

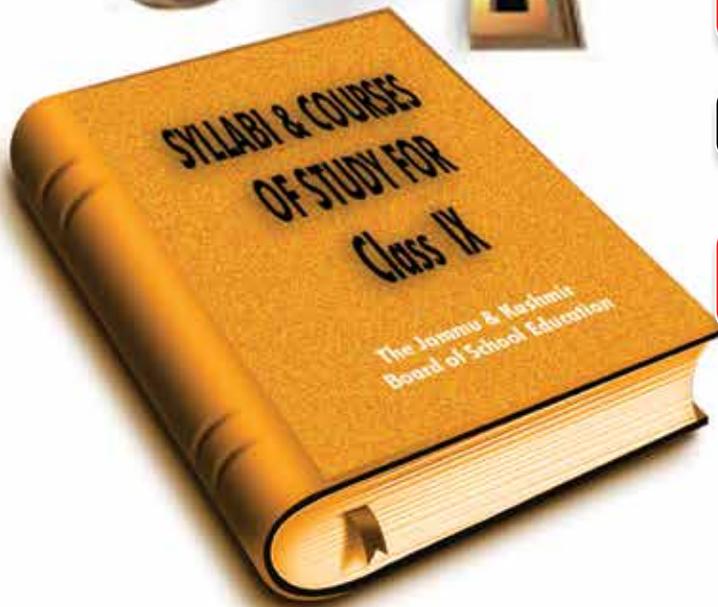
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**Oct-Nov 2019-20**

Jammu Division (Summer Zone)

**March-April 2020-21**



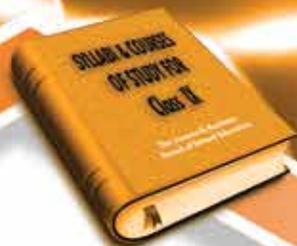
# **SYLLABI & COURSES OF STUDY FOR Class IX**



**Published By**

**THE JAMMU & KASHMIR BOARD OF SCHOOL EDUCATION**





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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.

1. **General English**
2. **Urdu or Hindi**
3. **Mathematics**
4. **Social Studies** (History, Geography, Political Science, Economics, Disaster Management & Road Safety Education).
5. **Science** (Physics, Chemistry, Life Science)

### **Additional Languages / Optional Subjects:**

1. Urdu
2. Kashmiri
3. Arabic
4. Persian
5. Hindi
6. Dogri
7. Sanskrit
8. Bhoti
9. Punjabi
10. Computer Education
11. vocational subjects

### **Activity Related Areas:**

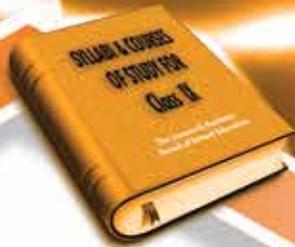
- (i) **Health and Physical Education**
- (ii) **Art Education**

### **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**

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



# ENGLISH

## AIMS

To enable students to:-

- i. Develop the ability to use English effectively for the purpose of practical communication in a variety of second language situations.
- ii. Form a sound base for the skills required to use English as a medium of communication.
- iii. Develop and enhance the basic language learning skills of LSRW.
- iv. Encourage students to develop the habit of self study.
- v. Enable students to understand and respond appropriately to what they listen, read and experience.

## Domains

1. Listening
2. Speaking
3. Reading
4. Writing

### 1. Listening and Speaking

(Oral/Aural Communication)

All students should be able to:

- Understand and convey simple and detailed information.
- present facts, ideas or opinions in a 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.

### 2. Reading

All the students should be able to:-

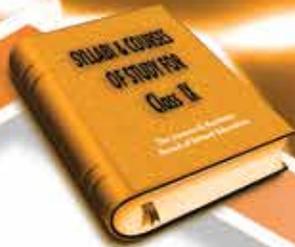
Demonstrate understanding of words/phrases within short texts; scan to extract specific information from texts (at least from the texts of textbooks prescribed and organize the relevant information and present it in a logical manner/ given format.

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.

### 3. 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.

The objective is to make students proficient and LSRW, skills and use the same in their daily lives.

The students are expected to learn and use punctuation, write accurate simple sentences, attempt a variety of sentence structures, recognize the need for paragraphing and use an appropriate vocabulary.

### **Book Prescribed**

**1. Tulip Series Book – 9**

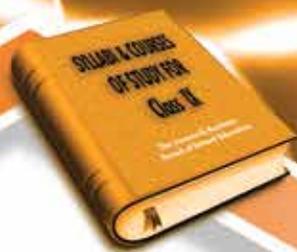
Textbook of English

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

**2. A course in English Grammar and Composition – for class 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 courses 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

(TULIP SERIES BOOK- 9) FOR CLASS

**Time: 3hrs/ Term**

**Marks : 100 / Term**

## TERM I

### **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

Saint of Gutters

15 Marks

### **Unit – II**

On Killing a Tree



Cart Driver To the Cuckoo <b>Unit – III</b> The Last Leaf The Happy Prince	20 Marks
<b>Unit – IV</b> Palanquin Bearers The Child's Prayer	20 Marks
<b>Unit – V</b> If I were you The Fun They Had How a Client was Saved	25 Marks

## SCHEMES OF ASSESSMENT

Time: 3 hrs

Max. Marks: 60

Section – A

### TERM – I

#### Prose

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

$5 \times \frac{1}{2} \times 2 = 5$  marks

One out of two long answer type question to be answered

$3 \times 1 = 3$  marks

Two out of four short answer types question to be answered

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

One word substitution of  $\frac{1}{2}$  mark each (Four)

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

Matching words with their meanings of  $\frac{1}{2}$  mark each

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

**Total = 15 marks**

#### Section – B

##### Short Stories

One long answer type question with internal choice to be answered

$4 \times 1 = 4$  marks

One short answer type question with internal choice to be answered

$2 \times 1 = 2$  marks

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

$2 \times 1 = 2$  marks

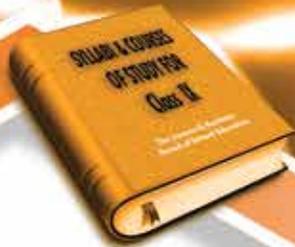
Make sentences of word/ phrases (Two)

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

Matching words (Two)

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

**Total = 10 marks**



## Section C

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

3 x 1 = 3 marks

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

3 x 3 = 9 marks

One long question with internal choice to be answered

3 x 1 = 3 marks

**Total = 15 marks**

## Section – D (Play)

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

3 x 1 = 3 marks

Choosing correct words in a sentence from the pair

4 x ½ = 2 marks

**Total = 5 marks**

## Section – E (Grammar)

Write message/ e-mail to friends / Notice

02 marks

Paragraph writing on any topic esp.w.r. to writing work/ discussion prescribed in the text books

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**

**M. Marks: 80**  
**TERM – II**

**Section – A**

### **Prose**

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

One out of two long answer type questions to be answered  $4 \times 1 = 4$  marks  
Two out of four short answer type questions to be answered  $2 \times 1 \frac{1}{2} = 3$  marks  
One word substitution of  $\frac{1}{2}$  mark each (six)  $\frac{1}{2} \times 6 = 3$  marks  
Matching words with their meanings of  $\frac{1}{2}$  mark each (six)  $\frac{1}{2} \times 6 = 3$  marks  
**Total = 18 Marks**

### **Section – B**

#### **Short Stories**

One long answer type question with internal choice to be answered  $4 \times 1 = 4$  marks  
One short answer type question with internal choice to be answered  $2 \times 1 = 2$  marks  
One short answer from writing work with an internal choice to be answered  $4 \times 1 = 4$  marks  
Make sentences of words/ phrases (Four)  $2 \times \frac{1}{2} = 1$  mark  
Matching words  $2 \times \frac{1}{2} = 1$  mark  
**Total = 12 marks**

### **Section – C (Poetry)**

One out of two para phrases to be done of stanzas of given poems  $3 \times 1 = 3$  marks  
Three questions about the literary device used by the poet, with internal choice  $4 \times 3 = 12$  marks  
One long answer type question with internal choice to be answered  $5 \times 1 = 5$  marks  
**Total 20 Marks**

**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 (Two)  $\frac{1}{2} \times 2 = 1$  mark  
Using synonyms/ antonyms in a sentence (Two)  $2 \times \frac{1}{2} = 1$  mark  
**Total = 5 marks**

Writing an essay of about (150- 200) words on any of the five given topics 04 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  
Adverbs and their types  
Use of too in sentences  
Use of unless  
Change of narration  
Correcting sentences  
Preposition  
Tenses  
Articles

2 marks  
 $\frac{1}{2} \times 2 = 1$  marks  
 $\frac{1}{2} \times 2 = 1$  mark  
 $\frac{1}{2} \times 2 = 1$  mark  
 $5 \times 1 = 5$  marks  
 $\frac{1}{2} \times 4 = 2$  marks  
 $\frac{1}{2} \times 4 = 2$  marks  
4 marks  
1 mark  
**Total = 25 marks**

## COURSE WORK

### I. Listening and Speaking

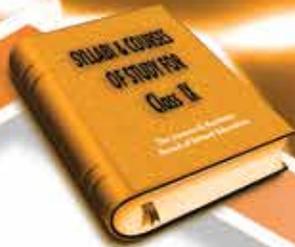
The teacher shall assess the students on their performance during the academic session on two speaking and two listening activities, one activity during the first term course and the second during the second term course. These activities should be designed to test the candidate both as a listener and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

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

## 1st Term Course

**Marks:100**

**Time : 3 hours**

Unit	Name of the Chapter	Marks
1	Number system	17
2	Polynomials	18
3	Lines and Angles	10
4	Triangles	20
5	Quadrilaterals	15
6	Areas of Parallelograms and Triangles	10
7	Construction	10
<b>Total</b>		<b>100</b>

### Unit I: Number System

**Marks : 17**

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

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  $\sqrt{x}$  for a given positive real number x (visual proof to be emphasized). Definition of  $n^{\text{th}}$  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  $\frac{1}{\sqrt{x} + \sqrt{y}}$  and where 'x' and 'y' are natural numbers and a and b are integers. Logarithm \_\_\_ concepts



## Unit II: Polynomials

Marks: 18

Definition of a polynomials 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 multiplies. Zeros/roots of a polynomial/ equation. State and motivate the Remainder Theorem with examples and analogy to integers. Statements and proof of the Factor Theorem. Factorization of  $ax^2 + bx + c$ ,  $a \neq 0$  where  $a, b, c$ , are real numbers and of cubic polynomials using the Factor Theorem. Recall of algebraic expressions and identities

Further identities of the type

$$(x+y+z)^2 = x^2+y^2+z^2+2xy+2yz+2zx$$

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

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

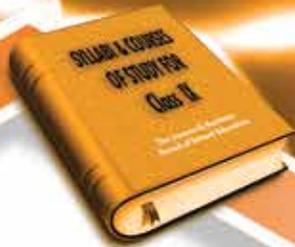
and their use in factorization of polynomials. Simple expression reducible to these polynomials.

## Unit III: Lines and Angles

Marks: 10

Introduction to Euclids Geometry, the five postulates of Euclid, 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. (Prove) T wo distinct line can not have more than one point in common.
3. (Motivate) If a ray stands on a line, then the sum of two adjacent angles so formed is  $180^\circ$  degree and the converse.
4. (Prove) If two line interest, the vertically opposite angles are equal.
5. (Motivate) Results on corresponding angles, alternative angles, interior angles when a transversal interest two parallel lines.
6. Lines which are parallel to a given line are parallel.
7. (Prove) The sum of the angles of a triangle is  $180^\circ$ .
8. (Motivatei) 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 IV                      Triangles**

**Marks: 20**

1. Two triangles are congruent if any two sides and the included angles of one triangle is equal to any two sides and their included angle of the other triangle (S.A.S Congruence).
2. (Prove) Two triangles are congruent if any two angles and the included side of one triangle is equal to any two angles and the included side of the other triangle (ASA Congruence).
3. (Motivate) Two triangles are congruent if the three sides of one triangle are equal to three corresponding sides of the other triangle (SSS Congruence).
4. (Motivate) Two right triangles are congruent if the hypotenuse and a side of one triangle are equal respectively to the hypotenuse and the side of the other triangle .
5. (Prove) Angles opposite to equal sides of a triangle are equal.
6. (Motivate) The sides opposite to equal angles of a triangle are equal.
7. (Motivate) Triangle inequalities and relation between angle and facing side: inequalities in a triangle.

## **Unit V                      Quadrilaterals**

**Marks : 15**

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

## **Unit VI      Areas of Parallelograms and Triangles**

**Marks : 10**

Review concept of area, recall area of a rectangle.

1. (Prove) Parallelograms on the same base and between the same parallels have the same area.
2. (Motivate) Triangles on the same base and between the same parallels are equal in area and its converse.

## **Unit VII      Constructions**

**Marks: 10**

1. Construction of bisectors of a line segment and angle  $60^\circ$ ,  $90^\circ$ ,  $45^\circ$  angle etc.
2. Construction of equilateral triangles.
3. Construction of a triangle given its base sum/ difference of the other two sides and one base angle.
4. Construction of a triangle of given perimeter and base angles.



## 2<sup>nd</sup> Term Course

**Marks : 100**

**Time : 3 hours**

Unit	Name of the Chapter	Marks
8	Linear Equation in Two Variables	10
9	Coordinate Geometry	10
10	Circles	25
11	Heron's Formula	10
12	Surface Area and Volumes	20
13	Statistics	15
14	Probability	10
	<b>Total</b>	<b>100</b>

### **Unit VIII                  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 variable has infinitely many solution 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.

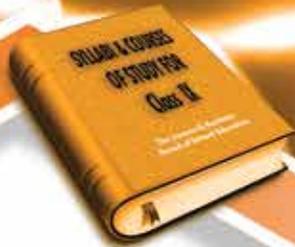
### **Unit IX                      Coordinate Geometry                      Marks 10**

The Cartesian plane. Coordinates of a point, names and terms associated with co-ordinate plane notations 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.

### **Unit X                      Circles                      Marks :25**

Definition of circles, related concepts, radius, circumference, diameter, chord, arc, subtended angle.

1. (Prove) Equal chords of a circle subtend equal angles at the centre and its converse.
2. (Motivate) The perpendicular from the centre of a circle to a chord bisects the chord and conversely, the line drawn through the centre of a circle to bisect a chord is perpendicular to the chord.
3. (Motivate) There is one and only one circle passing through three given non- collinear points.
4. (Motivate) Equal chords of a circle (or of congruent circles) are equidistant from the centre (s) and conversely.



5. (Prove) 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. (Motivate) Angles in the same segment of a circle are equal.
7. (Motivate) 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. (Motivate) The sum of the either pair of the opposite angles of a cyclic quadrilateral is  $180^\circ$  degree and its converse.

### **Unit XI Heron's Formula**

**Marks: 10**

Area of triangle using Heron's formula (without proof) and its application in finding the area of a Quadrilateral.

### **Unit XII Surface Area and Volumes**

**Marks: 20**

Surface areas and volumes of cubes, cuboids, Sphere (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.

### **Unit XIV Probability**

**Marks: 10**

History, Repeated experiments and observed frequency approach to Probability. Focus is on empirical Probability

#### **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 components 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 and ability to solve problems for encouraging investigation activities. The course work component allows particular emphasis on objectives, which are difficult to test in times written papers.

### Suggested Topic

- (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.

### Note:

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



# SOCIAL SCIENCE

## Rationale

Social Science is a compulsory subject up to secondary stage of school education. It is an integral component of general education because it helps the learners in understanding the environment in its totality and developing a broader perspective and an empirical, reasonable and humane outlook. This is of crucial importance because it helps them grow into well-informed and responsible citizens with necessary attributes and skills for being able to participate and contribute effectively in the process of development and nation-building.

The Social Science curriculum draws its content mainly from History, Geography, Political Science and Economics. Some elements of Sociology and Commerce are also included. Together they provide a comprehensive view of society over space and time, and in relation to each other. Each subject's distinct methods of enquiry help the learners to understand society from different angles and form a holistic view.

## Objectives

The main objectives of this syllabus are to:

- develop an understanding of the processes of change and development-both in terms of time and space, through which human societies have evolved
- make learners realise that the process of change is continuous and any event or phenomenon or issue cannot be viewed in isolation but in a wider context of time and space
- develop an understanding of contemporary India with its historical perspective, of the basic framework of the goals and policies of national development in independent India, and of the process of change with appropriate connections to world development
- deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented, and to develop an appreciation of the contributions made by people of all sections and regions of the country.
- help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society
- deepen the knowledge and understanding of India's environment in its totality, their interactive processes and effects on the future quality of people's lives
- facilitate the learners to understand and appreciate the diversity in the land and people of the country with its underlying unity



- develop an appreciation of the richness and variety of India’s heritage-both natural and cultural and the need for its preservation
- promote an understanding of the issues and challenges of contemporary India- environmental, economic and social, as part of the development process
- help pupils acquire knowledge, skills and understanding to face the challenges of contemporary society as individuals and groups and learn the art of living a confident and stress-free life as well as participating effectively in the community
- develop scientific temperament by promoting the spirit of enquiry and following a rational and objective approach in analyzing and evaluating data and information as well as views and interpretations
- develop academic and social skills such as critical thinking, communicating effectively both in visual and verbal forms - cooperating with others, taking initiatives and providing leadership in solving others’ problems
- develop qualities clustered around the personal, social, moral, national and spiritual values that make a person humane and socially effective.

## COURSE STRUCTURE SOCIAL SCIENCE

**Time: 3 Hrs.**

**Max. Marks: 100**

**Theory :85 Internal Assessment including Project Work :15**

S.No.	Titles	Periods	Marks	
			Theory (External)	Internal Assessment
I	India and the Contemporary World – I	60	25	
II	Contemporary India – I	55	25	
III	Democratic Politics – I	50	25	
IV	(i) Economics	50	10	
	(ii) Disaster Management & Road Safety Education		-	15
<b>Note:</b> The Internal Assessment of 15 Marks shall be from Disaster Management & Road Safety Education to be evaluated as internal school based assignments by the concerned subject Teacher.		<b>215</b>	<b>85</b>	<b>15</b>

COURSE CONTENT



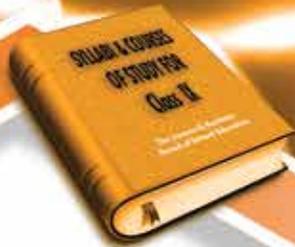
<b>Title 1: India and the Contemporary World – I (HISTORY)</b>			
<b>Themes (Units)</b>	<b>Learning Objectives</b>	<b>Periods</b>	<b>Marks</b>
<p><b>Section 1: Events and Processes:(All the three themes are compulsory)</b></p> <p><b>1. The French Revolution:</b></p> <ul style="list-style-type: none"> <li>• French Society During the Late Eighteenth Century</li> <li>• The Outbreak of the Revolution</li> <li>• France Abolishes Monarchy and Becomes a Republic</li> <li>• Did Women have a Revolution?</li> <li>• The Abolition of Slavery'</li> <li>• The Revolution and Everyday Life</li> </ul>	<p>In each of the themes in this unit students would get familiarized with distinct ideologies, extracts of speeches, political declarations, as well as the politics of caricatures, posters and engravings. Students would learn how to interpret these kinds of historical evidences.</p> <ul style="list-style-type: none"> <li>❖ Would learn how to interpret these. Familiarize with the names of people involved, the different types of ideas that inspired the revolution, the wider forces that shaped it.</li> <li>❖ Know the use of written, oral and visual material to recover the history of revolutions.</li> </ul>	<b>12</b>	<b>06</b>
<p><b>2. Socialism in Europe and the Russian Revolution:</b></p> <ul style="list-style-type: none"> <li>• The Age of Social change</li> <li>• The Russian Revolution</li> <li>• The February Revolution in Petrograd</li> <li>• What Changed after October?</li> <li>• The Global Influence of the Russia Revolution and the USSR</li> </ul>	<ul style="list-style-type: none"> <li>❖ Explore the history of socialism through the study of Russian Revolution.</li> <li>❖ Familiarize with the different types of ideas that inspired the revolution.</li> </ul>	<b>12</b>	<b>06</b>



<p><b>3. Nazism and the Rise of Hitler:</b></p> <ul style="list-style-type: none"> <li>• Birth of the Weimar Republic</li> <li>• Hitler's Rise to Power</li> <li>• The Nazi Worldview</li> <li>• Youth in Nazi Germany</li> <li>• Ordinary People and the Crimes Against Humanity</li> </ul>	<ul style="list-style-type: none"> <li>❖ Discuss the critical significance of Nazism in shaping the politics of modern world.</li> <li>❖ Get familiarized with the speeches and writings of Nazi Leaders.</li> </ul>	<p><b>10</b></p>	<p><b>04</b></p>
<p><b>Section 2: Livelihoods, Economies and Societies:</b></p> <p><b>Note :</b> Student can read Any one theme of the following (4and 5):</p> <p><b>4. Forest Society and Colonialism:</b></p> <ul style="list-style-type: none"> <li>• Why Deforestation?</li> <li>• The Rise of Commercial Forestry</li> <li>• Rebellion in the Forest</li> <li>• Forest Transformations in Java</li> </ul>	<ul style="list-style-type: none"> <li>❖ Discuss the social and cultural world of forest communities through the study of specific revolts.</li> <li>❖ Understand how oral traditions can be used to explore tribal revolts.</li> </ul>	<p><b>10</b></p>	
<p><b>5. Pastoralists in the Modern World:</b></p> <ul style="list-style-type: none"> <li>• Pastoral Nomads and their Movements</li> <li>• Rule and Pastoral Life</li> <li>• Pastoralism in Africa</li> </ul>	<ul style="list-style-type: none"> <li>❖ Highlight varying patterns of developments within pastoral societies in different places.</li> <li>❖ Analyse the impact of colonialism on forest societies, and the implication of scientific forestry.</li> <li>❖ Show the different processes through which agrarian transformation may occur in the modern world.</li> <li>❖ Analyze the impact of modern states, marking of boundaries, processes of sedentarization, contraction of pastures, and expansion of markets on pastoralism in the modern world.</li> </ul>	<p><b>08</b></p>	<p><b>05</b></p>



<b>Section 3 Case Study</b>			
<b>6. Integration of Princely States: A Case Study of Jammu and Kashmir</b> <ul style="list-style-type: none"> <li>• Accession of J&amp;K</li> <li>• Events leading to Accession</li> <li>• Tribal invasion</li> <li>• Formation of J&amp;K's Constituent Assembly</li> </ul>	<ul style="list-style-type: none"> <li>❖ Understanding the Accession.</li> <li>❖ Causes of Accession</li> <li>❖ Knowledge of events leading to Accession of erstwhile State of J&amp;K with the Union of India</li> </ul>	<b>08</b>	<b>04</b>
<b>Total(A)</b>		<b>60</b>	<b>25</b>
<b>Contemporary India – I (GEOGRAPHY)</b>			
<b>Themes (Units)</b>	<b>Learning Objectives</b>	<b>Periods</b>	<b>Marks</b>
<b>1. India</b> <ul style="list-style-type: none"> <li>• Size and Location</li> <li>• India and the World</li> <li>• India's Neighbours</li> </ul>	<ul style="list-style-type: none"> <li>❖ Identify the location of India in the Indian subcontinent.</li> </ul>	<b>08</b>	<b>03</b>
<b>2. Physical Features of India:</b> <ul style="list-style-type: none"> <li>• Major Physiographic Divisions</li> </ul>	<ul style="list-style-type: none"> <li>❖ Understand the major landform features and the underlying geological structure; their association with various rocks and minerals as well as nature of soil types.</li> </ul>	<b>08</b>	<b>03</b>
<b>3. Drainage:</b> <ul style="list-style-type: none"> <li>• Major rivers &amp; tributaries</li> <li>• Lakes</li> <li>• Role of rivers in the economy               <ul style="list-style-type: none"> <li>• Pollution of rivers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>❖ Identify the river systems of the country and explain the role of rivers in the human society.</li> </ul>	<b>08</b>	<b>03</b>



<p><b>4. Climate:</b></p> <ul style="list-style-type: none"><li>· Concept</li><li>· Climatic Controls</li><li>· Factors influencing India's climate</li><li>· The Indian Monsoon</li><li>· Distribution of Rainfall</li><li>· Monsoon as a unifying bond</li></ul>	<ul style="list-style-type: none"><li>❖ Identify various factors influencing the climate and explain the climatic variation of our country and its impact on the life of the people.</li><li>❖ Explain the importance and unifying role of Monsoons.</li></ul>	<b>08</b>	<b>05</b>
<p><b>5. Natural Vegetation and Wild Life:</b></p> <ul style="list-style-type: none"><li>• Factors affecting Vegetation</li><li>• Vegetation types</li><li>• Wild Life</li><li>• Conservation</li></ul>	<ul style="list-style-type: none"><li>❖ Explain the nature of diverse flora and fauna as well as their distribution.</li><li>❖ Develop concern about the need to protect the biodiversity of our country.</li></ul>	<b>08</b>	<b>05</b>



<p><b>6. Population:</b></p> <ul style="list-style-type: none"> <li>• Size</li> <li>• Distribution</li> <li>• Population Growth and Process of Population Change</li> </ul>	<ul style="list-style-type: none"> <li>❖ Analyse the uneven nature of population distribution and show concern about the large size of our population.</li> <li>❖ Identify the different occupations of people and explain various factors of population change.</li> <li>❖ Explain various dimensions of National Population Policy and understand the needs of adolescents as underserved group.</li> </ul>	<b>08</b>	<b>04</b>
<p><b>7. Geography of Jammu &amp; Kashmir and Ladakh</b></p> <ul style="list-style-type: none"> <li>• Physiography</li> <li>• Drainage, Climate, Soil</li> <li>• Natural Vegetation and Wild life</li> </ul>	<ul style="list-style-type: none"> <li>❖ Understanding different Physiographical, Climatological aspects and land forms of J&amp;K and Ladakh.</li> </ul>	<b>07</b>	<b>02</b>
<b>Total(B)</b>		<b>55</b>	<b>25</b>

**Democratic Politics – I (POLITICAL SCIENCE)**

Themes(Chapters)	Learning Objectives	Periods	Marks
<p><b>1. What is Democracy? Why Democracy?:</b></p> <ul style="list-style-type: none"> <li>• What is Democracy?</li> <li>• Features of Democracy</li> <li>• Why Democracy?</li> <li>• Broader Meaning of Democracy</li> </ul>	<ul style="list-style-type: none"> <li>❖ Develop conceptual skills of defining democracy.</li> <li>❖ Understand how different historical processes and forces have promoted democracy.</li> <li>❖ Develop a sophisticated defense of democracy against common prejudices.</li> <li>❖ Develop a historical sense of the choice and nature of democracy in India.</li> </ul>	<b>07</b>	<b>03</b>



<p><b>2. Constitutional Design:</b></p> <ul style="list-style-type: none"> <li>• Democratic Constitution in South Africa</li> <li>• Why do we need a Constitution?</li> <li>• Making of the Indian Constitution</li> <li>• Guiding Values of the Indian Constitution</li> </ul>	<ul style="list-style-type: none"> <li>❖ Understand the process of Constitution making.</li> <li>❖ Develop respect for the Constitution and appreciation for Constitutional values.</li> <li>❖ Recognize Constitution as a dynamic and living document.</li> </ul>	<p><b>11</b></p>	<p><b>06</b></p>
<p><b>3. Electoral Politics:</b></p> <ul style="list-style-type: none"> <li>• Why Elections?</li> <li>• What is our System of Elections?</li> <li>• What makes elections in India democratic?</li> </ul>	<ul style="list-style-type: none"> <li>❖ Understand representative democracy via competitive party politics.</li> <li>❖ Familiarize with Indian electoral system.</li> <li>❖ Reason out for the adoption of present Indian Electoral System.</li> <li>❖ Develop an appreciation of citizen's increased participation in electoral politics.</li> <li>❖ Recognize the significance of the Election Commission.</li> </ul>	<p><b>11</b></p>	<p><b>06</b></p>
<p><b>4. Working of Institutions:</b></p> <ul style="list-style-type: none"> <li>• How is the major policy decision taken?</li> <li>• Parliament</li> <li>• Political Executive</li> <li>• Judiciary</li> </ul>	<ul style="list-style-type: none"> <li>❖ Get an overview of central governmental structures.</li> <li>❖ Identify the role of Parliament and its procedures.</li> <li>❖ Distinguish between political and permanent executive authorities and functions.</li> <li>❖ Understand the parliamentary system of executive's accountability to the legislature.</li> <li>❖ Understand the working of Indian Judiciary.</li> </ul>	<p><b>08</b></p>	<p><b>04</b></p>



<p><b>5. Democratic Rights:</b></p> <ul style="list-style-type: none"> <li>• Life without rights</li> <li>• Rights in a Democracy</li> <li>• Rights in the Indian Constitution</li> <li>• Expanding the scope of rights</li> </ul>	<ul style="list-style-type: none"> <li>❖ Recognize the need for rights in one's life.</li> <li>❖ Understand the availability/access of rights in a democratic system/government.</li> <li>❖ Identify and be able to comprehend the Fundamental Rights given by the Indian Constitution to its citizens.</li> <li>❖ Create awareness regarding the process of safeguarding rights.</li> </ul>	<b>08</b>	<b>03</b>
<p><b>6. Electoral Politics in Erstwhile State of Jammu and Kashmir</b></p> <p>Electoral process and its concepts</p> <p>Electoral trends in Jammu and Kashmir</p>	<ul style="list-style-type: none"> <li>❖ Concept of electoral process and its nature in Erstwhile State of Jammu &amp; Kashmir</li> <li>❖ Knowledge about the Electoral trends and behaviour.</li> </ul>	<b>05</b>	<b>03</b>
<b>Total(C)</b>		<b>50</b>	<b>25</b>
<b>Economics, Disaster Management &amp; Road Safety Education</b>			
<b>Themes(Chapters)</b>	<b>Learning Objectives</b>	<b>Periods</b>	<b>Marks</b> (10 External+ 15 Internal Assessment)
<p><b>Section-I(Economics)</b></p> <p>1. <b>Money and Banking</b></p> <ul style="list-style-type: none"> <li>• Money as medium of exchange,</li> <li>• Modern forms of money, Banking &amp; common Man.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Money as a means of exchange Modern forms of money</li> <li>❖ Concept of a bank and types of bank deposits</li> <li>❖ How to open and operate a Savings Bank Account</li> <li>❖ Credit and loan facilities of a bank</li> <li>❖ Role of post office in savings.</li> </ul>	<b>12</b>	<b>04</b>



<p><b>2. Understanding the Indian Economy</b></p> <ul style="list-style-type: none"> <li>• Salient features of Indian Economy</li> <li>• What is GDP?</li> <li>• Indicators of Development. Anti-poverty measures.</li> </ul>	<ul style="list-style-type: none"> <li>❖ People as a resource</li> <li>❖ Unemployment and its types</li> <li>❖ Concept of poverty</li> <li>❖ Some anti-poverty measures taken by the GoI.</li> <li>❖ Food security and PDS in India.</li> </ul>	<b>12</b>	<b>06</b>
<b>Section-II(Disaster Management)</b>			
<p><b>3. Natural Disasters</b></p> <ul style="list-style-type: none"> <li>• Disaster; Classification effects and mitigation measures</li> </ul> <p><b>4. Man Made Disasters</b></p> <ul style="list-style-type: none"> <li>• Fire:</li> <li>• Its effects and Mitigation measures</li> <li>• Environmental degradation: its causes and mitigation measures.</li> <li>• Transport accidents, types effects and mitigation measures.</li> <li>• Chemical and Industrial Disaster</li> </ul> <p><i>(To be assessed as Internal Assessment )</i></p>	<ul style="list-style-type: none"> <li>❖ Knowledge of the Natural Disasters.</li> <li>❖ Knowledge about the preparedness and mitigation measures about the natural Disasters.</li> <li>❖ Disasters due to human-activities and their controlling measures.</li> <li>❖ How to prevent accidents.</li> <li>❖ Industries as a source of disasters.</li> </ul>	<b>08</b>	<b>05</b>
<p><b>Section-III(Road Safety Education)</b></p> <p><b>5. Road Safety Education (Part-I)</b></p> <ul style="list-style-type: none"> <li>• Good and Safe Habits</li> <li>• Traffic Lights &amp; Road Signs</li> </ul> <p><i>(To be assessed as Internal Assessment in the form of Project Work).</i></p>	<ul style="list-style-type: none"> <li>❖ Concept, need and importance of road safety.</li> <li>❖ Understanding of road safety rules and signages.</li> </ul> <p><b>(Note: * P.W means Project work)</b></p>	<b>10</b>	<b>05(P.W)*</b>
<b>Total(D)</b>		<b>50</b>	<b>25</b>
<b>Grand Total(A+B+C+D)</b>		<b>215</b>	<b>85(External)+ 15 (Internal Assessment)</b>



## Project Work Class IX

10 Periods

05 Marks

1. Every student has to compulsorily undertake project work on the theme “**Road Safety Education**”.
2. The overall objective of the Project work is to help students gain an insight and pragmatic understanding of the theme. It should also help in enhancing the life skills of the students.
3. Students may go out for collecting Data and use different primary and secondary resources to prepare the project. If possible, various forms of art may be integrated in the Project work.
4. The distribution of marks over different aspects relating to Project Work is as follows:

SNo	Aspects	Marks
a	Content accuracy, originality and analysis	2
b	Presentation and creativity	2
c	Viva Voce	1

5. The projects carried out by the students should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc.
6. All documents pertaining to assessment under this activity should be meticulously maintained by concerned schools.
7. A Summary Report should be prepared highlighting:
  - Objective realized through individual work and group interactions;
  - Calendar of activities;
  - Innovative ideas generated in the process;
  - List of questions asked in viva voce.
8. It is to be noted here by all the teachers and students that the projects and models prepared should be made from eco-friendly products without incurring too much expenditure.
9. The Project Report should be handwritten by the students themselves.



## INTERNAL ASSESSMENT

	Marks	Description	
<b>Periodic Assessment (Disaster Management)</b>	10		
		1. Pen Paper Test	04 marks
		2. Assessment using multiple strategies like Quiz, debate, role-play, viva, group discussion etc.	04 marks
		3. Portfolio(Class work)	02 Marks
<b>Subject Enrichment Activity (Road safety Education)</b>	05	Project work	

**Note:** The Internal School Based Assessment shall be from Disaster Management & Road Safety Education with the total weightage of 15 Marks comprising of 10 Marks for periodic internal assessment from Disaster Management and 05 Marks for internal project work from Road Safety Education.

### Prescribed Books:

- 1- A textbook of History for Class 9<sup>th</sup> (India and the Contemporary World-I)
- 2- A textbook of Geography for Class 9<sup>th</sup> (Contemporary India-I)
- 3- A textbook of Political Science for Class 9<sup>th</sup> (Democratic Politics-I)
- 4- A textbook of Economics, Disaster Management, and Road Safety Education for Class 9<sup>th</sup>

*Published by Jammu & Kashmir Board of School Education.*



# SCIENCE

Science plays an important role in developing in children, 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 had been taken to avoid temptation of adding too many concepts.

At the secondary stage while Science is still a common subject, the discipline 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:

1. 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.
  - 1.2 Recognize the usefulness, and limitations of scientific method and to appreciate its applicability in other disciplines and in everyday life.
  - 1.3 Be suitably prepared for studies beyond the secondary stage inn 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 sciences 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 detrimental 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.
- 3. Scientific instruments and apparatus, including techniques of operations and aspects of safety.
- 4. Scientific quantities and their determination
- 5. 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.
- 2. Translate information from one to the other.
- 3. 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 skill and Investigations

Students should be able to:

1. Use techniques, apparatus and materials (including the following of a sequence of instructions where appropriate).
2. Make and record observations, measurements and estimates.
3. Interpret and evaluate experimental observations and data.
4. 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
<b>Section – II (Chemistry)</b>	
Theory	50 Marks
Practical	16 Marks
<b>Science – III (Life Science)</b>	
Theory	50 Marks
Practical	16 Marks

## DETAILED SYLLABUS

### 1st 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

## TERM – I

### SCIENCE – I (PHYSICS)

**Theory:- 25 Marks**

**Unit – I: Motion**

**Practical: 9 Marks**

**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/ 10 periods**

Force and its relation to motion, balanced and unbalanced forces, concept of inertia 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, potential and kinetic energy, Law of conservation of energy. Definition of Power and its units.

# PRACTICAL

## Physics

## 1st 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 raised body

**Note: Each student will perform atleast three practical.**

### Suggested areas for Assignment/ Project work

1. To study the motion of a body along an inclined plane.
2. 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 – I: Matter in our Surrounding

**10 marks/ period: 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 – Einstein condensate.  
(Non- Evaluative).

## Unit – II 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

- To separate the contents of a mixture
  - By sublimation
  - By crystallization
  - With the help of a separating funnel
- To carry out the following processes, record observation and classify them into physical and chemical changes
  - Melting of ice
  - Adding pieces of iron to copper sulphate solution in a beaker
  - Burning Magnesium in air
  - Dissolving common salt in water
  - Adding zinc pieces to dilute Sulphuric acid
- To Prepare
  - A true solution of sugar and alum
  - A suspension of chalk powder and fine sand in water
  - A colloidal solution of starch in water and distinguish between these on the basis of
    - Filtration criterion and
    - Stability



## Project work

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

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

# SCIENCE – II (LIFE SCIENCE)

## TERM – I

**Theory: 25 Marks**

**Practical: 8 Marks**

### Unit – I: The Fundamental Unit of Life

**09 Marks**

What are Living organisms made up of? Structural organization of a cell.

Plasma membrane, its relationship with Isotonic, Hypotonic solution, Osmosis:

Cell wall plasmolysis and deplasmolysis.

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

### Unit – II: Tissues

**08 Marks**

Types of plants and animals 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

**08 Marks**

Basis of Classification. Classification and evaluation; the Hierarchy of classification groups.

Characteristics of Monera, Protista, Fungi, Plantae and Animalia.

Major group of Plantae and Animalia, Nomenclature (Binomial)

## PRACTICALS

**Life Science**

**TERM I**

**08 Marks**

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.
3. To study different types of Cell from permanent slides/charts/ models of Bacterial cell, Plant cell and Animal Cell.
4. To study different types of Plant Tissues from permanent slides/charts/models of Parenchyma,



Arenchyma, Collenchymas, Sclerenchyma, Xylem and Phloem.

5. To study different types of Animals Tissues from permanent slides/charts/models of Squamous, Cuboidal, Columnar, (Ciliated), Stratified (Squamous) Epithelial tissues, Adipose tissue, 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 Mark
Science – II	Chemistry :	Theory: 25 Marks; Practical: 8 Marks
Science – III	Life- Science :	Theory: 25 Marks; Practical :8 Marks

## SCIENCE – I (PHYSICS)

### TERM II

#### Unit – IV: Gravitation

**Marks 25**

**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 gravity (use of 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 propagation 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

Term II

09 Marks

1. 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.
4. To study the oscillations of a
  - (i) Simple pendulum
  - (ii) Tuning fork
  - (iii) Stretched string
  - (iv) Slinky.

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

## Project/Assignment work

II Term

1. To demonstrate the phenomenon of weightlessness.
2. 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 and Molecules**

**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.

## TERM II

### 08 Marks

1. To experimentally prove the law of conservation of mass.
2. 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 Houses Effect, Ozone layer depletion (Brief).

### **Unit – VI 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

1. To study permanent slides/charts/models of Amoeba, Paramecium, Spirogyra and Rhizopus.
2. 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 blood platelets.
5. Prepare a slide of striated muscle taken from frog, cockroach things.

## Assignment/ Project Work

### Term II

1. Obtain silk moth eggs from Sericulture Department and observe growth of Larvae, Caterpillar up to Cocoon formation.
2. Surveying neighborhood to collect information on disease occurrence and pattern.
3. Visit a weed infested field in the month of July or August and make a list of the weeds and insect pests in the fields.
4. Make a herbarium of Cereals, Pulses and oil seeds and identify the seasons of their sowing.
5. Collect and preserve insect like Grasshopper, Dragon flies and butterflies.

**Note:** At least two projects to be complete in each term, preferably one project on flora and one on fauna.

Assessment of performance in the 3<sup>rd</sup> First Term Course shall be based on two Unit Tests and one Term Test

### Unit Test – I

1. Physics
2. Chemistry
3. Life Science

### 15 Marks

05 Marks

05 Marks

05 Marks

### Unit Test – II

1. Physics
2. Chemistry
3. Life Science

### 15 Marks

05 Marks

05 Marks

05 Marks



## First Term Test

1. Physics
2. Chemistry
3. Life Science

## 45 Marks

- 15 Marks  
15 Marks  
15 Marks

## Types of questions in each section:

1. Long answer (Essay type) questions with internal and parallel choice  
1 x 5 = 5 Marks
2. Short answer questions  
2 x 3 = 6 Marks
3. Very Short answer questions  
2 x 1 = 2 Marks
4. Multiple choice questions  
2 x 1 = 2 Marks

**Total= 15 Marks**

## Weightage to objective:

- (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 to 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

1. Physics
2. Chemistry
3. Life Science

## 12 Marks

- 04 Marks  
04Marks  
04 Marks

## Term Test – II

1. Physics
2. Chemistry
3. Life Science

## 63 Marks

- 21Marks      Time: 2 hrs  
21 Mark  
21 Marks



## Forms of questions in each Section:

- |  |                         |
|--|-------------------------|
| (i) 2 long answer (Essay Type) questions with internal and parallel choice | $2 \times 5 = 10$ Marks |
| (ii) 2 short answer questions  | $2 \times 3 = 6$ Marks  |
| (iii) 3 very short answer questions  | $3 \times 1 = 3$ Marks  |
| (iv) 2 MCQ (Objective)   | $2 \times 1 = 2$ 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 Marks |
| 2. Observing, measuring, recording and identifying.<br>(02 Marks in case of Physics) | 02 Marks |
| 3. Handling experimental observation and data (Calculation/ result)                  | 01 Marks |
| 4. Interpretation/ inferences  | 01 Marks |

### 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/ principle/ procedure and precautions.

Notebook/ Practical Record :- 02 Marks

Marks to be awarded on the basis of:

- regularity in submitting record work.
- number of practicals recorded,
- general neatness and
- 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 J and K State Board of School Education.

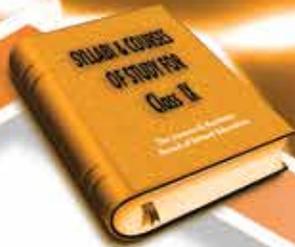


## WORK EDUCATION

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.
2. Milking of dairy animals.
3. Reception work in school.
4. Preparation & distribution of mid-day meal/snacks in composite schools.
5. Preparation of teaching aids and equipment for self and lower classes.
6. Helping school authorities in organizing exhibitions, picnics, tour and excursions, etc.
7. 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.
11. Acquaintance with common fertilizers and practices and their application with appropriate equipment.
12. 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.
14. 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.
16. Helping in community programmes and enhancing the nutrition. Health and environmental status of the community through door to door contact programmes.
17. Digging trench latrines during festivals and maintaining them hygienically.
18. Participation on 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 students 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 project in and outside the school depending upon the availability of resources and time and select project 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:**

1. 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.
7. 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.
11. Silk worm rearing for sale or yarn making.
12. Mushroom cultivation for consumption, preservation and sale.
13. Fish rearing in small ponds.
14. 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.
19. Preparation of stationery items such as files, files- boards, registers, writing pads, stamping ink, etc.
20. Tying and dyeing and screen- printing as commercial ventures.
21. Garment making.
22. Repair and maintenance of domestic electrical gadgets.
23. Preparing electric extension boards for use in home/school or for sale.
24. Motor-winging as trade.
25. Photography- commercial.
26. Preparation of decoration pieces of more sophisticated nature our of plaster of Paris.
27. Mat and carpet weaving.
28. Doll- making.
29. Hand embroidery.
30. Typewriting with adequate proficiency.
31. Stenography.
32. Preparation of nutrition snacks.
33. Preparation of a variety of teaching aids for use in school.
34. Plumbing.
35. Running a student's bank.
36. Running a cooperative store.
37. Running a book bank.



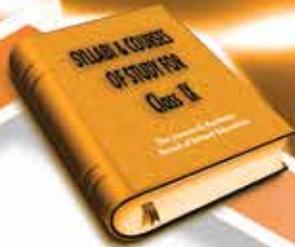
# HEALTH AND PHYSICAL EDUCATION SPECIFIC OBJECTIVES

## Health Education

1. To develop favourable attitude towards good health.
2. 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.
5. To develop favourable attitude for participating in immunization programmes.
6. To develop favourable attitude to observe safety rules in & out of home.
7. 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.
9. To develop favourable attitude to cooperate with health, police and other organization in the interest of efficient service to community.
10. To enable the individual to make right decision relating to principles and practices of consumer health.
11. To enable the individual to practice acceptable health habits and shun from practices and habits, like; smoking, drinking etc.

## Physical Education

1. To promote physical fitness and organic efficiency.
2. To develop awareness regarding importance of physical fitness and organic efficiency in individual and social life.
3. To develop awareness regarding transfer of fundamental processes to physical activities of one's choice.
4. To develop interest in exercise, sports and games for self- satisfaction in present & later life.
5. To enable an individual to give evidence of talent and such traits as self- mastery, discipline, courage, confidence and efficiency.
6. 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.
9. To enable an individual to practice socially acceptable behaviour pattern in an impressive manner.



## DETAILED SYLLABUS

### Health Education

#### 1. Personal health

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.

#### 2. Environment Health

Need to improve health conditions and environment in the village/town, improved practice of waste disposal, cooperation in keeping drinking water clean and unpolluted: participation in activities of maintaining healthy environment condition in the school.

#### 3. Food and Nutrition

Effect of mal-nutrition: Recognition and selection of body – building energy given and protective foods for daily diet from locally available food.

#### 4. Control Education

Knowledge of common disease 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.

#### 5. Consumer Education

Meaning concept and need of consumer education; cooperation in the enforcement of consumer laws in the community; Regulating one's own behavior, Hazards of drugs addiction.

#### 6. First-aid, Home Nursing and safety Measures

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, sir- raids and other emergencies.

### Physical Education

#### 1. Athletics

2. Event 100, 200, 400, 800, 1500, 3000, 100m flat running.

3. 200m, 400m, Sprints

Starting from the Curves Fixing the block

Curve running

Body Position; start and finish.

4. Distance Running – 800m, and 150m and 80m for boys, 800m for girls.

- Leg action
- Foot placement
- Stride length
- Arm and Shoulder action.
- Body angle

5. 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. Cracker**

- (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 skill.
- (b) Kicking and trapping individual and practice. Kicking and trapping, individual an practice Heading- downwards, side words, for ward back war tricking side tackle direct tackle, ball, ground, deflecting, Punching, Goal keeping high ball, ground deflecting Positioning – dividing 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, Toe touching, 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, 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 learn 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 Board 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 horse.
- (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

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

### Horizontal Bar

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

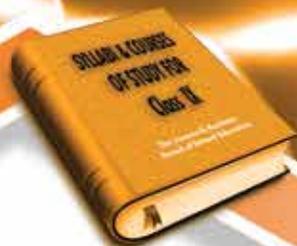
### Simple swing

### Yogic Exercises

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

### JUDO

1. History and Development
2. Rules of the Game.
3. Warming up and its importance.
4. Knowledge of Grading.



## Skill

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

## Combatives

### Wrestling

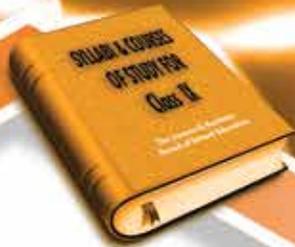
1. Repetition of skill- learnt in previous class.
2. Simple hold: take down: Single leg dive.
3. Double- leg- dive counter for the above.
4. Head push and sit counter for the above.
5. Pinning holds.
  - (a) 1. Three quarters nelson.
  2. Double arm role
  3. Chicken wing nelson.
  4. Hip throw.
- (b)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

### Exercises for developing quickness, strength, power and endurance.

- (a) Dagger Right (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.

### Swimming (Optional): Repeat the skill learnt earlier:

1. Treading water.
2. Horizontal and vertical floating
3. Under water swimming Board diving.



## ART EDUCATION

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

### 1. Two Dimensional or Pictorial Activities

#### 1.1. Study of visual resources and their expression.

- (i) 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 elements 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, acrylic 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) Collage 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.

### 2. 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. Organizing 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 visual 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**  
**Time 1. 30 hour**

**Time: 3 hrs**

**First Term**  
**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 portfolio 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 <sub>1</sub>	=	10 Marks	Time:- 1 hour
Second Term Test T <sub>2</sub>	=	15 Marks	Time: 1 hour

### TERM I

1. Definition of Ragas of the Course 05 marks  
Sangeet, Nad, Shruti, Sawar, Kinds of Sawar, Saptak, Jati, That Rag, Vadi, Samvadi, Varjit Sawar, Taal, Laya, Alankar 10 marks

### 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 T <sub>1</sub>	=	40 Marks	Marks - 75
Second Term Test T <sub>2</sub>	=	35 Marks	Time: 2 hour

1. 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 Kehuva  
(c) Teen Taal

**Books:- Sangeet Shastr Darpan (part – 1) by Smt. Shanti Govardhan.  
(Pathak Publications, 27 Mahazani Tola, Allahabad, 211003).**



# HOME SCIENCE

## Objective

1. To equip an adolescent with necessary knowledge & skill needed for efficient management of self.
2. To provide scientific information of all the process 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.

**Theory:75 Marks**

**Time 2.00 hrs**

**Practical: 25 Marks**

## FIRST TERM – I

**Marks: 35**

### **UNIT I: CONCEPT & SCOPE OF HOME SCIENCE**

**Marks 08**

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

### **UNIT II: FAMILY – A UNIT SOCIETY**

**Marks 09**

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

### **UNIT III: HOME & ITS MAINTENANCE**

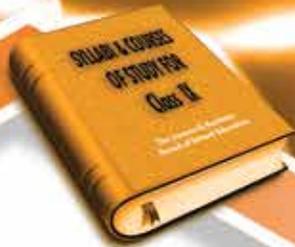
**Marks 09**

- 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 09**

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



## SECOND TERM – II

Marks:40

**Time: 2.00 Hrs.**

### **UNIT V: SAFETY IN THE HOME**

**Marks: 10**

- Safe storage of Cleaning agents & drugs.
- Prevention of common accident in the house.
- Content of First Aid Box.
- First Aid & treatment of cuts, bruises, burns & bites.

### **UNIT VI: MANAGEMENT OF MONEY**

**Marks:10**

- Definition of Money.
- Definition of Budget.
- Steps in making a family budget.
- Types of Budget.
- Saving – Importance & Methods of Saving.

### **UNIT VII: METHODS OF COOKING**

**Marks: 10**

- Reason for cooking.
- Methods of cooking- dry, wet & frying.
- Explain briefly the methods of cooking giving examples.

### **UNIT VIII; HOUSE HOLD PEST**

**Marks :10**

- Definition & Classification of pests.
- Preventive & Curative measures against common house hold Pest.



## PRACTICALS

### TERM – I

1. Make your own Family Tree.
2. Collect samples of dry ingredients and classify them into different food groups.
3. Cleaning of metals- Brass, Copper, and Silver.

**Marks 25**  
**Marks 10**

### TERM – II

1. First Aid Kit.
2. Preparation of Snacks.
3. Make your own monthly budget.

**Marks 15**

### TERM – I

Theory	-----	Marks 35
Practical	-----	Marks 10
Term – I		
Theory	-----	Marks 40
Practical	-----	Marks 15



## COMPUTER SCIENCE

### Learning Objectives

#### General :

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

#### Specific :

1. Cognitive domain: Knowledge and understanding to develop basic understanding of IT system operations and information accessing tools.
2. 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.
3. 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**

**Term I**

**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;

**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.



**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 |
| (b) IT Application Report File        | 10 Marks |
| (c) Viva                              | 05 Marks |

#### **Design of Practical Question Paper**

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 instructions 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**

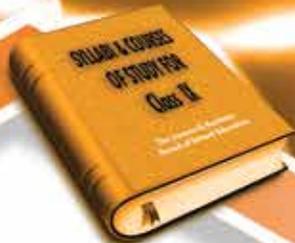
**15 Marks**

##### **(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**

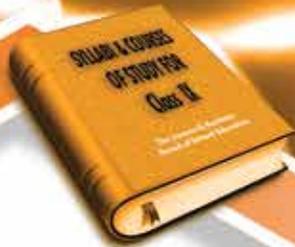
**10 Marks**

**(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 :**

1. 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.



## HINDI

## 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।
5. ज्ञान एवं आनंद प्राप्ति के लिए स्वतंत्र रूप में पढ़ने की योग्यता का विकास हो।

छात्र -

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

विशिष्ट उद्देश्य

(क) मौखिक अभिव्यक्ति की योग्यता बढ़ाना -

1. सामाजिक, राजनैतिक, वैज्ञानिक, साहित्यिक एवं सांस्कृतिक विषयों पर बातचीत, संवाद, परिचर्चा, एवं वाद-विवाद में भाग लेने से।
2. 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।
3. शब्द के तीनों अर्थों - वाच्यार्थ, लक्ष्यार्थ और व्यंग्यार्थ को समझ लेने से।
4. पढ़कर केंद्रीय विचार एवं सार ग्रहण करने से।
5. शब्द-कोश, संदर्भ-ग्रंथ, विषय-सूची, अनुक्रमणिका आदि देखकर, वांछित सामग्री ढूँढकर उसका उपयोग करने से।
6. आलोचनात्मक दृष्टि से पढ़ने और पठित सामग्री पर अपनी प्रतिक्रिया व्यक्त करने से।
7. ज्ञान, आनंद व प्रेरणा से पढ़ने से।
8. पाठ्यवस्तु और उसकी सराहना करने से।
9. साहित्य के प्रति अभिरुचित का विकास करने से।

(ग) शब्द भंडार :

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

(घ) अर्थबोध एवं सराहना :

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

(ङ) वर्तनी और भाषा :

1. लिपि के मानक रूप का ही व्यवहार करना।
2. परिचित शब्द शुद्ध रूप से लिखना।



3. रूप-विज्ञान एवं ध्वनि विज्ञान के नियमों के आधार पर शब्दों की उचित वर्तनी जानना।
4. विराम चिह्नों का शुद्ध प्रयोग करना।
5. लेखन के लिए व्यवहारोपयोगी शब्द-भण्डार की वृद्धि करना और उनका उपयुक्त एवं प्रसंगानुकूल प्रयोग करना।
6. शब्दों, मुहावरों और पदबंधों का प्रभावशाली और उपयुक्त करना तथा समानार्थक शब्दों के प्रयोग में सावधानी बरतना।
7. शुद्ध प्रभावपूर्ण भाषाओं तथा लेखन शैली का स्वाभाविक रूप से प्रयोग करना।
8. विषय, उपयुक्त अनुच्छेदों में बाँटकर लिखना।

(च) रचना-कौशल :

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

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	=	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।



प्रथम सत्र (फर्स्ट टर्म)

(इकाई 1 तथा 2 के पाठ्यक्रम पर आधारित)

पद्य भाग

- |    |                   |   |                   |
|----|-------------------|---|-------------------|
| 1. | कबीर              | - | साखियां, सबद (पद) |
| 2. | ललदयद             | - | वाख               |
| 3. | रसखान             | - | सवैया             |
| 4. | रहीम, बिहारी, वृद | - | नीति के दोहे      |
| 5. | श्रीधर पाठक       | - | काश्मीर सुषमा     |

गद्य भाग

- |    |                           |   |                        |
|----|---------------------------|---|------------------------|
| 1. | जाबिर हुसैन               | - | साँवले सपनों की याद    |
| 2. | हरिशंकर परसाई             | - | प्रेम चन्द के फटे जूते |
| 3. | कन्हैया लाल मिश्र प्रभाकर | - | धूप-बत्ती बुझी-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 निर्माकित शीर्षक :
1. भाषा क्या है?
2. भाषा के प्रकार (मौखिक / लिखित)
3. हिन्दी की विभिन्न बोलियाँ?
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
4. अनुस्वार तथा अनुनासिकता।



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)

अध्याय : 9

1. 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

वाक्य रचना, परिभाषा, सरल वाक्यों के भेद  
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) स्कूल में पहला दिन, मेरा प्रिय लेखक, कोई यात्रा, वृत्तान्त, जीवन का महत्वपूर्ण दिन





Hindi

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 :-

1. भाषा के शुद्ध, उचित और प्रभावपूर्ण प्रयोग की योग्यता का विकास करना।
2. अर्थ-बोध के साथ सुनने व पढ़ने की योग्यताओं की विकास करना।
3. मौखिक व लिखित अभिव्यक्ति की योग्यताओं का विकास करना।
4. ज्ञान व आनंद प्राप्ति के लिए स्वतंत्र रूप में पढ़ने की योग्यता का विकास करना।
5. स्वागत करना, परिचय लेना-देना, धन्यवाद देना, कृतज्ञता ज्ञापन, संवेदना, बधाई आदि की भाषा से परिचित होना और और यथावसर पालन करना।
6. कम से कम पाँच मिनट तक भाषण दे सकता। प्रभावपूर्ण ढंग से कहानी कहना तथा कविता पाठ करना और अभिप्राय में भाग लेना।
7. हिन्दी भाषा, साहित्य और संस्कृति के प्रति गौरव की भावना का विकास करना।
8. समाचार पत्र - पत्रिकाओं को पढ़ने के प्रति सुरुचि उत्पन्न करना।

निर्धारित पाठ्यपुस्तक से निम्नलिखित 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, बड़ा दिन, आगरे का सौंदर्य, रघुपतिसिंह की सच्चाई।

नाटक : भीख माँगना अपराध है।



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

क) बोध सम्बन्धी प्रश्न।	4
ख) शब्द व अर्थ।	3
ग) किसी एक गद्यांश को सरल हिन्दी में लिखना।	4
घ) किसी एक पद्यांश को सरल हिन्दी में लिखना।	4
ड) किसी पाठ का 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
ड) 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 एक्सटेंशन भाग - 1 नई दिल्ली-110042 द्वारा प्रकाशित।

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



**DOGRI**

**डोगरी (ऐच्छिक)**

**Total Marks: 100**

**अंक: 50 (1st Term)**

**समय: 2 घण्टे**

पैहले सत्र दे म्तेहाने दा अधार इकाई इक: म्तेहानेर तगर पढ़े दा पाठ्यक्रम होग। इकाई इक 1 5 नम्बर दी होग ते पैहला सत्र 3 5 नम्बरें दा होग। इस्सै चाल्ली दुए सत्र दी म्तेहाने दा अधार इकाई दो + परीक्षा तगर पढ़े दा पाठ्यक्रम होग। इकाई दो 1 5 नम्बरें दी होग ते दुआ सत्र 3 5 नम्बरें दा होग।

पैहले सत्र दे दुए सत्र दा टैस्ट पूरे पाठ्यक्रम पर अधारत होग। पूरा परीक्षण पाठ्यक्रम ते पाठ्य पुस्तकें दे अधार पर होग ते सारे म्तेहान निरंतर व्यापक परीक्षण योजना (सी.सी.ई.) दे तैहत होडन।

**पैहला सत्र (फर्स्ट टर्म) दा पाठ्यक्रम**

क) पद्य भाग ते गद्य भाग – 'पोंगर' – नौमी जमाते आस्तै।

पद्य भाग

क) (कवितां)

मात्तर भाशा

ज्ञान सिंह

करसान

सीताराम सपोलिया

तूं की रौन्नी

डॉ चम्पा रानी

ख) लोग गीत (परिभाशा ते वर्गीकरण) कोडू त्रै विधां

सुहाग

घोड़ियां

खेद गीत



## दुआ सत्र (सकेंड टर्म) दा पाठ्यक्रम

(2nd Term - 50)

ग) गदय भाग 'पौंगर'—

नौमी जमातै आस्तै

क) कहानियां

दादा पोतरू

ओ पी शर्मा विदयार्थी

पजाए दा नोट

सुदर्शन रत्नपुरी

काला तित्तरू

राज राही

ख) निबंध

वरदी

चदू भाऊ

मन

(जितेन ठाकुर)

लोक कथ

नन्दे दा कड़दा

ग) बाल नाटक

वीरता दे प्रतीक डोगरे

मोहन सिंह

### Book Prescribed

A textbook of Dogri 'Poungar' for class 9th published by J&K State BSE

Note 1st shall comprise:

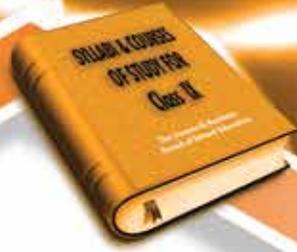
U1 - 15 Marks

T1 - 35 Marks

Term 2nd shall comprise:

U2 - 15 Marks

T2 - 35 Marks



## Subject: Dogri (Optional)

M.M.: 50

मात्तर भाषा दा ज्ञान पैहलिये जमाते थमां गे अत्त जरूरी होदा ऐ। विद्यार्थी अपनी मात्तरी भाषा राहें अपने देश प्रदेश ते संस्कृति दे कन्नै उत्थू दे भुगोलक, इतिहासक, आर्थक ते धामक खेत्तरे दी जानकारी बड़ी गै सेहज ढंगै कन्नै हासल करी लेंदे न।

प्रस्तुत पाठ्य क्रम गी ज ऊ भागें च बडेआ गेदा ऐ। भाग 'क', 'ख', ते 'ग'

### भाग-1

क) कवता (12)

- 1) मात्तर भाषा - ज्ञान सिंह
- 2) करसान - सीता राम सपोलिया
- 3) तूँ की रोन्नी - डॉ चम्पा शर्मा

ख) लोक साहित्य (12)

लोक गीत (परिभाषा ते वर्गीकरण)

- 1) सुहाग
- 2) घोड़ियां
- 3) खेड़ गीत

### भाग-2

क) कहानियां (10)

- 1) दादा पोत्तरू - ओ पी शर्मा विद्यार्थी
- 2) पंजाए दा नोट - सुदर्शन रत्नपुरी
- 3) काला तित्तर - राज राही

ख) निबन्ध (10)

- 1) बरदी - चंदू भाऊ
- 2) चपासम सुरकखेआ - जितेन ठाकुर
- 3) लोक कथ - नन्दे दा कड़छा

ग) बाल नाटक (6)

- 1) बीरता दे प्रतीक डोगरे - मोहन सिंह

नोट: निर्धारित कताव 'पौगर' (जम्मू-कश्मीर रियासती स्कूली शिक्षा बोर्ड)



## SANSKRIT

संस्कृत (ऐच्छिक)

अंक : 50

समय : 2 घण्टे

उद्देश्य :-

1. विद्यार्थियों में शुद्ध संस्कृत उच्चारण की योग्यता उत्पन्न करना।
2. अर्थबोध द्वारा सरल संस्कृत समझने तथा लिखने की योग्यता उत्पन्न करना।
3. संस्कृत शब्दों का ज्ञान करवाना।
4. संस्कृत शब्दों की रूपावली का आरम्भिक ज्ञान पाठकों को देना।
5. संस्कृत धातुरूपावली से परिचित करवाना।
6. विद्यार्थियों में नैतिक मूल्यों के प्रति आस्था रूचि उत्पन्न करना।

गद्य पद्य 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<br>1-5 (एक से पाँच)                                    | 12  |
| 2. शब्द-अर्थ :- निर्धारित पुस्तक के पाठ<br>1-5 (एक से पाँच)                                   | 10  |
| 3. सुभाषितानि :- पाठ ग्यारह   | 12  |
| 4. राम, नर, मुनि, हरि, साधु, भानु शब्दों के<br>विभक्ति-रूपों का स्मरण तथा लेखन।               | 8   |
| 5. भू (भव), हस्, गम्, गच्छ, पत् धातुओं का लट्, लोट्,<br>लङ्, लृट्, 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 हिंदी में अर्थ।



3. पाठ्यपुस्तक के ग्याहरवें पाठ से दो पद्यों का हिन्दी में अनुवाद।
  4. 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।





ಪ್ರಾಯಶಃ 100

ನುಸಾನುಕರಣ 3

ನುಸಾನುಕರಣವು ಸಾಮಾನ್ಯವಾಗಿ

ಕೆಲವು ವರ್ಷಗಳಿಂದ ನಡೆಯುತ್ತಿರುವುದು ಸಾಮಾನ್ಯವಾಗಿ

ವಿಷಯವು

6

ನುಸಾನುಕರಣವು ಸಾಮಾನ್ಯವಾಗಿ ನುಸಾನುಕರಣವು

ನುಸಾನುಕರಣವು ಸಾಮಾನ್ಯವಾಗಿ

5



संशोधन विभागको सहायतामा तयार पारिएको छ।

संशोधन विभागको सहायतामा तयार पारिएको छ। 6

संशोधन विभागको सहायतामा तयार पारिएको छ।

संशोधन विभागको सहायतामा तयार पारिएको छ। 6

संशोधन विभागको सहायतामा तयार पारिएको छ।

संशोधन विभागको सहायतामा तयार पारिएको छ। 9

संशोधन विभागको सहायतामा तयार पारिएको छ।

संशोधन विभागको सहायतामा तयार पारिएको छ। 8





ਸਿੱਖੀ ਦੇ ਮੁੱਢਲੇ ਸਿਧਾਂਤ

ਸਿੱਖੀ ਦੇ ਮੁੱਢਲੇ ਸਿਧਾਂਤਾਂ ਵਿੱਚੋਂ ਪਹਿਲਾ ਸਿਧਾਂਤ ਹੈ ਕਿ ਸਾਡੇ ਪਾਪਾਂ ਦਾ ਖਤਮ ਹੋਣਾ ਹੈ।

ਸਿੱਖੀ 4

3

ਸਿੱਖੀ ਦਾ ਮਤਲਬ ਹੈ ਕਿ ਸਾਡੇ ਪਾਪਾਂ ਦਾ ਖਤਮ ਹੋਣਾ ਹੈ।

ਸਿੱਖੀ ਦੇ ਮੁੱਢਲੇ ਸਿਧਾਂਤਾਂ ਵਿੱਚੋਂ ਦੂਜਾ ਸਿਧਾਂਤ ਹੈ ਕਿ ਸਾਡੇ ਪਾਪਾਂ ਦਾ ਖਤਮ ਹੋਣਾ ਹੈ। 10

5

ਸਿੱਖੀ ਦੇ ਮੁੱਢਲੇ ਸਿਧਾਂਤਾਂ ਵਿੱਚੋਂ ਤੀਜਾ ਸਿਧਾਂਤ ਹੈ ਕਿ ਸਾਡੇ ਪਾਪਾਂ ਦਾ ਖਤਮ ਹੋਣਾ ਹੈ।

ਸਿੱਖੀ ਦੇ ਮੁੱਢਲੇ ਸਿਧਾਂਤਾਂ ਵਿੱਚੋਂ ਚੌਥਾ ਸਿਧਾਂਤ ਹੈ ਕਿ ਸਾਡੇ ਪਾਪਾਂ ਦਾ ਖਤਮ ਹੋਣਾ ਹੈ। 6



सिद्धान्तित्वात् तद्व्यतिरेकत्वम् । तदा चरुस्यत्वात् । तस्यैव तद्व्यतिरेकत्वम् ।

10

स्यैव तद्व्यतिरेकत्वम् । तदा चरुस्यत्वात् । तस्यैव तद्व्यतिरेकत्वम् ।

5

तदा चरुस्यत्वात् । तस्यैव तद्व्यतिरेकत्वम् । तदा चरुस्यत्वात् । तस्यैव तद्व्यतिरेकत्वम् ।

5





རྒྱལ་ཁབ། རྩོམ་སྐྱོང་གི་སྐབས་ཚོགས་རིག་གནས།

དཔལ་འབྲུག་རྒྱལ་ཁབ་ཉམས་ལེན། རྒྱལ་ཁབ་ཚོགས་རིག་གནས།

སྐབས་ཚོགས་རིག་གནས་འབྲུག་ལེན་གྱི་

དཔལ་འབྲུག་རྒྱལ་ཁབ་ཉམས་ལེན། རྒྱལ་ཁབ་ཚོགས་རིག་གནས།

དཔལ་འབྲུག་རྒྱལ་ཁབ་ཉམས་ལེན། རྒྱལ་ཁབ་ཚོགས་རིག་གནས།



## PUNJABI

### ਪਾਠਕ੍ਰਮ-ਪੰਜਾਬੀ ਨੌਵੀਂ (9<sup>th</sup>)

ਕੁਲ ਅੰਕ : 100

ਸਮਾਂ : 3 ਘੰਟੇ

#### ਕਵਿਤਾ

ਫਰੀਦ-ਦਿਲਹੁ ਮੁਹਬਤਿ ਜਿੰਨ ਸੇਈ ਸਚਿਆ ਪੰਨਾ (1)

ਬਲੇਸ਼ਾਂਹ-ਬਲਾ ਕੀ ਜਾਣਾ ਮੈ ਕੋਣ ਪੰਨਾ (2)

ਭਾਈ ਵੀਰ ਸਿੰਘ-ਵੈਰੀ ਨਾਗ ਪੰਨਾ (3)

ਸਪਨੇਮਾਲਾ-ਲੋੜੀਂਦੀ ਲੋਅ ਨਹੀਂ ਹੋਈ ਪੰਨਾ (4)

ਗੁਰੂ ਗੋਬਿੰਦ ਸਿੰਘ-ਸ਼ਬਦ ਪੰਨਾ (5)

ਲੋਕ ਗੀਤ (ਸੁਹਾਗ) ਪੰਨਾ (6) (20 ਅੰਕ)

ਨੋਟ : ਕਵਿਤਾਵਾਂ ਦੇ ਭਾਗ ਵਿਚੋਂ ਪ੍ਰਸ਼ਨ ਹੇਠਲੇ ਪ੍ਰਸ਼ੰਗਾਂ ਦੇ ਆਧਾਰ 'ਤੇ ਪੁੱਛੇ ਜਾਣਗੇ ।

1. ਕਿਸੇ ਇਕ ਕਵਿਤਾ ਦੀ ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ ਕਰੋ ।
2. ਕਵਿਤਾ ਦਾ ਵਿਸ਼ਾ/ਉਦੇਸ਼/ਮੰਤਵ ਲਿਖੋ ।
3. ਕਵਿਤਾ ਦਾ ਸਾਰ
4. ਕਵੀ ਦਾ ਪੰਜਾਬੀ ਕਵਿਤਾ ਦੇ ਇਤਿਹਾਸ ਵਿਚ ਸਥਾਨ ਤੇ ਦੇਣ ।

#### ਵਾਰਤਕ

ਪ੍ਰਿੰਸੀਪਲ ਤੇਜਾ ਸਿੰਘ (ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਦਾ ਦੇਸ਼-ਪਿਆਰ)

ਹਰਨਾਮ ਸਿੰਘ ਦੁਖੀਆ (ਲਹੂ ਭਰੀਆਂ ਯਾਦਾਂ) (20 ਅੰਕ)

ਨੋਟ : ਵਾਰਤਕ ਦੇ ਭਾਗ ਵਿਚੋਂ ਪ੍ਰਸ਼ਨ ਇਸ ਪ੍ਰਕਾਰ ਪੁੱਛੇ ਜਾਣਗੇ :

1. ਲੇਖ ਦਾ ਵਿਸ਼ਾ
2. ਲੇਖ ਦਾ ਉਦੇਸ਼/ਸਾਰ
3. ਵਾਰਤਕ (ਲੇਖ) ਦੇ ਪ੍ਰਮੁੱਖ ਵਿਚਾਰ
4. ਵਾਰਤਕਕਾਰ ਦੀ ਜੀਵਨੀ ਅਤੇ ਸਾਹਿਤਕ ਦੇਣ



## ਕਹਾਣੀ

ਸੁਜਾਨ ਸਿੰਘ : ਗੁਰਪੁਰਬ  
ਰਤਨ ਸਿੰਘ ਕੰਵਲ : ਕਿੱਤਾ ਲਕੀਰ ਦੇ ਨੁਕਤੇ  
ਆਰ. ਐਸ. ਰਾਜਨ : ਅੰਤਹਿਕਰਣ 'ਤੇ ਉਹ  
ਲੋਕ ਕਹਾਣੀ : ਸੰਜੋਗ

ਅੰਕ 20

ਨੋਟ : ਕਹਾਣੀ ਦੇ ਭਾਗ ਦੇ ਪ੍ਰਸ਼ਨ ਇਸ ਤਰ੍ਹਾਂ ਪੁੱਛੇ ਜਾਣਗੇ :

1. ਕਹਾਣੀ ਦਾ ਵਿਸ਼ਾ/ਪਲਾਟ
2. ਕਹਾਣੀ ਵਿਚਲੇ ਪਾਤਰਾਂ ਦਾ ਪਾਤਰ ਚਿਤਰਣ
3. ਕਹਾਣੀ ਦਾ ਸਾਰ/ਉਦੇਸ਼
4. ਕਹਾਣੀਕਾਰਾਂ ਦੇ ਜੀਵਨ ਅਤੇ ਰਚਨਾ ਸੰਬੰਧੀ ਚਰਚਾ

## ਇਕਾਂਗੀ

ਅਜਮੇਰ ਸਿੰਘ ਔਲਖ-ਇਕ ਰਾਮਾਇਣ ਹੋਰ

ਅੰਕ 20

ਨੋਟ : ਇਕਾਂਗੀ ਦੇ ਭਾਗ ਦੇ ਪ੍ਰਸ਼ਨ ਇਸ ਤਰ੍ਹਾਂ ਪੁੱਛੇ ਜਾਣਗੇ :

1. ਇਕਾਂਗੀ ਦਾ ਵਿਸ਼ਾ/ਪਲਾਟ
2. ਇਕਾਂਗੀ ਦਾ ਉਦੇਸ਼/ਸਾਰ
3. ਇਕਾਂਗੀ ਦੇ ਪਾਤਰਾਂ ਦੇ ਪਾਤਰ ਚਿਤਰਣ
4. ਇਕਾਂਗੀਕਾਰ ਦੀ ਪੰਜਾਬੀ ਇਕਾਂਗੀ ਦੇ ਇਤਿਹਾਸ ਵਿਚ ਦੇਣ

## ਵਿਆਕਰਣ

ਨਿਬੰਧ-ਆਲੜਪੁਣੇ ਦੀ ਸਮੱਸਿਆ, ਖੇਡਾਂ ਦਾ ਮਹੱਤਵ, ਵਾਤਾਵਰਣ ਚੇਤਨਾ  
ਪੱਤਰ/ਅਰਜ਼ੀ  
ਮੁਹਾਵਰੇ

ਅੰਕ 20

ਨੋਟ :- ਨਿਬੰਧਾਂ ਵਿੱਚੋਂ ਕੋਈ ਇਕ ਨਿਬੰਧ ਲਿਖੋ ।  
ਮੁਹਾਵਰਿਆਂ ਦੇ ਅਰਥ ਦਸ ਕੇ ਵਾਕਾਂ ਵਿਚ ਬਦਲੋ ।



ਪੰਜਾਬੀ ਨੌਵੀਂ (Optional)  
ਪਾਠਕ੍ਰਮ

ਕੁਲ ਅੰਕ : 50  
ਸਮਾਂ : 2 ਘੰਟੇ

ਕਵਿਤਾ

ਫਰੀਦ :- ਦਿਲਹੁ ਮੁਹਬਤਿ ਜਿੰਨ ਸੇਈ ਸਚਿਆ  
ਭਾਈ ਵੀਰ ਸਿੰਘ :- ਵੈਰੀ ਨਾਗ  
ਲੋਕ ਗੀਤ :- ਸੁਹਾਗ

(ਅੰਕ 10)

ਵਾਰਤਕ

ਪ੍ਰਿੰ. ਤੇਜਾ ਸਿੰਘ :- ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਦਾ ਦੇਸ਼-ਪਿਆਰ

(ਅੰਕ 10)

ਕਹਾਣੀ

ਸੁਜਾਨ ਸਿੰਘ :- ਗੁਰਪੁਰਬ  
ਲੋਕ ਕਹਾਣੀ :- ਸੰਜੋਗ

(ਅੰਕ 10)

ਇਕਾਂਗੀ

ਅਜਮੇਰ ਸਿੰਘ ਔਲਖ :- ਇਕ ਰਾਮਾਇਣ ਹੋਰ

(ਅੰਕ 10)

ਵਿਆਕਰਣ

ਨਿਬੰਧ :- ਆਲਤ੍ਰਪੁਣੇ ਦੀ ਸਮੱਸਿਆ, ਖੇਡਾਂ ਦਾ ਮਹੱਤਵ,  
ਵਾਤਾਵਰਣ-ਚੇਤਨਾ  
ਮੁਹਾਵਰੇ

(ਅੰਕ 10)



## Assessment of Term 2nd

**Marks : 30**

**Time : 2 Hours**

01. Translation of Urdu / English / Hindi or any three parts out of three from the selected prose portion. **3x2 = 6**
02. Word meaning of four persian words out of six in Urdu or English from Unit 2nd. **1x2 = 2**
03. Two questions will be asked to students from grammar portion out of three. **2x3 = 6**
04. Translation in Persian from Urdu or English of any two parts out of three from the selected prose portion. **2x3 = 6**
05. Translation in Urdu or English of any three stanzas out of four from the selected poetry portion and each part will comprise of two verses. **5x3 = 15**
06. Five questions of one marks each will be asked to students from the 1st term course. **1x5 =5**



## Assessment of Term 1st

**Marks : 30**

**Time : 2 Hours**

01. Translation of Urdu / English / Hindi or any two parts out of three from the selected prose portion. **2x2 = 4**
02. Word meaning of four persian words out of six in Urdu or English from Unit 2nd. **1x2 = 2**
03. Two questions will be asked to students from grammar portion out of three. **2x3 = 6**
04. Translation in Persian from Urdu or English of any one part out of two from the selected prose portion. **1x3 = 3**
05. Translation in Urdu or English of any two stanzas out of three from the selected poetry portion and each part will comprise of two verses. **5x2 = 10**
06. Five questions of one marks each will be asked to students from the 1st term course. **1x5 = 5**



ازواحد پنجم:

انتخاب از نظم فارسی: غزل نمبر ۱ ، رباعی نمبر ۱

Term 2nd

Unit 3 : 10 marks Term 2 :40 marks

Unit 3rd

Unit 3 will comprise of lessons based on the following:

ازواحد اول: صیغه یا ساخت فعل

ازواحد دوم: اتومبیل ، رنگها، وسایل آشپزخانه

Term 2nd

Term 2 will comprise of the lessons of Unit 3 and of the lessons based on the following:

ازواحد سوم: گفتگو ۲- آدرس- ساعت و تاریخ

ازواحد چهارم:

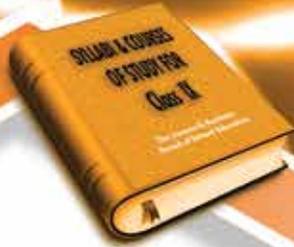
انتخاب از نثر فارسی : هنر گوش دادن

حکایات از گلستان سعدی: ۳، ۴، ۵

امثال و حکم : اولین شش

Textbook prescribed'

A text book of Persian published  
by JKBOSE



## SYLLABUS CLASS IX

Code:

**PERSIAN**

**Unit 1st**

Unit 1st: 10 marks Unit 2nd: 10 marks Term = 30 marks

Unit 1st

Unit 1st will comprise of lessons based on the following:

از واحد اول: اسم ضمیر، ضمیر شخصی، ضمیر اشاره، مصدر، مضارع

**Unit 2nd**

Unit 2nd will comprise of lessons based on the following:

از واحد دوم: میوه ها، سبزی ها

از واحد سوم: احوال پرسى، گفتگو (۱) معرفى

**Term 1**

Term 1 will comprise of the lessons of Unit 1, 2 and of the lessons based on the following:

از واحد چهارم:

انتخاب از نثر فارسی: دعای ورودی کتاب، جامعه

حکایات از گلستان سعدی: ۲۰۱



**Time : 2 Hours      Marks : 40      Second Term Test**

(۱) حصہ نثر : منتخب نثری اسباق میں سے لیے گئے چھ اقتباسات میں سے تین کا اردو یا انگریزی

میں ترجمہ کرنا۔ (۱۶)

(۲) حصہ شعر : منتخب شعری اسباق میں سے لیے گئے چار اشعار میں سے دو کا اردو یا انگریزی میں

ترجمہ کرنا۔ (۰۸)

(۳) قواعد الغتہ :

(۰۳) (چھ میں سے تین)      استفہام کا بیان ”من، ماوا“

(۰۳) (چھ میں سے تین)      مفرد و جمع کا بیان

(۰۴) (آٹھ میں سے چار)      ضمائر کا بیان

(۰۳) (چھ میں سے تین)      مبتدا و خبر کا بیان

(۰۳) (چھ میں سے تین)      اعضاء جسم کا بیان

Textbook prescribed'

A text book of Arabic published by JKBOSE



نمبرات : ۵۰	Second Term	الواحدة الثانية
نمبرات : ۲۲	Prose section	حصه النثر
نمبرات : ۰۸	Poetry section	حصه الشعر
نمبرات : ۲۰	Grammar	قواعد اللغة

نصابی کتاب سے درج ذیل اسباق:

حصه النثر:

الدرس السادس ، الدرس السابع ، الدرس الثامن ، الدرس التاسع ،

حصه الشعر:

الدرس العاشر ، دعاء ومدرتي

قواعد اللغة:

استفهام كإعلان ”من ، ما“

مفرد وجمع كإعلان

ضمائر كإعلان مُبتدأ وخبر كإعلان

اعضاء جسم كإعلان



**Time : 2 Hours                      Marks : 30      First Term Test**

(۱) حصہ نثر:

منتخب نثری اسباق میں سے لیے گئے چھ اقتباسات میں سے تین کا اردو یا انگریزی میں ترجمہ

کرنا۔ (۱۲)

(۲) پہلے سبق کے بارہ الفاظ میں سے چھ الفاظ کا اردو یا انگریزی میں ترجمہ کرنا۔

(۰۶)

(۳) تذکیر و تانیث لکھنا (چھ میں سے تین) (۰۳)

(۴) اسم اشارہ قریب (چھ میں سے تین) (۰۳)

(01)

(۵) اسم اشارہ بعید (چھ میں سے تین) (۰۳)

(۶) اسم معرفہ اور اسم نکرہ کا بیان کرنا (چھ میں سے تین) (۰۳)



## عربی

نمبرات : ۵۰	First Term	الوحدة الاولى
نمبرات : ۱۰	Word meaning	معانى الفاظ
نمبرات : ۲۰	Prose section	حصه النثر
نمبرات : ۲۰	Grammar	قواعد اللغة

نصابى كتاب سے یہ اسباق:

حصه النثر:

الدرس الاول ، الدرس الثانى ، الدرس الثالث،

الدرس الرابع ، الدرس الخامس

قواعد اللغة:

الفاظ کے معانى

اسم اشاره قريب

اسم اشاره بعيد

تذکیر و تانیث

حروف شمسی اور حروف قمری

اسم معرفہ اور اسم نکرہ کا بیان



(12)

نمبرات 15

(ب) نظم

03

۱۔ نعت

03

۲۔ غزل

03

۳۔ خاندان نامہ

۴۔ بیومنز کا نسبہ اُکس متعلق موخر نوٹ (محمد ایوب بیتاب۔ کرشن جواز دان تہ منشور

06

بانہالی۔

نمبرات 20

(ج) گرامر

۱۔ نصابی کتابہ ہنزون مشقن مژدینہ ۲ متہن عنوان ہند خیال تہا تہ ژوروسانیسی، سماجی تہ ثقافتی

07

موضوعو مژر گنہ اُکس پٹھہ اکھ تہ لفظن ہند مضمون۔

05

۲۔ چٹھگر یا درخاس (دفتری، نجی) دو یومنز اکھ۔

02

۳۔ واحد جمع۔ (ژورومنز ز)

02

۴۔ نرتہ ماد ناوتی۔ (ژورومنز ز)

02

۵۔ ناوتین ہند ک ضد۔ (ژورومنز ز)

02

۶۔ لفظن ہند معنی تہ جملن مژر استعمال۔ (ژورومنز ز)



- (40) ☆ سوالن پندری جواب۔ فایده۔ ٹرم (ز)  
☆ نثری اقتباسک سلیس۔ لینڈ ہی از اوٹ۔ 11 اگست تا 15 اکتوبر  
☆ شعر نثرس منز پھر فی۔ (شاعر سُنْد حوالہ دتھ شعر چ تشریح) مجرم۔  
☆ یمن کردارن پٹھ نوٹ: ۱۔ پولیوشن ۲۔ کلمہ دیو ۳۔ قادر کز آج ٹلان ہی مالہ گبر  
☆ صاب۔ فساد۔  
☆ گندہ سائنسی، سماجی یا ثقافتی موضوعس پٹھ مضمون۔ انسان گن۔  
☆ باؤت تہ امکو قسم۔ خاندان نامہ۔  
☆ اصلاح: افسانہ تہ ڈراما۔  
☆ درخاس تہ چٹھ لکھن۔

Time : 2 hrs Kashmiri (Optional)

Marks :50

نمبرات 15

(الف) نثر

03

۱۔ کاشتر زبان

03

۲۔ خون تہ خوچ کمی

03

۳۔ کیشہ کاشتری تلیم

03

۴۔ منیتہ توگ تہ کیشہ

03

۵۔ مجرم



☆ سوالن ہندی جواب۔

کیشہہ کا شری تلیمج

ٹرم (اکھ)

(30)

یا

1 اپریل تا 5 جون

☆ نثری اقتباسہ منر سوالن سوالن ہندی جواب  
☆ لفظن ہندی معنی تہ تہند جملن منر ورتا و۔  
☆ لفظن ہندی معنی تہ تہند جملن منر ورتا و۔  
☆ غزل، تلیمج، لکھ کتھ (اصلاحن ہندی  
☆ کز او ت تہ امکو قسم۔  
☆ وا حد جمع تہ تذکیر و تانیث۔

☆ کتہ جہ بچہ تہ الہ بیول۔  
☆ غزل : کشپہ

(11)

☆ سوالن ہندی جواب۔ (10)

☆ مہیتہ توگ نہ کیشہہ۔

☆ یونٹ (تڑے)

☆ نثری اقتباسہ منر سوالن ہندی جواب تہ ہانڈی۔

☆ 6 جون تا 15 جولائی روہیہ۔

☆ لفظن ہندی معنی تہ تہند جملن منر ورتا و۔

☆ غزل۔

☆ گنہ سانسہ، سماجی یا ثقافتی موضوعس پتھہ مضمون۔

☆ یادوستو۔

☆ باؤ ت تہ امکو قسم۔

☆ پوت لگو یا برو نہہ لگو و آتھہ نوک لفظ بناؤنی۔

☆ درخاس تہ چٹھ لکھن۔



## Kashmiri Optional

## Kashmiri

**Marks : 100**

**Time: 3Hours**

### Unitization

Learning Outcomes	Content	Course Period
(10) ☆ سوالن ہندی جواب لکھن۔ ☆ لفظن ہندی معنی۔ جنسہ ناوتہن ہندی ورتاؤ۔ ☆ لوہ کڑ موہ کڑ پیرا گراف لکھن۔	کاشمیر زبان۔ اوزون تہ فضا پتچ آلودگی۔ نعت یا رباعیہ	یونٹ (اکھ) 1 نومبر تا 15 دسمبر
(10) ☆ سوالن ہندی جواب۔ ☆ نثری اقتباسہ منہ سوالن ہندی جواب ژھانڈن۔ ☆ لفظن ہندی معنی تہ ٹہندہ جملن مژورتاؤ۔ ☆ درخاس یا چٹھہ لکھن۔ ☆ لفظن ہندی متضاد۔	خون تہ خوج کھی۔ شاہ اسرار الدین۔ لپا	یونٹ (ز) 1 مارچ تا 10 اپریل



- (۶) نصاب میں شامل تین نثری اسباق میں سے دو اقتباسات کا سیاق و سباق کے ساتھ آسان اردو میں لکھنا۔ 16 نمبرات
- (۷) نثری اسباق سے متعلق سوالات کا جواب دینا۔ (پانچ میں سے تین) 6 نمبرات
- (۸) شعری و نثری اصناف میں سے دو کی مختصر تعریف کرنا۔ (چار میں سے دو) 4 نمبرات
- (۹) غزلیہ اشعار / نظم کے کسی بند یا رباعی کی تشریح کرنا۔ 14 نمبرات
- (۱۰) نصاب میں شامل ادیبوں اور شاعروں میں سے کسی ایک کی سوانح حیات یا ادبی کارناموں یا خصوصیات کلام پر مختصر نوٹ لکھنا۔ (تین میں سے ایک) 8 نمبرات
- (۱۱) نظم یا مثنوی سے متعلق تین سوالات میں سے دو کا جواب دینا۔ 4 نمبرات

#### **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.

#### **Book Prescribed:**

(Baharistan-e-Urdu) for Class IX

بہارستانِ اُردو

Published by J&K State Board of School Education

اُردو کی نویں کتاب



(۱۰) نصاب میں شامل ادیبوں یا شاعروں میں سے کسی ایک کی سوانح یا ادبی کارناموں /  
خصوصیات کلام پر مختصر نوٹ لکھنا۔

4 نمبرات (تین میں سے ایک)

(۱۱) نظم یا مثنوی سے متعلق تین سوالات میں سے دو کا جواب دینا۔  
2 نمبرات

Time : 3 Hours

Marks : 100

IIInd Term Test

دوسری میقات کا کورس:

نثر: لاٹری کا ٹکٹ۔ درد کا مارا۔ میں ایک شہر تھا۔ غالب کے خطوط۔ نذیر احمد کی کہانی کچھ میری  
کچھ ان کی زبانی۔

غزلیات:

شوریدہ کاشمیری۔ شہر یار۔ عابد مناور۔ پر تپال سنگھ بے تاب۔

نظمیں:

چکبست۔ شاہ زور کاشمیری۔ اختر الایمان۔

(۱) پانچ عنوانات میں سے کسی ایک پر مضمون لکھنا۔  
12 نمبرات

(۲) نجی، دفتری، کاروباری یا دیگر امور سے متعلق خط لکھنا۔ (تین میں سے ایک) 8 نمبرات

(۳) چار میں سے دو الفاظ کا اسم مصدر، اسم صفت، اسم ضمیر کے طور پر استعمال کرنا۔ 4 نمبرات

(۴) فعل کے مختلف اقسام (مفرد مرکب / لازم و متعدی / معروف و مجہول کی تعریف کرنا اور  
مثالیں دینا۔ (چار میں سے دو کی)۔

2 نمبرات

(۵) حروف کی مختلف اقسام (مثلاً حروف تعجب / حروف جزا / حروف تاکید / حروف ندا /  
حروف تحسین / حروف علت) کی تعریف کرنا اور مثالیں دینا۔ (چار میں سے دو کی) 2 نمبرات



## Assessment of First Term

### Course:

The performance of students in the First Term Course, shall be assessed through 2 Unit Tests of 20 marks and a Term Test at the end of First Term having 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.

(08)

Time : 3 Hours

Marks : 60

First Term Test

- (۱) پانچ عنوانات میں سے کسی ایک پر مضمون لکھنا۔ 10 نمبرات
- (۲) نجی دفتر کا رکارڈ باری یاد دیگر امور سے متعلق خط لکھنا۔ (تین میں سے ایک) 6 نمبرات
- (۳) الفاظ محاورات کو جملوں میں استعمال کرنا۔ (چار میں سے دو کا) 4 نمبرات
- (۴) الفاظ کی تذکیر و تانیث کرنا یا ان کو جملوں میں استعمال کرنا۔ (چار میں سے دو) 2 نمبرات
- (۵) واحد کے جمع اور جمع کے واحد لکھنا۔ (چھ میں سے چار) 2 نمبرات
- (۶) شامل نصاب نثری اسباق سے تین اقتباسات میں سے دو سیاق و سباق کے ساتھ آسان اُردو میں پیش کرنا۔ 10 نمبرات
- (۷) نثری اسباق سے متعلق سوالات کا جواب دینا۔ (پانچ میں سے تین) 6 نمبرات
- (۸) شعری و نثری اصناف کی مختصر تعریف کرنا اور مثالیں دینا۔ (چار میں سے دو) 4 نمبرات
- (۹) غزلیہ اشعار یا نظم کے کسی بند کی (غزل یا نظم) کے شاعر کا حوالہ دیکر بشرح کرنا۔ 10 نمبرات



### پہلی میقات (First Term)

حصہ نثر	40 نمبرات
حصہ شعر	20 نمبرات
گرامر	40 نمبرات

### پہلی میقات کورس (First Term Course)

پہلی میقات میں بہارستان اُردو کے مندرجہ ذیل اسباق شامل ہیں:

- نثر: (۱) انسانِ کامل (۲) انفارمیشن ٹکنالوجی  
(۳) اُردو کہاں پیدا ہوئی (۴) دیوان مرحوم کی یاد میں  
(۵) ماحولیاتی آلودگی۔

غزلیات:

فراق گورکھپوری۔ غلام رسول نازکی۔ تنہا انصاری۔ فیض احمد فیض۔

نظم:

حالی۔ اکبر الہ آبادی۔ اقبال۔

مثنوی:

دنیا کی ناپائیداری۔ مرزا شوق۔

رباعیات:

جو ش۔



(06)

نمبرات: 200

## اُردو

ثانوی سطح پر اُردو زبان پڑھنے کے مقاصد

طلباء و طالبات

- (۱) عام بول چال میں اُردو زبان کا استعمال کر سکیں۔
- (۲) موقع و ماحول کی مناسبت سے زبان کا صحیح استعمال کر سکیں۔
- (۳) زبان دانی کے قواعد سے واقف ہو جائیں اور زبان کے برتاؤ میں تنوع سے متعارف ہو کر اس سے محفوظ ہونے کی اپنے آپ میں صلاحیت پیدا کر سکیں۔
- (۴) شعری و نثری اصناف سے واقف ہو جائیں۔
- (۵) اپنے اندر ادبی ذوق پیدا کر سکیں۔
- (۶) اعلیٰ تعلیم حاصل کرنے کی طرف راغب ہو جائیں۔ اور
- (۷) اُردو کے ادبی، علمی، معلوماتی اور دیگر نوعیت کے سرمایے سے مستفید ہو سکیں۔

دائرہ کار

- (۱) سُننا
- (۲) بولنا
- (۳) پڑھنا
- (۴) لکھنا



The performance of students in the First Term Course, shall be assessed through 2 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.

### First Term Test

**Marks : 30**

**Time : 2 Hours**

- (۱) چار دئے گئے عنوانات میں سے کسی ایک پر مضمون لکھنا۔ 05
- (۲) نجی / دفتری / کاروباری یادگیر امور سے متعلق (تین میں سے ایک) خط لکھنا۔ 04
- (۳) تذکیر و تانیث (چار میں سے دو) 01
- (۴) واحد جمع (چار میں سے دو) 01
- (۵) الفاظ کا جملوں میں استعمال کرنا۔ (دو میں سے ایک) 01
- (۶) نثری اسباق میں سے لئے گئے دو اقتباسات میں سے ایک کا آسان اُردو میں پیش کرنا۔ 05



(۴) شوریدہ کاشمیری

نظم: کشمیر چکبست

مثنوی: دنیا کی ناپائیداری - مرزا شوق

(ج): گرائمر

40 نمبرات

(05)

40 نمبرات

First Term

پہلی میقات

20

نثری حصہ:

انسان کامل

انفارمیشن ٹیکنالوجی

10

شعری حصہ:

فراق اور ناز کی غزلیں

مثنوی:

دنیا کی ناپائیداری، مرزا شوق

20

گرائمر:



## GROUP II : ADDITIONAL (OPTIONAL) LANGUAGES

(URDU) اُردو

100

نمبرات

40

نمبرات

حصہ نثر

20

نمبرات

حصہ شعر

40

نمبرات

گرائمر

”بہارستانِ اُردو“ نویں جماعت کے لئے

نصابی کتاب

میں سے صرف مندرجہ ذیل اسباق:

Prose Section

40

نمبرات

(الف): حصہ نثر

10

نمبرات

(۱) انسانِ کامل

10

نمبرات

(۲) انفارمیشن ٹیکنالوجی

10

نمبرات

(۳) اُردو کہاں پیدا ہوئی

10

نمبرات

(۴) دیوانِ مرحوم کی یاد میں

20

نمبرات

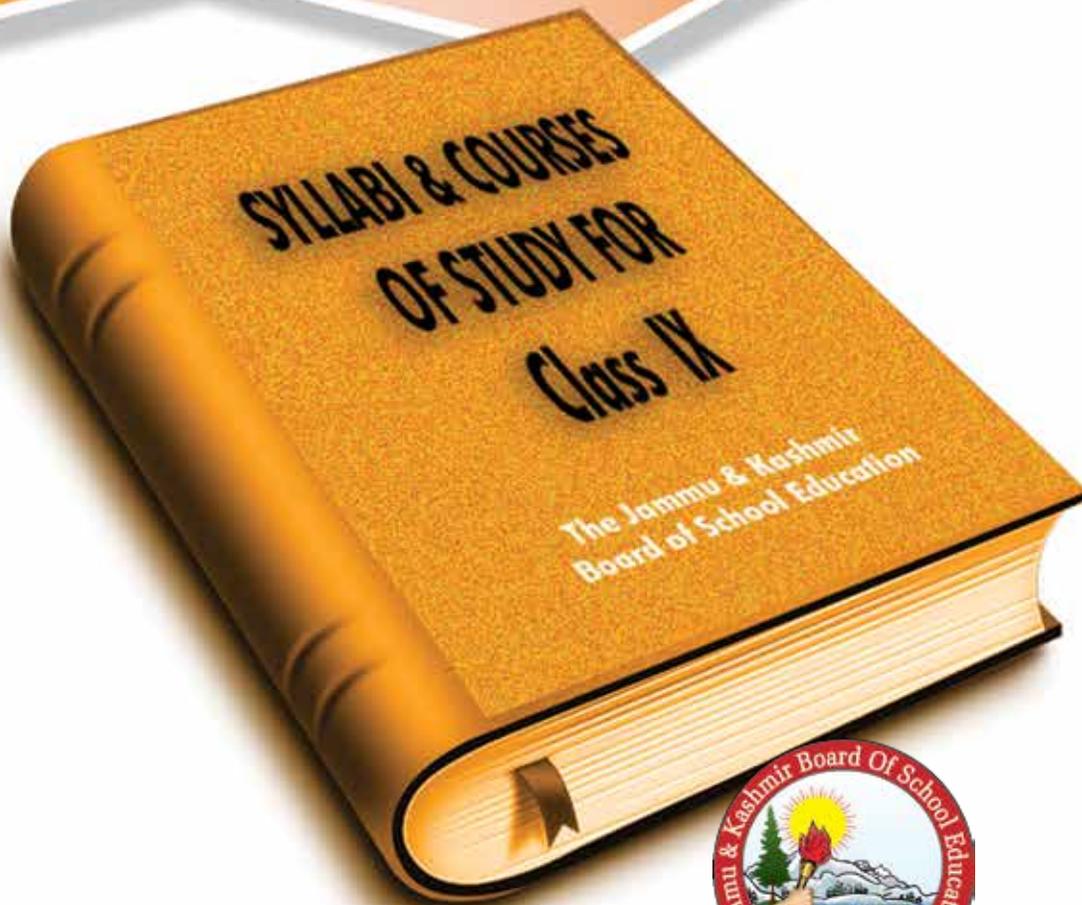
(ب): حصہ شعر

(۱) فراق گورکھپوری

(۲) غلام رسول نازکی

(۳) تنہا انصاری





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