> <li>• Suspense account: Meaning, preparation and treatment of suspense account balance in final statements.</li> </ul> <ol style="list-style-type: none"> <li>1. Introduction to Computer Accounting System: Components of CAS, Features, Grouping of Accounts, Using Software of CAS, Advantages &amp; Limitations CAS, Accounting Information System.</li> <li>2. Application of computers in Accounting – Automation of accounting process, designing accounting reports, data exchange with other information systems.</li> <li>3. Comparison of accounting processes, manual and computerized accounting, highlighting advantages and limitations of automation.</li> <li>4. Sourcing of accounting system: Readymade, customized, tailor-made accounting system. Advantages and Disadvantages of each option.</li> </ol>	
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3.	<b>Module-III</b> <b>Financial Statements</b> 14. Depreciation 15. Provision and Reserves 16. Financial Statement - An Introduction 17. Financial Statements – I 18. Financial Statements – II 19. Not for Profit Organisations - An Introduction 20. Financial Statements (Not for Profit Organisation) 21. Accounts From Incomplete Records	50	1. Depreciation: Meaning, Need and Factors affecting depreciation. 2. Methods of computation of Depreciation: Straight Line Method, Written Down Value Method (Excluding Change in method) Accounting Treatment of Depreciation: By charging to asset account, by creating Provision for depreciation/accumulated depreciation account, Preparation of Asset Disposal Account. 1. Meaning, Objective and Difference between Provisions and Reserves. 2. Types of Reserves: Revenue Reserve, Capital Reserve, General Reserve, Specific reserves, Secret reserves. 1. Financial Statements: Meaning, Objective and Importance. 2. Trading and Profit and Loss account: Gross Profit, Operating Profit and Net Profit 3. Balance Sheet. 1. Preparing Trading Account and Profit & Loss Account 2. Balance Sheet: Need, Grouping, Marshalling of Assets and Liabilities. Adjustments in Preparation of Financial Statements: With respect to closing stock, outstanding expenses, prepaid expenses, accrued income, income received in advance, depreciation, Bad debts, provision for doubtful debts,	20
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			<p>provision for discount on debtors, Manager 's commission, abnormal loss, goods taken for personal use, goods distributed as free Sample.</p> <p>Preparation of Trading and Profit and Loss Account and Balance Sheet of Sole Proprietorship Concerns.</p> <ol style="list-style-type: none"> <li>1. Not For Profit Organisations: Concept.</li> <li>2. Receipts and Payment Account: Meaning and Features.</li> <li>3. Balance Sheet: Meaning and Features</li> <li>4. Income and Expenditure Account: Meaning and Features, Preparation of Income and Expenditure Account and Balance Sheet from the given Receipt and payment Account with additional information.</li> </ol> <p>Preparation of Income &amp; Expenditure Account</p> <p>Preparation of Receipts &amp; Payments Account</p> <p>Preparation of Balance Sheet of a Not for Profit Organisation.</p> <ol style="list-style-type: none"> <li>1. Incomplete Records: Meaning, Uses and Limitations.</li> <li>2. Ascertainment of Profit/Loss by Statement of Affairs Method.</li> <li>3. Preparation of Trading and Profit and Loss Account and Balance Sheet (with reference to missing figures in total debtors account, total creditors account, Bills Receivable A/C, Bills Payable A/C, Cash Book and Opening Statement of Affairs).</li> </ol>	
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4.	<b>Module-IV</b> <b>Partnership Accounts</b> 22. Partnership - An Introduction 23. Admission of Partners 24. Retirement and Death of a Partner 25. Dissolution of Partnership Firm	50	1. Meaning: Partnership, Partners, Firm, Partnership Deed. 2. Provisions of The Indian Partnership Act 1932 affecting Accounts in the absence of Partnership Deed. 3. Fixed v/s Fluctuating Capital Accounts, Division of Profit among partners, Guarantee of profits, past adjustments (Relating to interest on capital, interest on drawing, salary and Profit sharing Ratio), and Preparation of P & L Appropriation Account. 4. Goodwill: Nature, Factors affecting and Methods of valuation – Average profit, super profit, and capitalization. 1. Change in the Profit Sharing Ratio among the existing partners – sacrificing ratio, Gaining Ratio, Accounting for Revaluation of Assets and Re-assessment of Liabilities and Distribution of Reserves and Accumulated profits. 2. Admission of a Partner-Effect of admission of a Partner on: change in the Profit Sharing Ratio, Treatment of goodwill (As per AS 26), treatment for Revaluation of Assets and Re-assessment of Liabilities, Treatment of Reserves and Accumulated profits, Adjustment of Capital Account and Preparation of Balance Sheet. • Effect of Retirement/Death of a partner – change in Profit	20
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			<p>Sharing Ratio, Treatment of goodwill, treatment for Revaluation of Assets and Re-assessment of Liabilities, Adjustment of Accumulated Profit and Reserves. Calculation of deceased partner's share of profit till the date of death. Preparation of Deceased partner's Executor's account and Preparation of Balance Sheet.</p> <ul style="list-style-type: none"> <li>• Meaning and Types of Dissolution of firm. Settlement of accounts –Preparation of Realization account, and related accounts as Capital, Cash &amp; Bank (excluding piecemeal distribution, sale to a company and insolvency of partners).</li> </ul>	
5.	<p><b>Module-V</b> <b>Company Accounts</b></p> <p>26. Company - An Introduction</p> <p>27. Issue of Shares</p> <p>28. Forfeiture of Shares</p> <p>29. Reissue of Forfeited Shares</p> <p>30. Issue of Debentures</p>	50	<p>Meaning of company form of business rganization, characteristics of company, types of companies, difference between public &amp; private company, various types of shares issued by company with the type of share capital.</p> <ol style="list-style-type: none"> <li>1. Meaning, Nature and Types</li> <li>2. Accounting for Share Capital: Issue and Allotment of Equity shares, Private placement of Shares. Public Subscription of shares-over subscription and under subscription of shares. Issue at Par and Premium, calls in advance and arrears, Issue of shares for consideration other than cash.</li> </ol> <p>Meaning of forfeiture shares, Various situations in which share can be</p>	20

			<p>forfeited.</p> <ol style="list-style-type: none"> <li>1. Meaning of reissue of Shares, Minimum price of which a company can reissue its forfeited shares and accounting treatment of reissue of shares in different situations.</li> <li>2. Disclosure of Share capital in Company's Balance Sheet (Vertical form)</li> </ol> <p>Meaning &amp; types of debentures, procedure of Issue of debentures and its accounting treatment. Issue of debentures for consideration other than cash, Debentures as collateral security accounting treatment for writing off discount &amp; loss on Issue of debentures. Interest on Debentures.</p>	
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**PART – B**

6.	<p><b>Module-VI</b></p> <p><b>Analysis of Financial Statements</b></p> <p>31. Financial Statements Analysis - An Introduction</p> <p>32. Accounting Ratios – I</p> <p>33. Accounting Ratios - II</p> <p>34. Cash Flow Statement</p>	50	<ol style="list-style-type: none"> <li>1. Balance Sheet of a Company in the prescribed Vertical Form with major headings and sub headings (As per Schedule VI of The Companies Act 1956).</li> <li>2. Financial Statement Analysis: Meaning, Objectives and Limitations.</li> <li>3. Tools for Financial Statement Analysis: Comparative Statements, Common Size Statements, Cash Flow Analysis, Ratio Analysis.</li> </ol> <ol style="list-style-type: none"> <li>1. Accounting Ratios: Objectives and Classification of Ratios.</li> <li>2. Liquidity ratios: Current and Quick Ratio.</li> </ol> <ol style="list-style-type: none"> <li>1. Solvency Ratios: Debt to Equity Ratio, Total Asset to Debt Ratio,</li> </ol>	20
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			<p>Proprietary Ratio, Interest Coverage Ratio.</p> <p>2. Activity ratios: Stock Turnover Ratio, Debtors Turnover Ratio, Creditors Turnover Ratio, Working Capital Turnover Ratio.</p> <p>3. Profitability Ratios: Gross Profit Ratio, Operating Ratio, Operating Profit Ratio, Net Profit Ratio.</p> <ul style="list-style-type: none"> <li>• Meaning Objective and preparation of Cash Flow Statement.</li> </ul>	
<b>PART – C</b>				
7.	<p><b>Module-VII</b></p> <p><b>Application of Computers in Financial Accounting</b></p> <p>35. Electronic Spread Sheet</p> <p>36. Use of Spreadsheet in Business Application</p> <p>37. Graphs And Charts for Business</p> <p>38. Data Base Management System for Accounting</p>	50	<p>Concept, Data Entry Text Management and Cell formatting, Data Formatting, Output Reports, Preparation of Reports Using Pivot table, Common Errors in Spread Sheet.</p> <p>Payroll Accounting, Asset Accounting</p> <ul style="list-style-type: none"> <li>• Data Graphs and Charts, Preparation of Graphs and Charts using Excel, Advantages of using Graphs and Charts.</li> </ul> <p>1. Defining Database Requirements, Identification of data to be stored in Tables, Structuring of Data.</p> <p>2. Creating data tables for accounting, Using queries, forms and reports for generating accounting information with the help of Microsoft Access Software.</p>	20



# Home Science

Code No. 321

## Introduction

Home Science is concerned with the home, health and happiness of all members of the family and community. It is the art of managing resources efficiently combined with the science of achieving a healthier and happier home. This subject supports the personal enrichment and professional development. It integrates the application of various sciences and humanities to improve human environment, family nutrition, management of resources and child development.

Home Science is a subject for all now, because everyone has a dream of having a perfect home life. The days are gone that household activities were the responsibility of women folk. Now both men and women share the responsibilities in all affairs of the home. It empowers the learner to achieve all round development in different pursuits of life. It opens up endless avenues for the learners to settle as a self employed persons or posses any desirable jobs in established organizations including the NGOs.

## Rationale

At no time in history the demands of humans begins have been as diverse as they are today. The individuals are constantly faced with problems of change. They have to make continuous adjustment to their life style that tests their decision making skills.

Home Science teaches an individual to develop knowledge and skills in order to interact better with their environment that includes the family, food clothing and home. The basic aim of studying Home Science is to efficiently use the goods and services available for improving the quality of human life.

Home Science as a subject is of great social significance as it affects an individual's way of living, eating, raising young ones, etc., which in turn affects the welfare and stability of the family and the society at large. Besides grooming individuals for better living, the study of Home Science also opens up vistas of future vocational pursuits

## Objectives

After completing this course, the learner will be able to:

- develop skills that help in bringing a positive change in daily life style and solving problems;
- develop creative thinking and a rational approach towards everyday life;
- develop scientific temper and a spirit of inquiry; and
- sensitivity to values of ethical living.

## Scope and job opportunity

The scope of Home Science extends far beyond the 'home' and is not limited to cooking, laundry,

needlework and home decoration. In fact it is the only subject which prepares young learners for the two most important goals in their lives – looking after their home and family and preparing for a career or vocational life. The areas covered in Home Science are vast and varied. There are jobs available if the learner wish to work out side home and as wage employment or the learner can start his or her own enterprise e.g. boutique, production unit, laundry service etc. There are various opportunities available for Home Science students and some of the broader options are mentioned below:

- Catering
- Food preservation/bakery / confectionery
- Interior decoration
- Arts and crafts
- Housekeeping and laundry services
- Dress designing, garment construction: textile science
- Teaching
- Communication and extension
- Resource managers and consumer education

## **Eligibility conditions**

**Age:** 15Years

**Qualification:** 10<sup>th</sup> pass

**Medium of instruction:** Hindi, English, Urdu, Bengali, Gujarati and Odia

**Duration of the course:** 1 Year

**Weightage**

**Theory:** 80 Marks

**Practical:** 20 Marks

**Tutor Marked Assignment (TMA):** 20% Marks of theory

**Scheme of studies:** Theory (240hours), practical (30hours), TMA (self paced)

**Scheme of evaluation:** Theory paper 80 marks (3 hours), practical 20 marks (3hours), internal assessment (TMA) (20% of theory marks).

**Pass criteria:** 33% in each component.

## Course content

S. No.	Module/ Topics	Duration (in hours)	Module Approach/ Description	Description of practicals	Weightage (marks)
1.	<b>Core Moduels</b>		Home is a place, which provides comfort and meets an individual's need for safety, security, identity and a sense of belongingness. This module provides an understanding of designing and arranging the environment at home in such a manner that it promotes healthy physical and social development of individuals. It also creates awareness about the various vocational areas in the subject of Home Science.		
2.	<b>The Art and Science of Managing Home Approach</b>	20	<b>L 1 Home Science</b> concept <ul style="list-style-type: none"> <li>• scope</li> <li>• employment opportunities</li> </ul> <b>L2 Family, Health and Security</b> <ul style="list-style-type: none"> <li>• definitions</li> <li>• types of family</li> <li>• importance of health</li> <li>• factors contributing to health</li> <li>• methods of providing safety and security at home</li> </ul> <b>L3 Ethics in Daily Living</b> <ul style="list-style-type: none"> <li>• definition and need</li> <li>• problems faces</li> <li>• code of ethics</li> <li>• raising ethical standards</li> </ul>		4
3.	<b>Food and Nutrition</b>	45	Good health is dependent on the food that we eat. Our diet consists of a variety of food that can be prepared by applying simple knowledge of food and nutrition. This module covers important topics like food, nutrition,		16

			meal planning and preparation. This knowledge helps to alter food habits that can contribute to ensuring good health.		
4.			<p><b>L4 Food, Nutrition and Health</b></p> <ul style="list-style-type: none"> <li>• definition and functions of food</li> <li>• sources and requirements of nutrients, deficiency of nutrients</li> <li>• relationship between food, nutrition and health</li> </ul> <p><b>L5 Meal Planning</b></p> <ul style="list-style-type: none"> <li>• food groups</li> <li>• balanced diet</li> <li>• meal planning</li> <li>• factors influencing meal planning</li> <li>• planning balanced meals for the family</li> <li>• definition, need and types of therapeutic diet</li> <li>• diet in common diseases</li> </ul> <p><b>L6 Nutritional Status</b></p> <ul style="list-style-type: none"> <li>• definition</li> <li>• assessing nutritional status</li> <li>• causes and prevention of malnutrition</li> <li>• recognizing deficiency disorders: Vitamin A, Iron and Iodine</li> <li>• causes and prevention of the above deficiency disorder</li> </ul> <p><b>L7 Purchase and Storage</b></p>	<ol style="list-style-type: none"> <li>1. To preserve seasonal foods</li> <li>2. To prepare and evaluate dishes using the following methods of food enrichment such as: Combination Fermentation Germination</li> <li>3. To collect different food items that is available at home and categorizes them under various food groups.</li> </ol>	

			<p><b>of Food</b></p> <ul style="list-style-type: none"> <li>• selection of food</li> <li>• food spoilage</li> <li>• safe handling of food</li> <li>• methods of storage</li> </ul> <p><b>L8 Preparation of food</b></p> <ul style="list-style-type: none"> <li>• importance of pre-preparation and preparation of food</li> <li>• methods of cooking</li> <li>• conservation and enhancement of nutrients</li> <li>• hygienic food handling in the kitchen</li> </ul> <p><b>L9 Food Preservation</b></p> <ul style="list-style-type: none"> <li>• importance</li> <li>• principles</li> <li>• household methods of preservation</li> </ul>	
5.	<b>Resource Management</b>	45	In these days of stress, home is a person's last refuge from the chaos of outside world. One can feel well adjusted if one possesses the knowledge of optimal use of all the resources in one's environment to achieve satisfaction. 'Doing things right' within the available resources is the aim of this module. This module aims at teaching a creative and systematic approach to an improved life.	16
6.			<p><b>L10 Family Resources Management</b></p> <ul style="list-style-type: none"> <li>• definition, steps and motivating factors</li> <li>• decision making</li> <li>• Definition, sources and characteristics</li> <li>• types of resources,</li> </ul>	<p>4. To identify sources of pollution in one's area and to suggest remedial measures.</p> <p>5. To take one's own family as an example and</p>

		<ul style="list-style-type: none"> <li>• optimal use of resources</li> </ul> <p><b>L11 Time and Energy Management</b></p> <ul style="list-style-type: none"> <li>• significance of making a time plan</li> <li>• energy management and fatigue</li> <li>• principles of work simplification</li> <li>• methods of saving time and energy</li> </ul> <p><b>L12 Space Management</b></p> <ul style="list-style-type: none"> <li>• meaning and need</li> <li>• significance of work areas</li> <li>• space organization for various activities</li> </ul> <p><b>L13 Income Management</b></p> <ul style="list-style-type: none"> <li>• meaning of income, expenditure and investment</li> <li>• expenditure plan</li> <li>• income and expenditure record</li> <li>• investing money wisely</li> <li>• generating additional income</li> </ul> <p><b>L14 Energy Conservation</b></p> <ul style="list-style-type: none"> <li>• meaning and need</li> <li>• environmental degradation</li> <li>• role of individuals and government in creating an eco-friendly environment</li> </ul> <p><b>L15 Environment</b></p>	<p>6. List the household and related task performed by each member</p> <p>7. Analyse the work patterns according to age and gender differences in responsibility</p> <p>8. Comment on this division of tasks</p> <p>(i) To record the expenditure for one's own family for a month</p> <p>(ii) To evaluate the family's pattern on expenditure and on the basis of the evaluation prepare a budget for the family.</p>	
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			<p>Management</p> <ul style="list-style-type: none"> <li>• Meaning and need</li> <li>• Environment</li> <li>• Effect of environment</li> <li>• Role of individual and government in creating an eco-friendly environment</li> </ul> <p><b>L16 Household Equipment</b></p> <ul style="list-style-type: none"> <li>• selection and use</li> <li>• care and maintenance</li> </ul> <p><b>L17 Consumer Education</b></p> <ul style="list-style-type: none"> <li>• definition</li> <li>• problems faced by consumers</li> <li>• consumer protection laws and redressal</li> <li>• role of standardization marks, labeling and packaging</li> <li>• consumer rights and responsibilities</li> </ul>		
7.	<b>Human Development</b>	45	<p>Since every one is a product of environment, their well-being is affected by both external and internal factors. External factors constitute people around you and the housing, food; clothing equipment etc. internal factors are physical, mental, emotional and psychological health. This module explains the role of a family that acts as a life support system and helps to adapt to the changes occurring within and around an individual.</p>		16
8.			<p><b>L18 Growth and Development (0-5 years)</b></p> <ul style="list-style-type: none"> <li>• definition and principles of development</li> <li>• development during</li> </ul>	9.	<p>To observe children in the age group of 1yr 6 months – 3yrs for their language</p>

			<p>infancy and childhood</p> <ul style="list-style-type: none"> <li>• physical, motor, socio-emotional, cognitive and language development</li> <li>• behaviour problems in children</li> </ul> <p><b>L19 Growth and Development (6-11 years)</b></p> <ul style="list-style-type: none"> <li>• characteristics of physical, motor, socio-emotional, cognitive and language development</li> </ul> <p><b>L 20 Adolescence</b></p> <ul style="list-style-type: none"> <li>• definition and physical development</li> <li>• sexual maturation and sex education</li> <li>• characteristics of physical, motor, socio-emotional, cognitive and language development</li> <li>• problems faced by adolescents</li> </ul> <p><b>L 21 Concerns and Issues in Human Development</b></p> <ul style="list-style-type: none"> <li>• position of the girls child in society</li> <li>• juvenile delinquency</li> <li>• child lab or</li> <li>• socio-economically disadvantaged children</li> <li>• major physical disabilities</li> <li>• mental retardation</li> <li>• safe motherhood</li> <li>• HIV/AIDS</li> </ul>	<p>achievements</p> <p>10. To observe a child in the age group of 1-2 yrs and record how he/she expresses anger and fear.</p> <p>11. To visit a nearby nursery school and observe and three children for their social behaviour</p> <p>12. To obtain a teenager's view about the physical changes and social and emotional problems faced during adolescence.</p>	
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9.	<b>Textiles and Clothing</b>	45	<p>“Clothes make a man” and help to create personal identity and build self-confidence. Using well constructed garments from textiles that are composed of fibres, yarns and finishes enhance the personality and present ability of individuals. This modules aims to given an understanding of the properties of textiles. This knowledge is important for fabricating, constructing, selecting, using and caring for the textiles in daily use.</p>	16	
10.			<p><b>L21 Introduction to Fabric Science</b></p> <ul style="list-style-type: none"> <li>• meaning and scope of fabric science</li> <li>• fibre-definition, classification and properties</li> </ul> <p><b>L22 Yarn and its Construction</b></p> <ul style="list-style-type: none"> <li>• definition and yarn processing</li> <li>• properties and types of yarns</li> <li>• textured yarns</li> </ul> <p><b>L 23 Fabric Construction</b></p> <ul style="list-style-type: none"> <li>• techniques of fabric construction</li> <li>• weaving</li> <li>• knitting</li> </ul> <p><b>L 24 Textile Finishes</b></p> <ul style="list-style-type: none"> <li>• meaning and importance</li> <li>• types of finishes and their properties</li> <li>• dyeing and printing</li> </ul> <p><b>L 25 Selection of Textiles and Clothing</b></p> <ul style="list-style-type: none"> <li>• selection of textiles for different and use</li> <li>• selection of clothing</li> <li>• quality assurance –</li> </ul>	<p>13. To weave plain and it will weave using strips of paper</p> <p>14. To collect six samples each of fabrics made by these two weaves</p> <p>15. To remove curry, blood, mud, ink and tea/ coffee stains from white cotton fabrics</p> <p>16. To launder the following materials;</p> <p>Cotton – ‘A’ line frock/ pillow case/ petticoat / pyjama</p> <p>Silk –blouse /scarf</p> <p>Wool –cardigan/cap/ scarf</p> <p>Synthetic –shirt/saree/ pant</p>	

			<p>indicators and mal-practices</p> <p><b>L 26 Care and Maintenance of textile</b></p> <ul style="list-style-type: none"> <li>• Steps in laundering</li> <li>• Characteristics of auxiliaries – soap, detergents, blue and starch</li> <li>• Identification and removal of stains</li> <li>• Dry cleaning</li> <li>• Storage of clothes</li> </ul>		
11.	<b>Optional Moduels</b>	30			12
12.	<b>House-keeping-6 A</b>	<p>Every individual enjoys living in a clean environment, which includes homes place and community. The knowledge of housekeeping enables the individuals to promote and maintain cleanliness, and derive psychological satisfaction by promoting aesthetics at home and workplace. The module is aimed at imparting knowledge in housekeeping for everyday activities and also facilitates in taking up housekeeping related jobs.</p>			
13.			<p><b>L26 Introduction to Housekeeping</b></p> <ul style="list-style-type: none"> <li>• meaning</li> <li>• importance</li> <li>• areas of housekeeping</li> <li>• functions of a housekeeper</li> <li>• personal grooming of the housekeeper</li> </ul> <p><b>L 27 Cleaning and cleaning materials</b></p> <ul style="list-style-type: none"> <li>• cleaning materials and equipment</li> <li>• methods of cleaning</li> <li>• types of cleaning</li> </ul> <p><b>L 28 Maintenance of Premises</b></p>	<p>17. To care for, maintain and clean wooden, floor, brass, aluminum, silver and plastic</p> <p>18. To use waste material for preparing useful household items</p> <p>19. To practice cleaning the following (to be done under adult supervision only)</p> <ul style="list-style-type: none"> <li>• An electric Fuse</li> <li>• 3 pin plug of an</li> </ul>	

		<ul style="list-style-type: none"> <li>• maintenance of different surfaces</li> <li>• common household repairs</li> </ul> <p><b>L 29 Aesthetics at Home</b></p> <ul style="list-style-type: none"> <li>• flower arrangement</li> <li>• floor and wall decoration</li> <li>• accessories</li> </ul>	electric iron	
14.	<b>Creative Hand Embroidery- 6 B</b>	<p>Hand embroidery is an ancient art of our country and in the present time embroidered clothes have become a fashion both among girls and boys. Embroidery enriches and clothes that you wear. This vocational module is aimed at providing knowledge and skill to venture into the area of creative hand embroidery for beautifying one's own clothing or to take up embroidery as a vocation.</p>		
15.		<p><b>L30 Introduction to Creative Hand Embroidery</b></p> <ul style="list-style-type: none"> <li>• historical perspective</li> <li>• meaning</li> <li>• materials and tools</li> </ul> <p><b>L31 Design</b></p> <ul style="list-style-type: none"> <li>• types of design (geometric, stylized, abstract)</li> <li>• enlargement /reduction of design</li> <li>• transfer of design</li> <li>• placement of design</li> </ul> <p><b>L32 Colour</b></p> <ul style="list-style-type: none"> <li>• Prang's colour wheel</li> <li>• properties of colour</li> <li>• colour schemes</li> </ul> <p><b>L33 Embroidery Stitches</b></p> <ul style="list-style-type: none"> <li>• common hand embroidery stitches</li> <li>• running stitch, stem, stitch, chain, stitch, cross stitch, herringbonestitch, blanket stitch, French knot, long and short stitch.</li> </ul>	<p>To make a colour wheel</p> <p>To prepare samples of various embroidery stitches</p> <p>To do enlargement and reduction of motifs created.</p>	

# Psychology

Code No. 328

## Introduction

Psychology is the scientific study of the mind and behavior. Psychology is a multifaceted discipline and includes many sub-fields of study such as human development, sports, health, clinical, social behavior and cognitive processes.

Psychology is really a very new science, with most advances happening over the past 150 years or so. However, it's origins can be traced back to ancient Greece, 400 – 500 years BC. The emphasis was a philosophical one, with great thinkers such as Socrates influencing Plato, who in turn influenced Aristotle.

## Rationale

Psychology is a discipline which is relevant to all walks of life. Its applications to the various areas of personal, organizational and social functioning are well recognized. All of us use various psychological concepts without knowing them. This course at the Senior Secondary level has been designed in such a way that the learners will know the basics of psychology in simple language. Attention has also been paid to the Indian context.

The course at the Senior Secondary level is also introducing project work for the first time. Understanding psychological concepts and their application requires study of textual material as well as practical work. Project work will help the learners to apply the key concepts of psychology as well as help them to get hands – on – experience of the various methods used by psychologists. It also contributes to the development of scientific approach different from common sense or speculation. Attention has also been paid to give the practical applications of various psychological concepts with the help of case studies, examples and real life experiences.

## Objectives

After completing this course, the learner will be able to:

- explain the basic concepts used in psychology;
- enumerate skills for personal growth and development;
- select basic research methods in psychology;
- apply the principles of psychology in field work;
- recall and relate psychology to personal and social life; and
- lead a purposeful life by using the principles of psychology in personal, professional and social life.

## Scope and job opportunity

This field has a large number of opportunities for employment, some of these are:

- **Clinical psychologists:** Clinical psychologists aim to reduce the distress and improve the psychological wellbeing of their clients. They use psychological methods and research to make positive changes to their clients' lives and offer various forms of treatment.
- **Counsellor:** As a counselling psychologist one uses psychological theory and research in therapeutic work to help clients with a variety of problems. These problems can include difficult life issues and mental health conditions.
- **Educational psychologists:** Educational psychologists help children or young people who are experiencing problems that hinder their successful learning and participation in school and other activities. These problems can include a range of emotional and social problems or learning difficulties.
- **Health psychologists:** Health psychology examines how biological, social and psychological factors influence health and illness. Health psychologists use psychological science to promote health, prevent illness and improve health care system.
- **Occupational psychologists:** Occupational psychologists apply expert knowledge to all levels of working and may work on organisational issues, such as culture and change, as well as issues at an individual or team level.
- **Primary care graduate mental health workers:** Primary care graduate mental health workers provide a range of treatments, support and advice to people suffering from common mental health issues, such as anxiety and panic attacks.
- **Sport and exercise psychologists:** Sport and exercise psychologists are concerned with the behaviours, mental processes and well-being of individuals, teams and organizations involved in sport and exercise. They typically specialize in either sport or exercise, although some work across both fields.

## **Eligibility conditions**

**Age:** 15 Years

**Qualification:** 10<sup>th</sup> pass

**Medium of instruction:** Hindi, English, Urdu, Bengali, Gujarati and Odia.

**Duration of the course:** 1 Year

**Weightage**

**Theory:** 100 Marks

**Tutor Marked Assignment (TMA):** 20% Marks of theory

**Scheme of studies:** Theory (240 hours), Tutor Marked Assignment TMA (self paced)

**Scheme of evaluation:** Theory paper 100 marks (3 hours), internal assessment (TMA) (20% of theory marks).

Pass criteria: 33% marks

## Course content

S. No.	Module/Topics	Duration (in hours)	Module Approach/Description	Weightage (marks)
1.	<b>Module-I</b> <b>Foundations of Psychology</b> <ol style="list-style-type: none"> <li>1. Psychology: Understanding Self and Others</li> <li>2. How Psychologists Study?</li> <li>3. Biological and Cultural Shaping of Mind and Behaviour</li> <li>4. Becoming Aware of the World Around Us</li> <li>5. Attention and Perception</li> </ol>	40	This module would help the learners to understand the basic processes and applications of psychology, methods used in studying psychology, the psychological functioning of the human and its effects.	14
2.	<b>Module-II</b> <b>Key Psychological Processes</b> <ol style="list-style-type: none"> <li>6. Learning Process and Acquiring Skills</li> <li>7. Remembering and Forgetting</li> <li>8. Going Beyond the Reality: Thinking and Reasoning</li> <li>9. Motivation</li> <li>10. Emotions</li> </ol>	40	This module is primarily concerned with those psychological processes which constitute the dynamics of human functioning. Thus they are not only theoretically important but have practical relevance. In particular, this module deals with learning, memory, thinking, motivation and emotion. In this way it covers the entire range of psychological process involved in interacting with environment and developing competence in areas central to success in life.	17
3.	<b>Module- III</b> <b>Developmental Processes</b>	40	This module aims at describing the various stages of human development and their characteristics. It also focuses on	17

	11. Development: Its Nature 12. Domains of Development 13. Adolescence 14. Adulthood and Aging 15. Understanding Individual Differences: The case of Intelligence		adolescence, adulthood and aging which are the important phases of human life. The nature, range and assessment of individual differences will also be dealt with in this module.	
4.	<b>Module- IV</b> <b>Self and Personality</b> 16. What is Self? 17. Self and Psychological Processes 18. Personality Theories 19. Personality Assessment 20. Psychological Disorder	40	Human beings not only respond to the external world but also attend to themselves. In other words self is also an object and all of us deal with it. We have awareness of self and we like to evaluate ourselves positively. We make positive self presentation. In recent years self has been given significant place in the analysis of cognition, motivation and emotion. The kind of self concept which people have is also influenced by our culture. Assessment of personality has also occupied the attention of researchers and various methods have been developed. Finally due to various causal factors such as genetics, environmental and cultural, people develop different kinds of psychological disorders. This module attends to all these important aspects of self and personality. It will contribute to the well being of learners and adjusting with the demands of environment.	17
5.	<b>Module- V</b> <b>Social and Applied Psychology</b>	40	Social psychology is an important branch of psychology. It deals with the social functioning and processes. This module has been redesigned to	20

	<ul style="list-style-type: none"> <li>21. Group Processes</li> <li>22. Person Perception and Interpersonal Attraction</li> <li>23. Man Environment Interaction</li> <li>24. Psychotherapy</li> <li>25. Health Psychology</li> </ul>		facilitate the learners in understanding various social factors and processes. It intends to help the learners in adopting interventions for leading a healthy lifestyle.	
6.	<p><b>Module- VI A*</b></p> <p><b>World of Work</b></p> <ul style="list-style-type: none"> <li>26. Education and work</li> <li>27. Career Development</li> <li>28. Vocational Choice and Vocational Adjustment</li> <li>29. Stress and Your Health</li> <li>30. Stress management and Well-Being</li> </ul>	40	This module familiarizes the learners with the application of Psychology in the work situation. It would help the learners in understanding the psychological processes involved in career choice, vocational adjustment and managing stress and promoting well-being.	15
	<p><b>Module- VI B*</b></p> <p><b>Facilitating Early Childhood Education</b></p> <ul style="list-style-type: none"> <li>31. Developmental Patterns in Early Childhood</li> <li>32. Play Centre: Objectives</li> <li>33. Play Centre: Structural Details</li> <li>34. Planning and Conducting Programmes</li> <li>35. Involvement of Parents and Community in a Play Centre</li> </ul>	40	This module would develop an understanding of the importance of early childhood education. It will also help the learners to understand the usefulness of play centers and the role of parents and community in the play centers.	

**\*Note: Learner has to choose one Module from VI A or VI B**



# Computer Science

Code No. 330

## Introduction

Computer has become indispensable in today's life. Computer Science is an exciting, challenging field that has impact in most aspects of today's life. Most important aspect of computer science is problem solving skills and analytical skills which learner will develop by studying computer science subject. These skills are mandatory for anyone who is searching a job. Moreover, Computing jobs are the highest paid jobs. Keeping in view of the above Computer Science course has been designed.

The syllabus of Computer Science for Senior Secondary course developed by NIOS to provide knowledge and understanding of basic components of computer and their working, uses of Internet, C++ programming and problem solving skills.

## Rationale

In recent years there has been a spur in the use of computers in India, from simple word processing to sophisticated scientific applications. Along with this there is a tremendous demand for computer education. In order to cater to this need and to provide quality education at reasonable price this course has been designed.

## Objectives

After completing this course, the learner will be able to:

- identify the basic components of computer and their working;
- use of operating system;
- list the types of computer network;
- use of various services provided by internet;
- practice basics of Java programming language;
- use of C++ programming;
- state basic concepts of OOP;
- use of control statements in C++ programming;
- define library and user defined functions in C++ programming;
- use of one dimensional and two dimensional array;
- select members of the class;
- explain the concept of inheritance;
- use pointers in arrays; and
- use of files in C++ programming.

## Scope and job opportunity

Information technology professionals plan, coordinate and implement computer and information systems within an organization. Typically, they work with other managers within the company to determine the computer-related needs of an organization in relation to computer systems, software, servers, computer networking or network security. Information technology (IT) professionals go on to a variety of careers as IT managers, IT project managers, IT directors and, at the highest levels of business, chief technology officers or chief information officers. Job opportunities for computer information systems managers are keep on increasing. IT professionals, particularly those with specialized technical skills and business management backgrounds, will have the best opportunities for advancement in the field.

Nowadays every organisation is computerised. Government is also promoting digital literacy. So each person should have the basic knowledge of the computer whether he/ she is working in office / banking or teaching in a school or doing e-commerce business or designing a website or developing mobile app. Comptuer Science course will help the learners to face the present and future world.

## Eligibility conditions

**Age:** 15 Years

**Qualification:** 10<sup>th</sup> pass

**Medium of instruction:** English

**Duration of the course:** 1 Year

**Weightage**

**Theory:** 60 Marks

**Practical:** 40 Marks

**Tutor Marked Assignment (TMA):** 20% Marks of theory

**Scheme of studies:** Theory (144 hours), practical (96 hours), TMA (self paced)

**Scheme of evaluation:** Theory paper 60 marks (3 hours), practical 40 marks (3 hours), internal assessment (TMA) (20% of theory marks)

**Pass criteria:** 33% in each component

## Course content

S. No.	Modules	Duration (in hours)	Module Approach/ Description	Description of practicals	Weightage (marks)
1.	<b>Module-I</b> <b>Computer Fundamentals</b> 1. Anatomy of a Digital Computer 2. Data Processing Concept 3. Computer Software 4. Operating System 5. Data Communication and Networking 6. Fundamentals of Internet and Java Programming	54 (32 + 22)	This module explains about digital computer, data processing concept, computer software, data communication & networking and fundamentals of Internet and Java.		15
2.	<b>Module-II</b> <b>C++</b> 7. Introduction to C++ 8. General Concept of OOP 9. Control Statements 10. Functions 11. Array 12. Structure, Typedef & enumerated	186 (112+74)	This module explains about C++ programming concepts.	1. Write a program to input the values of Principle, Rate, and Time and calculate Simple Interest. 2. Write a program to input the unit price of an item and the quantity of item to be bought. Then calculate the total price. 3. Write a program to covert temperature from Fahrenheit to	85

	<p>data type</p> <p>13. Classes &amp; objects with constructors / destructors</p> <p>14. Inheritance extending classes</p> <p>15. Pointer</p> <p>16. Files</p>			<p>Celsius.</p> <p>4. Write a program to input two numbers and swap them using third variable or swap them without using third variable.</p> <p>5. Write a program to input a character and check whether it is an alphabet, or digit, or some other character.</p> <p>6. Write a program to input an year (e.g., 1994) and check whether it is a leap year.</p> <p>7. Write a program to input a character. If the character is a lowercase alphabet then display the corresponding upper case alphabet and vice-versa. If the character is not an alphabet then display the character as it is.</p> <p>8. Write a program to input 10 numbers and find their sum and average.</p> <p>9. Write a program to input a number. If the number is negative, then again input the number.</p>	
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				<p>Keep on doing so until the user enters a non-negative number.</p> <p>10. An Armstrong number is a number the sum of the cubes of whose digits is equal to the number itself. An example of an Armstrong number is 153 (<math>1^3+5^3+3^3 = 153</math>). Write a program to input a number and find whether it is an Armstrong number.</p> <p>11. Write a program to input a number n and display factorials of all the numbers from 1 to n using loop.</p> <p>12. Write a program to input a string and then display this string in reverse order.</p> <p>13. Write a program that reads a list of numbers from the user and places them in an array of type float. Once the numbers are stored in the array, the program should find their average and print it along with the list of numbers. Use pointer notation</p>	
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				<p>wherever possible.</p> <p>14. Write a menu driven program in C++ to perform the following functions on a binary file "BOOK.DAT" containing objects of the following class:</p> <pre> class Book {int BookNo; char Book_name[20]; public: // function to enter book details void enterdetails(); //function to display Book details void showdetails(); //function to return Book_no int Rbook_no() {return Book_no;} //function to return Book_name int Rbook_name() {return Book_name;} }; </pre> <ol style="list-style-type: none"> <li>i. Append Records</li> <li>ii. Modify a record for a given book no.</li> <li>iii. Delete a record with a given book no.</li> <li>iv. Search for a record with a given Book name</li> <li>v. Display a sorted list of records (sort on Book No.)</li> </ol>	
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# Sociology

Code No. 331

## Introduction

The world we live in today, is simultaneously shrinking and expanding, growing and under constant pressure for change. The large-scale changes in use of technology, the great increase in the traffic in culture and political and economic changes are the cause of the changes around the world. Understanding these socio-cultural changes requires studying the social world scientifically and developing some understanding of the character of society.

Sociology is the scientific study of society and its institutions, social interactions, organizations, and groups. It investigates the practices and processes operating in the society. By observing the broad range of activities in society, and getting a space for exploring topics such as family, caste, class, gender, religion, socialization and population dynamics, Sociologists provide a base for in-depth understanding and perspectives on our social order and processes of social change. Sociology provides an important platform which is useful both to personal wellbeing and social development as well. Sociology is among the broadest of the social sciences and thus provides the opportunity for the learners to understand the broad range of social issues operating in the space between individual, community and society.

## Rationale

After the Secondary level, a student starts developing some understanding of the nature and character of the society he lives in. Sociology explores all aspects of the social relationship, and it helps to understand why human beings create the societies they inhabit and how they behave with other individuals and groups in which they live. Sociology is considered as another branch of all Social Sciences because it studies the economic, political, anthropological, historical geographical and psychological dimensions of society. Sociology, however, is primarily concerned with the diversity of human relation particularly along the lines of social class, race, ethnicity, gender and age etc.

Ignorance about society is the cause of all social evils. The knowledge, obtained by scientific methods, about society, can contribute to the development of a good society. August Comte, father of Sociology, has said the man would become the master of this social destiny as soon as he develops a science of society.

Change is continuous and permanent. The changes occurring today in the world make Sociology an extremely important subject to study. This course on Sociology will make students familiar with processes of change and development in general and with reference to Indian Society in particular.

## Objectives

After completing this course, the learner will be able to:

- define basic concepts in Sociology;
- draw generalizations about various social institutions and social divisions in society;

- explain the process of change and development in society in general and with reference to Indian society in particular;
- extrapolate the different dimensions of Indian society;
- evaluate social realities objectively; and
- develop the ability to perceive social realities scientifically.

## Scope and job opportunity

The career potential in the subject of sociology majors is almost limitless. The experts in Sociology are employed by research institutes, public health and various welfare organizations at both national and international level. Students with degree in sociology have the potential of getting secure employment as social researchers, case workers, community organizers, public policy researchers, and data analysts. Sociology also provides scope for going on to law school, social work programme, criminology and public policy etc.

## Eligibility conditions

**Age:** 15 Years

**Qualification:** 10<sup>th</sup> pass

**Medium of instruction:** Hindi, English, Urdu, Gujarati, Bengali, Odia

**Duration of the course:** 1 Year

## Weightage

**Theory:** 100 Marks

**Tutor Marked Assignments (TMA):** 20% Marks of theory

**Scheme of studies:** Theory (240 hours), TMA (self paced)

**Scheme of evaluation:** Theory paper 100 marks (3 hours), internal assessment (TMA) (20% of theory marks)

**Pass criteria:** 33% marks in theory

## Course content

S. No.	Module/Topics	Duration (in hours)	Module Approach/Description	Weightage (marks)
1.	<b>Module-1 Sociology: Basic</b>	70	The Module is meant to introduce Sociology to the learner. It acquaints	30



	<p><b>Concepts</b></p> <ol style="list-style-type: none"> <li>1. An Introduction to Sociology</li> <li>2. Emergence and Development of Sociology</li> <li>3. Sociology: Its Relationship with other Social Sciences</li> <li>4. Methods and Techniques of Research in Sociology</li> <li>5. Social, Community, Association and Institution</li> <li>6. Social Groups</li> <li>7. Social Structure and Social System</li> <li>8. Norms and values</li> <li>9. Status and Role</li> <li>10. Cooperation, Competition and Conflict</li> <li>11. Acculturation, Assimilation &amp; Integration</li> </ol>		<p>the learner with the definition of Sociology, its development and growth, relationship with other Social Sciences. It further exposes the learner to certain techniques used in Sociological research. This module also explains important basic sociological concepts.</p>	
2.	<p><b>Module-II</b></p> <p><b>Social Institutions and Social Stratification</b></p> <ol style="list-style-type: none"> <li>12. Marriage</li> <li>13. Family</li> <li>14. Kinship</li> <li>15. Economy, Polity and Religion</li> <li>16. Social Stratification: Hierarchy, Differentiation and Inequality</li> </ol>	35	<p>This module has been designed to acquaint the learner about major social institutions found in a society and also to acquaint him with the system of social divisions based on hierarchy, differentiations and inequality.</p>	12

3.	<b>Module-III</b> <b>Social change, Socialization and Social Control</b> 17. Factors of Social change 18. Processes of Social Change 19. Socialization 20. Social control 21. Social Deviance 22. Society and Environment	35	This module acquaints the learner with the processes of social change in society, and how an individual becomes an accepted member of a society through socialization. It also explains how social control is maintained in a society, and the relationship between society and environment.	13
4.	<b>Module-IV</b> <b>Indian Society</b> 23. Indian Social Thinkers 24. Unity and Diversity 25. National Integration : Concept and Challenge 26. Indian Society: Tribal, Rural and Urban 27. Caste System in India 28. Major Religious communities in India 29. Major Social Problems of India 30. Problem of Scheduled Castes and Scheduled Tribes 31. Problems of other Deprived Sections	60	This module acquaints the learner with certain Indian Social thinkers and various dimensions of Indian society. It sensitizes and learner with major social problems of India in general and of certain weaker sections in particular	30
5.	<b>Module-V(A)*</b> <b>Status of Women</b> 32. Status of Women in Indian Society: A	40	This module has been designed to acquaint the learner with the status of women from historic to present times. It also explains gender	15

	<p>Socio-Historical perspective</p> <p>33. Gender Discrimination</p> <p>34. Problems of women</p> <p>35. Quest for Equality and Women's Empowerment</p>		<p>discrimination and problems of women and their quest for equality and empowerment.</p>	
	<p><b>Module-V(B)</b></p> <p><b>Culture</b></p> <p>32. Culture: Concept and Characteristics</p> <p>33. Indian Cultural Heritage</p> <p>34. Cultural Pluralism</p> <p>35. Media and culture</p>		<p>This module has been designed to acquaint the learner with concept of culture and its characteristics. This also enriches the knowledge about different aspects of culture in general and with particular reference to Indian cultural heritage. It also briefly tells us about the influence of media on culture.</p>	

**\*Note: Learner has to choose one Module from VA or VB**

# Painting

## Code No. 332

### Introduction

An introduction to painting is a medium of visual expression. Emphasis is placed upon the exploration of formal and technical concerns. Basic studies include drawing and will explore a variety of subject matter and media directed toward the organization of the two dimensional plane.

It is a powerful way of self-expression providing a sense of fulfillment and achievement, skills to express oneself through colour and proportion and it also helps cultivate an aesthetic sense. It further aims to develop the visual sense of the learner and to help him/her appreciate expressive value of line, texture, space, rhythm etc.

### Rationale

This course is provided with necessary inputs of practical work and skill to the learner's familiarity of the theory of art through the ages. This will further help in aesthetic development, ability to appreciate and discover the beauty of life and integrate it into one's own personality. Thus, art will make more sense to the Cultural Heritage, environment and develop a creative attitude in day-to-day activities.

### Objectives

After completing this course, the learner will be able to:

- explain the visual ideas;
- differentiate between the space division and expressive value of the line;
- distinguish between the various styles of art and their salient features;
- work with harmony and contrast of color;
- draw and illustrate with various materials such as pencils, pastels, water and oil colors, ink etc; and
- explain the visual aspects of composition, rhythm, texture and tonal gradation.

### Scope and job opportunity

This field has a large number of opportunities for employment, some of these are:

Illustrator, Printmaker, Designer, Painter, Interior decoration designer, Graphic designer, Designer and teaching etc.

### Eligibility Conditions

**Age:** 15 Years

**Qualification:** 10<sup>th</sup> pass

**Medium of instruction:** Hindi, English, Urdu, Bengali, Gujarati and Odia

**Duration of the course:** 1 Year

Weightage

**Theory:** 30 Marks

**Practical:** 70 Marks

**Tutor Marked Assignments (TMA):** 20% Marks of theory

**Scheme of studies:** Theory (70 hours), practical (170 hours), TMA (self paced)

**Scheme of evaluation:** Theory paper 30 marks (1½ hours), practical 60 marks (3 hours) and Portfolio Assignment 10 marks, internal assessment (TMA) (20% of theory marks)

Mode of evaluation	Duration in hours	Marks	
		Distribution	Total
<b>Tutor Marked Assignment</b>	Self paced		<b>6</b>
<b>Theory (One paper)</b>	1½		<b>24</b>
<b>Practical – One paper + Portfolio Assessment</b>	1+1+1=3 hrs.		
Part I: Object Drawing			
• Composition and Drawing		8	<b>20</b>
• Treatment of Media		8	
• Presentation		4	
Part II: Painting and Composition			
• Arrangement of forms and including emphasis on the subject		8	<b>20</b>
• Treatment of Media		8	
• Presentation		4	
Part III: Folk Art as Motif			
• Design and Layout		8	<b>20</b>
• Treatment of Media		8	
• Presentation		4	

Portfolio Submission	Self paced		<b>10</b>
Complete work		3	
Quality of work		5	
Presentation		2	
<b>Total</b>			<b>100</b>

**Pass criteria:** 33% in each component.

### Course content

S. No.	Modules/Topics	Duration (in hours)	Module Approach/ Description	Description of practicals	Weightage (marks)
1.	<b>Module-I</b> <b>History and Appreciation of Indian Art</b> 1. Art of Indus Valley Civilization 2. Art of Mauryan to Gupta Period 3. Ajanta Caves: Mural Paintings 4. Temple Art and Sculpture 5. Indian Bronzes 6. Indo-Islamic Architecture	30	The art objects, belonged to Indus Valley Civilization, are the only available earliest evidence of great tradition of India. The nature form of these art works helps us to imagine that tradition of Indian art must have begun long before 2500 B.C. Changing conditions of politics and religions kept on motivating Indian art through the ages from 4 <sup>th</sup> C.B.C. to 16 <sup>th</sup> C.A.D., leaving a missing link for approximately 1000		12

			<p>years from post Indus Valley civilization to Mauryan period. Indian Art under the patronage of Hindu, Muslim, Buddhist and Jain rulers, flourished till 16<sup>th</sup> C.A.D. to face a new era of art movement after the Mughals became the rulers of India.</p>		
2	<p><b>Module-II</b>  <b>History and Appreciation of Indian paintings and sculptures</b></p> <p>7. Mughal School  8. Rajasthan School  9. Pahari School  10. Deccan School  11. Company School  12. Pioneers of Contemporary Art Movements in India  13. Contemporary Art of India</p>	30	<p>The 16<sup>th</sup> century saw a profound change in the stylistic development of Indian art. Art of miniature painting became very popular in Rajputana and in the court of the Mughals. It also influenced the South Indian painters.</p> <p>The Muslim rulers were great admirers of architecture. They enriched Indian art with superb structures, including one of the wonders of the world, Taj Mahal. Under the British</p>		12

			<p>rule, the character of Indian art underwent a thorough change. Beside the painters like self-taught artist Raja Ravi Verma, many Indian artists followed the realistic style of European art. On the other hand, Abanindranath Tagore and his Bengali school tried to bring back classical Indian style with contemporary themes and Jamini Roy modernized the folk style of India. Amrita Shergil, with her passion, art education, was the most influential painter in the contemporary art scene, while Rabindranath Tagore visualized the most modern aesthetics in his painting. These pioneers inspired the next generation of Indian artists to discover their identity in the field of international art.</p>	
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3	<b>Module- III</b> <b>Folk Painting</b> 14. Folk Painting	10	Folk art is considered an essential form of expression in the rural society with typical characteristics of its own. India has an enormous range of folk art which varies in style from district to district. Rural artists are carrying on the traditional technique and style generation after generation with very little modification. These are mainly decorative, ritualistic and utilitarian in nature. These include earthen ware, floor painting, wall painting, stitching on cloth, etc. Some of the Indian folk art is a highly appreciated world over.		6
4	<b>Practical</b> <b>Object Drawing</b> Topics:- <ul style="list-style-type: none"> <li>• Object Study</li> <li>• Nature Study</li> </ul>	65		Awareness of the fundamentals of Drawing like space, line, tone, volume, perspective, light, and shade, etc. through simple experimental exercises. Study of two or these	20

				<p>simple objects including natural and geometrical be arranged together and composed on a given format either vertically or horizontally.</p> <p>Simple objects based on geometrical shapes could include, for example, jug, tumbler, basket, plate, bottle, kettle, vase, book, magazine, cup and box etc. of a variety of materials like terracotta, ceramics, cane, glass, paper, wood, plastic, drapery, leather and metal etc. Natural forms locally available like fruits, vegetables, flowers, leaves, twigs, etc. are to be used. Select any two or three on given objects.</p>	
5	<p><b>Painting and Composition</b></p> <p>Topics:-</p> <ul style="list-style-type: none"> <li>• Fundamentals of Painting</li> <li>• Composition</li> <li>• Sketching from Life and Memory</li> </ul>	65		<p>Free hand drawing directly from life of Human Figures, animals, trees, building, interior of a room, bus stop, market lace, Vehicles, etc. Paint on a given topics e.g. Festival, Fair, Railway station, Man reading a book or newspaper, Playing with your pet, Eating out, Night scene, Rainy day, wedding, Gram Panchayat, Pollution, library, mother</p>	20

				<p>and child etc. using imagination and everyday sketches.</p> <p>Starting with Basic Design and various Experiments to understand variety in forms and overlapping, their simplification, colour wheel, variety in colour, hue, tone and texture, rhythm and continuity in application, concept of far etc. all brought together meaning fully in a composition. (Select any one on given topics).</p>	
6	<p><b>Folk Art as Motif</b></p> <p>Topics:-</p> <ul style="list-style-type: none"> <li>Folk Art as Motif</li> </ul>	40		<p>In regional Folk, traditions, art and everyday life go hand in hand. It is both diverse and deep-rooted in the minds of people of India. The genesis of lies mainly in the religious and festival ceremonies, whether it is Mithila Paintings from Bihar, Kalighat Painting from Bengal, Worli Painting from Maharashtra, Phad Painting from Maharashtra, Phad Painting from Rajasthan, Kalamkari from Andhra Pradesh and making of Alapana/Rangoli etc.</p> <p>Select any one form of Regional Folk painting</p>	15

				and utilize its visual imagery for creating a composition or design.	
7	<b>Portfolio Submission</b>	Home Assignment	<p>Portfolio Submission (Home Assignment)</p> <ol style="list-style-type: none"> <li>1. Four Object and Nature Studies paper size- ½ imperial size or (15"x22") approximate, with one in Line, (ii) one with Tone in pencil and two in colours;</li> <li>2. Four Painting and Composition paper size- ¼ imperial size or (15"x11") approximate size, two compositions in colours and two in mixed media on any four topics which already mentioned.</li> <li>3. Four Regional Folk Paintings in any traditional or locally available materials, (ii)</li> </ol>	<p>Learners need to submit a portfolio with minimum Twelve works, and one sketchbook (sketchbook should include sketches from memory, nature and objects-animate and inanimate objects etc.)</p> <p>Concept of presentation, which includes dating, mounting and maintaining the work.</p>	15

			<p>paper size- <math>\frac{1}{4}</math> imperial size or (15"x11") approximate.</p> <p>Sketchbook (i) size - 8"/11" or minimum 20 pages of any available paper, (ii) sketches in soft pencil. It should include all the sketches which you have studied so as to make your composition (figurative) and other studies, like landscape, animal-birds, flower, plants etc.</p> <p><b>Materials to be used:-</b>Traditionally or locally available materials.</p>		
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**\*\*Students will have to bring their own painting materials, only the drawing sheet, will be provided by NIOS at the time of examination.**

# Environmental Science

Code No. 333

## Introduction

Rapid growth of population coupled with increasing industrial development and all round increase in consumerism throughout the world are posing a serious threat to the environment. People in almost all nations of the world are becoming increasingly conscious of the danger of deteriorating environmental conditions. In view of the critical importance of the environmental issues, it is necessary to introduce Environmental Science as a full-fledged subject at the Senior Secondary level. Environmental Science deals with the relationships between environment and humans and draws upon physical sciences, biological sciences and social sciences.

## Rationale

Humans have been concerned with environment since the beginning of civilization. Even our ancient scriptures have emphasized the virtues and values of environmental conservation. Now, it is even more critical than ever before for mankind to have a better understanding of environmental issues to promote sustainable development practices. Environmental science embraces problems related to conservation of natural resources, deforestation, loss of biodiversity, environmental pollution, deterioration of life support systems and issues like global warming, ozone depletion etc. All this and much more is dealt within the subject.

The course covers all the major components of the environment including natural resources, ecological principles and population dynamics, pollution, wildlife conservation, and impact of industrialization. In addition, it also addresses environment related socio-economic, cultural and ethical aspects, which are important to ensure a sustainable future for humans. The course also provides practical insight into environmental management to enable an appreciation of the issues related to sustainable livelihood and human welfare.

## Objectives

After completing this course, the learner will be able to:

- trace the origin of earth and evolution of life, and appearance of human species;
- develop concerns for environmental problems;
- describe the ecological principles;
- harmonize environmental concerns with technological and socio-economic issues;
- develop respect for nature and living beings and to help maintain ecological balance;
- take active part in protecting and conserving the environment; and
- assume the responsibilities for change of society.

## Scope and job opportunity

This field has a large number of opportunities for employment. Learners can go for higher studies, teaching and research work. **Learners can also join different** National Level Departments or Organizations such as industries (fertilizer plants, mines, refineries, textile mills}, social development, research, forest and wildlife management, NGOs, Pollution Control Boards. Public Institutions and Private Industries and Firms, Schools, Colleges, Universities and Ministry of Environment and Forests(MoEF) etc. They can join international organizations such as United Nations Environment Programme (UNEP), Inter-governmental Panel on Climate Change (IPCC) etc.

## Eligibility conditions

**Age:**15 years

**Qualification:** 10<sup>th</sup> pass

**Medium of instruction:** Hindi, English, Urdu, Gujarati, Bengali and Odia

**Duration of the course:** 1 Year

## Weightage

**Theory:** 80 Marks

**Practical:** 20 Marks

**Tutor Marked Assignments (TMA):** 20% Marks of theory

**Scheme of studies:** Theory (180 hours for core and 30 hours for optional), practical (30hours), TMA (self paced)

**Scheme of evaluation:** Theory paper 80 marks (3 hours), Practical 20 marks (3 hours), Internal Assessment (TMA) (20% of theory marks).

**Pass criteria:** 33% in each component.

## Course content

S. No.	Modules/Topics	Duration (in hours)	Module Description (Theory)	Description of practicals	Weightage (marks)
1.	<b>Module-I</b> <b>Environment through Ages</b> 1. Origin of Earth	15	This module is intended to enable the learners to visualize the origin of earth and the	The purpose of teaching Environmental Science is not only to acquaint the learner with theoretical knowledge	05

	<p>and Evolution of Environment</p> <p>2. Human Society and environment</p> <p>3. Degradation of Natural Environment</p>		<p>development of conditions for support of life. This module contains one unit “Environment-Origin, Evolution of Environment and its use by Humans’. This module has three lessons.</p>	<p>but also to develop practical skills. Development of these skills leads to better understanding of the environment through hands-on experience and mutual reinforcement of theory and practice.</p> <p>Field exercises and laboratory work develop psychomotor skills.</p> <p>The present course involves field work, laboratory exercises and short innovative projects to exercise creative thinking and problem solving skills.</p> <p>The list of practical exercises to be carried by a student as part of this course on Environmental Science is as follows:</p> <ol style="list-style-type: none"> <li>a. Field Studies (any three)</li> <li>b. <b>Laboratory Exercise (Compulsory)</b></li> <li>c. Creative Activities (any two)</li> </ol>	
2.	<p><b>Module-II Ecological Concepts and Issues</b></p> <p>4. Principles of Ecology</p>	30	<p>This module aims to introduce the learner to the principles of ecology and functioning of nature. This</p>	<p><b>a. Field Studies</b></p> <ol style="list-style-type: none"> <li>1. Study a simple ecosystem (suggested habitats pond, river, estuarine, lake,</li> </ol>	12



	<p>5. Ecosystem</p> <p>6. Natural Ecosystem</p> <p>7. Human Modified Ecosystem</p>		<p>module also deals with natural as well as human modified ecosystems also. This module contains one unit “Principles of Ecology – Composition and Types of Ecosystems”. This module has four lessons.</p>	<p>grassland, forest, and desert) and describe the biotic and abiotic components of the ecosystem.</p> <p>2. Study of the effect of human interactions with the natural environment.</p> <p><b>b. Laboratory Exercise</b></p> <p>1. To study the effect of light intensity on the growth of plants</p> <p><b>c. Creative activities</b></p> <p>1. Set up an aquarium</p> <p>2. To prepare a list of plants and animals which are used as food for humans and to comment on their habit and habitat.</p>	
3.	<p><b>Module-III</b></p> <p><b>Human Impact on Environment</b></p> <p>8. Human Societies</p> <p>9. Deforestation</p>	20	<p>This module is designed to enable the learner to understand the varieties of problems that have arisen due to increasing human habitations in the form of cities. The module also covers the highly important aspects of deforestation, loss of biodiversity. This module contains</p>		07

			one unit “Human Settlements and their impact of Environment”. This module contains two lessons.		
4.	<b>Module-IV</b> <b>Contemporary Environmental Issues</b> 10. Pollution – Its Causes, Consequences and Prevention 11. Environment and Health 12. Disasters and their Management 13. National Environmental Issues 14. Global Environmental Issues	40	This module brings about awareness of the contemporary environmental issues related to natural and man-made problems. Major national and global environmental issues have been described in this module to familiarize the learner with environmental pollution and natural disasters. Environment related human health problems are also highlighted in this module. This module contains two units “Environmental Pollution and Natural Disasters” and “National and Global Environmental Issues” this modules has five lessns.	<b>a. Field Studies</b> 1. Describe the environmental problem of your locality and suggest their remedy. 2. Visit to different water bodies in your village/ locality and describe their uses and source of water pollution. If any <b>b. Laboratory exercises</b> 1. Study of water quality. 2. To estimate dust (particulate) deposition on the leaves of road side plants. <b>c. Creative Activities</b> 1. To describe: a) climate of an urban areas; b) yearly variation in suspended particulate matter in the same area.	15

5.	<p><b>Module-V</b></p> <p><b>Environmental Conservation</b></p> <p>15. Biodiversity Conservation</p> <p>16. Conservation of other Natural Resources</p> <p>17. Soil and Land Conservation</p> <p>18. Water and Energy Conservation</p>	35	<p>This module introduces the importance of and methods of conservation of biodiversity, land, soil, water, energy and natural resources. This module contains one unit “Conservation of Biodiversity and Other Natural Resources (Soil, Water etc.). This module contains four lessons.</p>	<p><b>a. Field Studies</b></p> <ol style="list-style-type: none"> <li>1. Survey of vegetation, birds, insects and other animals in your locality.</li> <li>2. Choose five common tree species plants from your neighbourhood and list their common names. Describe each plant in terms of its height and leaf characteristics.</li> </ol> <p><b>b. Laboratory exercises</b></p> <ol style="list-style-type: none"> <li>1. Soil texture and analysis of components.</li> </ol> <p><b>c. Creative Activities</b></p> <ol style="list-style-type: none"> <li>1. To study the biodiversity birds and insects in your locality.</li> <li>2. Make herbarium sheets of 10 different plants/ trees. Consult your teacher how to make a herbarium sheet.</li> <li>3. To make an audit of the electrical energy consumption by various house hold appliances of your home.</li> </ol>	14
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6.	<b>Module- VI Sustainable Development</b> 19. Concept of Sustainable Development 20. Modern Agriculture 21. Concept of Sustainable Agriculture 22. Cleaner Technology	40	This module aims to inform the learner about the concept of sustainable development for integrating environmental conservation with Developmental objectives. This module elaborates the concept of sustainable agriculture including crop rotation, genetic control, organic agriculture, integrated pest management and cleaner technology. This module contains one unit "Sustainable Development with regard to Agriculture and Cleaner Technology". This module contains four lessons.	<b>a. Field Studies</b> 1. To segregate domestic solid waste into biodegradable and non-biodegradable components.	07
7.	<b>Module- VII Environmental Management</b> 23. Environmental Legislation 24. Environmental Impact Assessment	20	This module aims to inform learner about the concept of environment impact assessment and its relevance for promoting environ-friendly		08

	<p>(EIA)</p> <p>25. Environment related Institutions and Organizations</p> <p>26. Environmental Ethics and Gandhian Approach</p>		<p>development. The learner will also be introduced to various national and international legislation promulgated for environmental improvement and conservation. This module also highlights the need to respect all life forms, ethics and Gandhian approach towards environment conservation. This module contains three units “Legislations for Environmental Improvement and Conservation”, “Organisation related to Environment” and “Environmental Ethics and Gandhian Approach”. This module contains four lessons.</p>		
8.	<p><b>Module-VIII A*</b></p> <p><b>Water Resource Management</b></p> <p>27. Global Circulation of Water</p> <p>28. Ground Water</p>	30	<p>Fresh water is a costly commodity required not only by humans but also by other living beings. A good deal of fresh water is also required for</p>		12

	<p>Resources</p> <p>29. Fresh Water Resources and Distribution</p> <p>30. Methods of Water Harvesting</p> <p>31. Conservation at Different Levels</p>		<p>agricultural and industrial uses.</p> <p>The hard fact is that the fresh water resources are limited thereby warranting careful management of fresh water resources by avoiding wastage. Emphasis of this module is on fresh water management including ground water resource. Steps to be taken by individuals and communities are highlighted not only to conserve fresh water but also to prevent its wastage and pollution.</p> <p>The learner is also told about the traditional as well as modern methods of water conservation. This module contains two unit “Water as Resource” and “Conservation of Water”. This module contains five lessons.</p>		
	<p><b>Module-VIII B*</b></p> <p><b>Energy and Environment</b></p>	<p>30</p>	<p>This module exposes the learner to the vital</p>		<p>12</p>

	<p>27. Importance of Energy in Society</p> <p>28. Non-renewable Sources of Energy</p> <p>29. Renewable Sources of Energy–1</p> <p>30. Renewable Sources of Energy –2</p> <p>31. Energy Conservation</p>		<p>area of energy and both its renewable and non-renewable sources. The learner is also exposed to the concept of alternative sources of energy apart from the traditional ones.</p> <p>The learner is also told about the impact of energy use on environment. A good deal of emphasis is laid on the need and methods of conservation of energy. This module contains two units “Energy use and its impact on Environment’ and “Energy Conservation”. This module contains five lessons.</p>		
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**\*Note: Learner has to choose one Module from VIII A or VIII B**

# Mass Communication

Code No. 335

## Introduction

The course of Mass Communication at the Senior Secondary level has been designed in such a way that the learners will know the basics of communication and understand the creative activities of media. In 2009, the course was introduced in NIOS to help the specific needs of learners. The curriculum is concerned with various aspects explaining the role of mass media and its linkage with the society. Mass communication plays an influential role in modern society and motivates individuals towards creative thinking to make effective communication. Mass Communication is practical oriented course also empowers the learners to develop abilities of creative writing for print, electronic and new media.

## Rationale

The recommendations of National Curriculum Framework (NCF) 2005 for School education were incorporated in the curriculum of Mass Communication. Today the various fields of Mass Communication has emerged as a good career choice. It also promotes understanding of the latest development in the field of mass communication and revolution brought in by the internet, social media, mobile phones and use of computers in communication; in business and interpersonal communications. One of the basic aims of learning Mass Communication at senior secondary level is to develop creative thinking, awareness, problem solving skills, use of media and experiences to write and produce for the various media.

## Objectives

After completing this course, the learner will be able to:

- describe basic concepts, principles, forms and terms of Mass Communication;
- explain the role of media in understanding the relationship between mass media and society;
- develop creative writing skills for various media;
- explain the process of media production for radio and television;
- relate mass communication knowledge to solve problems and develop positive attitude;
- demonstrate communication skills and their application in real life; and
- explore exciting career and creative opportunities in media industry;

## Scope and job opportunity

This field has a large number of opportunities for employment, some of these are:

- Reporter/Journalist
- Copy Editor



- Layout Designer
- Public Relation Assistant
- Anchor/announcer
- Production Executive
- Camera Operator
- Sound Recorder
- Video Editor
- Photographer
- Web Page content developer

## Eligibility conditions

**Age:** 15 Years

**Qualification:** 10<sup>th</sup> pass

**Medium of instruction:** Hindi, English

**Duration of the course:** 1 year

## Weightage

**Theory:** 80 Marks

**Practical:** 20 Marks

**Tutor Marked Assignment (TMA):** 20% Marks of theory

**Scheme of studies:** Theory (245 hours), practical (30 hours), TMA (self paced)

**Scheme of evaluation:** Theory paper 80 marks (3 hours), practical 20 marks (3 hours), internal assessment (TMA) (20% of theory marks)

**Pass criteria:** 33% in each component

## Course content

S. No.	Modules/Topics	Duration (in hours)	Module Approach/ Description	Description of practicals	Weightage (marks)
1.	<b>Module-I</b>	20	This module acquaints the	1. Construction of a simple and clear	7

	<b>Introduction to Mass Communication</b> 1. Introduction to Communication 2. Mass Communication 3. Role and impact of Mass Media 4. Development Communication		learner to communication, mass communication, role and impact of mass media and Development communication	message. 2. Observation of nonverbal communication in the print media.	
2.	<b>Module-II Print media</b> 5. Introduction to print media 6. What is news? 7. Reporting and Editing 8. Language press in India	35	This module describes the print media, news, reporting, writing for media and Editing. Language press in India also describes under this module.	3. Cultivating the habit of newspaper reading and analyzing a newspaper. 4. Preparation to conduct an interview.	12
3.	<b>Module-III Radio</b> 9. Characteristics of Radio 10. The Radio Station 11. Formats of Radio Programmes 12. Radio Programme Production	35	This module is designed to highlight the characteristics of radio and introduce the learners with the radio station, various formats of radio programmes and the process of radio programme production.	5. Differentiation between the spoken word used in radio and the written word used in print media. 6. Identification of different formats of radio programmes.	12
4.	<b>Module-IV: Television</b> 13. Television in	35	This module deals with historical emergence of	7. Differentiation between television and print as two	12

	<p>India</p> <p>14. Role of television as a mass medium</p> <p>15. Television channels</p> <p>16. Television programme production</p>		<p>television in India, role of television as a mass medium, television channels and process of television programme production.</p>	<p>different mediums of mass communication.</p> <p>8. Categorisation of television channels.</p>	
5.	<p><b>Module-V Advertising and Public Relations</b></p> <p>17. Advertising-an introduction</p> <p>18. Advertising-an industry</p> <p>19. Public relations - an introduction</p> <p>20. Public relations-tools</p>	35	<p>This module describes advertising, advertising industry, public relations and various tools used in effective public relations.</p>	<p>9. Identification of different forms of advertisements in the print media.</p> <p>10. Observation of activities involved in product public relations.</p>	12
6.	<p><b>Module-VI New Media</b></p> <p>21. Characteristics of New Media</p> <p>22. New Media - The industry</p> <p>23. New media - target audience</p> <p>24. New Media - employment opportunities</p>	30	<p>This module describes the characteristics of New Media, New Media industry, target audience of New Media and employment opportunities through New media.</p>	<p>11. Accessing facilities on the internet.</p> <p>12. Opening an e-mail account.</p>	10
7.	<p><b>Module-VIIA* Traditional Media</b></p> <p>25. Introduction to Traditional Media</p>	45	<p>The optional modules are designed to introduce with the Traditional Media,</p>	<p>13. Communicating effectively through traditional media.</p> <p>14. Identifying a traditional media</p>	15

	<p>26. Types of traditional media</p> <p>27. Comparison of Traditional Media with Electronic Media</p> <p>28. Communicating through Traditional Media</p>		<p>types of traditional media and its comparison with Electronic Media. Various ways of communication through Traditional Media are also elaborated in this module.</p>	<p>form and its function in society.</p>	
	<p><b>Module-VII B*</b></p> <p><b>Photojournalism</b></p> <p>25. Introduction to Photography</p> <p>26. The Camera</p> <p>27. Photojournalism</p> <p>28. Role of a photojournalist</p>		<p>Introduction to photography, camera, types of camera, parts of camera, photojournalism and role of a photojournalist is described in this module.</p>	<p>15. Making a photograph</p> <p>16. Preparing a photo feature</p>	

**\*Note: Learner has to choose one Module from VII A or VII B**

# Data Entry Operations

Code No. 336

## Introduction

Computer has become indispensable in today's life. Computer education provides learners with the knowledge and skills required effectively solve problems. Learning Computer and office applications is an exciting one among learners. This skill is one of the soft skills required by almost all companies.

The only software package called out within the top 20 skills across all occupations is Microsoft Office, explicitly required in 15 percent of high-growth, high-salary positions.

The syllabus of Data Entry Operations at Senior Secondary course developed by NIOS to provide knowledge and understanding of basics of computer and use of office applications (Word processing, Spreadsheet and Presentation) and Internet.

## Rationale

Keeping in view the importance of data entry operations in recent years, this course has been designed in a manner so as to make the students learn of the basic concepts of computer, Operating System, generalized packages viz., Word Processing, Spreadsheet and Presentation software and also about Internet.

## Objectives

After completing this course, the learner will be able to:

- define basic components of computer system;
- explain the features of operating system;
- develop the skills of creating, printing and formatting the documents;
- create, modify and format spreadsheet;
- create PowerPoint presentation; and
- use internet.

## Scope and job opportunity

Information technology professionals plan, coordinate and implement computer and information systems within an organization. Typically, they work with other managers within the company to determine the computer-related needs of an organization in relation to computer systems, software, servers, computer networking or network security. Information technology (IT) professionals go on to a variety of careers as IT managers, IT project managers, IT directors and, at the highest levels of business, chief technology officers or chief information officers. Job opportunities for computer information systems managers are keep on increasing. IT professionals, particularly those with specialized technical skills and business management backgrounds, will have the best opportunities for advancement in the field.

Nowadays every organisation is computerised. Government is also promoting digital literacy. So each person should have the basic knowledge of the computer whether he/ she is working in office / banking or teaching in a school or doing e-commerce business or designing a website or developing mobile app. Data entry operations course will be eligible for data entry job.

## Eligibility conditions

**Age:** 15 Years

**Qualification:** 10<sup>th</sup> pass.

**Medium of instruction:** Hindi, English and Urdu

**Duration of the course:** 1 Year

## Weightage

**Theory:** 40 Marks

**Practical:** 60 Marks

**Tutor Marked Assignment (TMA):** 20 % Marks of theory

**Scheme of studies:** Theory (96 hours), practical (144 hours), TMA (self paced)

**Scheme of evaluation:** Theory paper 40 marks (2 hours), practical 60 marks (3hours), internal assessment (TMA) (20% of theory marks)

**Pass criteria:** 33% in each component

## Course content

S. No.	Topics	Duration (in hours Th + Pr)	Module Approach/ Description	Description of practicals	Weightage (marks)
1.	<b>Basics of Computer</b>	10 (10 + 0)	This lesson explains the concept of Computer and list of input devices and output devices connected to the computer, and classification of	Write down the following details. <ul style="list-style-type: none"> <li>• Configuration of your system</li> <li>• RAM Capacity</li> <li>• Hard disk Capacity</li> <li>• Different drives available on your system.</li> <li>• At least 5 features of any operating system being used at your study center/home.</li> </ul>	5

			computers. This lesson also emphasizes upon the classification of computer languages.		
2.	<b>Operating System</b>	24 (8 + 16)	This lesson aims at explain the features of Windows operating system and file management in Windows. This lesson also explains about install software and hardware.		10
3.	<b>Basics of Word Processing</b>	65 (25+ 40)	Word Processing lessons make the learner to develop the skills of creating editing and printing and formatting the documents.	<ol style="list-style-type: none"> <li>1. Enter your Bio-data with the following details in Times New Roman, font size 10 and save this file with name 'Details' in My documents. <ol style="list-style-type: none"> <li>i. Name :</li> <li>ii. Father's Name:</li> <li>iii. Date of Birth:</li> <li>iv. Postal Address:</li> <li>v. Sex :</li> <li>vi. Nationality :</li> <li>vii. Educational Qualification:</li> <li>viii. Work Experience:</li> </ol> </li> <li>2. Perform the following activities on the above file: <ul style="list-style-type: none"> <li>• Copy the file on CD and take the CD out.</li> <li>• Delete the file from the</li> </ul> </li> </ol>	28

				<p>computer system</p> <ul style="list-style-type: none"> <li>• Insert the CD again and scan it for virus.</li> </ul>	
4.	<b>Formatting Documents</b>			<ol style="list-style-type: none"> <li>1. Open the file “Details” and perform the following activities <ol style="list-style-type: none"> <li>a. Make the headings from serial no. (i) to (viii) bold.</li> <li>b. Make the entry at serial no. (v) underline</li> <li>c. Make the entry at serial no. (iii) italics.</li> <li>d. Select the whole document and increase its font size by 2 points.</li> <li>e. Make the line spacing 2.0 (whole document)</li> <li>f. Type ‘Bio-Data’ at the top of the document and make it Bold, Center aligned, Underlined. Set the font size to 14.</li> <li>g. Type the following at the end:  Name: _____  Place: _____  Date: _____</li> </ol> </li> <li>2. Type a document of at least 2 pages on any topic with the following specifications: <ul style="list-style-type: none"> <li>• Line spacing 1.5</li> <li>• Insert space after every paragraph</li> <li>• Include at least one numbered list and one bulleted list</li> <li>• Perform spellcheck and grammar check on the</li> </ul> </li> </ol>	



				<p>whole document</p> <ul style="list-style-type: none"> <li>• If there is any name in the document, it should not appear as a misspelled word.</li> <li>• Title of the document should also be set as the page header</li> <li>• Footer should include Page number and your name.</li> <li>• Left margin: 1.5", Right margin: 0.5", Top margin: 1", Bottom Margin: 1"</li> </ul> <p>3. Create a time table using table in MS Word.</p>	
5.	<b>Mail Merge</b>			<p>1. Create a data source having rollno, email id and address details. Save this file as Mydata.</p> <p>2. With the help of Mail Merge facility, use the file 'Invitation' as Main Document, 'Invitees' as Data Source and merge them with the following format:  &lt;Title&gt; &lt;Firstname&gt;  &lt;Last Name&gt;  &lt;Designation&gt;  &lt;Institute&gt;  &lt;City&gt;</p> <p>Save it as 'Invitation Letter' in the folder 'abc'. Take print out of this Merged Document (invitation letter).</p>	
6.	<b>Basics of Spreadsheet</b>	78 (30+ 48)	Spreadsheet lessons make the learner to	<p>(i) Create a workbook containing two worksheets.</p> <p>(ii) Save the workbook with the</p>	34

			<p>develop the skills of creating, editing, printing and formatting the spreadsheet. This also explains about inserting formulas and functions and charts to your worksheets.</p>	<p>name 'Marksheet'.</p> <p>(iii) Rename the worksheets as 'DataSheet', and 'ChartsSheet',</p> <p>(iv) Enter the data in DataSheet. Save the worksheet</p>	
7.	<b>Formatting worksheets</b>			<p>1. Using a Spreadsheet program, enter the employee data like employee name, employee id and salary in a worksheet. Save it as 'Result' in the folder 'abc' and take its print out.</p> <p>(i) Insert one column and one row in the above worksheet as per the following:</p> <p>(ii) Column to be inserted between B and C:</p> <p>(iii) Data for New column</p> <p>(iv) Date of Birth 29-10-1986 30-07-1991 05-03-1984 08-10-1986</p> <p>(v) Calculate total salary for all the employees using appropriate formula and enter it in row 6 and giving the row heading as Total salary</p> <p>(vi) Plot a pie chart for the above data.</p>	

8.	<b>Formulas, Functions and Charts</b>			<p>(1) Enter your marksheet data in an Excel sheet and insert suitable graphs to represent the data.</p> <p>(2)</p> <p>(i) Enter the data of expenditure on various items in your family in the worksheet and save it in the name as 'expenditure'.</p> <p>(ii) Plot a pie chart based on the data in the file 'expenditure'. Save the file.</p> <p>(iii) Open the file 'expenditure' and plot a bar chart. Save the file.</p>	
9.	<b>Creating Presentation</b>	37 (15+ 22)	This lesson makes the learner to create, edit and format presentation as per the topic given.	<p>(1) Create a presentation using following slides and save this with the name 'My School'. Apply animation style to your PowerPoint presentation. Insert Slide numbers and Date in all the slides.</p> <p>Title Slide, Introduction Slide, at least one slide each for (i) School Achievements in Academics, (ii) School Achievements in Sports, (iii) School Achievements in Extra-Curricular activities, Credits slide, Thank You slide.</p>	13
10.	<b>Introduction to Internet</b>	26 (8 + 18)	This lesson explains about Internet, different types Internet connections. This lesson also emphasizes the various services provided by Internet.	<p>(1) Create your e-mail ID in at least two free e-mail Service Providers like Yahoo, Gmail, Hotmail etc. Send a mail from one id to the other. Then, from the second id send reply to the first. Include an attachment with the reply.</p> <p>(2) Send a letter to your friend</p>	10

				<p>inviting him to attend a family function from your new e-mail ID.</p> <p>(3) Search websites of popular newspaper. and download important events related to sports on a particular day.</p> <p>(4) Go to NIOS website <a href="http://www.nios.ac.in">www.nios.ac.in</a>. Try to find and open the link for MuktaVidyaVani in NIOS website. Take the print out of today's MuktaVidyavani schedule.</p> <p>(5) Open the NIOS website of NIOS and make a list of online courses available under academic / vocational.</p>	
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**Note: Weightage will be given to practical record notebook maintenance and viva voce based on the activities.**

# Tourism

## Code No-337

### **Introduction:**

Since tourism is a social, economic, cultural and environmental phenomenon with primary objective of promoting travels outside the city of domicile, it is an important branch of study. In the beginning, tourism was taught along with history in the schools but now it has occupied an important place in the school, college and university curriculum.

### **Rationale:**

Today, tourism is taught as a general as well as a vocational subject and derives its basic theoretical inputs from history, geography, economics, sociology, psychology, philosophy and management. Thus, students pursuing senior secondary courses are now provided with an opportunity of understanding the complex functioning of the tourism industry. At the senior secondary stage, tourism has become a natural choice of students to build professional career as most of the frontline jobs can easily be performed by the senior secondary qualified students.

### **Objectives:**

After completing this course, the learner will be able to:

- draw the attention of peace, fraternity and mutual understanding among the people of different cultures and faith;
- broaden the understanding of the various types of tourism and tourist industry;
- give an in-depth description of the rich cultural heritage and its contribution to the development of tourism;
- generate interest and curiosity and also be familiar with a wide range of tourist attractions in India;
- provide sufficient knowledge of geographical features like topography, landforms; climatic conditions, sea routes and highways which will help them in guiding tourists;

- infuse a sense of seriousness and work towards achieving nation's goals and objectives of attracting tourists to the country;
- explain the use of management principles for making tourism resources meet the expectations of tourists and service providers;
- provide a holistic development by implementing the principles of sustainable tourism for the present and future generations;
- explain the significance of tourism industry for economic growth, human development, social harmony, international understanding, regional development and expansion of knowledge and wisdom;
- develop and appreciate the roles and functions of modern travel agency and tour operations in building the image of destination and country and in creating employment opportunity and generate foreign exchange for the country's economic growth and
- appreciate the contributions of hospitality industry in extending the hospitality services to the guests and in generating revenue for the country.

### **Scope and Job Opportunity:**

This field has a large number of opportunities for employment, some of these are Air hostess, Airline employee / Airport staff, Customer service manager, Entrepreneur, Event manager, Ticketing staff, Tour Guide, Tour Operator, Travel Agent, Travel Agency staff, Travel and Tourism Consultant, Tour Manager and Tourism Promoter / marketer etc.

### **Eligibility condition**

**Age:** 15 Years

**Qualification:** 10th pass

**Medium of instruction:** English and Hindi

**Duration of the course:** 1 year

**Weightage**

**Theory:** 100 Marks

**Tutor Mark Assignment (TMA):** 20% Marks of the theory

**Scheme of studies:** Theory (240 hours), TMA (self paced)

**Scheme of evaluation:** Theory paper 100 marks (3 hours), internal assessment (TMA) - 20% of theory marks (self paced)

**Pass criteria:** 33% marks in theory

**Course content:**

S. No	Module/Topic	Duration (in hours)	Module Approach/Description	Weightage (marks)
1.	<b>Basics of Tourism</b> 1. Evolution of Tourism 2. Tourism Industry and its Organization 3. Impact of Tourism 4. Fundamentals of travel and Tourism Geography 5. Transport for Tourism	50	This module is developed to acquaint learners about the basic concepts of tourism. The learners would be able to understand tourism as a business. They will be introduced to different aspects of tourism such as excursion, holidays, sightseeing, mass tourism etc. They will be able to develop perceptions of how people and the world understand the concepts of travel, holiday and different modes of travel. They will be able to learn what tourism products are based on and how they are influenced by economic and social developments.	20

2	<p><b>Cultural Dimensions of Tourism</b></p> <p>6. Understanding Indian culture and heritage</p> <p>7. Performing Art Heritage in India</p> <p>8. Indian Architecture as Tourist Attractions</p>	40	<p>This Module is designed to familiarize the learners with the cultural dimensions of tourism. The Module gives an overall picture of the understanding of Indian culture and heritage with a special emphasis on the art and architecture. This is an attempt to help to understand Indian culture and heritage which should further help in providing an understanding to the tourist visiting that place.</p>	16
3	<p><b>Cultural and Heritage Aspects of Tourism in India</b></p> <p>9. Culture and Heritages in India: Hinduism, Jainism and Buddhism</p> <p>10. Culture and Heritages in India: Sikhs, Islam and Christianity</p> <p>11. Cultural Attractions in India</p>	41	<p>In this module we will take up the cultural and heritage aspects of tourism. The objective over here is to familiarize the learner with the countries heritage tradition from time immemorial. This important social and cultural input helps in raising the number of tourists coming to the country as they become familiar with the history of the country and can connect with the places they are visiting or the fine arts or performing arts they are enjoying which has its genesis in the past.</p>	18
4	<p><b>Natural Diversity as Tourist Attraction</b></p> <p>12. Natural Tourist Attractions in India</p> <p>13. Growth and Patterns of</p>	41	<p>This module focuses on the natural diversity as tourist attraction in India. This aims at acquainting the learners with how the diverse geographical locations boost tourism. This module also throws light on</p>	18



	<p>tourism in India</p> <p>14. Growth and Patterns of tourism in World</p>		<p>the growth and development of tourism not only in India but around the world as well.</p>	
5	<p><b>Management of Tourism Business</b></p> <p>15. Tourism Management</p> <p>16. Human Resource Management-I</p> <p>17. Human Resource Management-II</p> <p>18. Communication and Personality Development</p> <p>19. Tourism Marketing</p>	40	<p>This module aims at developing the understanding of basic tourism management principles and practices among the learners with regard to enhancing their practical decision-making skills and abilities and creating a sustainable and professional management culture in tourism sector. Besides providing the basic understanding of the principles, process and practices of all major functional areas of management like marketing, finance and human resources, the module strives to enhance the learner's communication skills and develop their personality. It also highlights the impacts of tourism and emergence of tourism as a sunrise service sector.</p>	16
6 A	<p><b>Travel and Tour Operation Business</b></p> <p>20. Fundamentals of Travels Agency and Tour Operation Business</p> <p>21. Functions of Travel Agencies and Tour Operations</p> <p>22. Itinerary Planning and Tour Packaging</p>	28	<p>This module describes the various dimensions of travel agency business with relevant examples. Knowledge about the travel related services like hiring a car or bus, booking and cancellations of air, train and bus tickets and booking hotel room for you or friends and relatives Knowledge about the relationship between the wholesaling and retailing in tourism services through travel agency for providing complete travel solutions.</p>	12

<b>OR</b>				
6 B	<b>Hospitality Management</b> 20. Hospitality and Catering Industry 21. Front Office Operations 22. Supporting Operations of Hotel	28	This module gives description of the essential of Hospitality industry to make the learner familiar with its management. This helps in understanding, importance of hospitality sector and its operations. Awareness about the sectors being involved directly, indirectly with the hospitality sector supporting tourism.	12

# Introduction to Law

Code No. 338

## Introduction

In our daily life, we often come across situations where legal advice and interpretations are required. In such cases, basic legal knowledge and skills come in very handy. The growing number of colleges across India, the constantly improving quality of Law education and increasing enrolment of students in Law with every passing year are indicative of the changing trend. This is an opportunity for NIOS to fulfill the tremendous need created by this trend.

Legal education in India refers to the education of lawyers before entry into practice. It is offered by the traditional universities as well as by specialized law universities only after completion of a graduate degree or as an integrated five years degree, which includes a graduate degree. As a matter of legal principle, "Ignorance of law is no excuse" and you have to bear the consequences of breaking any law as applicable. This makes basic introduction and information of legal issues and its implications mandatory as well as beneficial. The course has been designed to develop an insight into various legal processes and practices.

## Rationale

Every law is enacted in the manner legally laid down for the purpose by the competent authority designated to legislate without any such procedural laws. If we stop here, there is no complication and nobody gets any justification to resist any law that has been lawfully enacted. But in that case, we would leave the floodgate wide open for an oppressive regime to frame laws to perpetuate its reign. Any law that serves purposes other than public becomes questionable instantly. This makes justness an essential component of the law, without which the legality of the law could well be questionable.

The law determines and enforces one's rights within a politico-legal setup. It is not possible to press rights into service against their sources. This is to say that the laws can be protested or can be challenged within the framework of the law. In other words, laws can be violated with impunity no matter how much hardship it causes. The objective of the legislation is to minimize pain and to provide happiness to the maximum number. According to Ayn Rand, "Happiness is that state of consciousness which proceeds from the achievement of one's values."

"Laws are the dictates by which the State governs its prospects/people but are also binding on the State. By enacting the law the State also undertakes to obey them. But laws are not enacted for their sake. There has to be a clear purpose behind each piece of enacted law because all laws by their very nature have the tendency to impose some restrictions or mount some obligation on someone or other. Hence, introducing Law at senior secondary level shall equip learners with basic information in the legal domain that affects them daily. It will also help them to execute their duties while protecting their own and other's rights.

## Objectives

After completing this course, the learner will be able to:

- develop an insight into various legal processes and practices;
- sensitise socio economic, political legal, ethical and moral values emerging from national and global concerns;
- act and demonstrate as law abiding, responsible citizens and agents of democratic governance;
- define the legal institutions and organs of state through which the power is structured and exercised;
- rewrite brief ideas on the underlying legal philosophy and also different types of legal system;
- explain the meaning and significance of legal phenomena and social infrastructure;
- explain various aspect of “We the People” and their impact on the development of the nation; and
- create interest among themselves to learn the basic theory and principles of law.

## Scope and job opportunity

The law affects all aspects of our life. It protects us right from the mother’s womb to our education, service, marriage and other important events of life. Law plays a major role in our everyday lives, right from buying a newspaper or a bottle of milk or any other big or small item necessary for our life. The law is so important for our life that it becomes necessary to understand various aspects of the law. Moreover, there is a movement towards introducing ‘Law’ as a career option at increasingly earlier age. From the traditional approach of introducing ‘Law’ as a post-graduation Three years Course it is now being offered as Five years Integrated Course after +2. Studying ‘Law’ as a Course at Senior Secondary level will not only help to acquire working knowledge of Law at the early stage but also will help in higher studies in Law discipline.

Persons possessing Law degree can work as legal counsel and legal advisors for the corporate sector, firms, organizations, legal persons, individuals, and families. Law degree holder can also work as Legal Advisors in Department of Legal Affairs and Legislative Counsel in Legislative Department. Those who are interested in academic jobs can take up jobs in any University or Institute offering law courses to students

## Eligibility conditions

**Age:** 15 Years

**Qualification:** 10<sup>th</sup> pass

**Medium of instruction:** Hindi, English and Urdu

**Duration of the course:** 1 Year

## Weightage

**Theory:** 100 Marks

**Tutor marked Assignments (TMA) :** 20% Marks of theory

**Scheme of studies:** Theory (240 hours), TMA (self paced)

**Scheme of evaluation:** Theory paper 100 marks (3 hours), internal assessment (TMA) (20% of theory marks).

**Pass criteria:** 33% in each component.

## Course content

S. No.	Module/Topics	Duration (in hours)	Module Approach/Description	Weightage (marks)
1.	<b>Module-I</b> <b>Concept of Law</b> 1. Meaning of Law 2. Classification of Legal System 3. Personal Law I: Hindu Law and Muslim Law 4. Personal Law II: Christian, Parsi and Jewish Law	<b>35</b>	The purpose for this module is to acquaint the learners with the meaning of Law, the Legal Systems that prevail in the globe and the various classifications of legal systems.	<b>14</b>
2.	<b>Module-II</b> <b>Functions and Techniques of Law</b> 5. Normative Functions of Law and Social Control 6. Principles of Natural Justice 7. Techniques of Law and Remedies I 8. Techniques of Law and Remedies II	<b>35</b>	Law is omnipotent and accordingly it has many and varied functions. This module is designed to familiarise the students with the functions and techniques of law which would enable them to understand the application of law.	<b>12</b>

3.	<b>Module-III</b> <b>Classification of Law</b> 9. Territorial Law 10. Civil Law and Criminal Law 11. Substantive Law and Procedural or Adjective Law 12. Public Law and Private Law	30	This module is designed for the purpose of making the students aware about the various sources and classification of law. The basic understanding about the different categories in the types of law can be learned by the learner and their division is also available in this module	14
4.	<b>Module-IV</b> <b>Indian Court System and Methods of Resolution of Disputes</b> 13. Indian Judicial System 14. Justice Delivery System 15. Alternative Dispute Resolution Mechanisms 16. Legal Services and Lok Adalat	30	The module provides for the legal mechanism that is meant to resolve disputes and problems that arise in the day to day transactions even between the neighbours and those who reside in the community through the intervention of Courts, Tribunals and alternative means of dispute resolution.	12
5.	<b>Module-V</b> <b>The Constitution of India (I)</b> 17. Constitution and Its Nature 18. Constitutionalism and Preamble 19. Fundamental Rights and Duties 20. Directive Principles of State Policy	35	This module would give an idea of the structure of Indian Constitutional system. This will also acquaint the learners with the salient features of the Constitution. It has also been designed to develop among learners an insight into the Fundamental Rights, Fundamental duties and Directive Principles of the State Policy enshrined in the Constitution.	14
6.	<b>Module - VI</b> <b>The Constitution of India (II)</b>	35	The purpose of this module is to familiarise the learners with powers, functions and working of the principal	14

	21. The Executive 22. The Legislature 23. The Judiciary		functionaries of three organs of the government both at the Union and the State (provincial) level as embodied in the Indian Constitution.	
7.	<b>Module – VII A*</b> <b>Environmental Law, Role of Citizens, Police and Administration</b> 24. Environmental Law 25. Sustainable Development 26. General Principles of Environmental Law 27. Contemporary Developments	40	The module is designed to generate awareness about the legal mechanism to protect the environment and general principles of Environmental Law as well as the role of citizens in protecting the environment. The module also lays emphasis on the role of citizens in maintaining a good social order, Police System and the need for manpower training.	20
	<b>Module – VII B*</b> <b>Law Relating to Consumer Protection and Right to Information</b> 24. Consumer Protection 25. Unfair Trade Practices 26. Consumer Redressal Agencies 27. Consumer Activism	40	<b>Approach:</b> The emphasis in this module is given to explain the meaning of Consumerism and to inform about the rights of consumers as well as generate awareness about the Right to Information.	20

**\*Note: Learner has to choose one Module from VII A or VII B**

# Library and Information Science

Code No. 339

## Introduction

The Library and Information Science course is taught at different levels in India such as Certificate, Diploma, Bachelor's, Master's and at doctoral level, but as a vocational course. We have introduced this course as an academic subject at Sr. Secondary level. Library and Information science is the study of different aspects of library and Information Science such as Library, Information and Society, Information Sources, Organization of Information Sources, Library and Information Services, Management of Libraries and Information Retrieval System. We have included all these aspects in the present course.

## Rationale

We are living in the information society where information based occupations have been on the rise, as information society demands work force that can use information technology as a tool to increase productivity and creativity. This involves identifying reliable sources of information, accessing them, selecting the requisite information, synthesizing and communicating it effectively. To search, locate and use such information is only possible if one has the ability to use the available information access tools. Library and Information Science teaches an individual about the information resources and their effective use. Library and Information Science learning imparts necessary skills in the individual to be an independent learner.

The National Curriculum Framework (NCF) 2005, while stressing on the importance of libraries states "It is important that future planning treats the library as an essential component of the school at all levels. Both teachers and children need to be motivated and trained to use the library as a resource for learning, pleasure, and concentration ". Keeping in view the above we have introduced Library and Information Science as a course at senior secondary level which will fulfill the long felt need of developing skills in learners to identify, locate, evaluate and use needed information efficiently. The course will impart some of the basics of Library and Information Science to those who are aspiring to pursue higher studies in Library and Information science.

## Objectives

After completing this course, the learner will be able to:

- explain information storage, searching and retrieval system;
- develop library and information related skills;
- inculcate interest in the library and information science to opt this subject as a career;
- explain various information sources and their use;
- organize different sources of information;
- develop necessary skills for utilizing the library ;



- use of ethical information ; and
- use various information communication technology (ICT) tools and techniques in library and information science.

## **Scope and job opportunity**

There is lot of scope for further study in library and information science at Bachelors, Masters and Doctoral level. This field has a large number of opportunities for employment in the libraries, some of these are:

- Public/Government libraries
- Universities/Colleges schools and other academic institutions
- News agencies and organisations
- Private organisations and special libraries
- Foreign embassies
- Photo/film/radio/television libraries
- Information centres/documentation centers
- Companies and organisations including IT sector with large information handling requirements
- Museums and galleries, which have reading rooms and research facilities

## **Eligibility conditions**

**Age:** 15 Years

**Qualification:** 10<sup>th</sup> Pass

**Medium of instruction:** Hindi, English and Urdu

**Duration of the course:** 1 Year

**Weightage**

**Theory:** 80 Marks

**Practical:** 20 Marks

**Tutor Marked Assignments (TMA):** 20 % Marks of theory

**Scheme of studies:** Theory (192 hours), practical (30 hours), TMA (Self paced)

**Scheme of evaluation:** Theory paper 80 marks (3 hours), practical 20 marks (3 hours), internal assessment (TMA) (20% of theory marks).

**Pass criteria:** 33% in each component.

## Course content

S. No.	Modules/Topics	Duration (in hours)	Module Approach/ Description	Description of practicals	Weightage (marks)
1.	<b>Module-I</b> <b>Library, Information and Society</b> 1. Library and Information Centres: Concepts and Role in Society 2. Types of Libraries and Information Centres: Public, Academic, Special and National 3. Modern Library: Automated, Digital, and Virtual 4. Five Laws of Library Science	36	This module covers various types of libraries and information centres. It provides a bird's eye view of how these libraries are playing active role in acquiring, organizing and disseminating information to the user community for study, research and development, recreation and cultural development.	1. Observation of Library/Information Centre. 2. Observation of an Automated Library and its features 3. Services of Public Libraries and Information Centres	15
2.	<b>Module-II</b> <b>Information Sources</b> 5. Overview of Information Sources 6. Types of Information Sources 7. Reference Sources 8. E-Resources	48	Libraries form vital part of world's system of education. Through books, films, a/v media, etc., libraries make available the knowledge that has been accumulated through ages. People from all walks of life use	4. Features of primary and secondary sources of information 5. Abridged and unabridged English language dictionaries 6. Answering reference queries	18

			library resources for their work.		
3.	<b>Module-III Organization of Information Sources</b> 9. Organization of Library Material: Concept, Need and Purpose 10. Processing of Library Material: Classification and Cataloguing 11. Arrangement and Maintenance of Library Material	36	This module introduces the basics of preparation and organization of library material for use.	7. Library Classification 8. Understanding Catalogue 9. Shelving of Books	16
4.	<b>Module-IV Library and Information Services</b> 12. Library and Information Services for the Users 13. Traditional Library Services: Responsive and Anticipatory 14. Modern Library Services	36	Modern library is considered as a service institution. It not only acquires, organizes, stores and disseminates information but, also actively promotes its use.	10. Circulation Service 11. Compiling subject Bibliography 12. Online Databases	17
5.	<b>Module-VA* Management of Libraries</b>	36	This module aims at imparting knowledge in library	13. Accession register and the process of accessioning	14

	15. Library System and Management 16. Library Staff 17. Library Users 18. Librarianship as a Career		administration and management activities. It covers policies and procedures related to acquiring library material, library staff and promotion of library use.	14. Career in librarianship 15. Periodicals publications	
	<b>Module-VB*</b> <b>Information Retrieval Systems</b> 15. Information Retrieval System: Concept and Scope 16. Information Retrieval Tools: Catalogue, Index, Subject Heading Lists 17. Search Techniques: Basic and Advanced 18. Web Based Search	36	This module aims to create knowledge and required skills in the learner for searching information in print as well as digital media scattered all over the world.	16. Types of indexes 17. Web based search 18. Navigational Search	14

**\*Note: Learner has to choose one Module from VA or VB**

# Arabic

## Code No. 341

### المقرر الدراسي للغة العربية لمرحلة الثانوية العامة

يدرّس " المعهد القومي للتعليم المدرسي المفتوح " اللغة العربية منذ 2007 م بكل نجاح، لقد تزايد عدد دارسي اللغة العربية تزايداً مفرطاً خلال السنوات الأخيرة، نتيجة عن ذلك، بادر المعهد نفسه إلى إدماج اللغة العربية كمادة مستقلة اختيارية وأصيلة في مرحلة الثانوية العامة لانفتاح آفاق وظيفة دارسي اللغة العربية في الهند وخارجها. لقد أصبح العالم كله اليوم قرية صغيرة، وتحتل اللغة العربية في مثل هذه البيئة أكثر أهمية من أجل تطلعاتنا إلى البلدان العربية التي توفر وظائف موقرة، وتسهيلات لائقة للمتعلمين الهنود، وعلاوة على ذلك، توفر اللغة العربية تسهيلات وافرة للحصول على الوظائف في المؤسسات والمنظمات الولية لكونها إحدى اللغات الرسمية للأمم المتحدة، ورغم أن العربية لغة قديمة ينطقها ملايين الناس الذين يدرسون المواد من العلوم، والهندسة، والتكنولوجيا، والطب بالعربية مباشرة، وفي ضوء تقرير: العربية من أوسع اللغات المستخدمة في الحاسوب والشبكة الإلكترونية (الكومبيوتر والإنترنت).

وتؤدي اللغة العربية دوراً هاماً في تعزيز العلاقات الهندية العربية في مجالات: الثقافة والتجارة، والديانة، والأدب، ويشغل اليوم ملايين الهنود في دول الخليج العربي أساتذة، وأطباء، ومهندسين، ومدراء، وإداريين، وعمالاً وموظفين في المنازل والمكاتب، وهم الذين يزودون البلاد بكمية هائلة من العملات الأجنبية، ولذن، تدريس اللغة العربية في مراحل الدراسات العالية من أهم متطلبات العصر، لأنها من أرقى اللغات الحية الآن.

وبالأغلب، طلاب الدراسات الإسلامية هم الذين يدرسون اللغة العربية في المراكز التعليمية الإسلامية بالهند، ولكن عدداً كبيراً من طلاب الدراسات العصرية يرغب في تلقي العربية نظراً لمتقاضيات العصر، وقد روعي مستوى أمثال هؤلاء الطلاب في إعداد دروس هذا الكتاب، إضافة إلى رعاية الطلاب الذين نجحوا في امتحانات المعهد سابقاً.

أهداف هذه الدورة كمايلي:

-توليد مواهب أساسية للقواعد والتصريف.

-النهوض بالاطلاب مع وسائل التعليم الحديثة.

-تمكين الطلاب من إثراء المفردات العربية المتعلقة بمختلف الفروع ومجالات الحياة.

-تدريبهم على تكوين جمل بسيطة وغير معقدة.

-مساعدتهم في الحوار بلغة عربية بسيطة.

-تدريبهم على كتابة الرسائل والمقالات الصغيرة.

المعهد القومي للتعليم المدرسي المفتوح:

## تعريف موجز بالمقرر الدراسي للغة العربية لمرحلة الثانوية العامة:

1. الكتاب :جزء واحد مع التدريبات.
  2. يتضمن الكتاب خمسة وثلاثين درسا (35) خمسة وعشرون درسا (25) من مجموع الدروس الأصيلة، وخمسة مع خمسة دروس من مجموع الدروس الاختيارية.
  3. ويشتمل مجموع الدروس الأصيلة على ثلاثة وعشرين درسا من قسم النثر، ودرسين من قسم النظم، ويشتمل مجموع الدروس الاختيارية على أربعة دروس من قسم النثر، ودرس من قسم النظم مع خمسة دوس أخرى على هذا النمط.
- وأما حقول الدروس فهي كمايلي:

-الاجتماع

-السياسة

-التاريخ والثقافة

-العلوم والتكنولوجيا

-الرياضة وتكنولوجيا المعلومات

4. وتتكون أنماط الدروس من الحوار، والقصة، والمعلومات العامة مع تناول الجانب الأخلاقي- والقيمي أيضا.

5. تعالج الدروس من القواعد العربية المواضيع التالية:

(ألف) التصرف: التام والناقص، الأمر والنهي، المعروف والمجهول، وأدوات الشرط، وأوزان الثلاثي المزيد فيه :إفعال، تفعيل، مفاعلة، واستفعال.

(ب) النحو: الاستثناء، الفعل المعروف والفعل المجهول، اسم التفضيل، اسم الظرف المكاني والزمني، اسم الآلة، والأعداد والتمييز، المصروف وغير المصروف، الجمع المكسر، الجمع المذكر السالم والجمع المؤنث السالم، الضمير المتصل، والضمير المنفصل.

## محتويات الدورة العربية

وفي نهاية كل درس جمل عربية وإنكليزية للتدريب على الترجمة العربية الإنكليزية/الأردية وبالعكس .

## الوحدة الاختيارية

(ألف) خمسة دروس عن الصحافة ووسائل الإعلام

(ب) خمسة دروس تعتمد على الترجمة (عربية إنكليزية/أردية وبالعكس)



## سینئر سیکنڈری سطح پر فارسی درسیات

تعارف:

ہندوستان کے عہد وسطیٰ میں فارسی صدیوں تک رابطے کی زبان رہی ہے اس زبان نے عہد وسطیٰ کے ہندوستانی معاشرہ کو مستحکم کرنے میں اہم کردار ادا کیا ہے۔ اس بات کے اظہار کی قطعاً ضرورت نہیں ہے کہ فارسی زبان و ادب مشترکہ تہذیب و ثقافت کا ذریعہ رہا ہے۔

نیشنل انسٹی ٹیوٹ آف اوپن اسکولنگ نے فارسی زبان و ادب کی اہمیت کو محسوس کیا اور چند سال قبل سیکنڈری سطح کے لیے ایک نصابی کتاب تیار کرائی جس نے کامیابی کے ساتھ اپنے مقصد کو حاصل کیا۔ اب زبان کی اہمیت کو محسوس کرتے ہوئے ادارہ نے اس کو سینئر سیکنڈری سطح تک مکمل کر لیا ہے۔ اس بات سے ہم واقف ہیں کہ فارسی ایک قدیم اور شیرین زبان ہے۔ اس کا انڈو آریئن زبانوں سے بھی گہرا تعلق ہے نیز سنسکرت سے بھی اس کا قریبی رشتہ ہے۔

فارسی ایران، افغانستان اور تاجکستان کی سرکاری زبان رہی ہے۔ یہ زبان ازبکستان، آذربائیجان اور خلیجی ممالک میں بھی بولی اور سمجھی جاتی ہے۔ عہد وسطیٰ کے ہندوستان میں یہ سرکاری دربار اور عدالتوں کی زبان رہی ہے اور نتیجے کے طور پر اس نے ہندوستان کی تعلیمی، سماجی اور سیاسی زندگی کو بڑے پیمانے پر متاثر کیا۔

دوسری زبانوں نے بڑے پیمانے پر فارسی الفاظ کے استعمال کو اختیار کر لیا ہے۔ فارسی زبان ہندوستانی زبانوں اور ان کی تاریخ میں واقع ہونے والی تبدیلیوں کو سمجھنے میں مدد کرتی ہے اور اس لیے دوسری زبانوں کے ادب بھی فارسی زبان و ادب سے بہت متاثر ہوئے ہیں۔ مولانا جلال الدین رومی، سعدی شیرازی اور حافظ شیرازی جیسے فارسی کے مشہور شعرا نے دنیا میں اہم مقام حاصل کیا ہے۔ اسی طرح دنیا نے امیر خسرو، بیدل دہلوی، غالب اور اقبال جیسے شاعروں کی اہمیت کو بھی تسلیم کیا ہے۔

سینئر سیکنڈری سطح پر فارسی زبان کا آغاز طلباء کو تعلیمی اور ثقافتی وراثت کو سمجھنے اور ہندوستانی زبان کو محفوظ رکھنے میں ضرور مدد کرے گا۔



سینئر سکندری سطح پر فارسی کی درسی کتابوں کی تیاری میں درج ذیل امور ملحوظ خاطر رکھے گئے ہیں:

(۱) درسی کتاب دو حصوں پر مشتمل ہے اور تمام مشقیں کرائی گئی ہیں۔

(۲) کتاب 30 اسباق پر مشتمل ہے جن میں 24 نثری اسباق ہیں جبکہ 6 شعری اسباق ہیں۔

(۳) کتاب درج ذیل اقدار پر منحصر ہے:

الف: اخلاقی

ب: سماجی

ج: تاریخی اور ادبی

د: سائنس اور انفارمیشن ٹیکنالوجی

ه: صحت اور کھیل

(۴) اسباق کا انداز، طرز گفتگو، عام معلومات اور کہانیوں پر منحصر ہے جن میں اخلاقی اقدار اور پہلوؤں پر خصوصی دھیان دیا گیا ہے

الف: تمام اسباق میں عملی قواعد (گرامر) مع فعل معروف، فعل مجہول اور مصادر کا استعمال کیا گیا ہے۔

ب: اسم، ضمیر، صفت، فعل، قید اور حروف اضافہ کی مختلف اقسام اور ان کے پہلوؤں پر توجہ دی گئی ہے۔ اس کے علاوہ ان کے

استعمال پر خصوصی توجہ دی گئی ہے۔

مضامین / مواد کے اعتبار سے نمبروں کی تقسیم:

## نثری و شعری ادب

$$6+6=12$$

1 تین میں سے دو اقتباسات کا ترجمہ

8

2 اشعار کی تفہیم و تشریح (دو میں سے ایک)

52

8

3 کسی ایک نثری سبق کا خلاصہ

8

4 کسی ایک نظم کا مرکزی خیال یا شاعر کی مختصر سوانح حیات

8

5 درسی اقتباس پر مبنی سوالات

## زبان، ترجمہ و قواعد

4	1	فارسی سے اردو میں ترجمہ
4	2	اردو سے فارسی میں ترجمہ
3	3	غلط جملوں کی اصلاح
3	4	خالی جگہوں کو پُر کرنا
30	5	الفاظ کا جملوں میں استعمال
3	6	افعال اور ان کی گردان
3	7	پسوند و پیشوند
3	8	جوڑے بنانا
2	9	متضاد، مترادف
2	10	مفرد و جمع

18 سے 1 اسباق پر مبنی مختصر ترین جواب والے سوال 18(18X1)



# Malayalam

## Code No. 343

### ആമുഖം

ഭാഷ ആശയ വിനിമയോപാധി എന്നതിനപ്പുറം ജനതയുടെ സാമൂഹികവും സാംസ്കാരികവുമായ ജീവിതത്തിന്റെ പ്രതിഫലനം കൂടിയാണ്. മനുഷ്യൻ തന്റെ വികാരവിചാരങ്ങൾ പ്രകടിപ്പിക്കുന്നതും സർഗാത്മകാവിഷ്കാരങ്ങൾ നിർവഹിക്കുന്നതും സാമൂഹിക ജീവിതത്തിന്റെ ഇഴകൾ നെയ്യുന്നതും ഭാഷ ഉപയോഗിച്ചാണ്.

ഭാഷാപഠനം ബൗദ്ധിക വികാസത്തിനും യുക്തിചിന്തയുടെ വളർച്ചയ്ക്കും സഹായകമാവുന്നു. വിമർശനചിന്തകൾക്കും വേറിട്ട ചിന്തകൾക്കും പ്രാമുഖ്യം നൽകി പഠിതാവിന്റെ ഭാഷാശേഷിയെ സർഗാത്മകമായി പോഷിപ്പിക്കുന്നതാകണം ഭാഷാപഠനം.

ഏതൊരു വ്യക്തിയുടെയും വികാരവിചാരങ്ങൾക്കും ഏതു ജനതയുടെയും സംസ്കാരത്തിനും സഫലമായ സ്വാഭാവികാവിഷ്കാരം സാധ്യമാവുന്നത് മാതൃഭാഷയിലൂടെയാണ്. അതുകൊണ്ടു തന്നെ മാതൃഭാഷാ പഠനം ചരിത്രം, നരവംശശാസ്ത്രം, സംസ്കാരം, മാധ്യമം, സൗന്ദര്യശാസ്ത്രം മുതലായ മേഖലകളുമായി അഭേദമായി ബന്ധപ്പെട്ടിരിക്കുന്നു. അനുവിജ്ഞാനശാഖകളിലേക്കുള്ള പഠിതാവിന്റെ വഴി മാതൃഭാഷയാവുന്നതുതന്നെയാണ് അഭികാമ്യം.

വൈകാരികാനുഭൂതികളുടെ സൂക്ഷ്മപ്രതിഫലനങ്ങളായിത്തീരുന്ന സർഗാത്മകരചനകൾ സ്വാഭാവികമായും സംഭവിക്കുന്നത് മാതൃഭാഷയിലാണല്ലോ. അവയുടെ ആസ്വാദനത്തിലൂടെ പഠിതാവിനെ വൈകാരികവും സാംസ്കാരികവുമായി നവീകരിക്കാനും അയാളിൽ ഗുണകരമായ പ്രതികരണം സൃഷ്ടിക്കാനും മാതൃഭാഷാപഠനത്തിലൂടെ സാധിക്കും.

പഠിതാവിന് ജനസിദ്ധമായിത്തന്നെ ഭാഷാശേഷികളുണ്ട്. എങ്കിലും ഉചിതമായ സാമൂഹിക സന്ദർഭങ്ങളിലെ വിനിയോഗത്തിലൂടെയും പരിശീലനത്തിലൂടെയുമാണ് ഇത്തരം ഭാഷാസിദ്ധികൾ കാര്യക്ഷമമാവുന്നത്. എണ്ണിപ്പറയാവുന്ന ചില ഭാഷാസിദ്ധികൾ കൈവരിക്കുകയെന്നതിനപ്പുറം ഉയർന്ന മൂല്യങ്ങളും മനോഭാവങ്ങളും സൗന്ദര്യചിന്തയും സൃഷ്ടിച്ചെടുക്കാൻ കൂടി മാതൃഭാഷാപഠനത്തിലൂടെ സാധിക്കണം. അതോടൊപ്പം തൊഴിൽപരമായ നൈപുണികളെയും ജീവിതായോഗ്യനത്തിനുപകരിക്കുന്ന മറ്റു ഭാഷാശേഷികളെയും ഉന്മേഷപ്പെടുത്തുന്നതുമാകണം മാതൃഭാഷാപഠനം. സ്വന്തം ഭാഷ ആത്മവിശ്വാസത്തോടെ കൈകാര്യം ചെയ്യാൻ പ്രാപ്തിയുള്ള ഒരാൾക്കു മാത്രമേ മറ്റു ഭാഷകളിലേക്കും വിജ്ഞാന ശാഖകളിലേക്കും അനായാസം എത്തിച്ചേരാൻ കഴിയൂ. സ്വന്തം ഭാഷയുടെ സാഹിത്യസാംസ്കാരിക സമ്പന്നതകളെ അറിഞ്ഞാദരിക്കാനും അതിലഭിമാനിക്കാനും മാതൃഭാഷാപഠനം ഓരോ പഠിതാവിനെയും പ്രാപ്തനാക്കുന്നു.

കേവലമായ ചില ഭാഷാവസ്തുക്കളും വ്യാകരണസിദ്ധാന്തങ്ങളും മനപ്പാഠമാക്കലല്ല ഭാഷാപഠനം. വ്യാകരണപഠനം ഭാഷാപഠനത്തോടൊത്തുചേർന്ന് പോകേണ്ടതാണ്. ഭാഷയുടെ സവിശേഷതകളും സൗന്ദര്യവും തിരിച്ചറിയുന്നിടത്തേക്കാണ് ഭാഷാ നിയമങ്ങളെക്കുറിച്ചുള്ള പഠനം എത്തിച്ചേരേണ്ടത്. പ്രയോഗസവിശേഷതകളും സൗന്ദര്യാംശങ്ങളും തിരിച്ചറിയാനും സ്വന്തം രചനകളിൽ അവ ഉൾച്ചേർക്കാനും പഠിതാവിന് സാധിക്കേണ്ടതുണ്ട്. അലങ്കാര വൃത്തപഠനങ്ങൾ വെറും ലക്ഷ്യലക്ഷണസമന്വയം ചെയ്യലല്ല ലക്ഷ്യമാക്കേണ്ടത്. രചനകളുടെ ഭാവാംശത്തെ പൂർത്തീകരിക്കാൻ താളവും ചമലകാരവും എങ്ങനെ സമർത്ഥമാവുന്ന എന്നതിലാണ് ഊന്നൽ നൽകേണ്ടത്. രചനയുടെ ഭാവസമഗ്രതയെ ദീപ്തമാക്കാൻ ഭാഷയിലെ ഇത്തരം ഘടകങ്ങൾ എത്രമാത്രം സഹായകമായിരുന്നെന്ന് തിരിച്ചറിയലാണ് വ്യാകരണവൃത്താലങ്കാരപഠനങ്ങളുടെ കാതൽ.



ലക്ഷ്യങ്ങൾ

ആശയവിനിമയം, ആത്മപ്രകാശനം, സാമൂഹികമായ ഇടപെടൽ, തൊഴിൽപരമായ ആവശ്യങ്ങൾ, വ്യക്തിത്വവികാസം എന്നീ അഞ്ച് മുഖ്യമേഖലകളെ കേന്ദ്രീകരിച്ചുകൊണ്ടാണ് സീനിയർ സെക്കന്ററി വിഭാഗം ഭാഷാപാഠ്യപദ്ധതി ലക്ഷ്യങ്ങൾ രൂപപ്പെടുത്തിയിട്ടുള്ളത്.

- വിവിധ സാമൂഹിക സാഹചര്യങ്ങളിൽ ഉചിതമായ രീതിയിൽ ഭാഷ പ്രയോഗിക്കുന്നതിനുള്ള ശേഷികൾ ആർജ്ജിക്കുക.
- ഔപചാരികവും അനൗപചാരികവുമായ സന്ദർഭങ്ങളിൽ വിവിധ വ്യവഹാരരൂപങ്ങളിലൂടെ വാചികമായും ലിഖിതമായും ആശയം പലപ്രദമായി പ്രകടിപ്പിക്കുന്നതിൽ വൈദഗ്ദ്ധ്യം നേടുക.
- വിവിധ മാധ്യമങ്ങളിൽ നിന്നും കലാരൂപങ്ങളിൽ നിന്നും കണ്ടും കേട്ടും വായിച്ചും ഭാഷാ സി കരണത്തിന് കഴിവു വളർത്തുക.
- സാഹിത്യരചനകൾ ആസ്വദിക്കുവാനും വിലയിരുത്തുവാനും പരിശീലനം നേടുക.
- സർഗ്ഗാത്മക രചനയ്ക്കുള്ള കഴിവും മികവും വളർത്തുക.
- വിവിധ തൊഴിൽ മേഖലകളുമായി ബന്ധപ്പെട്ട ഭാഷാപ്രയോഗനൈപുണികൾ വികസിപ്പിക്കുക.
- ഭാഷയുമായി ബന്ധപ്പെട്ട തൊഴിലവസരങ്ങൾക്കാവശ്യമായ അടിസ്ഥാന നൈപുണികളിൽ പരി ശീലനം നേടുക.
- മാതൃഭാഷയുമായി ബന്ധപ്പെട്ട സാംസ്കാരിക പ്രവർത്തനങ്ങളിൽ അഭിമാനത്തോടെ ഇടപെടാ ന്നും ഭാഷാസംരക്ഷണപ്രവർത്തനങ്ങളിൽ പങ്കാളിയാകാനും ആത്മവിശ്വാസം വർദ്ധിപ്പിക്കുക.



മാതൃഭാഷാപഠനത്തിൽ പങ്കാളിയാകുന്ന പഠിതാവിന് താഴെ കുറിക്കുന്ന ഭാഷാപരവും സർഗ്ഗാത്മകവും സാമൂഹികവുമായ കഴിവുകൾ വികസിപ്പിക്കുന്നതിന് അവസരം ലഭിക്കുന്നു.

- മറ്റുള്ളവരുമായി ഔപചാരികമായി സന്ദർഭാനുസരണം സംഭാഷണങ്ങളിൽ ഏർപ്പെടുന്നതിനും പ്രത്യേകം ഉദ്ദേശ്യത്തോടുകൂടി അഭിമുഖസംഭാഷണം നടത്തുന്നതിനും വാചിക വിവരണങ്ങൾ സർഗ്ഗാത്മകമായ ഭാഷയിൽ ഒഴുകിക്കൊടുക്കുകയും ശരിയായ വാക്യഘടനയിലും നിർവഹിക്കുന്നതിനും സദസ്സിന് മുമ്പാകെ പ്രത്യേക വിഷയങ്ങളിൽ പ്രസംഗങ്ങൾ നടത്തുന്നതിനും ഒരു വിഷയത്തിലൂന്നി സംഘങ്ങളിൽ ചർച്ചകളിലേർപ്പെടുന്നതിനും സംവാദങ്ങളിൽ പങ്കെടുത്ത് സ്വന്തം അഭിപ്രായങ്ങൾ യുക്തിപൂർവ്വം അവതരിപ്പിക്കുന്നതിനും പൊതുവായ ധാരണകളിൽ എത്തിച്ചേരുന്നതിനും.
- വിവരണങ്ങൾ വായിച്ച് ആശയം സംഗ്രഹിക്കുന്നതിന്.
- കവിതകൾ ഭാവം ഉൾക്കൊണ്ട് ആകർഷകമായ രീതിയിൽ പാരായണം ചെയ്യുന്നതിനും, പാട്ടുകൾ വായ്ത്താരികൾ എന്നിവ ഊണത്തലിലും താളത്തിലും ആലപിക്കുന്നതിനും.
- കവിതകൾ, പാട്ടുകൾ എന്നിവ കേട്ടും വായിച്ചും ആശയം മനസ്സിലാക്കുന്നതിനും അവയുടെ ആശയം ചമൽകാരഭംഗി എന്നിവയെ അടിസ്ഥാനമാക്കി ആസ്വാദനക്കുറിപ്പുകൾ തയ്യാറാക്കുന്നതിനും.
- കഥകൾ, സംഭവങ്ങൾ, നാടൻപാട്ടുകൾ, കവിതകൾ, കഥകൾ തുടങ്ങിയവ നാടകരൂപത്തിലാക്കുന്നതിന്.
- വിവിധ ആശയമേഖലകളെ അടിസ്ഥാനമാക്കി കവിതകൾ, പാട്ടുകൾ, കഥകൾ, നാടകങ്ങൾ എന്നിവ രചിക്കുന്നതിന്.
- കഥകൾ, തിരക്കഥകൾ, നാടകങ്ങൾ തുടങ്ങിയവ വായിച്ച് ആസ്വദിക്കുന്നതിന്, അവയിലെ ഭാഷ, ആശയം എന്നിവയെ അടിസ്ഥാനമാക്കി ആസ്വാദനക്കുറിപ്പുകൾ, നിരൂപണം എന്നിവ തയ്യാറാക്കുന്നതിന്.
- ഉപന്യാസം, ലേഖനം, യാത്രാവിവരണം തുടങ്ങിയ സാഹിത്യ രൂപങ്ങൾ വായിച്ച് വിവരങ്ങൾ ശേഖരിക്കുന്നതിനും പരിചിതമായ വിഷയങ്ങളെക്കുറിച്ച് ഉപന്യാസങ്ങൾ, കുറിപ്പുകൾ, ലേഖനങ്ങൾ എന്നിവ തയ്യാറാക്കുന്നതിനും.
- പ്രശസ്തങ്ങളായ ഡയറിക്കുറിപ്പുകൾ, കത്തുകൾ, ഉപന്യാസങ്ങൾ, ആത്മകഥകൾ, ജീവചരിത്രങ്ങൾ, യാത്രാവിവരണങ്ങൾ തുടങ്ങിയവ വായിച്ച് വൈവിധ്യമാർന്ന രചനാശൈലികൾ കണ്ടെത്തുന്നതിന്.
- കത്തുകൾ, അപേക്ഷകൾ, നിവേദനം, നോട്ടീസുകൾ, ലഘുലേഖകൾ, പോസ്റ്ററുകൾ, പിൻകുറിപ്പുകൾ, ആമുഖക്കുറിപ്പുകൾ തുടങ്ങിയവ തയ്യാറാക്കുന്നതിന്.
- ചാർട്ടുകൾ, പട്ടികകൾ, ഡയഗ്രാമുകൾ, ഗ്രാഫുകൾ എന്നിവ വായിച്ചും നിരീക്ഷിച്ചും വിവരങ്ങൾ ശേഖരിക്കുന്നതിനും വിശകലനം ചെയ്യുന്നതിനും.
- ശേഖരിച്ച വിവരങ്ങൾക്കനുസൃതമായും, വൈവിധ്യമാർന്ന ഉപയോഗങ്ങൾക്കുവേണ്ടിയും വിവിധ രീതിയിലുള്ള പട്ടികകൾ എഴുതി തയ്യാറാക്കുന്നതിന്.
- പത്രവാർത്തകൾ, ഫീച്ചറുകൾ, എഡിറ്റോറിയൽ തുടങ്ങിയവ വായിച്ച് ആശയം ഗ്രഹിക്കുന്നതിനും രചനാശൈലി വിലയിരുത്തി കുറിപ്പുകൾ തയ്യാറാക്കുന്നതിനും.
- വാർത്തകൾ, ഫീച്ചറുകൾ, മുഖപ്രസംഗങ്ങൾ, തുടങ്ങിയവ എഴുതി തയ്യാറാക്കുന്നതിനും, ഇവ ഉപയോഗപ്പെടുത്തി പത്രനിർമ്മാണത്തിൽ പങ്കാളികളാകുന്നതിനും.



- സെമിനാറുകൾ, സിംപോസിയങ്ങൾ, ചർച്ചകൾ എന്നിവയിൽ പങ്കെടുത്ത് പ്രബന്ധങ്ങൾ അവതരിപ്പിക്കുന്നതിന്.
- സർഗ്ഗാത്മക രചനകൾ നടത്തി കയ്യെഴുത്തുമാസികകൾ, ഇൻലൻഡ് മാസികകൾ എന്നിവ തയ്യാറാക്കുന്നതിന്
- വിവിധ വിഷയങ്ങളെ അടിസ്ഥാനമാക്കി ചർച്ചകൾ, സംവാദങ്ങൾ, സെമിനാറുകൾ, സിംപോസിയങ്ങൾ എന്നിവ സംഘടിപ്പിക്കുന്നതിനും അവയുടെ കാര്യപരിപാടി, റിപ്പോർട്ട് എന്നിവ തയ്യാറാക്കുന്നതിനും.
- പ്രശസ്തങ്ങളായ തിരക്കഥകൾ വായിച്ച് ആസ്വദിക്കുന്നതിനും ലളിതമായ തിരക്കഥകൾ തയ്യാറാക്കുന്നതിനും മലയാള സിനിമകൾ, ഡോക്യുമെന്ററികൾ എന്നിവ കാണുന്നതിനും അവയുമായി ബന്ധപ്പെട്ട ചർച്ചകളിൽ ഏർപ്പെടുന്നതിനും ആസ്വാദനക്കുറിപ്പുകൾ തയ്യാറാക്കുന്നതിനും.
- മറ്റു ഭാഷകളിൽനിന്നുള്ള മികച്ച കത്നുകൾ, വാർത്തകൾ, കുറിപ്പുകൾ തുടങ്ങിയവ മാതൃഭാഷയിലേക്ക് ചെയ്യുന്നതിന്.
- വിവരശേഖരണത്തിനാവശ്യമായ വിവിധതരം ചോദ്യാവലികൾ തയ്യാറാക്കുന്നതിനും ഇത്തരം ചോദ്യാവലിയുടെ സഹായത്തോടെ അഭിമുഖങ്ങൾ നടത്തി റിപ്പോർട്ട് തയ്യാറാക്കുന്നതിനും.
- ചിത്രങ്ങൾ, കാർട്ടൂണുകൾ എന്നിവയ്ക്ക് ഉചിതമായ ശീർഷകം, അടിക്കുറിപ്പ് എന്നിവ തയ്യാറാക്കുന്നതിന്.
- ആത്മകഥാഭാഗങ്ങൾ പരിശോധിച്ച് അവയിലെ വിവരങ്ങൾ പ്രയോജനപ്പെടുത്തി ചരിത്രം ജീവചരിത്രം എന്നിവ തയ്യാറാക്കുന്നതിന്.
- പ്രാദേശിക ഭാഷയുടെ സൗന്ദര്യവും പ്രയോഗരീതികളും അടുത്തറിയുന്നതിനും, ഇവയെ അടിസ്ഥാനമാക്കി ലെക്സിക്കൺ, പ്രാദേശിക നിഘണ്ടു, ലഘുക്കുറിപ്പുകൾ എന്നിവ തയ്യാറാക്കുന്നതിനും

## പഠനമേഖലകൾ

മാതൃഭാഷാപഠനത്തിന് ഒരു കേന്ദ്രമേഖലയും രണ്ട് ഐച്ഛിക മേഖലയുമാണ് ഈ പദ്ധതിയിൽ വിഭാവനം ചെയ്തിട്ടുള്ളത്. മലയാള ഭാഷയുടെയും സാഹിത്യത്തിന്റെയും പാരമ്പര്യവും സൗന്ദര്യവും തിരിച്ചറിയാൻ കഴിയുന്ന ഉള്ളടക്കമായിരിക്കും കേന്ദ്രമേഖലയിൽ ഉണ്ടാവുക. സീനിയർ സെക്കന്ററി തലത്തിലുള്ള ഒരു പഠിതാവ് തിരിച്ചറിയേണ്ടുന്ന സാമൂഹികമായ മേഖലകളെ അഭിസംബോധന ചെയ്യുന്ന രചനകൾ ഉൾക്കൊണ്ടതായിരിക്കും അത്. സൗന്ദര്യാത്മകമായ തലങ്ങൾക്ക് പ്രാധാന്യം നൽകിക്കൊണ്ടുള്ള അത്യന്തം ആസ്വാദനാംശം മുറ്റിനിൽക്കുന്ന സർഗ്ഗാത്മക രചനകളാണ് കേന്ദ്രമേഖലയിലേക്ക് പ്രധാനമായും പരിഗണിക്കേണ്ടുന്നത്. ഐച്ഛിക മേഖലകൾ രണ്ടെണ്ണമുണ്ടെങ്കിലും പഠിതാവ് അതിൽ താല്പര്യമുള്ള ഒന്നുമാത്രം പഠനത്തിനായി തിരഞ്ഞെടുത്താൽ മതിയാകും. ഭാഷയുടെ പ്രായോഗിക തലങ്ങളിൽ അവഗാഹമുണ്ടാക്കുകയും തൊഴിൽ നൈപുണിയിൽ കേന്ദ്രീകരിക്കുകയും ചെയ്യുന്ന വിധത്തിലാണ് ഐച്ഛികമേഖല രൂപപ്പെടുത്തേണ്ടത്. ഈ രീതിയിലുള്ള പഠനങ്ങളും പഠനപ്രവർത്തനങ്ങളും ആയിരിക്കും ഐച്ഛിക മേഖലയിൽ ഉൾപ്പെടുത്തേണ്ടത്.

കേന്ദ്ര മേഖലയായ ഭാഷാ സാഹിത്യപഠനത്തിൽ താഴെപ്പറയുന്ന ആശയമേഖലകളെ പരിഗണിച്ചുള്ള പഠനഭാഗങ്ങളായിരിക്കും ഉണ്ടാവുക.

1. മാനവികത - മനുഷ്യബന്ധങ്ങൾ, കുടുംബം മുതലായവ.
2. പ്രകൃതി - പരിസ്ഥിതി - ശാസ്ത്രം
3. കലകൾ/ഭാഷ/സംസ്കാരം
4. തൊഴിൽ
5. സ്ത്രീ ശാക്തീകരണം
6. രോഗികളോടും വൃദ്ധരോടുമുള്ള പരിഗണന
7. മനുഷ്യാവകാശം, കുട്ടികളുടെ അവകാശം
8. പ്രത്യേക പരിഗണന അർഹിക്കുന്ന വിഭാഗം (വികലാംഗർ, ചേരിനിവാസികൾ, ആദിവാസികൾ മുതലായ വിഭാഗങ്ങൾ)
9. ലോകസമാധാനം
10. കാർഷികം
11. പ്രവാസം
12. ടൂറിസം
13. കായികം
14. നഗരവൽക്കരണം
15. ദേശീയോദ്ഗ്രഥനം - മത-സംസ്കാരവൈവിധ്യം.
16. ഭാഷാപഠനത്തിന്റെ വിദ്യാഭ്യാസ ശാസ്ത്രം

ഭാഗങ്ങൾ

- സാഹിത്യപഠനത്തിൽ കവിത, കഥ, നോവൽ ഭാഗങ്ങൾ, നാടകം, ലേഖനം, ആത്മകഥ, ജീവചരിത്രം, യാത്രാവിവരണം എന്നിങ്ങനെ വ്യത്യസ്ത വിഭാഗങ്ങളിൽ നിന്നുള്ള രചനകൾ പരിഗണിക്കണം.
- സാഹിത്യവിഭാഗങ്ങൾ, പ്രസ്ഥാനങ്ങൾ, ഇവ സാമാന്യമായി പരിചയപ്പെടാനുതകുന്നതായിരിക്കണം രചനകൾ.
- മലയാള സാഹിത്യത്തിന്റെ ശക്തി സൗന്ദര്യങ്ങൾ ബോധ്യപ്പെടുത്തുന്നതും ഉയർന്ന തലത്തിലുള്ള സാഹിത്യാസ്വാദനത്തിന് അവസരം നൽകുന്നതുമായ രചനകളാണ് ഈ പഠനപുസ്തകത്തിൽ ഉൾക്കൊള്ളിക്കേണ്ടത്.



- ഭാഷ, വ്യാകരണം എന്നിവ സൂക്ഷ്മമായി പഠിതാക്കളുടെ ശ്രദ്ധയിലേക്കുകൊണ്ടുവരാൻ പാഠഭാഗങ്ങളുമായി ബന്ധപ്പെടുത്തി ഉചിതമായ പഠനപ്രവർത്തനങ്ങൾ നൽകണം.
- ഒരു പ്രത്യേക മേഖല എന്ന നിലയിൽ വ്യാകരണ പഠനം നിവർവഹിക്കുന്നതിനു പകരം പ്രയോഗസവിശേഷതയിലും സൗന്ദര്യതലത്തിലും ശ്രദ്ധകൊടുത്തുകൊണ്ടുള്ള ഭാഷാ പഠനമാണ് പരിഗണിക്കേണ്ടത്.
- ദൈനംദിന ജീവിതവ്യവഹാരവുമായി ബന്ധപ്പെട്ട ഭാഷാശേഷികൾ വികസിപ്പിക്കുന്നതിന് ആവശ്യമായ പ്രവർത്തനങ്ങൾ ഉചിതസ്ഥലങ്ങളിൽ ഉൾപ്പെടുത്തണം. ശരിയായ ആശയ വിനിമയ രീതി സ്വായത്തമാക്കുന്നതിനും വ്യത്യസ്ത ഭാഷാ വ്യവഹാരരൂപങ്ങളെക്കുറിച്ചുള്ള ധാരണ മെച്ചപ്പെടുത്തുന്നതിനും ഔദ്യോഗികവും അനൗദ്യോഗികവുമായ ആവശ്യങ്ങൾക്കുള്ള ഭാഷാശേഷി വികസിപ്പിക്കുന്നതിനും ഉള്ള അവസരങ്ങൾ വിവിധ പാഠഭാഗങ്ങളുമായി ബന്ധപ്പെടുത്തി നൽകേണ്ടതാണ്.



## പാഠപുസ്തകസമീപനം

പാഠപുസ്തക കേന്ദ്രീകൃതമല്ല പഠനം. അറിവു നിർമ്മിക്കുന്നതിന് പഠിതാവിനെ സഹായിക്കുന്ന ഉപാധികളിൽ പ്രധാനപ്പെട്ട ഒന്നുമാത്രമാണ് പാഠപുസ്തകം. പലകാരണങ്ങളാൽ ഔദ്യോഗിക വിദ്യാഭ്യാസത്തിൽ തടസ്സംനേരിട്ടവരാവാം ഓപ്പൺ സ്കൂൾ വഴി പഠനം തുടരുന്നത്. അവരെ ലക്ഷ്യമാക്കുന്ന പാഠപുസ്തകത്തിന് ചില സവിശേഷതകൾ ഉണ്ടാവേണ്ടതുണ്ട്.

- പാഠപുസ്തകം സ്വയം പഠനത്തിനു പര്യാപ്തമാകുന്നതാകണം.
- പഠിതാവ് അതുവരെ ആർജ്ജിച്ച അറിവുകളുടേയും ശേഷികളുടേയും തുടർച്ചയും വളർച്ചയുമാകുവാൻ അത് ലക്ഷ്യമാക്കേണ്ടത്.
- സമാനമായ പഠനാനുഭവങ്ങളിലൂടെ കടന്നുപോകുന്ന ഔദ്യോഗിക വിദ്യാഭ്യാസം ലഭിച്ച ഒരാൾക്ക് ലഭ്യമാകേണ്ടുന്ന അറിവുകളും ശേഷികളും നൽകാൻ കഴിയുന്നതാവണം ഓപ്പൺ സ്കൂൾ പാഠപുസ്തകം.
- സ്വന്തം ഭാഷയുടെ സംസ്കാരവും സാഹിത്യപാരമ്പര്യവും പ്രതിഫലിപ്പിക്കാൻ അതിനു കഴിയണം.
- തുടരുന്നവരുടെയും അധികവായനയിലേക്കും നയിക്കുന്നതിനുള്ള ദിശാബോധം അതു നൽകണം.
- സാമൂഹിക ജീവിതവുമായി ബന്ധിപ്പിച്ചുകൊണ്ടുള്ള അനുഭവങ്ങളും അറിവും ആർജ്ജിക്കുന്നതിനു സഹായകമാവണം അത്.
- പഠന വസ്തുതകൾ തിരിച്ചറിയുന്നതിന് ആവശ്യമായ വിശദീകരണങ്ങളും വ്യാഖ്യാനങ്ങളും ഉൾക്കൊള്ളുന്നതാവണം അത്.
- പഠിതാവിന്റെ ചിന്തയെ, ഭാവനയെ പ്രചോദിപ്പിക്കുന്നതിനുള്ള പാഠഭാഗങ്ങളും പ്രവർത്തനങ്ങളും അവ ഉൾക്കൊണ്ടിരിക്കണം.

### പാഠപുസ്തകസംരചന

മലയാള ഭാഷാ സാഹിത്യ പഠനം

ശ്ലോകം	- 6	
നോവൽ ഭാഗങ്ങൾ	- 1	
കവിത	- 7	
(വിവിധ പ്രസ്ഥാനങ്ങൾ പരിഗണിച്ച്)		
ഖണ്ഡകാവ്യ ഭാഗങ്ങൾ	- 2	
മഹാകാവ്യഭാഗങ്ങൾ	- 1	(പുരാണം, ഇതിഹാസം എന്നിവയുടെ പരിഭാഷ)
ശാസ്ത്ര/പരിസ്ഥിതി ലേഖനം	- 1	
നാടകം/നാടകഭാഗം	- 1	
ആത്മകഥാഭാഗം	- 1	
വൈജ്ഞാനിക ലേഖനം (കല, സംസ്കാരം, വിദ്യാഭ്യാസം)	- 4	
സാഹിത്യ പഠനം	- 2	
പിവിർത്തനം	- 2	
ആകെ	- 28	

**മൂല്യനിർണ്ണയം**

- സാമൂഹ്യവ്യത്യാസങ്ങൾ കണ്ടെത്തുക, താരതമ്യം ചെയ്യുക, വിശകലനം ചെയ്യുക, വിമർശനാത്മകമായി വിലയിരുത്തുക, മുന്നനുഭവങ്ങളുമായി ബന്ധിപ്പിക്കുക, സർഗ്ഗാത്മകതയെ പ്രയോജനപ്പെടുത്തുക തുടങ്ങിയ ഉയർന്ന ചിന്താശേഷികളെ പരിഗണിക്കുന്നതായിരിക്കണം മൂല്യനിർണ്ണയം.
- പഠിതാവിന്റെ പക്ഷത്തുനിന്നുവേണം എഴുത്തുപരീക്ഷയെ നോക്കിക്കാണുന്നത്.
- പഠിതാക്കളുടെ വൈവിധ്യത്തെ ഉൾക്കൊണ്ട് തയ്യാറാക്കുന്നതാവണം അത്.
- പാഠപുസ്തകത്തോടൊപ്പം ഇതര സാമഗ്രികളും പ്രയോജനപ്പെടുത്തിയാവണം മൂല്യനിർണ്ണയം നടക്കുന്നത്.
- പഠിതാക്കളുടെ ഭാഷാശേഷിയെ സമഗ്രമായി വിലയിരുത്താൻ കഴിയുന്നതാവണം അത്.
- എഴുത്തുപരീക്ഷയിലൂടെ കണ്ടെത്താനാകാത്ത ഭാഷാശേഷികൾ വിലയിരുത്തുന്നതിനായി ട്യൂട്ടർ മാർക്ക്സ് അസൈൻമെന്റുകൾ (TMA) പ്രയോജനപ്പെടുത്താവുന്നതാണ്.

**സമ്പർക്കക്ലാസുകൾ**

ഓപ്പൺ സ്കൂൾ വഴിയുള്ള പഠനം പൂർണ്ണമാവുന്നത് ഇടയിൽ നൽകുന്ന സമ്പർക്കക്ലാസുകൾ സഹലമായി പ്രയോജനപ്പെടുത്തുക വഴിയാണ്. പാഠപുസ്തകത്തിലെ കഠിനമേഖലകൾ വിശദീകരിക്കുന്നതിലൊതുങ്ങാതെ അവ കൃത്യമായ ആസൂത്രണത്തോടെ പഠിതാക്കളെ സംഘപ്രവർത്തനങ്ങളിലേക്കുപ സഹപഠനത്തിലേക്കും നയിക്കുന്നതിനുള്ള അവസരം ഉപയോഗപ്പെടുത്തേണ്ടതുണ്ട്. ഭാഷയുടെ ഉയർന്ന തലത്തിലുള്ള ആവിഷ്കാരങ്ങൾക്കും അവതരണങ്ങൾക്കും ഉള്ള സന്ദർഭമായും അവ മാറേണ്ടതുണ്ട്. സെമിനാറുകളും പൊതു ചർച്ചകളും അടങ്ങുന്ന സംവാദാത്മക പ്രവർത്തനങ്ങൾക്കുള്ള അവസരമായിരിക്കണം സമ്പർക്കക്ലാസുകൾ

പഠിതാവിനെ താൻ നേടിയവയെക്കുറിച്ചും നേടേണ്ടവയെക്കുറിച്ചും ബോധ്യപ്പെടുത്തുന്നതിനും വ്യത്യസ്തമായ ചിന്തയിലേക്ക് നയിക്കുന്നതിനും സമ്പർക്കക്ലാസുകൾക്ക് നേതൃത്വം നൽകുന്ന അധ്യാപകർക്ക് സാധിക്കണം.

ഓരോ പഠിതാവിനെയും പരമാവധി നിലവാരത്തിലേക്ക് ഉയർത്തുന്നതിനാവശ്യമായ കൈത്താങ്ങുകൾ നൽകാനുള്ള സന്ദർഭമാവണം സമ്പർക്കക്ലാസുകൾ.

**ആകെ പഠനസമയം**

- കേന്ദ്രമേഖല (മലയാള ഭാഷാ സാഹിത്യപഠനം)
  - ആകെ 240 മണിക്കൂർ

**സ്കോറിന്റെ വിതരണം**

**മലയാള ഭാഷാ സാഹിത്യപഠനം**

മലയാള ഭാഷാ സാഹിത്യപഠനമെന്ന കേന്ദ്രമേഖലയെ താഴെ പറയുന്നരീതിയിൽ വിഭജിച്ചു കാണാവുന്നതാണ്.

- സാഹിത്യം
- ഭാഷ, വ്യാകരണം
- ദൈനംദിന വ്യവഹാരങ്ങൾക്കുള്ള ഭാഷാശേഷി

ആകെ : 100



# Veda Adhyayan

## Code No.-345

### औचित्यम्

भारतीयदर्शनस्य संस्कृतसाहित्यस्य प्रादेशिकभाषीयसाहित्यस्य च समग्रं वाङ्मयम् वृक्षतुल्यम्। तस्य विस्तरः महान् अस्ति। बद्धमूलः अयं वृक्षः अतः एव महान् वर्तते, सनातनः वर्तते, चिरञ्जीवी अपि वर्तते। एतस्य वृक्षस्य मूलम् अपरिवर्तनीयम् अस्ति। परन्तु नूतनं पल्लवम्, नूतनानि पुष्पाणि, नूतनानि फलानि च नित्यं जायन्ते। किं तत् मूलम् इति स्वाभाविकीं जिज्ञासां देशविदेशेषु जनाः कुर्वन्ति। यः कोऽपि तत्र प्रयत्नपरः भवति सः सुफलं लभते एव। सः चिराय कृतार्थो भवति, कृतकृत्यः च भवति। किं तत् मूलम्। कः तस्य बोद्धा, का तस्य शाखा, कानि वा पुष्पाणि फलानि च। का तस्य छाया। कः तस्य सौरभः। के उपभोक्तारः। कतिविधाः ते सन्ति इति ईदृशं वैचित्र्यम् अस्य विषयस्य विषयः। परन्तु तस्य वृक्षस्य मूलं किम्। समग्रस्यापि अस्य विषयस्य तु उपन्यासः नैव सम्भवति। तथापि छात्राः यदि इतः किञ्चिदपि ज्ञातुं शक्नुयुः तर्हि अस्माकं प्रयत्नः सफलः इति मन्यामहे।

भारतीयसमाजस्य मनोरञ्जनं जीवनं दैनन्दिनव्यवहारः धर्माचरणम् आध्यात्मिकता इति समग्रस्य मूलम् गौरवशाली वेदः एव। भारतीयचिन्तने वैदिकवाङ्मयस्य वैशिष्ट्यं सुविदितं समेषां वेदितवेदितव्यानाम्। वैदिकवाङ्मयस्य विभूतिः वास्तविकी वर्तते। इदं वाङ्मयं प्राचीनम्, समग्रपृथिवीव्यापि, अस्य परिमाणं विशालम्, अस्य वैभवं निरतिशयम्, अस्य सौन्दर्यगुणः अनन्यतुल्यः। महत् मौलिकं पुरातनं च इदं वाङ्मयम्। अत एव तत्र अस्माकम् अभिनिवेशः प्रवृत्तिः जिज्ञासा श्रद्धा च वर्तन्ते। न केवलम् एतावन्मात्रम्। अन्यानि अपि निमित्तानि वैदिकवाङ्मयस्य अध्ययने विद्यार्थिनां कृते विशिष्टाम् अभिरुचिं जनयन्ति। वेदस्य सम्यक् ज्ञानस्य अभावे नैके धर्मसम्प्रदायाः मतानि आचाराः च प्रवर्तन्ते येषां प्रतिपाद्यं दुष्टं शास्त्रविरुद्धं च वर्तते। समाजः धर्मविषये अत्यन्तम् अन्धश्रद्धालुः भवति। अन्धश्रद्धानिवारणायपि वेदस्याध्ययनं नितान्तम् आवश्यकम्। विज्ञानस्याध्ययनम् उदपूर्णाया। जीवनयात्रानिर्वाहाय। परन्तु जीवः कुतः आयाति, कुत्र गच्छति, तस्य सुखदुःखादीनां कारणानि कानि। इह लोकः परलोकः अस्ति वा न वा। पुनर्जन्म अस्ति वा न वा। यदि स्यात् तर्हि मर्त्येन किमपि कर्तव्यं न वा इति अयं समग्रो विषयः न विज्ञानाधीनः। अयं तु धर्मधीनः। तस्यैव समग्रस्य धर्मस्य मूलं वेदः। अतः जीविकार्थम् विज्ञानम् सुखदुःखनिर्णयाय इहपरलोकयात्रायै च वेदः इति सुष्ठु विभागः भवति। अतः वेदाध्ययनं सर्वेरपि सुतराम् कर्तव्यमेव।

### अधिकारी

अयं पाठ्यविषयः सम्पूर्णरूपेण संस्कृतभाषया लिखितः अस्ति। परीक्षा अपि संस्कृतमाध्यमेन एव भविष्यति। अतः अस्य पाठस्य कः अधिकारी इति नूनम् समुदेति प्रश्नः।

अत्र स छात्रः अधिकृतः यः -

- अधीतकाव्यव्याकरणकोषः वेदं विविदिषुः च।
- सरलसंस्कृतं, संस्कृतसाहित्यास्य सरलगद्यांशान् पद्यांशान् च पठितुम् बोद्धुं च शक्नोति।
- सरलसंस्कृतं बोद्धुं शक्नोति।
- पाणिनीयं व्याकरणं च जानीयात्।
- स्वभावं संस्कृतभाषया लिखित्वा प्रकटयितुं शक्नोति।

## प्रयोजनम् (सामान्यम्)

उच्चमाध्यमिकस्तरे वेदाध्ययनस्य पाठ्यत्वेन योजनस्य कानिचन उद्देशानि अत्राधो दीयन्ते।

- भारतीयजीवनस्य सर्वस्वम् वेदः। तस्य ज्ञानं भवतु।
- वेदात् निर्गतानां दर्शनानाम् वैज्ञानिकतत्त्वानां कलासाहित्यादीनां च ज्ञानं भवतु।
- वेदाध्ययनेन पुण्यवान् ऋजुस्वभावः परोपकारी भवति जनः। अतः वेदाध्ययनं कथं कर्तव्यम्।
- वेदबहिर्भूतानि नास्तिकदर्शनानि अपूर्णानि सन्ति। तेषां पूर्णतायै वेदम् अधीत्य प्रयतेत छात्रः।
- वेदज्ञासूनां जिज्ञासाप्रशमनाय अध्येता समर्थो भवतु।
- संस्कृतस्य संस्कृतेश्च रक्षणाय समर्थः प्रयत्नपरः श्रद्धाशीलः भवतु छात्रः।
- अति प्राचीनाया भारतीयज्ञानसम्पदः वैज्ञानिकतां सर्वजनोपकारितां महिमानं च सगर्वं जगति प्रसारयेत् छात्रः।
- वेदज्ञानस्य वर्धनं भविष्यति येन वेदस्य सरलान् अंशान् पठित्वा छात्राः तेषाम् अंशानाम् अर्थान् ज्ञास्यन्ति। ते स्वतः मौखिकीं लिखितां च अभिव्यक्तिं कर्तुं शक्यन्ति।
- वेदाध्ययनं कृत्वा छात्राः महाविद्यालयस्तरे विश्वविद्यालयस्तरे च प्रवर्तमानेषु पाठ्यक्रमेषु अध्ययनार्थम् अवसरं प्राप्तुं समर्थाः भविष्यन्ति।

## प्रयोजनम् (विशिष्टम्)

### वेदाध्ययने प्रवेशस्य सामर्थ्यम्

- समग्रस्य वेदवाङ्मयस्य प्रारूपं ज्ञात्वा तत्तदंशान् पठितुं शक्नुयात्।

### वैदिकसूक्तानाम् अध्ययने समर्थः भवेदध्येता।

- इमं विषयं पठित्वा वेदेषु प्रवेशं कुर्यात्।
- वेदानां गौरवं जानीयात्।
- पठितसामग्रीम् आश्रितानां प्रश्नानाम् उत्तराणि दास्यन्ति।

### सूक्तव्याख्याने सामर्थ्यम्

- वैदिकभाषायाः ज्ञानं लब्ध्वा अन्येषां सूक्तानाम् व्याख्याने अध्ययने च प्रवर्तेत छात्रः।
- वैदिकव्याकरणस्य ज्ञानेन वैदिकभाषायाः भित्तिं ज्ञास्यति। तत्तत्सूत्राणां व्याख्याने समर्थो भविष्यति।
- सूक्तानां तात्पर्यं ज्ञास्यति। तेन वैदिकचिन्तायाः व्याख्याने समर्थो भविष्यति।

## सूक्तप्रयोगस्य व्याकरणप्रयोगस्य च सामर्थ्यम्

- सूक्तानाम् अध्ययनेन आनन्दं प्राप्नुयात्। सूक्तोक्तानां विषयाणां स्वजीवने प्रयोगं कुर्यात्।
- वैदिकव्याकरणज्ञानेन वैदिकभाषाध्ययने समर्थो भूत्वा व्याकरणस्य प्रयोगं कुर्यात्।

## वैदिकस्वरविश्लेषणे सामर्थ्यम्

- स्वरभेदेन शब्दस्य अर्थः भिद्यते। अतः वैदिकस्वरज्ञानं नितान्तम् आवश्यकम् वेदाध्ययनाय।
- स्वरस्य ज्ञानं लब्ध्वा छात्रः तदनुगुणं वैदिकशब्दानाम् अर्थं बोद्धुं शक्नुयात्।

## पाठ्यसामग्री

### पाठ्यक्रमेण सह निम्नलिखितसामग्री समायोजिता भविष्यति-

- द्वे मुद्रिते पुस्तके।
- एकं शिक्षकाङ्कित-मूल्याङ्कनप्रपत्रम् प्रदास्यते। अनेन सह छात्रैः एकं परियोजनाकार्यमपि (Project) करणीयम्।
- वेदाध्ययनस्य शिक्षणं प्रायोगिकरूपेण अपि भविष्यति। परन्तु प्रायोगिकपरीक्षा कापि नास्ति।
- पाठनिर्माणे संपर्ककक्षासु च अध्यापनकाले छात्रेषु जीवनकौशलानां सम्यक् विकासः भवेत् इति ध्यातव्यम् भविष्यति। अनेन तेषु स्वतः युक्तिसमन्वितचिन्तनशक्तेः विकासः भविष्यति।
- मुक्तविद्यालये प्रवेशोत्तरं पाठ्यक्रममिमं विद्यार्थी एकवर्षतः अधिकाधिकं पञ्चवर्षेषु पूर्यितुं शक्नोति।

## अङ्कमूल्यायनप्रविधिः परीक्षायोजना च

- पत्रस्य (१००) शतम् अङ्काः सन्ति। परीक्षाकालः होरात्रयात्मकः। अस्य पत्रस्य लिखितस्वरूपमेवास्ति (Theory)। प्रायोगिकरूपं (Practical) किमपि नास्ति। क्रमिकम् (Formative) समुच्चितं (Summative) चेति द्विविधं मूल्यायनं भविष्यति।
- **क्रमिकं मूल्यायनम्** - विंशतेः अङ्कानां (२०) शिक्षकाङ्कितस्य कार्यस्य (TMA) एकं पत्रं स्यात्। अस्य मूलायनम् अध्ययनकेन्द्रे (Study Centre) भवेत्। अस्य कार्यस्य अङ्काः अङ्कपत्रिकायां (Marks sheet) पृथक् उल्लिखिताः स्युः।
- **समुच्चितं मूल्यायनम्** - वर्षे वारद्वयं (मार्चमासि अक्टोबरमासि च) बाह्यपरीक्षा भविष्यति। तत्र परीक्षायां समुच्चितं मूल्यायनं भविष्यति।
- प्रश्नपत्रे ज्ञानम् (Knowledge), अवगमम् (Understanding) अभिव्यक्तिं (Application skill) चावलम्ब्य युक्तानुपातेन प्रश्नाः समाविष्टाः स्युः।
- परीक्षासु अतिलघूत्तरात्मक- लघूत्तरात्मक-निबन्धात्मक-प्रश्नानामपि समावेशः भविष्यति।
- सूत्रार्थः सूत्रव्याख्या रूपसाधनम् इति त्रयो मुख्याः विषयाः स्युः। अन्ये प्रसक्तानुप्रसक्ताः केचिद् विषयाः अपि स्युरिति अवधेयम्।
- उत्तीर्णतायै पणः (condition) - प्रतिशतं त्रयस्त्रिंशद् (३३%) अङ्काः उत्तीर्णतायै पणः (मानदण्डः) वर्तते।
- संस्थानस्य परीक्षायाम् उत्तरलेखनभाषा - संस्कृतम् (अनिवार्यम्)

## अध्ययनयोजना

- निर्देशभाषा (Medium of instruction) - संस्कृतम्।
- स्वाध्यायाय कालावधि: (Self-study hours) २४० होराः
- न्यूनतः त्रिंशत् (३०) सम्पर्ककक्षा: (Personal Contact Programme - PCP) अध्ययनकेन्द्रेषु भविष्यन्ति।
- भारांशः - सैद्धान्तिकः (Theory) शतं प्रतिशतम्। प्रायोगिकम् (Practical) - नास्ति।

**उत्तीर्णता-मानदंडः सैद्धान्तिकस्य ३३%**

**आयुः १५ वर्षम्**

**निर्देशभाषा: संस्कृतम्**

**विषयावधि: २४० होरा**

**अङ्कविभाजनम्**

अग्रे सारण्यां द्रष्टव्यम्

**पाठ्यविषयस्य उद्देशः (पाठ्यविषयबिन्दवः)**

उच्चतरमाध्यमिककक्षाया वेदाध्ययनस्य पुस्तके निम्नविषयाः अन्तर्भवन्ति।  
विवरणमधस्तादुपन्यस्यते।-

समग्रस्य पाठ्यविषयस्य त्रयो भागाः प्रकल्पिताः सन्ति। प्रतिभागम् कति पाठाः, स्वाध्यायाय कति होराः, सैद्धान्तिकपरीक्षायाम् कियान् अंशः, प्रायोगिकपरीक्षायाम् कियान् अंशः, प्रत्यध्यायम् अङ्कविभाजनं चेति विषयाः अत्र प्रदीयन्ते।

**अध्यायः - १ वैदिकसाहित्येतिहासः (पाठाः १-७)**

**अध्यायस्य औचित्यम्**

यथा मूलं विना वृक्षः न चिन्तयितुं शक्यते तद्वद् वेदं विना भारतीयवाङ्मयं वेदं विना चिन्तयितुं न शक्यते। अतः मूलभूतस्य वेदस्य अध्ययने प्रवृत्तेः पूर्वं वेदस्य सम्यक् परिचयः नितराम् आवश्यकः।

अस्मिन् विभागे वैदिकवाङ्मयस्य वैलक्षण्यं प्रकट्यते। वेदस्य संहितासाहित्यम्, ब्राह्मणसाहित्यं वेदाङ्गसाहित्यम् इति विषयाः अत्र अन्तर्भवन्ति। वेदस्य आरण्यकम् उपनिषद् चेति भागद्वयम्। तद्विषये पर्याप्तम् आलोचनम् अत्र विधास्यते।

## अध्यायः - २ वैदिकस्वरप्रक्रिया (पाठाः ८-१६)

### अध्यायस्य औचित्यम्

व्याकरणज्ञानं विना वेदानाम् अर्थः स्पष्टं नावगम्यते। अतः अस्मिन् विभागे पाणिनीयव्याकरणस्य वैदिकभागः उपस्थाप्यते। विशेषतः स्वरभेदेन अर्थभेदो भवति। अतः स्वरज्ञः एव वेदं बोद्धुम् शक्नोति। अस्मिन् विभागे वैदिकस्वरः इत्येव प्रमुखविषयः वर्तते। तत्रापि कानिचन मुख्यानि चितानि सूत्राणि दीयन्ते। अत्र सूत्रव्याख्यानं कथं भवति, तेन वैदिकस्वराः कथं भवन्ति इति विषयाः प्रामुख्येन उपन्यस्यन्ते।

## अध्यायः - ३ वैदिकसूक्ताध्ययनम् (पाठाः - १७-२८)

### अध्यायस्य औचित्यम्

वैदिकसूक्तानि भारतीयज्ञानस्य उत्सस्वरूपाणि। अत्र चितानां सूक्तानाम् अध्ययनाय सामग्री वर्तते। सूक्ताध्ययनं कथं भवति, के के विषयाः वेदाध्ययनकाले अवधेयाः सन्ति, सूक्तानां व्याकरणं किमस्ति, सूक्तस्य तात्पर्यं किमस्ति इति एते विषयाः अत्र प्रदीयन्ते। कानिचन संवादसूक्तानि अपि अत्र सन्ति इत्यपि अत्र अपरो विशेषः।

## पाठ्यविषयस्य उद्देशः (पाठ्यविषयबिन्दवः)

उच्चतरमाध्यमिककक्षायाः वेदाध्ययनस्य पुस्तके निम्नविषयाः अन्तर्भवन्त

क्र.सं.		मुख्यबिन्दवः	स्वाध्यायाय होराः	भारांशः (अङ्काः)
१	अध्यायः- १	वैदिकसाहित्येतिहासः-	५०	२४
	पाठः - १	वैदिकसाहित्येतिहासः- वैदिकवाङ्मयस्य वैलक्षण्यं, वेदप्रामाण्यविमर्शः		
	पाठः - २	वैदिकसाहित्येतिहासः- संहितासाहित्यम् (ऋग्वेदस्य)		
	पाठः - ३	वैदिकसाहित्येतिहासः- संहितासाहित्यम् (सामवेदस्य यजुर्वेदस्य)		
	पाठः - ४	वैदिकसाहित्येतिहासः- संहितासाहित्यम् अथर्ववेदस्य। ब्राह्मणसाहित्यम्।		
	पाठः - ५	वैदिकसाहित्येतिहासः- ब्राह्मणसाहित्यम् - ब्राह्मणग्रन्थानां महत्त्वम्, ब्राह्मणकालिको धर्मः, समाजश्चेति, चातुर्वर्ण्यम्, विविधानि ब्राह्मणानि		
	पाठः - ६	वैदिकसाहित्येतिहासः- आरण्यकम्, अस्य सामान्यपरिचयः, ऐतरेयारण्यकम्, शाङ्खायनारण्यकम् बृहदारण्यकम्, तैत्तिरीयारण्यकम्। उपनिषदां सामान्यपरिचयः		
	पाठः - ७	वेदाङ्गसाहित्यम्		
२	अध्यायः- २	वैदिकस्वरप्रक्रिया-	९०	३६
	पाठः - ८	वैदिकस्वरप्रक्रिया- साधारणस्वरप्रकरणम् -१ (सिद्धान्तकौमुदीतः चितानि सूत्राणि)		
	पाठः - ९	वैदिकस्वरप्रक्रिया- साधारणस्वरप्रकरणम्- २ (सिद्धान्तकौमुदीतः चितानि सूत्राणि)		
		वैदिकस्वरशेषाः-		
	पाठः - १०	वैदिकस्वरशेषाः- धातुस्वरः, प्रातिपदिकस्वरः च		
	पाठः - ११	वैदिकस्वरशेषाः- फिट्-स्वरः		
	पाठः - १२	वैदिकस्वरशेषाः- प्रत्ययस्वरः		
	पाठः - १३	वैदिकस्वरशेषाः- समासस्वरः		
	पाठः - १४	वैदिकस्वरशेषाः- तिङन्तस्वरः		
३	अध्यायः- ३	वैदिकसूक्ताध्ययनम्-	१००	४०



पाठः - १५	वैदिकसूक्ताध्ययनम्- अग्निसूक्तम् (ऋ.वे.१.१)		
पाठः - १६	वैदिकसूक्ताध्ययनम्- इन्द्रसूक्तम् (ऋ.वे.२.६)		
पाठः - १७	वैदिकसूक्ताध्ययनम्- हिरण्यगर्भसूक्तम् (ऋ.वे.१०.१२१)		
पाठः - १८	वैदिकसूक्ताध्ययनम्- पुरुषसूक्तम् (ऋ.वे.१०.९०)		
पाठः - १९	वैदिकसूक्ताध्ययनम्- देवीसूक्तम् (ऋ.वे.१०.१२५), श्रद्धासूक्तम् (ऋ.वे. १०.१५१)		
पाठः - २०	वैदिकसूक्ताध्ययनम्- विष्णुसूक्तम् (ऋ.वे.१.१५४), मित्रावरुणसूक्तम् (ऋ.वे. ५.६२)		
पाठः - २१	वैदिकसूक्ताध्ययनम्- अक्षसूक्तम् (ऋ.वे.१०.३४)		
पाठः - २२	वैदिकसूक्ताध्ययनम्- पर्जन्यसूक्तम् (ऋ.वे.५.८३), मनुमत्स्यकथा (शु.यजु. मा.श.ब्रा.१.८.१)		
पाठः - २३	वैदिकसूक्ताध्ययनम्- शिवसङ्कल्पसूक्तम् (यजु.वे. अध्याय ३४, मन्त्र १-६), प्रजापति (शु.यजु.वे. अध्याय ३२, मन्त्र १-५)		
पाठः - २४	वैदिकसूक्ताध्ययनम्- रुद्राध्यायः (शु.यजु.वे १५.१६)		
पाठः - २५	वैदिकसूक्ताध्ययनम्- पृथिवीसूक्तम् (अ.वे.१२.१)		
पाठः - २६	वैदिकसूक्ताध्ययनम्- सरमापणिसंवादसूक्तम् (ऋ.वे.९.८०)		

# Sanskrit Vyakarana

## Code No.-346

### औचित्यम्

भावविनिमयमाध्यमं हि भाषा। भाषायाः उन्नतिः समाजस्य उन्नतिं द्योतयति। समाजः उन्नतान् विविधान् भावान् प्रकटयितुम् भाषाम् व्यवहरति। यदि भाषा त्रुटिता स्यात् तर्हि भावप्रकटने काठिन्यं भवति एव। तदा भाषाकोविदाः भाषाव्यवहारकर्तारः च भाषायां परिवर्तनं कुर्वन्ति। भाषाम् उपयोगिनीं विदधति। क्रमशः भाषायाः परिवर्तनस्य नियमाः जायन्ते। ईदृशानां भाषानियमानां संकलनमेव व्याकरणम्। प्रतिदेशं भाषा भिन्ना। प्रतिराज्यं भाषा भिन्ना। अत एव अन्यैः सह भावविनिमयः दुष्करः। एकभाषासु विद्यमानाद् उत्तमाद् वाङ्मयाद् अन्यभाषिका वञ्चिता भवन्ति। अयं महान् अन्तरायः वर्तते। अतः तथा काचित् महीयसी पवित्रा च भाषा ग्राह्या, सकलभाषाः यस्याः सन्ततिस्वरूपाः। संस्कृतमेव सा भाषा। सा एव भाषासमस्यानाम् एकमेव समाधानम्। संस्कृतभाषायाः सुदृढं व्याकरणमस्ति। नवीनशब्दनिर्माणसामर्थ्यमपि अस्ति। दशसहस्रवर्षपूर्वतनं ग्रन्थम् वयम् अद्यापि पठितुं बोद्धुं शक्नुमः यदि वयं संस्कृतं जानीमः। अद्य अस्माभिः निर्मितं साहित्यं सहस्रवर्षोत्तरमपि जनाः पठितुं शक्यन्ति यदि वयं संस्कृतेन लेखनं कुर्मः। अतः विश्वस्मिन् विश्वे संस्कृतमेव सर्वश्रेष्ठा भाषा। संस्कृतशिक्षया संस्कृतशब्दानाम् उच्चारणमात्रं जातिः गौरवान्विता शक्तिभृता च भवति। भारते यः संस्कृतं जानाति तं विरुद्ध्य न कोऽपि वक्तुं शक्नोति। धर्मरहस्यं काव्यरहस्यं दर्शनरहस्यं च अस्यां भाषायां निबद्धमस्ति। यो भाषां जानाति तस्य पुरः ज्ञानभाण्डार उद्घाटितः तिष्ठति। न केवलमेतावन्मात्रम्। स्वामी विवेकानन्दः उक्तवान् - 'निम्नजातीयान् वदामि - युष्माकम् अवस्थायाः उन्नतिसाधनस्य एकमात्रोपायः संस्कृतभाषाशिक्षणम्।' समाजे जातिभेदस्य नाशोऽपि संस्कृताध्ययनेन भवेत्। अतः न केवलम् उच्चजातीनाम् कृते अपि तु सर्वेषां कृते संस्कृतम् अत्यन्तम् उपकारकम् अस्ति।

जगति प्रायः सर्वाः भाषाः संस्कृतभाषात एव समुद्भूताः। सर्वासामपि मूलम् इयं भाषा। भारतस्य प्राचीनेतिहासस्य अध्ययनमपि दैशिका वैदेशिकाः च विद्वांसः चिकीर्षन्ति। परन्तु संस्कृतभाषाज्ञानं विना पङ्गुवत् ते भवन्ति।

भाषा राज्यनिर्माणकाले राज्यभेदानां कारणम् अभवत्। देशे विभाजनस्य कारणं प्रादेशिकभाषाः। परन्तु संस्कृतम् राष्ट्रक्यस्य कारणमस्ति। बौद्धानां जैनानां हिन्दूनां च मूलग्रन्थाः, नैके दार्शनिकग्रन्थाः, काव्यानि अस्यामेव भाषायां सन्ति। अतः इयं केवलं कस्यचित् एकस्य धर्मस्य भाषा इति वचनं मूर्खजल्पनम्।

काणादं पाणिनीयं च सर्वशास्त्रोपकारकम् इति प्राचीनोक्तिः। अर्थात् आन्वीक्षिकी विद्या (न्यायशास्त्रम्), पाणिनीयं व्याकरणम् अन्येषां सर्वेषामपि शास्त्राणाम् उपकारकमस्ति। अतः संस्कृते यां कामपि शाखां पिपठिषुः न्यायं व्याकरणं च नूनं पठेत्। अतः संस्कृतजिज्ञासूनां कृते व्याकरणस्य आत्यन्तिकीम् उपयोगिताम् अभिलक्ष्य इदं व्याकरणम् पाठ्यविषयत्वेन निर्धारितमस्ति।

महर्षिः पतञ्जलिः अभ्युपगच्छति यत् संस्कृतव्याकरणज्ञानपूर्वकम् यदि संस्कृतभाषाप्रयोगः क्रियते तर्हि प्रयोगकर्ता पुण्यं लभते। अयमपि व्याकरणाध्ययनस्य लाभोऽस्ति। अथापि व्याकरणम् अध्येयम्।

भाषया भावविनिमयकाले क्वचिदपि त्रुटिः भवति चेत् विघ्नः अपि भवितुमर्हति। शत्रवो मित्राणि भवितुमर्हन्ति, मित्राणि शत्रवो भवितुमर्हन्ति। अतः भाषाया अनन्यसाधारणं गुरुत्वमस्ति एव। तथाहि सुभाषितम्

यद्यपि बहुनाधीषे तथापि पठ पुत्र व्याकरणम्।

स्वजनः श्वजनो माभूत् सकलं शकलं सकृत् शकृत्॥

अर्थात् - (हे) पुत्र, यद्यपि (त्वम्) बहु न अधीषे (पठसि), तथापि व्याकरणम् पठ। (व्याकरणाज्ञानकारणात्) स्वजनः (आत्मीयः) श्वजनो (कुक्कुरः) मा भूत्, सकलं (समग्रम्) शकलं (खण्डम्) मा भूत्, सकृत् (एकवारम्) शकृत् (विष्ठा/मलः) मा भूत्। अथापि अध्येयं व्याकरणम्।

## अधिकारी

अयं पाठ्यविषयः सम्पूर्णरूपेण संस्कृतभाषया लिखितः अस्ति। परीक्षा अपि संस्कृतमाध्यमेन एव भविष्यति। अतः अस्य पाठस्य कः अधिकारी इति नूनम् समुदेति प्रश्नः।

अत्र स छात्रः अधिकृतः यः -

अधीतकाव्यकोषः अनधीतव्याकरणशास्त्रः।

सरलसंस्कृतं, संस्कृतसाहित्यास्य सरलगद्यांशान् पद्यांशान् च पठितुम् बोद्धुं च शक्नोति।

सरलसंस्कृतं बोद्धुं शक्नोति।

स्वभावं संस्कृतभाषया लिखित्वा प्रकटयितुं शक्नोति।

संस्कृतव्याकरणं जिज्ञासुरस्ति।

## प्रयोजनम् (सामान्यम्)

उच्चमाध्यमिकस्तरे पाणिनीयव्याकरणस्य पाठ्यत्वेन योजनस्य कानिचन उद्देशानि अत्राधो दीयन्ते।

न्यायशास्त्रं व्याकरणशास्त्रं च सर्वशास्त्राणाम् अध्ययने अति उपकारकम् अस्ति। अतः व्याकरणज्ञानं छात्रस्य भवतु इति लक्ष्यम्।

जगति सुप्रसिद्धस्य पाणिनीयव्याकरणस्य केषाञ्चित् प्रकरणानां सामान्यं दशमकक्षायां ज्ञानं जातम्। अवशिष्टभागस्य ज्ञानं छात्रस्य भवतु। कक्षाद्वयव्यापी अयं विषयः।

संस्कृतव्याकरणाध्ययनेन समर्थः छात्रः अन्यासां भाषाणामपि तुलनात्मकाध्ययने प्रवर्तताम्।

संस्कृतभाषाजिज्ञासूनां जिज्ञासाप्रशमनाय अध्येता समर्थो भवतु।

संस्कृतस्य संस्कृतेश्च रक्षणाय व्याकरणज्ञानेन समर्थः प्रयत्नपरः श्रद्धाशीलः भवतु छात्रः।

अति प्राचीनाया भारतीयज्ञानसम्पदः वैज्ञानिकता सर्वजनोपकारिता महिमा च सगर्वं जगति प्रसारयेत् छात्रः।

संस्कृतव्याकरणस्य सामान्यज्ञानवर्धनं भविष्यति येन संस्कृतस्य सरलान् अंशान् पठित्वा छात्राः तेषाम् अंशानाम् अर्थान् ज्ञास्यन्ति। ते स्वतः मौखिकीं लिखितां च अभिव्यक्तिं कर्तुं शक्नन्ति।

संस्कृतव्याकरणं पठित्वा छात्राः महाविद्यालयस्तरे विश्वविद्यालयस्तरे च प्रवर्तमानेषु पाठ्यक्रमेषु अध्ययनार्थम् अवसरं प्राप्तुं समर्थाः भविष्यन्ति।

भाषाशास्त्रचिन्तने शक्ताः भविष्यन्ति।

## प्रयोजनम् (विशिष्टम्)

### व्याकरणे प्रवेशस्य सामर्थ्यम्

महर्षेः पाणिनेः अष्टाध्यायी इति सुविख्यातस्य ग्रन्थस्य अध्ययने समर्थः भवेदध्येता।

व्याकरणं द्वादशभिः वर्षैः पठ्यते। सविशालो विस्तरो विद्यते। दशमकक्षायां व्याकरणं पठित्वा व्याकरणे प्रविष्टः छात्रः इमं विषयं पठित्वा व्याकरणं समग्रं व्याप्तिम् सामान्येन जानीयात्।

व्याकरणाध्ययनं सोपनक्रमेण भवति। प्रथमिकानि सोपनानि दशकक्षायाम् अतिक्रान्तानि। तथापि यावत् अयं शेषः पाठ्यविषयः न पठ्यते तावद् अन्यत्र व्याकरणं न पठितुं शक्यते। अतः अनिवार्योऽयं विषयः।

सूत्राणां रचना कथं कृता इति स्पष्टं ज्ञानं भवेत्।

पठितसामग्रीम् आश्रितानां प्रश्नानाम् उत्तराणि दातुं पारयेत्।।

### सूत्रव्याख्याने सामर्थ्यम्

समासस्य विविधानि सूत्राणि जानीयात्।

बहून् व्याकरणस्य पारिभाषिकशब्दान् जानीयात्।

अधिकारः अनुवृत्तिः पदयोजना च कथं भवति इति ज्ञास्यति

सूत्रार्थकरणे अन्येषां सूत्राणाम् उपयोगिताम् अवगच्छेत्।

सूत्रे पदानां परस्परम् अन्वयं कर्तुं प्रभवेत्।

सूत्रव्याख्याने समर्थो भवेत्।

### सूत्रप्रयोगस्य सामर्थ्यम्

सूत्रं लक्षणं कथ्यते। सूत्रं यस्य संस्कारं करोति तत् लक्ष्यं कथ्यते। किं सूत्रं कस्य लक्ष्यस्य संस्कारं करोति इति ज्ञात्वा छात्रः लक्ष्यसंस्कारं कर्तुं शक्यति।

लक्ष्यसंस्कारकाले सूत्राणां परस्परविरोधं परिहर्तुं समर्थो भविष्यति।

समग्रं साधुरूपं साधुवाक्यं वा सूत्रप्रयोगपुरःसरं निष्पादयितुं समर्थो भविष्यति।

### साधुशब्दप्रयोगस्य सामर्थ्यम्

सूत्राणि व्यवहृत्य साधुशब्दं निष्पाद्य निःसंकोचं व्यवहर्तुं योग्यः भविष्यति।

स्वयं संस्कृतभाषाप्रयोगकाले स्वभाषादोषान् ज्ञात्वा व्याकरणसाहाय्येन दोषान् दूरीकृत्य शुद्धभाषाप्रयोगे समर्थो भविष्यति।

अन्यप्रयुक्तायाः दुष्टभाषायाः अपि संशोधने समर्थो भविष्यति।

## पाठ्यसामग्री

पाठ्यक्रमेण सह निम्नलिखितसामग्री समायोजिता भविष्यति-

त्रीणि मुद्रितानि पुस्तकानि।

एकं शिक्षकाङ्कित-मूल्याङ्कनप्रपत्रम् प्रदास्यते। अनेन सह छात्रैः एकं परियोजनाकार्यमपि करणीयम्। व्याकरणस्य शिक्षणं प्रायोगिकरूपेण अपि भविष्यति। परन्तु प्रायोगिकपरीक्षा कापि नास्ति। पाठनिर्माणे संपर्ककक्षासु च अध्यापनकाले छात्रेषु जीवनकौशलानां सम्यक् विकासः भवेत् इति ध्यातव्यम् भविष्यति। अनेन तेषु स्वतः युक्तिसमन्वितचिन्तनशक्तेः विकासः भविष्यति। मुक्तविद्यालये प्रवेशोत्तरं पाठ्यक्रममिमं विद्यार्थी एकवर्षतः अधिकाधिकं पञ्चवर्षेषु पूर्यितुं शक्नोति।

## अङ्कमूल्यायनप्रविधिः परीक्षायोजना च

पत्रस्य (१००) शतम् अङ्काः सन्ति। परीक्षाकालः होरात्रयात्मकः। अस्य पत्रस्य लिखितस्वरूपमेवास्ति (Theory)। प्रायोगिकरूपं (Practical) किमपि नास्ति। क्रमिकम् (Formative) समुच्चितं (Summative) चेति द्विविधं मूल्यायनं भविष्यति।

**क्रमिकं मूल्यायनम्** - विंशतेः अङ्कानां (२०) शिक्षकाङ्कितस्य कार्यस्य (TMA) एकमेव पत्रं स्यात्। अस्य मूलायनम् अध्ययनकेन्द्रे (Study Centre) भवेत्। अस्य कार्यस्य अङ्काः अङ्कपत्रिकायां (Marks sheet) पृथक् उल्लिखिताः स्युः।

**समुच्चितं मूल्यायनम्** - वर्षे वारद्वयं (मार्चमासि अक्टोबरमासि च) बाह्यपरीक्षा भविष्यति। तत्र परीक्षायां समुच्चितं मूल्यायनं भविष्यति।

प्रश्नपत्रे ज्ञानम् (Knowledge), अवगमम् (Understanding) अभिव्यक्तितं (Application skill) चावलम्ब्य युक्तानुपातेन प्रश्नाः समाविष्टाः स्युः।

परीक्षासु अतिलघूत्तरात्मक- लघूत्तरात्मक-निबन्धात्मक-प्रश्नानामपि समावेशः भविष्यति।

सूत्रार्थः सूत्रव्याख्या रूपसाधनम् इति त्रयो मुख्याः विषयाः स्युः। अन्ये प्रसक्तानुप्रसक्ताः केचिद् विषयाः अपि स्युरिति अवधेयम्।

उत्तीर्णतायै पणः (condition) - प्रतिशतं त्रयस्त्रिंशद् (३३%) अङ्काः उत्तीर्णतायै पणः (मानदण्डः) वर्तते।

संस्थानस्य परीक्षायाम् उत्तरलेखनभाषा - संस्कृतम् (अनिवार्यम्)

## अध्ययनयोजना

निर्देशभाषा (Medium of instruction) - संस्कृतम्।

स्वाध्यायाय कालावधिः (Self-study hours) २४० होराः

न्यूनतः त्रिंशत् (३०) सम्पर्ककक्षाः (Personal Contact Programme - PCP) अध्ययनकेन्द्रेषु भविष्यन्ति।

भारांशः - सैद्धान्तिकः (Theory) शतं प्रतिशतम्।

प्रायोगिकम् (Practical) - नास्ति।

**उत्तीर्णता-मानदंडः सैद्धान्तिकस्य ३३%**

**आयुः १५ वर्षम्**

**निर्देशभाषाः संस्कृतम्**

**विषयावधिः २४० होरा**

**अङ्कविभाजनम्**

अग्रे सारण्यां द्रष्टव्यम्

**पाठ्यविषयस्य उद्देशः (पाठ्यविषयबिन्दवः)**

उच्चतरमाध्यमिककक्षाया व्याकरणस्य पुस्तके निम्नविषयाः अन्तर्भवन्ति।  
विवरणमधस्तादुपन्यस्यते।-

समग्रस्य पाठ्यविषयस्य त्रयो भागाः प्रकल्पिताः सन्ति। प्रतिभागम् कति पाठाः, स्वाध्यायाय कति होराः, सैद्धान्तिकपरीक्षायाम् कियान् अंशः, प्रायोगिकपरीक्षायाम् कियान् अंशः, प्रत्यध्यायम् अङ्कविभाजनं चेति विषयाः अत्र प्रदीयन्ते।

**अध्यायः - १ समासः स्त्रीप्रत्ययाः च (पाठाः १-११)**

**अध्यायस्य औचित्यम्**

यथा प्रकृतिप्रत्ययमेलनेन शब्दः निष्पद्यते तथा द्वयोः पदयोः मेलनेन समासः निष्पद्यते। समासः कर्तव्यः चेत् किं पदं पूर्वम् किं वा परम् इति विवेकः अपेक्ष्यते। ततश्च साधुशब्दनिर्माणस्य समासस्य काचित् स्वकीया प्रक्रिया अस्ति सा अत्र ससूत्रम् उपन्यस्यते। समासस्य ज्ञानं विना समासस्य अर्थः स्पष्टः न भवति। अतः संस्कृतज्ञेन नूनं समासः अध्येतव्यः। अतः सविस्तरम् अत्र विभागे प्रपञ्चो विधास्यते।

संस्कृतभाषायां स्त्रीलिङ्गिशब्दाः शब्दाः सन्ति। तत्र लिङ्गं शब्दस्य अर्थस्य वा इति विचारः प्रस्तूयते। विभिन्नानां शब्दानां स्त्रीप्रत्यययोगेन किंविधं रूपं भवति इति ससूत्रमत्र पदशर्यते। अस्य प्रकरणस्य ज्ञानेन स्त्रीलिङ्गिशब्दानां निर्माणप्रक्रिया स्पष्टीभविष्यति।

**अध्यायः - २ तिङन्तप्रकरणम् (पाठाः - १२-२३)**

**अध्यायस्य औचित्यम्**

साधुशब्दनिर्माणं व्यवहारश्च व्याकरणस्य मुख्यं लक्ष्यम्। सुबन्ततिङन्तभेदेन पदं द्विविधम्। तिङ्ङिपि परस्मैपदात्मनेपदभेदेन द्विविधः। धातवः विकरणभेदेन दशगणेषु विभक्ताः। अतः अस्मिन् विभागे धातोः तिङ्प्रत्यययोगेन पदसाधनस्य प्रक्रिया सूत्रव्याख्यानपुरःसरं प्रदर्श्यते। तत्र भ्वादिप्रकरणम् अति मुख्यम्। तज्ज्ञानेन अन्येषां ज्ञानं झटिति भवितुमर्हति तत्प्रकरणमत्र सविस्तरमुपन्यस्यते। क्रियापदनिर्माणस्य व्याकरणप्रक्रिया अत्र प्रमुखो विषयः। कथं क्रियापदं सृज्यते संस्कृते इति रमणीयोऽयं विषयोऽत्र।

## अध्यायः - ३ णिजन्तादिकं तद्धितप्रत्ययाः च (पाठाः २४-३१)

### अध्यायस्य औचित्यम्

तिङन्तप्रकरणस्यैव अंशभूतोऽयं विभागः। अत्र वैशिष्ट्यं हि प्रयोजकधातुनिर्माणम् इच्छार्थकसन्नन्तधातुनिर्माणमिति। ततश्च विशिष्टार्थद्योतनाय उपसर्गयोगेन वा धातोः परं कदाचित् परस्मैपदं भवति कदाचिच्च आत्मनेपदं भवति। अस्मिन् प्रकरणे सोऽपि भागः वर्तते। कर्तरि प्रयोगः कर्मणि प्रयोगः भावे प्रयोगः इति त्रिविधः प्रयोगो भवति संस्कृते। तथा प्रयोगः कर्तव्यः चेत् धातोः रूपं कथं साधनीयमपि ससूत्रमिह उपादीयते।

सुबन्तपदस्य प्रकृतिषु अन्यतमो भवति तद्धितान्तशब्दः। स च प्रातिपदिकात् तद्धितप्रत्यययोगेन निष्पद्यते। विविधाः तद्धितप्रत्ययाः। अतः विभागशः तज्जानाय अयं विभागः साहाय्यं करोति। प्रातिपदिकात् तद्धितप्रत्ययः कथं भवतीति ससूत्रमत्र उपन्यस्यते। अत्र निर्मितः तद्धितान्तशब्दः सुबन्तप्रकरणे व्यवहियते।

### पाठ्यविषयस्य उद्देशः (पाठ्यविषयबिन्दवः)

क्र.सं.		मुख्यबिन्दवः	स्वाध्यायाय होराः	भारांशः (अङ्काः)
१	अध्यायः- १	समासः स्त्रीप्रत्ययाः च	७८	३६
	पाठः - १	केवलसमासः अव्ययीभावसमासः च		
	पाठः - २	तत्पुरुषसमासः - द्वितीयादितत्पुरुषसमासः		
	पाठः - ३	तत्पुरुषसमासः- तद्धितार्थादितत्पुरुषसमासः		
	पाठः - ४	तत्पुरुषसमासः- कुगतिप्रादिसमासः, उपपदसमासः च		
	पाठः - ५	बहुव्रीहिसमासः- व्यधिकरणबहुव्रीहिः समान्तप्रत्ययः च		
	पाठः - ६	बहुव्रीहिसमासः- समासान्तप्रत्ययः निपातव्यवस्थादिकम्		
	पाठः - ७	द्वन्द्वसमासः- पूर्वपरनिपातः विशेषकार्याणि एकशेषः च		
	पाठः - ८	प्रकीर्णं समासप्रकरणम्		
		स्त्रीप्रत्ययः-		
	पाठः - ९	स्त्रीप्रत्ययः- चाप् टाप् डाप् प्रत्ययाः		
	पाठः - १०	स्त्रीप्रत्ययः- डीप् डीप् प्रत्ययौ		
	पाठः - ११	स्त्रीप्रत्ययः- डीष्-प्रत्ययः		
२	अध्यायः- २	तिङन्तप्रकरणम् -	१००	४०
	पाठः - १२	भ्वादिप्रकरणे- भूधातोः लटि रूपसाधनम् -१		

	पाठः - १३	भ्वादिप्रकरणे- भूधातोः लटि रूपसाधनम् -२		
	पाठः - १४	भ्वादिप्रकरणे - भूधातोः लिटि लुटि च रूपसाधनम्		
	पाठः - १५	भ्वादिप्रकरणे- भूधातोः लृटि लोटि च रूपसाधनम्		
	पाठः - १६	भ्वादिप्रकरणे- भूधातोः लिङि लुङि लृङि च रूपसाधनम्		
	पाठः - १७	भ्वादिप्रकरणे - लट् लिट् एतयोः सूत्रशेषः		
	पाठः - १८	भ्वादिप्रकरणे - लिट्-लकास्य सूत्रशेष		
	पाठः - १९	भ्वादिप्रकरणे - लिङ् लुङ् एतयोः सूत्रशेषः		
	पाठः - २०	भ्वादिप्रकरणे आत्मनेपदप्रकरणम्		
	पाठः - २१	अदादितः दिवादिपर्यन्तम् - अद् हु दिव् धातवः		
	पाठः - २२	स्वादितः रुधादिपर्यन्तम्- सु तुद् रुध् धातवः		
	पाठः - २३	तनादितः चुरादिपर्यन्तम्- तन् कृ क्री चूर् धातवः		
३	अध्यायः- ३	णिजन्तादिकं तद्धितप्रत्ययाः च-	६२	२४
	पाठः - २४	तिङन्ते णिजन्तप्रकरणम्		
	पाठः - २५	तिङन्ते सन्नन्तप्रकरणम्		
	पाठः - २६	तिङन्ते परस्मैपदात्मनेपदविधानम्		
	पाठः - २७	तिङन्ते भावकर्मप्रकरणम्		
		तद्धिताः-		
	पाठः - २८	तद्धितेषु अपत्याधिकारः		
	पाठः - २९	तद्धितेषु मत्वर्थीयप्रत्ययाः		
	पाठः - ३०	तद्धितेषु रक्ताद्यर्थकप्रत्ययाः		
	पाठः - ३१	तद्धितेषु ठञ्जधिकारः		



# Bharatiya Darshan

## Code No.-347

### औचित्यम्

सर्वेऽपि जन्तव इष्टं लब्धुम् इच्छन्ति। अनिष्टं परिहर्तुम् इच्छन्ति। सुखम् इष्टम् दुःखं हि अनिष्टम्। अत एव सुखस्य उपायः अपि इष्टः। दुःखस्य उपायः अपि अनिष्टः। तत्र सुखं द्विविधम्। नित्यम् अनित्यं च। नित्यं सुखम् आत्मसुखम्। तत् जन्यम् नास्ति। न केनापि कारणेन तत् सुखम् उत्पद्यते। तत् सुखम् तु आत्मस्वभावः एव। अनित्यम् सुखम् जन्यम् अस्ति। तस्य किमपि कारणम् अस्ति। अनित्यसुखस्य कारणं हि धर्मः। धर्मं विना सुखं नैव भवति। धर्मोऽपि जन्यः अस्ति। वेदविहितयागादिः धर्मः। तद्यागादिजन्यः पुण्याख्यः अदृष्टविशेषो वा धर्मः। धर्मः अन्तःकरणे विद्यमानः कश्चित् गुणविशेषः।

दुःखस्य किमपि कारणं तु स्यादेव। सुखं वा दुःखं वा कारणं विना नैव उत्पद्येते। सुखस्य किं कारणम् इति यथायथम् असन्दिग्धं च ज्ञानम् आवश्यकम्। तेन इष्टं यत् सुखं तस्य यत् साधनं तत्र निष्ठया प्रवृत्तिः भवेत्। किञ्च सुखस्य कति भेदाः सन्ति तदपि स्पष्टं जानीयात्। इत्थम् 'इदं मदिष्टसाधनम्' इति ज्ञानम् प्रवृत्तिं प्रति कारणं भवति।

पुरुषः नरो वा नारी वा यद् कामयते इच्छति अर्थयते स एव पुरुषार्थः। पुरुषः सुखमेव अर्थयते। अतः सुखमेव हि पुरुषार्थः सकलप्राणिसाधारणः। सुखस्य प्रकाराः सन्ति। अतः एव पुरुषार्थस्य प्रकाराः सन्ति। नित्यसुखं हि मोक्षः कथ्यते। अनित्यसुखं हि कामः कथ्यते। कामस्य कारणं हि धर्मः कथ्यते। धर्मस्य साधनं हि अर्थः कथ्यते। अर्थो हि धर्मस्य सामग्री धनादिकम्। एवं धर्मार्थकाममोक्षाः चत्वारः पुरुषार्थाः सुप्रसिद्धा वैदिकसंस्कृतौ। तेषु काममोक्षौ मुख्यौ। कामस्य साक्षात् कारणं धर्मः। धर्मस्य प्रयोजकः अर्थः। कामलाभाय एव धर्मः अर्थः च सेव्यते नान्यथा। अथः धर्मार्थौ गौणौ। मुख्ययोः काममोक्षयोः अपि मोक्षः नित्यः। अतः मोक्षः एव परमः पुरुषार्थः। अर्थः अनित्यः इति प्रत्यक्षेण जायते। इन्द्रियजन्यं सुखम् क्षणिकम् इति तदपि अनित्यमेव इति अनुभवसिद्धम्। अनित्यसुखस्य कारणं धर्मः अपि अर्थात् अनित्यः एव। न हि कारणसत्त्वे कार्याभावः भवति।

वेदान्ते श्रुतिः तदनुकूला युक्तिः अनुभवश्च इति एतत् त्रितयम् सदा प्रमाणत्वेन उपन्यस्यते।

यत्कृतकं तदनित्यम् इति नियमः दृष्टानुमानोभयसिद्धः। धर्मः कर्मजन्यः। अतः अनित्यः। कामः धर्मजन्यः। अतः अनित्यः। इत्थं सिद्धम् यत् मोक्षः एव परमः पुरुषार्थः नित्यत्वात्। मोक्षः ब्रह्मज्ञानाद् भवति इति अद्वैतवेदान्तस्य सिद्धान्तः। अतः ब्रह्म किम्। तज्ज्ञानं किम्। तल्लाभस्य प्रमाणं किमिति जिज्ञासा। तन्निवृत्तये अद्वैतवेदान्तमतानुकूलानि प्रकरणानि अत्र सन्ति।

सर्वेऽपि दार्शनिका जीवानां सुखवाञ्छापूर्णार्थं यतन्ते। परन्तु सुखसाधनविषये स्वरूपविषये च तेषु नैके मतभेदाः सन्ति।

दशमकक्षायाः ग्रन्थे समेषामपि दर्शनानाम् सामान्यः परिचयः विद्यते। वेदान्तस्य प्रस्थानानाम् वेदान्तसम्पदायानां च विशेषः परिचयः विद्यते। एवञ्च अद्वैतवेदान्तानुसारम् संक्षेपेण केचिद् विषया

उपन्यस्ताः। स विषयः दशम्याम् पठितः स्यात्। तस्य पठनेन द्वादशकक्षायाः पाठः सुबोधः प्रतीयेत। अतः दशमकक्षायाः पाठानां सम्यक् अध्ययनं विधाय द्वादशकक्षायाः पाठा अध्येतव्या। तेन विषयस्यास्य सुष्ठु ज्ञानं भविष्यति।

द्वादशकक्षायाः अस्मिन् पाठ्यक्रमे सांख्यानां दर्शनस्य विशेषः परिचयः कारितः। यतो हि कपिलस्य सांख्यदर्शनं वेदान्तस्य अति निकटम्। मुख्यः पूर्वपक्षः च। सांख्यानां गुणविचारः पुरुषविचारः सृष्टिविचारः इत्यादिकम् अद्वैतवेदान्ते किञ्चित् परिवर्तनेन गृहीतं दृश्यते। अतः पूर्वपक्षत्वेन मूलत्वेन च सांख्यानाम् अध्ययनम् अत्यन्तम् आवश्यकमिति हेतोः अत्र सांख्यदर्शनस्य विषयाः अत्र उपन्यस्यन्ते।

सकलानि दर्शनानि प्रमाणविषये स्वमतम् अभ्युपगच्छन्ति। वेदान्तिनोऽपि तथैव स्वमते दृढाः सन्ति। अतः अद्वैतवेदान्तमते कानि प्रमाणानि इत्यपि अस्य पाठ्यक्रमस्य वैशिष्ट्यम्।

इत्थम् बहुभिः प्रकारैः पाठ्यक्रमः छात्रहिताय निर्मितः। तेन दार्शनिकतत्त्वानि सुगमानि भविष्यन्ति इति आशास्महे।

## अधिकारी

अयं पाठ्यविषयः सम्पूर्णरूपेण संस्कृतभाषया लिखितः अस्ति। परीक्षा अपि संस्कृतमाध्यमेन एव भविष्यति। अतः अस्य पाठस्य कः अधिकारी इति नूनम् समुदेति प्रश्नः।

अत्र स छात्रः अधिकृतः यः -

अधीतकाव्यव्याकरणकोषः अनधीतदर्शनशास्त्रः।

न्यायशास्त्रस्य तर्कसंग्रह इति ग्रन्थं दीपिकासहितं जानाति।

न्यायभाषाम् अर्थात् न्यायशास्त्रस्य शैलीं जानाति।

सरलसंस्कृतं, संस्कृतसाहित्यास्य सरलगद्यांशान् पद्यांशान् च पठितुम् बोद्धुं च शक्नोति।

सरलसंस्कृतं बोद्धुं शक्नोति।

स्वभावं संस्कृतभाषया लिखित्वा प्रकटयितुं शक्नोति।

दर्शनं दिदृक्षुः मुमुक्षुश्च।

## प्रयोजनम् (सामान्यम्)

उच्चमाध्यमिकस्तरे भारतीयदर्शनस्य पाठ्यत्वेन योजनस्य कानिचन उद्देशानि अत्राधो दीयन्ते।

जीवनस्य चरमलक्ष्यं सुखलाभः। इह परत्र च। तद्विषयकं स्पष्टं ज्ञानं छात्रस्य भवतु इति लक्ष्यम्।

बहूनि दर्शनानि सुखप्रतिपादनाय प्रवृत्तानि विरुध्यन्ते। तेषु विरोधस्य कानि कारणानि इति ज्ञात्वा छात्रः

सूक्ष्मं चिन्तनं कर्तुम् प्रभवेत्।

जीवने विभिन्नानां दार्शनिकसम्प्रदायानां परस्परकलहस्य कारणं ज्ञात्वा तेषु सौहार्दस्य निर्माणाय प्रयतेत इति सामर्थ्यम् छात्रस्य जायताम्।

स्वस्य स्वपरिचितानां च जीवनं दर्शनमवलम्ब्य नेतुम् शक्नुयात्।

भारतीयदर्शनस्य महिमानम् अवगम्य तस्य प्रचारे बद्धादरः सश्रद्धं प्रवर्तताम्।

अति प्राचीनाया भारतीयज्ञानसम्पदः वैज्ञानिकतां सर्वजनोपकारितां महिमानं च सगर्वं जगति प्रसारयेत् छात्रः। दर्शनस्य सामान्यज्ञानवर्धनं भविष्यति येन दार्शनिकग्रन्थानाम् सरलान् अंशान् पठित्वा छात्राः तेषाम् अंशानाम् अर्थान् ज्ञास्यन्ति। ते स्वतः मौखिकीं लिखितां च अभिव्यक्तिं कर्तुं शक्यन्ति। दर्शनाध्ययनेन छात्राः महाविद्यालयस्तरे विश्वविद्यालयस्तरे च प्रवर्तमानेषु पाठ्यक्रमेषु अध्ययनार्थम् अवसरं प्राप्तुं समर्थाः भविष्यन्ति। दार्शनिकचिन्तने रुचिमन्तः भूत्वा शक्ताः संलग्नाश्च भविष्यन्ति।

## प्रयोजनम् (विशिष्टम्)

### दर्शने प्रवेशस्य सामर्थ्यम्

दर्शने के विषया अन्तर्भवन्ति इति सामान्यज्ञानं भवेत्।  
आस्तिकनास्तिकदर्शनभेदस्य ज्ञानं भवेत्।  
अद्वैतवेदान्तस्य विशिष्टः परिचयः भवेत्।  
पठितसामग्रीम् आश्रितानां प्रश्नानाम् उत्तराणि दास्यन्ति।

### दर्शनाध्ययने सामर्थ्यम्

सांख्यानां दर्शनस्य विशिष्टं परिचयं प्राप्नुयात्।  
अद्वैतवेदान्तमतेन अध्यारोपः अपवादः मोक्षः तत्साधनानि इत्यादीनां बहूनां विषयाणां ज्ञानं भवेत्।  
वेदान्तमते स्वीकृतानां प्रमाणानां सविस्तरं ज्ञानं भवेत्।  
अस्य पाठ्यविषयस्य ज्ञानेन तस्मिन् दर्शने विद्यामानानाम् अन्येषाम् आकरग्रन्थानाम् अध्ययने समर्थो भवेत्।

### दर्शनप्रयोगस्य सामर्थ्यम्

दर्शनस्य स्पष्टं ज्ञानं प्राप्य स्वस्य जीवने तस्य प्रयोगं कृत्वा कृतकृत्यो भविष्यति।  
यथा वैद्यः जनं दृष्ट्वा तस्य रोगादिकं चिन्तयति। चौरः वित्तकाषादिकं चिन्तयति। वणिक् क्रेतारम् पश्यति। तथा जगतः दार्शनिकरूपेण दर्शने समर्थो भवेत्।  
अन्येषामपि दिग्भ्रान्तानां जनानां जीवने पथप्रदर्शकप्रदीपवत् सहायो भविष्यति।

## पाठ्यसामग्री

### पाठ्यक्रमेण सह निम्नलिखितसामग्री समायोजिता भविष्यति-

द्वे मुद्रिते पुस्तके।  
एकं शिक्षकाङ्कित-मूल्याङ्कनप्रपत्रम् प्रदास्यते। अनेन सह छात्रैः एकं परियोजनाकार्यमपि (Project) करणीयम्।  
दर्शनस्य शिक्षणं प्रायोगिकरूपेण अपि भविष्यति। परन्तु प्रायोगिकपरीक्षा कापि नास्ति।

पाठनिर्माणे संपर्ककक्षासु च अध्यापनकाले छात्रेषु जीवनकौशलानां सम्यक् विकासः भवेत् इति ध्यातव्यम् भविष्यति। अनेन तेषु स्वतः युक्तिसमन्वितचिन्तनशक्तेः विकासः भविष्यति। मुक्तविद्यालये प्रवेशोत्तरं पाठ्यक्रममिमं विद्यार्थी एकवर्षतः अधिकाधिकं पञ्चवर्षेषु पूर्यितुं शक्नोति।

## अङ्कमूल्यायनप्रविधिः परीक्षायोजना च

पत्रस्य (१००) शतम् अङ्काः सन्ति। परीक्षाकालः होरात्रयात्मकः। अस्य पत्रस्य लिखितस्वरूपमेवास्ति (Theory)। प्रायोगिकरूपं (Practical) किमपि नास्ति। क्रमिकम् (Formative) समुच्चितं (Summative) चेति द्विविधं मूल्यायनं भविष्यति।

**क्रमिकं मूल्यायनम्** - विंशतेः अङ्कानां (२०) शिक्षकाङ्कितस्य कार्यस्य (TMA) एकं पत्रं स्यात्। अस्य मूलायनम् अध्ययनकेन्द्रे (Study Centre) भवेत्। अस्य कार्यस्य अङ्काः अङ्कपत्रिकायां (Marks sheet) पृथक् उल्लिखिताः स्युः।

**समुच्चितं मूल्यायनम्** - वर्षे वारद्वयं (मार्चमासि अक्टोबरमासि च) बाह्यपरीक्षा भविष्यति। तत्र परीक्षायां समुच्चितं मूल्यायनं भविष्यति।

प्रश्नपत्रे ज्ञानम् (Knowledge), अवगमम् (Understanding) अभिव्यक्तितं (Application skill) चावलम्ब्य युक्तानुपातेन प्रश्नाः समाविष्टाः स्युः।

परीक्षासु अतिलघूत्तरात्मक- लघूत्तरात्मक-निबन्धात्मक-प्रश्नानामपि समावेशः भविष्यति।

सूत्रार्थः सूत्रव्याख्या रूपसाधनम् इति त्रयो मुख्याः विषयाः स्युः। अन्ये प्रसक्तानुप्रसक्ताः केचिद् विषयाः अपि स्युरिति अवधेयम्।

उत्तीर्णतायै पणः (condition) - प्रतिशतं त्रयस्त्रिंशद् (३३%) अङ्काः उत्तीर्णतायै पणः (मानदण्डः) वर्तते।

संस्थानस्य परीक्षायाम् उत्तरलेखनभाषा - संस्कृतम् (अनिवार्यम्)

## अध्ययनयोजना

निर्देशभाषा (Medium of instruction) - संस्कृतम्।

स्वाध्यायाय कालावधिः (Self-study hours) २४० होराः

न्यूनतः त्रिंशत् (३०) सम्पर्ककक्षाः (Personal Contact Programme - PCP) अध्ययनकेन्द्रेषु भविष्यन्ति।

भारांशः - सैद्धान्तिकः (Theory) शतं प्रतिशतम्।

प्रायोगिकम् (Practical) - नास्ति।

**उत्तीर्णता-मानदंडः सैद्धांतिकस्य ३३%**

**आयुः १५ वर्षम्**

**निर्देशभाषाः संस्कृतम्**

**विषयावधिः २४० होरा**

**अङ्कविभाजनम्**

अग्रे सारण्यां द्रष्टव्यम्

**पाठ्यविषयस्य उद्देशः (पाठ्यविषयबिन्दवः)**

उच्चतरमाध्यमिककक्षाया भारतीयदर्शनस्य पुस्तके निम्नविषयाः अन्तर्भवन्ति।  
विवरणमधस्तादुपन्यस्यते।-

समग्रस्य पाठ्यविषयस्य त्रयो भागाः प्रकल्पिताः सन्ति। प्रतिभागम् कति पाठाः, स्वाध्यायाय कति होराः, सैद्धान्तिकपरीक्षायाम् कियान् अंशः, प्रायोगिकपरीक्षायाम् कियान् अंशः, प्रत्यध्यायम् अङ्कविभाजनं चेति विषयाः अत्र प्रदीयन्ते।

**अध्यायः - १ सांख्यदर्शनम् (पाठाः १-४)**

**अध्यायस्य औचित्यम्**

महर्षिः कपिलो हि जन्मना सिद्धः। सर्वेषामपि दर्शनानां तद्दर्शनादेव प्रारम्भः। एवञ्च कपिलस्य सांख्यदर्शनं वेदान्तस्य अति निकटम्। मुख्यः पूर्वपक्षः च। सांख्यानां गुणविचारः पुरुषविचारः सृष्टिविचारः इत्यादिकम् अद्वैतवेदान्ते किञ्चित् परिवर्तनेन गृहीतं दृश्यते। अतः पूर्वपक्षत्वेन मूलत्वेन च सांख्यानाम् अध्ययनम् अत्यन्तम् आवश्यकमिति हेतोः अत्र सांख्यदर्शनस्य प्रोक्ताः विषयाः अत्र उपन्यस्याः।

**अध्यायः - २ वेदान्ते प्रमाणानि (पाठाः ५-१०)**

**अध्यायस्य औचित्यम्**

निर्भान्तं ज्ञानं ममास्तु को वा न वाञ्छति। परन्तु ज्ञानं कथं भवति, केन माध्यमेन भवति इति स्पष्टता आवश्यकी। तत्र वेदान्तमते भ्रान्तिरहितं ज्ञानं प्रमा केन प्रमाणेन भवति, तत्र वेदान्तिनः कानि प्रमाणानि अङ्गीकुर्वन्ति, तेषां स्वरूपं किम्, प्रक्रिया का, प्रमेयाणि कानि, प्रमाभेदाः के इति नैके विषयाः अस्मिन् प्रकरणे प्रतिपाद्याः। न्यायशैल्याः ज्ञानं विना अस्य विभागस्य अध्ययनं दुष्करम् इति हेतोः तत्र तत्र न्यायशैल्याः अपि विस्तरः प्रदर्शनीयत्वेन आपतति।

**अध्यायः - ३ अद्वैतवेदान्ते अध्यारोपः (पाठाः - ११-१६)**

**अध्यायस्य औचित्यम्**

सकलदर्शनानां सामान्यपरिचयः, अद्वैतवेदान्तस्य विशेषपरिचयः च माध्यमिकक्षायां कारितः। तथापि अद्वैतवेदान्तदर्शनेन स्वस्य सिद्धान्ताः कथं सिद्धान्तिताः, काभिः युक्तिभिः समर्थिताः, युक्तिप्रदर्शनस्य प्रमाणानि वा कानि इत्यादिसर्वमपि सविस्तरं ज्ञातव्यम् भवति छात्रेण। अतः दर्शनेषु मूर्धन्यस्य दर्शनस्यैव सविस्तरं परिचयो भवतु इति धिया अद्वैतवेदान्तस्य प्रकरणशः विभागं परिकल्प्य द्वादश्याम् उपन्यस्यन्ते। तत्र ब्रह्म माया इति ज्ञानोत्तरं कथम् अध्यासः भवति, कथं ततः सृष्टिः भवति इति विषयः अत्र उपन्यस्तः। अयं विषयः अध्यारोपः इत्युच्यते।

## अध्यायः - ४ अद्वैतवेदान्ते अपवादः (पाठाः - १७-२७)

### अध्यायस्य औचित्यम्

पूर्वभागे अध्यारोपः ज्ञातः। अध्यारोपस्य अपवादः कथं कर्तव्यः इति विषयः अत्र प्रमुखो भवति। अत्र अस्थात्रयं पञ्चकोशाः महावाक्यविचारः समाधिः तत्साधनमितीमे विषयाः अत्र प्रतिपाद्याः सन्ति। वेदान्तस्य जगति प्रचारस्य प्रमुखं कार्यं येन कृतं यद्वशाद् भारतीयज्ञानस्य गौरवं जगति वर्तते तस्य स्वामिनो विवेकानन्दस्य मतं किमिति विषये एकः अन्ते योजितः अस्ति।

### पाठ्यविषयस्य उद्देशः (पाठ्यविषयबिन्दवः)

उच्चतरमाध्यमिकक्षायाः भारतीयदर्शनस्य पुस्तके निम्नविषयाः अन्तर्भवन्ति -

क्र.सं.		मुख्यबिन्दवः	स्वाध्यायाय होराः	भारांशः (अङ्काः)
१	अध्यायः- १	सांख्यदर्शनम्-	३६	१२
	पाठः - १	प्रकृतिपुरुषपरिचयः- सांख्यपदस्यार्थः, सांख्याचार्याः, तद्ग्रन्थाः, सांख्यतत्त्वानां सामान्यपरिचयः, पुरुषः, बन्धः, मोक्षः		
	पाठः - २	प्रकृतिपुरुषपरिचयः- प्रकृतिः। प्रधानतत्त्वम्। गुणत्रयविचारः। पुरुषबहुत्वविचारः। साम्यावस्था। प्रकृतेः प्रवृत्तिः।		
	पाठः - ३	सृष्टिविचारः- सृष्टितत्त्वम्। सृष्टपदार्थाः। सृष्टिकारणम्। सृष्टिप्रयोजनम्।		
	पाठः - ४	सत्कार्यवादः- साधकयुक्तयः। शून्यकार्यवादः। असत्कार्यवादः। विवर्तवादः। विरोधिवादखण्डनम्।		
२	अध्यायः- २	वेदान्ते प्रमाणानि-	६०	३०
	पाठः - ५	प्रमाणानि- षट्प्रमाणानि। भूमिका, दर्शन, ज्ञानादि, प्रमा		
	पाठः - ६	प्रमाणानि- प्रत्यक्षप्रमाणम्। लक्षणम्। परिष्कारः। प्रत्यक्षत्वप्रयोजकविचारः।		

	पाठः - ७	प्रमाणानि- प्रत्यक्षप्रमाणभेदाः। लक्षणानि।		
	पाठः - ८	प्रमाणानि- अनुमानम् - लक्षणम्। न्यायः। सद्धेतुः। मिथ्यात्वम्। उपमानम् च।		
	पाठः - ९	प्रमाणानि- आगमः। वृत्तिः। वाक्यर्थबोधे हेतवः।		
	पाठः - १०	प्रमाणानि- अर्थापत्तिः, अनुपलब्धिः, प्रामाण्यम्।		
३	अध्यायः-३	अद्वैतवेदान्ते अध्यारोपः-	५४	२२
	पाठः - ११	ब्रह्मलक्षणम्- ब्रह्मपदस्यार्थः। ब्रह्मणः स्वरूपलक्षणम्, तटस्थलक्षणम्। निर्गुणब्रह्म। सगुणब्रह्म।		
	पाठः - १२	मायालक्षणम्- मायापदस्यार्थः। मायाः लक्षणम्, अनादित्वम्, त्रिगुणात्मकत्वम्। मायासत्त्वे प्रमाणानि। मायाया एकत्वबहुत्वविचारः।		
	पाठः - १३	अध्यासः- अध्यासप्रयोजनम्। पदव्युत्पत्तिः। स्वरूपम्, निमित्तम्, फलम्। अध्याससत्त्वे प्रमाणम्।		
	पाठः - १४	अध्यासः ख्यातिः विवर्तः परिणामः च- अध्यासकारणानि। अध्यासस्वरूपम्। सत्तात्रयम्। विवर्तपरिणामयोः स्वरूपम्।		
	पाठः - १५	सृष्टिविचारः- सृष्टिश्रुतीनाम् प्रयोजनम्। अध्यारोपापवादन्यायः। कार्यकारणयोरनन्यत्वम्।		
	पाठः - १६	सृष्टिप्रलयविचारः- अविद्या। तस्याः शक्तिद्वयम्। पञ्चीकरणम्। प्रलयविचारः।		
४	अध्यायः- ४	अद्वैतवेदान्ते अपवादः-	९०	३६
	पाठः - १७	अवस्थात्रयविवेकः-जाग्रत्स्वप्नसुषुप्तयः। विश्ववैश्वानरादिकम्।		
	पाठः - १८	पञ्चकोशविवेकः- अध्यारोपापवादौ। अन्नमयादिपञ्चकोशः। तेभ्यः भिन्न आत्मा। ब्रह्मणः उपाधिवशाद् भेदः।		
	पाठः - १९	महावाक्यविचारः- चतुर्णाम् महावाक्यानां तात्पर्यम्।		
	पाठः - २०	महावाक्यविचारः- पदान्वयविचारः। लक्षणादीनाम् उपयोगः। पदार्थसंशोधनम्।		
	पाठः - २१	साधनविचारः-१ अनुबन्धः कर्म, निष्कामकर्म।		
	पाठः - २२	साधनविचारः-२ निष्कामकर्म, उपासना		
	पाठः - २३	साधनविचारः-३ साधनचतुष्टयम् श्रवणादि ।		
	पाठः - २४	समाधिस्वरूपम्। निदिध्यासनम्। समाधिभेदाः। चित्तवृत्तिः।		
	पाठः - २५	समाधेरङ्गानि। अन्तरायाः।		

पाठः - २६	जीवन्मुक्तिः, विदेहमुक्तिः- अहम् ब्रह्मास्मि। अखण्डाकाराकारिता चित्तवृत्तिः। कर्मत्रैविध्यम्। लक्षणम्।		
पाठः - २७	विवेकानन्दवेदान्तचिन्तनम् - विवेकानन्दमतेन वेदान्तस्य व्यावहारिकता। योगसमन्वयः। आधुनिकता। प्रासङ्गिकता।		



# Sanskrit Sahitya

## Code No.-348

### औचित्यम्

संस्कृते काव्यसम्पत्तिः सागरवत् अपारा अमूल्या च वर्तते। तत्र अस्माकं सनातनज्ञानराशिः तदात्मकं जीवनं च प्रतिबिम्बितं वर्तते। कवीनां काव्यानाम् अलङ्कारशास्त्रस्य च अध्ययने छात्रस्य भूमिका अपेक्षिता। काव्यराशेः मूलं स्वरूपं वेदे एव दृश्यते। साहित्यस्य प्रवेशार्थं वेदादिवाङ्मयस्य परिचयः आवश्यकः अस्ति। अपि च वेदेन उपदिष्टं तत्त्वमेव काव्येन प्रकटीक्रियते। वेदस्तु षडङ्गसहितः अस्ति। अतः वेदस्य षडङ्गानाञ्च परिचयः अपि आवश्यकः। वेदकाव्ययोः मध्यवर्ति पुराणसाहित्यम्। तस्मात् पुराणस्यापि सामान्यपरिचयः आवश्यकः। स च अत्र अस्ति। एवं वेदस्य पुराणस्य च परिचयं प्राप्य काव्यस्य प्रवेशः भवति।

संस्कृतिर्नाम सुपरिष्कृता जीवनपद्धतिः यया क्रमशः आत्मोद्धारः सिद्ध्यति। भारतीयसनातनसंस्कृतिः चतुर्भिः पुरुषार्थैः परिकल्पिता वर्तते। धर्मः अर्थः कामः मोक्षः इति चत्वारः पुरुषार्थाः। कामो नाम लौकिकजीवनसन्तृप्तिः सुखं वा। अर्थो नाम तादृशसुखलाभार्थम् अपेक्षितानि वस्त्र-आहार-धन-क्षेत्रादीनि जीवनसाधनानि। धर्मो नाम अर्थानामर्जने तद्वारा सुखलाभे शास्त्रोक्तः नियमविशेषः। मोक्षः अनन्तः शाश्वतानन्दः। एतेषां विवेके वेदः परमं प्रमाणम्।

कवेः कर्म काव्यम् इति आलङ्कारिका वदन्ति। तच्च रमणीयं शब्दार्थयुगलम्, रसात्मकं वाक्यम् इत्यपि अन्यान्यविद्वांसः वदन्ति। अस्मत्परम्परायां जीवनविवेकाय शास्त्रमार्गः इव काव्यमार्गोऽपि अतीव आदृतो वर्तते।

वेदः प्रभुसम्मितः इत्युच्यते। पुराणं मित्रसम्मितम् उत्पद्यते। काव्यं हि कान्तासम्मितं भवति। कान्तासम्मितं नाम कान्तासदृशम् इत्यर्थः। कान्ता नाम प्रिया भार्या इत्यर्थः। (यदा) लोके साध्वी कुशलां च कान्तां किमपि जिज्ञासमानः पृच्छति। तदा सा साक्षात् अभिप्रायवाचकं वाक्यं परित्यजति। ततः स्मित-कटाक्ष-मुखावनमनादिचेष्टाविशेषपुरःसरं परोक्षतः स्वाभिप्रायसूचकैः वचनैः अभिमितार्थं ज्ञापयन्ती तत्र कान्तं प्रवर्तयति। यथा किम् आम्रफलम् आस्वादयसि उत द्राक्षाफलम् इति कान्तः कान्तां पृच्छति। तदा आम्रफलमास्वादयामि इति साक्षात् न वदति। आम्रफलं मधुरं परिमलयुक्तं विविधवर्णरञ्जितं भवति इति वदति। तेन एतदेव उक्तं भवति यत् अहम् आम्रफलम् आस्वादयितुमिच्छामि इति। एवं कान्तानां यथा परोक्षतः स्वाभिप्रायाभिव्यञ्जनशैली वचने भवति तथा काव्यस्यापि भवति। अतः काव्यं कान्तासम्मितम् इति प्रसिद्धम्। कान्तावचनं यथा सरसं मनोहरं भवति तथा काव्यमपि सरसरमणीयं भवति येन सहृदयहृदयम् आकृष्टं भवति। एतस्मात् कारणात् वेदात् पुराणात् च विलक्षणं भवति।

ईदृशानां काव्यानाम्, कवीनाम्, काव्यशास्त्रस्य च परिचयः छात्राणाम् भवतु इति धिया संस्कृतसाहित्यम् नाम पत्रं पाठ्यत्वेन योज्यते। (Communications Skill) भावविनिमयकौशलम् पुरा अद्यापि च गुरुत्वम् आवहति। स्वाभिप्रायः कथं साक्षात् परोक्षतः वा प्रकटयितुं शक्यः इति काव्यात् ज्ञायते। इत्थं काव्याध्ययनस्य बहूनि प्रयोजनानि सन्तीति औचित्यम् आवहति यद् सर्वश्रेष्ठानां कवीनाम् काव्यानि पठनीयानि इति।

## अधिकारी

अयं पाठ्यविषयः सम्पूर्णरूपेण संस्कृतभाषया लिखितः अस्ति। परीक्षा अपि संस्कृतमाध्यमेन एव भविष्यति। अतः अस्य पाठस्य कः अधिकारी इति नूनम् समुदेति प्रश्नः।

अत्र स छात्रः अधिकृतः यः -

- अधीतव्याकरणकोषः काव्यरसपिपासुः।
- सरलसंस्कृतं, संस्कृतसाहित्यास्य सरलगद्यांशान् पद्यांशान् च पठितुम् बोद्धुं च शक्नोति।
- सरलसंस्कृतं बोद्धुं शक्नोति।
- स्वभावं संस्कृतभाषया लिखित्वा प्रकटयितुं शक्नोति।

## प्रयोजनम् (सामान्यम्)

उच्चतरमाध्यमिकस्तरे संस्कृतसाहित्यस्य पाठ्यत्वेन योजनस्य कानिचन उद्देशानि अत्राधो दीयन्ते।

- जीवनस्य चरमलक्ष्यं सुखलाभः। इह परत्र च। काव्याध्ययनेन तत् सिद्ध्यति। अतः अध्येतृणां सिद्ध्यतु।
- बहूनि काव्यानि सुखप्रतिपादनाय प्रवृत्तानि सफलानि विफलानि च भवन्ति। तत्र वैफल्यस्य कारणानि कानि इति ज्ञात्वा छात्रः काव्यस्य सूक्ष्मं चिन्तनं कर्तुम् प्रभवेत्।
- कविः यथा स्वस्य विचित्राभिः उक्तिभिः जनान् रञ्जयति तथा काव्याध्ययनेन छात्रोऽपि सामर्थ्यम् अर्जयेत्। अन्यकृतस्य काव्यस्य च आदरं कुर्यात्।
- स्वस्य स्वपरिचितानां च जीवनं काव्यरसेन परिपूर्णं कर्तुं प्रवर्तते।
- संस्कृतकाव्यानां महिमानम् अवगम्य तत्प्रचारे बद्धादरः सश्रद्धं प्रवर्तताम्।
- अति प्राचीनाया भारतीयज्ञानसम्पदः वैज्ञानिकता सर्वजनोपकारिता महिमा च सगर्वं जगति प्रसारयेत् छात्रः।
- काव्यग्रन्थानाम् सरलान् अंशान् पठित्वा छात्राः तेषाम् अंशानाम् अर्थान् ज्ञास्यन्ति। ते स्वतः मौखिकीं लिखितां च अभिव्यक्तिं कर्तुं शक्यन्ति।
- काव्याध्ययनेन छात्राः महाविद्यालयस्तरे विश्वविद्यालयस्तरे च प्रवर्तमानेषु पाठ्यक्रमेषु अध्ययनार्थम् अवसरं प्राप्तुं समर्थाः भविष्यन्ति।

- काव्येषु रुचिमान् भूत्वा शक्तः संलग्नः भविष्यति।

## प्रयोजनम् (विशिष्टम्)

### संस्कृतसाहित्ये प्रवेशस्य सामर्थ्यम्

- काव्येषु के विषया अन्तर्भवन्ति इति सामान्यज्ञानं भवेत्।
- कवीनां परिचयं प्राप्नुयात्।
- काव्यानां परिचयं प्राप्नुयात्।
- काव्यालङ्कारच्छन्दसाम् परिचयं प्राप्नुयात्।
- रससिद्धान्तं जानीयात्।
- पठितसामग्रीम् आश्रितानां प्रश्नानाम् उत्तराणि दातुं प्रभवेत्।।

### संस्कृतसाहित्याध्ययने सामर्थ्यम्

- काव्यानाम् अध्ययनस्य कश्चित् विशिष्टः क्रमः वर्तते। तज्ज्ञानं प्राप्य काव्यस्य अग्रे अध्ययने समर्थो भवेत्।
- काव्ये विद्यमानां छन्दसाम् अलङ्काराणां व्याकरणांशान् च ज्ञास्यति।
- तेषां ज्ञानेन अन्यत्र विद्यमानानाम् अलङ्कारादीनां ज्ञानं भवेत्।
- कवीनाम् अलङ्कारिकाणां च परिचयं प्राप्नुयात्।
- छन्दः अलङ्कारः रसः इत्यादीन् विषयान् बुद्ध्वा स्वयं काव्यरचनायां सामर्थ्याशाली भवेत्।
- अस्य पाठ्यविषयस्य ज्ञानेन तस्मिन् दर्शने विद्यमानानाम् अन्येषाम् आकरग्रन्थानाम् अध्ययने समर्थो भवेत्।

### संस्कृतसाहित्यप्रयोगस्य सामर्थ्यम्

- संस्कृतकाव्यानाम् अध्ययनेन स्वस्य वाचि काव्यात्मकता स्यात्।
- अपरकृतस्य काव्यप्रयोगस्य ज्ञानं भवेत्।
- भावविनिमयः प्रभावितया कर्तुम् प्रभवेत्।
- वाण्या भावविनिमये अलङ्कारादीनाम् शास्त्रसम्मतं प्रयोगं कर्तुं प्रवर्तते
- वाचि विद्यमानं संयोगवियोगसामर्थ्यम् अवगच्छेत्।
- यथा वैद्यः जनं दृष्ट्वा तस्य रोगादिकं चिन्तयति। चौरः वित्तकोषादिकं चिन्तयति। वणिक् क्रेतारम् पश्यति। तथा जगतः कविरूपेण दर्शने समर्थो भवेत्।

## पाठ्यसामग्री

पाठ्यक्रमेण सह निम्नलिखितसामग्री समायोजिता भविष्यति

- द्वे मुद्रिते पुस्तके।
- एकं शिक्षकाङ्कित-मूल्याङ्कनप्रपत्रम् प्रदास्यते। अनेन सह छात्रैः एकं परियोजनाकार्यमपि (Project) करणीयम्।
- काव्यस्य शिक्षणं प्रायोगिकरूपेण अपि भविष्यति। परन्तु प्रायोगिकपरीक्षा कापि नास्ति।
- पाठनिर्माणे संपर्ककक्षासु च अध्यापनकाले छात्रेषु जीवनकौशलानां सम्यक् विकासः भवेत् इति ध्यातव्यम् भविष्यति। अनेन तेषु स्वतः युक्तिसमन्वितचिन्तनशक्तेः विकासः भविष्यति।
- मुक्तविद्यालये प्रवेशोत्तरं पाठ्यक्रममिमं विद्यार्थी एकवर्षतः अधिकाधिकं पञ्चवर्षेषु पूर्यितुं शक्नोति।

### अङ्कमूल्यायनप्रविधिः परीक्षायोजना च

- पत्रस्य (१००) शतम् अङ्काः सन्ति। परीक्षाकालः होरात्रयात्मकः। अस्य पत्रस्य लिखितस्वरूपमेवास्ति (Theory)। प्रायोगिकरूपं (Practical) किमपि नास्ति। क्रमिकम् (Formative) समुच्चितं (Summative) चेति द्विविधं मूल्यायनं भविष्यति।
- क्रमिकं मूल्यायनम् -विंशतेः अङ्कानां (२०) शिक्षकाङ्कितस्य कार्यस्य (TMA) एकं पत्रं स्यात्। अस्य मूलायनम् अध्ययनकेन्द्रे (Study Centre) भवेत्। अस्य कार्यस्य अङ्काः अङ्कपत्रिकायां (Marks sheet) पृथक् उल्लिखिताः स्युः।
- समुच्चितं मूल्यायनम् -वर्षे वारद्वयं (मार्चमासि अक्टोबरमासि च) बाह्यपरीक्षा भविष्यति। तत्र परीक्षायां समुच्चितं मूल्यायनं भविष्यति।
- प्रश्नपत्रे ज्ञानम् (Knowledge), अवगमम् (Understanding) अभिव्यक्तिं (Application skill) चावलम्ब्य युक्तानुपातेन प्रश्नाः समाविष्टाः स्युः।
- परीक्षासु अतिलघूत्तरात्मक- लघूत्तरात्मक-निबन्धात्मक-प्रश्नानामपि समावेशः भविष्यति।
- सूत्रार्थः सूत्रव्याख्या रूपसाधनम् इति त्रयो मुख्याः विषयाः स्युः। अन्ये प्रसक्तानुप्रसक्ताः केचिद् विषयाः अपि स्युरिति अवधेयम्।
- उत्तीर्णतायै पणः (condition) - प्रतिशतं त्रयस्त्रिंशद् (३३%) अङ्काः उत्तीर्णतायै पणः (मानदण्डः) वर्तते।
- संस्थानस्य परीक्षायाम् उत्तरलेखनभाषा - संस्कृतम् (अनिवार्यम्)

### अध्ययनयोजना

- निर्देशभाषा (Medium of instruction) - संस्कृतम्।
- स्वाध्यायाय कालावधिः (Self-study hours) २४० होराः

- न्यूनतः त्रिंशत् (३०) सम्पर्ककक्षा: (Personal Contact Programme - PCP) अध्ययनकेन्द्रेषु भविष्यन्ति।
- भारांशः - सैद्धान्तिकः (Theory) शतं प्रतिशतम्।
- प्रायोगिकम् (Practical) - नास्ति।
- उत्तीर्णता-मानदंडः सैद्धान्तिकस्य ३३%
- आयुः १५ वर्षम्
- निर्देशभाषा: संस्कृतम्
- विषयावधि: २४० होरा

### अङ्कविभाजनम्

अग्रे सारण्यां द्रष्टव्यम्

### पाठ्यविषयस्य उद्देशः (पाठ्यविषयबिन्दवः)

उच्चतरमाध्यमिककक्षायाः संस्कृतसाहित्यस्य पुस्तके निम्नविषयाः अन्तर्भवन्ति।  
विवरणमधस्तादुपन्यस्यते।-

समग्रस्य पाठ्यविषयस्य भागाः प्रकल्पिताः सन्ति। प्रतिभागम् कति पाठाः, स्वाध्यायाय कति होराः, सैद्धान्तिकपरीक्षायाम् कियान् अंशः, प्रायोगिकपरीक्षायाम् कियान् अंशः, प्रत्यध्यायम् अङ्कविभाजनं चेति विषयाः अत्र प्रदीयन्ते।

### परिच्छेदः - १ कविपरिचयः (पाठाः १-३)

#### अध्यायस्य औचित्यम्

यैः कविभिः संस्कृतं रम्यं कृतं, काव्यावदानेन पोषितं तेषां देशकालकृति-विषये रसिकानां जिज्ञासा स्वाभाविकी एव। तदेवात्र किञ्चित् उपन्यस्यन्ते।

### परिच्छेदः - २ काव्याध्ययनम् - १ (पाठाः ४-११)

#### अध्यायस्य औचित्यम्

कविकुलगुरुः कालिदासः। तस्य श्रेष्ठा रचना रघुवंशम्। छात्राः कालिदासशैल्या रघुवंशं जानीयुः, तन्माध्यमेन काव्यरसास्वादं कुर्युः इति अत्र रघुवंशस्य प्रथमसंसर्गतः कश्चिदंशः अत्र उपादाय व्याख्यास्यते।

नैके काव्यस्य प्रकाराः। स्तोत्रं जनानां मनांसि रमयति। अतः बोधाय मोदाय च सुप्रसिद्धं स्तोत्रम् मोहमुद्गराख्यमत्र प्रदीयते। अम्बिकादास्य गद्यकाव्यं शिवराजविजयः अति प्रसिद्धम्। तस्य अंशविशेषाः अत्र उपस्थाप्यन्ते।

### परिच्छेदः - ३ काव्याध्ययनम् - २ (पाठाः १२-१९)

#### अध्यायस्य औचित्यम्

उत्तररामचरितं नाम नाटकं भवभूतेः सर्वोत्कृष्टं दानं मन्यन्ते विद्वांसः। अत्र रामायणस्य उत्तरार्धं वर्णितम्। नाटकमिदं सप्ताङ्कात्मकं वर्तते। लङ्कायाः महारणे श्रीरामेण रावणं निहत्य सीता अशोकवनात् उद्धृता। ततः वनवासं समाप्य अयोध्यां प्रत्यागतः। ततः रामस्य राज्याभिषेकः सम्पन्नः। ततः आरभ्य सीतया सह विच्छेदः पुत्रयोः लवकुशयोः जन्म सीतया सह पुनर्मिलनपर्यन्तं नाटकमिदं परिव्याप्तम्। तस्य कश्चिदंशः अत्र उपस्थाप्यते।

बाणभट्टः गद्यकाव्यरचनायां पटुतमः। तस्य किमपि गद्यकाव्यं छात्रैरवश्यपठनीयमिति हेतोः कादम्बर्याः कथाभागस्य एकः अंशः शुकनासोपदेशः अत्र प्रतिपाद्यमानो विषयः। प्रभुत्वलाभे युक्त्वस्य या विपत् सम्भवति तद्विषये शुकनासेन कृतः उपदेशोऽत्र मुख्योऽस्ति। केनापि युवकेन नूनमयं विषयोऽध्येतव्य इति प्रासङ्गिकता तस्य।

### परिच्छेदः - ४ काव्यदर्पणः (पाठाः २०-२७)

#### अध्यायस्य औचित्यम्

काव्यरचनाया विज्ञानमस्ति। काव्यनिर्माणे ये नियमा अवलम्बनीयाः, काव्याध्ययनेऽपि ये नियमा अवश्यं ज्ञातव्या ते सर्वेऽपि नियमा रीतयः पद्धतयः काव्यशास्त्रे आलोच्यन्ते। तेषु केचिद् प्राथमिकतया ज्ञातव्या विषया अस्मिन् विभागे अन्तर्भवन्ति। अलंकारशास्त्रमपि तत् कथ्यते। अत्र अलंकारिकाणां परिचयोऽपि दीयते। अलंकारः वृत्तिः छन्दः रस इत्येते मुख्या विषया अत्र चिताः सन्ति।

### पाठ्यविषयस्य उद्देशः (पाठ्यविषयबिन्दवः)

उच्चतरमाध्यमिककक्षायाः संस्कृतसाहित्यस्य पुस्तके निम्नविषयाः अन्तर्भवन्ति -

क्र.सं.		मुख्यबिन्दवः	स्वाध्यायाय होराः	भारांशः (अङ्काः)
१	प्रथमः परिच्छेदः	कविपरिचयः-	२४	८
	पाठः - १	कवीनां देशकालकृतिपरिचयः- वाल्मीकिः व्यासः भासः		

	पाठः - २	कवीनां देशकालकृतिपरिचयः- कालिदासः भारविः अश्वघोषः		
	पाठः - ३	कवीनां देशकालकृतिपरिचयः- श्रीहर्षः क्षेमेन्द्रः भवभूतिः कल्हणः शिवस्वामी		
२	द्वितीयः परिच्छेदः	काव्याध्ययनम् - १-	६०	३०
	पाठः - ४	रघुवंशम् (प्रथमसर्गः)- रघुवंशीयनृपाणां गुणवर्णनम् (१-१० श्लोकाः)		
	पाठः - ५	रघुवंशम् (प्रथमसर्गः)- राज्ञो दिलीपस्य गुणवर्णनम् - १ (११-२३ श्लोकाः)		
	पाठः - ६	रघुवंशम् (प्रथमसर्गः)- राज्ञो दिलीपस्य गुणवर्णनम् - २ (२४-३४ श्लोकाः)		
	पाठः - ७	रघुवंशम् (प्रथमसर्गः)- वशिष्ठाश्रमं प्रति गमनम् (३५-४८ श्लोकाः)		
		स्तोत्रादिसाहित्यम्-		
	पाठः - ८	स्तोत्रसाहित्यम् - - मोहमुद्गरः - अन्वयः व्याख्या, सरलार्थः, व्याकरणम्		
	पाठः - ९	ऐतिहासिकम् अर्वाचीनं काव्यम् - शिवराजविजयः - बटुसंवादः		
	पाठः - १०	ऐतिहासिकम् अर्वाचीनं काव्यम् - शिवराजविजयः - योगीराजसंवादः		
	पाठः - ११	ऐतिहासिकम् अर्वाचीनं काव्यम् - शिवराजविजयः - यवनदुराचारः		
३	तृतीयः परिच्छेदः	काव्याध्ययनम् - २-	७०	३०
	पाठः - १२	उत्तररामचरितम् (प्रथमोऽङ्कः)- श्लोकस्य अन्वयः, अन्वयार्थः, गद्यवाक्यानां सरलार्थः, प्रयोजने सति व्याकरणटिप्पणी विशेषटिप्पणी च		
	पाठः - १३	उत्तररामचरितम् (प्रथमोऽङ्कः)- अष्टावक्रसंवादः		
	पाठः - १४	उत्तररामचरितम् (प्रथमोऽङ्कः)- चित्रदर्शनम् - १		

	पाठः - १५	उत्तररामचरितम् (प्रथमोऽङ्कः)- चित्रदर्शनम् - २		
	पाठः - १६	कादम्बरी - शुकनासोपदेशः- यौवनस्वभावः - गद्यवाक्यानाम् अन्वयार्थः, सरलार्थः, व्याकरणटिप्पणी विशेषटिप्पणी च		
	पाठः - १७	कादम्बरी - शुकनासोपदेशः लक्ष्माचापल्यम्-		
	पाठः - १८	कादम्बरी - शुकनासोपदेशः लक्ष्मीदुष्प्रभावः-१-		
	पाठः - १९	कादम्बरी - शुकनासोपदेशः लक्ष्मीदुष्प्रभावः-२-		
४	चतुर्थः परिच्छेदः	काव्यदर्पणः-	८६	३४
	पाठः - २०	अलंकारिकपरम्परापरिचयः- भरतः भामहः, दण्डी, वामनः, रुद्रटः, अभिनवगुप्तः, कुन्तकः - तेषां दशकालकृतयः		
	पाठः - २१	अलंकारिकपरम्परापरिचयः- आनन्दवर्धनः, अप्पय्यदीक्षितः, मम्मटः, भोजराजः, विश्वनाथः, जगन्नाथः - तेषां दशकालकृतयः		
	पाठः - २२	वाच्य-लक्ष्य-व्यङ्ग्यानां सामान्यपरिचयः		
	पाठः - २३	छन्दांसि- छन्दसां मात्रागणयतीनां परिचयः। छन्दोभेदाः।		
	पाठः - २४	छन्दांसि- मात्रिकछन्दांसि, वार्णिकछन्दांसि च चितानि। - अनुष्टुभ् इद्रवज्रा वसन्ततिलका मालिनी शार्दूलविक्रीडितम् इत्यादीनां केषांचित् छन्दसां लक्षणम्, लक्षणस्य व्याख्या, उदाहरणश्लोके समन्वयः		
	पाठः - २५	आलंकारपरिचयः- अर्थालंकारः, शब्दालंकारः - सामान्यपरिचयः, अलंकारस्य प्रयोजनम्, लक्षणम्, लक्षणस्य बोधनम्, दृष्टान्तपुरःसरम् अन्वयः। केचित् मुख्यालंकाराः।		
	पाठः - २६	आलंकारपरिचयः- उपमा, रूपकम्, दृष्टान्तः, उत्प्रेक्षा इत्यादयः केचित् मुख्यालंकाराः		
	पाठः - २७	रसपरिचयः- विभावादीनां परिचयः, सरस्वरूपपुरःसरं रसास्वादप्रकारः, रसभेदाः		



# **Physical Education and Yog**

**Code No- 373**

## **Introduction**

Physical Education and Yog plays an important role in the physical growth and development of an individual. Through Physical Education and Yog, individuals acquire the knowledge, skills, right attitudes and values towards the pursuit of a lifelong physically active and healthy lifestyle. It also provides an avenue for individuals to express themselves through movement and physical activity. In addition, Physical Education and Yog provides a natural platform and valuable opportunities to develop self-management skills, social and co-operative skills, and build character. It serves to complement other educational areas in promoting the desired outcomes of education. In particular, Physical Education and Yog helps to cultivate healthy habits, teamwork, resilience and resolve.

## **Rationale**

Physical Education and Yog are an integral part of the learning process in school education system, they have crucial role in all round development of the student. Physical Education and Yog explains students their health, safety, wellbeing and physical activity participation in context of scientific fields such as physiology, nutrition and psychology etc. Yog is an ancient art that focus on healthy mind in a healthy body. The great saints promote yoga as universal element that enhances the physical, mental, spiritual aspects of human being. Worldwide recognition resulted that United Nations declared 21 June an annual International Yoga Day. As per NCF, 2005 & National Policy on Education 2016 report, yoga is a part of school curriculum. The aim of education system is to build citizen who can contribute in all aspects of life; holistic development of an individual; which cannot be achieve without Yog and Physical Education program at school level. The aim of physical education is to build a healthy citizen through physical activities that may be evaluate during competitions, inter-community sports contests, inter mural competition, special programs at school level etc

## **Objectives**

After completing this course, the learner will be able to:

- appraise the courses in sports, physical education and yog.
- explain the concept of Physical Education and yog.
- describe the origin and various paths of yog.
- broaden the understanding of Physical, Physiological, Psychological, Social and Spiritual aspects of humans.
- provide an in-depth understanding about the aspect of health, diet and nutrition
- enhance the knowledge about health with special reference to lifestyle disorder.
- provide knowledge and skills in Sukshma Vyayama, Assana, Pranayam, Meditation & Physical Fitness Test.
- apprise career aspects in Physical Education, sports and yog
- educate and inculcate ethics and values
- educate the learners with the sports competition and tournament organization.
- educate about various sports injuries and its management.
- promote awareness for health and wellness.
- promote health, safety and physical activities.
- list allied fields of physical education and yog.

## **Scope and Job Opportunity**

This field has a large number of opportunities for employment, some of these are Athletic Coach, Corporate Fitness Instructor, Teacher, Physical Therapist, Personal Trainer, Sports Manager, Health Education Trainer, Sports Journalist, Yoga Instructor or Teacher, Yoga Aerobic Instructor, Yoga Therapist.

## **Eligibility condition**

**Age:** 15 Years

**Qualification:** 10th pass

**Medium of instruction:** English

**Duration of the course:** 1 year

**Weightage**

**Theory:** 70 Marks

**Practical:** 30 Marks

**Tutor Mark Assignment (TMA):** 20% Marks of the theory

**Scheme of studies:** Theory (168 hours), Practical (72 hours), TMA (self paced)

**Scheme of evaluation:** Theory paper 70 marks (3 hours), Practical 30 marks, internal assessment (TMA) - 20% of theory marks (self paced)

**Pass criteria:** 33% marks in each component (Theory and Practical)

## Course Content

S. No	Module/ Topic	Duration (in hours)	Module Approach (Theory)	Description of Practical	Weightage (marks)
1.	<b>Concept of Physical Education and Yog</b> 1. Introduction and Historical Development 2. Ethics and Values 3. Physical Fitness & Wellness* 4. Career Aspects of Physical Education*	24	This module is developed to acquaint learners about the basic concept and historical development of Physical education and Yog. The learner would be able to understand ethical values inculcated through physical education. They will be able to learn about the importance of the wellness and how physical fitness and wellness can be promoted. They will be able to learn various career avenues available in physical		<b>10</b>

			education & yog		
2	<b>Dimensions of Physical Education and Yog</b> <ol style="list-style-type: none"> <li>1. Physical and Physiological Aspect*</li> <li>2. Psychological Aspects</li> <li>3. Social Aspects</li> <li>4. Spiritual Aspects</li> </ol>	33	This module is designed to familiarize the learner about various dimensions of physical education and yog. They will be able to learn how physical education and yog can help to promote physical aspect. They will be able to learn the physiological changes and adaptations. The learner will be able to learn the psychological benefits of physical activities and understand the social values as well understand the spiritual aspects through yog.		14
3	<b>Holistic Health</b> <ol style="list-style-type: none"> <li>5. Introduction to health*</li> <li>6. Diet and Nutrition</li> <li>7. Awareness of Lifestyle Disorders</li> <li>8. School Health Programme</li> </ol>	33	This module is designed to make learner understand the spectrum of health and role of diet and nutrition for promoting health. They will be able to learn complexity of obesity and disease management, awareness about lifestyle disorder. The learner will be able to understand the conceptual framework of the school health program.		14
4	<b>Physical Education and Sports Sciences</b> <ol style="list-style-type: none"> <li>9. Physical Education for various Populations*</li> </ol>	39	This module is developed to acquaint learners about the practitioners of the physical education program and sports. The learner would be able to		16

	<p>10. Sports Training</p> <p>11. Test and Measurement</p> <p>12. Organization of Tournaments</p> <p>13. Athletic Injuries, First Aid and Safety</p>		<p>understand various sections of population practicing sports. They will be introduced to scientific process of sports training and performance enhancement and procedure the talent and sports performance. They will be able to understand different aspects of organization of completion and tournament. They will be able understand various injuries associated to sports and its management.</p>		
5	<p><b>Yogic Practices</b></p> <p>14. Hatha Yog</p> <p>15. Shatkarma</p> <p>16. Asana*</p> <p>17. Pranayama</p> <p>18. Mudra and Bandha</p>	39	<p>This module is designed to help learners understand the importance of Yog as unification of physical, mental, intellectual and spiritual aspects of human being through various yogic practices. The learner will learn about Patanjali Ashtang yog as well as various components of Hath yog such as Shatkarma, Asanas, Pranayams, Mudra and Bandh. They will be able to the therapeutic aspects of yogic practices in preventing and curing various diseases.</p>		16

**\*Assessed through Tutor Marked Assignment (TMA)**

## Practical

Sl No.	Contents	Marks	Hours
1	Measurement of Health related Fitness Tests( All the Components)	5	12
2	Measurement of Physical and Motor Fitness Test (All the Items)	5	12
3	Skills of any Team/ Individual Game	5	15
4	Yog Practical-I <ul style="list-style-type: none"> <li>• Sukshma Vyayama</li> <li>• Asana (Surya Namaskar, Forward Bending, Backward Bending, Inverted Poses, Twisting, Balancing, Standing)</li> </ul>	5	12
5	Yog Practical-II <ul style="list-style-type: none"> <li>• Shatkarma ( Jal Neti, Kunjal, Kapal-bhati, Tratak)</li> <li>• Pranayam</li> <li>• Mudra</li> <li>• Bandh</li> <li>• Meditation</li> </ul>	5	12
6.	Record File & Viva	5	12
	<b>Total</b>	<b>30</b>	<b>72</b>

# **Military Studies**

## **Code No-374**

### **Introduction**

Military Studies is also known by various names like defence and strategic studies, military science, war and national security studies, war and strategic studies etc. Military studies from ancient times, deals with all subjects pertaining to the military and how soldiers and kings are trained in the art of fighting. It can be defined as the study of military organizations, analysis of security threats to a country, the art of warfare and the method of using the armed forces in the defence of the nation.

### **Rationale**

This course can well form the foundation for strategic thinking on security and therefore its importance to students at the school level. At the Senior Secondary level, a child should carry the truthful perception of matters military. The curriculum aims at bridging the gaps in knowledge about the country's military power and distinguishes between the various aspects of providing security to the people and the country. The senior secondary Military Studies course paper will provide knowledge regarding basics of security concepts concerning the defence forces organization, role during war and peace, an insight into India's relations with her neighbors. This course shall also help the student to get a glimpse of the present equipment profile of Indian Armed Forces, their capabilities, futuristic technological developments in the military field including Nuclear, Biological and Chemical (NBC) Warfare.

### **Objectives**

After completing this course, the learner will be able to:

- generate capability and skills, useful in service and for resettlement in civil life.
- examine and incorporate military security concepts, practices in order to improve educational and professional standards.
- gain a holistic idea of military studies as a subject and its application in governance.
- explain the various aspects of military organization, role, tasks undertaken by the armed forces.
- describe India's relationship with her neighbours and its importance.

- explain the basic principles of the technological developments in the military field.

## **Scope and Job Opportunity**

This field has a large number of opportunities for employment; some of these are Indian Army Officer, Ground Duty Officer, Indian Defence Officer, Military Officer, Research Officer, Research Associate, Military Intelligence Specialist, and Security Agencies.

## **Eligibility condition**

**Age:** 15 Years

**Qualification:** 10th pass

**Medium of instruction:** English

**Duration of the course:** 1 year

**Weightage**

**Theory:** 100 Marks

**Tutor Mark Assignment (TMA):** 20% Marks of the theory

**Scheme of studies:** Theory (240 hours), TMA (self paced)

**Scheme of evaluation:** Theory paper 100 marks (3 hours), internal assessment (TMA) - 20% of theory marks (self paced)

**Pass criteria:** 33% marks in theory



## Course content

S. No	Module/Topic	Duration (in hours)	Module Approach/Description	Weightage (marks)
1.	<b>Military Studies</b> <ol style="list-style-type: none"> <li>1. Importance of Military Studies</li> <li>2. Concept and Evolution of Military Studies*</li> <li>3. Contemporary Need of Military Studies</li> </ol>	31	This module is developed to acquaint learners about the basic understanding of the Armed Forces of our country, concept, need and evaluation of military studies.	13
2	<b>Structure and Role of the Armed Forces</b> <ol style="list-style-type: none"> <li>4. Armed Forces</li> <li>5. Special Forces*</li> <li>6. Para Military Forces</li> </ol>	31	This module is developed to acquaint learners about the organizations structure of the Armed Forces, Special Forces and Para Military forces, their role and structure.	13
3	<b>Security and Geo-Strategy</b> <ol style="list-style-type: none"> <li>7. Geo-Strategy</li> <li>8. Geo-Politics*</li> <li>9. Maritime Security</li> </ol>	34	The module titled Security and Geo-Strategy aims to provide an overview of India's geo-strategic importance, its varied natural resources and economic potentialities. It will help to explain the strategic importance in terms of its geographical location and will further explore the natural and human resource potentials of the country. The module also aims to explain the economic advantages of the resources and will provide an	14

			overview of the strategic relations with neighboring countries. The maritime security problems of India are also highlighted in this module.	
4	<b>Indian Armed forces : Weapons and War Equipment and Modernization</b>  10. Role and Equipment used by the Armed Forces 11. Modernization of the Indian Armed Forces	20	The module aims at providing an overview of all the weapons and equipment in use by the Army, Navy and The Air Force. It is intended to give an idea of the weapon system within the purview of public information.	48
5	<b>Warfare and its Types</b> 12. Nuclear Warfare 13. Chemical Warfare* 14. Biological Warfare* 15. Cyber Warfare	20	This module is developed to acquaint learners about the potential of Nuclear, Biological and Chemical weapons. The lesson gives an introductory idea of the nuclear reaction, its application as a weapon by the Armed Forces. The effects of an NBC strike and NBC defence are highlighted	48
6	<b>Armed Forces its Role in Internal Security</b>  16. Armed Forces in peace keeping 17. Armed forces in disaster Management 18. Armed forces in Internal Security	20	This module covers the aspect of peacekeeping operations conducted by UN and our participation and current deployment. The Module also covers the role of armed forces in disaster management and internal security.	48

**\*Assessed through Tutor Marked Assignment (TMA)**

# **Military History**

## **Code No- 375**

### **Introduction**

Military history is a humanities discipline within the scope of general history, recording of armed conflict in the history of humanity, and its impact on the societies, their cultures, economies and changing intra and international relationships. The essential subjects of military history study are the causes of war, the social and cultural foundations, military doctrine on each side, the logistics, leadership, technology, strategy, and tactics used, and how these changed over time. A country can take pride in the present and its citizens can seek a glorious future only when they are told about the magnificent past. Citizens need to carry the truthful perception of matters military.

### **Rationale**

Military history is a study about the armed forces of a country, its origin, its transformation over a period of time and changes in the art of warfare and weapons brought about by science and technology. This subject will cover the military aspects of Indian History. Our ancient scriptures describe the importance of military, its composition and the battles and wars that have occurred. The earliest recordings are found in the Rig Veda.

The curriculum aims at bridging the gaps in knowledge about the country's military power and distinguishes between the various aspects of providing security to the people and the country. An understanding of military history becomes a stepping stone to understanding strategy and warfare.

### **Objectives**

After completing this course, the learner will be able to:

- promote an understanding of the necessity of army as a pillar of strength of a nation;
- impart an understanding of why nations go to war, the evolution of armies over the ages and structural changes to its organization, the way battles were fought and the weapons used by the armies;
- enable learners to imbibe the military ethos and explain with examples that bravery and courage are synonymous with army;

- develop the basic knowledge of tactics and strategy, and application of weapons of war;
- assimilate the post independence origin and history of the Indian Army, Navy and Air Force
- discuss participation of Indian troops and battles fought during WW-I and WWII and the wars fought by India post independence.
- impart rudimentary knowledge and thought with contemporary trends of 'Terrorism' and 'Insurgency'.

### **Scope and Job Opportunity**

This field has a large number of opportunities for employment; some of these are Indian Army Officer, Indian Defence Officer, Ground Duty Officer, Research Officer, In-service Officer, Military Officer, Military Intelligence Specialist and Lecturer / Professor

### **Eligibility condition**

**Age:** 15 Years

**Qualification:** 10th pass

**Medium of instruction:** English

**Duration of the course:** 1 year

### **Weightage**

**Theory:** 100 Marks

**Tutor Mark Assignment (TMA):** 20% Marks of the theory

**Scheme of studies:** Theory (240 hours), TMA (self paced)

**Scheme of evaluation:** Theory paper 100 marks (3 hours), internal assessment (TMA) - 20% of theory marks (self paced)

**Pass criteria:** 33% marks in theory

## Course content

S. No	Module/ Topic	Duration (in hours)	Module Approach/Description	Weightage (marks)
1.	<p><b>Military History of Ancient India</b></p> <ol style="list-style-type: none"> <li>1. Warrior System in Ancient India</li> <li>2. Armies in Ancient Age</li> <li>3. Military Ethos*</li> <li>4. Maurya and Gupta Armies</li> </ol>	24	This module is designed to familiarize the learner about warrior system, different types of organization and weapons of armies, importance of flag and Maurya and Gupta armies.	10
2	<p><b>Military History of Medieval India</b></p> <ol style="list-style-type: none"> <li>5. Establishment of the Delhi Sultanate</li> <li>6. Military System of the Mughals</li> <li>7. Battles of Mughal Army*</li> <li>8. Rise and Fall of the Mughal Empire*</li> </ol>	24	This module is developed to acquaint learners about the impact of foreign invasion during Delhi Sultanate, battles, weapons and military structure and downfall of the mughals.	10
3	<p><b>Military History of the Colonial Era</b></p> <ol style="list-style-type: none"> <li>9. Colonial Era and the Indian Sepoy*</li> </ol>	36	This module is designed to familiarize the learner about the establishment of Presidencies, different war and battles, first war of independence and World War –I and	15

	<p>10. Battles Fought in the Colonial Era*</p> <p>11. Revolt of 1857 and Reforms in the Indian Army</p> <p>12. Indian Army in World War I &amp; II</p>		II.	
4	<p><b>Armed Forces Today</b></p> <p>13. Indian Army</p> <p>14. Indian Navy</p> <p>15. The Indian Air Force</p>	60	This module is designed to familiarize the learner about the role tasks and weapons of Indian Army. The learner will also learn about the role and responsibilities and organizational structure of Indian Navy and Indian Air Force.	25
5	<p><b>Major Wars Post Independence</b></p> <p>16. Indo-Pakistan War (1947-48)*</p> <p>17. Sino-Indian War – 1962</p> <p>18. India-Pakistan War - 1965</p> <p>19. India - Pakistan War – 1971</p> <p>20. Kargil Conflict 1999</p>	48	<p>This module is designed to familiarize the learner about the reasons of Indo-Pakistan war.</p> <p>The learner will also learn about problem between China and India and Kargil conflict.</p>	20
6	<p><b>Insurgency and Terrorism</b></p> <p>21. Insurgency</p> <p>22. Terrorism</p>	48	This module is designed to familiarize the learner about causes and consequences of insurgency and terrorism. The learner will also learn about the history of terrorism.	20

\*Assessed through Tutor Marked Assignment (TMA)

# **Early Childhood Care and Education**

## **Code No-376**

### **Introduction**

It is well established that children grow from the time of conception. It is also believed that their learning starts even before they are born. Current research has repeatedly conveyed that an interactive environment, stimulation, warmth and care are essential for children to grow and learn. Earliest care and experiences affect children's development and the nature of interactions build a strong orientation towards the way children think. Early Childhood Care and Education (ECCE) provide an opportunity to children to be the best they can be. The course in ECCE at senior secondary level offers learners an opportunity to learn about early development and learning of children.

### **Rationale**

ECCE is acknowledged the world over as a significant intervention which aims to help children develop a sound foundation for lifelong learning and development. It is also recognised as the first step in the education ladder which, if done well, prepares children better for primary schooling and promotes school retention and learning. The National Policy on ECCE 2013 has highlighted the significance of ECCE. The policy has slowly emerged from growing awareness and attention on the significance of the early years. Quality ECCE is the issue of ensuring adequate quality in the programme, particularly from the perspective of making it developmentally and age appropriate and child-friendly. This course has been designed to orient learners to the sensitivity required to understand the early learning and developmental needs of young children and how they may vary in different contexts. It also addresses the essential role of nutrition, health and safety of children for holistic development. Learners will learn about appropriate ways necessary to provide a responsive environment to meet the situation-specific as well as stage related needs of children. This programme also aims to prepare learners to value diversity and recognize the significance of inclusive education.

## Objectives

The course aims at enabling the learners to develop an understanding of:

- early childhood care and education and its significance;
- the rights and developmental needs of children;
- children's need for nutrition, good health, protection, education and development;
- appropriate methods of care during early years;
- play and stimulation in early childhood;
- interdependence of child development and learning;
- the issues in ECCE and directions to address the issues;
- concept and importance of school readiness and smooth transition;
- language and cultural diversity comprising the Indian social fabric and many co-existing social realities;
- the requirements of an inclusive classroom;
- appropriate interventions to meet the requirements of an inclusive classroom; and
- building meaningful relationships with parents, community and other stakeholders for an effective ECCE programme.

## Scope and Job Opportunity:

- Caretaker: Caretaker in an ECCE centre helps ECCE teacher in planning and managing for children.
- Babysitting: The learners may opt for the profile of babysitting.
- Entrepreneur: The learner may start her/his own startup in early childhood education.
- Higher Studies: After completing the course, the learner may opt for higher studies in ECCE.

## Eligibility Conditions

**Age:** 15 Years

**Qualification:** 10<sup>th</sup> pass

**Medium of instruction:** English

**Duration of the course:** One year



## Weightage

**Theory:**80 Marks

**Practical:** 20 Marks

**Tutor Mark Assignment (TMA):** 20% weightage of theorymarks

**Scheme of Evaluation:** Theory paper 80 Marks (3 hours), Practical 20 Marks, internal assessment (TMA) - 20% weightage of theory marks (self paced)

**Pass criteria:** 33% marks in each component (Theory and Practical)

## Course Content:

### Module (Topics):

S. No	Module	Duration (in hours)	Module Approach/Description	Description of Practical	Weightage (Marks)
1.	<b>Early Childhood Care and Education</b>  1.Early Childhood Care and Education: Meaning and Significance  2.Early Childhood in India  3. Needs and Rights of Children*  4. ECCE Policies, Schemes and Programmes in India  5.Issues and Directions in ECCE	50	This module aims at providing fundamental knowledge about the ECCE, significance of ECCE, essential components of ECCE focussing on how the relevance and awareness have evolved in both the Indian and global context. The learners will also learn about factors influencing childhood in India, necessity for attention on nutrition and health and the needs and rights of young children. Brief discussions on important government initiatives/schemes and policies for ECCE will appraise learners about the role of the state and civil society. Issues and concerns related to ECCE are addressed to build awareness and interest of the learners.	The practicum activities are divided into five categories: A. Observation B. Family Practices C. School Records D. Infrastructure and Facilities in an ECCE Centre E. ECCE Staff and Programme.	20

<p>2.</p>	<p><b>Fundamentals of Child Development</b></p> <p>6. Growth and Development</p> <p>7. Domains of Development</p> <p>8. Stages of Child Development: -Prenatal; and -Birth to Three Years</p> <p>9. Stages of Child Development: Three to Six Years and Six to Eight Years</p>	<p><b>50</b></p>	<p>The module discusses different aspects of child development to provide a comprehensive understanding of development during the early years. Domains of development and developmental milestones have been elaborated to inform learners about nature of growth and development. Stages of development are organised into two lessons-prenatal to three years, and three to eight years, to highlight appropriate areas of emphasis during different stages. The module provides learners an understanding of the developmental characteristics of young children.</p>	<p><b>Observation</b></p> <p>1) Design a format to record the observations of children. Observe a child/children in your neighborhood/family for 20 minutes in the settings listed below. Prepare a report of each your observations in 150 words.</p> <ul style="list-style-type: none"> <li>➤ Infant of five months: Observe the milestones achieved.</li> <li>➤ Toddlers at outdoor play: Comment on the interaction of the toddler with other children and the type of play indulged in.</li> <li>➤ Five year old child at indoor play. Comment on the interaction and type of play indulged in.</li> </ul> <p><b>Family Practices</b></p> <p>1) Design a questionnaire to be used to interview parents of a toddler regarding development in any one domain.</p>	<p><b>15</b></p>
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3.	<p><b>Curriculum, Practices and Progress</b></p> <p>10. Care of Children in Early Years</p> <p>11. Play and Early Learning</p> <p>12. Planning Developmentally Appropriate ECCE Curriculum*</p> <p>13. How Children Learn (Early Learning and Teaching)</p> <p>14. Methods of Child Study*</p>	65	<p>This module focuses on dealing with children in orienting learners to interpersonal dealings to foster growth and development. The module also learners with specific needs of babies when they are in group care. Creating a responsive environment for children in group settings requires special features to address the individual child in a collective. Such interactions are usually based on a curriculum, principles of pedagogy or practices to review progress. These dimensions are critical for providing quality in childcare with emphasis on stimulation, warmth and sensory inputs in the first two years. This evolves into play and learning essential for early childhood education. The module elaborates on understanding methods that enhance learners' understanding of how children learn using child-friendly techniques such as play, art, music and movement. Learners will also learn methods of child study to note progress and developmental advances</p>	<p><b>Family Practices</b></p> <p>2) Prepare a list of eight to 10 questions to gather information of family practices with regard to: (a) Feeding practices of infants and toddlers (b) Childcare routines and practices of children in the age group of four to five years</p> <p>3) List of innovative play activities and materials used by children in your neighbourhood/family</p> <p><b>ECCE Staff and Programme</b></p> <p>2) Design a three hour ECCE programme to be followed in a preschool after visiting and studying the same in the neighbourhood preschool.</p>	25
4.	<p><b>Organisation and Management of ECCE Centre</b></p> <p>15. Profile of an ECCE Centre*</p> <p>16. Administration and Management of an ECCE</p>	45	<p>This module provides basic information regarding the everyday needs in an ECCE centre keeping in mind that the centre has to be inclusive and child-friendly. It also discusses</p>	<p><b>School Records</b></p> <p>1) Visit the neighbourhood ECCE centre and study the children's</p>	10

	<p>Centre</p> <p>17. Qualities and Roles of an ECCE Teacher</p> <p>18. Involvement of Parents and Community*</p> <p>19. Smooth Transition*</p>		<p>principles of administration and management for proper running of the centre. Qualities of a good ECCE teacher, significance and ways of involving the parents and community members have also been elaborated in the module to build a comprehensive knowledge of the requirements in an ECCE centre.</p>	<p>and teacher's records maintained by them. Write a report of 150 words on your observation.</p> <p>2) Design the following records based on your observation during the above visit:</p> <ul style="list-style-type: none"> <li>➤ Child's cumulative record/Child's profile record</li> <li>➤ Child's admission record</li> <li>➤ Child's portfolio</li> </ul> <p><b>Infrastructure and Facilities in an ECCE Centre</b></p> <p>1) Design an assessment sheet for easy and quick assessment of requisite infrastructure of an ECCE Centre. Using this format, visit the neighbourhood ECCE centre and assess the following:</p> <ul style="list-style-type: none"> <li>➤ Space Management</li> <li>Outdoor play equipment</li> <li>➤ Indoor play equipment</li> <li>➤ Water and toilet facilities</li> <li>➤ Air, light and ventilation</li> </ul> <p><b>ECCE Staff and Programme</b></p> <p>1) Draw up a set of questions to be asked during the selection</p>	
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				interview of the following staff: ➤ Teacher ➤ Centre In-charge ➤ Centre Helper	
<b>5.</b>	<b>Diversity and Inclusion</b> 20. Understanding Diversity  21. Inclusion: Concept and Practice  22. Early Identification and Intervention	<b>30</b>	Diversity is embedded in the fabric of our society with multiple languages, religions and the geographical variation shaping everyday lives according to the ecology. The wide range of economic situations of families impacts access to resources. This module provides awareness regarding the presence of features of social differences as well as differences in ability, with a focus on issues and strategies to address diversity in the classroom. The module also describes the concept of inclusion and inclusive classroom practices for promoting inclusion.		<b>10</b>

**\*Assessed through Tutor Marked Assignment (TMA)**

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