

SYLLABUS

Session - 2023-24

Class - IX

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Class: IX

Subject : English Language and Literature (184)

1. BACKGROUND

At the secondary stage of English language learning the textual materials and other resources should represent a wide range of learning experience. Literature has always played a significant role in learning language. However, it is felt that pupils should be apprised with contemporary issues, read authentic literature and experiences of people to reflect and build their personality traits. While there is a trend for inclusion of a wider range of contemporary and authentic texts, accessible and culturally appropriate pieces of literature should play a pivotal role at the secondary stage of education. The English class is meant for reading literature from different perspectives and to engage in activities for developing communicative competence, creativity and enrichment of language skills. It should not be seen as a place merely to read poems and stories in, but an area of activities to develop the learner's imagination as a major aim of language study, and to equip the learner with communicative skills to perform various language functions through speech and writing.

2. OBJECTIVES:

Objectives of the course are to enable learners to:

- build greater confidence and proficiency in oral and written communication
- develop the ability and knowledge required in order to engage in independent reflection and inquiry

- make appropriate usage of English language
- communicate in various social settings
- equip learners with essential language skills to question and to articulate their point of view
- build competence in the different aspects of the Language
- develop sensitivity to, and appreciation of world literature representing varieties of English and cultures embedded in it.
- enable the learner to access knowledge and information through reference skills (consulting a dictionary / thesaurus, library, internet, etc.)
- develop curiosity and creativity through extensive reading
- facilitate self-learning to enable them to become independent learners
- review, organize and edit their own work and work done by peers
- integrate listening and speaking skills in the curriculum.
- give a brief oral description of events / incidents of topical interest
- retell the contents of authentic audio texts (weather reports, public announcements, Simple advertisements, short interviews, etc.)
- participate in conversations, discussions, etc., on topics of mutual interest in non-classroom situations
- narrate a story which has been depicted pictorially or in any other non-verbal mode
- respond, in writing, to business letters, official communications email etc.

- read and identify the main points / significant details of texts like scripts of audio-video interviews, discussions, debates, etc.
- write without prior preparation on a given topic and be able to defend or explain the Stand taken / views expressed in the form of article, speech, or a debate
- write a summary of short lectures on familiar topics by making / taking notes
- write an assessment of different points of views expressed in a discussion / debate
- read poems effectively (with proper rhythm and intonation)
- transcode information from a graph / chart to a description / report and write a dialogue, short story or report
- Develop appreciation for Indian languages (multilingualism), translations and Indian Literature.

ENGLISH LANGUAGE AND LITERATURE (Code No. 184)
SYLLABUS CLASS – IX 2023-24

Section Wise Weightage

Section - A Reading Skills **20 Marks**

Section- B Writing Skills and Grammar **20 Marks**

Section - C Literature Textbooks **40 Marks**

Important: Annual Written Examination will be of 80 marks. There will be Internal Assessment of 20 marks

(Total Marks =80+20=100 marks)

SECTION A Reading Skills

I. Reading Comprehension through Unseen Passage 20 Marks

1. Discursive passage of 400-450 words. (10 marks)
2. Case-based factual passage (with visual input- statistical data/chart etc.) of 200-250 words. (10 marks)

(Total length of two passages to be 600-700 words)

Multiple Choice Questions / Objective Type Questions/Very Short Answer Questions will be asked to assess comprehension, interpretation, analysis, inference, evaluation and vocabulary.

SECTION B Writing Skills and Grammar

Grammar 10 Marks

- Determiners
- Tenses
- Modals
- Subject – verb concord
- Reported speech
 - Commands and requests
 - Statements
 - Questions

The courses at the secondary level seek to cement high professional grasp of grammatical items and levels of accuracy. Accurate use of spelling, punctuation and grammar will be assessed through Gap Filling/

Editing/Transformation exercises. **Ten out of twelve questions will be attempted.**

Writing Skills 10 marks

Writing a Descriptive Paragraph (word limit 100-120 words), describing a person / event / situation, based on visual or verbal cue/s. One out of two questions to be answered. **(5 marks)**

Writing a Story (on a given cue/title)/Diary Entry, in 100-120 words. One out of two questions is to be answered. **(5 marks)**

SECTION C Literature

40 Marks

Reference to the Context

(5+5 = 10 Marks)

One extract out of two, from Drama / Prose.

One extract out of two, from poetry.

Multiple Choice Questions / Objective Type Questions will be asked to assess interpretation, analysis, inference, evaluation, appreciation and vocabulary.

Short & Long Answer Questions

- Four out of Five Short Answer Type Questions to be answered in 40-50 words from the book BEEHIVE to assess interpretation, analysis, inference and evaluation. **(4x3=12 marks)**
- Two out of Three Short Answer Type Questions to be answered in 40-50 words from the book MOMENTS to assess interpretation, analysis, inference and evaluation. **(3x2=6 marks)**

- One out of two Long Answer Type Questions from BEEHIVE to be answered in about 100-120 words to assess creativity, imagination and extrapolation beyond the text and across the text. This can also be a passage-based question taken from a situation/plot from the text.
(6 marks)
- One out of two Long Answer Type Questions from MOMENTS, on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch to be answered in about 100-120 words.
(6 marks)

FORMAT FOR THE UNIT TEST

Q1. SECTION-A Reading (1*5=5marks)

SECTION-B (Writing & Grammar)

Q2. Writing 3 marks

Q3. Grammar 3 marks

SECTION-C (Literature)

Q4. Extract based questions 1*2=2 marks

Q5. Short answer question (two out of three) 2*2=4

Q6. Long answer question (one out of two) 1*3=3 marks

Prescribed Books: Published by NCERT, New Delhi

Beehive (Prose)

1. The Fun They Had

2. The Sound of Music
3. The Little Girl
4. A Truly Beautiful Mind
5. The Snake and the Mirror
6. My Childhood
7. Reach For The Top
8. Kathmandu
9. If I were You

Poems

1. The Road Not taken
2. Wind
3. Rain on The Roof
4. The Lake Isle of Innisfree
5. A Legend of The Northland
6. No Men Are Foreign
7. On killing a tree
8. A Slumber Did My Spirit Seal

Moments (Supplementary Book)

1. The Lost Child

2. The adventures of Toto
3. Iswaran the Storyteller
4. In the kingdom of fools
5. The Happy Prince
6. The Last Leaf
7. A House is not a Home
8. The Beggar

3. WORDS AND EXPRESSIONS – I (WORKBOOK FOR CLASS IX) – Units 1 to 6 and Units 8, 10 & 11

UNIT WISE DIVISION OF THE SYLLABUS

UNIT -1

BEEHIVE: Ch-1 The Fun They Had

Poem: The Road Not Taken

MOMENTS: Ch-1 The Lost Child

WORKBOOK: Unit-1

GRAMMAR: Tenses

WRITING SKILLS: Descriptive Paragraph (Person)

Activity: Group Discussion on the schools in future and about choices in Life

UNIT -2

BEEHIVE: Ch-1 The Sound Of Music

Poem: Wind

MOMENTS: Ch-2 The Adventures Of Toto

WORKBOOK: Unit-2

GRAMMAR: Subject Verb Concord

WRITING SKILLS: Descriptive Paragraph (Place)

Activity: Reading Comprehension from Workbook

UNIT -3

BEEHIVE: Ch- 3 The Little Girl

Poem: Rain On The Roof

MOMENTS: Ch-3 Iswaran The Story Teller

WORKBOOK: Unit-3

GRAMMAR: Modals

WRITING SKILLS: Article Writing

Activity: Story Writing based on Visual Inputs

UNIT -4

BEEHIVE: Ch-4 A Truly Beautiful Mind

Poem: The Lake Isle of Innisfree

MOMENTS: Ch- 4 In The Kingdom Of Fools

WORKBOOK: Unit-4

GRAMMAR: Modals

WRITING SKILLS: Story Writing

Activity: Listening Activity and Debate on 'Materialistic world and emotions'

UNIT -5

BEEHIVE: Ch-5 The Snake And The Mirror

Poem: A Legend Of The Northland

MOMENTS: Ch-5 The Happy Prince

WORKBOOK: Unit-5

GRAMMAR: Determiners

WRITING SKILLS: Story Writing

Activity: Speaking Activity (Extempore)

UNIT -6

BEEHIVE: Ch-6 My Childhood

Poem: No Men Are Foreign

MOMENTS: Ch-6 The Last Leaf

WORKBOOK: Unit-6

GRAMMAR: Reported Speech

WRITING SKILLS: Diary Entry

Activity: Article Writing on the topic "Role of young students in the making of New India"

UNIT -7

BEEHIVE: Ch-7 Reach For The Top

Poem: On Killing A Tree

MOMENTS: Ch-7 A House Is Not A Home

WORKBOOK: Unit-8

GRAMMAR: Reported Speech

WRITING SKILLS: Descriptive Paragraph (Event)

Activity: Grammar Activity on Tenses

UNIT -8

BEEHIVE: Ch-8 Kathmandu

Poem: A Slumber Did My Spirit Seal

MOMENTS: Ch- 8 The Beggar

WORKBOOK: Unit-10

GRAMMAR: Reported Speech

WRITING SKILLS: Diary Entry

Activity: Role Play

UNIT -9

BEEHIVE: Ch-9 If I were You

WORKBOOK: Unit-11

GRAMMAR: Subject Verb Concord

WRITING SKILLS: Article Writing

ACTIVITY: Listening and speaking activity (ALS)

UNIT -10

Revision of Unit-1 & Unit-2

Subject : Science (086)

Objective

The subject of science plays an important role in developing well-defined abilities in cognitive, affective and psychomotor domains in children. It augments the spirit of enquiry, creativity, objectivity, and aesthetic sensibility.

Upper primary stage demands that a number of opportunities should be provided to the students to engage them with the processes of science like observing, recording observations, drawing, tabulation, plotting graphs, etc., whereas the secondary stage also expects abstraction and quantitative reasoning to occupy a more central place in the teaching and learning of science. Thus, the idea of atoms and molecules being the building blocks of matter makes its appearance, as does Newton's law of gravitation.

RATIONALE

The present syllabus has been designed around seven broad themes viz. Food; Materials; The World of The Living; How Things Work; Moving Things, People, and Ideas; Natural Phenomenon and Natural Resources. Special care has been taken to avoid temptation of adding too many concepts than can be comfortably learnt in the given time frame. No attempt has been made to be comprehensive.

At this stage, while science is still a common subject, the disciplines of Physics, Chemistry and Biology being to emerge. The students should be exposed to experiences based on hands on activities as well as modes of reasoning that are typical of the subject.

General Instructions:

1. There will be an Annual Examination based on the entire syllabus.
2. The Annual Examination will be of 80 marks and 20 marks weightage shall be for Internal Assessment.
3. For Internal Assessment:
 - a. There will be Periodic Assessment that would include:
 - For 5 marks- Three periodic tests conducted by the school. Average of the best two tests to be taken that will have a weightage of 05 marks towards the final result.
 - For 5 marks- Diverse methods of assessment as per the need of the class dynamics and curriculum transaction. These may include - short tests, oral test, quiz, concept maps, projects, posters, presentations, and enquiry based scientific investigations etc. and use rubrics for arguing them objectively. This will also have a weightage of 05 marks towards the final result.
 - b. Practical / Laboratory work should be done throughout the year and the student should maintain record of the same. Practical Assessment should be continuous. There will be weightage of 5 marks towards the final result. All practicals listed in the syllabus must be completed.
 - c. Portfolio to be prepared by the student- This would include classwork and other sample of student work and will carry a weightage of 5 marks towards the final results

COURSE STRUCTURE: CLASS IX
(ANNUAL EXAMINATION)

Unit No.	Unit	Marks
I	Matter - Its Nature and Behaviour	25
II	Organization in the Living World	22
III	Motion, Force and Work	27
IV	Food; Food Production	06
	Total	80
	Internal assessment	20
	Grand Total	100

UNIT-I

1. Matter in our surroundings- matter, physical nature of matter- particulate, extremely small in size; characteristics of particles of matter- have space between them, move continuously, has force of attraction between them.
2. Motion- rest and motion a relative term, describing motion- reference point, motion along a straight line, scalar and vector quantity, distance and displacement, uniform and non-uniform motion, speed, and velocity,
3. Fundamental unit of life-Cell as a basic unit of life; prokaryotic and eukaryotic cells, multicellular organisms; cell membrane and cell wall

Practical

To prepare stained temporary mounts of (a) onion peel and (b) human cheek cells and to record observations.

UNIT-II

1. Matter in our surroundings- states of matter-solid, liquid and gas, comparison between them based on several properties, effect of

temperature and pressure on states of matter- inter conversions of states of matter: latent heat of fusion and vaporization.

Practical

To determine the melting point of ice and boiling point of water.

2. Motion- acceleration, graphical representation of motion- distance time and velocity time graphs, uniform circular motion.
3. Fundamental unit of life-cell organelles; endoplasmic reticulum, Golgi apparatus; nucleus. Lysosomes

UNIT-III

1. Matter in our surroundings- evaporation- factors affecting evaporation and cooling produced by evaporation.
2. Force and laws of motion-balanced and unbalanced forces, first law of motion-inertia; second law of motion-momentum
3. Fundamental unit of life-chloroplast, mitochondria, vacuoles, cell division

UNIT IV

1. Is matter around us pure- Is matter around us pure-classification of matter- pure substance and mixtures; mixtures- homogeneous and heterogeneous-true solutions, suspensions, and colloid; saturated and unsaturated solutions; concentration of solutions.

Practical

2. Force and laws of motion-third law of motion- recoil velocity.
3. Tissues- Plant tissue- meristematic tissue, simple permanent tissue, complex permanent tissue.
 - 1) Preparation of :

- a) a true solution of common salt, sugar, and alum
- b) a suspension of soil, chalk powder and fine sand in water
- c) a colloidal solution of starch in water and egg albumin/milk in water
and distinction between these on the basis of
 - transparency
 - filtration criterion
 - stability

UNIT V

1. Is matter around us pure- pure substances- elements and compounds, physical and chemical changes,

Practical-

i) Preparation of a mixture and a compound

using iron filings and sulphur powder and distinction between these on the basis of:

- a) appearance, i.e., homogeneity and heterogeneity
- b) behavior towards a magnet
- c) behavior towards carbon disulphide as a solvent
- d) effect of heat

ii) Performing the following reactions and classifying them as physical or chemical changes:

- a. Iron with copper sulphate solution in water
- b. Burning of magnesium ribbon in air

- c. Zinc with dilute sulphuric acid
- d. Heating of copper sulphate crystals
- e. Sodium sulphate with barium chloride in the form of their solutions in water.

2. Gravitation- centripetal and centrifugal force, universal law of gravitation, free fall acceleration due to gravity, mass and weight, weight of object on moon.

3. Tissues- Animal tissue- epithelial tissue, connective tissue, muscular tissue, nervous tissue.

Practical- Identification of Parenchyma, Collenchyma and Sclerenchyma tissues in plants, striped, smooth, and cardiac muscle fibers, and nerve cells in animals from prepared slides. Drawing their labeled diagrams.

UNIT VI

1. Atoms and molecules- laws of chemical combinations- law of conservation of mass and law of constant proportion,

Practical

Verification of the law of conservation of mass in a chemical reaction.

2. Gravitation- thrust and pressure, pressure in fluids, buoyancy, why do objects float or sink, Archimedes principle,

Practical

i) Determination of the density of solid (denser than water) by using a spring balance and a measuring cylinder.

ii) Establishing the relation between the loss in weight of a solid when fully immersed in

- a) tap water.
- b) Strongly salty water, with the weight of water displaced by it by taking at least two different solids.

3.Improvement in food resources- improvement in crop yields, crop variety improvement, crop production management-nutrient management

UNIT VII

1. Atoms and molecules- Dalton's atomic theory-postulates; atoms- symbols of atoms, existence of atoms- molecules and ions

2. Work and energy- work and its scientific conception, energy and different forms of energy, interconversions of various forms of energy. Potential energy and kinetic energy

3.Improvement in food resources- irrigation, cropping pattern. Crop protection management, storage of grains.

UNIT VIII

1. Atoms and molecules- Writing chemical formulae, atomic mass and molecular mass, formula unit mass.

2. Work and energy- Law of conservation of energy, rate of doing work (excluding commercial unit of energy)

3. Improvement in food resources- Animal Husbandry-Cattle farming, Poultry Farming.

UNIT IX

1.Structure of atom-Charged particles in matter- electron, proton and neutron, structure of atom- Thomson's model, Rutherford's model, and Bohr's model of atom

2.Sound- Production of sound, propagation of sound, sound- a mechanical wave, longitudinal and transverse wave, characteristics of sound waves- wavelength, amplitude, frequency, time period, speed, pitch, loudness, quality, intensity of sound wave.

Practical

Determination of the speed of a pulse propagated through a stretched string /slinky.

3.Improvement in food resources- Animal husbandry-

Fish Production, Bee keeping

UNIT - X

1.Structure of atom - atomic number, mass number, representation of atom, electronic configuration, valency, formation of cations and anions, isotopes, and Isobars.

2.Sound- Reflection of sound, laws of reflection, echo and reverberation, uses of multiple reflection of sound, infrasound and ultrasound, applications of ultrasound.

Practical- Verification of the Laws of reflection of sound.

ASSESSMENT AREAS (THEORY) 2023-24 (CLASS IX)
SCIENCE (086) TIME: 3 HRS.
MAXIMUM MARKS: 80 MARKS

Composition of question paper year and examination.

- Competency focused questions in the form of MCQS/ Cased Band Questions, source based integrated Questions or any other type = 50%
- Select response type questions (MCQ) = 20%
- Constructed response questions (Short Answer/Long Answer type Questions, as per existing pattern) = 30%

An internal choice of approximately 33% would be provided.

• **INTERNAL ASSESSMENT** **(20 Marks)**

- Periodic Assessment - 05 marks + 05 marks
- Subject Enrichment (Practical Work) - 05 marks
- Portfolio - 05 marks

SUGGESTIVE VERBS FOR VARIOUS COMPETENCIES

- Demonstrate Knowledge and Understanding State, name, list, identify, define, suggest, describe, outline, summarize, etc.
- Application of Knowledge/Concepts Calculate, illustrate, show, adapt, explain, distinguish, etc.
- Analyze, Evaluate and Create Interpret, analyze, compare, contrast, examine, evaluate, discuss, construct, etc.

Subject : Mathematics (041)

The Syllabus in the subject of Mathematics has undergone changes from time to time in accordance with growth of the subject and emerging needs of the society. The present revised syllabus has been designed in accordance with National Curriculum Framework 2005 and as per guidelines given in the Focus Group on Teaching of Mathematics which is to meet the emerging needs of all categories of students. For motivating the teacher to relate the topics to real life problems and other subject areas, greater emphasis has been laid on applications of various concepts. The curriculum at Secondary stage primarily aims at enhancing the capacity of students to employ Mathematics in solving day-to-day life problems and studying the subject as a separate discipline. It is expected that students should acquire the ability to solve problems using algebraic methods and apply the knowledge of simple trigonometry to solve problems of height and distances. Carrying out experiments with numbers and forms of geometry, framing hypothesis and verifying these with further observations form inherent part of Mathematics learning at this stage. The proposed curriculum includes the study of number system, algebra, geometry, trigonometry, mensuration, statistics, graphs and coordinate geometry, etc. The teaching of Mathematics should be imparted through activities which may involve the use of concrete materials, models, patterns, charts, pictures, posters, games, puzzles and experiments.

Objectives : The broad objectives of teaching of Mathematics at secondary stage are to help the learners to:

- consolidate the Mathematical knowledge and skills acquired at the upper primary stage;

- acquire knowledge and understanding, particularly by way of motivation and visualization, of basic concepts, terms, principles and symbols and underlying processes and skills;
- develop mastery of basic algebraic skills;
- develop drawing skills;
- feel the flow of reason while proving a result or solving a problem;
- apply the knowledge and skills acquired to solve problems and wherever possible, by more than one method;
- to develop ability to think, analyze and articulate logically;
- to develop awareness of the need for national integration, protection of environment, observance of small family norms, removal of social barriers, elimination of gender biases;
- to develop necessary skills to work with modern technological devices and mathematical software's.
- to develop interest in mathematics as a problem-solving tool in various fields for its beautiful structures and patterns, etc.
- to develop reverence and respect towards great Mathematicians for their contributions to the field of Mathematics;
- to develop interest in the subject by participating in related competitions;
- to acquaint students with different aspects of Mathematics used in daily life;
- to develop an interest in students to study Mathematics as a discipline.

COURSE STRUCTURE CLASS –IX

Unit	Unit Name	Mark s
I	NUMBER SYSTEMS	10
II	ALGEBRA	20
III	COORDINATE GEOMETRY	04
IV	GEOMETRY	27
V	MENSURATION	13
VI	STATISTICS & PROBABILITY	06
	Total	80

COURSE STRUCTURE CLASS –IX (to be followed in class)

UNITS	CHAPTER N	CHAPTER NAME
I	CH1	NUMBER SYSTEMS
II	CH3	COORDINATE GEOMETRY
III	CH2	POLYNOMIALS
IV	CH5 CH6	INTRODUCTION TO EUCLID'S GEO LINES AND ANGLES
V	CH7 CH10	TRIANGLES HERON'S FORMULA
VI	CH4	LINEAR EQUATION IN TWO VARIA
VII	CH8	QUADRILATERAL
VIII	CH9	CIRCLES
IX	CH11	SURFACE AREAS AND VOLUMES
X	CH12	STATISTICS

UNIT-I

• (UNIT: NUMBER SYSTEMS)

UNIT I: NUMBER SYSTEMS

(18) Periods

KEYWORDS: Real numbers, rational numbers, irrational numbers, number line

1. Review of representation of natural numbers, integers, and rational numbers on the number line. Rational numbers as recurring/ terminating decimals. Operations on real numbers.
2. Examples of non-recurring/non-terminating decimals. 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 the number line and conversely, viz. every point on the number line represents a unique real number.
3. Definition of nth root of a real number.
4. Rationalization₁ (with precise meaning) of real numbers of the type $\frac{1}{a + b\sqrt{x}}$ and $\frac{1}{\sqrt{x} + \sqrt{y}}$ (and their combinations) where x and y are natural number and a and b are integers.
5. Recall of laws of exponents with integral powers. Rational exponents with positive real bases (to be done by particular cases, allowing learner to arrive at the general laws.)

ACTIVITY To draw a square root spiral

UNIT II: COORDINATE GEOMETRY

COORDINATE GEOMETRY

(7) Periods

KEYWORDS: Abscissa ,Ordinate, X-Axis, Y-Axis, Quadrant

The Cartesian plane, coordinates of a point, names and terms associated with the coordinate plane, notations.

ACTIVITY To find a hidden picture by plotting and joining the various points with given coordinates in given plane.

UNIT III: ALGEBRA

POLYNOMIALS

(26) Periods

KEYWORDS: Polynomial, Monomial, Binomial, Trinomial, Constant Polynomial, Linear Polynomial, Quadratic Polynomial and Cubic Polynomial.

Definition of a polynomial in one variable, with examples and counter examples. Coefficients of a polynomial, terms of a polynomial and zero polynomial. Degree of a polynomial. Constant, linear, quadratic and cubic polynomials. Monomials, binomials, trinomials. Factors and multiples. Zeros of a polynomial. Motivate and State the Remainder Theorem with examples. Statement and proof of the Factor Theorem. Factorization of $ax^2 + bx + c$, $a \neq 0$ where a , b and c are real numbers, and of cubic polynomials using the

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

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

$$x^3 \pm y^3 = (x \pm y)(x^2 \mp xy + y^2)$$

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

Factor Theorem.

Recall of algebraic expressions and identities. Verification of identities: and their use in factorization of polynomials.

ACTIVITY To verify algebraic identity and crossword puzzle.

UNIT IV: INTRODUCTION TO EUCLID'S GEOMETRY (7) Periods

History - Geometry in India and Euclid's geometry. Euclid's method of

formalizing observed phenomenon into rigorous Mathematics with definitions, common/obvious notions, axioms/postulates and theorems. The five postulates of Euclid. Showing the relationship between axiom and theorem, for example:

(Axiom) 1. Given two distinct points, there exists one and only one line through them.

(Theorem) 2. (Prove) Two distinct lines cannot have more than one point in common.

LINES AND ANGLES

(15) Periods

KEYWORDS : Collinear points, Line Segment, Lines, Angles and Triangles

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

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

3.(Motivate) Lines which are parallel to a given line are parallel.

ACTIVITY To represent parallel lines and transversal by using art integration.

UNIT V: TRIANGLES

(22) Periods

KEYWORDS: Triangles, Congruent figures

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

2.(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 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 a side of the other triangle. (RHS Congruence)

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

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

HE RON's FORMULA

(5) Periods

KEYWORDS: Area, Perimeter.

Area of a triangle using Heron's formula (without proof)

ACTIVITY Crossword Puzzle

UNIT VI

LINEAR EQUATIONS IN TWO VARIABLES

(16) Periods

KEYWORDS: Linear, Linear equations in one variable, Linear equations in two variables.

Recall of linear equations in one variable. Introduction to the equation in two variables. Focus on linear equations of the type $ax + by + c = 0$. Explain that a linear equation in two variables has infinitely many solutions and justify their being written as ordered pairs of real numbers, plotting them and showing that they lie on a line.

ACTIVITY To obtain a linear equation and draw a graph which represents the linear equation.

UNIT VII

QUADRILATERALS

(13) Periods

KEYWORDS: Quadrilaterals, Trapezium, Parallelogram, Square, Rhombus Rectangle, Kite.

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 in half of it and (motivate) its converse.

ACTIVITY To verify mid point theorem by paper cutting and pasting method.

UNIT VIII

CIRCLES

(17) Periods

KEYWORDS: Circle, Circular Region, Circumference of a Circle, Chord of a circle, Diameter of a circle, semicircle, Arc of a circle, Concentric circles, Sector of a circle, Cyclic Quadrilateral, Congruent circles

1. (Prove) Equal chords of a circle subtend equal angles at the center and (motivate) its converse.
2. (Motivate) The perpendicular from the center of a circle to a chord bisects the chord and conversely, the line drawn through the center of a circle to bisect a chord is perpendicular to the chord.

3. (Motivate) Equal chords of a circle (or of congruent circles) are equidistant from the center (or their respective centers) and conversely.
4. (Prove) The angle subtended by an arc at the center is double the angle subtended by it at any point on the remaining part of the circle.
5. (Motivate) Angles in the same segment of a circle are equal.
6. (Motivate) If a line segment joining two points subtends equal angle at two other points lying on the same side of the line containing the segment, the four points lie on a circle.
7. (Motivate) The sum of either of the pair of the opposite angles of a cyclic quadrilateral is 180° and its converse.

ACTIVITY To verify that the angles in the same segment of a circle are equal.

UNIT IX: MENSURATION

SURFACE AREAS AND VOLUMES

(17) Periods

KEYWORDS: Cylinder, Cone, Sphere

Surface areas and volumes of spheres (including hemispheres) and right circular cones

Activity To find the formula for the lateral surface area of cylinder

UNIT X: STATISTICS

STATISTICS

(15) Periods

KEYWORDS: Introduction to Statistics: Collection of data, presentation of data — tabular form, ungrouped / grouped, bar graphs

Bar graphs, histograms (with varying base lengths), and frequency polygons.

ACTIVITY To draw Histograms for classes of equal widths.

MATHEMATICS
QUESTION PAPER DESIGN
CLASS – IX (2023-24)

Time: 3 Hrs.

Max. Marks: 80

S. No.	Typology of Questions	Total Marks	% Weightage (approx.)
1	<p>Remembering: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.</p> <p>Understanding: Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas</p>	43	54
2	<p>Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</p>	19	24
3	<p>Analysing : Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations</p> <p>Evaluating: Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.</p> <p>Creating: Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions</p>	18	22
Total		80	100

INTERNAL ASSESSMENT	20 MARKS
Pen Paper Test and Multiple Assessment (5+5)	10 Marks
Portfolio	05 Marks
Lab Practical (Lab activities to be done from the prescribed books)	05 Marks

Subject : Information Technology (402)

Books: **Employability Skills – Class 9 (Part-A)**
 Domestic Data Entry Operator for Class 9 (Part-B)

Publisher: NCERT

OBJECTIVES OF THE COURSE:

In this course, the students will be introduced to the fundamental concepts of digital documentation, digital spreadsheet, digital presentation, database management and internet security.

The following are the main objectives of this course:

- To familiarize the students with the world of IT and IT enabled services.
- To provide in-depth training in use of data entry, internet and internet tools.
- To develop practical knowledge of digital documentation, spreadsheets and presentation.
- To enable the students to understand database management systems and have updated knowledge about digital record keeping.
- To make the students capable of getting employment in Private Sector, Public Sector, Ministries, Courts, House of Parliament, and State Legislative Assemblies.
- To develop the following skills:
 - o Data Entry and Keyboarding skills
 - o the concept of Digital Documentation
 - o the concept of Digital Presentation
 - o the concept of Electronic Spreadsheet
 - o the concept of Databases
 - o Internet Technologies

Class : IX

	UNITS	MAX. MARKS for Theory and Practical
	Employability Skills	
	Unit 1: Communication Skills-I	2
	Unit 2: Self-Management Skills-I	3
	Unit 3: ICT Skills-I	1
	Unit 4: Entrepreneurial Skills-I	3
	Unit 5: Green Skills-I	1
	Total	10
Part B	Subject Specific Skills	Marks
	Unit 1: Introduction to IT- ITeS industry	4
	Unit 2: Data Entry & Keyboarding Skills	6
	Unit 3: Digital Documentation	10
	Unit 4: Electronic Spreadsheet	10
	Unit 5: Digital Presentation	10
	Total	40
Part C		
	Practical Examination	15
	Written Test	10
	Viva Voce	10
	Total	35
Part D	Project Work/ Field Visit	
	Practical File/ Student Portfolio	10
	Viva Voce	05
	Total	15
	GRAND TOTAL	100

Class : IX

TERM-I

Unit - 1: Communication Skills- I

- Introduction to Communication
- Verbal Communication
- Non-Verbal Communication
- Writing Skills: Parts of Speech
- Writing Skills: Parts of Sentences
- Pronunciation Basics
- Greetings and Introductions
- Talking about Self
- Asking Questions I
- Asking Questions II

Keywords: Coherent, Concise, Concrete, Courteous, Paralanguage, Linguistic, Precise word.

Activity: 1. Draw the mind map of 7'c of communication.

2. Make a mind map of elements of communication.

Unit – 2: Introduction to IT- ITeS Industry

- Introduction
- Structure of the IT-BPM industry
- IT Applications
- IT in the government and public service

Keywords: IT, ITeS, BPO, BPM, MNCs, ISPs, GIC, LMS, CAD, CAM, ATM, CAT, MRI, ECG, EEG.

Activity: 1. Name some (minimum 10) websites which are dealing with the IT in Government and Public Services. (try to paste or draw picture of some of the icons of IT sites by govt.) Give the heading of the activity - Digital India.

2. Make a Presentation on IT Applications (Minimum 10 slides).

Unit - 3: Self-Management Skills – I

- Importance of self-management
- Strength and Weakness Analysis
- Self-confidence
- Positive Thinking
- Personal Hygiene
- Grooming.

Keywords: Ability, Attitude, Compassion, Gratitude, Grooming, Impression.

Activity: 1. Create a table to identify your own strengths and weaknesses. Also Prepare an action plan to overcome your weakness.

2. Social work makes you feel good and happy and helps you to be positive. Think a situation that you see every day in your neighborhood.

- Dirty streets or
- A hungry cow or
- A big hole on the road

Do something to help in that situation. Write what you did in you're your activity file.

Unit – 4 : Data Entry & Keyboarding Skills

- Introduction to Keyboard Skills
- Types of Ergonomics
- Getting started with Rapid Typing Tutor.

Keywords: Accuracy, Rhythm, Net Speed, Gross Speed, CPM, KPM, WPM

Activity: 1. Create a table list that shows detailed descriptions of different types of typing speed.

2. Make a result dialog window for your achievements and show the different color indication used in the result window.

Unit – 5: Basic ICT Skills – I

- Introduction to ICT, ICT Tools: Smartphones and Tablets – I
- ICT Tools: Smartphones and Tablets – II
- Parts of Computer and Peripherals
- Basic Computer Operations
- Performing Basic File Operations
- Communication and Networking- Basics of Internet
- Communication and Networking- Internet Browsing
- Communication and Networking- Introduction to E-mail
- Communication and Networking- Creating an E-mail Account
- Communication and Networking- Writing an E-mail
- Communication and Networking- Receiving and Replying to E-mails.

Keywords: Ethernet, E-Commerce, Wi-Fi, WWW, Webpage, Port, Peripheral, Junk, Gestures, Navigation.

Activity: 1. Name and paste pictures of any four popular Web Browsers.

2. As given in the book Page no. 86 (Activity 1 & Activity 2).

TERM - II

Unit -6: Digital Documentation

- Introduction to Word Processing Application
- Creating a Document
- Editing a Document
- Formatting a Document
- Creating and Using Table
- Print a document
- Using Mail Merge.

Keywords: Non-Printing Characters, Synonyms, thesaurus, Indent, Alignment, Splitting, Merging, Mail Merge.

Activity: 1. As given in the book on Page no. 96.(Practical exercise, question no. 25)

2. As given in the book on Page no. 64.(Practice 2: Prepare your page)

3. Prepare the list (Data source of your friends.) Using Mail Merge feature, Create an invitation letter and invite them on your Brother's marriage.

Unit-7: Spreadsheet Applications (Elementary)

- Getting started with Libreoffice Calc

- creating a Spreadsheet editing data in a Spreadsheet
- Formatting Data in Spreadsheet
- Cell Referencing
- Introduction to Charts.

Keywords: Range, Workbook, Worksheet, Active Cell, Label, Values, Formulae, CellAddress, Fill handle, Reference

Activity: 1. As given in the book on Page no. 117 (Practice 7: shows marks scored by students in three different subjects).

2. As given in the book on Page no. 135 (Practical exercise, question no. 15)

Unit-8: Entrepreneurial Skills – I

- What is Entrepreneurship
- Role of Entrepreneurship
- Qualities of a Successful Entrepreneur
- Distinguishing Characteristics of Entrepreneurship and Wage Employment
- Types of Business Activities, Product
- Service and Hybrid Businesses
- Entrepreneurship Development Process

Keywords: Entrepreneur, Confidence, Hybrid Business, patience, Product Business, Service business.

Activity: 1. Enlist the qualities of a successful entrepreneur.

2. Create a Mind map for the different types of business with example of each type.
3. Prepare a Mind map of steps of starting a business.

Unit -9: Presentation

- Characteristics of a Good presentation
- Getting Started with Libreoffice Impress
- Working with Slides, Working with Tables
- Inserting and Formatting Image in a Presentation
- Working with Slide Master.

Keywords: Slide, Task pane, Workspace, Master pages, Slide show, Animations, Transitions, Slide sorter.

Activity: Create any two presentations from the following in Presentation Software:

- a. Green Skills
- b. Any National International Day
- c. COVID-19
- d. Cyber Safety

Each Presentation should have 10 to 15 slides. Handouts with 6 slides per page is to be printed.

Unit – 10: Green Skills – I

- Society and Environment
- Conserving Natural Resources
- Sustainable Development and Green Economy.

Keywords: Inexhaustible Resources, Exhaustible Resources, Renewable Resources, Non-Renewable Resources, Overexploitation, Mining, Deforestation, Flora and Fauna, Reduce, Reuse, and Recycling.

Activity: As given in the book Page no. 180 (Activity 1).

***Note: Submit Activity File**

Information Technology (Code no. 402)	
Theory	50 marks
Practical	50 marks
Total Marks	100 marks

Class : IX
Subject : Social Science (087)

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 to the process of development and nation-building. The Social Science curriculum draws its content mainly from History, Geography, Political Science and Economics.

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 realize 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

Type of Questions	Marks (80)	Percentage
1 Mark MCQs (20x1) (Inclusive Of Assertion, Reason, Differentiation & Stem)	20	25%
2 Marks Narrative Questions (4x2) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	8	10%
3 Marks Narrative Questions (5x3) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	15	18.75%
4 MARKS Case Study Questions (3x4) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	12	15%
5 Mark Narrative Questions (4x5) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	20	25%
Map Pointing	5	6.25%

CLASS IX INTERNAL ASSESSMENT:**20 MARKS**

Type of Assessment	Description	Marks Allocated
Periodic Assessment	Pen Paper Test.	5
Multiple Assessment	Quiz, debate, role play, viva, group discussion, visual expression, interactive bulletin boards, gallery walks, exit cards, concept maps, peer assessment, Self-assessment etc. through Inter disciplinary project	5
Subject Enrichment Activity	Project work on Disaster Management	5
Portfolio	Class work done (activities/ assignments) reflections, narrations, journals, etc. Achievements of the student in the subject throughout the year Participation of the student in different activities like Heritage India Quiz	5

PRESCRIBED BOOKS

India and contemporary world I	(History)
Contemporary India - I	(Geography)
Democratic Politics I	(Political Science)
Economic I	(Economics)

Class : IX**UNIT-I****GEOGRAPHY**

INDIA - SIZE AND LOCATION

ECONOMICS

THE STORY OF VILLAGE PALAMPUR (To be assessed as part of Periodic Assessment only)

Activity-

(I) MAP WORK

(II) FROG RACE

INDIA – SIZE AND LOCATION

Integrating Geography with Games and Mathematics

Purpose: To make the students understand the last point of India and last point of the mainland of India.

Two frogs A and B start a race from the equator. In their first jump they reach up to $1^{\circ} 4'$ N Latitude, Second jump $2^{\circ} 4'$ N Latitude, Third jump $3^{\circ} 4'$ N Latitude and so on. Finally in their tenth jump they reach up to $10^{\circ} 4'$ N Latitude. Now, answer the following questions.



- i) Out of all the ten jumps, which jump was the longest?
- ii) Which frog will touch the southernmost part of the mainland of India and in how many jumps?
- iii) Will both the frogs be in water after their sixth jump? Where will they be?
- IV) Which frog will reach Indira Point and in how many jumps?

V) If the finishing point is at $8^{\circ} 4' N$ Latitude. Which frog will reach there first.

Unit 2

Democratic Politics : What is Democracy ? Why Democracy?

History : The French revolution

Activity---(i) Map Work

(ii) LET US READ NEWSPAPERS

Most newspapers have an editorial page. On that page the newspaper publishes its own opinions about current affairs. The paper also publishes the views of other writers and intellectuals and letters written by the readers. Follow any one newspaper for one month and collect editorials, articles and letters on that page that have anything to do with democracy. Classify these into the following categories:

- Constitutional and legal aspects of democracy
- Citizens' rights
- Electoral and party politics
- Criticism of democracy

Unit - 3

History : Socialism in Europe and Russian revolution

Economics: People as a resource

Activity –(i) Map work

(ii) Imagine that you are a striking worker in 1905 who is being tried in court for your act of rebellion. Draft the speech you would make in your defence. Write it in your Social Science Notebook.

Unit 4

Geography : Physical Features of India

Democratic Politics : Constitutional Design

Activity: (i) Map Work

(ii) Locate the peaks, passes, ranges, Plateaus, hills and duns hidden in the Puzzle given on page no-16

Unit - 5

Geography : Drainage

Economics : Poverty as a challenge

Activity: (i) Map Work

(ii) Poster Making :Topic River pollution

Unit - 6

Democratic Politics : Electoral Politics

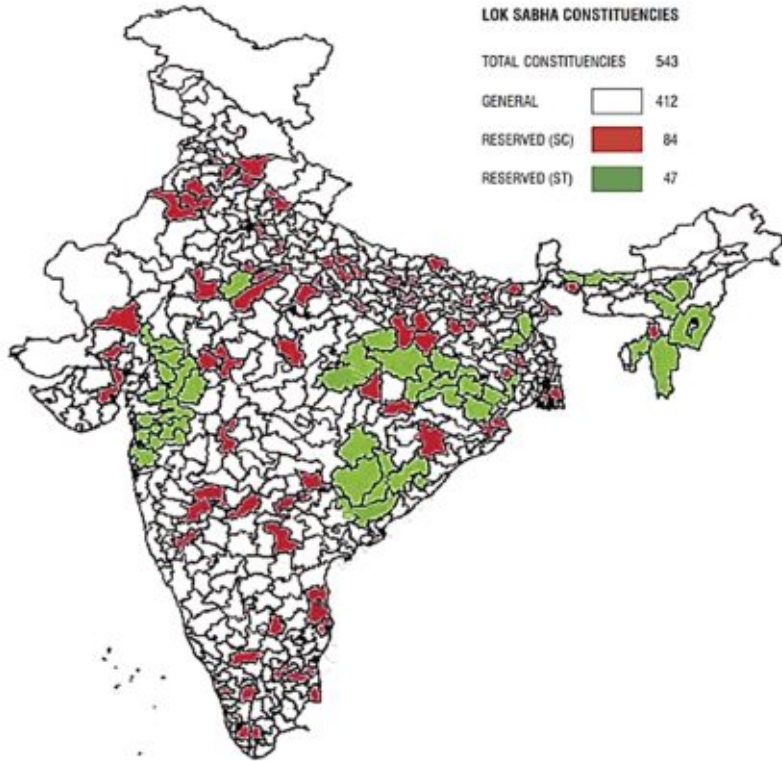
History : Pastoralists in the Modern World **(To be assessed as part of Periodic Assessment only)**

Activity: (i) Map Work

(ii) Write briefly about what they tell you about the nature of the work undertaken by men and women in pastoral households.

Activity: (i) Map Work

(ii) See the map and do the following questions:



1. What is the number of Lok Sabha constituencies in your state and the neighbouring two states ?
2. Which states have more than 30 Lok Sabha constituencies ?
3. Why do some states have such a large number of constituencies ?
4. Why are some constituencies small in area while others are very big?
5. Are the constituencies reserved for the SCs and STs evenly spread all over the entire country or are there more in some areas ?

Book

Unit 7

History : Nazism and the Rise of Hitler

Geography : Natural vegetation and Wildlife (**Only map pointing to be evaluated in the annual examination.**) **Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks)**

Economics : Food security in India

Activity: (i) Map Work

(ii) Imagine that you are Helmuth. You have had many Jewish friends in school and do not believe that Jews are bad. Write a paragraph on what you would say to your father.

Unit 8

History : Forests and colonialism (**Interdisciplinary project as part of multiple assessments**) (**Internally assessed for 5 marks**)

Democratic Politics : Working of the institutions

Activity:

(i) Each mile of railway track required between 1,760 and 2,000 sleepers. If one average sized tree yields 3 to 5 sleepers for a 3 meter wide broad gauge track, calculate approximately how many trees would have to be cut to lay one mile of track.

ii) **Poster:** Depletion of forests and ecological imbalances

Unit - 9

Geography : Climate

Democratic Politics : Democratic Rights

Activity: (i) Map Work

(ii) Find out there a State Human Rights Commission in your state?
Also find out about its activities.

Unit - 10

Geography : Population

Map activity

Project work:

Every student has to compulsorily undertake one project on Disaster Management. The projects have been carefully designed so as to:

- (a) Create awareness in learners
- (b) Enable them to understand and co-relate all aspects of Disaster Management.
- (c) Relate theory with practice
- (d) Relation of different aspects of life
- (e) Provide hands on experience

The distribution of marks over different aspects relating to Project work is as follows:

S.NO.	ASPECTS	MARKS
1	Content accuracy, originality and analysis	2
2	Presentation and creativity	2
3	Vivavoce	1

LIST OF MAP ITEMS FOR SOCIAL SCIENCE

Subject - History

Chapter-1: The French Revolution

Outline map of France (For locating and labelling/Identification)

- Bordeaux
- Nantes
- Paris
- Marseilles

Chapter-2: Socialism in Europe and the Russian Revolution

Outline map of World (For locating and labelling/Identification)

- Major countries of First World War
(Central Powers and Allied Powers)
- Central Powers - Germany, Austria-Hungary, Turkey (Ottoman Empire)
- Allied Powers - France, England, (Russia), U.S.A

SUBJECT-GEOGRAPHY

CH-1 : INDIA-SIZE AND LOCATION

India-States with Capitals, Tropic of Cancer, Standard Meridian, (Location and Labelling)

CH-2 : PHYSICAL FEATURES OF INDIA

- Mountain Ranges: The Karakoram, The Zasker, The Shivalik, The Aravali, The Vindhya, The Satpura, Western & Eastern Ghats
- Mountain Peaks – K2, KanchanJunga, AnaiMudi,
- Plateau -Deccan Plateau, Chotta Nagpur Plateau, Malwa plateau
- Coastal Plains- Konkan, Malabar, Coromandal & Northern Circar (Location and Labelling)

CH-3 : DRAINAGE

- Rivers : (Identification only)
 - a) The Himalayan River Systems-The Indus, The Ganges, and The Satluj
 - b) The Peninsular rivers-The Narmada, The Tapi, The Kaveri, The Krishna, The Godavari, The Mahanadi
- Lakes: Wular, Pulicat, Sambhar, Chilika

CH-4 : CLIMATE

Annual rainfall in India, Monsoon wind directions.

- Areas receiving rainfall less than 20 cm and over 400 cm (Identification only)

CH-5 : NATURAL VEGETATION AND WILD LIFE

- Vegetation Type : Tropical Evergreen Forest, Tropical Deciduous Forest, Thorn Forest, Montane Forests and Mangrove –For identification only
- National Parks : Corbett, Kaziranga, Ranthambor, Shivpuri, Kanha, Simlipal & Manas
- Bird Sanctuaries : Bharatpur and Ranganthitto
- Wild life Sanctuaries : Sariska, Mudumalai, Rajaji, Dachigam (Location and Labelling)

CH-6 : POPULATION (Location and Labelling)

- The state having highest and lowest density of population
- Population density of all states

Class : IX

हिन्दी पाठ्यक्रम (085)

भारत एक बहुभाषी देश है जिसमें बहुत सी क्षेत्रीय भाषाएँ रची बसी हैं। भाषिक और सांस्कृतिक दृष्टि से भिन्न होने के बावजूद भारतीय परंपरा में बहुत कुछ ऐसा है जो एक दूसरे को जोड़ता है। यही कारण है कि मातृभाषा के रूप में अलग भाषा को पढ़ने वाला विद्यार्थी जब दूसरी भाषा के रूप में हिंदी का चुनाव करता है तो उसके पास अभिव्यक्त का एक दृढ़ आधार पहली भाषा के रूप में पहले से ही मौजूद होता है। इसलिए छठी से आठवीं कक्षा में सीखी हुई हिंदी का विकास भी वह तेजी से करने लगता है। आठवीं कक्षा तक वह हिंदी भाषा में सुनने, पढ़ने, लिखने और कुछ-कुछ बोलने का अभ्यास कर चुका होता है। हिंदी की बाल पत्रिकाएँ और छिटपुट रचनाएँ पढ़ना भी अब उसे आ गया है। इसलिए जब वह नवीं एवं दसवीं कक्षा में हिंदी पढ़ेगा तो जहाँ एक ओर हिंदी भाषा के माध्यम से सारे देश से जुड़ेगा वहीं दूसरी ओर अपने क्षेत्र और परिवेश को हिंदी भाषा के माध्यम से जानने की कोशिश भी करेगा, क्योंकि किशोरवय के इन बच्चों के मानसिक धरातल का विकास विश्व स्तर तक पहुँच चुका होता है।

शिक्षण उद्देश्य

- दैनिक जीवन में हिंदी में समझने - बोलने के साथ - साथ लिखने की क्षमता का विकास करना।
- हिंदी के किशोर - साहित्य, अखबार व पत्रिकाओं को पढ़कर समझ पाना और उसका आनंद उठाने की क्षमता का विकास करना।
- औपचारिक विषयों और संदर्भों में बातचीत में भाग ले पाने की क्षमता का विकास करना।

- हिंदी के जरिए अपने अनुभव संसार को लिखकर सहज अभिव्यक्ति कर पाने में सक्षम बनाना।
- संचार के विभिन्न माध्यमों (प्रिंट और इलेक्ट्रॉनिक) में प्रयुक्त हिंदी के विभिन्न रूपों को समझने की योग्यता का विकास करना।
- कक्षा में बहुभाषिक, बहुसांस्कृतिक संदर्भों के प्रति संवेदनशील सकारात्मक सोच बनाना।
- अपनी मातृभाषा और परिवेशगत भाषा को साथ रखकर हिंदी की संरचनाओं की समझ बनाना।

शिक्षण युक्तियाँ

- द्वितीय भाषा के रूप में पढ़ाई जा रही हिंदी भाषा का स्तर पढ़ने और पढ़ाने दोनों ही दृष्टियों से मातृभाषा सीखने की तुलना में कुछ मंथर गति से चलेगा। वह गति धीरे-धीरे बढ़ सके, इसके लिए हिंदी अध्यापकों को बड़े धीरज से अपने अध्यापन कार्यक्रमों को नियोजित करना होगा। किसी भी द्वितीय भाषा में निपुणता प्राप्त करने-कराने का एक ही उपाय है-उस भाषा का लगातार रोचक अभ्यास करना-करना। ये अभ्यास जितने अधिक रोचक, सक्रिय एवं प्रासंगिक होंगे विद्यार्थियों की भाषिक उपलब्धि भी उतनी ही तेजी से हो सकेगी। मुखर भाषिक अभ्यास के लिए वार्तालाप, रोचक कहानी सुनना-सुनाना, घटना-वर्णन, चित्र-वर्णन, संवाद, वाद-विवाद, अभिनय, भाषण प्रतियोगिताएँ, कविता पाठ और अंत्याक्षरी जैसी गतिविधियों का सहारा लिया जा सकता है।
- काव्य भाषा के मर्म से विद्यार्थी का परिचय कराने के लिए जरूरी होगा कि किताबों में आए काव्यांशों की लयबद्ध प्रस्तुतियों के ऑडियो-वीडियो कैसेट तैयार किए जाएँ। अगर आसानी से कोई गायक/गायिका मिले तो कक्षा में मध्यकालीन साहित्य के अध्यापन-शिक्षण में उससे मदद

ली जानी चाहिए।

- एन. सी. ई. आर. टी. मानव संसाधन विकास मंत्रालय के विभिन्न संगठनों तथा स्वतंत्र निर्माताओं द्वारा उपलब्ध कराए गए कार्यक्रम/ ई सामग्री वृत्तचित्रों और सिनेमा को शिक्षण - सामग्री के तौर पर इस्तेमाल करने की जरूरत है। इनके प्रदर्शन के क्रम में इन पर लगातार बाचीत के जरिए सिनेमा के माध्यम से भाषा के प्रयोग की विशिष्टता की पहचान कराई जा सकती है और हिंदी की अलग - अलग छटा दिखाई जा सकती है।
- कक्षा में सिर्फ एक पाठ्यपुस्तक की उपस्थिति से बेहतर होगा कि शिक्षक के हाथ में तरह - तरह की पाठ्यसामग्री को विद्यार्थी देखें और कक्षा में अगल - अगल मौकों पर शिक्षक उनका इस्तेमाल कर सकें।
- भाषा लगातार ग्रहण करने की क्रिया में बनती है, इसे प्रदर्शित करने का एक तरीका यह भी है कि शिक्षक खुद यह सिखा सकें कि वे भी शब्दकोश, साहित्यकोश, संदर्भग्रंथ की लगातार मदद ले रहे हैं। इससे विद्यार्थियों में इनके इस्तेमाल करने को लेकर तत्परता बढ़ेगी। अनुमान के आधार पर निकटतम अर्थ तक पहुँचकर संतुष्ट होने की जगह वे सटीक अर्थ की खोज करने के लिए प्रेरित होंगे। इससे शब्दों की अलग - अलग रंगत का पता चलेगा, वे शब्दों के बारीक अंतर के प्रति और सजग हो पाएँगे।
- भिन्न क्षमता वाले विद्यार्थियों के लिए उपयुक्त शिक्षण - सामग्री का इस्तेमाल किया जाए तथा किसी भी प्रकार से उन्हें अन्य विद्यार्थियों से कमतर या अलग न समझा जाए।
- कक्षा में अध्यापन को हर प्रकार की विविधताओं (लिंग, धर्म, जाति, वर्ग आदि) के प्रति सकारात्मक और संवदेनशील वातावरण निर्मित करना चाहिए।

कक्षा 9वीं हिंदी 'ब' परीक्षा हेतु पाठ्यक्रम विनिर्देशन 2022 - 2023

- प्रश्नपत्र दो खंडों, खंडों, खंड 'अ' और 'ब' का होगा।
- खंड 'अ' में 45 वस्तुपरक प्रश्न पूछे जाएँगे, जिनमें से केवल 40 प्रश्नों के ही उत्तर देने होंगे।
- खंड 'ब' में वर्णनात्मक प्रश्न पूछे जाएँगे। प्रश्नों में उचित आंतरिक विकल्प दिए जाएँगे।
- भारांक - (80 (वार्षिक परीक्षा) + 20 (आंतरिक परीक्षा))

निर्धारित समय - 3 घंटे

भारांक - 80

परीक्षा भार विभाजन

विषयवस्तु	भार
खंड अ (वस्तुपरक प्रश्न)	40
1 अपठित गद्यांश	10
अ दो अपठित गद्यांश (लगभग 200 शब्दों के) बिना किसी विकल्प के (1+5=5) + (1x5=5) (दोनों गद्यांशों में एक अंकीय पाँच - पाँच प्रश्न पूछे जाएँगे)	
2 व्यावहारिक व्याकरण के आधार पर बहुविकल्पात्मक प्रश्न (1 अंक x 16 प्रश्न)	16
कुल प्रश्नों के उत्तर देने होंगे 16 जिनमें से केवल, प्रश्न पूछे जाएँगे 21।	
1) शब्द और पद (2 अंक) (बिना किसी विकल्प के) (2 में से 2 प्रश्न)	02
2) अनुस्वार (1 अंक), अनुनासिक (1 अंक)	02

	(3 में से 2 प्रश्न)	
	3) उपसर्ग (2 अंक), प्रत्यय (2 अंक)	04
	(5 में से 4 प्रश्न)	
	4) स्वर संधि (3 अंक) (4 में से 3 प्रश्न)	03
	5) विराम-चिह्न (3 अंक) (4 में से 3 प्रश्न)	03
	6) अर्थ की दृष्टि से वाक्य भेद (2 अंक) (3 में से 2 प्रश्न)	02
3	पाठ्यपुस्तक स्पर्श, भाग-1	14
	काव्य खंड	07
	पठित पद्यांश पर एक अंकीय पाँच बहुविकल्पी प्रश्न । (1x5)	05
	स्पर्श (भाग-1) से निर्धारित कविताओं के आधार पर एक अंकीय	02
	दो बहुविकल्पी प्रश्न पूछे जाएँगे । (1x2)	
	गद्य खंड	07
	पठित गद्यांश पर एक अंकीय पाँच बहुविकल्पी प्रश्न । (1x5)	05
	स्पर्श (भाग-1) से निर्धारित गद्य पाठों के आधार पर विद्यार्थियों	02
	की उच्च चिंतन क्षमताओं एवं अभिव्यक्ति का आकलन करने हेतु	
	एक अंकीय दो बहुविकल्पी प्रश्न पूछे जाएँगे । (1x2)	
	खंड ब (वर्णनात्मक प्रश्न)	40
4	पाठ्यपुस्तक स्पर्श, भाग-1	12
	1) स्पर्श (गद्य खंड) से निर्धारित पाठों के आधार पर तीन में	06
	से दो प्रश्न पूछे जाएँगे । (3 अंक x 2 प्रश्न) (लगभग 60 शब्द)	

2)	स्पर्श (काव्य खंड) से निर्धारित पाठों के आधार पर तीन में से दो प्रश्न पूछे जाएँगे । (3 अंक x 2 प्रश्न) (लगभग 60 शब्द)	06
	पूरक पाठ्यपुस्तक संचयन भाग - 1	06
	पूरक पाठ्यपुस्तक संचयन के निर्धारित पाठों से तीन में से दो प्रश्न पूछे जाएँगे, जिनका उत्तर लगभग 60 शब्दों में देना होगा । (3 अंक x 2 प्रश्न)	06
5	लेखन	22
1)	संकेत बिंदुओं पर आधारित समसामयिक एवं व्यावहारिक जीवन से जुड़े हुए किन्हीं तीन विषयों में से किसी एक विषय पर लगभग 120 शब्दों में अनुच्छेद लेखन । (6 अंक x 1 प्रश्न) (विकल्प सहित)	06
2)	अभिव्यक्ति की क्षमता पर केंद्रित व्यावहारिक विषयों में से किसी एक विषय पर लगभग 120 शब्दों में अनौपचारिक पत्र । (6 अंक x 1 प्रश्न)	06
3)	चित्र वर्णन - चित्र में दिखाई दे रहे दृश्य/घटना का कल्पनाशक्ति से लगभग 100 शब्दों में वर्णन । (विचारों का वर्णन स्पष्ट रूप में चित्र से ही संबद्ध होना चाहिए) (बिना किसी विकल्प के)	05
4)	दी गई परिस्थितियों के आधार पर संवाद लेखन । (लगभग 100 शब्दों में) (विकल्प सहित)	05
	कुल	80

	आंतरिक मूल्यांकन	अंक 20
अ	सामयिक आंकलन	5
ब	बहुविध आंकलन	5
स	पोर्टफोलियो	5
द	श्रवण एवं वाचन	5
	कुल	100

निर्धारित पुस्तके :

1. स्पर्श, भाग - 1, एन.सी.ई.आर.टी., नई दिल्ली द्वारा प्रकाशित नवीनतम संस्करण
2. संचयन, भाग - 1, एन.सी.ई.आर.टी., नई दिल्ली द्वारा प्रकाशित नवीनतम संस्करण

नोट: निम्नलिखित पाठों से प्रश्न नहीं पूछे जाएँगे -

स्पर्श (भाग - 1)

- धर्म की आड़ (पूरा पाठ)
- आदमीनामा (पूरा पाठ)
- एक फूल की चाह (पूरा पाठ)

संचयन (भाग - 1)

- हामिद खाँ (पूरा पाठ)
- दिये जल उठे (पूरा पाठ)

हिंदी पाठ्यक्रम
कक्षा - 9वीं (2023-24)

UNIT-1

स्पर्श पुस्तक :

पाठ - दुःख का अधिकार

पाठ - रैदास के पद

व्याकरण : अनुस्वार, अनुनासिक, अनौपचारिक पत्र, अपठित गद्यांश

UNIT-2

संचयन पुस्तक गिल्लू

व्याकरण : अनुच्छेद लेखन, शब्द और पद, उपसर्ग, पठित गद्यांश

क्रिया कलाप नः 1 छतबीड़ स्थित चिड़ियाघर के किन्ही पाँच जानवरों अथवा पक्षियों के बारे में सचित्र जानकारी लिखें ।

UNIT-3

स्पर्श पुस्तक :

पाठ - एवरेस्ट : मेरी शिखर यात्रा, रहीम के दोहे

व्याकरण : स्वर संधि, प्रत्यय, पठित गद्यांश

क्रिया कलाप नः 2 पाठः रहीम के आधार पर रहीम के पाँच अन्य दोहे लिखें।

UNIT-4

संचयन :

पाठ - स्मृति

व्याकरण : चित्र वर्णन, विराम चिह्न, अपठित गद्यांश
क्रिया - कलाप : विराम चिह्न से संबंधित चार्ट बनाएं ।

UNIT-5

स्पर्श पुस्तक :

पाठ - तुम कब जाओगे, अतिथि

व्याकरण : अर्थ की दृष्टि से वाक्य भेद, संवाद लेखन, पठित पद्यांश

क्रियाकलाप 4 : भारतीय मूल के नोबेल पुरस्कार विजेताओं के विषय में सचित्र जानकारी लिखो ।

UNIT-6

स्पर्श पुस्तक :

पाठ - वैज्ञानिक चेतना के वाहक, कविता गीत - अगीत, पठित गद्यांश

व्याकरण : उपसर्ग, प्रत्यय, स्वर संधि

UNIT-7

स्पर्श पुस्तक :

पाठ - कीचड़ का काव्य, कविता (अग्निपथ)

व्याकरण : अनुच्छेद, चित्र वर्णन

क्रियाकलाप 5 : छात्र किसी भी विषय संबंधी चित्र वर्णन करेंगे ।

UNIT-8

संचयन पुस्तक :

पाठ - कल्लू कुम्हार की उनाकोटि
व्याकरण : विराम - चिह्न, अनुच्छेद लेखन

UNIT-9

स्पर्श पुस्तक :

पाठ - शुक्रतारे के समान
पाठ - (भाग - 1) नए इलाके में (कविता)
व्याकरण : पत्र, संवाद, अर्थ की दृष्टि से वाक्य भेद
क्रियाकलाप 6: तारा मंडल का सचित्र वर्णन करें

UNIT-10

संचयन पुस्तक : मेरा छोटा सा निजी पुस्तकालय
स्पर्श पुस्तक : कविता (भाग - 2) खूशबू रचते हैं हाथ
व्याकरण : शब्द और पद, अनौपचारिक पत्र
स्वर संधि, चित्र वर्णन
क्रियाकलाप नं 7: पुस्तकालय के महत्व पर दो मित्रों के मध्य संवाद लिखिए।

Class: IX

ਪੰਜਾਬੀ (004)

ਲਿਖਤੀ ਪਰੀਖਿਆ - 80 ਅੰਕ
ਆਂਤਰਿਕ ਮੁਲਾਂਕਣ - 20 ਅੰਕ
ਕੁੱਲ ਅੰਕ - 100

ਲਿਖਤੀ ਪਰੀਖਿਆ ਲਈ ਸਮਾਂ 3 ਘੰਟੇ

ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਸਿੱਖਣ ਦੇ ਉਦੇਸ਼

ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਕਾਰਜ-ਪ੍ਰਣਾਲੀ ਨੂੰ ਸਮਝ ਕੇ ਉਸ ਦੀ ਢੁਕਵੀਂ ਵਰਤੋਂ ਦੇ ਯੋਗ ਬਣਾਉਣਾ ਤੇ ਸਾਹਿਤ ਦੀਆਂ ਵੱਖ-ਵੱਖ ਵਿਧਾਵਾਂ-ਕਵਿਤਾ, ਇਕਾਂਗੀ ਕਹਾਣੀ ਅਤੇ ਵਾਰਤਕ ਤੋਂ ਜਾਣੂ ਕਰਾਉਣਾ ਤਾਂ ਕਿ ਵਿਦਿਆਰਥੀ ਭਾਸ਼ਾ ਦੇ ਵੱਖ-ਵੱਖ ਕੌਸ਼ਲਾਂ ਵਿੱਚ ਨਿਪੁੰਨ ਹੋ ਕੇ ਆਪਣੀ ਬਹੁ-ਪੱਖੀ ਪ੍ਰਤਿਭਾ ਦਾ ਵਿਕਾਸ ਕਰ ਸਕਣ। ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਦਾ ਮੂਲ ਉਦੇਸ਼ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਪੰਜਾਬੀ ਸਾਹਿਤਕ ਵਿਰਸੇ ਨਾਲ ਜੋੜਨਾ ਹੈ।

1. ਸਲਾਨਾ ਲਿਖਤੀ ਪਰੀਖਿਆ (Year End Written Exam - 80)

ਇਕਾਈ/ਸਿੱਖਣ ਦਾ ਖੇਤਰ	ਅੰਕ	ਪੀਰੀਅਡ		
ਭਾਸ਼ਾ				
(ੳ) ਅਡਵਾਂਸ ਪੜ੍ਹਨ-ਕੌਸ਼ਲ	10		15	
(ਅ) ਵਿਆਕਰਨ	20		35	
(ੲ) ਪ੍ਰਭਾਵਸ਼ਾਲੀ 'ਤੇ ਆਧਾਰਿਤ	20		35	
ਸਾਹਿਤ (ਪਾਠ-ਪੁਸਤਕਾਂ 'ਤੇ ਆਧਾਰਿਤ)	30		65	

2. ਆਂਤਰਿਕ ਮੁਲਾਂਕਣ (Internal Assessment - 20)

ਕਿਰਿਆਤਮਿਕ ਕੰਮ	ਅੰਕ	ਪੀਰੀਅਡ		
(Activity/Assignment)	20		30	

ਪੰਜਾਬੀ-004

ਸਲਾਨਾ ਪਰੀਖਿਆ ਲਈ ਪਾਠ-ਕ੍ਰਮ ਅਤੇ ਅੰਕ-ਵੰਡ

ਕੁੱਲ ਅੰਕ 80

I.	ਪੜ੍ਹਨ-ਕੌਸ਼ਲ (Reading Skill)	10
1.	ਅਣਡਿੱਠਾ ਪੈਰਾ (ਵਾਰਤਕ) ਬਹੁ ਵਿਕਲਪੀ ਪ੍ਰਸ਼ਨ	6
2.	ਅਣਡਿੱਠੀ ਕਾਵਿ ਟੁਕੜੀ ਛੋਟੇ ਪ੍ਰਸ਼ਨ	4
II.	ਵਿਆਕਰਨ (Grammar)	12
3.	ਵਿਰੋਧੀ ਸ਼ਬਦ (ਬਹੁਵਿਕਲਪੀ)	
4.	ਲਿੰਗ (ਬਹੁਵਿਕਲਪੀ ਚੋਣ)	
5.	ਵਿਸਮਿਕ (ਬਹੁਵਿਕਲਪੀ)	
6.	ਸ਼ਬਦ ਸ਼ੁੱਧੀ (ਛੋਟੇ ਉੱਤਰਾਂ ਵਾਲੇ)	
7.	ਕਿਰਿਆ (ਛੋਟੇ ਉੱਤਰਾਂ ਵਾਲੇ)	
8.	ਮੁਹਾਵਰੇ (ਓ ਤੋਂ ਹ ਤੱਕ)	
III.	ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਲਿਖਣ-ਕੌਸ਼ਲ (Writing Skill)	18
9.	ਲੇਖ-ਰਚਨਾ (ਵਿਚਾਰ ਪ੍ਰਧਾਨ ਅਤੇ ਆਮ ਵਿਸ਼ੇ)	8
10.	ਪੱਤਰ ਰਚਨਾ (ਨਿਜੀ ਤੇ ਬਿਨੈ-ਪੱਤਰ)	6
11.	ਚਿੱਤਰ (ਫੋਟੋ)/ਤਸਵੀਰ (ਦ੍ਰਿਸ਼) ਦੇ ਆਧਾਰ 'ਤੇ	4
IV.	ਪਾਠ-ਪੁਸਤਕਾਂ ਤੇ ਅਧਾਰਿਤ (Text Books)	40
	ਅਤਿ ਛੋਟੇ ਉੱਤਰਾਂ ਵਾਲੇ	
12.	ਕਹਾਣੀ ਤੇ ਵਾਰਤਕ ਵਿੱਚੋਂ (ਬਹੁ-ਵਿਕਲਪੀ) ਚੋਣ ਅਧਾਰਿਤ)	1×5=5

13. ਕਵਿਤਾ ਤੇ ਇਕਾਂਗੀ ਵਿੱਚੋਂ (ਬਹੁ-ਵਿਕਲਪੀ) ਚੋਣ ਅਧਾਰਿਤ) $1 \times 5 = 5$
14. ਕਹਾਣੀ ਤੇ ਵਾਰਤਕ ਵਿੱਚੋਂ (ਇੱਕ ਜਾਂ ਦੋ ਸ਼ਬਦਾਂ ਵਾਲੇ, ਚੋਣ ਅਧਾਰਿਤ)
ਛੋਟੇ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ $1 \times 4 = 4$
15. ਕਹਾਣੀ ਤੇ ਇਕਾਂਗੀ ਵਿੱਚੋਂ (25 ਤੋਂ 30 ਸ਼ਬਦਾਂ ਵਿੱਚ ਚੋਣ ਅਧਾਰਿਤ)
ਵੱਡੇ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ $7 \times 2 = 14$
16. ਕਵਿਤਾ ਤੇ ਵਾਰਤਕ ਵਿੱਚੋਂ (50 ਤੋਂ 60 ਸ਼ਬਦਾਂ ਵਿੱਚ ਚੋਣ ਅਧਾਰਿਤ) $2 \times 4 = 8$
17. ਇਕਾਂਗੀ 'ਚੋਂ ਵੱਡੇ ਉੱਤਰਾਂ ਵਾਲੇ (50 ਤੋਂ 60 ਸ਼ਬਦਾਂ ਵਿੱਚ ਚੋਣ
ਅਧਾਰਿਤ) $4 \times 1 = 4$

ਨਿਰਧਾਰਿਤ ਪਾਠ-ਪੁਸਤਕਾਂ

1. ਸਾਹਿਤ-ਮਾਲਾ : 9 (ਪੰਜਾਬੀ ਕਵਿਤਾ ਤੇ ਵਾਰਤਕ)
(ਪ੍ਰਕਾਸ਼ਕ - ਪੰਜਾਬ ਸਕੂਲ ਸਿੱਖਿਆ ਬੋਰਡ)
- ਕਾਵਿ-ਰਚਨਾਵਾਂ- 1. ਸਮਾਂ (ਭਾਈ ਵੀਰ ਸਿੰਘ)
2. ਵਿਸਾਖੀ ਦਾ ਮੇਲਾ (ਧਨੀ ਰਾਮ ਚਾਤ੍ਰਕ)
3. ਮੈਂ ਪੰਜਾਬੀ (ਫੀਰੋਜ਼ਦੀਨ ਸ਼ਰਫ਼)
4. ਨਵੀਂ ਪੁਰਾਣੀ ਤਹਿਜੀਬ (ਵਿਧਾਤਾ ਸਿੰਘ ਤੀਰ)
5. ਮਾਤਾ ਗੁਜਰੀ ਜੀ (ਨੰਦ ਲਾਲ ਨੁਰਪੁਰੀ)
- ਵਾਰਤਕ - 1. ਵਹਿਮੀ ਤਾਇਆ (ਸੂਬਾ ਸਿੰਘ)
2. ਮੁੜ ਵੇਖਿਆ ਪਿੰਡ (ਬਲਰਾਜ ਸਾਹਨੀ)
3. ਖੁਸ਼ੀਆਂ ਆਪੇ ਨਹੀਂ ਆਉਂਦੀਆਂ (ਡਾ. ਟੀ. ਆਰ. ਸ਼ਰਮਾ)
4. ਬੇਬੇ ਜੀ (ਡਾ. ਹਰਪਾਲ ਸਿੰਘ ਪੰਨੂੰ)
2. ਵੰਨਗੀ 9 (ਪੰਜਾਬੀ ਕਹਾਣੀਆਂ ਤੇ ਇਕਾਂਗੀ)
(ਪ੍ਰਕਾਸ਼ਕ - ਪੰਜਾਬ ਸਕੂਲ ਸਿੱਖਿਆ ਬੋਰਡ)

- ਕਹਾਣੀਆਂ- 1. ਜਨਮ-ਦਿਨ (ਸਵਿੰਦਰ ਸਿੰਘ ਉੱਪਲ)
 2. ਸਾਂਝੀ ਕੰਧ (ਸੰਤੋਖ ਸਿੰਘ ਧੀਰ)
 3. ਬੱਸ ਕੰਡਕਟਰ (ਡਾ. ਦਲੀਪ ਕੌਰ ਟਿਵਾਣਾ)
- ਇਕਾਂਗੀ - 1. ਮੈਨਧਾਰੀ (ਈਸ਼ਵਰ ਚੰਦਰ ਨੰਦਾ)
 2. ਸਿਰਜਣਾ (ਪਾਲੀ ਭੂਪਿੰਦਰ ਸਿੰਘ)

ਨਿਰਧਾਰਤ ਪਾਠ-ਪੁਸਤਕਾਂ :

1. ਸਾਹਿਤ ਮਾਲਾ 9 (ਪੰਜਾਬ ਸਕੂਲ ਸਿੱਖਿਆ ਬੋਰਡ)
2. ਵੰਨਗੀ 9 (ਪੰਜਾਬ ਸਕੂਲ ਸਿੱਖਿਆ ਬੋਰਡ)

ਨੋਟ- 1. ਸਾਹਿਤ ਮਾਲਾ : 9, 2. ਵੰਨਗੀ 9 ਪਾਠ-ਪੁਸਤਕਾਂ ਨੂੰ ਪੰਜਾਬ ਸਕੂਲ ਸਿੱਖਿਆ ਬੋਰਡ, ਸਾਹਿਬਜ਼ਾਦਾ ਅਜੀਤ ਸਿੰਘ ਨਗਰ (ਮੋਹਾਲੀ) ਵੱਲੋਂ ਪ੍ਰਕਾਸ਼ਤ ਕੀਤਾ ਗਿਆ ਹੈ। ਇਹ ਪੁਸਤਕਾਂ ਬੋਰਡ ਦੀ ਵੈੱਬਸਾਈਟ : www.pseb.ac.in 'ਤੇ ਵੀ ਉਪਲਬਧ ਹਨ।

ਨੌਵੀਂ ਜਮਾਤ ਵਿੱਚ ਪੰਜਾਬੀ ਵਿਸ਼ੇ ਦੀਆਂ ਗਤੀਵਿਧੀਆਂ ਅਤੇ ਮੁਲਾਂਕਣ

Guidelines for Activities and Evaluation

ਪਾਠ-ਕ੍ਰਮ ਦਾ ਉਦੇਸ਼ ਵਿਦਿਆਰਥੀਆਂ ਦੀ ਛਿਪੀ ਹੋਈ ਪ੍ਰਤਿਭਾ ਨੂੰ ਬਾਹਰ ਲਿਆਉਣਾ ਹੈ, ਇਸ ਲਈ ਬੋਰਡ ਵੱਲੋਂ ਸਲਾਨਾ ਪਰੀਖਿਆ ਦੇ ਨਾਲ-ਨਾਲ ਆਂਤਰਿਕ ਮੁਲਾਂਕਣ ਲਈ 20 ਅੰਕ ਰਾਖਵੇਂ ਰੱਖੇ ਗਏ ਹਨ। ਜਿਸ ਦੇ ਤਹਿਤ-

10 ਅੰਕ	ਲਿਖਤੀ ਪ੍ਰੀਖਿਆ (ਜਮਾਤ ਟੈਸਟ)
5 ਅੰਕ	ਗਤੀਵਿਧੀਆਂ (ASSIGNMENT) ਜਮਾਤ ਅਤੇ ਘਰ ਦੇ ਕਾਰਜ ਦੇ ਮੁਲਾਂਕਣ 'ਤੇ ਆਧਾਰਿਤ
5 ਅੰਕ	LS (ਸੁਣਨ, ਬੋਲਣ 'ਤੇ ਆਧਾਰਿਤ)

ਇਹਨਾਂ ਗਤੀਵਿਧੀਆਂ ਦਾ ਮੁਲਾਂਕਣ ਵਿਸ਼ੇ ਨਾਲ ਸੰਬੰਧਿਤ ਅਧਿਆਪਕ ਤੇ ਸਕੂਲ ਮੁਖੀ ਵੱਲੋਂ ਨਿਰਧਾਰਿਤ ਨਿਗਰਾਨ ਅਧਿਆਪਕ ਦੀ ਨਿਗਰਾਨੀ ਵਿੱਚ ਪੜ੍ਹਨ-ਸੰਬੰਧੀ (Comprehension), ਲਿਖਣ ਕੌਸ਼ਲ (Writing Skill), ਬੋਲਣ ਕੌਸ਼ਲ (Speaking Skill) ਅਨੁਸਾਰ ਕੀਤਾ ਜਾਵੇਗਾ।

ਸੁਝਾਅ

	ਵਿਸ਼ਾ	ਮੁਲਾਂਕਣ ਵਿਧੀ
1.	ਭਾਸ਼ਾ ਨੂੰ ਪ੍ਰਫੁੱਲਤ ਕਰਨ ਲਈ ਨਿਰਧਾਰਿਤ ਰੂਪ-ਰੇਖਾ	<ol style="list-style-type: none"> 1. ਸ਼ਬਦ-ਭੰਡਾਰ 2. ਰਚਨਾਤਮਕ 3. ਪੇਸ਼ਕਾਰੀ
2.	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਨੂੰ ਬੋਲਣ ਤੇ ਲਿਖਣ ਦੀ ਕਲਾ ਨੂੰ ਨਿਖਾਰਨਾ	<ol style="list-style-type: none"> 1. ਭਾਸ਼ਾ ਦੀ ਸੂਝ-ਬੂਝ 2. ਸਵੈ-ਭਰੋਸਾ 3. ਹੁਨਰ ਦੀ ਪਰਖ 4. ਪੇਸ਼ਕਾਰੀ
3.	ਵਿਦਿਆਰਥੀ ਦਾ ਆਪਣੇ ਸਹਿਪਾਠੀਆਂ ਨਾਲ ਵਰਤਾਓ । ਸਥਿਤੀ ਤੇ ਨੈਤਿਕਤਾ	<ol style="list-style-type: none"> 1. ਪੇਸ਼ਕਾਰੀ ਦਾ ਹੁਨਰ 2. ਰਚਨਾਤਮਿਕਤਾ 3. ਵਿਸ਼ੇ ਨੂੰ ਗ੍ਰਹਿਣ ਕਰਨ ਦੀ ਸੂਝ 4. ਸ਼ਬਦਾਵਲੀ 5. ਵਿਅਕਤੀਗਤ ਉੱਤਮਤਾ
4.	ਸਕੂਲ ਦੇ ਰਸਾਲੇ ਜਾਂ ਕਿਸੇ ਹੋਰ ਮਾਧਿਅਮ ਲਈ ਰਚਨਾਤਮਿਕ ਕਾਰਜ	<ol style="list-style-type: none"> 1. ਭਾਸ਼ਾ-ਗਿਆਨ 2. ਸ਼ਬਦ-ਭੰਡਾਰ 3. ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਲਿਖਤ 4. ਰਚਨਾਤਮਿਕਤਾ
5.	ਵਿਦਿਆਰਥੀ ਦੇ ਗਿਆਨ ਗ੍ਰਹਿਣ ਕਰਨ ਦੇ ਸ੍ਰੋਤ । ਜਿਵੇਂ- ਪਾਠ-ਪੁਸਤਕਾਂ, ਇੰਟਰਨੈਟ ਅਤੇ ਹੋਰ ਸ੍ਰੋਤ	<ol style="list-style-type: none"> 1. ਮੌਲਿਕਤਾ 2. ਰਚਨਾਤਮਿਕ 3. ਤਰਕ ਭਰਪੂਰ ਯੋਗਤਾ

6.	ਕਿਸੇ ਵੀ ਲਿਖਤੀ ਅੰਸ਼ ਨੂੰ ਕਾਰਟੂਨ/ਚਲ-ਚਿੱਤਰ (ਫਿਲਮ) ਤਸਵੀਰ ਰਾਹੀਂ	<ol style="list-style-type: none"> 1. ਮੌਲਿਕਤਾ 2. ਨਿਰੰਤਰਤਾ 3. ਕਲਪਨਾ 4. ਪੇਸ਼ਕਾਰੀ (ਹਾਵ-ਭਾਵ ਰਾਹੀਂ)
7.	ਭਾਸ਼ਾ ਉਚਾਰਨ : ਅਰਥ ਭਰਪੂਰ, ਉਚਾਰਨ ਢੰਗ, ਵਾਕ ਬਣਤਰ 1. ਵਿਅਕਤੀ 2. ਸਮੂਹ ਵਿੱਚ	<ol style="list-style-type: none"> 1. ਠੀਕ ਸ਼ਬਦਾਵਲੀ ਦਾ ਕਰਨਾ 2. ਠੀਕ ਵਾਕ ਬਣਾਉਣਾ 3. ਸਹੀ ਸ਼ਬਦ ਚੋਣ 4. ਸਹੀ ਬੋਲਚਾਲ
8.	ਤੁਰੰਤ ਦਿੱਤੇ ਵਿਸ਼ੇ 'ਤੇ ਬੋਲਣਾ (ਪਾਠਕ੍ਰਮ ਜਾਂ ਆਮ ਜੀਵਨ 'ਚੋਂ)	<ol style="list-style-type: none"> 1. ਗ੍ਰਹਿਣ ਕਰਨਾ 2. ਕਲਪਨਾ 3. ਪੇਸ਼ਕਾਰੀ 4. ਵਿਚਾਰ ਪ੍ਰਗਟਾਅ 5. ਸਵੈ ਭਰੋਸਾ 6. ਸਮੁੱਚਾ ਪ੍ਰਭਾਵ

ਸੁਝਾਈਆਂ ਗਤੀਵਿਧੀਆਂ (Suggested Activities)

- | | |
|---------------------------------|--------------------------|
| 1. ਸੁਲੇਖ | 2. ਕਵਿਤਾ ਉਚਾਰਨ ਜ਼ਬਾਨੀ |
| 3. ਭਾਸ਼ਣ ਮੁਕਾਬਲਾ | 4. ਵਾਦ-ਵਿਵਾਦ |
| 5. ਕੁਇਜ਼ (ਪ੍ਰਸ਼ਨੋਤਰੀ) | 6. ਨਾਟਕ ਮੰਚਣ |
| 7. ਦਿਨ-ਤਿਉਹਾਰ ਬਾਰੇ ਜਾਣਕਾਰੀ | 8. ਲੋਕ-ਗਤੀ |
| 9. ਪੁਰਾਤਨ ਸੱਭਿਆਚਾਰ ਬਾਰੇ ਜਾਣਕਾਰੀ | 10. ਚਲੰਤ ਘਟਨਾਵਾਂ ਦਾ ਵਰਨਣ |

- ਨੋਟ- 1. ਵਿਦਿਆਰਥੀ ਦਾ ਮੁਲਾਂਕਣ ਉਪਰੋਕਤ ਦਿੱਤੇ ਗਏ ਦਿਸ਼ਾ-ਨਿਰਦੇਸ਼ਾਂ ਅਨੁਸਾਰ ਕੀਤਾ ਜਾਵੇ ।
2. ਮੁਲਾਂਕਣ ਵਿਸ਼ੇ ਨਾਲ ਸੰਬੰਧਿਤ ਅਧਿਆਪਕ ਤੇ ਸਕੂਲ ਮੁਖੀ ਵੱਲੋਂ ਨਿਰਧਾਰਤ ਨਿਗਰਾਨ ਅਧਿਆਪਕ ਦੀ ਨਿਗਰਾਨੀ ਹੇਠ ਹੋਵੇਗਾ ।

Subject : Punjabi

Unit 1

ਕਹਾਣੀ - ਜਨਮ ਦਿਨ

ਕਵਿਤਾ - ਸਮਾਂ

ਵਿਆਕਰਨ - ਵਿਰੋਧੀ ਸ਼ਬਦ (ਬਹੁਵਿਕਲਪੀ) ਮੁਹਾਵਰੇ 'ਓ' ਅੱਖਰ ਵਾਲੇ

ਗਤੀਵਿਧੀ - ਜਨਮ ਦਿਨ ਕਹਾਣੀ ਤੇ ਅਧਾਰਿਤ ਰੇਖਾ ਚਿੱਤਰ ਬਣਵਾਇਆ ਜਾਵੇਗਾ।

Unit 2

ਵਾਰਤਕ - ਵਹਿਮੀ ਤਾਇਆ

ਗਤੀਵਿਧੀ - ਕਲਾ ਏਕੀਕਰਨ ਦੇ ਅਧਾਰ ਤੇ ਵਹਿਮੀ ਤਾਇਆ ਲੇਖ ਨੂੰ ਧਿਆਨ ਵਿਚ ਰੱਖ ਕੇ ਸਵੈ ਰਚਿਤ ਕਵਿਤਾ, ਕਹਾਣੀ ਜਾਂ ਪੋਸਟਰ ਬਣਾਉ।

ਵਿਆਕਰਨ - ਨਿੱਜੀ ਪੱਤਰ, ਲਿੰਗ ਬਦਲੇ, ਮੁਹਾਵਰੇ 'ਅ' ਅੱਖਰ ਵਾਲੇ।

Unit 3

ਕਵਿਤਾ - ਵਿਸਾਖੀ ਦਾ ਮੇਲਾ

ਵਾਰਤਕ - ਮੁੜ ਵੇਖਿਆ ਪਿੰਡ

ਲੇਖ - ਆਮ ਵਿਸ਼ੇ ਅਤੇ ਵਿਚਾਰ ਪ੍ਰਧਾਨ

ਗਤੀਵਿਧੀ - ਕਲਾ ਏਕੀਕਰਨ 'ਤੇ ਅਧਾਰਿਤ ਸੁੰਦਰ ਲਿਖਾਈ ਵਿੱਚ ਚਿੱਤਰ ਪ੍ਰਗਟਾਉਂਦਿਆਂ ਹੋਇਆ ਇਕ ਸੁਲੇਖ ਲਿਖੋ।

ਵਿਆਕਰਨ - ਅਣਡਿੱਠਾ ਪੈਰਾ, ਸ਼ਬਦ ਸੁੱਧੀ, ਮੁਹਾਵਰੇ 'ੲ' ਅੱਖਰ ਵਾਲੇ।

Unit 4

ਕਹਾਣੀ - ਸਾਂਝੀ ਕੰਧ

ਗਤੀਵਿਧੀ - ਸਾਂਝੇ ਘਰਾਂ ਦੀ ਅਣਹੋਂਦ ਕਾਰਨ ਛੋਟੇ ਪਰਿਵਾਰਾਂ ਵਿੱਚ ਪਲ ਰਹੇ ਬੱਚਿਆਂ ਵਿੱਚ ਨੈਤਿਕ ਕਦਰਾਂ-ਕੀਮਤਾਂ ਦੇ ਹੋ ਰਹੇ ਪਤਨ ਬਾਰੇ ਵਿਚਾਰ ਸਾਂਝੇ ਕਰੋ।

ਕਵਿਤਾ - ਮੈਂ ਪੰਜਾਬੀ ਪੰਜਾਬ ਦਾ ਰਹਿਣ ਵਾਲਾ

ਵਿਆਕਰਨ - ਵਿਸਮਿਕ, ਮੁਹਾਵਰੇ 'ਸ' ਅੱਖਰ ਵਾਲੇ, ਚਿੱਤਰ ਵਰਨਣ ।

ਗਤੀਵਿਧੀ - ਸਾਰੀਆਂ ਕਵਿਤਾਵਾਂ 'ਤੇ ਅਧਾਰਿਤ ਲਿਖਤੀ ਕੁਇਜ਼ ਕਰਵਾਇਆ ਜਾਵੇਗਾ।

Unit 5

ਇਕਾਂਗੀ - ਮੌਨਧਾਰੀ

ਵਿਆਕਰਨ - ਕਿਰਿਆ, ਮੁਹਾਵਰੇ 'ਹ' ਅੱਖਰ ਵਾਲੇ, ਅਣਡਿੱਠੀ ਕਾਵਿ-ਟੁਕੜੀ

ਗਤੀਵਿਧੀ - ਸੁਣਨ ਤੇ ਬੋਲਣ 'ਤੇ ਕੌਸ਼ਲ 'ਤੇ ਅਧਾਰਿਤ (ASL)

Unit 6

ਕਵਿਤਾ - ਨਵੀ ਪੁਰਾਣੀ ਤਹਿਜ਼ੀਬ

ਗਤੀਵਿਧੀ - ਪੰਜਾਬੀ ਸੱਭਿਆਚਾਰ ਵਿੱਚੋਂ ਅਲੋਪ ਹੋ ਚੁੱਕੀਆਂ ਚੀਜ਼ਾਂ ਬਾਰੇ ਤਸਵੀਰਾਂ ਲਗਾ ਕੇ ਕੋਲਾਜ ਤਿਆਰ ਕਰੋ ।

ਵਾਰਤਕ ਲੇਖ - ਖੁਸ਼ੀਆਂ ਆਪੇ ਨਹੀਂ ਆਉਂਦੀਆਂ

ਗਤੀਵਿਧੀ - ਦਿੱਤੇ ਗਏ ਅਣਡਿੱਠੇ ਪੈਰ੍ਹੇ ਨੂੰ ਪੜ੍ਹ ਕੇ ਪੁੱਛੇ ਗਏ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਲਿਖੋ ।

ਲੇਖ - (ਆਮ ਵਿਸ਼ੇ ਤੇ ਵਿਚਾਰ ਪ੍ਰਧਾਨ)

ਵਿਆਕਰਨ ਮੁਹਾਵਰੇ 'ਓ' ਅੱਖਰ ਵਾਲੇ, ਵਿਰੋਧੀ ਸ਼ਬਦ

Unit 7

ਕਹਾਣੀ - ਬੱਸ ਕੰਡਕਟਰ

ਗਤੀਵਿਧੀ - ਆਪਣੇ ਭੈਣ ਜਾਂ ਭਰਾ ਬਾਰੇ ਕੋਈ ਨਿੱਘੀ ਯਾਦ ਸਾਂਝੀ ਕਰੋ ।

ਵਾਰਤਕ - ਬੇਬੇ ਜੀ

ਵਿਆਕਰਨ - ਮੁਹਾਵਰੇ 'ਅ' ਅੱਖਰ ਵਾਲੇ, ਸ਼ਬਦ ਸੁੱਧੀ, ਅਣਡਿੱਠਾ ਪੈਰ੍ਹਾ

ਪੱਤਰ - ਬਿਨੈ ਪੱਤਰ

Unit 8

ਕਵਿਤਾ - ਮਾਤਾ ਗੁਜਰੀ ਜੀ

ਵਿਆਕਰਨ - ਮੁਹਾਵਰੇ 'ਏ' ਅੱਖਰ ਵਾਲੇ, ਵਿਸਮਿਕ, ਲਿੰਗ ਬਦਲੇ ।

ਪੱਤਰ - ਨਿੱਜੀ ਅਤੇ ਬਿਨੈ ਪੱਤਰ

Unit 9

ਇਕਾਂਗੀ - ਸਿਰਜਣਾ

ਗਤੀਵਿਧੀ - ਸਮਾਜਕ ਬੁਰਾਈ ਵਿਸ਼ੇ ਨੂੰ ਪ੍ਰਗਟਾਉਂਦਾ ਹੋਇਆ ਕੋਈ ਇੱਕ ਪੋਸਟਰ ਤਿਆਰ ਕਰੋ ।

ਲੇਖ ਰਚਨਾ - ਆਮ ਅਤੇ ਵਿਚਾਰ ਪ੍ਰਧਾਨ ।

ਵਿਆਕਰਨ - ਮੁਹਾਵਰੇ 'ਸ' ਅਤੇ 'ਹ' ਅੱਖਰ ਵਾਲੇ, ਅਣਡਿੱਠੀ ਕਾਵਿ-ਟੁਕੜੀ, ਕਿਰਿਆ ।

Unit 10

ਚਿੱਤਰ ਵਰਨਣ

ਗਤੀਵਿਧੀ - ਸਾਰੀਆਂ ਕਵਿਤਾਵਾਂ 'ਤੇ ਅਧਾਰਿਤ ਲਿਖਤੀ ਕੁਇਜ਼ ਕਰਵਾਇਆ ਜਾਵੇਗਾ ।

ਗਤੀਵਿਧੀ - ਸੁਣਨ ਅਤੇ ਬੋਲਣ ਕੌਸ਼ਲ (ASL) 'ਤੇ ਅਧਾਰਿਤ ਗਤੀਵਿਧੀ ਕਰਵਾਈ ਜਾਵੇਗੀ ।

ਦੁਹਾਰਾਈ (6-10)