

# SYLLABUS

Session - 2024-25

## 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 Standtaken / 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.

## SECTION-WISE WEIGHTAGE OF TERMINAL AND ANNUAL EXAM –(2024-2025)

SECTION	DIVISON	MARKS	TOTAL MARKS(80)
A-Reading Comprehensions	1.Discursive	10	20
	2.Factual Based	10	
B- Grammar And Writing	1. Determiners, Tenses, Modals, Sub-Verb Agreement, Reported Speech. 2. Descriptive Paragraph, Diary Entry, Story Writing	10 5+5=10	20
C-Literature 1. Reference to the Context 2.Short Answer Type Questions 3.Short Answer Type Questions 4.Long Answer Type Question. 5.Long Answer Type Question	(Drama/Prose,Poetry)	5+5=10	10
	Beehive (4 Out of 5)	4x3=12	12
	Moments (2 Out of 3)	3x2=6	6
	Beehive (1 Out of 2)	6	6
	Moments (1 Out of 2)	6	6

### DIVISION OF MARKS FOR THE UNIT TEST:

Question	Mark/Marks	Total Marks (20)
<b>1</b>	<b>5*1</b>	<b>5</b>
<b>2</b>	<b>3*1</b>	<b>3</b>
<b>3</b>	<b>3*1</b>	<b>3</b>
<b>4</b>	<b>1*2</b>	<b>2</b>
<b>5</b>	<b>2*2</b>	<b>4</b>
<b>6</b>	<b>3*1</b>	<b>3</b>

**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

**21st CENTURY SKILLS:** Critical Thinking, Communication, Collaboration, Creativity and Problem –Solving.

**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

**21<sup>st</sup> CENTURY SKILLS:** Understanding, Inferences, Reflection

### **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:** Diary Entry

**Activity:** Story Writing based on Visual Inputs.

**21st CENTURY SKILLS:** Creativity and Critical Thinking.

### **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'

**21<sup>st</sup> CENTURY SKILLS:** Critical Thinking, Collaboration, Creativity, Brainstorming.

### **UNIT -5**

**BEEHIVE:** Ch-5 The Snake and The Mirror

Poem: A Legend of the Northland

**MOMENTS:** Ch-5 The Happy Prince



**WORKBOOK:** Unit-4

**GRAMMAR:** Determiners

**WRITING SKILLS:** Story Writing

**Activity:** Assessment of Listening and Speaking Skills

**21<sup>st</sup> CENTURY SKILLS:** Critical thinking, Creativity, Communication

## **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"

**21<sup>st</sup> CENTURY SKILLS:** Critical thinking, Information literacy, Communication skills, Collaboration, Understanding

## **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

**21<sup>st</sup> CENTURY SKILLS:** Understanding, Application

## **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.

**21<sup>st</sup> CENTURY SKILLS:** Collaboration, Communication, Critical thinking, Adaptability and Resilience and Decision Making.

## **UNIT -9**

**BEEHIVE:** Ch-9 If I were You

**WORKBOOK:** Unit-11

**GRAMMAR:** Subject Verb Concord

**WRITING SKILLS:** Descriptive Paragraph

**ACTIVITY:** Listening and speaking activity (ALS)

**21<sup>st</sup> CENTURY SKILLS:** Critical thinking, Communication, Creativity, Emotional Intelligence.

## **UNIT -10**

Revision for the Annual Examination (Unit 1-10)

## **Subject : Science (086)**

### **Prescribed Books:**

- **Science-Textbook for class IX-NCERT**
- **Laboratory Manual-Science-Class IX**

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 the temptation of adding too many concepts that 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.

### **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. The average of the best two tests to be taken 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 tests, quizzes, 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 a record of the same. Practical Assessment should be continuous. There will be a weightage of 5 marks towards the final result. All practical's listed in the syllabus must be completed.

c. Portfolio to be prepared by the student- This would include classwork and other samples of student work and will carry a weightage of 5 marks towards the final results.

**COURSE STRUCTURE**  
**CLASS IX**  
**(Annual Examination) Marks: 80**

<b>Unit No.</b>	<b>Unit</b>	<b>Marks</b>
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
	<b>Total</b>	<b>80</b>
	<b>Internal assessment</b>	<b>20</b>
	<b>Grand Total</b>	<b>100</b>

**TENTATIVE ASSESSMENT SCHEDULE: 2024-25**

Recall and apply the content learnt in solving questions.

Time-1.5 hrs

<b>SR. NO.</b>	<b>ASSESSMENT</b>	<b>MARKS</b>	<b>TIME PERIOD</b>	<b>SYLLABUS</b>
1	UNIT TEST - 1	30	MAY	UNIT: 1
2	UNIT TEST - 2	30	JULY-AUGUST	UNITS: 2 & 3
3	TERMINAL	80	SEPTEMBER	UNITS: 1 - 5
4	UNIT TEST - 3	30	NOVEMBER	UNITS: 6 & 7
5	UNIT TEST - 4	30	JANUARY	UNITS: 8 & 9
5	FINAL	80	MARCH	UNITS: 1 - 10

**DIVISION OF MARKS: UNIT TEST (M.M.: 30)**

**ASSESSMENT UNIT TEST-2 (30 MARKS) (10 MARKS OF EACH PORTION=30)**

**DIVISION OF MARKS FOR EACH PORTION-**

QUESTIONS	MARK/MARKS	TOTAL MARKS
3	1	3
2	2	4
1	3	3
		10

**DIVISION OF MARKS: TERMINAL ANNUAL EXAMINATION (M.M.: 80)**

**TIME: 3 HRS.**

TERMINAL EXAMINATION-UNITS 1 TO 5

**FINAL EXAMINATION-UNITS 1 TO 10**

**Time-3 hrs**

SECTION	QUESTIONS	MARK/MARKS	TOTAL MARKS
A	20	1	20
B	6	2	12
C	7	3	21
D	3	5	15
E(Case Based)	3	4	12
<b>TOTAL</b>			<b>80</b>

**DIVISION OF MARKS: UNIT-I (APRIL)**

**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, and have force of attraction between them.

**2. Motion-**Distance and displacement, velocity; uniform and non-uniform motion along a straight line

**3. Fundamental unit of Life-**Cell as a basic unit of life; prokaryotic and eukaryotic cells, multicellular organisms; cell membrane and cell wall.

**Practical- 21st century skills that can be useful for science practical:**

**Skills like observational and experimental were developed in the students and values like division of labour and teamwork (as all the organelles divide the work among themselves).**

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

**Targeted Skills: Understanding, analytical and reasoning skills.**

**SUBJECT ENRICHMENT ACTIVITY– (21st Century Skills- To emphasize the development of skills like observational, diagrammatical, and experimental and inculcating values like Creativity.)**

Draw labelled diagrams of prokaryotic cell, animal cell and plant cell.

## **UNIT-II: (MAY)**

**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.

**Targeted Skills: Understanding, analytical and reasoning skills.**

**SUBJECT ENRICHMENT ACTIVITY – (21st Century Skills- To emphasize the development of skills like observational, diagrammatical, and experimental and inculcating values like Creativity.)**

Warli art to show some basic concepts of chemistry-states of matter.

Arrangement of particles in solid liquid and gas.

**Practical- 21st century skills that can be useful for science practical:**

**Scientific reasoning: Improves critical thinking, problem-solving, and decision-making skills.**

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

**2. Motion-** acceleration, distance-time and velocity-time graphs for uniform motion and uniformly accelerated motion, elementary idea of uniform circular motion .

**3. Fundamental unit of life-**cell organelles; endoplasmic reticulum, Golgi apparatus; nucleus. Lysosomes.

### **UNIT-III: (July-August)**

**1. Matter in our surroundings-** Evaporation- factors affecting evaporation and cooling produced by evaporation.

**2. Force and laws of motion-** Force and Motion, Newton's Laws of Motion. First Law- Inertia of Body, Inertia and mass.

### **SUBJECT ENRICHMENT ACTIVITY- Related DRR topic: ROAD ACCIDENTS/RAILWAY ACCIDENTS**

**3. Fundamental unit of life-**chloroplast, mitochondria, vacuoles, cell division.

### **UNIT IV: (July-August)**

**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- 21st century skills that can be useful for science practical:**

**Scientific reasoning: Improves critical thinking, problem-solving, and decision-making skills.**

**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
  - i. transparency
  - ii. filtration criterion
  - iii. stability

**2 Force and laws of motion-** Momentum, Force and Acceleration, Action and Reaction forces.

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

## **UNIT V (July-August)**

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

**Practical- 21st century skills that can be useful for science practical:**

**Scientific reasoning: Improves critical thinking, problem-solving, and decision-making skills.**

**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-**Gravitation; Universal Law of Gravitation, Force of Gravitation of the earth (gravity),Acceleration due to Gravity; Mass and Weight; Free fall.

**SUBJECT ENRICHMENT ACTIVITY - Related DRR topic: STRUCTURAL INTEGRITY AND FAILURE.**

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

**Targeted Skills: Understanding, analytical and reasoning skills.**

**Practical- 21st century skills that can be useful for science practical:**

**Scientific reasoning: Improves critical thinking, problem-solving, and**

**decision-making skills.**

**SUBJECT ENRICHMENT ACTIVITY– (21st Century Skills- logical thinking, pattern recognition, and creative problem-solving.)**

**Plant Tissue Crossword puzzle.**

**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: (October-November)**

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

**Practical- 21st century skills that can be useful for science practical:**

**Scientific reasoning: Improves critical thinking, problem-solving, and decision-making skills.**

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

**1. Gravitation-** Floatation: Thrust and Pressure. Archimedes' Principle; Buoyancy.

**Practical- 21st century skills that can be useful for science practical:**

**Scientific reasoning: Improves critical thinking, problem-solving, and decision-making skills.**

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: (October-November)**

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

**2. Work and energy-** Work done by a Force, Energy, power

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

**SUBJECT ENRICHMENT ACTIVITY ON PULSES AND MILLETS** (Learn more about some specific legumes, millets including a variety of ways to incorporate them into your meals)

**Targeted Skills: Understanding, analytical and reasoning skills.**

**Activity – (21st Century Skills- To emphasized on development of skills like observational, experimental, and inculcating values like Awareness, Responsibility, concern,)**

### **UNIT VIII: (December)**

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

**2. Work and energy-**Kinetic and Potential energy; Law of conservation of energy (excluding commercial unit of Energy).

**3. Improvement in food resources-** Animal Husbandry-Cattle farming, poultry farming

### **UNIT IX (January-February)**

**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-** Nature of sound and its propagation in various media, speed of sound.

#### **Practical-**

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

**SUBJECT ENRICHMENT ACTIVITY- Related DRR topic: Role of sound in emergency situations**

**3.Improvement in food resources-** Animal husbandry- fish production, Bee keeping.

### **UNIT X (January-February)**

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

**2.Sound-**range of hearing in humans; ultrasound; reflection of sound; echo

**Practical-**Verification of the Laws of reflection of sound.

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

100%

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

# Subject : Mathematics

## Rationale

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 an 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:

- apply the knowledge and skills acquired to solve problems and where very 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**

<b>Units</b>	<b>UnitName</b>	<b>Marks</b>
I	NUMBERSYSTEMS	10
II	ALGEBRA	20
III	COORDINATEGEOMETRY	04
IV	GEOMETRY	27
V	MENSURATION	13
VI	STATISTICS&PROBABILITY	06
	Total	80



<b>UNITS</b>	<b>CHAPTER NO.</b>	<b>CHAPTER NAME</b>
<b>I</b>	<b>CH-1</b>	<b>NUMBER SYSTEMS</b>
<b>II</b>	<b>CH-3</b>	<b>COORDINATE GEOMETRY</b>
<b>III</b>	<b>CH-2</b>	<b>POLYNOMIALS</b>
<b>IV</b>	<b>CH-5</b> <b>CH-6</b>	<b>INTRODUCTION TO EUCLID'S GEOMETRY</b> <b>LINES AND ANGLES</b>
<b>V</b>	<b>CH-7</b> <b>CH-10</b>	<b>TRIANGLES</b> <b>HERON'S FORMULA</b>
<b>VI</b>	<b>CH-4</b>	<b>LINEAR EQUATION IN TWO VARIABLES</b>
<b>VII</b>	<b>CH-8</b>	<b>QUADRILATERAL</b>
<b>VIII</b>	<b>CH-9</b>	<b>CIRCLES</b>
<b>IX</b>	<b>CH-11</b>	<b>SURFACE AREAS AND VOLUMES</b>
<b>X</b>	<b>CH-12</b>	<b>STATISTICS</b>

## UNIT-1 NUMBER SYSTEM (APRIL)

**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  $\sqrt{2}$ ,  $\sqrt{3}$

3.Definition of nth root of real number.

4.Rationalization(with precise meaning) of real numbers of the type

$$\frac{1}{a + b\sqrt{x}} \quad \text{and} \quad \frac{1}{\sqrt{x} + \sqrt{y}}$$

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.)

**Targeted Skills:** Understanding, Analytical and Calculation

**Activity – (21st Century Skills- Critical Thinking and Problem solving.)**

To draw a square root spiral

## ASSESSMENT UNIT TEST-1 (20 MARKS)

TIME-MAY, 2024

SYLLABUS- UNIT-1

## UNIT-1 NUMBER SYSTEM

## UNIT-2 COORDINATE GEOMETRY (MAY)

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

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

**Targeted Skills-** Reasoning, creativity, problem solving

**Activity (21<sup>st</sup> Century Skills- Creativity and Innovation)**

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

**UNIT-3 POLYNOMIAL (MAY-JULY)**

**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. Co-efficients 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:

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

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

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

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

and their use in factorization of polynomials.

**Targeted Skills-** logical thinking, problem solving and creativity

## **Activity (21<sup>st</sup> Century Skills of Critical Thinking and Creativity)**

To verify any algebraic identity.

### **ASSESSMENT UNIT TEST-2 (20 MARKS)**

**TIME-** JULY-AUGUST, 2024

### **SYLLABUS- 2 UNITS**

#### **UNIT-2 Coordinate Geometry**

#### **UNIT-3 POLYNOMIAL**

#### **UNIT-4 INTRODUCTION TO EUCLID'S GEOMETRY (JULY)**

**History** - Geometry in India and Euclid's geometry. Euclid's method of formalizing observed phenomenon in to 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.

**Targeted Skills-** Understanding, Analytical and Calculation.

#### **LINES AND ANGLES (JULY-AUGUST )**

**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  $180^\circ$  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.

**Targeted Skills;** observation and correlation

**ACTIVITY (21<sup>st</sup> Century Skill Creativity and problem solving**

To represent parallel lines and transversal by using art integration.

**UNIT-5**

**TRIANGLES (AUGUST)**

**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.

**Targeted Skills-** Understanding, Analytical and Calculation.

**UNIT-5 HERON'S FORMULA (AUGUST)**

**KEYWORDS-** Area, Perimeter

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

**Targeted Skills-** Creativity, Problem Solving

**Activity (21<sup>st</sup> Century Skill Creativity, Problem Solving)**

## **Crossword Puzzle**

### **ASSESSMENT TERMINAL EXAMINATION (80 marks)**

**TIME- SEPTEMBER, 2024**

**SYLLABUS- 1 to 5 UNITS**

### **UNIT-6 LINEAR EQUATION IN TWO VARIABLES (OCTOBER)**

**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.

**Targeted Skills-** Reasoning, Analytical Thinking.

#### **Activity(21<sup>st</sup> Century Skill Creativity and problem solving)**

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

### **UNIT-7 QUADRILATERAL(OCTOBER)**

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

- 1.(Prove) The diagonal divides a parallelogram in to 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 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 midpoints of any two sides is parallel to the third side and in half of it and (motivate) its converse.

**Targeted Skills-** Observation and logical thinking.

**Activity** (21<sup>st</sup> Century Skill Creativity and problem solving)

To verify midpoint theorem by paper cutting and pasting method.

### **ASSESSMENT UNIT TEST-3 (20 MARKS)**

**TIME- NOVEMBER, 2024**

**SYLLABUS- 2 UNITS**

**UNIT-6. LINEAR EQUATION IN TWO VARIABLES**

**UNIT-7. QUADRILATERAL**

**UNIT-8 CIRCLES (NOVEMBER)**

**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  $180^\circ$  and its converse.

**Targeted Skills-** Understanding, Analytical and Calculation.

**Activity; (21<sup>st</sup> Century Skill Creativity and problem solving)** To verify that the angles in the same segment of a circle are equal.

## **UNIT-9 SURFACE AREAS AND VOLUMES (DECEMBER)**

**KEYWORDS:** Cone, Sphere, Hemisphere

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

**Targeted Skills-** Observation and correlation

**Activity (21<sup>st</sup> Century Skill Creativity and problem solving)**

To find the formula for the lateral surface area of cone

## **ASSESSMENT UNIT TEST-4 (20 MARKS)**

**TIME- JANUARY, 2025**

## **SYLLABUS- 2 UNITS**

### **UNIT-8. CIRCLES**

### **UNIT-9. SURFACE AREA AND VOLUME**

### **UNIT-10 STATISTICS (DECEMBER, 2024)**

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



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

**Targeted Skills-** Observation and analytical thinking

**Activity (21st Century Skills- Critical Thinking and Problem solving.)**

To draw Histograms for classes of equal widths.

## REVISION OF SYLLABUS (JANUARY)

**FINAL EXAMINATION (80 marks)**

**TIME- MARCH, 2025**

**SYLLABUS- 1 to 10 UNITS**

### TENTATIVE ASSESSMENT SCHEDULE

ASSESSMENT	TIME	SYLLABUS	TOTAL MARKS	BLUE PRINT		
				QUESTIONS	MARK/MARKS	TOTAL MARKS
UNITTEST I	MAY 2024	UNIT I	20	6	1	6
UNIT TEST II	JULY-AUGUST 2024	UNIT II & III	20	1	2	2
UNIT TEST III	NOVEMBER-DECEMBER 2024	UNIT VI & VII	20	1	3	3
				1	4	4
				1	5	5
						20
TERMINAL EXAMS	SEPT 2024 & JAN-FEB 2025		80	20	1	20
				5	2	10
				6	3	18
				4	5	20
				3	4	12
						80

**Mathematics -Standard**  
**QUESTION PAPER DESIGN**  
**CLASS-IX (2024-25)**

**Time : 3 Hours**

**Max. Marks : 80**

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

## **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 an 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 system 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

	<b>UNITS</b>	<b>MAX. MARKS for Theory and Practical</b>
	<b>Employability Skills</b>	
	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
	<b>Total</b>	<b>10</b>
<b>Part B</b>	<b>Subject Specific Skills</b>	<b>Marks</b>
	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
	<b>Total</b>	<b>40</b>
<b>Part C</b>		
	Practical Examination	15
	Written Test	10
	Viva Voce	10
	<b>Total</b>	<b>35</b>
<b>Part D</b>	<b>Project Work/ Field Visit</b>	
	Practical File/ Student Portfolio	10
	Viva Voce	05
	<b>Total</b>	<b>15</b>
	<b>GRAND TOTAL</b>	<b>100</b>

## Suggestive Question Paper Pattern

(Session 2024-2025)

**Max. Time: 2 Hours**

**Max. Marks: 50**

### ***General Instructions:***

1. Please read the instructions carefully.
2. This Question Paper consists of **21 questions** in two sections: Section A and Section B.
3. Section A has objective type questions, whereas Section B contains subjective type questions.
4. **Out of the given (5 + 16 =) 21 questions, a candidate has to answer (5 + 10 =) 15 questions in the allotted (maximum) time of 2 hours.**
5. All questions of a particular section must be attempted in the correct order.

### **6. SECTION A- OBJECTIVE TYPE QUESTIONS (24 MARKS):**

- i. This section has 05 questions.
- ii. Marks allotted are mentioned against each question/part.
- iii. There is no negative marking.
- iv. Do as per the instructions given.

### **7. SECTION B- SUBJECTIVE TYPE QUESTIONS (26 MARKS):**

- i. This section has 16 questions.
- ii. A candidate has to do 10 questions.
- iii. Do as per the instructions given.
- iv. Marks allotted are mentioned against each question/part.

**TENTATIVE ASSESSMENT SCHEDULE: 2024-25**

<b>SR. NO.</b>	<b>ASSESSMENT</b>	<b>MARKS</b>	<b>TIME PERIOD</b>	<b>SYLLABUS</b>
<b>1</b>	<b>UNIT TEST - 1</b>	<b>20</b>	<b>MAY</b>	<b>UNIT: 1</b>
<b>2</b>	<b>UNIT TEST - 2</b>	<b>20</b>	<b>JULY-AUGUST</b>	<b>UNITS: 2&amp;3</b>
<b>3</b>	<b>TERMINAL</b>	<b>50</b>	<b>SEPTEMBER</b>	<b>UNITS: 1 – 5</b>
<b>4</b>	<b>UNIT TEST - 3</b>	<b>20</b>	<b>NOVEMBER</b>	<b>UNITS: 6&amp;7</b>
<b>5</b>	<b>UNIT TEST - 4</b>	<b>20</b>	<b>JANUARY</b>	<b>UNITS: 8– 9</b>
<b>6</b>	<b>FINAL EXAM</b>	<b>50</b>	<b>MARCH</b>	<b>UNITS: 1 – 10</b>

**DIVISION OF MARKS: UNIT TEST (M.M.: 20)**

<b>QUESTIONS</b>	<b>MARK/MARKS</b>	<b>TOTAL MARKS</b>
10	1	10
5	2	10
		20

**DIVISION OF MARKS: TERMINAL & FINAL EXAM (M.M.: 50)**

<b>QUESTIONS</b>	<b>MARK/MARKS</b>	<b>TOTAL MARKS</b>
24	1	24
7	2	14
3	4	12
		50

<b>Information Technology (Code no. 402)</b>	
<b>Theory</b>	<b>50 marks</b>
<b>Practical</b>	<b>50 marks</b>
<b>Total Marks</b>	<b>100 marks</b>

## **Unit - 1: (April)**

### **Communication Skills-I: Employability Skills – Class 9 (Part-A)**

- Session 1- Introduction to Communication
- Session 2- Verbal Communication
- Session 3- Non-Verbal Communication
- Session 4- Writing Skills: Parts of Speech
- Session 5- Writing Skills: Parts of Sentences
- Session 6- Pronunciation Basics
- Session 7- Greetings and Introductions
- Session 8- Talking about Self
- Session 9- Asking Questions I
- Session 10- Asking Questions II

**Targeted Skills:** Understanding, Analytical and Application.

#### **Activity: (21<sup>st</sup> Century Skill Critical Thinking and Information Literacy)**

Students will be made aware about the SDG 4-Quality Education through these activities.

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

2. Make a mind map of elements of communication.

## **Unit– 2: (May)**

### **Introduction to IT- ITeS Industry: Domestic Data Entry Operator for Class 9 (Part-B)**

- Introduction
- Structure of the IT-BPM industry

- IT Applications
- IT in the government and public service

**Targeted Skills:** Understanding, Analytical and Application.

**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: (July)**

#### **Self-Management Skills – I: Employability Skills – Class 9 (Part-A)**

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

**Targeted Skills:** Understanding, Analytical and Application.

#### **Activity: (21<sup>st</sup> Century Skill Critical Thinking and Information Literacy)**

The chapter topics are related with the SDG-4 Quality Education.

**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 your activity file.

### **Unit–4 :(July)**

#### **Data Entry & Keyboarding Skills: Domestic Data Entry Operator for Class 9 (Part-B)**

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

**Targeted Skills:** Understanding, Analytical and Application.

#### **Activity: (21<sup>st</sup> Century Skill Critical Thinking and Information Literacy)**

Students will be made aware about the SDG 4-Quality Education through these activities.

**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: (August)**

#### **Basic ICT Skills – I: Employability Skills – Class 9 (Part-A)**

- 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.

**Targeted Skills:** Understanding, Analytical and Application.

**Activity: (21<sup>st</sup> Century Skill Critical Thinking and Information Literacy)**

Students will be made aware about the SDG 4-Quality Education through these activities.

**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).

**Unit -6: (October)**

**Digital Documentation: Domestic Data Entry Operator for Class 9 (Part-B)**

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

**Targeted Skills:** Understanding, Analytical and Application.

**Activity:(21<sup>st</sup> Century Skill Critical Thinking, Creativity and Information**

**Literacy)** The chapter topics are related with the SDG-13 climate action, SDG-14 Life below water and SDG-15 Life on land (Through posters and documents)

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: (November)**

#### **Entrepreneurial Skills – I :Employability Skills – Class 9 (Part-A)**

- What is Entrepreneur ship
- 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

**Targeted Skills:** Understanding, Analytical and Application.

#### **Activity: (21<sup>st</sup> Century Skill Critical Thinking and Information Literacy)**

Students will be made aware about the SDG 4-Quality Education and SDG 9- Industry, Innovation and Infrastructure through these activities.

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-8: (February)**

#### **Spreadsheet Applications (Elementary): Domestic Data Entry Operator for Class 9 (Part-B)**

- Getting started with Libre office Calc
- creating a Spreadsheet editing data in a Spreadsheet
- Formatting Data in Spreadsheet
- Cell Referencing
- Introduction to Charts.

**Targeted Skills:** Understanding, Analytical and Application.

#### **Activity: (21<sup>st</sup> Century Skill Critical Thinking and Information Literacy)**

Students will be made aware of the SDG – 5 Gender Equalities through the creation of spreadsheets using formatting data option and learnt how to insert charts through the given activities.

**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 – 9: (December)**

#### **Green Skills – I: Employability Skills – Class 9 (Part-A)**

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

**Targeted Skills:** Understanding, Analytical and Application.

**Activity: (21<sup>st</sup> Century Skill Critical Thinking and Information Literacy)**

Students will be made aware about the SDG 4-Quality Education and SDG 9- Industry, Innovation and Infrastructure, SDG 6- Clean Water and Sanitation, SDG-13 climate action, SDG-14 Life below water and SDG-15 Life on land through the chapter activities.

**Activity:** Make a collage of 17 sustainable goals of the world to make it a better place to live.

**Unit - 10: (January)**

**Presentation: Domestic Data Entry Operator for Class 9 (Part-B)**

- 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.

**Targeted Skills:** Understanding, Analytical and Application.

**Activity:(21<sup>st</sup> Century Skill Critical Thinking and Information Literacy)**

Students will be made aware of the importance of Presentation and learn how to create effective presentations through the given activity.

**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: PRACTICAL PROJECT:** Submission of all activities file.

**\*Note: Submit Activity File with a Project**

## **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 to understand the environment in its totality, contextualize its components, develop a broader perspective, adapt an empirical, reasonable and humane outlook to help them grow into well-informed and responsible citizens with necessary attributes and skills for being able to participate and contribute effectively in the process of development and nation-building. The Social Science curriculum draws its content mainly from History, Geography, Political Science and Economics.

### **LEARNING OBJECTIVES**

The main objectives of this syllabus are to:

- Develop an understanding of the processes of change and development over a period of time, through which human societies have evolved.
- Make learners infer 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 in connection to world development

## Weightage to Type of Questions

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)	5
	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	

Prescribed books	MARKS	PERIODS
India and contemporary world I(History)	20	60
Contemporary India - I (Geography)	20	60
Democratic Politics II ( Political Science)	20	50
Economic I(Economics)	20	50

## ASSESSMENT UNIT TEST (20 MARKS)

QUESTION	MARK/ MARKS	TOTAL MARKS
1-2	1X2	2
3-4	2X2	4
5	3X1	3
6(Case Study)	1X4	4
7	1X5	5
8(Map)	1X2	2
TOTAL		20

## TERMINAL/ANNUAL EXAMINATION 2024-25 (80MARKS )

QUESTIONS	MARK/MARKS	TOTAL MARKS
20	1	20
4	2	8
5	3	15
3	4	12
4	5	20
1(MAP)	5	5
TOTAL		80

### Unit 1

#### Geography CHAPTER-1 India - Size and location (April)

- Identify the location of India in the Indian subcontinent
- Examine how the location of an area impacts its climate and time with reference to longitude and latitude.
- Explore and analyses the trading and cultural relationships of India with its neighboring countries.
- Evaluate the situation & reasons that made 82°.30' E longitude as Time meridian of India

**Targeted Skills:** Understanding, Analytical and Calculation, Critical



Thinking and Problem solving.

**Activities-**(21<sup>st</sup> Century Skills – Critical Thinking and Problem Solving)

**(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° 4' N Latitude. Which frog will reach there first?

**Economics    CHAPTER-1 The Story of village Palampur (April)**

**(To be assessed as part of Periodic Assessment only)**

**Targeted Skills:** Understanding, Creative Thinking and Problem solving.

**UNIT TEST 1 (20 Marks)**

**(MAY)**

**Syllabus: - Unit 1 India - Size and location, The Story of village Palampur**

**Unit 2**

**Democratic Politics    CHAPTER-1 What is Democracy? Why**

**Democracy? (May)**

**Targeted Skills:** Understanding, Analytical and Critical Thinking and Problem solving.

**Activity-**(21<sup>st</sup> Century Skills – Critical Thinking and Problem Solving)

Hold a Debate on topic “is it possible to have direct democracy in India?”

**History    CHAPTER-1 The French Revolution (May)**

**Targeted Skills:** Understanding, Analytical and Critical Thinking and Problem solving.

**Activity-**(21<sup>st</sup> Century Skills – Critical Thinking and Problem Solving)

**Map Work (locating the important cities and centers of French revolution on the outline of political map of France)**

### **Unit 3**

#### **History      CHAPTER-2 Socialism in Europe & Russian Revolution (July)**

**Targeted Skills:** Understanding, Analytical, Critical Thinking and Problem solving.

**Activity-**(21<sup>st</sup> Century Skills – Critical Thinking and Problem Solving)

**Map work (on the outline political map of world major countries of first world war, central power and allied power)**

#### **Economics    CHAPTER-2    People as a Resource(July)**

**Targeted Skills:** Understanding, Analytical, Critical Thinking and Problem solving.

**Activity-**(21<sup>st</sup> Century Skills – Critical Thinking and Problem Solving)

Present a skit: How doctor, teacher, engineer and tailor are an asset to economy.

#### **UNIT TEST 2 (20 MARKS)**

**TIME –( JULY-AUGUST,2024)**

**Syllabus:-UNIT 2,3**

**What is Democracy? Why Democracy?**

**The French Revolution**

**Socialism in Europe and Russian Revolution**

**People as a Resource**

### **Unit 4**

#### **Geography    CHAPTER - 2    Physical Features of India (August)**

**Targeted Skills:** Understanding, Analytical, Critical Thinking and Problem solving.

**Activities-**(21<sup>st</sup> Century Skills – Critical Thinking and Problem Solving)

### **MAP WORK**

## **Democratic Politics CHAPTER-2 Constitutional Design (August)**

**Targeted Skills:** Understanding, Analytical, Critical Thinking and Problem solving.

**Activity-**(21<sup>st</sup> Century Skills – Critical Thinking and Problem Solving)

Declamation strategy for discussing the roles and responsibilities of citizens.

## **Unit 5**

### **Geography CHAPTER-3 Drainage (August)**

**Targeted Skills:** Understanding, Analytical ,Critical Thinking and Problem solving.

**Activity-**(21<sup>st</sup> Century Skills – Critical Thinking and Problem Solving)

### **MAP WORK**

### **Economics CHAPTER-3 Poverty as a Challenge(August)**

**Targeted Skills:** Understanding, Analytical Critical Thinking, and Problem solving.

**Activity-**(21<sup>st</sup> Century Skills – Critical Thinking and Problem Solving)

**Poster Making:** Topic River pollution

## **TERMINAL EXAMINATION: Syllabus Unit 1-5 (SEPTEMBER)**

### **India - Size and location**

**Drainage**

**Constitutional Design**

**Physical Features of India**

**What is Democracy? Why Democracy?**

**The French Revolution**

**Socialism in Europe and Russian Revolution**

**People as a Resource**

**Poverty as a Challenge**

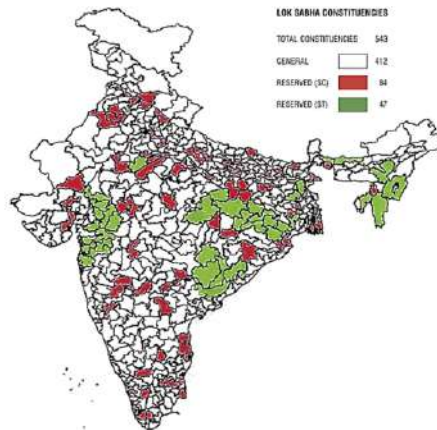
**Unit - 6**

**Democratic Politics      CHAPTER-3 Electoral Politics (October)**

**Targeted Skills:** Understanding, Analytical, Critical Thinking and Problem solving.

**Activity-**(21<sup>st</sup> Century Skills – Critical Thinking and Problem Solving)

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 ?

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

**Targeted Skills:** Understanding, Analytical, Critical Thinking and Problem solving.

**Unit 7**

**History CHAPTER-3 Nazism and the Rise of Hitler (November)**

**Targeted Skills:** Understanding, Analytical, Critical Thinking and Problem solving.

**Activity-**(21<sup>st</sup> Century Skills – Critical Thinking and Problem Solving)

Imagine 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.

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

**Targeted Skills:** Understanding, Analytical, Critical Thinking and Problem solving.

**Activity-**(21<sup>st</sup> Century Skills – Critical Thinking and Problem Solving)

### **MAP WORK**

**Economics CHAPTER-4 Food security in India (November)**

**Targeted Skills:** Understanding, Analytical and Calculation, Critical Thinking and Problem solving.

**Activity-**(21<sup>st</sup> Century Skills – Critical Thinking and Problem Solving)

### **MAP WORK**

## **UNIT TEST 3 (NOVEMBER)**

**Syllabus Unit 6,7 Food security in India, Natural vegetation and Wildlife (Map), Nazism and the Rise of Hitler, Pastoralists in the Modern World, Electoral Politics**

## **Unit 8**

**History CHAPTER-4 Forests, society and colonialism (Interdisciplinary project as part of multiple assessments) (Internally assessed for 5 marks)**

**Activity: i) Poster:** Depletion of forests and ecological imbalances

**Democratic Politics CHAPTER-4 Working of the Institutions (December)**

**Targeted Skills:** Understanding, Analytical, Critical Thinking and Problem solving.

## **Unit 9**

### **Geography                    CHAPTER-4 Climate (December)**

#### **Activity: (i) Map Work**

**Targeted Skills:** Understanding, Analytical, Critical Thinking and Problem solving.

**Activity-**(21<sup>st</sup> Century Skills – Critical Thinking and Problem Solving)

### **Democratic Politics    CHAPTER- 5 Democratic Rights (January)**

**Targeted Skills:** Understanding, Analytical ,Critical Thinking and Problem solving.

**Activity-**(21<sup>st</sup> Century Skills – Critical Thinking and Problem Solving)

Find out is there a State Human Rights Commission in your state. Also find out about its activities .

## **UNIT TEST 4 (JANUARY)**

**Syllabus Unit 8,9 Forests, society and colonialism, Working of the Institutions, Climate, Democratic Rights**

## **Unit 10**

### **Geography    CHAPTER-6 Population (January,2025)**

**Targeted Skills:** Understanding, Critical Thinking and Problem solving.

**Activity-**(21<sup>st</sup> Century Skills – Critical Thinking and Problem Solving)

#### **Map work**

#### **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

## **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 Political Map of World. Locate/label/identify 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) Neighbouring countries

#### **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 )
- The Himalayan River Systems-The Indus, The Ganges, and The Satluj
- The Peninsular rivers-The Narmada, The Tapi, The Kaveri, The Krishna, TheGodavari, The Mahanadi

- Lakes: Wular, Pulicat, Sambhar, Chilika

#### **CH-4 : CLIMATE**

- Annual rainfall :Areas receiving rainfall less than 20 cm and over 400 cm
- Monsoon wind direction

#### **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

### हिंदी पाठ्यक्रम (085)

#### हिंदी शिक्षण का औचित्य: -

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 अभिव्यक्ति 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-कराना। 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 कैंसेट 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 बातचीत 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 अलग-अलग 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 संवेदनशील वातावरण निर्मित करना चाहिए।

**हिंदी पाठ्यक्रम –ब (कोड सं. 085)**  
**कक्षा 09वीं हिंदी – ब परीक्षा हेतु पाठ्यक्रम विनिर्देशन 2024-25**

खंड		भारांक
क	अपठित बोध	14
ख	व्यावहारिक व्याकरण	16
ग	पाठ्यपुस्तक एवं पूरक पाठ्यपुस्तक	30
घ	रचनात्मक लेखन	20

- भारांक-० वार्षिक परीक्षा आंतरिक परीक्षा)

निर्धारित समय- 3 घंटे

भारांक-०

वार्षिक बोर्ड परीक्षा हेतु भार विभाजन			
खंड – क (अपठित बोध)			
	विषयवस्तु	उपभार	कुल भार
1	अपठित गद्यांश पर बोध, चिंतन, विश्लेषण, सराहना आदि पर बहुविकल्पीय, अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न		
	i दो अपठित गद्यांश लगभग 200 शब्दों के। एक अंकीय तीन बहुविकल्पी प्रश्न (1×3=3) पूछे जाएँगे अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न (2×2=4) पूछे जाएँगे	7+7	14
खंड – ख (व्यावहारिक व्याकरण)			
2	व्याकरण के लिए निर्धारित विषयों पर विषयवस्तु का बोध, भाषिक बिंदु/ संरचना आदि पर अतिलघूत्तरात्मक प्रश्न   (1×16) कुल 20 प्रश्न पूछे जाएँगे, जिनमें से केवल 16 प्रश्नों के उत्तर देने होंगे।		
	i शब्द और पद (2 अंक) (1×2=2) (3 में से 2 प्रश्न)	2	16
	ii अनुस्वार (1 अंक), अनुनासिक (1 अंक) (3 में से 2 प्रश्न)	2	
	iii उपसर्ग (2 अंक), प्रत्यय (2 अंक) (5 में से 4 प्रश्न)	4	
	iv स्वर संधि (3 अंक) (4 में से 3 प्रश्न)	3	

	v	विराम चिह्न (2 अंक) (3 में से 2 प्रश्न)	2	
	vi	अर्थ की दृष्टि से वाक्य भेद (3 अंक) (4 में से 3 प्रश्न)	3	
3	<b>खंड – ग (पाठ्यपुस्तक एवं पूरक पाठ्यपुस्तक)</b>			
	अ	<b>गद्य खंड (पाठ्यपुस्तक)</b>	11	
	1	स्पर्श (भाग-1) से निर्धारित पाठों में से गद्यांश के आधार पर विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि पर एक अंकीय पाँच बहुविकल्पीय प्रश्न पूछे जाएँगे। (1x5)	5	
	2	स्पर्श (भाग-1) से निर्धारित पाठों में से विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि पर तीन प्रश्न पूछे जाएँगे (25-30 शब्द-सीमा) (विकल्प सहित 4 में से 3 प्रश्न करने होंगे) (2x3)	6	
	ब	<b>काव्य खंड (पाठ्यपुस्तक)</b>	11	30
	1	स्पर्श (भाग-1) से निर्धारित कविताओं में से काव्यांश के आधार पर एक अंकीय पाँच बहुविकल्पीय प्रश्न पूछे जाएँगे (1x5)	5	
	2	स्पर्श (भाग-1) से निर्धारित कविताओं के आधार पर विद्यार्थियों का काव्यबोध परखने हेतु तीन प्रश्न पूछे जाएँगे (25-30 शब्द-सीमा)। (विकल्प सहित 4 में से 3 प्रश्न करने होंगे) (2x3)	6	
	स	<b>पूरक पाठ्यपुस्तक कृतिका भाग – 1</b>	8	
		संचयन (भाग-1) से निर्धारित पाठों पर आधारित दो प्रश्न पूछे जाएँगे (50-60 शब्द-सीमा)। (विकल्प सहित 3 में से 2 प्रश्न करने होंगे) (4x2)	8	
	<b>खंड – घ (रचनात्मक लेखन)</b>			
2	<b>लेखन</b>			
	क	विभिन्न विषयों और संदर्भों पर विद्यार्थियों के तर्कसंगत विचार प्रकट करने की क्षमता को परखने के लिए संकेत-बिंदुओं पर आधारित समसामयिक एवं व्यावहारिक जीवन से जुड़े हुए तीन विषयों में से किसी एक विषय पर लगभग 120 शब्दों में अनुच्छेद लेखन (5x1)	5	
	ख	अभिव्यक्ति की क्षमता पर केंद्रित अनौपचारिक विषयों में लगभग 100 शब्दों में किसी एक विषय पर पत्र। (5x1)	5	20
	ग	किसी दृश्य/घटना के चित्र पर आधारित लेखन (5x1) (लगभग 100 शब्दों में) (बिना किसी विकल्प के)	5	



घ	भाव एवं दृश्य संकेतो के आधार पर संवाद लेखन (लगभग 100 शब्दों में) (5x1) (विकल्प सहित)	5	
	<b>कुल</b>		<b>80</b>
	<b>आंतरिक मूल्यांकन</b>		20
अ	सामयिक आकलन	5	
ब	बहुविध आकलन	5	
स	पोर्टफ़ोलियो	5	
द	श्रवण एवं वाचन	5	
	<b>कुल</b>		<b>100</b>

निर्धारित पुस्तकें :

- 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)	<ul style="list-style-type: none"> <li>• धर्म की आड़ (पूरा पाठ)</li> <li>• आदमीनामा (पूरा पाठ)</li> <li>• एक फूल की चाह (पूरा पाठ)</li> </ul>
संचयन (भाग-1)	<ul style="list-style-type: none"> <li>• हामिद खाँ (पूरा पाठ)</li> <li>• दिये जल उठे (पूरा पाठ)</li> </ul>

(परीक्षा हेतु अनुमानित मूल्यांकन 2024 - 25)

क्रम संख्या	मूल्यांकन	अंक	समय अवधि	पाठ्यक्रम
1.	Unit Test-1	20	मई	Unit 1
2.	Unit Test-2	20	जुलाई - अगस्त	Unit 2-3
3.	Terminal Exam.	80	सितंबर	Unit 1-5
4.	Unit Test-3	20	नवंबर	Unit 6-7
5.	Unit Test-4	20	जनवरी - फरवरी	Unit 8-9
6.	Final Exam.	80	मार्च	Unit 1-10

अंक विभाजन: - Unit Test (कुल अंक - 20)

अपठित गद्यांश 5 अंक

प्रश्न-उत्तर 6 अंक

व्याकरण भाग 5 अंक

लेखन भाग 4 अंक

अंक विभाजन - अर्द्धवार्षिक और वार्षिक परीक्षा (80 + 80 अंक)

समय - 3 घंटे

अर्द्धवार्षिक परीक्षा - (Unit 1-5)

वार्षिक परीक्षा - (Unit 1-10)

## हिंदी पाठ्यक्रम

कक्षा - 9वीं (2024-25)

### UNIT-1 (अप्रैल)

स्पर्श पुस्तक :

पाठ - दुःख का अधिकार

पाठ - रैदास के पद

व्याकरण : अनुस्वार, अनुनासिक, अनौपचारिक पत्र, अपठित गद्यांश

#### लक्षित कौशल

- श्रवण वाचन शक्ति का विकास
- शब्द भंडार में वृद्धि
- कल्पना शक्ति का विकास
- उच्चारण की शुद्धता

#### गतिविधि: -

- शब्द भंडार के संवर्धन हेतु क्रियाकलाप (इक्कीसवीं सदी के शिक्षण कौशल-समस्या निवारण, सीखना और नवाचार)

### UNIT-2-3 (मई से जुलाई)

#### UNIT -2

संचयन पुस्तक

पाठ - गिल्लू

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

#### UNIT -3

स्पर्श पुस्तक :

पाठ - एवरेस्ट : मेरी शिखर यात्रा, रहीम के दोहे

व्याकरण : स्वर संधि, प्रत्यय, पठित गद्यांश

### लक्षित कौशल

- तार्किक क्षमता का विकास
- भाषायी दक्षता एवं सुसंबद्धता
- शब्द भंडार

### गतिविधि: -

रहीम दास पाठ के शिक्षाप्रद अन्य पाँच दोहे लिखें (इक्कीसवीं सदी के शिक्षण कौशल- नैतिक मूल्यों का विकास एवं आत्मनिर्देशन)

Unit 4-5 (जुलाई से अगस्त)

### UNIT -4

संचयन :

पाठ - स्मृति

व्याकरण : चित्र वर्णन, विराम चिह्न, अपठित गद्यांश

### UNIT -5

स्पर्श पुस्तक :

पाठ - तुम कब जाओगे, अतिथि

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

### लक्षित कौशल

- श्रवण वाचन शक्ति का विकास
- शब्द भंडार में वृद्धि
- कल्पना शक्ति का विकास
- उच्चारण की शुद्धता

### गतिविधि: -

विराम चिह्न से संबंधित (इक्कीसवीं सदी के शिक्षण कौशल-सृजनात्मकता तथा रचनात्मकता का विकास एवं व्याकरणिक इकाईयों का बोध)

## Unit-6-7 (अक्टूबर से नवंबर)

### 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

### लक्षित कौशल

- तार्किक क्षमता का विकास
- भाषायी दक्षता एवं सुसंबद्धता
- शब्द भंडार

### गतिविधि: -

भारतीय मूल के नोबेल पुरस्कार विजेताओं के विषय में सचित्र जानकारी (इक्कीसवीं सदी के शिक्षण कौशल - वैश्विक जागरूकता और आत्म दिशा का ज्ञान)

## Unit 8-9 (नवंबर से दिसंबर)

### 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

### लक्षित कौशल

- श्रवण वाचन शक्ति का विकास
- शब्द भंडार में वृद्धि
- कल्पना शक्ति का विकास
- उच्चारण की शुद्धता

### गतिविधि: -

पुस्तकालय के महत्व पर दो मित्रों के मध्य संवाद लेखन (इक्कीसवीं सदी के शिक्षण कौशल - संचार कौशल तथा सामाजिक कौशल का विकास)

### मूल्यांकन Unit Test - 4 (20 अंक)

समय - फरवरी, 2025

पाठ्यक्रम - Unit 8-9

## UNIT - 10

संचयन पुस्तक :

मेरा छोटा सा निजी पुस्तकालय

स्पर्श पुस्तक :

कविता (भाग - 2) खूब रचते हैं हाथ

व्याकरण :

शब्द और पद, अनौपचारिक पत्र

स्वर संधि, चित्र वर्णन

### लक्षित कौशल

- तार्किक क्षमता का विकास
- भाषायी दक्षता एवं सुसंबद्धता
- शब्द भंडार

### गतिविधि: -

‘स्वच्छ भारत अभियान’ विषय पर चित्र वर्णन (इक्कीसवीं सदी के शिक्षण कौशल - रचनात्मकता, वैश्विक जागरूकता का विकास)

## 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

<b>I.</b>	<b>ਪੜ੍ਹਨ-ਕੌਸ਼ਲ (Reading Skill)</b>	<b>10</b>
1.	ਅਣਡਿੱਠਾ ਪੈਰਾ (ਵਾਰਤਕ) ਬਹੁ ਵਿਕਲਪੀ ਪ੍ਰਸ਼ਨ	6
2.	ਅਣਡਿੱਠੀ ਕਾਵਿ ਟੁਕੜੀ ਛੋਟੇ ਪ੍ਰਸ਼ਨ	4
<b>II.</b>	<b>ਵਿਆਕਰਨ (Grammer)</b>	<b>12</b>
3.	ਵਿਰੋਧੀ ਸ਼ਬਦ (ਬਹੁਵਿਕਲਪੀ)	
4.	ਲਿੰਗ (ਬਹੁਵਿਕਲਪੀ ਚੋਣ)	
5.	ਵਿਸਮਿਕ (ਬਹੁਵਿਕਲਪੀ)	
6.	ਸ਼ਬਦ ਸੁੱਧੀ (ਛੋਟੇ ਉੱਤਰਾਂ ਵਾਲੇ)	
7.	ਕਿਰਿਆ (ਛੋਟੇ ਉੱਤਰਾਂ ਵਾਲੇ)	
8.	ਮੁਹਾਵਰੇ (ਓ ਤੋਂ ਹ ਤੱਕ)	
<b>III.</b>	<b>ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਲਿਖਣ-ਕੌਸ਼ਲ (Writing Skill)</b>	<b>18</b>
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
<b>IV.</b>	<b>ਪਾਠ-ਪੁਸਤਕਾਂ ਤੇ ਅਧਾਰਿਤ (Text Books)</b>	<b>40</b>
	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 ਚਾੜ੍ਹਕ)  
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. ਮੌਨਧਾਰੀ (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](http://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-

5 ਅੰਕ	ਸਭ ਤੋਂ ਚੰਗੇ ਦੇ ਨਿਯਮਤ (ਪਰਿਓਡਿਕ) ਟੈਸਟਾਂ ਦਾ ਔਸਤ
5 ਅੰਕ	ਬਹੁ-ਭਾਂਤੀ ਮੁਲਾਂਕਣ
5 ਅੰਕ	ਪੈਰਟਫੋਲੀਓ
5 ਅੰਕ	ਵਿਸ਼ਾ ਆਧਾਰਿਤ ਅਗਾਂਹਵਧੂ ਗਤੀਵਿਧੀਆਂ

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

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

### 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 (ਅਪ੍ਰੈਲ)

**ਕਹਾਣੀ** - ਜਨਮ ਦਿਨ

**ਕਵਿਤਾ** - ਸਮਾਂ

**ਵਿਆਕਰਨ** - ਵਿਰੋਧੀ ਸ਼ਬਦ (ਬਹੁਵਿਕਲਪੀ) ਮੁਹਾਵਰੇ 'ਓ' ਅੱਖਰ ਵਾਲੇ, ਅਣਡਿੱਠਾ ਪੈਰਾ

ਮਿੱਥੇ ਟੀਚੇ (Targeted Skills) ਕੌਸ਼ਲ ਨਿਪੁੰਨਤਾ, ਬਹੁਪੱਖੀ ਪ੍ਰਤਿਭਾ ਦਾ ਵਿਕਾਸ

21ਵੀਂ ਸਦੀ ਨਾਲ ਸੰਬੰਧਿਤ ਕੌਸ਼ਲ (ਰਚਨਾਤਮਕ, ਸਿਰਜਨਾਤਮਕ ਤੇ ਪ੍ਰੇਰਨਾਦਾਇਕ ਕੌਸ਼ਲਾਂ ਦਾ ਵਿਕਾਸ)

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

### Unit 2 (ਅਪ੍ਰੈਲ-ਮਈ)

**ਵਾਰਤਕ** - ਵਹਿਮੀ ਤਾਇਆ

21ਵੀਂ ਸਦੀ ਨਾਲ ਸੰਬੰਧਿਤ ਕੌਸ਼ਲ (ਰਚਨਾਤਮਕ ਕੌਸ਼ਲ)

**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 ਬਦਲੋ, ਮੁਹਾਵਰੇ 'ਅ' ਅੱਖਰ ਵਾਲੇ।

ਮਿੱਥੇ ਟੀਚੇ (Targeted Skills) ਕੌਸ਼ਲ ਨਿਪੁੰਨਤਾ, ਬਹੁਪੱਖੀ ਪ੍ਰਤਿਭਾ ਦਾ ਵਿਕਾਸ

### Unit 3 (ਜੁਲਾਈ)

**ਕਵਿਤਾ** - ਵਿਸਾਖੀ ਦਾ ਮੇਲਾ

**ਵਾਰਤਕ** - ਮੁੜ ਵੇਖਿਆ ਪਿੰਡ

**ਲੇਖ** - ਆਮ ਵਿਸ਼ੇ ਅਤੇ ਵਿਚਾਰ ਪ੍ਰਧਾਨ ਲੇਖ

21ਵੀਂ ਸਦੀ ਨਾਲ ਸੰਬੰਧਿਤ ਕੌਸ਼ਲ (ਬੌਧਿਕ ਅਤੇ ਸਿਰਜਨਾਤਮਕ ਕੌਸ਼ਲ)

**ਗਤੀਵਿਧੀ** - ਆਪਣੇ ਕਿਸੇ ਕੀਤੇ ਹੋਏ ਸਫ਼ਰ ਨੂੰ ਸਫ਼ਰਨਾਮੇ ਦੇ ਰੂਪ ਵਿੱਚ ਲਿਖੋ।

**ਗਤੀਵਿਧੀ** - ਕਲਾ ਏਕੀਕਰਨ ਤੇ ਅਧਾਰਤ ਸੁੰਦਰ ਲਿਖਾਈ ਵਿੱਚ ਚਿੱਤਰ ਪ੍ਰਗਟਾਉਂਦਿਆਂ ਹੋਇਆ ਇੱਕ ਸੁਲੇਖ-ਲਿਖੇ।

**ਵਿਆਕਰਨ** - ਅਣਡਿੱਠੀ ਕਾਵਿ-ਟੁਕੜੀ, ਸ਼ਬਦ ਸੁੱਧੀ, ਮੁਹਾਵਰੇ 'ਏ' ਅੱਖਰ ਵਾਲੇ।

ਮਿੱਥੇ ਟੀਚੇ (Targeted Skills) ਕੌਸ਼ਲ ਨਿਪੁੰਨਤਾ, ਬਹੁਪੱਖੀ ਪ੍ਰਤਿਭਾ ਦਾ ਵਿਕਾਸ

#### **Unit 4 (ਅਗਸਤ)**

**ਕਹਾਣੀ** - ਸਾਂਝੀ ਕੰਧ

21ਵੀਂ ਸਦੀ ਦੇ ਸਿੱਖਣ ਕੌਸ਼ਲ (ਨੈਤਿਕ ਕਦਰਾਂ-ਕੀਮਤਾਂ)

**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।

21ਵੀਂ ਸਦੀ ਦੇ ਸਿੱਖਣ ਕੌਸ਼ਲ (ਸੂਝ-ਬੂਝ ਤੇ ਅਧਾਰਿਤ)

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

ਮਿੱਥੇ ਟੀਚੇ (Targeted Skills) ਕੌਸ਼ਲ ਨਿਪੁੰਨਤਾ, ਬਹੁਪੱਖੀ ਪ੍ਰਤਿਭਾ ਦਾ ਵਿਕਾਸ

#### **Unit 5 (ਸਤੰਬਰ)**

**ਇਕਾਂਗੀ** - ਮੌਨਧਾਰੀ

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

21ਵੀਂ ਨਾਲ ਸੰਬੰਧਿਤ ਕੌਸ਼ਲ (ਵਾਦ-ਵਿਵਾਦ ਕੌਸ਼ਲ)

**ਗਤੀਵਿਧੀ** - ਸਮਾਜਿਕ ਕੁਰੀਤੀਆਂ ਤੇ ਅਧਾਰ ਜਮਾਤ ਵਿੱਚ ਵਾਦ-ਵਿਵਾਦ ਕਰਵਾਇਆ ਜਾਵੇਗਾ।

#### **Unit 6 (ਅਕਤੂਬਰ)**

**ਕਵਿਤਾ** - ਨਵੀ ਪੁਰਾਣੀ ਤਹਿਜੀਬ

21ਵੀਂ ਸਦੀ ਦੇ ਸਿੱਖਣ ਕੌਸ਼ਲ (ਪੜ੍ਹਨ ਤੇ ਲਿਖਣ ਕੌਸ਼ਲ)

**ਗਤੀਵਿਧੀ** - ਪੰਜਾਬੀ ਸੱਭਿਆਚਾਰ ਵਿੱਚੋਂ ਅਲੋਪ ਹੋ ਚੁੱਕੀਆਂ ਚੀਜ਼ਾਂ ਬਾਰੇ ਤਸਵੀਰਾਂ ਲਗਾ ਕੇ ਕੋਲਾਜ਼ 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

ਮਿੱਥੇ ਟੀਚੇ (Targeted Skills) ਕੌਸ਼ਲ ਨਿਪੁੰਨਤਾ, ਬਹੁਪੱਖੀ ਪ੍ਰਤਿਭਾ ਦਾ ਵਿਕਾਸ

### Unit 7 (ਅਕਤੂਬਰ-ਨਵੰਬਰ)

**ਕਹਾਣੀ** - ਬੱਸ ਕੰਡਕਟਰ

21ਵੀਂ ਸਦੀ ਨਾਲ ਸੰਬੰਧਿਤ (ਇਤਿਹਾਸਿਕ ਤੱਥਾਂ ਤੇ ਅਧਾਰਤ)

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

**ਵਾਰਤਕ** - ਬੇਬੇ ਜੀ

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

**ਪੱਤਰ** - ਬਿਨੈ ਪੱਤਰ

ਮਿੱਥੇ ਟੀਚੇ (Targeted Skills) ਕੌਸ਼ਲ ਨਿਪੁੰਨਤਾ, ਬਹੁਪੱਖੀ ਪ੍ਰਤਿਭਾ ਦਾ ਵਿਕਾਸ

### Unit 8 (ਦਸੰਬਰ)

**ਕਵਿਤਾ** - ਮਾਤਾ ਗੁਜਰੀ ਜੀ

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

**ਪੱਤਰ** - ਨਿੱਜੀ ਅਤੇ ਬਿਨੈ ਪੱਤਰ

ਮਿੱਥੇ ਟੀਚੇ (Targeted Skills) ਕੌਸ਼ਲ ਨਿਪੁੰਨਤਾ, ਬਹੁਪੱਖੀ ਪ੍ਰਤਿਭਾ ਦਾ ਵਿਕਾਸ

## Unit 9 (ਜਨਵਰੀ)

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 (ਫਰਵਰੀ)

ਚਿੱਤਰ ਵਰਨਣ

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

ਦੁਹਾਰਾਈ (6-10) (ਫਰਵਰੀ 2025)