

**SHIVALIK PUBLIC SCHOOL
SYLLABUS FOR CLASS -IX
SESSION: 2021-2022**

SUBJECT: ENGLISH LITERATURE (Code No. 184)

Sections	
A	Reading Skills (50periods)
B	Writing Skills with Grammar (60periods)
C	Literature Textbooks and Supplementary Reading Text (60periods)

PART A

Reading:-Unseen Passage

20 Marks

- I. Multiple Choice Questions based on a Discursive passage of 400-450 words to test inference, evaluation and vocabulary. Ten out of twelve questions to be answered.

(10x1=10)

- II. Multiple Choice Questions based on a Case-based factual passage (with visual input-statistical data, chart etc.) of 200-250 words to test analysis and interpretation. Ten out of twelve questions to be answered.

(10x1=10)

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

Literature Text books

10 Marks

- I. Multiple Choice Questions based on an extract from drama/prose to test inference, evaluation and vocabulary. Any1 out of 2 extracts to be done.

(5x1=5)

- II. Multiple Choice Questions based on an extract from poetry to test analysis and interpretation. Any1 out of 2 extracts to be done

(5x1=5)

Grammar

10 Marks

- III. Ten Multiple Choice Questions, out of twelve, to be answered

(including gap filling/editing/dialogue writing). Questions shall be based on the following:

- Tenses
- Modals
- Subject- verb concord
- Reported speech
- Commands and requests
- Statements
- Questions
- Determiner
- Use of Passive Voice
- Clauses: Noun, Adverb Clauses of condition and time, Relative Clauses
- Prepositions

PART B

Writing

10marks

I. Writing an Informal Letter on a situation/ Descriptive Paragraph (person, place, event, diary entry) based on visual or verbal cue/s. (word limit 100-120 words)

One out of two questions is to be answered.

(5marks)

II. Writing a story based on a given outline or cue/s. (word limit 100-120 words)

One out of two questions is to be answered.

(5marks)

Literature

30Marks

III. Four out of six Short Answer Type Questions to be answered in 20-30 words each from BEEHIVE and MOMENTS (two out of three from BEEHIVE and two out of three from MOMENTS).

(2x4=8)

IV. Four out of six Short Answer Type Questions to be answered in 40-50 words each from BEEHIVE and MOMENTS (two out of three from BEEHIVE and two out of three from MOMENTS).

(3x4=12)

V. One out of two Long Answer Type Questions from BEEHIVE to be answered in about 100-120 words each to assess creativity, imagination and extrapolation beyond the text and across the texts. This can be a passage-based question taken from a situation/plot from the texts. **(5 marks)**

VI. 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. **(5 marks)**

Prescribed Books: Published by NCERT, New Delhi

- **BEEHIVE–Text book for class IX**
- **MOMENTS–Supplementary Reader for Class IX**
- **Words and Expressions-I, Workbook**

Periodic Assessment

One Paper Section	1 hour Area of Learning	Marks:20 Marks specified
Part A	Reading Unseen Passages	4
	MCQs based on extracts from text	2
	Grammar	2
Part B	Writing Skills	3
	Textual Questions	1*2 +2*2=6
	Long answer	3

Annual Assessment

One Paper Section	3 hours Area of Learning	Marks: 80 Marks specified
Part A	Reading Unseen Passages (2)	10+10=20
	Multiple Choice from Literature (based on prose, poetry extracts)	5+5=10
	MCQs Grammar	10
Part B	Writing Skills	5+5=10

VII. Textual Questions

VIII. Literature Reader- Beehive Suppl. Reader Moments 8+12+5+5 =30

UNIT 1

Literature Reader-

F1- The Fun They Had

Key Words-mechanical, patted, screamed, school yard, awfully, laughter

P1- The Road Not Taken

Key Words- claim, trodden, diverged, undergrowth, wanted wear

Supplementary Reader

Ch-1-The lost child

Key Words- gaily, alleys, receding, grove, throngs

Workbook-Unit-1

Grammar-Verbs ,Tenses

Writing -Formal and Informal letter

ACTIVITY:Speaking Task- The schools of the future will have no books and no teachers.

UNIT 2

Literature Reader-

F2- The Sound Of Music

Keywords-vibrations, prestigious, deteriorated, sheer, pursue, schedule, enormous.

P2- Wind

Key Words-shutters, crumbling, firmly, steadfast, flourish, weaklings

Supplementary Reader

Ch-The Adventures of Toto

Key Words- delicacy, scooping, wrenched, turnstile, quadruped

Workbook-Unit-2

Grammar- Determiners

Writing - Descriptive Paragraph

ACTIVITY

1. Comprehension Passage- Workbook- Unit-2
2. Writing activity- Biographical sketch-Workbook-Unit-2

UNIT 3

Literature Reader-

F3- The Little Girl

Key Words-quite, suicide, yawned, snoring, gathered, dragged, damned, whispered, dreadful

P3- Rain On the Roof

Key Words- hover, melancholy, patter, agony, patter, dawn

Supplementary Reader

Ch-3-Iswaran the storyteller

Key Words- dozing, desolate, sprawled, tusker, stamping, grunted

Workbook-Unit-3

Grammar- Reported Speech

Writing – Diary Entry

ACTIVITY

1. Listening Activity–Workbook-Unit-3
2. Speaking Activity: “How children accept their parents as persons with their own personality”Unit-3

UNIT 4

Literature Reader-

F4-A Truly Beautiful Mind

Key Words- destined, appealed dashing, tenderness, lauded, agitating

P4- The Lake Isle of Innis free

Key words-hive, glimmer, shore, pavements, core

Supplementary Reader

Ch-4 In the Kingdom of Fools

Key Words- jingling, scoundrel, stake, impaling, solemn

Workbook-Unit-4

Grammar- Preposition

Writing –Report Writing

ACTIVITY: Practice of speaking skills-Extempore

: A speech on the great visionary “Albert Einstein”

UNIT 5

Literature Reader-

F5-The Snake and the Mirror

Key Words- Meagre, Solitary, Gables, Slithered, Leaden rod, Feebly

P5- A Legend of the Northland

Key words-Curious, Swift, Hearth, Scarlet, Provoke

Supplementary Reader

Ch-5 The Happy Prince 295

Key Words- Glowed, Alighted, Drenched, Thimble, Fanning, Steeple

Work book-Unit-5

Grammar- Modals

Writing – Story Writing

ACTIVITY: Debate: ‘Our happiness in life depends entirely on our mental attitude’

Project -on Collage making -Art Integrated activity

UNIT 6

Literature Reader-

F6-My Childhood

Key Words- Erstwhile, Austere, Allied Forces, Slot, Halt, Surge

P6- No Men are Foreign

Key words-Beneath, Defile, Dispossess, Outrage, Condemn

Supplementary Reader

Ch-6 Weathering the Storm in Ersama

Key Words- Devastated, Swirled, Menacing, Incessant, Huddled

Workbook-Unit-6

Grammar- Reported Speech

Writing -Speech Writing

ACTIVITY

1. Collect – Favorite Quotes–given on page no 95 WB-Unit-6
2. Group discussion on the topic ‘Importance of young students in the making of New India’

UNIT 7

Literature Reader-

F7-Packing

Key Words- Uncanny, loll, Perspiration, Chaos, Reigned, Indignantly

P7- The Duck and the Kangaroo

Key words-Nasty, Roo-Matiz, Cloak, Worsted socks, Pale, Bound

Supplementary Reader

Ch-7 The Last Leaf

Key Words-Miner, Fierce, Vine, Janitor, Shivering, Clinging, Tiptoed

Workbook-Unit-7

Grammar- Subject –verb Agreement

Writing -Article Writing

ACTIVITY Listening Task–Workbook- Unit-7

UNIT 8

Literature Reader-

F8-Reach for the Top

Key Words- Affluent, Culmination, Shyly, Enormity, Indescribable, Pinnacle

F9- The Bond of Love

Key Words- Rescued, shaggy, Panting, Wantonly, Floundering, Sump

P8- On Killing a Tree

Key words-Jab, Leprous hide, Sprouting, Snapped out, Boughs, Twisting

Supplementary Reader

Ch-8 A House is not a Home

Key Words-Tabby, Purring, Swatting, Dazed, Groping, In tow

Workbook-Unit-8

Grammar-Clauses

Writing -Descriptive Paragraph, Informal Letter

ACTIVITY : Compose and narrate an interesting moral story

: Comprehension Passage-Workbook –Unit-8

UNIT 9

Literature Reader-

F9-Kathmandu

Key Words- Febrile, Corpse, Wilted, Protrudes, Mercenary, Deities, Marzipan

F10- A Slumber did my Spirit Seal

Key Words- Slumber, Diurnal, Earthly Years, Course, Motion

P9- The Snake Trying

Key words-Glides, Reeds, Ripples, Chased away, Pursuing

Supplementary Reader

Ch-9The Accidental Tourist

Key Words-Lavatory, Self-locking, Dumbstruck, Budge, Clawing, Concourse

Workbook-Unit-9&10

GRAMMAR- Voice

Writing - Debate writing

ACTIVITY Speech : What Freedom means to you.

Integrated grammar based activity- Grammar game

UNIT 10

Literature Reader-

Ch 11- If I Were You

Key words- melodramatic, nonchalant, sarcasm, inflection, pantomime, queer

P10- A Slumber did My Spirit Seal

Key words-Slumber, Diurnal, Earthly years, Course, Motion

Supplementary Reader

Ch-10 The Beggar

Key Words- Copecks, Lodging, Suppliant, Mendicant, Swindling, Perplexity

Workbook-Unit-11

Grammar- Reported Speech, Tenses

Writing -Story writing, Diary Entry

ACTIVITY

1. Declamation on the topic 'Begging should be Banned'
2. Role play of 'If I were you'

SUBJECT: MATHS

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 (as prescribed by CBSE)

UNIT NO.	Unit Name	MARKS
I	NUMBER SYSTEMS	08
II	ALGEBRA	17
III	COORDINATE GEOMETRY	04
IV	GEOMETRY	28
V	MENSURATION	13
VI	STATISTICS & PROBABILITY	10
	Total	80

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

UNITS	CHAPTER NO.	CHAPTER NAME
I	CH-1	NUMBER SYSTEM
II	CH-2	POLYNOMIALS
III	CH-3	COORDINATE GEOMETRY
	CH-5	INTRODUCTION TO EUCLID’S GEOMETRY

IV	CH-6	LINES AND ANGLES
	CH-12	HERON'S FORMULA
V	CH-7	TRIANGLES
VI	CH-14	STATISTICS
	CH-15	PROBABILITY
VII	CH-4	LINEAR EQUATION IN TWO VARIABLES
	CH-8	QUADRILATERALS
VIII	CH-9	AREAS OF PARALLELOGRAMS AND TRIANGLES
	CH-11	CONSTRUCTIONS
IX	CH-13	SURFACE AREAS AND VOLUMES
X	CH-10	CIRCLE

UNIT I

- **NUMBER SYSTEMS (16 Periods)**

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

CONTENT:

1. Review of representation of natural numbers, integers, rational numbers on the number line. Representation of terminating / non-terminating recurring decimals on the number line through successive magnification. Rational numbers as recurring/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 n th root of a real number.
4. Rationalization (with precise meaning) of real numbers of the type $\frac{a}{b\sqrt{x}}$ and (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.)

UNIT II

• **ALGEBRA POLYNOMIALS (23) Periods**

KEYWORDS: Polynomial, Monomial, Binomial, Trinomial, Constant Polynomial, Linear

Polynomial, Quadratic Polynomial and Cubic Polynomial.

CONTENT:

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 Factor Theorem.

Recall of algebraic expressions and identities. Verification of identities:

+

and their use in factorization of polynomials.

UNIT III

- **COORDINATE GEOMETRY (6) Periods**

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

CONTENT:

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

- **INTRODUCTION TO EUCLID'S GEOMETRY (Not for assessment) (6) Periods**

KEYWORDS : Geometry, Axioms, Postulates ,Euclidean and Non- Euclidean.

CONTENT:

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. Equivalent versions of the fifth postulate. 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.

UNIT IV

- **LINES AND ANGLES (13) Periods**

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

CONTENT:

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

4. (Motivate) Lines which are parallel to a given line are parallel.
5. (Prove) The sum of the angles of a triangle is 180° .
6. (Motivate) If a side of a triangle is produced, the exterior angle so formed is equal to the sum of the two interior opposite angles.

- **HERON'S FORMULA (4) Periods**

KEYWORDS: Area, Perimeter, Diagonal, Regular hexagon.

CONTENT: Area of a triangle using Heron's formula (without proof) and its Application for finding the area of a quadrilateral.

UNIT V

- **TRIANGLES (20) Periods**

KEYWORDS: Triangles , Congruent figures

CONTENT:

1. (Motivate) Two triangles are congruent if any two sides and the included angle of one 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.
7. (Motivate) Triangle inequalities and relation between 'angle and facing side' inequalities in triangles.

UNIT VI

- **STATISTICS (13) Periods**

CONTENT: Introduction to Statistics: Collection of data, presentation of data — tabular form, ungrouped / grouped, bar graphs, histograms (with varying base lengths), frequency polygons . Mean, median and mode of ungrouped data.

- **PROBABILITY (9) Periods**

KEYWORDS: Probability, Experiment, Elementary event, Sample space, Trial, Event, Equally likely event, Exhaustive Events, Mutually Exclusive Event, Favourable event

CONTENT:

History, Repeated experiments and observed frequency approach to probability. Focus is on empirical probability. (A large amount of time to be devoted to group and to individual activities to motivate the concept; the experiments to be drawn from real - life situations, and from examples used in the chapter on statistics).

UNIT VII

- **LINEAR EQUATIONS IN TWO VARIABLES (14) Periods**

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

CONTENT:

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 number. plotting them and showing that they lie on a line. Graph of linear equations in variables. Examples, problems from real life, including problems on Ratio and Proportion and with algebraic and graphical solutions being done simultaneously

- **QUADRILATERALS (10) Periods**

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

CONTENT:

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 convers.

UNIT VIII

• AREA OF PARALLELOGRAMS AND TRIANGLES (7) Periods

KEYWORDS: Parallelogram, Triangle, Congruent

CONTENT:

Review concept of area, recall area of a rectangle.

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

• CONSTRUCTIONS (10) Periods

KEYWORDS: Construction, Ray, Line segment, Initial point, Angle bisector ,
Equilateral triangle

CONTENT:

1. Construction of bisectors of line segments and angles of measure 60° , 90° , 45° etc., equilateral triangles.
2. Construction of a triangle given its base, sum/difference of the other two sides and one base angle.
3. Construction of a triangle of given perimeter and base angles.

UNIT IX

• SURFACE AREAS AND VOLUME (12) Periods

KEYWORDS: Cuboid, Cylinder, Cone, Cube, Sphere

CONTENT:

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

UNIT X

• CIRCLES (15) 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

CONTENT:

Through examples, arrive at definition of circle and related concepts-radius, circumference, diameter, chord, arc, secant, sector, segment, subtended angle.

1. (Prove) Equal chords of a circle subtend equal angles at the center and (motivate) its converse.
2. (Motivate) The perpendicular from the center of a circle to a chord bisects the chord and conversely, the line drawn through the center of a circle to bisect a chord is perpendicular to the chord.
3. (Motivate) 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 center (or their respective centers) and conversely.
5. (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.
6. (Motivate) Angles in the same segment of a circle are equal.
7. (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.

8. (Motivate) The sum of either of the pair of the opposite angles of a cyclic quadrilateral is 180° and its converse.

DO TEN ACTIVITIES FROM NCERT MANUAL FILE.

MATHEMATICS

QUESTION PAPER DESIGN

CLASS – IX (2021-22)

Time: 3 Hrs. MAX. Marks80

S. No.	Typology of Questions	Total MARKS	% Weightage (approx.)
1	Remembering: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. Understanding: Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	43	54
2	Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	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	30 MARKS
Pen Paper Test and Multiple Assessment (5+5)	10Marks
Portfolio	05Marks
Lab Practical (Lab activities to be done from the prescribed books)	05Marks

SUBJECT: SCIENCE

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.

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 begin 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.

Curricular Expectations

At this stage learners are expected to:

- develop understanding of concepts, principles, theories, and laws governing the physical world, consistent with the stage of cognitive development.
- develop ability to acquire and use the methods and processes of science, such as observing, questioning, planning investigations, hypothesizing, collecting, analyzing and interpreting data, communicating explanations with evidences, justifying explanations, thinking critically to consider and evaluate alternative explanation, etc.
- conduct experiments, also involving quantitative measurements.
- appreciate how concepts of science evolve with time giving importance to its historical prospective.
- develop scientific temper (objectivity, critical thinking, freedom from fear and prejudice, etc.).
- nurture natural curiosity, aesthetic sense, and creativity.

- imbibe the values of honesty, integrity, cooperation, concern for life and preservation of environment.
- develop respect for human dignity and rights, equity and equality.

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 weight age 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 weight age 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

Unit No.	Unit	Marks	Periods
I	Matter - Its Nature and Behavior	23	50
II	Organization in the Living World	20	45
III	Motion, Force and Work	27	60
IV	Our Environment	06	15
V	Food; Food Production	04	10
	Total	80	
	Internal assessment	20	
	Grand Total	100	

ANNUAL EXAMINATION (MM. - 80)

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; states of matter-solid, liquid and gas, comparison between them based on several properties
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, acceleration
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**-effect of temperature and pressure on states of matter- inter conversions of states of matter; latent heat of fusion and vaporization; evaporation- factors effecting evaporation and cooling produced by evaporation

Practical -

- i. To determine melting point of ice and boiling point of water.
2. **Motion**- graphical representation of motion- distance time and velocity time graphs, equations of motions- graphical method, uniform circular motion
 3. **Fundamental unit of life**-cell organelles; chloroplast, mitochondria, vacuoles, endoplasmic reticulum, Golgi apparatus; nucleus, chromosomes - basic structure, number Cell division - mitosis and meiosis.

UNIT-III

1. **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-

- i. 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

2. Force and laws of motion-balanced and unbalanced forces, first law of motion-inertia; second law of motion-momentum

3. Tissues- Plant tissue- meristematic tissue, simple permanent tissue, complex permanent 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 IV

1. **Is matter around us pure**- separation techniques for mixtures- separation of solid from solid- magnetic separation, suitable solvent method and sublimation; separation of solid from liquid-filtration, evaporation, crystallization, centrifugation, and chromatography; separation of liquid from liquid- distillation, fractional distillation, separating funnel; separation of various components of air;

Practical -Separation of the components of a mixture of sand, common salt and ammonium chloride (or camphor).

2. **Force and laws of motion**-third law of motion- recoil velocity; law of conservation of momentum.
3. **Tissue**-Animal tissue- epithelial tissue, connective tissue, muscular tissue, nervous tissue.

Practical-- Striped, smooth and cardiac muscle fibers and nerve cells in animals from prepared slides. Drawing their labeled diagrams.

UNIT V

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

Practical-

- i. Preparation of 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. **Improvement in food resources**-Improvement in crop yields, crop variety improvement, crop production management-nutrient

management, irrigation, cropping pattern, crop protection management, storage of grains. Animal husbandry- cattle farming, poultry farming, fish production and bee keeping.

UNIT VI

1. **Atoms and molecules**- laws of chemical combinations- law of conservation of mass and law of constant proportion, Dalton's atomic theory-postulates; atoms- symbols of atoms, existence of atoms- molecules and ions

Practical-

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

2. **Floatation**- thrust and pressure, pressure in fluids, buoyancy, why do objects float or sink, Archimedes principle, relative density.

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. **Diversity in living organism**-Classification and evolution, five kingdom classification. Plant diversity- cryptogams and phanerogams.

Practicals-

- i. Study of the characteristics of Spirogyra / Agarics, Moss / Fern, Pinus (either with male or female cone) and an Angio spermic plant. Drawing and providing two identifying features of the groups they belong to.
- ii. Study of the external features of root, stem, leaf and flower of monocot and dicot plants.

UNIT VII

1. **Atoms and molecules**- Writing chemical formulae, atomic mass and molecular mass, formula unit mass.
 2. **Work and energy**- work and its scientific concept, energy and different forms of energy, interconversions of various forms of energy. Potential energy and kinetic energy
 3. **Diversity in living organism**=Animal diversity-study of various phylum, binomial nomenclature,

Practical- Observing the given pictures / charts / models of earthworm, cockroach, bony fish and bird. For each organism, drawing of their picture and recording:

- a. One specific feature of its phylum.
- b. One adaptive feature with reference to its habitat.

UNIT VIII

1. **Atoms and molecules**- Mole concept- relationship of mole to mass of the particles and numbers.
2. **Work and energy**- Law of conservation of energy, rate of doing work, commercial unit of energy
3. **Why do we fall ill**- Health and its failure, personal and community health, diseases and their causes, Infectious and Non-infectious diseases, their causes and manifestation.

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- wave length, amplitude, frequency, time period, speed, pitch, loudness, quality, intensity of sound wave.

Practical-

- i. Determination of the speed of a pulse propagated through a stretched string / slinky.
3. **Why do we fall ill-** Means of spread, organ specific and tissue specific manifestation, Principles of treatment and prevention?

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- medical, industrial and communication(SONAR), human ear and it's working.

Practical-

- i. Verification of the Laws of reflection of sound.
3. **Natural resources-** Air, role of atmosphere, winds, rain, Air, Water and Soil pollution (brief introduction), biogeochemical cycles in nature: Water, Oxygen, Carbon and Nitrogen, green house effect, Holes in ozone layer and the probable damages.

Assessment Areas (Theory) 2021-22
(Class X)
Science (086)
Time: 3hrs. Maximum Marks: 80 Marks

Competencies	
Demonstrate Knowledge and Understanding	46 %
Application of Knowledge/Concepts	22 %
Analyze, Evaluate and Create	32 %

Note:

- Typology of Questions: VSA including objective type questions, Assertion – Reasoning type questions; SA; LA; Source-based/ Case-based/ Passage-based/ Integrated assessment questions.
- An internal choice of approximately 33% would be provided.

Internal Assessment (20 Marks)

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

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.

CLASS - IX

suggested Pedagogical Processes	Learning Outcomes
<p>The learners may be provided with opportunities individually or in groups and encouraged to—</p>	<p>The learner—</p>
<ul style="list-style-type: none"> observe, group or classify materials, such as mixtures, based on their properties, <i>viz.</i> solubility, passage of light, etc., by performing various activities. Based on the observations, a discussion may be facilitated to help arrive at the appropriate conclusions. Students with visual impairment or low vision may be motivated to observe solubility of the materials by touching (caution should be taken while using thematerials). 	<ul style="list-style-type: none"> differentiates materials, objects, organisms, phenomena, and processes, based on properties or characteristics, such as, prokaryotes and eukaryotes, plant cell and animal cell, diffusion and osmosis, simple and complex tissues, distance and displacement, speed and velocity, balanced and unbalanced forces, elements, compound and mixture, solution, suspension and colloid, isobars and isotopes, etc.
<ul style="list-style-type: none"> design and carry out activities. For example, ‘Tugof war’ to understand balanced and unbalanced forces. They may be encouraged to experiment by applying forces (equal and unequal) on an object in same and opposite directions, followed by peer group discussion to generalize. study the daily life experiences, using interdisciplinary approach such as the cause behind cooling of water in earthen pots. They may be encouraged to measure and compare the temperatures of water both in earthen pot and metal containers, thereby helping them to relate process of evaporation with cooling effect. Students 	<ul style="list-style-type: none"> classifies materials, objects, organisms, phenomena, and processes, based on properties or characteristics, such as, classification of plants and animals under various hierarchical sub-groups, natural resources, classification of matter based on their states (solid/liquid/gas) and composition (element/compound/mixture), etc. plans and conducts investigations or experiments to arrive at and verify the facts, principles, phenomena or to seek answers to queries on their own, such as, how does speed of an object change? How do objects float/ sink when

with visual impairment or low vision may be encouraged to feel the difference in temperature by touching the surface of the containers.

conduct survey to understand the process of spreading of diseases. They may be encouraged to collect data from doctors and nurses about various diseases. They can prepare a report on spread, causes, prevention, and cure of diseases. They may share their findings with the community through role plays, skits and also campaign for prevention.

placed on the surface of a liquid? Is there any change in mass when chemical reaction takes place? What is the effect of heat on the state of substances? What is the effect of compression on different states of matter? Where are stomata present in different types of leaves? Where are growing tissues present in plants?

- **relates processes and phenomena with causes and effects**, such as, symptoms with diseases and causal agents, tissues with their functions, production with use of fertilizers,

SUBJECT: SOCIAL SCIENCE

BOOKS :

India and contemporary world I (History)

Contemporary India - I (Geography)

Democratic Politics I1 (Political Science)

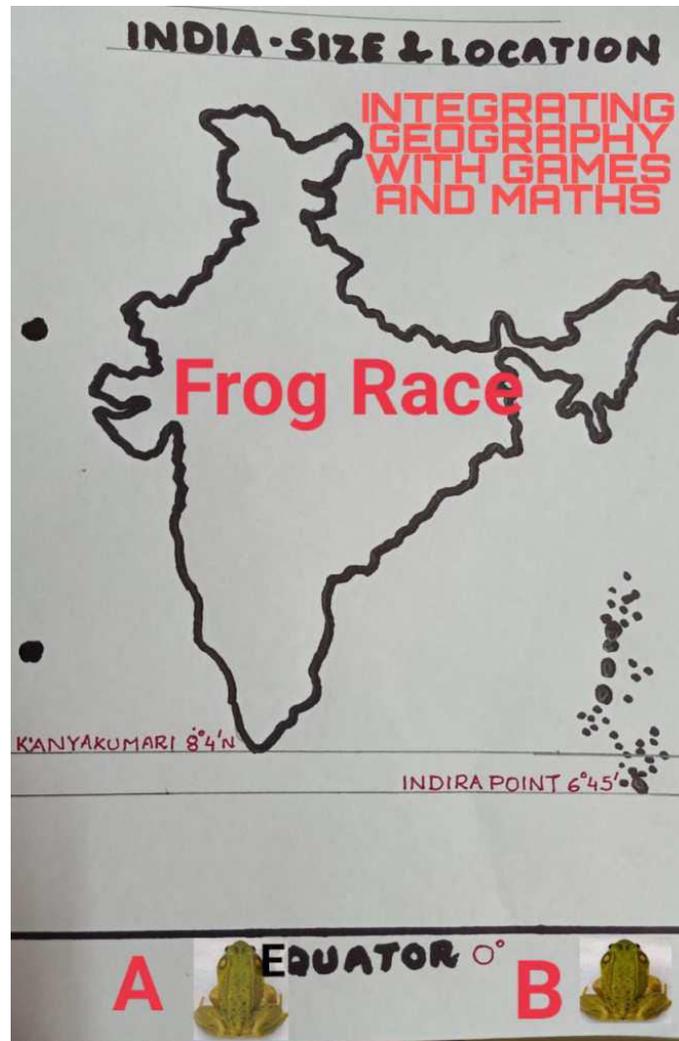
Economic I (Economics)

Book	Unit 1	Chapter No.
Geography	India - Size and location	1
Economics	The Story of village Palampur	1
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.

Book	Unit 2	Chapter No.
Democratic Politics	What is Democracy ? Why Democracy?	1
History	The French revolution	1

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

Book	Unit 3	Chapter No.
History	Socialism in Europe and Russian revolution	2
Economics	People as a resource	2

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 s.st note book.

Book	Unit 4	Chapter No.
Geography	Physical Features of India	2

Activity: (i) Map Work

Book	Unit 5	Chapter No.
Geography	Drainage	3
Democratic Politics	Constitutional Design	3

Activity: (i) Map Work

(ii) Poster Making : Topic River pollution

Book No.	Unit 6	Chapter
History	Nazism and the Rise of Hitler	3
Economics	Poverty as a challenge	3

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.

Book	Unit 7	Chapter No.
Geography	Climate	4
Democratic Politics	Electoral Politics	4

Activity: (i) Map Work

(ii) Identification of songs, dance ,festivals and special food preparations associated with certain seasons in their particular region and whether they have some commonality with other regions of India.

Book	Unit 8	Chapter No.
History	Forests and colonialism	6
Economics	Food Security in India	4

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) Visit a farm in a village and collect the details of food crops cultivated by the farmers.

Book	Unit 9	Chapter No.
Geography	Natural vegetation and Wildlife	5
Democratic Politics	Working of the institutions	5

Activity: (i) Map Work

(ii) Collect the information related to the flora and fauna of the region in which their school is situated, including the list of endangered species of the region and also the information regarding efforts being made to preserve them.

(iii) Poster: Depletion of forests and ecological imbalances

Book	Unit 10	Chapter No.
Geography	Population	6
Democratic Politics	Democratic Rights	6

Activity: (i) Map Work

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

(1.iii) 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	Viva voce	1

Internal Assessment Criteria:

Internal Assessment Marks

- 1) Unit test 10
- 2) Portfolio 5
- 3) Subject Enrichment Activities 5

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), America

Chapter-3: Nazism and the Rise of Hitler

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

Major countries of Second World War

Axis Powers – Germany, Italy, Japan

Allied Powers – UK, France, Former USSR, USA

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, Anai Mudi,

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

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

The state having highest and lowest sex ratio

Largest and smallest state according to area

SUBJECT: INFORMATION TECHNOLOGY(402)

Exam: Written/ Practical Test + Activities + Notebook

Unit -1 : Communication Skills- I : Communication Cycle, Various methods of communication, Perspectives in communication, Basic writing skills

Unit – 2: Introduction to IT- ITeS Industry.

Applications of IT in ITeS Industry.

Unit – 3 : Information and Communication Technology Skills : Introduction to ICT, Components of computer system, Peripheral Devices, Basic of computer operations, Operating System, Introduction to Internet, Introduction to E-mail, Introduction to Social Media.

Unit - 4 : Data Entry & Keyboarding Skills: Using data Entry Tools, Getting started with Typing Software.

Unit -5 : Digital Documentation : Getting started with a word processor application, Editing a document, Formatting a document, Creating and Using Table, Printing a document, Using mail Merge.

Unit – 6: Self-Management Skills – I : Importance of self-management, Building of self-confidence.

Unit- 7: Spreadsheet Applications (Elementary) : Creating a Spreadsheet, Editing Data in spreadsheet, Formatting data in the spreadsheet, Cell referencing , Introduction to Charts.

Unit- 8 : Entrepreneurial Skills – I: Types of Business Activities, Characteristics of Entrepreneurship

Unit - 9: Digital Presentation : Characteristics of Good presentation, Getting started with LibreOffice Impress, Working with slides, Working with Tables, Inserting and formatting image in a presentation, Working with slide master.

Unit -10: Green Skills – I: Environment protection and conservation, Importance of Green Economy.

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

Note: Submit Activity File with a Project.

हिन्दी पाठ्यक्रम
कक्षा - 9वीं (2021-22)

UNIT -1

स्पर्श पुस्तक :

पाठ - दुःख का अधिकार

पाठ - रैदास के पद

व्याकरण : अनुस्वार, अनुनासिक, अनौपचारिक पत्र

UNIT -2

स्पर्श पुस्तक :

पाठ - रहीम के दोहे

संचयन पुस्तक

पाठ - गिल्लू

व्याकरण : अनुच्छेद लेखन, उपसर्ग-प्रत्यय, पर्यायवाची (1-20)

क्रिया कलाप नः 1 पाठ - दुःख का अधिकार के आधार पर भारत में साँपों की विभिन्न प्रजातियों की सचित्र जानकारी दीजिए ।

UNIT -3

स्पर्श पुस्तक :

पाठ - एवरेस्ट : मेरी शिखर यात्रा

पाठ - आदमीनामा

व्याकरण : वाद लेखन, श्रुतिसम भिन्नार्थक (1-20)

क्रिया कलाप नः पर्वतराज हिमालय के विषय में महत्वपूर्ण जानकारी का उल्लेख करें ।

UNIT -4

स्पर्श पुस्तक :

पाठ - स्मृति

व्याकरण : अनुच्छेद लेखन, संदेश लेखन, विलोम (1-20), शब्द व पद

UNIT - 5

स्पर्श पुस्तक :

पाठ - तुम कब जाओगे अतिथि

व्याकरण : नारा लेखन, अर्थ की दृष्टि से वाक्य भेद

UNIT - 6

स्पर्श पुस्तक :

पाठ - कीचड़ का काव्य

व्याकरण : उपसर्ग, प्रत्यय, पर्यायवाची (21-40)

UNIT -7

स्पर्श पुस्तक :

पाठ - एक फूल की चाह, हामिद खाँ

व्याकरण : नारा लेखन, अर्थ के आधार पर वाक्यभेद

क्रिया कलाप न:3 व्याकरणिक इकाई अर्थ के आधार पर वाक्यभेद का सुन्दर चित्रात्मक वर्णन करें ।

UNIT - 8

स्पर्श पुस्तक :

पाठ - धर्म की आड़

पाठ - अग्निपथ

व्याकरण : संवाद, श्रुतिसम भिन्नार्थक (21-40)

UNIT - 9

स्पर्श पुस्तक :

पाठ - शुकृतारे के समान

पाठ - (भाग -1) नए इलाके में

व्याकरण : संदेश, विलोम (21-40), शब्द व पद, अनुच्छेद

UNIT - 10

पाठ - (भाग - 2) खूशबू रचते हैं हाथ

संचयन पुस्तक

पाठ - दिये जल उठे

व्याकरण : नारा लेखन, अर्थ की दृष्टि से वाक्य भेद

क्रिया कलाप नं:4 महात्मा गांधी की दांडी यात्रा का चित्रात्मक उल्लेख करें ।

ਪੰਜਾਬੀ-004

IX ਨੌਵੀਂ

(ਅਪ੍ਰੈਲ 2021 ਤੋਂ ਮਾਰਚ 2022)

ਸਲਾਨਾ ਪਰੀਖਿਆ ਲਈ ਪਾਠ-ਕ੍ਰਮ ਅਤੇ ਅੰਕ-ਵੰਡ

ਲਿਖਤੀ ਪਰੀਖਿਆ 80 ਅੰਕ

ਆਂਤਰਿਕ ਮੁਲਾਂਕਣ 20 ਅੰਕ

ਕੁਲ 100 ਅੰਕ

I. ਪੜ੍ਹਨ-ਕੌਸ਼ਲ (Reading Skill)	10
1. ਅਣਡਿੱਠਾ ਪੈਰਾ (ਵਾਰਤਕ) 200-250 ਸ਼ਬਦਾਂ ਵਿੱਚ ਤਿੰਨ ਛੋਟੇ ਪ੍ਰਸ਼ਨ (2+2+2+) +1 ਸਿਰਲੇਖ ਲਈ	7
2. ਅਣਡਿੱਠੀ ਕਾਵਿ ਟੁਕੜੀ ਨਾਲ ਸੰਬੰਧਿਤ (ਤਿੰਨ ਪ੍ਰਸ਼ਨ)	(1×3) =3
II. ਵਿਆਕਰਨ (Grammer) (ਬਹੁਵਿਕਲਪੀ ਅਤੇ ਛੋਟੇ ਪ੍ਰਸ਼ਨ)	20
1. ਵਿਰੋਧੀ ਸ਼ਬਦ (ਬਹੁ-ਵਿਕਲਪੀ ਅਤੇ ਚੋਣ ਆਧਾਰਿਤ)	1×3 =3
2. ਲਿੰਗ (ਬਹੁ-ਵਿਕਲਪੀ ਅਤੇ ਚੋਣ ਆਧਾਰਿਤ)	1×3 =3
3. ਸ਼ਬਦ ਸੁੱਧੀ (ਬਹੁ-ਵਿਕਲਪੀ ਅਤੇ ਚੋਣ ਆਧਾਰਿਤ)	1×3 =3
4. ਵਿਸਮਿਕ (ਛੋਟੇ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ ਚੋਣ ਆਧਾਰਿਤ)	1×3 =3
5. ਕਿਰਿਆ (ਛੋਟੇ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ ਚੋਣ ਆਧਾਰਿਤ)	1×4 =4
6. ਮੁਹਾਵਰੇ (ਉ ਤੋਂ ਹ ਤੱਕ) (ਵਾਕਾਂ ਵਿੱਚ ਵਰਤ ਕੇ ਅਰਥ ਸਪਸ਼ਟ ਕਰਨਾ, ਚੋਣ ਆਧਾਰਿਤ)	1×4 =4
III. ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਲਿਖਣ-ਕੌਸ਼ਲ (Writing Skill)	20
1. ਲੇਖ-ਰਚਨਾ (ਵਿਚਾਰ ਪ੍ਰਧਾਨ ਅਤੇ ਆਮ ਵਿਸ਼ੇ) 200 ਸ਼ਬਦ (ਤਿੰਨ ਲੇਖ ਚੋਣ ਆਧਾਰਿਤ - ਨੁਕਤਿਆਂ ਸਹਿਤ)	8
2. ਪੱਤਰ ਰਚਨਾ (ਨਿਜੀ ਤੇ ਦਫਤਰੀ) (ਦੋ ਪੱਤਰ ਚੋਣ ਆਧਾਰਿਤ - ਨੁਕਤਿਆਂ ਸਹਿਤ)	7
3. ਚਿੱਤਰ (ਫੋਟੋ)/ਤਸਵੀਰ (ਦ੍ਰਿਸ਼) ਦੇ ਆਧਾਰ ਤੇ ਵਰਨਣ (50 ਸ਼ਬਦਾਂ ਵਿੱਚ)	5

IV. ਪਾਠ-ਪੁਸਤਕਾਂ ਤੇ ਅਧਾਰਿਤ (Text Books)

30

1. ਅਤਿ ਛੋਟੇ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ (1 ਅੰਕ ਵਾਲੇ)
 - ੳ) ਕਹਾਣੀ ਤੇ ਵਾਰਤਕ ਵਿੱਚੋਂ (ਬਹੁ-ਵਿਕਲਪੀ) 1×5=5
 - ਅ) ਕਵਿਤਾ ਤੇ ਇਕਾਂਗੀ ਵਿੱਚੋਂ (ਇੱਕ ਸ਼ਬਦ ਵਾਲੇ) 1×5=5
2. ਛੋਟੇ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ (25 ਤੋਂ 30 ਸ਼ਬਦਾਂ ਵਿੱਚ) (2×4) =8
(ਕਹਾਣੀ ਤੇ ਇਕਾਂਗੀ ਵਿੱਚੋਂ)
3. ਵੱਡੇ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ (50 ਤੋਂ 60 ਸ਼ਬਦਾਂ ਵਿੱਚ) (4×2) =8
ਕਵਿਤਾ ਤੇ ਵਾਰਤਕ ਵਿੱਚੋਂ (ਚੋਣ ਅਧਾਰਿਤ)
4. ਇਕਾਂਗੀ 'ਚੋਂ ਵੱਡੇ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ (50 ਤੋਂ 60 ਸ਼ਬਦਾਂ ਵਿੱਚ) (4×1) =4
(ਚੋਣ ਅਧਾਰਿਤ)

ਨਿਰਧਾਰਿਤ ਪਾਠ-ਪੁਸਤਕਾਂ**1. ਸਾਹਿਤ-ਮਾਲਾ : 9 (ਪੰਜਾਬੀ ਕਵਿਤਾ ਤੇ ਵਾਰਤਕ)****ਕਾਵਿ-ਰਚਨਾਵਾਂ -** 1. ਸਮਾਂ (ਭਾਈ ਵੀਰ ਸਿੰਘ)

2. ਵਿਸਾਖੀ ਦਾ ਮੇਲਾ (ਧਨੀ ਰਾਮ ਚਾਤ੍ਰਕ)
3. ਮੈਂ ਪੰਜਾਬੀ (ਫੀਰੋਜ਼ਦੀਨ ਸ਼ਰਫ)
4. ਨਵੀਂ ਪੁਰਾਣੀ ਤਹਿਜ਼ੀਬ (ਵਿਧਾਤਾ ਸਿੰਘ ਤੀਰ)
5. ਮਾਤਾ ਗੁਜਰੀ ਜੀ (ਨੰਦ ਲਾਲ ਨੂਰਪੁਰੀ)

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 ਪੰਨੂ)

2. ਵੰਨਗੀ 9 (ਪੰਜਾਬੀ ਕਹਾਣੀਆਂ ਤੇ ਇਕਾਂਗੀ)**ਕਹਾਣੀਆਂ -**

1. ਜਨਮ-ਦਿਨ (ਸਵਿੰਦਰ ਸਿੰਘ ਉੱਪਲ)
2. ਸਾਂਝੀ ਕੰਧ (ਸੰਤੋਖ ਸਿੰਘ ਧੀਰ)
3. ਬੱਸ-ਕੰਡਕਟਰ (ਡਾ. ਦਲੀਪ ਕੌਰ ਟਿਵਾਣਾ)

- ਇਕਾਂਗੀ - 1. ਮੌਨਧਾਰੀ (ਈਸ਼ਵਰ ਚੰਦਰ ਨੰਦਾ)
2. ਸਿਰਜਣਾ (ਪਾਲੀ ਭੁਪਿੰਦਰ 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-ਪੁਸਤਕ ਨੂੰ ਪੰਜਾਬ ਸਕੂਲ ਸਿੱਖਿਆ ਬੋਰਡ, ਸਾਹਿਬਜ਼ਾਦਾ ਅਜੀਤ ਸਿੰਘ ਨਗਰ (ਮੋਹਾਲੀ) ਵੱਲੋਂ ਪ੍ਰਕਾਸ਼ਤ ਕੀਤਾ ਗਿਆ ਹੈ।

ਯੂਨਿਟ ਟੈਸਟ ਅੰਕ ਵੰਡ 20

ਪ੍ਰਸ਼ਨ 1) ਅਤਿ ਛੋਟੇ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ	
ੳ) ਕਹਾਣੀ/ਵਾਰਤਕ (ਬਹੁਵਿਕਲਪੀ)	2×1=2
ਅ) ਕਵਿਤਾ/ਇਕਾਂਗੀ (ਇੱਕ ਸ਼ਬਦ ਵਾਲੇ)	2×1=2
ਪ੍ਰਸ਼ਨ 2) ਛੋਟੇ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ ਕਹਾਣੀ ਵਿੱਚੋਂ (25-30 ਸ਼ਬਦਾਂ ਵਾਲੇ)	2×2=4
ਪ੍ਰਸ਼ਨ 3) ਵੱਡੇ ਉੱਤਰ ਵਾਲਾ ਪ੍ਰਸ਼ਨ (50-60) ਸ਼ਬਦਾਂ 'ਚ ਕਵਿਤਾ/ਵਾਰਤਕ	4×1=4
ਪ੍ਰਸ਼ਨ 4) ਵਿਆਕਰਨ	4
ਪ੍ਰਸ਼ਨ 5) ਪੱਤਰ (ਨਿੱਜੀ)	4

SYLLABUS 2021-22

CLASS-IX PUNJABI

Unit - 1

ਕਹਾਣੀ	ਜਨਮ-ਦਿਨ
ਕਵਿਤਾ	ਸਮਾਂ
ਵਿਆਕਰਣ	ਮੁਹਾਵਰੇ (ਉ ਅਖਰ) ਵਿਰੋਧੀ ਸ਼ਬਦ

Unit - 2

ਵਾਰਤਕ	ਵਹਿਮੀ ਤਾਇਆਂ
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ਵਿਆਕਰਣ ਲਿੰਗ ਬਦਲੋ, ਮੁਹਾਵਰੇ (ਅ)
ਨਿੱਜੀ ਪੱਤਰ

ਸੁਲੇਖ ਆਪਣੀ ਕਲਾ ਨੂੰ ਪ੍ਰਗਟਾਉਂਦਿਆਂ ਹੋਇਆ ਸੁੰਦਰ ਲਿਖਾਈ ਵਿੱਚ ਲਿਖੋ ।

Unit - 3

ਕਵਿਤਾ ਵਿਸਾਖੀ ਦਾ ਮੇਲਾ
ਲੇਖ ਆਮ ਵਿਸ਼ਿਆਂ ਨਾਲ ਸੰਬੰਧਤ

ਵਾਰਤਕ ਮੁੜ ਵੇਖਿਆ ਪਿੰਡ

ਅਣਡਿਠਾ ਪੈਰਾ

ਵਿਆਕਰਨ ਸ਼ਬਦ ਸ਼ੁੱਧੀ, ਮੁਹਾਵਰੇ (ੲ)

ਯੂਨਿਟ Unit - 4 4

ਕਹਾਣੀ ਸਾਂਝੀ ਕੰਧ

ਕਵਿਤਾ ਮੈ ਪੰਜਾਬੀ

ਵਿਆਕਰਣ ਵਿਸਮਿਕ, ਮੁਹਾਵਰੇ (ਸ)

ਗਤੀਵਿਧੀ ਵਹਿਮਾਂ ਭਰਮਾਂ ਦੀ ਮਨੁੱਖ ਦੇ ਜੀਵਨ ਵਿੱਚ ਕੀ ਅਹਿਮੀਅਤ ਹੁੰਦੀ ਹੈ ਇਸ ਨੂੰ ਸਪਸ਼ਟ ਕਰਦਿਆਂ ਹੋਇਆ ਕੁਝ ਅਜਿਹੇ ਵਹਿਮਾਂ ਭਰਮਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਇਕੱਠੀ ਕਰਕੇ ਲਿਖੋ ਜੋ ਤੁਹਾਡੇ ਆਲੇ ਦੁਆਲੇ ਦੇ ਲੋਕ ਮੰਨਦੇ ਹੋਣ ।

Unit - 5

ਇਕਾਂਗੀ ਮੌਨਧਾਰੀ

ਮੁਹਾਵਰੇ (ਹ) ਕਿਰਿਆ

ਅਣਡਿਠੀ ਕਾਵਿ ਟੁਕੜੀ

ਚਿਤਰਵਰਨਣ

A.S.L. ਗਤੀਵਿਧੀ ਸੁਣਨ ਅਤੇ ਬੋਲਣ ਕਲਾ ਨਾਲ ਸੰਬੰਧਤ ਗਤੀਵਿਧੀ ਕਰਵਾਈ ਜਾਵੇਗੀ।

Unit - 6

ਵਾਰਤਕ ਖੁਸ਼ੀਆਂ ਆਪੇ ਨਹੀਂ ਆਉਂਦੀਆਂ

ਕਵਿਤਾ ਨਵੀ ਪੁਰਾਣੀ ਤਹਿਜ਼ੀਬ
ਮੁਹਾਵਰੇ (ੳ) ਵਿਰੋਧੀ ਸ਼ਬਦ
ਗਤੀਵਿਧੀ ਦਿੱਤੇ ਗਏ ਅਣਡਿੱਠੇ ਪੈਰ੍ਹੇ ਨੂੰ ਧਿਆਨ ਨਾਲ ਪੜ੍ਹਕੇ ਦਿੱਤੇ ਗਏ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ
ਲਿਖੋ ।

Unit - 7

ਕਹਾਣੀ ਬੱਸ ਕੁੰਡਕਟਰ
ਵਾਰਤਕ ਬੇਬੇ ਜੀ
ਅਣਡਿੱਠਾ ਪੈਰ੍ਹਾ
ਮੁਹਾਵਰੇ (ਅ) (ਕ) ਦਫ਼ਤਰੀ ਪੱਤਰ ਸ਼ਬਦ ਸੁੱਧੀ

Unit - 8

ਕਵਿਤਾ ਮਾਤਾ ਗੁਜ਼ਰੀ ਜੀ
ਵਿਆਕਰਨ ਮੁਹਾਵਰੇ (ੲ), ਵਿਸਮਕ, ਲਿੰਗ ਬਦਲੋ ਤੇ ਲੇਖ ਵਿਚਾਰ ਕਰਨਾ
ਗਤੀਵਿਧੀ ਪਾਠ ਪੁਸਤਕ ਵਿੱਚ ਦਿੱਤੀਆਂ ਗਈਆਂ ਕਵਿਤਾਵਾਂ ਦੇ ਅਧਾਰ ਤੇ ਲਿਖਤੀ ਕੁਇਜ਼
ਕਰਵਾਇਆ ਜਾਵੇਗਾ ।

Unit - 9

ਇਕਾਂਗੀ ਸਿਰਜਣਾ
ਅਣਡਿੱਠੀ ਕਾਵਿ ਟੁਕੜੀ
ਮੁਹਾਵਰੇ (ਸ, ਹ) ਕਿਰਿਆ ਚਿੱਤਰ ਵਰਨਣ

Unit - 10

ਦੋਹਰਾਈ