HOARD OFF

The Jammu & Kashmir

State Board of

School Education

JKBOSE Class 9 Syllabus

SYLLIBI

HOURSES.

OFSTUDY

FOR

Class IX

Kashmir Division/Jammu Division (Winter Zone) 2015-16

Jammu Division (Summer Zone) 2016-17

Published By
THE JAMMU & KASHMIR STATE BOARD OF SCHOOL EDUCATION

Season State Board of School Talling



SYLLABI AND COURSES OF STUDY FOR



Kashmir Division/Jammu Division (Winter Zone) 2015-16 Jammu Division (Summer Zone) 2016-17

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SCHEME OF STUDIES

A candidate has to opt five subjects for pursuing Class IX course as listed below. They can also opt one subject covered under Additional languages/subject.

Compulsory Subjects:

- 1. General English
- 2. Urdu or Hindi
- Mathematics.
- 4. Social Science (History, Geography, Political Science, Economics & Disaster Management)
- 5. Science (Physics, Chemistry, Life Science)

Additional Languages / Subjects:

- I. Urdu
- 2. Kashmiri
- 3. Arabic
- 4. Persian
- 5. Hindi
- 6. Dogri
- 7. Sanskrit
- 8. Bhoti
- 9. Punjabi
- 10. Computer Education

Note: No repetition of compulsory language/subject is allowed while opting for an additional language / subject.

Activity Related Areas:

- (i) Health and Physical Education
- (ii) Art Education

Subjects for Physically Challenged Children (Blind, Deaf and Dumb)

They may opt for any two subjects in lieu of Mathematics and Science

- (i) Painting
- (ii) Music
- (iii) Home Science.

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ENGLISH

AIMS

To enable students to:-

- Develop the ability to use English effectively for the purpose of practical communication in a variety of second language situation:
- ii. Form a sound base for the skills required for further study or employment using English as the medium:
- Develop an awareness of the nature of language and language learning skills along with a more general application (e.g. interfacing, analyzing, synthesizing material);
- iv. Encourage students to enjoy and appreciate the variety of language;
- Enable students to understand and respond appropriately to what they hear, read and experience.

Domains:

- 1. Reading/writing
- 2. Usage
- 3. Speaking
- 4. Listening

Reading/Writing

Only a few tasks shall be set to test the reading skills. The skills of reading and writing shall be tested in an integrated manner to reflect the way in which language is actually used. This is to allow writing tasks to be stimulated by authentic reading texts rather than seeing the two activities as diverse elements. However a few tasks may be set to test the reading skills exclusively.

1. Reading:-

All the students should be able to:-

Demonstrate understanding of words/phrases within short texts; Scan to extract specific information from texts (at least from the texts of textbooks prescribed). Organize the relevant information and present it in a logical manner/given format.

2. Writing :-

All the students should be able to:-

Carry out simple writing tasks, such as, writing an essay, short letters, short stories, paragraphs, dialogues and short messages. They should be able to write coherently and cohesively using suitable linkers. They should exhibit a sense of awareness of the audience and should be able to use vocabulary appropriately. They should also be able to use suitable format for writing different kinds of writings and make them as reader friendly as possible.

3. Usage:-

This domain will test the candidate's knowledge of the structure of English. It will emphasise accuracy and ability to use the grammatical rules of the language correctly. This domain will be tested, to a varying degree, throughout the paper.

Student should be able to:

Exercise care over punctuation and spelling, write in accurate simple sentences, attempt a variety of sentence structures, recognize the need for paragraphing and use an appropriate vocabulary.

4. Speaking/Listening

(Oral/aural communication)

All Students should be able to: Understand and convey simple and detailed information;

Present facts. ideas or opinions in an orderly sequence;

Make relevant comments on what is heard, seen or read;

Describe experience (s) in simple terms and express intelligibly what is thought or imagined.

Respond appropriately in a particular situation;

Speak audibly with appropriate tone, intonation and pace.

Note:- The oral/aural communication skills will be tested by the schools under the scheme of Continuous and Comprehensive Evaluation. Oral interviews will be used to test the skills.

Book Prescribed

1. Tulip Series Book - 9
Textbook of English

Published by :- The Jammu and Kashmir State Board of School Education

2. A course in English Grammer and composition- for classes IX and X by Malathy
Krishnan

Published by Foundation Books in collaboration with Jammu and Kashmir State Board of School Education.

Assessment of First Term Course

The First Term course shall carry a weightage of 100 marks. The performance of students during the First Term course shall be assessed through 02 unit tests each carrying 20 marks and a Term Test, at the end of the Term, of 60 marks. The Unit and the Term Tests (S) are to be given as per the scheme of Continuous and Comprehensive Evaluation introduced by the Board.

SYLLABUS AND UNITIZATION OF TEXTBOOK OF ENGLISH ENTITLED (TULIP SERIES BOOK-9) FOR CLASS IX

TERM I

Time: 3hrs/Term Marks: 100/Term

Unit-I

Packing
Gulliver in Lilliput-I
Gulliver in Lilliput-II

15 Marks

Unit-II

No Men are Foreign To Blossoms Beauty

20 Marks

Unit III The Tempest-I The Tempest-II 15 Marks Unit-IV The Adventures of Toto Moti Guj Mutineer 15 Marks Unit-V I Cannot Remember My Mother The Road not Taken 15 Marks Unit-VI Old Man at the Bridge A Basketful of Sea Trouts 20 Marks TERM-II Unit-I Sheikh Noor-ud-din-Wali 15 Marks Saint of Gutters Unit-II On Killing a Tree Cart Driver 20 Marks To the Cuckoo Unit-III The Last Leaf 20 Marks The Happy Prince Unit-IV

Unit-V
If I were you
The Fun They Had
How a Client was Saved

Palanquin Bearers

The Child's prayer

25 Marks

20 Marks

SCHEMES OF ASSESSMENT

Time: 3 hours Section-A

TERM I

Prose

Two out of four Passages followed by five multiple choice questions or fill in the blanks. $5 \times \frac{1}{2} \times 2 = 5 \text{ marks}$

One out of two long answer type question to be answered

 $3 \times 1 = 3 \text{ marks}$

Max Marks: 60

Two out of four short answer type question to be answered

 $2 \times 1\frac{1}{2} = 3 \text{ marks}$

One word substitution of 1/2 mark each (Four)

 $4 \times \frac{1}{2} = 2 \text{ marks}$

Matching words with their meanings of 1/2 mark each

 $4 \times \frac{1}{2} = 2 \text{ marks}$ Total = 15 marks

Section - B Short Stories

One long answer type question with internal choice to be answered

 $4 \times 1 = 4 \text{ marks}$

One short answer type question with internal choice to be answered

 $2 \times 1 = 2 \text{ marks}$

One long answer from writing work with internal choice to be answered

 $2 \times 1 = 2 \text{ marks}$

Make sentences of words/phrases (Two)

 $\frac{1}{2} \times 2 = 1$ marks

 $\frac{1}{2} \times 2 = 1$ marks

Matching words (Two)

Total = 10 marks

One out of two para phrases to be done of stanzas of given poems

 $3 \times 1 = 3 \text{ marks}$

Three questions about the literary devices used by poet, to be answered with

internal choice

 $3 \times 3 = 9$

One long question with internal choice to be answered

 $3 \times 1 = 3 \text{ marks}$

Total = 15 marks

Section D (Play)

Question based on character/sketch/theme/scene or incident to be asked with internal choice $3 \times 1 = 3$ marks

Choosing correct word in a sentence from the pair $4 \times \frac{1}{2} = 2$ marks

Section E (Grammer)

Write message/e-mail to friends/Notice	02 marks
Paragraph writing on any topic esp. w.r. to writing	ng work/discussion
prescribed in the text-book	03 marks
Punctuation	02 marks
Nouns and their types	01 marks
Adjectives	01 marks
Verbs (simple, present, future)	03 marks
change of narration	03 marks
	Total = 15 marks

Scheme of Assessment

Time: 3 hrs Section A

Term II

Max Marks: 80

Prose

Two out of four passages followed by either five multiple choice questions or fill in the blanks.

12 x 5 x 2 = 5 marks

One out of two long answer type questions to be answered

 $4 \times 1 = 4 \text{ marks}$

Two out of four short answer type questions to be answered

 $2 \times 1\frac{1}{2} = 3 \text{ marks}$

One word substitution of 1/2 mark each (six)

 $\frac{1}{2} \times 6 = 3$ marks

Matching words with their meanings of ½ mark each (six)

 $\frac{1}{2} \times 6 = 3 \text{ marks}$

Total = 18 marks

Section B

Short Stories

One long answer type question with internal choice to be answered

4 x 1 = 4 marks

One short answer type question with internal choice to be answered

 $2 \times 1 = 2 \text{ marks}$

One short answer from writing work with an internal choice to be answered

 $4 \times 1 = 4 \text{ marks}$

Make sentences of words / phrases (Four)

 $2 \times \frac{1}{2} = 1 \text{ marks}$

Matching words (Four)

2 x 1/2 = 1 marks

Total = 12 marks

Section - C (Poetry)

One out of two para phrases to be done of stanzas of given poems

 $3 \times 1 = 3 \text{ marks}$

Three questions about the literary device used by poet, with internal choice

 $4 \times 3 = 12 \text{ marks}$

One long answer question with internal choice to be answered

 $5 \times 1 = 5 \text{ marks}$

Total = 20 marks

Question based on character/sketch/ theme/ scene or incident to be asked with

internal choice.

 $3 \times 1 = 3 \text{ marks}$

Choosing correct word in a sentence from the pair (Two)

 $\frac{1}{2}x 2 = 1$ marks

Using synonyms/ antonyms in a sentence (Two)

2x1/2 = 1 marks

Total = 5 Marks

Writing an essay of about (150-200) words on any of the five given topics

4 marks

Writing a letter (business/personal/semi-official to ask for leave or information or to describe how a festival was celebrated or how you enjoyed picnic 2 marks

Write a short dialogue 2 marks

Adverbs and their types

1/2 x 2 = 1 mark

Use of too in sentences

Use of unless

Change of narration

Correcting sentences

Preposition

Tenses

Articles

1/2 x 2 = 1 mark

 $\frac{1}{2} \times 2 = 1 \text{ mark}$

5 x 1 = 5 marks

 $\frac{1}{2} \times 4 = 2 \text{ marks}$

 $\frac{1}{2} \times 4 = 2 \text{ marks}$

4 marks

1 mark

Total = 25 marks

COURSE WORK

I. Speaking / listening

The teacher shall assess the students on their performance during the Academic session on two speaking and two listening activities, one activity during the first term course and the second during the second term course. These activities should be designed to test the candidate both as a listener and speaker.

Stimulus: Listening(recorded cassettes may be provided) followed by question testing, gist comprehension by box ticking, true/false or multiple choice questions, semi-formal conversation or monologue requiring comprehension of factual details demonstrated in minimal written response(e.g. one word answers of labeling of a diagram etc.)

II. Creative Writing

Assessment of Course Work:

The students may be rated in Course work components I and II on a 05 points scale in grades A to E according to their performance.

MATHEMATICS

The present revised syllabus in Mathematics has been assigned in accordance with NCF-2005 and as per guidelines given in the focus group on teaching of Mathematics which is to meet the needs of all students of different categories. The subject of Mathematics has undergone changes from time to time in accordance with the growth of the subject and the need of the society which leads to motivate the topics from day to day problems so that a greater emphasis has been laid on the application of various concept. The Curriculum at secondary stage emphasizes on the capacity of the study to enjoy it and employ Mathematics in solving real life problems. It has been designed in such a manner that maintains the continuity of a concept and its applications in the further class. The proposed curriculum includes the study of number systems, Algebra, Geometry, Trignometery, Mensuration, Statistics, Graphs and Coordinate geometry etc.

AIMS and Objectives

The following are the aims that describe the educational purpose of a course in Mathematics at the Secondary State to enable students to:-

- Develop their mathematical knowledge and skills in a way which encourages confidence and provides satisfaction and enjoyment;
- 2. Read Mathematics and write and talk about the subject in a variety of ways;
- Develop a feel for numbers, carry out calculations and understand the significance of the results obtained;
- Apply Mathematics in everyday situations and develop an understanding of the part which Mathematics plays in the world around them;
- 5. Solve problems, present solutions clearly, check and interpret the results;
- 6. Develop an understanding of Mathematical principles;
- Recognize when and how a situation may be represented mathematically, identify and interpret relevant factors and where necessary, select an appropriate Mathematical method to solve the problem;
- Use Mathematics as a means of communication with emphasis on the use of clear expression;
- 9. Develop an ability to apply Mathematics in other subjects, particularly science;
- 10. Develop abilities to reason logically, to classify, to generalize and to prove;

- 11. Appreciate patterns and relationships in Mathematics;
- 12. Produce and appreciate imaginative and creative work arising from mathematical ideas;
- Develop their Mathematical abilities by considering problems and conducting individual and cooperative enquiry and experiment, including extended places of work of practical and investigative nature;
- 14. Appreciate the interdependence of different branches of Mathematics;
- Acquire a foundation appropriate to their further study of Mathematics and of other discipline.

Entitled Objective

The teaching and learning of mathematics at Secondary stage should enable the pupil to consolidate the mathematical knowledge and skills acquired at the upper Primary stage to:-

- Acquire knowledge and understanding of the terms, symbols concepts, principles, process, proofs etc. pertaining to secondary stage.
- Develop master of basic algebraic skills;
- Develop drawing skills;
- Apply mathematical knowledge and skills to solve real life mathematical problems, by developing abilities to analyse, to see interrelationship involved, to think and reason;
- Develop the ability to articulate logically;
- Develop skill in the use of mathematical tables as aids for computational work.
- Develop ability to write/interpret logarithms for problem solving;
- Develop necessary skill to work with modern technological devices such as calculators, computers, etc. where available and develop understanding of the cause effects relationship and the interplay of variables;
- Develop interest in mathematics and participate in mathematical competitions and other mathematics club activities in the school;
- Develop appreciation for mathematics as a problem-solving tool in various fields for its beautiful structures and patterns etc., and
- Develop reverence and respect towards great mathematicians particularly towards the Indian mathematicians for their contributions to the fields of mathematics, astronomy etc.

DOMAINS

The abilities to be assessed in Secondary School Examination shall cover a single domain.

Techniques with application

The Examination will test the ability of the students to:

- Organize, interpret and present information accurately in written, tabular, graphical and diagrammatic forms.
- Perform calculation by suitable methods.
- Understand system of measurement in everyday use and make use of them in the solution of problems.
- 4. Estimate, approximate and work to degree of accuracy appropriate to the content.
- Use Mathematical and other instruments to measure and to draw an acceptable degree of accuracy;
- Interpret, transform and make appropriate use of Mathematical statements expressed in words or symbols.
- 7. Recognize and use spatial relationships in two dimensions, particularly in solving problems.
- 8. Recall, apply and interpret Mathematical knowledge in the context of everyday situations.
- 9. Make logical deductions from a given Mathematical data.
- Recognize patterns and structure in a variety of situations and form generalizations.
- Analyze a problem, select a suitable strategy and apply an appropriate technique to obtain its solution.
- 12. Apply combination of mathematical skills and techniques in solving problems.
- Set out a mathematical work, including the solution of problems in a logical and clear form using appropriate symbols and terminology.

IST TERM COURSE

Marks: 100 Time: 3 hours

Unit	Chapters	Marks
1.	Number System	20
2.	Polynomials	20
3.	Co-ordinate Geometry	08
4.	Linear equations in two varia	bles 10
5.	Lines and angles	12
6.	Triangles	20
7.	Constructions	10

Unit 1 Number System

Marks 20

Real Numbers: Review of representation of natural numbers, integers, rational numbers on the number line. Representation of terminating / non terminating recurring decimals on the number line through successive magnification. Rational numbers as recurring numbers as recurring / terminating decimals. Examples of non recurring/non terminating $\sqrt{2}$, $\sqrt{3}$, $\sqrt{5}$ etc.

Existence of non-rational numbers (irrational numbers) such as $\sqrt{2}$, $\sqrt{3}$ and their representation on the number line.

Explaining that every real number is represented by a unique point on number line and conversely, every point on number line represents a unique real number Existence of $\sqrt{\chi}$ for a given positive real number x(visual proof to be emphasized). Definition of n^{th} root of a real number. Recall of laws of exponents with integral powers, Rational exponents with positive real bases (to be done by particular cases, allowing learners to arrive at the general laws). Rationalization (with precise meaning) of real numbers of the type (and their combinations)

 $\frac{1}{a+b\sqrt{x}}$ and $\frac{1}{\sqrt{x}+\sqrt{y}}$ where 'x' and 'y' are natural numbers and a and b are integers.

Unit II Polynomials

Marks 20

Definition of a polynomial in one variable, its coefficients, with examples and counter examples, its terms, Zero polynomial. Degree of a polynomial, constant, linear, quadratic, cubic polynomials, monomials, binomials, trinomials. Factors and multiples, Zeros/roots of a polynomial / equation. Division of a polynomial by polynomial. State and motivate the Remainder Theorem with examples and analogy to integers. Statement and proof of the Factor Theorem. Factorization of ax² +bx +c, a \pmo \text{ where a,b.c, are real numbers and of cubic polynomials using the Factor Theorem.

Recall of algebraic expressions and identities. Further identities of the type (x+y+z)²=x²+y²+z²+2xy+2yz+2zx

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

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

and their use in factorization of polynomials. Simple expressions reducible to these polynomials.

Co-ordinate Geometry

Marks 08

The Cartesian plane, Coordinates of a point, names and terms associated with co-ordinate plane (x-axis, y-axis, origin, components of a point, Quadrants), plotting points in the plane, graph of a linear equations as examples; focus on linear equations of the type ax+by+c=0 by writing it as y=mx+c and linking it with chapter on linear equations in two variables.

Linear equation in two variables

Marks 10

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

Marks 12

Lines and Angles

Introduction to Euclids Geometry, the five postulates of Euclid, Equivalent version of the fifth postulate, Relationship between Axiom and theorem.

- 1. Given two distinct point, there exists one and only one line through them.
- 2. Two distinct line can not have more than one point in common.
- If a ray stands on a line, then the sum of two adjacents angles so formed is 180 degree and the converse.
- 4. If two line intersect, the vertically opposite angles are equal.
- Results on corresponding angles, alternate angles, interior angles when a transversal intersect two parallel lines.
- 6. Lines which are parallel to a given line are parallel.
- 7. The sum of the angles of a triangle is 180°
- 8. If one side of a triangle is produced, the exterior angles so formed is equal to the sum of the two interior opposite angles.

Unit VI

Marks 20

Triangles:

- Two triangles are congruent if any two sides and the included angle of one triangle is equal to any two sides and their included angle of the other triangles (S.A.S Congruency).
- Two triangles are congruent if any two angles and the included side of one triangle is equal to two corresponding angles and the included side of the other triangle (ASA Congruency).

3. Two triangles are congruent if the three sides of one triangle are equal to three corresponding sides of the other triangles (SSS Congruency).

Two right triangles are congruent if the hypotenuse and one of the other two sides of one triangles is equal to the hypotenuse and the corresponding sides of the other triangle (RHS Congruency).

Angles opposite to equal sides of a triangle are equal.

6. Sides opposite to equal angles of a triangle are equal.

7. Triangle inequalities and relation between angle and facing side; inequalities in a triangle.

Marks 10 Unit VII

Constructions

1. Construction of bisectors of a line segment and 60°, 90°, 45° angles etc.

Construction of equilateral traingles.

3. Construction of a triangle given its base, sum/difference of the other two side and one base angle.

4. Construction of a traingle of given perimeter and base angles.

ASSESSMENT OF FIRST TERM COURSE

The First Term course shall carry a weightage of 100 marks. The performance of students during the First Term shall be assessed through 02 Unit tests each of 20 marks and a Term Test of 60 marks. The Unit and Term tests (s) are to be given as per the scheme of Continuous and Comprehensive Evaluation introduced by the Board at the Secondary Stage.

	TERM II	
Unit VIII	Logarithm	15 marks
Unit IX	Quadrilaterals	15 marks
Unit X	Area of parallelograms & Traingles	10 marks
Unit XI	Circles	25 marks
Unit XII	Mensuration	20 marks
Unit XIII	Statistics	15 marks

Unit VIII Marks 15

Definition, Laws of logarithm i.e. $Log_a xy = log_a x + log_a y$, $log_a x - log_a y$, $log_a x^* = y log_a x$ where a>0, Logarithms to Base 10, Standard from decimal, characteristics and Mantissa, finding N where log N is given. Use of Logarithms in simple Numerical problems.

Unit IX Marks 15

Quadrilateral

Diagonal divides a parallelogram into two congruent triangles.

- In a parallelogram opposite sides are equal and conversely.
- 3. In a parallelogram opposite angles are equal and conversely
- 4. A quadrilateral is a parallelogram if a pair of its opposite sides are equal and parallel
- 5. In a parallelogram, the diagonals bisect each other and conversely.
- In a triangle the line segment joining the mid points of any two sides is parallel to the third side and its converse.

Uni X Marks 10

Area:

Review, concept of area, recall area of a rectangle.

- 1. Parallelograms on the same base and between the same parallels have the same area.
- Triangles on the same base and between the same parallels have the same area and its converse.

Unit XI 25 Marks

Circles: Definition to circles (with examples) radius, circumference, diameter, chord, arc, subtended angle.

- 1. Equal chords of a circle subtend equal angles at the centre and its converse.
- 2. The perpendicular from the centre of a circle to a chord bisects the chord and conversely.
- 3. There is one and only one circle passing through their given non-collinear points.
- Equal chords of a circle (or of congruent circles) are equidistant from the centre (s) and conversely.
- The angle subtended by an arc at the centre is double the angle subtended by it at any point on the remaining part of the circle.
- 6. Angles in the same segment of a circle are equal.
- If a line segment joining two points subtends equal angles at two other points lying on the same side of the line containing the segment, the four points lie on a circle.
- 8. Sum of the either pair of the opposite angles of a cyclic quadrilateral is 180 degree and its converse.

Unit XII Mensuration Marks 20

- 1. Area of traingle using Herons's formula (without proof) and its application in finding the area of a Ouadrilateral
- 2. Surface area and volumes.

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

Unit XIII. Statistics Marks 15

Introduction to statistics, collection of data, presentation of data, tabular form, ungrouped, grouped, bar graphs, histogram (with varying base lengths) frequency polygons, qualitative analysis of data to choose the correct form of presentation for the collected data, Mean-(arithmetic mean), Median, Mode of ungrouped data.

Assessment of IInd Term Course

The assessment of IInd Term shall be made through one Unit test of 20 marks and a Term Test of 80 marks as envisaged in the Continuous and Comprehensive Evaluation Scheme introduced by the Board at Secondary Stage.

Book Prescribed:

Mathematics: - A Text Book for Class IX published by Jammu and Kashmir State Board of School Education.

COURSE WORK (Assessment/Project Work)

The course work component has been designed to provide schools with an alternative means of assessment of those objectives as lend themselves to testing by means other than timed written paper. The course work is intended to provide a framework for developing an ability to solve problems for encouraging investigation activities. The course work component allows particular emphasis on objectives, which are difficult to test in timed written papers.

Procedure

- Every Student should at least submit one project and one investigation report to be assessed by the teachers each term.
- Course work shall involve 15 hours work. The class time should be allocated accordingly so that the teacher is able to monitor student's work.
- The course work will be assessed in grades to be reflected in the certificate of achievement to be issued by the school as laid down by the Board under Continuous and Comprehensive Evaluation Scheme.

4. Suggested Topics

- (i) Finding area of classroom, school campus and making a project indicating cost of fencing/walling, etc.
- (ii) Representing statistical data graphically.
- (iii) Scale drawing, maps/model making, etc.
- (iv) Working of a Computer.

Types of questions to be set:

First Tern			60 marks
A II SI ACTI	1.	Two 8 marks questions with internal and parallel choice	2×8=16
	2.	Four 5 marks questions with internal & parallel choice	4×5=20
	3.	Six 3 marks questions	6×3=18
	4.	Six 1-mark questions	6×1=6
Second Te			80 marks
Derous Ye	1.	Three 8 marks questions with internal & parallel choice	3×8 = 24
	2.	Five 5 marks questions with internal & parallel choice	5×5 = 25
	3.	Eight 3 marks questions	8×3 = 24
	4.	Seven I mark questions	7×1 = 7

Note:

- 1. The students can use simple electronic calculators. Electronic calculators having exponential and trignometric functions, shall not be allowed.
- 2. Trignometrical /Log tables, if required, be provided to the students. No other Mathematical or Statistical table will be allowed to be used.

SOCIAL SCIENCE

The social studies of class 9th will have 5 components covering all areas of the social environment a student experience is his day to day life. The social studies will contain content related to the following areas— History, Geography, Political Science, Economics, Disaster management. The distribution of marks in each term and each unit will be as under.

S.No.	Name of component	Term I	Term II	Total marks
1	History	30 marks	30 marks	60 marks
2	Geography	30 marks	30 marks	60 marks
3	Political Science	20 marks	20 marks	40 marks
4	Economics	10 marks	10 marks	20 marks
5	Disaster management	10 marks	10 marks	20 marks
				Marks = 200

HISTORY

AIMS:

- 1. To arouse interest and enthusiasm for the study of the past.
- To promote the acquisition of knowledge and understanding of human activity in the past, linking it, as appropriate, with present.
- To ensure the candidate's knowledge is rooted in an understanding of the nature and use of historical evidences.
- To help towards an understanding of the development, over time of social and cultural values.
- To promote understanding of the nature of cause and consequences, continuity and change, similarity and difference.
- To promote understanding of these aspect of Indian historical development which are necessary to know and understand.

DOMAINS:

(Assessment Objectives)

Student should be able to:

- 1. Recall, select and use relevant information and communicate it in a coherent form.
- To Demonstrate understanding of historical terminology and concept/(cause and Consequences, change and continuity, similarity and difference).
- 3. To interpret and evaluate a wide range of historical sources and their use as evidence viz.
 - (i) To comprehend
 - (ii) To distinguish between fact, opinion and judgement.
 - (iii) To indicate deficiencies, such as gaps and inconsistencies.
 - (iv) To indicate deficiencies, such as gaps and inconsistencies.
 - (v) To detect bias.
 - (vi) To compare and contrast range of sources and to reach conclusions based upon their use as evidence.

GEOGRAPHY

AIMS:

The aims are to encourage students to develop:

- A sense of place and an understanding of elative location on a local, regional and global scale.
- An awareness of the characteristics and distribution of a selection of contrasting physical and human environments.
- 3. An understanding of some of the processes affecting the development of such environments.
- An understanding of the special effects of the ways in which people interact with each other and with their environments.
- An understanding of different communities and cultures throughout the world and an awareness of the contrasting opportunities and constraints presented by different environments.

DOMAINS:

The four domains in Geography are:

- A. Knowledge with understanding.
- B. Analysis
- C. Judgment and decision making.
- D. Investigation. (enquiry skills, practical skills and presentation skills). A description of each domain follows:

A. Knowledge with understanding:

- 1. The wide range of processes, including human actions, contributing to the development of:
 - (a) The Physical, economic, social, political and cultural environments and their associated effects on the languages.
 - (b) Special patterns and interactions which are important with such environments.
- To inter-relationships between people's activities, the total environment and an ability to seek explanation for them.
- The importance of scale (whether local, regional or global) and the time at which special distribution and the working of systems are considered.
- 4. The changes which occur through time in places, landscapes and special distributions.

B. Analysis:

Students should be able to:

- 1. Select, organise, present and interpret geographical data.
- Use and apply geographical knowledge and understanding on verbal numerical diagrammatic, pictorial and graphical form.
- Use geographical date to recognize patterns in such data and to deduce relationships.

C. Judgment and Decision making:

I Through their geographical training students should be able to reason, make judgments, (including evaluation and conclusions) which demonstrate where appropriate.

- 1. An aesthetic and a concern for landscape and the environment.
- 2. A sensitivity and a concern for landscape and the environment.
- An appreciation of the attitudes, values and beliefs of others in cultural, economic, environmental, political and social issues which have geographical dimensions.
- An awareness of the contrasting opportunities and constraints of people living in different places and under different physical and human conditions.
- 5. A willingness to review their own attitudes.
- II. Recognize the role of decision making wiyhin a geographical context as affected by:
- 1. The physical and human context in which decisions are made.
- 2. The values and perceptions of groups of individuals.
- The choices available to decision making and he influences and constraints within which they operate.
- 4. Investigations (Enquiry, practical and presentation skills)
- III. Students will be expected to demonstrate the ability to: Select and use suitable basic techniques for observing, collecting, classifying

POLITICAL SCIENCE

Rationale:

Following an elementary introduction to the Social and Political life in Classes VI to VIII, the process of understanding, critical reflection and analysis of the political life is taken to a higher level at the secondary stage.

Political Science at this stage introduces the young learners to the political phenomenon by taking up the central theme of Democratic Politics.

The course seeks to introduce the students to the Constitution of India, without getting into technicalities of the constitutional provisions.

The course has been structured to give students a basic orientation and opportunities to reflect and debate on their own experience and values in relation to the Indian Constitution and democratic politics.

The course has been structured to give students a basic orientation and opportunities to reflect and debate on their own experience and values in relation to the Indian Constitution and democratic politics.

It would further develop their capacities and skills to weave interconnections between the personal and the political, the national and the international realms of democratic way of life.

Learning Objectives:

Unit I. Democracy in contemporary world

- Develop a comparative historical sense of the spread of democracy.
- Analyze the functioning of global institutions such as UN.
- Skills of comparison and evaluation.

Unit II. What is Democracy? Why Democracy?

- Develop conceptual skills of defining democracy.
- Understand how different historical processes and forces have promoted democracy.
- Developing a sophisticated defence of democracy against common prejudices.

Unit III. Constitutional Design

- Develop a historical sense of the choice and nature of democracy in India.
- Introduction to the process of Constitution making.
- Develop respect for the Constitution and appreciation for Constitutional values.
- Recognise that constitution is a living document that undergoes changes.

Unit IV. Electoral Politics

- Introduce the idea of representative democracy.
- · Familiarize with our electoral system and reasons for choosing this.
- Develop an appreciation of citizen's increased participation in electoral politics.
- Recognise the significance of the Election Commission.

Unit V. Working of Institutions

- Provide an overview of central governmental structures.
- Sensitise to the key role of the Parliament and its procedures.
- Distinguish between nominal and real executive authorities and functions.
- Understand the parliamentary system of executive's accountability to the legislature.

Unit VL Democratic Rights

- · Develop citizens awareness of their rights.
- Introduction to and appreciation of the Fundamental Rights.
- Recognition of the ways in which these rights are exercised and denied in real life situations.
- Enforceability of the Fundamental Rights through Supreme Court and High Courts.

TERM -I

HISTORY

20 Marks

Unit I event and processes

(i) The French Revolution Ancient Regime and its crisis, Circumstances that led to the revolution. Different revolutionary groups and ideas of the time, its impact.

Or

- (ii) Socialism in Europe and the Russian Revolution

 Crisis of Tzarism, Nature of Social movements, between 1905 and 1917, First World

 War and Foundation of Soviet State, its impact.

 10 Marks
- (iii) Rise of Nazism.
 Growth of Social democracy, Crisis in Germany, Basis of Hitler, rise to power, Ideology and impact of Nazism.
 10 Marks
- (iv) Modern Jammu and Kashmir State.
 Foundation of J & K State, Administration under Dogra's Socio-Economic Development,
 Clothing in the State.
 10 Marks

GEOGRAPHY

			30 Marks
1.	India	, size and location	
77		ndian and the world	
		ndia and the Neighbours	
	(c) (seographical Regions with special reference to J & K State.	10 Marks
2.	Phys	ical features of India	
	(a)	The Himalayan Mountains	
	(b)	The Northern Plains	
	(c)	The Peninsular Plateau	
		The Indian Desert	
	(e)	The Coastal Plains	
	(f)	The Islands	10 Marks
	(g)	Man physical divisions of J & K State.	10 1111111
3.	Drai	nage	
	(a)	Drainage system in India	
	(b)	The Indus River System	
	(c)	Ganga River System	
	(d)	Brahamputra River System	
	(e)	Peninsular River System	
	(f)	Narmada Basin	
		Tapi, Godavari	
		The Mahanadi Basin	
		The Krishna Basin	
		Cauvery Basin	10 Marks
		River Pollution, Lakes in J & K State.	
		POLITICAL SCIENCE.	
			20 Marks
		In and amount world	(6 Marks)
Unit		nocracy in contemporary world	
	70.0	Two tales of Democracy	
	1.2	The changing map of Democracy	
	1.3	Phases in the expansion of Democracy	
	1.4	Democracy at the global level	(6 Bfaules)
Unit	II. W	hat is Democracy; Why Democracy?	(6 Marks)
	2.1	What is Democracy?	
	2.2	Features of Democracy	
	2.3	Why Democracy?	
	2.4	Broader meaning of Democracy	

Unit III. Constitutional Design

(8 Marks)

- 3.1 Democratic Constitution in South Africa
- 3.2 Why do we need a Constitution?
- 3.3 Making of the Indian Constitution
- 3.4 Guiding values of the Indian Constitution

ECONOMICS

10 Marks

Chapter 1: Money and Banking

- 1.1 Money as a medium of exchange; Modern forms of Money-Currency, Plastic Money-Debit Card, Credit Card. What is a Bank; Types of Banks; Deposits with Commercial Banks-Saving Account, Term Deposits, Recurring Account; Loan and credit activities of Banks.
- 1.2 Banking and the common man: Opening of Saving accounts in Bank; Depositing and withdrawing money from saving accounts in Bank, Role of Post Office in savings.

DISASTER MANAGEMENT

10 Marks

Chapter 1. Natural Disasters

- 1.1 Meaning of Hazard, Disaster and Mitigation.
- 1.2 Natural Disasters: General concept.
- 1.3 Effects and Mitigation measures of the following natural disasters common in J&K state— Earthquakes, landslides, snow avalanches, floods, droughts and cloud burst.

TERM-II HISTORY

Unit II
Livelihood, Economics and Societies

30 Marks

 Forest Society and Colonoliasim-Deforestation, Commercial forestry-effects.

OR

(ii) Pastoralists in the Modern world-life of pastoralists,
 Impact of colonial rule on pastoralists

10 Marks

(iii) Peasants and farmers, Capitalism and Agriculture

10 Marks

Unit III

Everyday Life, Culture and Politics

(i) History and sports-The story of Cricket.

OR

(ii) Clothing-A social History-Society and clothing.

10 Marks

GEOGRAPHY

1. Clir	nate		30 Marks
(a)	Climate Sector		
(b)	Climate control		
(c)	Pressure and winds		
(d)	Upper Air Circulation		
(e)	Western Cyclonic Disturbances		
(f)	The Indian Monsoons		
	The Cold Weather season		
	Hot weather seasons		
	Transition seasons		
	Distribution of rainfall		
Monse	oons as unifying bond		
	te reference of J&K State		
	tural Vegetation and Wild Life		
(a)	Relief, Climate, Precipitation		
(D)	Types of vegetation (a) Tropical Evergreen forests		
	(0)		
			13 Marks
B. W	lid life, classification of vegetation in J&K State.		ale delice
3. Po	pulation-Size & Distribution		
	India's Population and Distribution by density		
	Population Growth and process of population change		
	(a) Age composition		
	(b) Sex Ratio		
	(c) Occupational Structure		
	(d) Literacy		
	(e) Health		
	(f) Adolescence population		
	(g) National Population Policy		
	(h) Population of J&K State		
	POLITICAL SCIENCE	CE	
			20 Marks
Unit	IV. Electoral Politics		(8 Marks)
4.1	Why Election?		

4.2 What is our system of Elections?

4.4 Acceptance of election outcome.

4.3 What makes elections in India Democratic?

Unit V. Working of Institutions

(6 Marks)

- 5.1 How is a Major Policy Decision Taken?
- 5.2 Parliament
- 5.3 Political Executive
- 5.4 The Judiciary

Unit VI. Democratic Right

(6 Marks)

- 6.1 Rights in a Democracy
- 6.2 Rights in the Indian Consitution
- 6.3 Guarantee of Fundamental Rights
- 6.4 Expanding Scope of Democracy

ECONOMICS

10 Marks

Chapter II: Understanding the Indian Economy

- 2.1 Salient features of Indian Economy: Economic activities- Primary, Secondary, tertiary activities; What is Gross Domestic product; Sectoral share in Gross Domestic product- Agriculture and allied, Industry and Services;
- 2.2 People as a Resource: Factors determining Quality of Population; Unemployment-meaning & types; Poverty-Nature, meaning of poverty line, cause of poverty, Anti poverty measures-National rural employment guarantee act (NREGA 2005), National Food for work Programme (NFWP), Prime minister rozgar yojana (PMRY), rural employment generation programme (REGP), Swaranjayanti gram swarozgar yojana (SGSY), Antodaya anna yojana (AAY), Meaning of Food security,

DISASTER MANAGEMENT

10 Marks

Chapter 2: Man, Made Disasters

- 2.1 Man-made Disasters: General concept.
- 2.2 Effect and Mitigation measures of the following Disasters common in J&K state:- Fire, Environmental degradation, transport accidents, Chemical/industrial accidents.

Suggested Activities for Students:

The school can organize Training and Mock drills for Rescue operation, fire fighting and first aid for students, in collaboration with the following agencies:

- 1. J&K Fire and Emergency Services
- 2. Civil Defence
- 3. SDRF (State Disasters Response Force)
- 4. Medical experts

Assessment of Second Term Course

The assessment of First Term and Second Term Course shall be made through one Unit tests and Term tests as as envisaged in the Continuous and Comprehensive Evaluation Scheme, introduced by the Board

Course Work

Every regular student shall be requires to produce two pieces of course work, one in History, and Political Science and one in Geography for each Term. The topic, theme for each such work will be selected from the syllabus contents to produce and essays a report of about 500-800 words to be assessed in grades

Allocation of marks for Unit/Term Test (s)

Each Term shall be tested for 100 marks separately. Details of weightgae assigned to different types of question are given below:

First Term	100 Marks		
Ist Unit Test	20 Marks		
(i) History	06 Marks		
(ii) Geography	06 Marks		
(iii) Political Science	04 Marks		
(iv) Economics	02 Marks		
(v) Disaster Management	02 Marks		
2nd Unit Test	20 Marks		
(i) History	06 Marks		
(ii) Geography	06 Marks		
(iii) Political Science	04 Marks		
(iv) Economics	02 Marks		
(v) Disaster Management	02 Marks		
First Term Test	60 Marks		
(i) History	18 Marks		
(ii) Geography	18 Marks		
(iii) Political Science	12 Marks		
(iv) Economics	06 Marks		
(v) Disaster Management	06 Marks		
Type of question to be set in H	istory		
Two 05 marks long answ	ver questions with	= 2 × 5	= 10 marks
Internal and parallel choi			02 musles
One 03 marks short ansy	ver questions	= 3 × 1	= 03 marks = 04 marks
Two 02 marks very short	answer questions	= 2 × 2	= 04 marks
One 01 mark objective of	uestion	= 1 × 1	= 01 marks
Same type of questions will be	set in Geography as	in History	
Type of question to be set in P	olitical Science		00
One 05 marks long answer questions with		= 1 × 5	= 05 marks
Internal and parallel cho	= 1 × 3	= 03 marks	
The Ol marks short ans	One 03 marks short answer questions Two 01 marks very short answer questions		= 02 marks
Two 01 marks objective		$= 2 \times 1$ $= 2 \times 1$	= 02 marks
Type of question to be set in D		and Economics	
Two 03 marks short ans (One from disaster and	wer questions	= 2 × 3	= 06 marks

Two 02 marks very short answer questions	$= 2 \times 2$ = 04 marks
(Two each from economics and disaster manage	gement)
Two 01 mark objective question	$= 2 \times 1$ = 02 marks
(One each from economics and disaster manag	gement)
Second Term	100 marks
3rd Unit Test	20 Marks
	06 Marks
(i) History	06 Marks
(ii) Geography	04 Marks
(iii) Political Science	02 Marks
(iv) Economics	02 Marks
(v) Disaster Management	80 Marks
Second Term Test:	80 Marks
(i) History	24 Marks
(ii) Geography	24 Marks
(iii) Political Science	16 Marks
(iv) Economics	08 Marks
(v) Disaster Management	08 Marks
Type of questions to be set in History	
Two 05 marks long answer questions with Internal and parallel choice	= 2 × 5 = 10 marks
Three 03 marks short answer questions	$= 3 \times 3 = 09$ marks
Two 02 marks very short answer questions	$= 2 \times 2 = 04$ marks
One 01 marks objective question	= 1 × 1 = 01 marks
Same type of questions will be set in Geography as i	n History
Type of question to be set in Political Science	
One 05 marks long answer questions with Internal and parallel choice	= 1 × 5 = 05 marks
Two 03 marks short answer questions	$= 2 \times 3 = 06$ marks
Three 01 marks very short answer questions	$= 3 \times 1 = 03$ marks
Two 01 marks objective question	$= 2 \times 1 = 02$ marks
Type of question to be set in Disaster Management	and Economics
Two 04 marks long answer questions with into (One questions each to be set from economics	ernal and parallel choice = $02 \times 04 = 08$
Two 03 marks short answer questions	$= 02 \times 03 = 06$
(One questions each to be set from economics	& disaster managment)
	$= 02 \times 01 = 02$
Two 01 marks objective questions (One questions each to be set from economics	
Book Prescribed	

- 1. A textbook of History
- 2. Political Science for class IX
- 3. Geography for class IX
- 4. A textbook of Economics and Disaster Management published by Jammu and Kashmir State of School Education

SCIENCE

Science plays an important role in developing inchildren, well defined abilities in cognitive, affective and psychomotor domains, it augments the spirit of enquiry, objectivity, aesthetic sensibility.

Whereas the upper primary stage demands that plentiful opportunities should be provided to the students the engage them with the processes of Science like, observing, recording observations, drawing, tabulation, plotting graphs etc., the secondary stage expects abstraction and quantitative reasoning to occupy more central place in the teaching and learning of Science. The present syllabus has been designed to be with "learning without burden as per recommendations of National Curriculum Framework, (NCF-2005), and has been framed around six broad themes viz Food Materials, The World of living, How things work, People and Ideas, Natural phenomena and Natural Resources.

In the present syllabus, no attempt has been made to be comprehensive, Unnecessary enumeration has been avoided. Special care has been taken to avoid temptation of adding too many concepts.

At the secondary stage while Science is still a common subject, the disciplines of physics, chemistry and life science come into being and the learner should be exposed to experience as well as modes of reasoning that are typical of these subjects. The stage also sees a certain consolidation of knowledge within themes.

AIMS:

The aims are to:

- Provide, through well designed studies of the experimental and practical science, a worthwhile
 education experience for all students, whether or not they intend to go on to study science
 beyond the secondary stage and in particular, to enable them to acquire sufficient
 understanding and knowledge to:
 - 1.1. become confident citizens in a technological world and to take or develop and informed interest in matters of scientific importance.
 - recognize the usefulness, and limitations of scientific method and to appreciate its applicability in other disciplines and in everyday life.
 - be suitably prepared for studies beyond the secondary stage in pure sciences, in applied sciences or in science-dependent courses.

2. Develop abilities and skills that:

- 2.1 are relevant to the study and practice of science
- 2.2 are useful in everyday life
- 2.3 encourage efficient and safe practice
- 2.4 encourage effective communication.

3. Develop attitudes relevant to science such as:

- 3.1 Concern for accuracy and precision
- 3.2 Objectivity
- 3.3 Integrity
- 3.4 Enquiry
- 3.5 Initiative
- 3.6 Inventiveness.

4. Stimulate interest in and care for the environment

5. Promote awareness that:

- 5.1 Scientific theories and methods have developed, and continue to do so, as a result of cooperative activities of groups and individuals.
- 5.2 The study and practice of science is subject to social, economic, technological, ethical and cultural influences and limitations.
- 5.3 The applications of science may be both beneficial and deterimental to the individual, the community and the environment.
- 5.4 Science transcends national boundaries and that the language of science, correctly and rigorously applied, is universal.

DOMAINS:

The three domains in Science (Physics, Chemistry and Life-Sciences) are:

- A. Knowledge with understanding
- B. Handling information and solving problems
- C. Experimental skills and investigations.

Description of each domain is given below:

A. Knowledge with understanding

Students should be able to demonstrate knowledge and understanding in relation to:

- 1. Scientific phenomena, facts, laws, definitions, concepts, theories
- 2. Scientific vocabulary, terminology, conventions including symbols, quantities and units:
- Scientific instruments and apparatus, including techniques of operations and aspects of safety.
- 4. Scientific quantities and their determination
- Scientific and technological application with their social, economic and environmental implications.

B. Handling information and solving problems

Students should be able in words or using other written forms of presentation (i.e. Symbolic, graphical and numerical) to:

- 1. Locate, select, organize and present information from a variety of sources.
- Translate information from one to the other.
- Manipulate numerical and other data.
- 4. Use information to identify patterns, report trends and draw inferences.
- 5. Present reasoned explanations for phenomena, patterns and relationship.
- 6. Make predictions and hypotheses.
- 7. Solve problems

C. Experimental skills and Investigations

Students should be able to:-

- Use techniques, apparatus and materials (including the following of a sequence of instructions where appropriate).
- 2. make and record observations, measurements and estimates.
- interpret and evaluate experimental observations and data.
- plan investigations and /or evaluate methods and suggest possible improvements including the selection of techniques, apparatus and materials).

COURSE STRUCTURE

Marks: 200

Science-I (Physics)

Theory 50 Marks Practical 18 Marks

Science - I (Chemistry)

Theory 50 Marks
Practical 16 Marks

Science- II (Life Science)

Theory 50 Marks Practical 16 Marks

DETAILED SYLLABUS

1st Term Course

Science - I. Physics : Theory: 25 Marks; Practical: 9 Marks
Science -I. Chemistry : Theory: 25 Marks; Practical: 8 Marks
Science -III. Life-Science : Theory: 25 Marks; Practical: 8 Marks

TERM - 1 SCIENCE -L (PHYSICS)

Theory: - 25 Marks

Practical: - 9 Marks

Unit-1: Motion

10 marks/12 periods

Motion is relative, need of origin (reference point) for describing position of an object, Distance and displacement, uniform and non uniform motion along a straight line, speed, velocity and acceleration, distance-time and velocity-time graphs for uniform and uniformly accelerated motion, equations of motion by graphical method:-

(i) v = u + at (ii) $S = ut + at^2$ (iii) $v^2 - u^2 = 2as$, Elementary idea of uniform circular motion

Unit II :- Force and Laws of Motion

08 marks/10periods

Force and its relation to motion, balanced and unbalanced forces, concept of intertia and its relation with mass, Newton's Laws of motion, momentum, Force and acceleration, Elementary idea of conservation of momentum, Action and reaction forces

Unit-III:- Work, Energy and Power

07 marks/08 periods

Scientific concept of work, work done by constant force, concept of positive and negative work, energy and its various forms, petential and kinetic energy, Law of conservation of energy. Definition of Power and its units.

PRACTICAL

Physics

Ist Term

- 1. To plot a distance time graph from a given data and calculate speed from it.
- 2. To plot a velocity-time graph from a given data and calculate acceleration from it.
- 3. To measure the temperature of hot water as it cools and plot a temperature-time graph.
- 4. To demonstrate
 - (i) Equal and opposite forces
 - (ii) Work done in lifting a weight
 - (iii) Work done by a moving body
 - (iv) Work done by a compressed Spring on a raised body

Note: Each student will perform atleast three practicals.

Suggested areas for Assignment/Project work

- 1. To study the motion of a body along an inclined plane.
- To calculate the work done by a force using a simple toy cart.

Note: Each student needs to work on one assignment.

SCIENCE-I (CHEMISTRY)

TERM I

Theory: 25 Marks

Practical: 8 Marks

Unit-1: Matter in our Surrounding

10 marks/Periods: 12

Physical nature of matter. Characteristics of particles of nature.

States of Matter (Solid, Liquid and Gaseous).

Can we bring about a change in the state of matter?.

Evaporation.

A brief introduction about two more states of matter - Plasma and Bose-Eanstein condensate. (Non-Evaluative).

Unit-11: Is Matter around us Pure?.

15 Marks/Period: 8

Mixture and its types, Solution and its properties.

Concentration of a solution and how it is expressed.

Colloidal solution and its properties. Suspension and its properties.

Separating the components of a mixture by different methods:-Evaporation, Centrifugation.

By using separating funnel, Sublimation, Simple distillation, Fractional distillation,

Chromatography, Separation of components of Air.

Physical and Chemical changes. Types of Pure substances (Elements and Compounds)

Difference between a Compound and a Mixture.

PRACTICAL

Chemistry

Marks 08

TERM I

- 1. To separate the contents of a mixture
 - (i) by sublimation
 - (ii) by crystallization
 - (iii) with the help of a separating funnel
- To carry out the following processes, record observations and classify them into physical and chemical changes
 - (i) Melting of ice
 - (ii) Adding pieces of iron to Copper sulphate solution in a beaker
 - (iii) Burning Magnesium in air
 - (iv) Dissolving common salt in water
 - (v) Adding zinc pieces to dilute Sulphuric acid
- 3. To Prepare
 - (i) A true solution of sugar and alum
 - (ii) A suspension of chalk powder and fine sand in water
 - (iii) A colloidal solution of starch in water and distinguish between these on the basis of
 - (a) filtration criterion and
 - (b) stability

Project work

To study the solubility of three different available substances in water at different temperatures and determine

- (i) Effect of temperature on solubility
- (ii) Magnitude of solubility at different temperatures and

(iii) Orders of solubility

SCIENCE-II (LIFE SCIENCE) TERM I

Theory: 25 Marks Practical: 8 Marks

Unit-1: The Fundamental Unit of Life

What are Living organisms made up of? Structural organization of a cell. Plasma membrane, its relationship with Isotonic, Hypotonic and Hypertonic solution, Osmosis: Cell wall plasmolysis and deplasmolysis.

09 Marks

Nucleus-Prokaryotic and Eukaryotic cells; cytoplasm. Cell organelles-Endoplasmic reticulum, Golgi apparatus, Lysosomes, Mitochondria, Plastids and Vocuoles.

Types of plants and animal tissues. Meristematic, Permanent tissue and their types, (Parenchyma, Collenchyma, Sclerenchyma, Xylem and Phloem with their elements).

Animal tissues, Epithelial tissue, connective tissue, muscular tissue, and nervous tissue.

Unit-III: Diversity in Living organisms
Basis of Classification. Classification and evoluation; the Hierarchy of classification groups.
Characteristics of Monera, Protista, Fungi, Plantae and Animalia.
Major groups of Plantae and Animalia, Nomenclature (Binomial)

PRACTICALS

Life Science TERMI 08 Marks

Life Science
1. To study the various parts of a Compound Microscope.

2. To Prepare and study Plant cell from Onion peel and Animal Cell from cheek cells.

- To study different types of Cell from permanent slides/charts/models of Bacterial cell, Plant cell and Animal Cell.
- To study different types of Plant Tissues from permanent slides/charts/models of Parenchyma, Arenchyma, Collenchyma, Sclerenchyma, Xylem and Phloem.
- To study different types of Animals Tissues from permanent slides/charts/models of Squamous, Cubiodal, Columnar, (Ciliated), Stratified (Squamous) Epithelial tissues, Adipose tissue, Tendon, Hyaline cartilage, Erythrocytes, Leucocytes, Striated muscle, smooth muscle, Cardiac muscle and Neuron.

PROJECT WORKS/ASSIGNMENT WORK

Term I

1. Collect and preserve the specimen of Lichens, Marchantia, Ferns, Cacti and other plants in your locality.

- 2. Visit to a botanical garden / locality and study the local flora.
- 3. Visit to lake/pond and study various aquatic plants.
- 4. Prepare culture of Algae, Amoeba. Paramecium, Euglena.
- 5. Preservation of local fish varieties (Schizothorax and Cyprinus caprio).

2nd Term Course

Science - I. Physics : Theory : 25 Marks; Practical : 9 Marks
Science - II. Chemistry : Theory : 25 Marks; Practical : 8 Marks
Science - III. Life-Science : Theory : 25 Marks; Practical : 8 Marks

SCIENCE - I (PHYSICS) TERM II

Marks 25

Unit-IV: Gravitation

10 Marks

Gravity and Gravitation, universal law of gravitation and its importance, Acceleration due to gravity, relation between acceleration due to gravity (g) and gravitational constant (G), Difference between mass and weight, Motion of objects under the influence of gravity (use of g in equations of motion)

Unit-V: Floatation

05 Marks

Thrust and pressure, Buoyancy, condition of floatation, Archimedes Principle and its applications, Elementary idea of relative density and specific gravity.

Unit-VI: Sound 10 Marks

Nature of sound and its propogation in various media, Necessity of material medium for propagation of sound, speed of sound, reflection of sound, Echo, range of hearing in humans, infrasonic and ultrasonic sounds; Sonar: structure of human ear (auditory aspect only)

PRACTICALS

II Term 09 Marks

- To determine the density of a solid (denser than water) by using a spring balance and measuring cylinder.
- 2. To verify Archimedes Principle.
- 3. To verify the laws of reflection of sound.
- To study the oscillations of a
 - (i) Simple pendulum
 - (ii) Tunning fork
 - (iii) Stretched string
 - (iv) Slinky.

Note: Each student will perform at least three practicals in each term

Project/Assigment work

Il Term

To demonstrate the phenomenon of weightlessness.

To study the change in frequency of a Simple pendulum due to change in length of the pendulum.
 Note: Each student needs to work on one assignment in each term.

SCIENCE-I (CHEMISTRY) TERM II

Theory: 25 Marks

Practical: - 8 Marks

Unit-III: Atoms and Molecules

15 Marks

Laws of Chemical combination:- Law of conservation of Mass, Law of constant Proportion, Numerical problems on laws of chemical combination. Atom, Atomic Mass, Molecules (Molecules of elements and molecules of compounds).

Ions (simple and Polyatomic). Chemical Formulae, writing chemical formulae of simple compounds.

Molecular mass and Mole concept, Formula unit mass. Numerical Problems on Mole concept.

Unit-IV: Structure of Atom

10 Marks

Charged particles of matter (Electrons and Protons). Thomson Model of atom and its drawbacks. Rutherford's Model of Atom and drawbacks. Bohr's Model of atom (A Brief description). Neutral Particle of Matter (Neutron). Distribution of Electrons in various orbits (shells). Electronic concept of valency. Atomic number and Mass Number. Isotopes and Isobars.

PRACTICALS TERM II

08 Marks

1. To experimentally prove the law of conservation of mass.

 To prepare a chart depicting the distribution of electrons in various orbits (shells) around the nucleus for elements with atomic no's 1 to 20 according to Bohr's Model of Atom.

Project Work

To develop a low cost model for writing Chemical Formulae.

LIFE SCIENCE TERM II

Theory: 25 marks

Practical: 08 marks

Unit IV: Why do we fall ill

Marks 07

Health and its failure. Disease and causes-Acute and Chronic disease; Causes of Diseases, Infectious and Non-infectious diseases. Infectious diseases- Agents; Means of spread. Organ specific and tissue specific manifestation.

Principles of treatment and prevention.

Unit V: Natural Resources

06 Marks

Resources of Earth-Air, Air Pollution, Rain, Water, Water pollution, Mineral Riches in the soil, soil pollution Biogeochemical cycles-water cycle, oxygen cycle, carbon cycle and Nitrogen cycle. Green House Effect, Ozone layer depletion (Brief).

Unit-V1: Improvement in Food Resources

07 Marks

Improvement in Crop yield-variety improvement, crop production management -Nutrient Management (Macro and Micro nutrient). Manures, fertilizers; Irrigation; cropping pattern; crop protection management, Storage of grains. Animal husbandry -Cattle farming, Poultry farming, Egg and Broiler Production.

Fish production, Bee keeping.

Unit-VII: Prevention of Drug Abuse and Sexually Transmitted Diseases:

05 Marks

Adolescents and Substance Abuse - Their Effects and Therapeutic Effects:

Introduction, Withdrawal Symptoms and Reasons of Drug Abuse, Signs & Symptoms of Drug Addiction, Human Brain and Drug Addiction, Different Types of Drugs: Alcohol, Tobacco, Opioids, Cannabinoids, Coca Alkeloid or Cocaine, Therapeutic Measures against Addiction

Sexually Transmitted Diseases with Special Reference to AIDS:

Introduction, Modes of Transmission and prevention, AIDS: Causes, Affect on person, Spread and Symptoms of AIDS, Diagnoses of HIV infection, Prevention of Spread of Disease, Social Stigma Associated with AIDS

Practical

Term II

08 Marks

- To study permanent slides/charts/models of Amoeba, Paramecium, Spirogyra and Rhizopus.
- Identification of Specimens-Ascaris, Earthworm, Leech, Butterfly, Octopus, Starfish. Torpedo, Labeo rohita, Frog, Lizard, Crow and Rat.
- 3. To demonstrate the Osmosis, Plasmolysis and deplasmolysis using Potato.
- 4. Prepare a slide of blood film showing R.B.C's and clood platelets.
- 5. Prepare a slide of striated muscle taken from frog, cockroach things.

Assignment/Project Work

Term II

- Obtain silk moth eggs from Sericulture Department and observe growth of Larvae, Caterpillar up to Cocoon formation.
- Surveying neighbourhood to collect information on diseases occurrence and pattern.
- Visit a weed infested filed in the month of July or August and make a list of the weeds and insect pests in the fields.
- Make a herbarium of Careals, Pulses, and oil seeds and indentify the seasons of their sowing.
- 5. Collect and preserve insect like Grasshopper, Dragon files and butterflies.

Note: At least two projects to be complete in each term, preferbaly one project of flora and one of fauna

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Assessment of performance in the First Term Course shall be based on two Unit Tests and one Term Test

Uni	it Test-I	15 Marks
1.	Physics	05 Marks
2.	Chemistry	05 Marks
3.	Life Science	05 Marks

Unit Test-II		15 Marks
1.	Physics	05 Marks
2.	Chemistry	05 Marks
3.	Life Science	05 Marks

First Term Test		Marks: 45
1.	Physics	15 Marks
2.	Chemistry	15 Marks
3.	Life Science	15 Marks

Types of questions in each section:

1.	Long answer (Essay type) questions with internal and parallel choice	$1 \times 5 = 5 \text{ Marks}$
2.	Short answer questions	$2 \times 3 = 6 \text{ Marks}$
3.	Very Short answer questions	2 x 1 = 2 Marks
4.	Multiple choice questions	$2 \times 1 = 2 \text{ Marks}$
		Total = 15 Marks

weightage to objectives:

- (i) Knowledge with Understanding = 40%
- (ii) Handling information and solving = 60%

PRACTICALS

The performance shall be assessed through one Term test carrying 25 marks with 9 marks reserved for Physics, 8 for Chemistry and 08 for Life Science.

Assessment of performance in Second Term Course:

There shall be one Unit Test of 12 marks and Term Test of 63 marks containing three sections one each for Physics, Chemistry and Life Science. Each section shall be of 21 marks. The distribution of marks shall be:

Unit Test-III	12 Marks
Physics	04 Marks
Chemistry	04 Marks
Life Science	04 Marks

Term Test-II	Marks: 63	
Science-I (Physics)	21 Marks	Time: 2 hours
Science-I (Chemistry)	21 Marks	

Forms of questions in each Section:

Science-II (Life Science)

(i)	2 long answer (Essay Type) questions with internal and parallel choice	2x5 = 10 Marks
(ii)	2 Short answer questions	2x3 = 6 Marks
(iii)	3 very short answer questions	3x1 = 3 Marks
(iv)	2 MCQ (Objective)	2xI = 2 Marks

21 Marks

II. Practicals

There shall be one practical paper of 25 marks for each Term, containing three sections one each for assessing practical skills in Physics, Chemistry and Life Science. Each section will contain 2 practical/exercises and every student shall be required to do a practical/exercise from each section. Each practical/exercise in each section, except Physics, in which each exercise shall be of 5 marks.

The experimental skills are to be assessed in the following manner:-		(05 Marks)
1.	Using and organizing techniques, apparatus and materials	01 Mark
2.	Observing, measuring, recording and identifying. (02 Marks in case of Physics)	02 Marks
3.	Handling experimental observation and data (Calculation/result)	01 Mark
4.	Interpretation/inferences	01 Mark

Note: - In case of Physics step II shall carry 02 marks.

For viva-voce question based on the practical (s)/Exercise (s) the student attempts may be asked. The questions should pertain to concepts/formulae/principles/procedure and precautions.

Notebook/Practical Record :- 02 Marks

Marks to be awarded on the basis of:

- (i) regularity in submitting record work,
- (ii) number of practicals recorded,
- (iii) general neatness and
- (iv) Recording experiments in a proper manner.

Total Marks: 05 + 02 + 02 = 09 Marks, for Physics and Total marks for Chemistry and Life Science are as :04+02+02=08 Marks each

BOOK PRESCRIBED

"Science for class IX" Published by Jand K State Board of School Education."

हिन्दी

नवमी कक्षा तक आते-आते भाषायी कौशल पर बच्चों का अच्छा अधिकार हो जाता है। अर्थात् वे अपने स्तर के विषयों की रचनाएँ पढ़कर समझ सकते हैं तथा उन पर मौखिक और लिखित प्रतिक्रिया व्यक्त कर सकते हैं।

सामान्य उद्देश्य

छात्रों में -

- 1. भाषा के शुद्ध, उपयुक्त एवं प्रभावपूर्ण प्रयोग की योग्यता का विकास हो।
- 2. शब्द भंडार की वृद्धि तथा उसके यथोचित प्रयोग की योग्यता का विकास हो।
- 3. अर्थबोध के साथ सुनने और पढ़ने की योग्यताओं का विकास हो।
- 4. मौखिक एवं लिखित अभिव्यक्ति की योग्यताओं का विकास हो।
- ज्ञान एवं आनंद प्राप्ति के लिए स्वतंत्र रूप में पढ़ने की योग्यता का विकास हो।

छाज -

- 6. साहित्य की विविध विद्याओं से परिचित हों।
- साहित्य के रसावादन की योग्यता विकसित कर सकें।
- साहित्य के अध्ययन द्वारा मनोभावों को उदाल बनाकर सद्वृत्तियों का विकास कर सकें।
- पाठ्यपुस्तकों में आए हुए साहित्यकारों का सामान्य परिचय प्राप्त कर सकें।
- 10. चिन्त-शक्ति विकसित कर सकें।

विशिष्ट उद्देश्य

(क) मीखिक अभिव्यक्ति की योग्यता बढ़ाना -

- 1. सामाजिक, राजनैतिक, वैज्ञानिक, साहित्यिक एवं सांस्कृतिक विषयों पर बातचीत, संवाद, परिचर्चा, एवं वाद-विवाद में भाग लेने से)।
- स्वागत करना, परिचय लेना-देना और धन्यवाद देना, कृजज्ञताज्ञापन, संवेदन (बधाई आदि की भाषा से परिचित होकर यथावसर व्यवहार में लाने से।
- 3. 5 से 10 मिनट तक भाषण देने से।
- 4. अभिनय में भाग लेने से

(ख) पठन-योग्यता का विकास -

1. मुखर वाचन में, अपेक्षित गति तथा अनुमान के साथ शुद्ध पढ़ने से।

- 2. अर्थबोध एवं गति के साथ मौन वाचन करने से।
- शब्द के तीनों अर्थों वाच्यार्थ, लक्ष्यार्थ और व्यंग्यार्थ को समझ लेने से।
- पढ़कर केंद्रीय विचार एवं सार ग्रहण करने से।
- शब्द-कोश, संदर्भ-ग्रंथ, विषय-सूची, अनुक्रमणिका आदि देखकर, वांछित सामग्री ढूंढकर उसका उपयोग करने से।
- आलोचनात्मक दृष्टि से पढ़ने और पठित सामग्री पर अपनी प्रतिक्रिया व्यक्त करने से ।
- ज्ञान, आनंद व प्ररेणा से पढ़ने से।
- पाठ्यवस्तु और उसकी सराहना करने से।
- 9. साहित्य के प्रति अधिरुचित का विकास करने से।

(ग) शब्द भंडार :

- स्तरानुसार शब्दों और मुहावरों के ज्ञान में क्रमिक वृद्धि करना।
- उपसर्ग, प्रत्यय, संधि, समास आदि के आधार पर शब्दों के अर्थ मालूम करना।
- शब्दकोश की सहायता से नवीन शब्दों के प्रसंगानुकूल अर्थ-ज्ञात करना।
- संदर्भ अनुसार शब्दों के अर्थ पहचानना ।

(घ) अर्थबोध एवं सराहना :

- पाठ में वर्णित प्रमुख तथ्यों, भावों एवं विचारों का चयन करना और उसके पारस्परिक संबंध पहचानना।
- पाठकी विषय-वस्तु तथा उसके केंद्रीय भाव का समझना ।
- पठित पाठ की पूर्व ज्ञान से तुलना एवं मूल्यांकन करना ।
- 4. कवि / लेखक के मनोभाव को समझना।
- पाठ में अभिव्यक्ति विचार एवं शैली पर अपनी सहमित देना ।
- पठित-अपठित अनुच्छेदों के शीर्षक देना।
- कविता के प्रमुख उपादान तुक, लय, यित आदि से परिचित होना।
- शब्द-चित्र एवं अलंकारों-अनुप्रास, श्लेष, यमक, रूपक, उपेक्षा को समझना।

(ङ) वर्तनी और भाषा :

- लिपि के मानक रूप का ही व्यवहार करना।
- प्रिचित शब्द शुद्ध रूप से लिखना।

- रूप-विज्ञान एवं ध्विन विज्ञान के नियमों के आधार पर शब्दों की उचित वर्तनी जानना।
- विराम चिह्नों का शुद्ध प्रयोग करना।
- लेखन के लिए व्यवहारोपयोगी शब्द-भंण्डार की वृद्धि करना और उनका उपयुक्त एवं प्रसंगानुकूल प्रयोग करना ।
- शब्दों, मुहावरों और पदबंधों का प्रभावशाली और उपयुक्त करना तथा समानार्थक शब्दों के प्रयोग में सावधानी बरतना।
- शृद्ध प्रभावपूर्ण भाषाओं तथा लेखन शैली का स्वाभाविक रूप से प्रयोग करना।
- विषय, उपयुक्त अनुछेदों में बाँटकर लिखना।

(च) रचना-कौशल :

- 1. उपन्यास
- 2. नाटक
- 3. कहानी संकलन
- 4. एकांकी संकलन
- 5. रेखाचित्र / संस्मरण
- 6. आत्म-कथा/जीवनी
- इनके अतिरिक्त सामाजिक, आर्थिक, औद्योगिक, व्यावसायिक, राजनैतिक, सांस्कृतिक, खेल-कृद, यात्रा आदि विषयों पर निबंध-संकलन पूरक पठन के लिए निर्धारित करे।

निरन्तर व्यापक मूल्यांकन योजना (सी.सी.ई.) के आधार पर कक्षा नौवीं में

मूल्यांकन करना है। अतः परीक्षा की सुविधा के लिए प्रथम सत्र (फर्स्ट टर्म) के लिए 100 अंक तथा दूसरे सत्र के लिए (सैकेंड टर्म) के लिए 100 अंक है। अतः अंकों का विभाजन इस प्रकार होगा :-

इकाई 1 (यूनिट 1)		20 अंक
इकाई 2 (यूनिट 2)	-	20 अंक
सत्र 1 (टर्म 1)		60 अंक
जोड़	-	100 अंक

इकाई 3 (यूनिट 3)	-	20 अंक
सत्र 2 (टर्म 2)	-	80 अंक

जोड़	200	100 अंक

प्रथम सत्र तथा द्वितीय सत्र की परीक्षा के लिए आदर्श प्रश्नपत्र आपकी सुविधा के लिए आगे दिए जा रहे हैं। वर्ष के अंत में दोनों सत्रों की औसत प्रतिशत निकाल कर वार्षिक परिणाम निकालें।

प्रचम सत्र (फार्स्ट टर्म)

(इकाई 1 तथा 2 के पाठ्यकम पर आमारित)

पद्य भाग

1. कबीर - साक्षियां, सबद (पट)

2. ललद्यद - वास

3. रसखान - सवैया

4. रहीम, बिहारी, वृद - नीति के दोहे

5. श्रीघर पाठक - काश्मीर सुषमा

गरा भाग

1. जाबिर हुसैन - साँवले सपनों की याद

2. हरिशंकर परसाई - प्रेम चन्द के फटे जूते

3. कन्हैया लाल मिश्र प्रभाकर - घूप-वत्ती बुक्री-जली

पाठ्य क्रम (व्याकरण)

कक्षा : नवमी

निर्धारित पुस्तक : मानक हिन्दी व्याकरण और रचना : कैलाश चन्द्र भाटिया, राष्ट्रीय शैक्षिक अनुसन्धान और प्रशिक्षण परिषद्।

प्रथम सत्र (फर्स्ट टर्म) हिन्दी भाषा : परिचय

अध्याय: 1

- 1. केवल निम्नांकित शीर्षक :
- 1. भाषा क्या है?
- 2. भाषा के प्रकार (मौखिक / लिखित)
- हिन्दी की विभिन्न बौलियां?
- 4. राष्ट्र भाषा और राज भाषा में अंतर
- 5. भाषा और व्याकरण

वर्ण विचार

अध्याय: 2

- 1. स्वर तथा व्यंजन : परिभाषा
- 2. स्वरों का वर्गीकरण : उच्चारण की दृष्टि से
- 3. व्यंजनों का वर्गीकरण : उच्चारण स्थान के आधार पर।
- 4. अनुस्वार : परिभाषा तथा उदाहरण
- 5. विसर्ग ज्ञान
- 6. व्यंजन गुच्छ तथा व्यंजन द्वित्व
- 7. अक्षर : परिभाषा तथा उदाहरण

वर्तनी - विचार

अध्याय - 3

- 1. संयुक्त वर्ण
- 2. विभक्ति चिह्न
- 3. अव्यय
- अनुस्वार तथा अनुनासिकता।

अध्याय - 4

- 1. परिभाषा :
- अल्पप्राण / महाप्राण 1.
- लोप / आगम / हस्वीकरण सादृशीकरण और स्वर-परिवर्तन अध्याय - 5

क) शब्द : परिभाषा : शब्दावली का वर्गीकरण :-

अर्थ की दृष्टि से : -

- एकार्थी 1.
- अनेकार्थी 2.
- पर्याय 3.
- विलोम 4.
- 5. अनेक शब्दों के लिये एक शब्द (ख) इतिहास की दृष्टि से :

- 1. तत्सम
- 2. तद्भव
- देशी 3.
- विदेशी 4.

अध्याय - 6

- उपसर्ग 1.
- 2. प्रत्यय
- समास विग्रह परिभाषा तथा उदाहरण 3.
- सन्धि तथा सन्धि विग्रह 4.

अध्याय - 7

संजा

- परिभाषा 1.
- भेद 2.
- 3. वचन
- लिंग

अध्याय - 8

सर्वनाम

- परिभाषा 1.
- भेद 2.

द्वितीय सत्र

(इकाई 3 के पाठ्यक्रम पर आधारित)

पद्य भाग

1. तुलसी दास - राम वनगमन

2. सुमित्रानंदन पंत - ग्राम श्री

3. सर्वेश्वर दयाल सक्सेना - मेघा आए

गद्य भाग

1. महादेवी वर्मा - मेरे बचपन के दिन

2. प्रेम चन्द - बड़े घर की बेटी

3. अक्षय कुमार जैन - अखबार के शौकीन

द्वितीय सत्र (सैकेंड टर्म)

विशेषण परिभाषा

	2. विशेषण के भेद
अध्याय : 10	
	क्रिया परिभाषा, धातु, धातु के भेद (केवल नाम)
	क्रिया के प्रकार (परिभाषा तथा उदाहरण सहित)
अध्याय : 11	
	(क) क्रिया विशेषण (परिभाषा के भेदों के नाम
	(ख) सम्बन्ध बोधक (परिभाषा)
	(ग) समुच्चबोधक (संयोजक) केवल परिभाषा
	(घ) विस्मयादि बोधक परिभाषा और उदाहरण
अध्याय : 12	पद परिचय (सरल वाक्य)
अध्याय : 13	
202000 . 44	वाक्य रचना, परिभाषा, सरल वाक्यों के भेद
अध्याय : 14	पदबंध परिभाषा
अध्याय : 15	
	पत्र लेखन (पारिवारिक, निमंत्रण पत्र)
अध्याय : 16	
	निबन्ध :-
(1)	वर्णनात्मक या विचारात्मक जैसे : भारत देश कोई सामाजिक रीति / कुरीति, कोई
	ऋतु, कोई तीर्थ स्थान अथवा कोई पर्व
(2)	स्कल में पहला दिन, मेरा प्रिय लेखक, कोई यात्रा, वृतान्त, जीवन का महत्वपूर्ण दिन

हिन्दी प्रश्नपत्र (प्रथम सत्र तथा द्वितीय सत्र) का प्रारूप (Hindi 1st Term & 2nd Term)

कक्षा नवमी

अंक (प्रथम सत्र) = 60 द्वितीय सत्र = 80

क्र-सं-	विषय	प्रथम सत्र	द्वितीय सत्र
1.	गद्य	13 জাজ	17 अंक
2.	पद्य	13 अंक	17 अंक
3.	व्याकरण	18 अंक	24 अंक
4.	पत्र	०६ अंक	०६ अंबर
5.	निबंध	10 अंक	10 अंक
6.	अपठित पाठ		06 अंक
	जोड़	60 अंक	80 अंग्रह

सत्र (Term)	वस्तुनिष्ठ प्रश्न (Objective Type Questions)	निबन्धात्मक प्रश्न (Essay Type Questions)	लयुत्तरात्मक प्रश्न (Short Answer Type Questions)	अति लघुत्तरात्मक प्रश्न (V. Short Answer Type Questions)	जोड़ (Total)
प्रथम	11 अंक	25 अंक	6 अंक	18 अंक	60 अंक
सत्र	18%	42%	10%	30%	
द्वितीय	8 अंक	34 अंक	14 अंक	24 अंक	80 अंक
सत्र	10%	43%	17%	30%	

	ज्ञान (Knowledge)	बोध (Understanding)	अधिव्यक्ति (Expression)	जोड़ (Total)
प्रथम सत्र	23 अंक	20 अंक	17 अंक	60 अंक 100%
प्रतिशत द्वितीय सत्र	38% 25 3i布	33%	29% 21 अंक	80 अंक
प्रतिशत	31%	43%	26%	100

संक्षेप :	प्रथम	सत्र		द्वितीय सत्र	
ज्ञान	बोव	अभिव्यक्ति	ज्ञान	बोच	अधिव्यक्ति
प्र- 1 = 5 अंक प्र- 4 = 6 अंक प्र- 8 = 14 अंक	प्र- 3 = 6 अंदि	प्र· 5 = 5 अंक प्र· 6 = 10 अंक प्र· 8 (क) = 2 अंक	प्र· 1 = 8 अंक प्र· 4 = 8 अंक प्र· 9 = 9 अंक	प्र-2 = 5 अंक प्र-3 = 8 अंक प्र-8 = 6 अंक	प्र- 5 = 5 अंक प्र- 6 = 10 अंक प्र- 7 = 6 अंक
जोड़ 125 अंक	प्र- 8 = 2 अंक	17 अंक	25 अंक	प्र- 9 = (क, ख, ग)	21 अंक
	18 अंक		***************************************	(5, 4, 6 अंक) 34 अंक	
	जोड़ = 60 अंक		3 3 4	जोड़ = 80 अंक	

COMPUTER SCIENCE

Learning Objectives

General:

- To familiarize with basics of information technology.
- To develop basic skills of using tools for word processing, presentation and database management.
- 3. To appreciate use of IT in various domains.

Specific:

- Cognitive domain: Knowledge and understanding to develop basic understanding of IT system operations and information accessing tools.
- Psychomotor domain: To develop skills in using tools of word processor, to manage database, to make graphs, to analyze reports using spreadsheets and to develop web pages.
- Affective domain: Personality traits to develop the habit of teamwork and structured presentation.

COURSE STRUCTURE

Term I Time:- One hour.

Maximum Marks : 50

Theory : 20 Marks
Practical : 30 Marks
Unit I : IT Basics
Unit II : IT Tools:

i. MS Windows ii. MS word

Term II Time:- One hour.

Maximum Marks : 50

Theory : 20 Marks
Practical : 30 Marks
Unit III : IT tools

i. MS Power Point

ii. MS Excel

Unit IV : IT Applications

Marks 20

Time :- One hour

Unit I: IT Basics

Convergence of Technologies:

Computer System: Characteristics of a computer, Basic applications of a computer, components of a computer system-Central processing Unit (CPU), Visual Display Unit (VDU), and Keyboard;

Term I

Concept of Memory Primary and Secondary: Memory, RAM and ROM, units of Memory-Byte, kilobyte, Megabyte, Gigabyte, Terabyte, Input/ output Devices; Mouse, Joy Stick, Scanner, Microphone, OCR, MICR, Light pen, Bar Code Reader, Digital Camera, Printer, Speaker, Plotter.

Storage Devices

Computer Languages: Machine Language, Assembly Language and High Level Languages, Role of Assembler and compiler.

Types of Software: System, Utility and Application software with examples

Communication Technology: Need for networking, LAN, MAN and WAN

Data Communication Device: Modern

Introduction to InternetContent: Data, Information and multimedia

Unit II: IT TOOLS

i. MS-Windows:-

Basic concept of an operating system and its functions.

Introduction to Windows: Using Mouse and moving icons on the screen, My Computer, Recycle Bin, Task Bar, Start- Menu and menu selection, running an application, setting system date and time; Windows Explorer to view files, folders and directories, creating and renaming of files and folder, opening and closing of Windows, Minimize, Restore and Maximize forms of windows, Basic components of a Window; Desktop, Frame Title Bar, Menu Bar, Status Bar, Scroll Bars (Horizontal and Vertical), Using Right button of the Mouse, Creating shortcut, Basic Windows Accessories; Notepad, Paint, Calculator, Wordpad, Using Clipboard.

ii. MS word

MS Word: Introduction to a word processor, creating and saving a document, Editing and Formatting a Document; Text Style (B, I, U), Font Type Size, Changing Colour, alignment of text, Formatting paragraphs with line or paragraph spacing; adding headers and footers numbering pages, using grammar and spell check utilities, using subscript and superscript, inserting symbols, Print Preview, Printing a document.

Inserting Word Art, Clipart and pictures, pages setting, Bullets and Numbering, Borders and shading, Format Painter, Find and Replace, Inserting Tables; Inserting, deleting-rows and columns, merging cells, splitting cells, using auto format; Mail Merge

Marks 20 Term II Time : One hour

Unit III. i. MS Power Point

Introduction to presentation Graphics, understanding the concept of slide shows, Basic elements of a slide, Different types of Slide Layouts, Creating and Saving Presentation, Different views of a slide; Normal view, Slide sorter view and Slide show, Editing and Formatting a slide; Adding Titles, Subtitles, Text Background, Watermark; Headers and Footers, Numbering slides; inserting Pictures from files, Animating pictures and Text with Sound Effects, Timing, Textbox, Picture and Slides, Rehearse Timings, Ungrouping and Grouping pictures from Clipart.

ii.MS Excel

Introduction to spreadsheets, concept of Worksheets and Workbooks, Creating and Saving a worksheet, Working with a spreadsheet; entering numbers, text, date/time, series using to Fill, Editing and formatting a worksheet including changing colour, size, font, alignment of text, Inserting or deleting cells, rows and columns, Formulae-Entering a formula in a cell, using operators(+,-,*/) in formulae, Relative referencing, Absolute referencing and mixed referencing, printing a worksheet. Use simple Statistical functions: SUM(), AVERAGE(), MAX(), MIN(), IF() (WITHOUT COMPOUNT STATEMENTS); Inserting tables in worksheet, Embedding charts of various types; Line, Pie, Scatter, Bar and Area in a Worksheet.

Unit IV: IT Applications

Students are suggested to work on the following areas using MS- Word, MS- Power Point and MS- Excel on topics implementing the tools covered in the course.

DOMAINS:

Documentation:

- Informal letter
- Formal letter
- Report Writing
- Greeting Card

Presentation:

- · School Magazine
- Environment and Pollution
- Product Advertisement
- . Any topic specific from text book(any subject)

Analysis Reporting

- · Cricket Record
- Weather Report
- School/Class Result

Note:-Teachers are requested to demonstrate some other popular software for word processing, presentation and spreadsheet, which support Hindi and or some other Indian language(s)

PRACTICAL

Term I

One Practical Paper

Duration of Examination: 2 hours

Marks: 30

Distribution of Marks

(a) Hands on Experience (2 Exercises)

i. Windows operating System 5 Marks
ii. MS Word 10 Marks
IT Application Report File 10 Marks
Viva 05 Marks

Design of Practical Question Paper

(c)

There is no preset question paper provided by the Board for conducting practical examination. This flexibility has been provided to give more freedom to the examiners for the improvement of practical examination, keeping in view the resources and other facilities available in the laboratory of the school. However, detailed instruction s on the basis of syllabus, distribution of marks and conduction of practical examination has been provided. Examiners can set the question paper according to the prescribed Curriculum and distribution of marks.

(A) Hands on Experience

15 Marks

(i) Windows operating System

05 Marks

To test some of the following basic system operations on file/folder(s):

- Create
- Rename
- Copy/Cut/Paste
- Delete
- Commands related to Notepad/Word pad /Paint.
- Using Clipboard

(ii) MS Word 10 Marks

A paragraph in MS Word incorporating some of the tools given below to be tested during the examination:

- · Editing and formatting text and paragraph
- · Page and paragraph set up
- · Inserting pictures and Word Art.

(B) IT Application Report File

10 Marks

Students are supposed to mark a IT Application Report File containing real life assignments using paintwork Pad, Notepad and MS Word. File must have printouts of the following:

At least 10 documents of MS Word

At least 3 drawings using paint

(C) VIVA

05 Marks

Term II

One practical Paper

Duration of Examination: 2 hours

Marks: 30

Distribution of Marks

(a) Hands on Experience (2 Exercises)

(i) MS Excel	07 Marks
(ii) MS Power Point	08 Marks
(b) IT Application Report File	10 Marks
(c) Viva	05 Marks

Design of Practical Question Paper

There is no pre-set question paper provided by the Board for conducting practical examination. This flexibility has been provided to give more freedom to the examiners for the improvement of practical examination, keeping in view the resources and other facilities available in the laboratory of the school. However, detailed instructions on the basis of syllabus and distribution of marks and conduction of practical examination has been provided. Examiners can set the question paper according to the proscribed Curriculum and distribution of marks.

(A) Hands on experience

15 Marks

(i) MS Excel

07 Marks

A problem in spreadsheet related to some of the tools given below to be tested during the examination.

- · Formatting cells and data
- · Function and formulae (Relative, absolute and Mixed reference)
- · Charts
- · Printout of the documents(s) should be attached with the answer sheet

(ii) MS Power Point

08 Marks

A power point presentation with 2/3 slides using some of the tools given below to be tested during the examination:

- · Editing and formatting slides
- · Inserting pictures and sounds
- · Animating pictures and text with sound effects

(B) IT Application Report File

10 Marks

Students are supposed to mark IT application Report File containing real life assignments/ presentations using MS Power point and MS Excel. File must have printouts of the following:

At least 5 documents of MS Excel

At least 5 presentation of 4/5 slides.

(C) VIVA

05 Marks

Books suggested:

- Connecting through computers-I, Jiva Institute of Computer Education, Haryana.
- 2. Information Technology on line by Dr. M. Afsar Alam, Devraa Books, Delhi-06.
- 3. Informationg Technology for CBSE by S. Panchal and A. Sabharwal, Published by Oxford.

हिंदी (ऐच्छिक विषय)

अंक : 50 समय : 2 घण्टे

नवमी कक्षा तक आते-आते बच्चों का द्वितीय भाषा के रूप में हिन्दी भाषा संबंधी कुशलताओं पर व्यावहारिक अधिकार हो जाता है वे ससल विषयों पर अपने विचार बोलकर प्रकट कर सकते हैं।

उद्देश्य :-

- भाषा के शुद्ध, उचित और प्रभावपूर्ण प्रयोग की योग्यता का विकास करना।
- 2. अर्थ-बोघ के साथ सुनने व पढ़ने की योग्यताओं की विकास करना।
- 3. मौखिक व लिखित अभिव्यक्ति की योग्यताओं का विकास करना।
- ज्ञान व आनंद प्राप्ति के लिए स्वतंत्र रूप में पढ़ने की योग्यता का विकास करना।
- स्वागत करना, परिचय लेना-देना, धन्यवाद देना, कृतज्ञताज्ञापन, संवदेना, बधाई आदि की भाषा से परिचित होना और और यथावसर पालन करना।
- 6. कम से कम पाँच मिनिट तक भाषण दे सकता। प्रभावपूर्ण छंग से कहानी कहना तथा कविता पाठ करना और अभिप्राय में भाग लेना।
- हिन्दीं भाषा, साहित्य और संस्कृति के प्रति गौरव की भावना का विकास करना।
- समाचार पत्र पत्रिकाओं को पढ़ने के प्रति सुरुचि उत्पन्न करना ।
 निर्धारित पाठ्यपुस्तक से निम्निलिखित पाठ्यक्रम का अध्ययन करना है :-

कविता:- प्रार्थना, नेहरू चाचा, राखी।

कहानी:- अंधेर नगरी चौपट राजा, जादू का मोर, शबरी के बेर।

संस्मरण :- बापू के बचपन की घटना।

निबंध:- पेट्रोलियम, नोबेल पुरस्कार, वायु की आत्म-कथा, बडा

दिन, आगरे का सौंदर्य, रघुपतिसिंह की सच्चाई।

नाटक : भीख माँगना अपराध है।

इन पाठों के आधार पर इस प्रकार के प्रश्न पूछने हैं।

क)	बोघ सम्बन्धी प्रश्न ।	4
ख)	शब्द व अर्थ ।	3
11)	किसी एक गद्यांश को सरल हिन्दी में लिखना।	4
घ)	किसी एक पद्यांश को सरल हिन्दी में लिखना।	4
ङ)	किसी पाठका संक्षेपीकरण।	5
	निबन्ध पत्र व व्याकरण-	
क)	किसी साधारण विषय पर निबन्ध लेखन।	
	(कम से कम 200 शब्द)।	9
ख)	दी गई रूपरेखा के आधार पर कहानी लिखना।	5
ग)	पत्र : निजी, व्यावसायिक व सरकारी।	3
घ)	मुहावरे।	3
ङ)	लिंग, वचन	5
च)	शुद्ध व अशुद्ध (शब्द-स्तर पर)।	5

निर्धारित पुस्तक :- "सरल भाषा रामेश्वर दास गुप्ता द्वारा लिखित तथा गुप्ता प्रकाशन डी-35 साऊथ ऐक्सटेंशन भाग - 1 नई दिल्ली-110042 द्वारा प्रकाशित।

टिप्पणी :सभी प्रश्न पाट्य पुस्तक के अभ्यासों के आधार पर होंगे।

डोगरी ऐच्छिक

अंक: 50

समय: 2 घण्टे

मातृभाशा दा ज्ञान प्राथमिक जमातें च ज़रूरी ते म्हलवपूर्ण होंदा ऐ। विद्यार्थी अपनी भाशा दे राहें अपने देश ते अपने प्रदेश दी, संस्कृति, उर्खू दियें इतहासक, भगोलक, आर्थिके, धार्मिक वगैरा खेतरें दा ज्ञान अति सैहल ते सैहज़ रूपा च हासल करी सकदे न। नौमीं दसमी थमां पैहलें डोगरी भाशा कुसै बी स्तर उप्पर पाठ्यक्रम च नेई लाई गेदी, इस करिये इ'नें जमातें च बनाई गेदी पाठ्य-सामग्री राहें इस प्रदेश दे विद्यार्थियें गी प्रदेश दियें बन सबल्चिं कदरें ते उत्थूं दे साहित्य ते भाशाई-संरचना दी ज़रूरी जानकारी देना उपयोगी समझेआ गेआए।

उददेश्य :--

- विद्यार्थियें च डोगरी भाशाी गी पढ़ने बारै रुचि जगाने दे कन्नै-कन्नै डोगरी भाशा ते साहित्य दी जानकारी देना ।
- 2. विद्यार्थियें गी डोगरी भाशा दे स्हेई सरूप कन्नै वाकफ कराना।
- डोगरी शब्द-बोध ते वाक्य-रचना राहें शुद्ध उच्चारण ते शुद्ध-लेखन दा ज्ञान कराना।
- देवनागरी लिपि राहें डोगरी भाशा लिखने दी जानकारी देना तां जे विद्यार्थी डोगरी उच्चारण दे मताबक डोगरी भाशा गी देवनागरी लिपि दे लाम्बे च रहेई चाल्ली लिखि सकन।
- बच्चें गी डोगरी भाशा ते साहित्य बारै जानकारी देना :-
 - क) साहित्य दियें बक्ख-बक्ख विधाएं :-कविता, कहानी, नाटक, निबंध आदि दे सुआतम कन्नै वाकफ करोआना।
 - ख) बुग्गर दियें समाजी, सांस्कृतक, इख्लाकी कदरें दे कन्नै-कन्नै अज्जै-कल्लै दे परिवेश दे मताबक सेह्त-सफ़ाई, ज्ञान-विज्ञान वगैरा दी जानकारी देना।
- विद्यार्थियों गी डोगरी शब्द-भंडार, मुहावरे ते खुआनें दे प्रयोग बारै जानकारी देना।
- 7. डोगरी दे व्यावहारिक-व्याकरण दा ज्ञान कराना :-
 - क) लिंग, वचन सरबंधी व्यवस्था, समझने दी योग्यता पैदा करना।
 - ख) समानार्थक ते विलोम शब्दें भी समझने दी योग्यता पैदा करना।
 - ग) वक्ख-बक्ख शब्द-भेंदे गी समझने दे योग्य बनाना।
 - प्रसंग ते व्याकरणिक शुद्धता दे मताबक खाल्ली धाहर भरने दी योग्यता पदा करना।

HILLIAN	ता भागः -			
1.	कढिया दा बस्सना	:	(पं- गंगाराम)	
2.	दुग्गर ते डोगरी		(ठा- रघुनाय सिंह सम्या	(4)
	दालती दा धंघा	:	(पं- हरदत्त शास्त्री)	
4.	मुरग देस	:	(किशन स्मैलपुरी)	
	परदेस .	:		
	आजू ऐ धोहड़ी ते कम्म बत्हेरे	:	(पं शम्भु नाय शर्मा)	
	प्हाड़ें ते निदयें दा देस	:		
	सन्नासर	:	(रामनाथ शास्त्री)	
गद्य	भाग :-			
	कहानी :-			
1.	मंगते दा घराट	:	(भगवत् प्रसाद साठे)	
	एकांकी :-		THE RESERVE OF STREET	
2.	अन्तिम इच्छेआ	:	(जितेन्द्र शर्मा)	3.6
	निबंध :-	N.		
3.	गरसाल कोठी (बड़भाई)	:	(विश्वनाथ खजूरिया)	
4 동 국	सादा शरीर इक अजैबघर निर्यारत रचनाएं दे अधार उप्पर इ	: स च	(डा: विजयपुरी) ाली दे प्रश्न पुंच्छे जाङ	न :-
क)	विशे-समग्री दे ज्ञान सरबंधी प्रश्	11		10
ख)	कसे डक पद्यांश दी सरल डोगरी	च	व्याख्या।	5
ग)	कुसै इक गद्यांश दी सरल डोगरी	च	व्याख्या।	5
घ)	शब्द, शब्दार्य ते वाक्य बनाना।			5
感)	समानार्थक शब्द ते विपरीतार्थक	য়াক	1	5
च)	खाल्ली थाहरें दी पूर्ति करना।			- 5
छ)	कुसै पाठ दा सार लिखना।			5
ज)	मुहावरे ते खुआनें दे अर्थ लिख	ना।		5
27	दित्ती दी व्याख्या लेई इक शब्द	दा स	KY .	

SANSKRIT

संस्कृत (ऐच्छिक)

समय : 2 छण्टे

उद्देश्य :		
1.	विद्यार्थियों में शुद्ध संस्कृत उच्चारण की योग्यता उत्पन	न करना।
2.		
3.	संस्कृत शब्दों का ज्ञान करवाना।	
4.	संस्कृत शब्दों की रूपावली का आरम्भिक ज्ञान पाठको	ं को देना
5.	संस्कृत धातुरूपावली से परिचित करवाना।	- 77
6.	विद्यार्थियों में नैतिक मूल्यों के प्रति आस्था रूचि उत्पन	करना।
गद्य पद्	य तथा व्याकरण:-	
1.	निर्धारित पाठ्य-पुस्तक-सरल संस्कृत शिक्षक, भाग-3	भारतीय
	विद्याभवन, बम्बई द्वारा प्रकाशित।	
2.	सुबोध संस्कृत व्याकरण अथवा प्रदीप व्याकरण।	
पाठ्यक्रम		अंक
1.	गद्यभाग : - निर्धारित पुस्तक के पाठ	2003
	1-5 (एक से पाँच)	12
2.	शब्द-अर्थ :- निर्धारित पुस्तक के पाठ	
	1-5 (एक से पाँच)	10
3.	सुभाषितानि :- पाठ ग्यारह	12
4.	राम, नर, मुनि, हरि, साधु, भानु शब्दों के	
	विभक्ति-रूपों का स्मरण तथा लेखन।	8
5.	भू (भव), हस्, गम्, गच्छ्, पत् धातुओं का लद्, लोट्,	
	लङ्, लृट, लकारों में स्मरण तथा लेखन।	8

निर्धारित पाठ्यक्रम के आधार पर निम्नप्रकार के प्रश्न पूछे जाएँ: 1. दो गद्यांशों का हिंदी अनुवाद।

- 2. दस संस्कृत शब्दों के हिन्दीं में अर्थ।

- पाठ्यपुस्तक के ग्याहरवें पाठ से दो पद्यों का हिन्दीं में अनुवाद।
- पाठ्यक्रम में दिए गए शब्दों में से किसी एक शब्द की विभक्ति सभी कारकों तथा सभी वचनों में।
- 5. पाठ्यक्रम में दी गई धातुओं के रूप निर्धारित लकारों व तीनों पुरुषों में। प्रत्येक प्रश्न में 50 से 100 प्रतिशत की छूट (बीवाबम) आवश्यक है। उदाहरणतया विद्यार्थियों द्वारा यदि दो गद्यांशों का अनुवाद अपेक्षित है, तो प्रश्न में दो से अधिक गद्यांश डाले जाएँ। इसी प्रकार अन्य प्रश्नों में भी छूट आवश्यक है।

प्रतिमारहर्म् मार्गेता

Bhoti

Book Prescribed

स्वद्वा नाम्बर् द्वार महस्र क्ष

शरत.इ.इ.स्युविर अविर व्यक्ष योजान्य हे यो पव क्रिय नर प्रमेष ने सता

겠다	ावन्द्रम् (Is	t Term Course)	אבן	50
1.	<u>ड</u> नाहुन	Prose Section	4457	20
2	क्ष्यमानकर्।	Poetry Section	WE'	10
3.	95 351	Grammar	ויבוש	20

र द. ची. सूच देव वर मूर्ट तपु विश्व विश्व विश्व क्षेत्र

यो ज.रेवास.ग्रे.स.वायु.कवास.क्वा विवादर.म्

वि वार्यामानी सामिक क्षामानी विवासिकारी

बर्रे ज्रुद्धान्त्र देशके देशका हो।

र.) उत्तर वर् हे ब उत्तेया

को स्वार्यक्र, रेवरमा

कः/ वै.चैयश.कैज.ग्रा

৭) উল্পান্তব্য (Poetry Section)

रट. वी. श्रूच देव दं स्त्रे स्त्रे वा नश्च वा श्रवा श्रव वा स्वरू ।

गरे देशक्रामा

של אר.א.על.עלאו

वर् लूब्स्य जारवर तर वश्चेताची

ट.रे क्युं चडेब द्रुश

क्रे ट्रिक.च.क्रेरी

क्री ल.से.जवाबाटचेरी

3} पद र्चें (Grammar)

म् स्राप्त विकास स्टार्स क्षेत्र क्षे

745	क्षानाही	लाम (॥॥	d Term Course)	שובין	50
	27	क्रवा.क्रैवा	Prose Section	ויביש שלי	20
	77	क्ष्यायरहर्।	Poetry Section	WET	10
	37	वर र्चेरा	Grammar	שבין	20

अवास्त्र (Prose Section)

रट. बी. श्रूच देव बट मूर् तयु वीचेश वीशवा क्रवी सैवी

मेर् द्रवास्थ्रस्य द्रम्पिन द्रा

कि इस्.श्रमश. २४.L: 1. तार्थश.ता

बंडे स.हां नेब.टेचेड.केब.शक्र्यी

First Term Test

Marks:

30

Time: 2 hours

वेत्रान्त्रियः वेत्रान्त्रियः विद्वापा

ग डिनायुन (Prose)

बाडुवा,बु.सूर.शर्ट्र. तर्दशा.तेश.स्था.ठतु.कुं।, लट् । वर्गे श.वांचु.क्षवाश.स्वा.सूत.क्ष्य.वांचुश.रटा। ठतैट. तत्तुः हुष.उत्तेवा.वाश. रतिदश.वांचुश.वाश.वांचुवा,बु!शाहर.ष्टश.वतु.कुं। लट् । १ वर्गे रट.बु.सूत.क्ष्य.वांश.व्.वे.त.रुष.क्ष्य.तबट.तू.रटा सूत.रेत्य.हे. वर्गे रट.बु.सूत.क्ष्य.बु.हु.त.दैवा.बु.स्ट.थश.तचु.वा.वाय.उत्न.बुं।लटा ।

1) 89N'4851 (Poetry)

- वि द्वितास्तर्थः कुष्रास्तात्त्वद्धिवा कुः बंदः बंद्यात्वा कुर्याचा त्या कुर्याच कुर्याच कुर्याचा त्या कुर्याच कुर्या
 - WE 1 2
- वर् क्रवार्याय प्रवित्ति हुन हुन हुन हुन हुन लहा इ

ומישורף בין

थेरे जेट.चे.चर्च मार्था

95'55] (Grammar)

त्र वर्ड्ड वर्षे वर्षे। त्र क्ष्म क्ष्म

Assessment of 1st Term Course

Students will be given? unit tests each of 10 marks and a term test (T1) at the end of 1st term course having a weightage of 30 marks.

These tests are to be given in accordance with the continuous and comprehensive evaluation scheme introduced by the Board at Secondary stage.

क्री होरे तथा क्री प्रकरकारा प्रधानीया ट.) क्रव रुवारा वैट.क्रवा

স্তব্যাত্ত (Poetry Section)

रत्त्री.श्रूचार्चचार्बत्त्र्यूर्त्त्राचीनश्राचीश्राचाक्र्यश्राचन्द्ररः-

गरे हैं गार्सेवे सहवर्ष

कि वर्षान्त्रम् पर्मा

म्रे व्यवन्त्रा

र.) वस्त्रच.चे.८हूस.वीव.ध्रुव

2) सूर.वीलटश.ता

करे बेद्रानाशस्त्र

ह / वश्चव.वे.ब्रं.क्ष्येश

वह दें। (Grammar)

मेर व्यवस्था मेरे व्यवस्था मेरे व्यवस्था

Assessment of Hnd Term Course

During the transaction of IInd term course, students would be given one unit test of 10 marks and a term test (T2) of 40 marks. These tests should be given as per the guidelines laid down in continuous and comprehensive evaluation scheme introduced by the Board at secondary stage.

Second Term Test

Marks: 40

Time: 2 hours.

संचया-वाधुसायते नेस-क्र्रायह वार्ष

१) द्वासन (Prose)

ने क्रियायकर्। Poetry

वर् क्रवांशायक्ट.क्ष्मातात्त्वक्षिम्भिन्धिन्द्राच्यात्वेवव्यात्त्वेश्वरत्ते । वर्षे क्रवांशायक्ट.वहिन्द्राच्यात्त्वक्षिम्भिन्तिव्यात्त्रे वर्षे वर्षे

WE7 9

של אמיבישים בים בית בל יות בל מים בל יות בשוים ו מורון א

त्र वह सूर्। Grammar

मेर् वर्षात्रा वर्षात्रा वर्षा मानुस्य अपन अ

वि सर.रट.रेवट.क्ष.वेज्ञांचे वर वंश वेश के हूर रेवर वहरे.

4.3.81 MEJ :

वरे छाज्येटट क्षेत्र विश्वासी स्टार मार्ग हे वार हे है। अटी 3

टारे वहें देव वर्ष के बटा बेश मेड्रेय में अन मंत्रेश अटी 2

क.) क्रव.कर.जु.सूर.पत्र.की

Book Prescribed वक्रेक्स भूवदेव

जारेवाशक्षात्रक्षश्चार्यर जन्म कुर्यश्चातशात्र तमीच वेशता भू वर मूर्ट हूर तेषु भी --- प्रशादेवरशक्षित शक्षश्चा स्भित्रोचेर व्यक्ति वाजाती मशक्षा है औ पर क्षित प्रत्यासीच वेशता भू वर्षेत्र मुद्र सुर कुर्या

ਪਾਠਕ੍ਰਮ-ਪੰਜਾਬੀ (ਅਖਤਿਆਰੀ)

ਕੁਲ ਅੰਕ : ੫੦ ਸਮਾਂ : ੨ ਘੰਟੇ

ਮਾਤ-ਭਾਸ਼ਾ ਦਾ ਗਿਆਨ ਪ੍ਰਾਰੰਭਿਕ ਸ਼੍ਰੇਣੀਆਂ ਵਿੰਚ ਜਾਣਨਾ ਬਚਿਆਂ ਲਈ ਅੱਤੀ ਜਰੂਰੀ ਹੈ। ਇਹ ਹੋਰ ਵੀ ਮਹਤਵਪੂਰਣ ਬਣ ਜਾਂਦਾ ਹੈ ਕਿ ਵਿਦਿਆਰਥੀ ਮਾਤ-ਭਾਸ਼ਾ ਰਾਹੀਂ ਆਪਣੇ ਦੇਸ਼ ਦੀਆਂ ਇਤਿਹਾਸਕ. ਭੂਗੋਲਿਕ. ਆਰਥਿੱਕ ਤੇ ਧਾਤਮਿਕ ਪ੍ਰਸਥਿੱਤੀਆਂ ਨੂੰ ਚੰਗੀ ਤਰਾਂ ਜਾਣਨ ਵਿੱਚ ਸਮਰਥ ਹੋ ਜਾਵੇ। ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਸਹਿਜ ਤੇ ਸਰਲ ਤਰੀਕੇ ਨਾਲ ਭਾਸ਼ਾ-ਗਿਆਨ ਦੇਣ ਲਈ ਮਾਤ-ਭਾਸ਼ਾ ਹੀ ਸਹੀ ਤੇ ਉਪਯੋਗੀ ਵਸਤੂ ਹੈ। ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਨੇਵੀਂ ਤੇ ਦਸਵੀਂ ਸ਼੍ਰੇਣੀ ਤੋਂ ਪਹਿਲਾਂ ਕਿਸੇ ਵੀ ਪੱਧਰ ਤੇ ਪਾਠਕ੍ਰਮ ਵਿੱਚ ਸ਼ਾਮਲ ਕੀਤੀ ਨਹੀਂ ਮਿਲਦੀ ਪ੍ਰੰਤੂ ਨੋਵੀ ਦਾ ਇਥੇ ਬਣਾਇਆ ਗਿਆ ਪਾਠਕ੍ਰਮ ਤੇ ਇਸ ਵਿਚਲੀ ਸਮਗਰੀ ਪੰਜਾਬੀ ਬੋਲਦੇ ਖੇਤਰ ਦੇ ਸਦਾਚਾਰ. ਸਭਿਆਚਾਰ ਤੇ ਸੰਸਕ੍ਰਿਤੀ ਦਾ ਗਿਆਨ ਸਾਤ-ਭਾਸ਼ਾ ਰਾਹੀਂ ਸਰਲ ਤੇਂ ਸਪਸ਼ਟ ਤੇਰ ਤੇ ਪ੍ਰਗਟ ਕਰਨ ਮਈ ਸਮਰੱਥ ਤੇ ਉਪਯੋਗੀ ਹੈ। ਮਾਤ-ਭਾਸ਼ਾ ਦੀ ਪਤਾਈ ਦਾ ਮੁਖ ਮਤੰਵ ਸਵੈ-ਪ੍ਰਗਟਾਅ ਦੀ ਭਾਵਨਾ ਪੈਦਾ ਕਰਨਾ ਹੈ। ਜਿਸ ਕਾਰਨ ਉਹ ਖੁਮ ਕੇ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਰਤੋਂ ਕਰ ਸਕਵ ਤੇ ਭਾਸ਼ਾ ਨੂੰ ਬੋਲ. ਪਤ ਤੇ ਸਮਝ ਕੇ ਉਸ ਤੋਂ ਵਿਵਾਹਰਕ ਤੇ ਸਮਾਜਕ ਕਾਰਜ ਨੇਪਰੇ ਚਾੜਨ ਦੇ ਯੋਗ ਬਣ ਸਕਣ ਆਦਿ :

ਉਦੇਸ਼ :-

- ੧. ਵਿਦਿਆਰਬੀਆਂ ਨੂੰ ਮਾਤ-ਭਾਸ਼ਾ ਰਾਹੀਂ ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਜਾਣਕਾਤੀ ਦੇਣੀ।
- ੨. ਵਿਦਿਆਰਬੀਆਂ ਅੰਦਰ ਪੰਜਾਬੀ ਸ਼ੂਧ ਉਚਾਰਣ ਦੀ ਯੋਗਤਾ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।
- ਪੰਜਾਬੀ ਪੜਨ ਵਾਲੇ ਬਚਿਆਂ ਨੂੰ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਸ਼ਬਦ ਬੋਧ ਤੇ ਵਾਕ ਬੋਧ ਦਾ ਗਿਆਣ ਦੇਣਾ।
- 8. ਪੰਜਾਬੀ ਰੁਏਾਵਲੀ ਭਾਵ ਲੇਖ ਕਹਾਣੀ ਤੇ ਕਵਿਤਾ ਆਦਿਕ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣੀ।
- ਪ. ਬਚਿਆਂ ਨੂੰ ਵਿਆਕਰਣ ਦਾ ਪ੍ਰਯੋਗ ਦਸਦੇ ਹੋਏ ਮੁਹਾਵਰੇ, ਅਖਾਣ ਤੇ ਮੁਹਾਵਰੇ ਆਦਿ ਬਾਰੇ ਗਿਆਨ ਪ੍ਰਗਟ ਕਰਨਾ।
- ੬. ਪੰਜਾਬੀ ਸਾਹਿਤ ਤੇ ਸਭਿਆਚਾਰ ਨਾਲ ਬਚਿਆਂ ਦੀ ਜਾਣ ਪਛਾਣ ਕਰਾਣੀ।
- ਬਚਿਆਂ ਅੰਦਰ ਪੰਜਾਬੀ ਸਮਝਣ, ਸੁਣਨ, ਪੜਨ ਤੇ ਬੋਲਣ ਦੀ ਰੁਚੀ ਪੈਦਾ ਕਰਨੀ।
- ੮. ਬਚਿਆਂ ਅੰਦਰ ਸ਼ੂਧ ਪੰਜਾਬੀ ਲਿਖਣ ਦੀ ਰੂਚੀ ਉਜਾਗਰ ਕਰਨੀ।

- ੯. ਵਿਦਿਆਰਬੀਆਂ ਅੰਦਰ ਸਾਹਿਤੱਕ ਭਾਵਨਾਵਾਂ ਉਜਾਗਰ ਕਰਕੇ ਪੰਜਾਬੀ-ਭਾਸ਼ਾ ਪੜਨ ਲਈ ਵਿਸ਼ੇਸ਼ ਉਪਲਬੱਧ ਕਰਾਉਣੇ।
- 90. ਵਿਦਿਆਰਬੀਆਂ ਅੰਦਰ ਪੰਜਾਬੀ ਜੀਵਨ ਦੇ ਭਰਪੁਰ ਵਿਰਸੇ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪੈਦਾ ਕਰਨੀ ਆਦਿ।

ਪੰਜਾਬੀ ਦਾ ਪਾਠਕ੍ਰਮ ਨੈਵੀਂ ਸ਼੍ਰੇਣੀ ਲਈ ਹੇਠ ਦਿਤੀ ਪੁਸਤਕ ਦੇ ਆਧਾਰ ਤੇ ਤਿਆਰ ਕੀਤਾ ਜਾਵੇਗਾ। ਪੁਸਤਕ ਵਿਚਲੇ ਸਾਹਿਤਕ ਵਿਸ਼ਿਆਂ ਦੀ ਕ੍ਰਮਵਾਰ ਤੇ ਅੰਕਵਾਰ ਵੰਡ ਹੇਠਾਂ ਕੀਤੀ ਜਾਂਦੀ ਹੈ।

B	ਕਵਿਤਾ ਭਾਗ	20	ਅੰਕ
ਅ	ਵਾਰਤਕ ਭਾਗ	20	ਅੰਕ
ਬ	ਵਿਆਕਰਣ ਭਾਗ ਤੇ ਰਚਨਾਵਲੀ	90	ਅੰਕ

ਉ :- ਕਵਿਤਾ ਭਾਗ ਦੀ ਸਮੱਗਟੀ :-

- ੧ ਪਹਿਮ
- ੨ ਵੇਹਲਾ
- ੩ ਟਕੜੀ ਜਗ ਤੋਂ ਨਿਆਰੀ
- ੪ ਸੁਖੀ ਜੀਵਨ ਦੀ ਕੁੰਜੀ
- ਪ ਮੇਲੇ ਵਿੱਚ ਜੱਟ
- ੬ ਹਲ ਵਾਉਣ

ਕਵਿਤਾ ਭਾਗ ਵਿਚੋਂ ਪ੍ਰਸ਼ਨ ਹੇਠਲੇ ਪ੍ਰਸੰਗਾਂ ਦੇ ਆਧਾਰ ਤੇ ਪੁਛੇ ਜਾਣਗੇ। ਕੁਲ ਅੰਕ ੨੦ ੳ ਕਿਸੇ ਇਕ ਬੰਦ ਦੀ ਪ੍ਰਸੰਗ ਦਸ ਕੇ ਵਿਆਖਿਆ ਕਰੋ। ੫ ਅ ਕਵਿਤਾ ਦਾ ਸਾਰਅੰਸ਼ ਲਿਖੋ। ੪ ੲ ਕਵੀ ਦੀ ਜੀਵਨੀ ਸੰਖੇਪ ਵਿਚ ਲਿਖੋ। ੫ ਸ ਕਵਿਤਾਂ ਦਾ ਭਾਵ-ਅਰਖ ਦਸੋ। ੪ ਹ ਕਵਿਤਾ ਦੀ ਸਿਖਿਆ ਨੂੰ ਸੰਖੇਪ ਰੂਪ ਵਿਚ ਪ੍ਰਗਟ ਕਰੋ। ੨

ਅ :- ਵਾਰਤਕ ਭਾਗ ਦੀ ਸਮੱਗਰੀ :-

- ੧ ਪੋਸਤੀ ਦੀ ਕਮਾਈ
- ੨ ਗੰਗਾ ਇਸ਼ਨਾਨ
- ੩ ਤਾਸ਼ ਦੀ ਆਦਤ
- 8 ਚੰਨ

	ч	ਆਓ ਮਿਤਰ ਬਣਾਈਏ	
	É	ਮੰਕੇਸ਼ਵਰੀ	
8	-	ਵਾਰਤਕ ਭਾਗ ਵਿਚੋਂ ਪ੍ਰਸ਼ਨ ਹੇਠਲੇ ਪ੍ਰਸੰਗ ਵਿਚ ਪੁਛੇ ਜਾਣਗੇ ਕੁਲ ਅੰਕ	50
	8	ਕਿਸੇ ਇਕ ਲੇਖ ਦਾ ਸੰਖੇਪ ਸਾਰ-ਅੰਸ਼ ਦਿਓ।	ч
	ਅ	ਕਿਸੇ ਇਕ ਕਹਾਣੀ ਨੂੰ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਪ੍ਰਗਟ ਕਰੋ।	ч
	B	ਕਿਸੇ ਇਕ ਵਾਰਤਕ ਕਾਰ ਦੇ ਜੀਵਨ ਤੇ ਰੋਸ਼ਨੀ ਪਾਓ।	4
	ਸ	ਵਾਰਤਕ ਭਾਗ ਵਿਚੋਂ ਚੁਣੇ ਗਏ ਪੰਜ ਪ੍ਰਸ਼ਨਾ ਦੇ ਸਹੀ ਉਤਰ ਦਿਓ।	21/2
	ਹ	ਕੇਵਲ ਪੰਜ ਖਾਲੀ ਬਾਵਾਂ ਨੂੰ ਪੂਰ ਕਰੋ।	21/2
ੲ	:-	ਵਿਆਕਰਣ ਤੇ ਰਚਨਾਵਲੀ ਭਾਗ ਦੀ ਸਮੱਗਰੀ :-	
5	9	ਲੇਖ	
	2	ਪਤਰ	
	3	ਅਰਜੀ	
	8	ਲਿੰਗ-ਪੁਲਿੰਗ/ਵਚਨ	
	ч	ਨਾਓ-ਪੜਨਾੳ ਤੇ ਕ੍ਰਿਆ ਅਤੇ ਵਿਰੋਧੀ ਸ਼ਬਦ ਆਦਿ।	
	ਵਿਆਰ	ਕਰਣ ਭਾਗ ਵਿਚੇ ਪ੍ਰਸ਼ਨ ਹੇਠਲੇ ਕਰਮ ਅਨੁਸਾਰ ਪੁਵੇ ਜਾਣਗੇ। ਕੁਲ ਅੰਕ	90
	8	ਕਿਸੇ ਚਲਦੇ ਵਿਸ਼ੇ ਤੇ ਲੇਖ ਜਾਂ ਅਰਜੀ ਜਾਂ ਪਤਰ ਲਿਖਣਾ।	ч
	ਅ	ਪਾਠ-ਪੁਸਤਕ ਵਿਚੋਂ ਚਾਰ ਸ਼ਬਦ ਲਿੰਗ-ਪੁਲਿੰਗ ਵਚਨ ਬਦਲਣ ਲਈ ਦੇਣੇ।	2
	ੲ	ਪਾਠ ਪੁਸਤਕ ਵਿਚੋਂ ਚਾਰ ਸ਼ਬਦ ਨਾਉ-ਪੜਨਾਉ ਦੇ ਰੂਪ ਵਿਚ ਚੁਣਨੇ/	ਵਰੈਧੀ
	C	ਸ਼ਬਦ ਲਿਖੋ।	09
	ਸ	ਕ੍ਰਿਆ ਕੀ ਹੈ? ਅਤੇ ਇਸ ਦੇ ਦੇ ਭੇਦ ਦਸੋ।	03
		ਪਾਠਕ੍ਰਮ ਲਈ ਅਧਾਰਤ ਪੁਸਤਕ :-	
		ਮੈਟ੍ਰੀਕੁਲੇਸ਼ਨ ਪੰਜਾਬੀ ਕੋਰਸ	

ਪ੍ਰਕਾਸ਼ਕ :- ਜੰਮੂ ਕਸ਼ਮੀਰ ਸਟੇਟ ਬੋਰਡ ਆਫ਼ ਸਕੂਲ ਐਜੁਕੇਸ਼ਨ

WORK EDUCATION

The nature of essential activities at the Secondary stage (Classes IX – X) will remain the same as proposed for Classes VI to VIII. However, their complexity will increase by adding more dimensions with a definite prevocational focus and on the-job work.

- 1. Use of bus and railway timetables.
- Milking of dairy animals.
- 3. Reception work in school.
- Preparation & distribution of mid-daymeal/snacks in composite schools.
- Preparation of teaching aids and equipment for self and lower classes.
- 6. Helping school authorities in organizing exhibitions, picnics, tour and excursions, etc.
- First aid activities like counting of pulse, taking of temperature and bandaging of wounds after their cleaning.
- 8. Helping traffic police in regulation of traffic.
- 9. Plantation of shady/fuel, ornamental/avenue trees.
- 10. Preparation of family budget and maintenance of daily household accounts.
- Acquaintance with common fertilizers and practices and their application with appropriate equipment.
- Acquaintance with common pests and plant diseases and use of simple chemical and plant protection equipments.
- 13. Handling farm animals for feeding, washing or general examination.
- Preparation of soak-pit for collecting liquid from the cattle shed.
- 15. Studying the nutrition and health status of people in a village/city, slum/tribal area.
- Helping in community programmes and enhancing the nutrition. Health and environmental status of the community through door to door contact programmes.
- Digging trench latrines during festivals and maintaining them hygienically.
- 18. Participation in adult literacy programmes.
- 19. Help- in child-care.
- 20. Volunteer work in hospital and fairs, floods, famines and in accident, etc.

Note:- Work practice at this stage may also take the form of project with sequential activities relating to vocations in production or services sector. Each student should be required to take two projects in and outside the school, depending upon the availability of resources and time. Students should be required to take two projects in and outside the school depending upon the availability of resources and time and select projects in such a way that at least two needy areas are covered. The projects should provide vocational orientation.

A list of Projects is given below:

- Raising of flowers, vegetables, plants and their seedlings in nurseries.
- 2. Repair and maintenance of equipment for plant protection.
- 3. Prefabrication of irrigation channels.
- 4. Developing plants by vegetative propagation -budding, grafting, cutting, layering, etc.
- 5. Raising poultry birds (1) for eggs, (2) for table purposes.
- 6. Making bakery and confectionery products.
- Food preservation-making of jam, jelly, tomato ketchup-pickles.
- 8. Project relating to non-conventional sources of energy-sun, wind, , bio-gas, etc.
- 9. Cookery skills.
- 10. Bee-keeping, bottling and marketing of honey.
- Silkworm rearing for sale or yarn making.
- 12. Mushroom cultivation for consumption, preservation and sale.
- 13. Fish rearing in small ponds.
- Post-harvest technology and safe storage of food grains.
- 15. Use of bacterial fertilizers.
- 16. Preparation of milk products.
- 17. Plant protection against pests and diseases.
- 18. Soil testing reclamation measures.
- Preparation of stationery items such as files, files-boards, registers, writing pads, stamping ink, etc.
- Tying and dyeing and screen-printing as commercial ventures.
- Garment making.
- 22. Repair and maintenance of domestic electrical gadgets.
- 23. Preparing electric extension boards for use in home/school or for sale.
- Motor-winging as trade.
- 25. Photography-commercial.
- 26. Preparation of decoration pieces of a more sophisticated nature out of plaster of paris.
- 27. Mat and carpet weaving.
- 28. Doll-making.
- Hand embroidery.
- 30. Typewriting with adequate proficiency.
- Stenography.
- 32. Preparation of nutritious snacks.
- 33. Preparation of a variety of teaching aids for use in school.
- 34. Plumbing.
- 35. Running a cooperative store.
- 36. Running a student's bank.
- 37. Running a book bank.

HEALTH AND PHYSICAL EDUCATION

SPECIFIC OBJECTIVES

(Class IX)

Health Education

- 1. To develop favourable attitude towards good health.
- To prepare the individual for contribution towards the solution of common health problems.
- 3. To prepare the individual to contribute to environmental hygiene.
- 4. To prepare the individual to be active in good posture, exercise, rest, sleep & food.
- To develop favourable attitude for participating in immunization programmes.
- 6. To develop favourable attitude to observe safety rules in & out of home.
- To develop favourable attitudes towards healthy living through observance of health habits and such practices that contribute to good health.
- 8. To acquaint the individual with harmful effects of smoking, drinking and abuse of drugs.
- To develop favourable attitude to cooperate with health, police and other organisations in the interest of efficient service to community.
- To enable the individual to make right decisions relating to principles and practices of consumer health.
- To enable the individual to practise acceptable health habits and shun from practices and habits like; smoking, drinking etc.

Physical Education

- 1. To promote physical fitness and organic efficiency.
- To develop awareness regarding importance of physical fitness and organic efficiency in individual and social life.
- To develop awareness regarding transfer of fundamental processes to physical activities of one's choice.
- To develop interest in exercise, sports and games for self-satisfaction in present & later life.
- To enable an individual to give evidence of talent and such traits as self-mastery, discipline, courage, confidence and efficiency.
- To enable an individual to display sense of responsibility, patience, self-sacrifice and service to community in a better way.
- 7. To develop awareness to good posture so that one may strive to maintain good posture.
- 8. To enable an individual to lead an enthusiastic and active life.
- To enable an individual to practise socially acceptable behaviour pattern in an impressive manner.

DETAILED SYLLABUS

Health Education

- Concept and nature of personal health; dimensions of personal health; factors influencing personal health; desirable and undesirable habits of personal health; abuse of smoking and drugs, periodical medical check-up and its importance.
- Need to improve health conditions and environment in the village/town, improved practices of
 waste disposal, cooperaton in keeping drinking water clean and unpolluted: participation in
 activities of maintaining healthy environment condition in the school.
- Effect of mal-nutrition: Recognition and selection of body-building energy given and protective foods for daily diet from locally available food.
- 4. Knowledge of common diseases occurring in different seasons; participation in control of various local diseases, knowledge of diseases and precaution against their spreading practice of health, habits which promote long and healthy life.
- Meaning, concept and need of consumer education; cooperation in the enforcement of consumer laws in the community; Regulating one's own behaviour, Hazards of drug addiction.
- 6. Practicing safety rules: Providing first-aid in real situations, Observance and cooperation in enforcement of traffic laws and safety rules, Participating in safety measures against fire, airraids and other emergencies.

Physical Education

- 1. Event 100, 200, 400, 800, 1500, 3000, 100m flat running.
- 200m, 400m, Sprints
 Starting from theCurves Fixing the block
 Curve running
 Body Position; start and finish
- Distance Running 800m, 150m and 80m for boys, 800m for girls.
 - Leg action.
 - Foot placement
 - · Stride length.
 - Arm and Shoulder action.
 - Body angle

4. Training with various methods

- Jumps
- · Triple Jump:
- · Approach run, take off and landing.

2. Landing

Throws, Discuss throw hold, spinning initial stand and preliminary swing turn, de-livery stance, delivery and reverse.

II. Major games (any two)

1. Badminton

- (a) Repetition of Skills
- (b) Skill-serving, spin underhand, Receiving-back hand, fore hand, spin service, flat service smash push/chapping, tossing returning-smash, pushing/chapping, float.

Practice of the game

2. Basket Ball

- (a) Repetition of skills
- (b) Skills Passing-one hand pass, hook pass, base ball pass. Shooting-two handed shot, set shot, lay shot, jumps shot. Dribbling. Pivoting Rebound taking. Screening.
- (c) Training: Various type of drills to develop the techniques.
- (d) Regulation game

3. Cricket

- (a) Repetition of skills
- (b) Skill Batting- Square, cut/drives Bowling-off spin, leg spin, fast, Yorker. Wicket keeping, field placement
- (c) Training Development- endurance, power, strength and speed Techniques

4. Football

- (a) Repetition of skills
- (b) Kicking and trapping individual and practice.kicking and trapping, individual an practice Heading-downwards, side wards, for ward back ward trickling side tackle direct tackle, ball, ground, deflecting, Punching, Goal keeping high ball, ground deflecting Positioning diving and slip.
- (c) Training:

To develop power, strength, ability, endurance and skills.

5. Hand-ball

- (a) Repetition of skills
- (b) Skills, Passing, Shooting, Blocking, Carrying, Catch and turn, Taking penalty
- (c) Positional play: Different plays of different offence and moves.

6. Hockey

- (a) Repetition of skills
- (b) Skills Passing: For Development of speed, direction, timing-pass, back pass and cross pass, Goal keeping: Kicking, padding, positioning, pushing and palming Positional play.

7. Kabaddi

- (a) Repetition of skills
- (b) Skills, Cant, Fast raiding, Back kick, Squat leg trust, Toetouching, Jumping Movement of arm and shoulder, Catching, Trapping, Chair formative, Game practice

8. Kho-Kho

- (a) Repetition of skills
- (b) Skills: Pole dive, Playing around the Pole, Single chain, mix, plauovalring, Covering Trapping.
- (c) Regulation game.

9. Volley ball

- (a) Repetition of skills
- (b) Skills: Passing-under hand pass, both hands, jumps and pass, Pass for smashing, back pass jump pass, Smashing-round arm smashing and twist smashing, Placing Service underhand, round arm-over arm, Defence-blocking.
- (c) Positional play.
- (d) Regulation game.

Conditioning Exercises

Like Tuck jumps, abdominal exercise flexibility exercise, yoga, wrestling and other jumping exercise with emphasis on more number of repetitions.

GIRLS

Gymnastics

Repetition of skills learnt in the previous class.

A. Skill part

Floor Exercises

- (i) One hand Cartwheel
- (ii) Round off Cartwheel
- (iii) Pyramids

Balancing Beam

- (i) Dancing movements
- (ii) Turning movements
- (iii) Front roll & back roll
- (iv) Deferent balances

Vaulting Horse

Straddle vault on Broad horse.

BOYS

Gymnastics

Repetition of previously learnt skills.

A Skills part.

Floor Exercise

- (i) Head spring
- (ii) Round off (Cartwheel cut).
- (iii) Pyramids.

Vaulting Horse

- (i) Straddle vault on broad hours.
- (ii) Hand spring on broad horse.
- (iii) Take-off and sitting on the long horse.
- (iv) Straddle from the standing position on long horse.

Parallel Bars

- Different kind of mounts and dismounts.
- 2. One bar roll.
- 3. Shoulder stand
- 4. 'L' position hold.

Horizontal Bar

- Different type of grips
- 2. Back turn over.
- 3. One leg circle forward

Simple swing

Yogie Exercises

- 1. Dhanurasan
- 2. Kuk-kuktasan
- 3. Mayurasan
- 4. Supt-baja-asan
- 5. Uttan-pad-asan
- 6. Gaumukhasan
- 7. Sankatasan
- 8. Supt-paean Muktasan
- 9. Urdu-Hastolanasan
- 10. Surya Namaskar

- History and Development
- Rules of the Game
- Warming up and its importance 3.
- Knowledge of Grading

- Obstraceukemi
- Rarai Gosh (Hip Sweep)
- Deashi Harai (Forward Foot Sweep)
- Seol Nage (Shoulder Throw)
- Osotogari (Major Outer Heap)
- Sasaet Surikomishi (Life-Full Throw with Supporting Foot) vi.
- Cart Wheel (Bothside) vii.
- Ushiro Kesa Gatame (Madified Scarf Throw) viii.

Combatives

- Repetition of skills-learnt in previous class.
- Simple hold: take downs: Single leg dive.
- Double-leg-dive. counter for the above.
- Head push and sit through.
- Pinning holds.
 - (a) 1. Three quarters nelson.
 - 2. Double arm role
 - 3. Chicken wing nelson
 - 4. Hip throw.
 - (b) Break downs and counterfor the above.

xercises for developing quickness, strength, power and endurance.

- (a) Dagger Fight (Jambia)
- (b) Repetition of the strokes and defence skills
- (c) Side stroke, Cheat stroke defense ship throw arm role, holding wrist and pull.
- (d) Actual fight practice.

Repeat the skills learnt earlier:

- Swimming (Optional) : Treading water.
 - Horizontal and vertical floating
 - Under water swimming Board diving.

ART EDUCATION

There shall be one paper of 100 marks and of 3 hours duration.

1. Two Dimensional or Pictorial Activities

- 1.1 Study of visual resources and their expression.
 - Study of line, strokes, marks, tones, textures, etc., while organizing two dimensional spaces with 2 dimensional and 3 dimensional shapes and forms.
 - (ii) Creative use of perspective in special relationship.
 - (iii) Creative use of colour to show space, atmosphere, etc.
 - (iv) Use of contrast as an expressive element of art.
- 1.2 Study and use of various media and techniques to the extent or their availability.
 - (i) Crayon, charcoal pencil colours and gouache, acryline colour and other unconventional source of colours and tools on various surface such as papers, canvases, hardboard, simple marking cloth pasted on paper etc.
 - (ii) College and mosaic work with coloured papers and coloured reproductions from magazines and newspapers.
 - (iii) Print Making: Mono-printing, printing with wood cut, lino-cut and metal foil, serigraphy, colleography (printing with collage) etc.

Three Dimensional or Sculptural Activities.

- 2.1 Study of basic form in clay;
- 2.2 Study of various materials, tools & techniques for dimensional form such as clay, plaster of paris, wood (blocks, twigs and branch, roots, etc.) metal scraps, plastic sheet, wire thread, straw pipes, papers, card board, throw-away objects and other materials, like vegetables, soft stone clay bricks or such other available materials.
 - (i) Study of natural man-made forms, human figures, birds, animals, vegetation & other objects as desired by the students;
 - (ii) Objects of day-to-day use in group and indifferent setting and arrangements;
 - (iii) Architectural forms and other forms discovered by the students.
- 3. Assignments
 3.1 Assignments in two and three dimensional subjective forms utilization and functional art and craft forms.
- 3.2 Painting murals, graphics, clay model constructions. Collage mobiles, appliqués, pottery and ceramics, marks and puppets, textile designing (including tie and dye and batik), poster designing, layout and illustration.

4. Correlating Art Activities with other School Activities.

- 4.1 Vegetable sculpturing, and construction of puppet costumes for theatre correlating with Home Science and Drama.
- 4.2 Developing school environmental landscape and display, planting trees, and other plants and vegetables, etc. Correlating with Agricultural activities.
- 4.3 Constructing stage properties and other workshop activities, and designing of utility (craft) items correlating with work experience activities.
- 4.4. Designing the school magazine and bulletin board, making posters for school functions and greetings, stage setting etc. correlating with applied art activities.

Note: — These activities and other group activities may emerge in project form as also at individual levels.

5. Group Activities.

- 5.1 Organising display and exhibitions of student's periodical and sessional work.
- 5.2 Organising inter-school art exhibitions (not with a view to competition and prize distribution but with a view to widen interaction.
- 5.3 Planning and arranging cultural evenings, musical concerts, film shows and other performances (including other regional and folk community art forms)
- 5.4. Participating in study trips to museums, botanical gardens, zoological gardens, and art galleries and art institutions etc. for greater awareness of the environment & cultural varieties.

6. Theoretical understanding of Art and Culture.

TERMS I.6.1. Short notes with suitable reproductions on important aspects of Indian Art and Culture.

i. Pre historic (India) a. Indus Valley Civilization b. Gupta Art. c. Mauryan Art.

Note: A student is supposed to collect at least five visuals from various sources, (Photostat copy) giving brief detail about the visual alongwith its source.

TERM II.6.2. Important contemporary Artists and Art movements.

- i. Contemporary Art (Bangal School of Art).
- a. Rabindernath Tagore b. Amrita Shergil iii. M. F. Hussain iv. G. R. Santosh v. G. M. Seikh
- vi. Gayoor Hassan vii. Masood Hussain.

Note:-Very brief introduction about the Artists (not exceeding 50 words).

Suggested Reading Art Education, Devraa Books, New Delhi-6.

PAINTING

Marks : 100
First Term

Time 1 .30 hour

Time : 3 hours 50 marks

1. Still life study

Study of a group of two three arranged objects from a fixed point of view in colour. Group may include, vegetables, foliage and objects of daily use.

Second Term

Time 1 .30 hour

50 marks

2. Sketches from life and Nature in pencil and ink.

20 Marks

3. Submission of portrifolic consisting of five selected works done during the year.

30 Marks

MUSIC

Theory Marks -25

Practical Marks-75

Note: There shall be one theory paper of 25 marks and a practical Paper of 75 marks. The students have to pass Theory and Practical Examination separately.

Theory First Term Test T, = 10 Marks Time: - 1 hour

Second Term Test T, = 15 Marks Time: - 1 hour

TERM I

Definition of the following terms:-

Sangeet, Nad, Shruti, Sawar, Kinds of Sawar, Saptak, Jati, That, Rag, Vadi, Samvadi, Varjit Sawar, Taal, Laya, Alankar

TERM II.

2. Definition of Ragas of the Course

05 marks

3. Definition of Taals of the course

05 marks

- 4. Life history of the following Musicians
 - (a) Tansen
 - (b) Amir Khusro

05 marks

Practicals First Term Test T₁ = 40 Marks Marks- 75

Second Term Test T₂ = 35 Marks Time- 2 hours

- Practice of Alankarn (Only shudh sawar)
- 2. Chot khayal in the following ragas with Arot, Aavroh, Pakad and Tans
 - (a) Rag Bhupali
 - (b) Rag Yaman
- 3. Practice of the following Taals:-
 - (a) Taal Dadra
 - (b) Taal Kehrva
 - (c) Teen Taal

Books: Sangeet Shastra Darpan (Part-1) by Smt. Shanti Govardhan.
(Pathak Publications, 27 Mahazani Tola, Allahabad, 211003).

HOME SCIENCE

Objective

- To equip an adolescent with necessary knowledge & skills needed for efficient management of self.
- 2. To provide scientific information of all the processes of household activities and impart the necessary skills.
- 3. To provide opportunity to the adolescent to acquire skills needed for self-reliance.
- 4. To preserve adolescents with adequate knowledge & skills required to enter into future course of higher studies/advanced training.

DETAILED SYLLABUS

Theory: 75 Marks Practical: 25 Marks

Marks: 35

Time 2.00 hrs.

FIRST TERM-I

UNIT 1: CONCEPT & SCOPE OF HOME SCIENCE

Marks - 8

- Definition & Meaning of Home Science.
- Introduction to the Five streams of Home Science.
- Importance of Home Science in the family life and in the society.

UNIT II: FAMILY - A UNIT OF SOCIETY

Marks - 9

- Definition of a Family.
- Classification of Families on the basis of structure as Nuclear, Joint, Extended or Reorganized family.
- Functions of a Family.

UNIT III - HOME & ITS MAINTENANCE

Marks - 9

- Characteristics of good Home with respect to its features such as site & location, security, hygiene/sanitation, ventilation, light & other amenities such as -water, electricity & drainage.
- Care & Maintenance of Houses Cleaning Equipment.
- Cleaning schedules Daily, Weekly & Seasonal.

UNIT IV - FOOD & ITS RELATION TO HEALTH

Marks - 9

- Definition of Food, Health, Nutrition & Nutrients.
- Functions of Food.
- Basic Food Groups.
- Abuses of Smoking.
- Knowledge about Food borne diseases.

SECOND TERM-II

Time: 2.00 Hrs.

Marks: 40 Marks: 10

UNIT V - SAFETY IN THE HOME

- Safe storage of Cleaning agents & drugs.

- Prevention of common accidents in the house. Contents of First Aid Box.
- First Aid & treatment of cuts, bruises, burns & bites.

- Definition	of Money.	
- Definition	of Budget.	
- Steps in m	aking a family budget.	
- Types of E		
- Saving - Ir	mportance & Methods of Saving.	
UNIT VII -	METHODS OF COOKING	Marks: 10
- Reason for	cooking.	Accesses to the control of the contr
- Methods o	f cooking - dry, wet & frying.	
- Explain br	iefly the methods of cooking giving examples.	
UNIT VIII .	HOUSE HOLD PEST	Marks: 10
	& Classification of pests.	
- Preventive	& Curative measures against common house hold Pest.	
	PRACTICALS	Marks: 25
TERM - I		Marks: 10
	own Family Tree.	
Collect sam	aples of dry ingredients and classify them into different food groups.	
3. Cleaning of	f metals-Brass, Copper, and Silver.	
TERM - II		Marks: 15
1. First Aid Ki	it.	
2. Preparation	of Snacks.	
3. Make your	own monthly budget.	
TERM - I		
THEORY	MARKS 35	
PRACTICAL	MARKS 10 .	
TERM - II		
THEORY	MARKS 40	
PRACTICAL	MARKS 15	

Marks: 10

UNIT VI - MANAGEMENT OF MONEY

01	تذكيروتانيف - (چارش عدو)	3.
01	واحد جح - (چارش عدو)	4.
02	الفاظ كاجملول مين استعال كرنا (جارمين مع دو)	5.
06	نثرى اسباق مى سے ليے محد دوا قتباسات ميں سے ايك آسان أردوميں پيش كرنا_	6.
05	چھیں سے تین غزلیں اشعار کا حوالہ دے کر تشر تے کرنا۔	7.
03	شعری صنف (مثنوی) کی تعریف کرنار	8.
05	نثری اسباق کا خلاصہ تحریر کرنا۔ (دویس سے ایک کا)	9.
05	شامل نصاب دواد يول ياشاعرول على ع كى ايك حالات زعرى ير مخفر نوث لكمنا	.10

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03	ال تفريح كرنا-	چے میں سے تمن غزایہ اشعار کاحوالہ دے	.7.
03		شعرى صنف (غزل) كى تعريف كرنار	8.
04	(دوش سے ایک)	نثرى اسباق كاخلاصه تحريركرنا	9.
ث لكمناء 03	ے کی ایک کی حالات زندگی پر مخفر نو.	شامل نصاب دواديون ياشاعرون مي	10.
		Second Term Co	urse
		ن ميقات	5/90
20		1.00	نثری
		أردوكهال بيداموكي	
		ويوان مرحوم كى ياديس	
10		احد:	شعرى
		ساری، شوریده کاشمیری کی غزلیں	تنباانه
		ي لقم "كثير"	چکیت
20		THE REPORT OF	
of 2nd Te	rm Course :		

Assessment of 2nd Term Course:

The performance of students, in the Second Term Course, shall be assessed through 01 Unit Test of 10 marks and a Term Test of 40 marks. The Unit Test and the Term Test shall be given according to the scheme of assessment given in the syllabus and guidelines contained in the Scheme of Continuous and Comprehensive Evaluation Scheme introduced by the Board at the Secondary Stage.

Second Term Test

Mark: 40 Time: 2½ hours

نبرات

1. چارد کے عنوانات میں ہے کی ایک پر مضمون لکھنا۔ 2. نجی ردفتری رکاروباری یادد گرامور ہے متعلق (تین میں سے ایک) خط لکھنا

نبرات50	First Term	کیلی میقات
	20	نثری حصہ:
		انانِ كال
		انفار ميشن شيكنالوجي
	10	شعری حصہ:
		فراق اور تاز کی غزلیس
		مثنوی:
		دنیاکی ناپائیداری، مرزاشوق
	20	: \$15

Assessment of First Term Course:

The performance of students, in the First Term Course, shall be assessed through 02 Unit Test of 10 marks and a Term Test of 30 marks. The Unit Test and the Term Test shall be given according to the scheme of assessment given in the syllabus and guidelines contained in the Scheme of Continuous and Comprehensive Evaluation Scheme introduced by the Board at the Secondary Stage.

Ist Term Test

Mark: 30 Time: 2 hours

نمبرات		
05	چارد ئے گئے عنوانات میں سے کی ایک پر مضمون لکسنا۔	1.
04	فی روفتری رکاروباری یادیگرامورے متعلق (تین میں سے ایک) خط لکھنا	2.
01	تذكيروتانيف (چارش عدو)	3.
01	واحد جع (چارش عدو)	4.
01	الفاظ كاجملوں ميں استعال كرنا (ووش سے ايك)	5.
05	نثرى اسباق مى سے لئے محدود اقتباسات مى سے ایک كا آسان أردو ميں پيش كرنا۔	6.

GROUP II : ADDITIONAL (OPTIONAL) LANGUAGES

(URDU),,,i

نمبرات	100
هد نثر	40 نبرات
هـ شعر	20 نمبرات
گرائم .	40 نمبرات
نصابي كتاب	"بہارستان أردو" نویں جماعت كے لئے
یں سے صرف مندرجدؤیل	
Prose Section	
(الف):حصه نثر	40 نمبرات
(۱)انسانِ کائل	10 تمبرات
(٢) انفار ميشن فيكنالوجي	10 نمبرات
(٣)أردوكهال پيداموني	10 نمبرات
(س)ويوانم حوم كىياديس	10 نمبرات
(ب)صه شعر:	20 نمبرات
(۱) فراق گور کھپوری	
(۲)غلام رسول نازى	
(۳) تنهاانصاری	
(٣)شوريده كاشميري	
نظم: كثمير چكيت	
مثنوی: دنیای ناپائیداری مرز	الثوق
(5) (1)	40 نمبرات

Assessment of First Term Course:

The performance of students, in the First Term Course, shall be assessed through 02 Unit Tests of 10 marks and a Term Test of 30 marks. The Unit Test and the term test shall be given according to the scheme of assessment given in the syllabus and guidelines contained in the Scheme of Continuous and Comprehensive Evaluation Scheme introduced by the Board at the Secondary Stage.

Ist Term Test

Mark: 30 Time: 2 hours

نمبرات			
12	ا جارا قتباسات مل سے دو کاار دویا اگریزی میں ترجمہ کرنا۔	منزن نتخداساق مى كالح	0
6	محےوس اشعار ش سے چھ کاار دویا محریزی میں ترجمہ۔		0
		اتمرن	5
2	(چاری عدد)	واحد جمع لكصنار	1
2	(چارش عدو)	/ /-	2
2	(چارش سےدو)	الفاظ کے معنی لکھتا	3
03	عالين ويتار	فعل ماضي كي اقسام _ تعريف كرنااور	4
03		فعل ماضي كي كروان كرنا_	5

First Term Test

Marks: 30

Time: 2 Hours

. 2		
تبرات کرنا۔ 12	نتنجه نشرى اسباق ميس كي كي عادا قتباسات من دوكار دويا محرين مين ترجر	صنزن
	نتخد تظمول میں سے لئے مجے و س اشعار میں سے چھ کااروویا اگریزی میں ترجمہ کرنا۔	حد شعر:
6	-t/ 22/0-02/ ibs//og = 0-se 0 - = = = 0	-115
2	نع لكستار (چارش سےدو)	1 واصر
2	وتانيفكرنا (چارش عرو)	2 تذكير
2	کے معنی لکھتا (جار میں ہےوو)	
3	منی کی اقسام۔ تعریف کرنااور مثالیں دینا۔	4 فعلما
3	شی کی گردان کرنا۔	5 فعل ما
	0	
50 تبرات	Second Term Course	5/10
20 نمبرات	Prose Section -:	حديث
10 نبرات	1 ook) barnen	هـ ف
20 نبرات		المرائح.
	نسابي كاب بيدا سباق:	حد نژند
	الاسدُ و الفارُ الكلب والطبلُ. الصبّى و الفيلُ الثعلب المعلب المعلب المعلب المعلم المع	
	نصابی کابے یہ تھیں۔	العد شعر نـ
	ترنيمه الام للصبى في المسام ترنيمه الولد في الصباح.	
	1-الفاظ کی ضد لکھتا۔	محرائم ز-
	2-الفاظ كاعربي جملون من استعال_	
	3- فعل حال كى تعريف اور مثاليس_	
	4_ فعل کی اقسام بتانایہ	l le
	5_گردان کرنا_	

عربى

First Term Course

20 Prose Section

المبرات 10 Poetry Section

المبرات 20 Grammar

حصد شعر: - تصابی کتاب سے بیاسیات: - تصابی کتاب سے بیاسیات: - تصابی کتاب سے بیاسیات: - الله، فی المدرسة، بخیل و ضیف. الشمسُ والریح ُ المعلم الصّغیر. - تصابی کتاب سے بی ظمیں ۔ الطائرة . الطائرة .

گرائمرنـ 1-واحد ج

پہلی میقات

صر نثر:

1-واحد جمع لکھنا۔ 2- تذکیرو تانیث کرنا۔ 3-الفاظ کے معنی لکھنا۔ 4- فعل ماضی کی اقسام۔ 5-گروان کرنا۔

Second Term Test

Marks: 40

Time: 2 Hours

نمبرات			
16	سے دو کاار دویا محریزی میں ترجمہ کرنا۔	نتخد اسباق من سے لئے چار صول میں۔	ص نر:
8	ص سے چھ کاردویا گریزی ش ترجمہ کرنا۔		حصد شعرند
			-: /15
4	(「きか」」	الفاظ کی ضد لکھٹا	1
3	(چاریس سے تین کو)	الفاظ كوفارى جملول مين استعمال كرنا	2
3	the second	فعل حال کی تحریف کرنااور مثالیس دینا۔	3
3	(چاریس سے تین)	مصدرے مضارع بنانا۔	4
3	(دوی سے ایک کی)	فضل ماضى ياحال كى گردان كرنا_	5

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Assessment of Second Term Course:

The performance of students, in the Second Term Course, shall be assessed through 01 Unit Test of 10 marks and a Term Test of 40 marks. The Unit Test and the Term Test shall be given according to the scheme of assessment given in the syllabus and guidelines contained in the Scheme of Continuous and Comprehensive Evaluation Scheme introduced by the Board at the Secondary Stage.

Assessment of First Term Course:

The performance of students, in the First Term Course, shall be assessed through 02 Unit Test of 10 marks and a Term Test of 30 marks. The Unit Test and the term test shall be given according to the scheme of assessment given in the syllabus and guidelines contained in the Scheme of Continuous and comprehensive Evaluation Scheme introduced by the Board at the Secondary Stage.

Ist Term Test Mark: 30

Time: 2 hours

رات	تب			
1	12	ے لئے مجے چار حصول میں سے دو کاار دویا اگریزی میں ترجمہ کرنا۔	نثر:- نتخبه اسباق مین	-02
	6	ے لئے گئے وس اشعار میں سے چھ کاار دویا اگرین یمی ترجمہ کرنا۔	شعرنه نتخبه شعرى مين	حد. گراتم
	2	(چارش سےدو)	واحد جمع لكصنار	1
	2	(جارش سےدو)	تذكيروتانيكرنا	2
	2	(جاریس سےدو)	الفاظ کے معنی لکھتا	3
	3	(تعریف کرنااور مثالیں دینا)	فعل ماضی کی اقسام۔	4
	3	(زمانه ماضی کی)	گردان کرنا۔	5
50		Second Term Course	رىميقات	199
	20	Prose Section	هد نثرند	1
	10	Poetry Section	حد شعر:	2
	20	Grammar	گراتمر:۔	3

(نصابي كتاب عيداسباق)

(13-18)	IAtir	صني	نان سعدى	انتخابات از گلت	i
(136-137)	ITZtITY	صفح	(سلطان حن شاه)	شابان کشمیر	ii
				شعر	~
(167-174)	IZETIZ	io i		ت از بوستان	انتخابا
(224-230)	rm-trr	فغ			قطعات

كرائم

- 1 الفاظ كي ضد لكمتا-
- 2 الفاظ كافارى جملون مين استعال كرنا
- 3 فعل حال كى تعريف كرنااور مثاليس دينا
 - 4 مفارع بناتا
 - 5 گردان كرنال

PERSIAN

فارى

50	نبرات	First	Term Course		مبلي ميقات
20	نمبرات	1	Prose Section -: **-		1
10	نمبرات	P	العرب Poetry Section عرب		2
20	تبرات		Grammar	-: 15	3
			كتاب عيدا سباق	نصائي	حصہ نٹر:۔
(7-12)	irt2	صنح	ناسعدى	انتخابات از كلتار	i
(130-135)	iratir.	منح	ن العابدين)	شابان تشمير (زير	ii
			بالاب ا	(نصا	حصہ شعر:۔
(158-166)	IAAFIOV	مني		راز بوستان	ا تخاب
230	rr.	صنح	(i) حالت ونيا	ات	متفرة
236	rry	مني	(ii) شكايت ليام		
237	772	مني	(iii) عرو گدا		

- 1 واحد جمع لكهنا-2 تذكير تائيث كرنا-3 الفاظ كے معنى لكھنا-فعل ماضى كى اقسام بتانا-

The Performance of students, in the First Term Course, shall be assessed through two units of ten marks each and a test of 30 marks at the end of the First Term

First Term رم:اول

کل نمبرات:30 وقت 2گایده نثر منز: شاه اسر ارالدین کینهه کاشری تلمیح شاعری منز:غلام حسن تمکین و مجمد ایوب بیتاب عبدالاحد آزاد و مضمون چشمی یادرخاس

Second Term رم:دوم

The performance of students, in the Second Term Course, shall be assessed through one unit of 10 Marks and one term test of 40 marks.

کل نمبرات: 40وقت ڈائے گاھو، نثری حصہ منزیم مضمون: کتی بچہ نہ والد و بیول ۔ اینڈئی از اوٹ نہ وروپیہ شاعری منز: غلام رسول ناز کی نہ پریم ناتھ شاد۔ مضمون چھی یادرخاس

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: كاشر كتاب نومه جماء ثربا يقد

تشميرى:Kashmiri

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كل تمبرات: 100 40 : 4: 00 20 نير حصہ شاعری: مضمون تذكراتمر: 40 حصه نثر: نصابي كتابه منزيم سبق: كاشر زبان-شاه اسرارالدين كينهه كاشرى تليح كتجه بچه نداله بيول-روپيد-ايندې إزاوث-حصہ شاعری: نعت:غلام حسن عمكين -غزل: محدايوب بيتاب - انسانس كن: عبد الاحد آزاد -ياد وستو: غلام رسول ناز كي- كنشير : يريم ناته شاد_ 15 نير چشی یا در خاس: 29 كراتمر: 16 نمبر 1.2 がなった なる 2 3 2 elos 5 4 3 الفاظ يدمعن

المكاشر لفظ جملن منز ااستعال كرن 6 نمبر

الم محاور ان مندمعن

23

یا کچ عنوانات میں ہے کسی ایک پر مضمون لکھنا۔ .1 12 نمرات نجی، دفتری، کاروباری یاد مگرامورے متعلق خط لکھنا۔ (تین میں ہے ایک) 8 نمبرات .2 جار میں سے دوالفاظ کا سم مصدر، اسم صفت، اسم ضمیر کے طور پر استعال کرنا۔ 4 نمبرات فعل کے مختلف اقسام (مفرود مرکب رازم و متعدی رمعروف و مجبول کی تعریف کرنااور مثالیں دینا۔ (جاریس سے دوکی)۔ 2 نمبرات حروف کی مختلف اقسام (مثلاً حروف، تعجب رحروف جزار حروف تا کید رحروف بندار حروف مخسین ر .5 حروف علت) کی تعریف کرنااور مثالیں دینا۔ (حارمیں سے دو کی) 2 نمبرات۔ نصاب میں شامل تمن نثری اسباق میں ہے دوا قتباسات کا سیاق و سباق کے ساتھ آسان اردو میں لکھنا۔ 16 نمبرات .6 نثرى اسباق سے متعلق سوالات كاجواب دينا_ (يائج ميں سے تين) 6 نمبرات .7 شعری ونثری اضاف میں ہے دوکی مختصر تعریف کرنا (جارمیں ہے دو) 4 نمبرات .8 غزلیہ اشعار اللم کے کی بندیار ہائی کی تفریح کرنا۔ 14 تمبرات .9 نصاب میں شامل ادیوں اور شاعروں میں ہے کی ایک کی سوائح حیات یادنی کارناموں یا خصوصیات کلام .10 ر مخضر نوث لکھنا (تین میں سے ایک) 8 نمبرات۔ نظم يامثنوي سے متعلق تين سوالات ميں سے دوكاجواب دينا۔ 4 تمبرات۔ .11

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اردو کی نویں کتاب

فزلیہ اشعاریا نظم کے کسی بند کی (غزل یا نظم) کے شاعر کا حوالہ دے کر تشر تاکر کا۔ 10 نمبرات نصاب میں شامل ادیوں یا شاعر وں میں ہے کسی ایک کی سوائے یاد بی کارناموں رخصوصیات کلام پر مختصر نوٹ لکھنا۔ (تین میں ہے ایک)
 نوٹ لکھنا۔ (تین میں ہے ایک)
 نقم یا مثنوی ہے متعلق تین سوالات میں ہے دو کا جواب دینا۔

IInd Term Test

Marks 100

Time 3 Hours

دوسری میقات کا کورس نثر: لاٹری کا مکٹ۔درد کامارار میں ایک شہر تھا۔ غالب کے خطوط۔ نذیر احمد کی کہانی کچھ میری کچھان کی زبانی۔ غزلیات: شوریدہ کا شمیری، شہریار، عابد مناوری۔ پر تپال عکھ بے تاب۔ نظمیں: چکست۔ شاہ زدور کا شمیری۔اختر الایمان

Assessment of Second Term Course:

There will be one Unit Test of 20 marks and second Term Test of 80 marks. The Unit Test and the Term Test shall be given as per the guidelines laid down by the Board in CCE Scheme for Class IX.

Assessment of First Term Course:

The performance of students, in the First Term Course, shall be assessed through 02 Unit Tests of 20 marks and a Term Test (T₁ at the end of First Term having a weightage of 60 marks. The unit and the term test(s) are to be given as per the guidelines laid down in Continuous and Comprehensive Evaluation Scheme introduced by the Board in Class IX.

First Term Test

Mark: 60

Time: 3 hours

10 نمبرات	پانچ عنوانات میں سے کئ ایک پر مضمون لکھنا۔	.1
6 نمبرات	فجی روفتری رکاروباری یادیگرامورے متعلق خط لکھنا۔ (تین میں سے ایک)	.2
4 نمبرات	الفاظ محاورات كوجملول مين استعال كرنا_ (چارمين سے دوكا)	.3
2 نمبرات	الفاظ كى تذكيروتانيث كرنايان كوجملوں ميں استعال كرنا (چار ميں سے دو)	.4
2 نمبرات	واحد کے جمع اور جمع کے واحد لکھنا۔ (چھ میں سے جار)	.5
مان اردومين پيش كرنا	شامل نصاب نثری اسباق سے تین اقتباسات میں سے دو کوسیاق و سباق کے ساتھ آ	.6
10 نمبرات		
6 نمبرات	نثرى اسباق سے متعلق سوالات كاجواب دينا_(پانچ ميں سے تين)	.7
4 نمبرات	شعری ونثری اضاف کی مخضر تعریف کرنااور مثالیں دینا(چار میں ہے دو)	.8

(First Term) كيلى ميقات

حفرنثر 40 نمبرات حصد شعر 20 نمبرات گرائر 40 نمبرات

المجلى ميقات كاكورس (First Term Course)

پہلی میقات میں بہار ستان اردو کے مندرجہ ذیل اسباق شامل ہیں:

نشر: (۱) انسان کامل (۲) انفار میشن نکنالوجی (۳) ار دو کہاں پیدا ہوئی (۳) دیوان مرحوم کی یاد میں (۵) ماحولیاتی آلودگی۔

غز المیات: فراق گور کھپوری۔ غلام رسول نازی۔ تنہاانصاری۔ فیض احمد فیض۔ نظم: حالی۔ اکبرالہ آبادی۔ اقبال۔ مثنوی: دنیاکی نایائیداری۔ مرزاشوق م اروو نبرات:200 ٹانوی سطچر اُردوز بان پڑھنے کے مقاصد

طلباء وطالبات

- عام بول چال میں أردوز بان كااستعال كر سكيں۔
- 2. موقع وماحول كى مناسبت سے زبان كا صحح استعال كر عكيں۔
- 3. زبان دانی کے قواعدے واقف ہو جائیں اور زبان کے ہر تاؤیس تنوع سے متعارف ہو کراس سے محفوظ ہونے کا اپنے آپ میں صلاحیت پیدا کر سکیس۔
 - 4. شعرى ونثرى اضاف عدواقف موجائيل
 - 5. ایناندرادلی ذوق پیداکر عیس۔
 - 6. اعلى تعليم حاصل كرنے كى طرف راغب بوجائيں۔اور
 - 7. أردوك ادبى، على، معلوماتى اورديكر نوعيت كے سرمايے ستنفيد ہو كيس-

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- ا. سنتا
- الع العالم العال
- to 2 .3
- الما الما
- کور ک ورک

کورس درک کا مقصد سے بے کہ طلباء میں تخلیقی صلاحیت پیدا ہو۔ وہ تحریری اور تقرری طور پراپنے خیالات کا ظہار کر عیس۔ نصاب کی نثری پاشعری مشمولات کی قدر سنجی کر عیس۔ مباحث، بیت بازی اور دیگر او بی سرگر میوں میں حصہ کے گرادو زبان سے اپنی دا قفیت (صحیح تلفظ ، محاوروں کے موزوں استعمال اور مناسب لہج) کا مظاہرہ کر سکیس۔ ہر طالب علم پورے سیمٹن میں دو تخلیقی مضامین تکھے۔

Assessment

نویں جماعت کا کورس دومیقاتوں پر مشتمل ہوگاہر میقات (Term) نصاب 100 نمبرات کا ہوگا۔ نصابی کتاب کے مشمولات تقریباً مساوی طور پر تقلیم کی گئی ہیں۔ ہر دومیقات میں نثر، شاعری، گرائمراؤر تخلیقی، تحریبی کام شامل ہیں۔

