BHARTIYA VIDYA MANDIR
SENIOR SECONDARY SCHOOL

2025-2026

CURRICULUM PATHWAY

CLASS
IX

KITCHLU NAGAR, LUDHIANA.
PHONE : 0161-2301523, 2303400

EVALUATION AND PROMOTION SYSTEM

Classes IX and X

The instructions of the Board will be followed strictly in these classes :

1. The student must get 33% marks in each subject in aggregate to qualify himself/herself for promotion to the next higher class.
2. Final result will comprise the marks of

Annual Examination	– 80 marks
Internal Assessment	– 20 marks
Aggregate	– 100 marks

3. Internal Assessment comprises Periodic Tests, Portfolio, Multiple Assessment and Subject Enrichment Activities (subject to the guideliness of CBSE).

SYLLABUS FOR SESSION 2025-26

CLASS–IX

SUBJECT : PUNJABI

ਪਾਠ-ਪੁਸਤਕ : 1. **ਸਾਹਿਤ-ਮਾਲ਼ਾ-9 (ਪੰਜਾਬ ਸਿੱਖਿਆ ਬੋਰਡ)**

2. **ਵੰਨਗੀ-9 (ਪੰਜਾਬ ਸਿੱਖਿਆ ਬੋਰਡ)**

3. **ਗੋਲਡਨ ਪੰਜਾਬੀ ਵਿਆਕਰਨ ਅਤੇ ਲਿਖਤ ਰਚਨਾ (ਨਰਿੰਦਰ ਸਿੰਘ ਦੁੱਗਲ)**

I. ਪੜ੍ਹਨ ਕੌਸ਼ਲ

1. ਅਣਡਿੱਠਾ ਪੈਰਾ (ਵਾਰਤਕ) 200–250 ਸ਼ਬਦਾਂ ਵਿੱਚ (6 ਬਹੁ–ਵਿਕਲਪੀ ਪ੍ਰਸ਼ਨ) (1×6=6)
2. ਅਣਡਿੱਠੀ ਕਾਵਿ–ਟੁਕੜੀ ਨਾਲ ਸੰਬੰਧਿਤ (ਚਾਰ ਪ੍ਰਸ਼ਨ) (4×1=4)

II. ਵਿਆਕਰਨ : (ਬਹੁਵਿਕਲਪੀ ਅਤੇ ਛੋਟੇ ਪ੍ਰਸ਼ਨ) **(12)**

3. ਵਿਰੋਧੀ ਸ਼ਬਦ (ਬਹੁਵਿਕਲਪੀ ਚੋਣ ਅਧਾਰਿਤ) (2×1=2)
4. ਲਿੰਗ (ਬਹੁਵਿਕਲਪੀ ਚੋਣ ਅਧਾਰਿਤ) (2×1=2)
5. ਵਿਸਮਿਕ (ਬਹੁਵਿਕਲਪੀ ਚੋਣ ਅਧਾਰਿਤ) (2×1=2)
6. ਸ਼ਬਦ ਸ਼ੁੱਧੀ (ਛੋਟੇ ਉੱਤਰਾਂ ਵਾਲ਼ੇ ਪ੍ਰਸ਼ਨ ਚੋਣ ਅਧਾਰਿਤ) (2×1=2)
7. ਕਿਰਿਆ (ਛੋਟੇ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ ਚੋਣ ਅਧਾਰਿਤ) (2×1=2)
8. ਮੁਹਾਵਰੇ (ੳ ਤੋਂ ਹ ਤੱਕ), ਵਾਕਾਂ ਵਿੱਚ ਵਰਤ ਕੇ ਅਰਥ ਸਪੱਸ਼ਟ ਕਰਨਾ, ਚੋਣ ਅਧਾਰਿਤ (2×1=2)

III. ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਲਿਖਣ-ਕੌਸ਼ਲ

9. ਲੇਖ–ਰਚਨਾ (ਵਿਚਾਰ–ਪ੍ਰਧਾਨ ਅਤੇ ਆਮ–ਵਿਸ਼ੇ 200 ਸ਼ਬਦ) (8)
   (ਤਿੰਨ ਲੇਖ ਚੋਣ ਅਧਾਰਿਤ ਨੁਕਤਿਆਂ ਸਹਿਤ)
10. ਪੱਤਰ–ਰਚਨਾ (ਨਿੱਜੀ ਤੇ ਬਿਨੈ–ਪੱਤਰ) (6)
    (ਦੋ ਪੱਤਰ ਚੋਣ ਅਧਾਰਿਤ ਨੁਕਤਿਆਂ ਸਹਿਤ)
11. ਚਿੱਤਰ (ਫੋਟੋ/ਤਸਵੀਰ) ਦ੍ਰਿਸ਼ ਦੇ ਅਧਾਰ 'ਤੇ ਵਰਨਣ (50 ਸ਼ਬਦਾਂ ਵਿੱਚ) (4)

IV. ਪਾਠ-ਪੁਸਤਕਾਂ 'ਤੇ ਅਧਾਰਿਤ

ਅਤਿ ਛੋਟੇ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ (1 ਅੰਕ ਵਾਲ਼ੇ)

12. ਕਹਾਣੀ ਤੇ ਵਾਰਤਕ ਵਿੱਚੋਂ (ਬਹੁਵਿਕਲਪੀ) ਚੋਣ ਅਧਾਰਿਤ (5×1=5)
13. ਕਵਿਤਾ ਤੇ ਇਕਾਂਗੀ ਵਿੱਚੋਂ (ਬਹੁਵਿਕਲਪੀ) ਚੋਣ ਅਧਾਰਿਤ (5×1=5)
14. ਕਹਾਣੀ ਤੇ ਵਾਰਤਕ ਵਿੱਚੋਂ (ਇੱਕ ਜਾਂ ਦੋ ਸ਼ਬਦਾਂ ਵਾਲ਼ੇ, ਚੋਣ ਅਧਾਰਿਤ) (4×1=4)

ਛੋਟੇ ਉੱਤਰਾਂ ਵਾਲ਼ੇ ਪ੍ਰਸ਼ਨ (2 ਅੰਕ ਵਾਲ਼ੇ)

15. ਕਹਾਣੀ, ਇਕਾਂਗੀ ਤੇ ਵਾਰਤਕ ਵਿੱਚੋਂ (25 ਤੋਂ 30 ਸ਼ਬਦਾਂ ਵਿੱਚ) ਚੋਣ ਅਧਾਰਿਤ (7×2=14)

ਵੱਡੇ ਉੱਤਰਾਂ ਵਾਲ਼ੇ ਪ੍ਰਸ਼ਨ (4 ਅੰਕ ਵਾਲ਼ੇ)

16. ਕਵਿਤਾ ਤੇ ਵਾਰਤਕ ਵਿੱਚੋਂ (50–60 ਸ਼ਬਦਾਂ ਵਿੱਚ) ਚੋਣ ਅਧਾਰਿਤ (2×4=8)
17. ਇਕਾਂਗੀ 'ਚੋਂ ਵੱਡੇ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ (50–60 ਸ਼ਬਦਾਂ ਵਿੱਚ) ਚੋਣ ਅਧਾਰਿਤ (1×4=4)

ਪਹਿਲੀ ਅਵਧੀ (ਅਪ੍ਰੈਲ ਤੋਂ ਸਿਤੰਬਰ)

ਪਾਠ ਪੁਸਤਕਾਂ ਪਾਠ-ਕ੍ਰਮ	ਉਦੇਸ਼	ਜੀਵਨ-ਕੌਸ਼ਲ	ਕਿਰਿਆਤਮਕ ਕੰਮ
ਕਹਾਣੀਆਂ			
1. ਜਨਮ-ਦਿਨ	ਅਮੀਰ ਤੇ ਰੁਤਬੇ ਵਾਲੇ ਲੋਕਾਂ ਦਾ ਗ਼ਰੀਬਾਂ ਦੀਆਂ ਭਾਵਨਾਵਾਂ ਨਾਲ਼ ਖਿਲਵਾੜ।	ਆਤਮ ਜਾਗਰੂਕਤਾ	ਅਮੀਰ ਤੇ ਗ਼ਰੀਬ ਵਿੱਚ ਵੱਧ ਰਿਹਾ ਫ਼ਾਸਲਾ ਤੇ ਵਿਚਾਰ-ਵਟਾਂਦਰਾ।
2. ਸਾਂਝੀ ਕੰਧ	ਖ਼ੂਨ ਦੇ ਰਿਸ਼ਤੇ ਕਦੇ ਵੀ ਹਮੇਸ਼ਾਂ ਲਈ ਟੁੱਟ ਨਹੀਂ ਸਕਦੇ। ਆਪਸੀ ਫੁੱਟ ਪਾਉਣ ਵਾਲਿਆਂ ਦੀ ਅਸਫ਼ਲਤਾ।	ਭਾਵਨਾਵਾਂ ਨਾਲ਼ ਨਿਪਟਣਾ	ਵਾਦ-ਵਿਵਾਦ : ਟੁੱਟਦੇ ਰਿਸ਼ਤਿਆਂ ਦਾ ਕਾਰਨ।
ਇਕਾਂਗੀ			
3. ਮੌਨਧਾਰੀ	ਪੈਸੇ ਦਾ ਗ਼ਬਨ ਕਰਨ ਵਾਲਿਆਂ ਨੂੰ ਕਾਨੂੰਨ ਦੁਆਰਾ ਕਾਬੂ ਕਰਨਾ।		ਗ਼ਬਨ ਵਰਗੇ ਜ਼ੁਰਮ ਨਾਲ ਕਾਨੂੰਨੀ ਤੌਰ 'ਤੇ ਕਿਹੜੀ ਸਜ਼ਾ ਮਿਲਦੀ ਹੈ, ਬੱਚੇ ਜਾਣਕਾਰੀ ਦੇਣਗੇ।
ਕਵਿਤਾਵਾਂ			
1. ਸਮਾਂ	ਸਮੇਂ ਦੀ ਕਦਰ ਕਰਨੀ ਚਾਹੀਦੀ ਹੈ, ਕਿਉਂਕਿ ਲੰਘ ਗਿਆ ਸਮਾਂ ਦੁਬਾਰਾ ਨਹੀਂ ਆਉਂਦਾ।	ਆਤਮ-ਜਾਗਰੂਕਤਾ	'ਸਮੇਂ' ਉੱਪਰ ਬੱਚੇ ਹੋਰ ਕਵਿਤਾ ਲਿਖਣ।
2. ਵਿਸਾਖੀ ਦਾ ਮੇਲਾ	ਪੰਜਾਬੀ ਸੱਭਿਆਚਾਰ ਦੇ ਮਹੱਤਵਪੂਰਨ ਪੱਖਾਂ ਬਾਰੇ ਜ਼ਿਕਰ ਫ਼ਸਲਾਂ, ਗਹਿਣੇ, ਫ਼ਲ-ਫੁੱਲ, ਪਹਿਲਵਾਨੀ, ਸਾਜਾਂ, ਖੇਡਾਂ, ਖਾਣ-ਪੀਣ ਤੇ ਵਪਾਰ ਬਾਰੇ।	ਰਚਨਾਤਮਕ ਸੋਚ	ਬੱਚੇ ਪੰਜਾਬ ਦੀਆਂ ਫ਼ਸਲਾਂ, ਗਹਿਣਿਆਂ ਦੇ ਨਾਂ ਲਿਖਣ।
3. ਮੈਂ ਪੰਜਾਬੀ	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਵੱਧਣ-ਫੁੱਲਣ ਦੀ ਰੀਝ ਦਾ ਜ਼ਿਕਰ।	ਆਤਮ-ਜਾਗਰੂਕਤਾ	ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਪੰਜਾਬੀ ਵਰਨਮਾਲਾ, ਸ਼ਬਦ ਤੇ ਵਾਕ ਦਾ ਚਾਰਟ ਬਣਾਉਣ ਲਈ ਪ੍ਰੇਰਿਤ ਕਰੋ।
ਵਾਰਤਕ			
1. ਵਹਿਮੀ ਤਾਇਆ	ਵਹਿਮਾਂ ਦਾ ਸ਼ਿਕਾਰ ਬੰਦਾ ਸਮਾਜ ਵਿੱਚ ਮਜ਼ਾਕ ਬਣ ਕੇ ਰਹਿ ਜਾਂਦਾ ਹੈ।	ਤਣਾਉ ਗ੍ਰਸਤ	ਸਮਾਜ ਵਿੱਚ ਹੋਰ ਕਿਹੜੇ ਵਹਿਮਾਂ ਦੀ ਚਰਚਾ ਹੁੰਦੀ ਹੈ, ਲਿਖੋ।
2. ਮੁੜ ਵੇਖਿਆ ਪਿੰਡ	ਲੇਖਕ ਦਾ ਜੱਦੀ ਪਿੰਡ ਵੇਖਣ ਦੀ ਤਾਂਘ ਦਾ ਪੂਰਾ ਹੋਣਾ।	ਭਾਵਨਾਵਾਂ ਨਾਲ਼ ਨਿਪਟਣਾ	ਕਿਸੇ ਪਿੰਡ ਵਿੱਚ ਜਾਉ ਤੇ ਜਾਣਕਾਰੀ ਲੈ ਕੇ ਆਉ।
ਪੜ੍ਹਨ ਕੌਸ਼ਲ			
1. ਅਣਡਿੱਠਾ ਪੈਰਾ	ਸਿਲੇਬਸ ਦੇ ਬਾਹਰੋਂ ਪੈਰਾ (ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ)	ਰਚਨਾਤਮਕ ਸੋਚ	ਜਮਾਤ ਵਿੱਚ ਅਭਿਆਸ ਕਰਵਾਉ।
2. ਅਣਡਿੱਠੀ ਕਾਵਿ-ਟੁਕੜੀ	ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ ਸਿਲੇਬਸ ਤੋਂ ਬਿਨਾਂ ਕਵਿਤਾ	ਰਚਨਾਤਮਕ ਸੋਚ	ਕਾਵਿ-ਟੁਕੜੀ ਦੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ ਪੁੱਛੇ ਜਾਣ।

II. ਵਿਆਕਰਨ : 3. ਵਿਰੋਧੀ ਸ਼ਬਦ 4. ਲਿੰਗ ਬਦਲੋ 5. ਵਿਸਮਿਕ 6. ਸ਼ਬਦ-ਸ਼ੁੱਧੀ 7. ਕਿਰਿਆ 8. ਮੁਹਾਵਰੇ	ਸ਼ਬਦ ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ, ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ, ਵਿਆਕਰਨਿਕ ਇਕਾਈਆਂ ਦਾ ਵਿਕਾਸ ਤੇ ਯਾਦ-ਸ਼ਕਤੀ ਦਾ ਵਿਕਾਸ। ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ ਬਹੁਤੀ ਗੱਲ ਨੂੰ ਥੋੜ੍ਹੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਕਹਿਣਾ।	ਰਚਨਾਤਮਕ ਸੋਚ ਸਮੱਸਿਆ ਨੂੰ ਹੱਲ ਕਰਨਾ ਆਤਮ-ਜਾਗਰੂਕਤਾ	ਵਿਆਕਰਨਿਕ ਅਭਿਆਸ, ਸਹੀ ਸ਼ਬਦਾਂ ਨੂੰ ਮਿਲਾਉਣਾ, ਖ਼ਾਲੀ ਥਾਂਵਾਂ ਭਰੋ, ਬੱਚਿਆਂ ਦੇ ਦੋ ਗਰੁੱਪ ਬਣਾ ਕੇ ਪ੍ਰਸ਼ਨ/ਉੱਤਰ ਦਾ ਮੁਕਾਬਲਾ ਕਰਵਾਉ। ਬਜ਼ੁਰਗਾਂ ਤੋਂ ਹੋਰ ਮੁਹਾਵਰੇ ਇਕੱਤਰ ਕੀਤੇ ਜਾਣ।
III. ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਲਿਖਣ ਕੌਸ਼ਲ 9. ਲੇਖ ਰਚਨਾ ਵਿਚਾਰ ਪ੍ਰਧਾਨ, ਆਮ ਵਿਸ਼ੇ	ਲਿਖਣ ਕੌਸ਼ਲ ਦਾ ਵਿਕਾਸ ਤੇ ਗਿਆਨ ਦਾ ਵਿਸਥਾਰ, ਸ਼ਬਦ-ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ	ਆਤਮ-ਜਾਗਰੂਕਤਾ ਤੇ ਰਚਨਾਤਮਕ ਸੋਚ	ਪੱਤਰ ਦੇ ਸ਼ੁਰੂ, ਮੱਧ ਤੇ ਅੰਤ ਬਲੈਕ-ਬੋਰਡ ਤੇ ਲਿਖਵਾਉਣਾ।
10. ਪੱਤਰ ਰਚਨਾ ਨਿੱਜੀ-ਪੱਤਰ, ਬਿਨੈ ਪੱਤਰ			
11. ਚਿੱਤਰ (ਫੋਟੋ/ਤਸਵੀਰ) ਦੇ ਅਧਾਰ 'ਤੇ ਵਰਨਣ	ਸ਼ਬਦ-ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ	ਆਤਮ-ਜਾਗਰੂਕਤਾ	ਕੋਈ ਵੀ ਚਿੱਤਰ ਦਿਖਾ ਕੇ ਜਾਣਕਾਰੀ ਲਈ ਜਾਵੇ।

ਦੂਜੀ ਅਵਧੀ (ਅਕਤੂਬਰ ਤੋਂ ਫਰਵਰੀ)

ਪਾਠ ਪੁਸਤਕਾਂ ਪਾਠ-ਕ੍ਰਮ	ਉਦੇਸ਼	ਜੀਵਨ-ਕੌਸ਼ਲ	ਕਿਰਿਆਤਮਕ ਕੰਮ
ਕਹਾਣੀ 1. ਬੱਸ ਕੰਡਕਟਰ	ਕਦੀ ਵੀ ਕਿਸੇ ਦੀ ਹਮਦਰਦੀ ਨੂੰ ਗ਼ਲਤ ਸੋਚ ਨਾਲ਼ ਨਾਪਣਾ ਨਹੀਂ ਚਾਹੀਦਾ।	ਭਾਵਨਾਵਾਂ ਨਾਲ਼ ਨਿਪਟਣਾ ਤੇ ਨਿਰਣਾ ਲੈਣਾ।	ਕਦੀ ਵੀ ਕੀਤੇ ਗਏ ਸਫ਼ਰ ਦਾ ਹਾਲ਼ ਲਿਖੋ।
ਇਕਾਂਗੀ : 2. ਸਿਰਜਣਾ	ਮੁੰਡੇ ਤੇ ਕੁੜੀ ਵਿੱਚ ਫ਼ਰਕ ਨਾ ਕਰਨਾ ਤੇ ਭਰੂਣ ਹੱਤਿਆ ਦਾ ਵਿਰੋਧ ਕਰਨਾ।	ਭਾਵਨਾਵਾਂ ਨਾਲ਼ ਨਿਪਟਣਾ ਤੇ ਨਿਰਣਾ ਲੈਣਾ।	ਭਰੂਣ-ਹੱਤਿਆ ਬਾਰੇ ਵਾਦ-ਵਿਵਾਦ ਕੀਤਾ ਜਾਵੇ।
ਕਵਿਤਾਵਾਂ : 3. ਨਵੀਂ ਪੁਰਾਣੀ ਤਹਿਜ਼ੀਬ	ਅੱਜ ਦੇ ਤੇ ਪੁਰਾਣੇ ਸਮੇਂ ਦੇ ਸਮਾਜ ਤੇ ਸੱਭਿਆਚਾਰ ਵਿੱਚ ਅੰਤਰ।	ਆਤਮ-ਜਾਗਰੂਕਤਾ	ਨਵੇਂ ਤੇ ਪੁਰਾਣੇ ਸੱਭਿਆਚਾਰ ਦੇ ਪੰਜ-ਪੰਜ ਲਾਭ ਲਿਖਣ ਲਈ ਬੱਚਿਆਂ ਨੂੰ ਪ੍ਰੇਰਿਤ ਕੀਤਾ ਜਾਵੇ।
4. ਮਾਤਾ ਗੁਜਰੀ ਜੀ	ਮਾਤਾ ਗੁਜਰੀ ਜੀ ਦੀ ਸਾਹਿਬਜ਼ਾਦਿਆਂ ਦੀ ਸ਼ਹੀਦੀ ਕਾਰਨ ਵੈਰਾਗਮਈ ਹਾਲਤ।	ਆਪਸੀ ਤਾਲ-ਮੇਲ (ਸੰਬੰਧ)	ਚਾਰ ਸਾਹਿਬਜ਼ਾਦਿਆਂ ਦੇ ਨਾਮ ਯਾਦ ਕਰੋ।
ਵਾਰਤਕ 5. ਖ਼ੁਸ਼ੀਆਂ ਆਪੇ ਨਹੀਂ ਆਉਂਦੀਆਂ	ਖ਼ੁਸ਼ੀਆਂ ਆਪ ਨਹੀਂ ਆਉਂਦੀਆਂ ਸਗੋਂ ਮਿਹਨਤ ਕਰਕੇ ਲਿਆਂਦੀਆਂ ਜਾਂਦੀਆਂ ਹਨ।	ਨਿਰਣਾ ਲੈਣਾ	ਮਿਹਨਤ ਕਰਨ ਤੋਂ ਬਾਦ ਮਿਲੀ ਖ਼ੁਸ਼ੀ ਦਾ ਜ਼ਿਕਰ ਕਰੋ।
6. ਬੇਬੇ ਜੀ	ਲੇਖਕ ਦਾ ਮਾਂ ਨਾਲ਼ ਅੰਤਾਂ ਦਾ ਮੋਹ।	ਆਪਸੀ ਤਾਲ-ਮੇਲ (ਸੰਬੰਧ)	ਮਾਂ ਨਾਲ਼ ਸੰਬੰਧਿਤ ਕੋਈ ਕਵਿਤਾ ਸੁਣਾਉ।

ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਲਿਖਣ ਕੌਸ਼ਲ I. ਲੇਖ ਆਮ-ਵਿਸ਼ੇ, ਵਿਚਾਰ ਪ੍ਰਧਾਨ II. ਪੱਤਰ-ਰਚਨਾ ਬਿਨੈ-ਪੱਤਰ, ਨਿੱਜੀ ਪੱਤਰ III. ਚਿੱਤਰ ਪਛਾਣ	ਲਿਖਤ ਕੌਸ਼ਲ ਦਾ ਵਿਕਾਸ ਤੇ ਗਿਆਨ ਦਾ ਵਿਸਥਾਰ, ਸ਼ਬਦ ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ। ਸ਼ਬਦ ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ	ਆਤਮ ਜਾਗਰੂਕਤਾ	ਪੱਤਰ ਦਾ ਸ਼ੁਰੂ, ਮੱਧ ਤੇ ਅੰਤ ਬਲੈਕ-ਬੋਰਡ ਤੇ ਲਿਖਵਾਉ। ਕੋਈ ਚਿੱਤਰ ਦਿਖਾ ਕੇ ਜਾਣਕਾਰੀ ਲਉ।

ਨੋਟ— ਵਿਆਕਰਨ ਭਾਗ ਦੇ ਸਾਰੇ ਵਿਸ਼ੇ ਅਣਡਿੱਠਾ ਪੈਰਾ, ਅਣਡਿੱਠੀ ਕਾਵਿ-ਟੁਕੜੀ, ਚਿੱਤਰ-ਪਛਾਣ ਪਹਿਲੀ ਅਵਧੀ ਵਾਲੇ ਹੀ ਕਰਵਾਏ ਜਾਣਗੇ।

SUBJECT : SOCIAL SCIENCE

HISTORY : India and the Contemporary World (20 marks inclusive of Map pointing)			
Chapter/Topic	**Learning Outcomes**	**Life Skills**	**Activity**
Section–I : **Events and Processes**			
Ch-1 The French Revolution	• The students will be able to infer how the French Revolution had an impact on the European Countries in the making of nation states in Europe and elsewhere.	• Critical thinking • Problem Solving	Discussions to compare the conditions that prevailed in France that led to revolution and the conditions that led to the first war of Indian Independence.
Ch-2 Socialism in Europe and the Russian Revolution	• Examine the situations that led to the establishment of Lenin's communism and Stalin's collectivization. • Analyse the role played by the varied philosophers and leaders that shaped the revolution.	• Decision Making • Critical Thinking	Flow chart reflecting how Lenin's communism/ Stalin's collectivization was established.
Ch-3 Nazism and the Rise of Hitler	• Analyse the role of "Treaty of Versailles" in the rise of Hitler to power. • Analyse the genocidal war waged against the "undesirables" by Hitler.	• Coping with Stress • Analytical Skill	Time-Line
Section–II : **Livelihoods, Economies and Societies**			
Ch-4 Forest Society and Colonialism	Inter-Disciplinary Project with Chapter 5 of Geography 'Natural Vegetation and Wildlife'.		
Ch-5 Pastoralists in Modern World	Examine the situations that have created nomadic societies highlighting the key factor played by the climatic conditions and topography.		Discussion on the lives of pastoralists and the colonial impact on pastoralists.
		(To be assessed as part of Periodic Assessment only.)	

POLITICAL SCIENCE : Democratic Politics–I (20 Marks)

Chapter/Topic	Learning Outcomes	Life Skills	Activity
Ch-1 What is Democracy ? Why Democracy ?	• Examine the concept structural components of Democracy and its forms/features.	• Critical thinking • Analytical thinking	Debate on democratic and non-democratic countries of the world.
Ch-2 Constitutional Design	• Enumerate the essential features that need to be kept in mind while drafting any constitution. • Examine the guiding values that created the Indian Constitution.	• Reasoning • Social Skill	Poster-Making
Ch-3 Electoral Politics	• Analyse the implications of power of vote and power of recall. • Summarize the essential features of the Indian Electoral System.	• Decision Making • Critical Thinking	Role Play
Ch-4 Working of Institutions	• Examine the roles, responsiblities and interdepending of all the 3 organs of the Government.	• Political Awareness • Leadership qualities	Mock Parliament
Ch-5 Democratic Rights	• Summerize the importance of fundamental rights and duties in the light of the nation's glory.	• Social Responsibility • Ethics	Write up Rights and Duties on A4 Sheet.

GEOGRAPHY : Cotemporary India–I (20 marks including 3 Map pointing)

Chapter/Topic	Learning Outcomes	Life Skills	Activity
Ch-1 India–Size and Location	• Examine how the location of an area impacts its climate and time with reference to longitude and latitude. • Explore and anlayses the trading and cultural relationships of India with its neighbouring countries.	• Map Skills • Reasoning	Quiz

Ch-2 Physical Features of India	• Justify how the Physical features of India influences the livelihoods, culture and the biodiversity of the region. • Examine the geological process that played a crucial role in the formation of diversion physical features in India.	• Map Skill • Interpersonal relationship.	Collage Making
Ch-3 Drainage	• Examine the information about different lakes and infer on their contribution to Indian ecology. • Identify the river systems of the country and explain the role of rivers in human society.	• Critical Thiking • Map Skills	Slogan Writing Poster Making
Ch-4 Climate	• Analyse and infer the effect of monsoon winds on rainfall of the Indian subcontinent. • Analyse the temperatures between plateau region, Himalayan region and coastal region. • Inter disciplinary project.	• Coping with Environment	Collect newpaper report for knowing the weather status.
Ch-5 Natural Vegetation and Wildlife	• Only Map pointing to be evaluated in the annual examination.	• Map Skill • Observation Skill	
Ch-6 Population	• Analyse and infer the reasons behind the uneven distribution of population in India with specific reference. • Enlist the factors that affect the population density.		Pie-diagram to depict the population distribution in India.

ECONOMICS (20 Marks)			
Chapter/Topic	**Learning Outcomes**	**Life Skills**	**Activity**
Ch-1 The Story of Village Palampur	• Enlist the requirements of production and comprehend the interdependence of these requirements. • Corelate farming and non-farming activities to economic growth.	(To be assessed as part of Periodic Assessment only.)	
Ch-2 People as Resource	• Evaluate the reasons that contribute to the quality of population. • Observe the different government schemes in some states and see its effect on the quality of people there by.	• Participation in Society. • Effective Communication Skill	Classroom discussion on various factors that affect the quality of population.
Ch-3 Poverty as a Challenge	• Comprehend the reasons of poverty in the rural and urban areas. • Evaluate the efficacy of government to eradicate poverty.	• Reasoning Skill • Questioning and Social Skill	Debate on the topic 'Can education remove poverty ?'
Ch-4 Food Security in India	• Comprehend various aspects of food security that will ensure continuity of supply to the masses. • Enumerate the different features of PDS the directly address FSI.	• Critical Thinking • Analytical Thinking	Case-Study

LIST OF MAPS

HISTORY

Name of the Chapter	List of Areas to be located / labelled / identified on the map
French Revolution	Outline political map of France. Locate / label / identify. • Bordeaux, Nantes, Paris and Marseilla
Socialism in Europe and the Russian Revolution	Outline political map of the World. Locate / label / identify Major countries of First World War : Central Powers : Germany, Austria - Hungary, Turkey (Ottoman Empire). Allied Powers – France, England, Russia and USA
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

GEOGRAPHY

India : size and location	• India – States and Capitals • Tropic of Cancer, Standard Meridian (Location and Labelling) • Neighbouring Countries
India Physical Features	• Mountain Ranges : The Karakoram, The Zanskar, The Shivalik, The Aravali, The Vindhya, The Satpura, Western and Eastern Ghats • Mountain Peaks – K2, Kanchan Junga, Anai Mudi • Plateau – Deccan Plateau, Chota Nagpur Plateau, Malwa Plateau • Coastal Plains – Konkan, Malabar, Coromandel & Northern Circar (Location and Labelling)
Drainage System	Rivers (Identification only) • The Himalayan River Systems – The Indus, The Ganges and The Sutlej • The Peninsular Rivers – The Narmada, The Tapti, The Kaveri, The Krishna, The Godavari, The Mahanadi • Lakes – Wular, Pulicat, Sambar, Chilika
Climate Population	• Annual rainfall in India, Monsoon wind direction • Population density of all states • The state having highest and lowest density of population

INTERNAL ASSESSMENT–20 MARKS		
Types of Assessment	**Description**	**Marks Allocated**
Periodic Assessment	Pen Paper Test	5
Multiple Assessment	Inter disciplinary Project (Quiz, debate, role play, viva, group discussion, visual expression, interactive bulletin boards, gallery walks, exit cards, concept maps, peer assessment, self-assessment etc.	5
Subject Enrichment Activity	Project	5
Portfolio	Classwork, work done (activities / assignments) reflections, narrations, journals, etc. Achievements of the student in the subject throughout the year Participation of the student in different activities like heritage India quiz.	5

SYLLABUS FOR SESSION 2025-26

CLASS–IX

SUBJECT : ENGLISH LANGUAGE AND LITERATURE (Code No. 184)

Sections		Weightage
A	Reading Skills	20 Marks
B	Writing Skills and Grammar	20 Marks
C	Language through Literature	40 Marks

Section–A (Reading Skills)

I. Reading Comprehension through Unseen Passage **(20 Marks)**

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

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

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

Section–B (Writing Skills and Grammar)

II. Grammar **(10 Marks)**

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

3. The courses at the secondary level seek to cement high professional grasp of grammatic items and levels of accuracy. Accurate use of spelling, punctuation and grammar will be assessed through Gap Filling / Editing / Transformation exercises. Ten out of twelve questions will be attempted.

III. Writing Skills **(10 marks)**

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

Section–C

Language through Literature **40 Marks**

IV. Reference to the Context **(5+5=10 Marks)**

6. One extract out of two, from Drama / Prose.
7. One extract out of two, from poetry.

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

IV. Short & Long Answer Questions

8. Four out of Five Short Answer Type Questions to be answered in 40-50 words from the book BEEHIVE to assess interpretation, analysis, inference and evaluation. **(4×3=12 marks)**
9. Two out of Three Short Answer Type Questions to be answered in 40-50 words from the book MOMENTS to assess interpretation, analysis, inference and evaluation. **(3×2=6 marks)**
10. One out of two Long Answer Type Questions from BEEHIVE to be answered in about 100-120 words to assess creativity, imagination and extrapolation beyond the text and across the text. This can also be a passage-based question taken from a situation / plot from the text. **(6 marks)**
11. One out of two Long Answer Type Questions from MOMENTS, on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch to be answered in about 100-120 words. **(6 marks)**

Prescribed Books : Published by NCERT, New Delhi

Beehive

<u>Prose :</u>

a. The Fun They Had
b. The Sound of Music
c. The Little Girl
d. A Truly Beautiful Mind
e. The Snake and the Mirror
f. My Childhood
g. Reach For The Top
h. Kathmandu
i. If I were You

<u>Poems :</u>

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

<u>Moments :</u>

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 – 1 (WORKBOOK FOR CLASS IX) – Units 1 to 6 and Units 8, 10 & 11.

TERM-I

Name of the Chapter	Learning Outcomes	Life Skills	Activity
Book – BEEHIVE Ch-1 The Fun They Had	• To enable the students to know about the robots and robotic teacher. • To identify and explain the essence of the lesson. • To enable the students to read, write, speak and understand English correctly.	• Scientific temperament • Eagerness to learn • Curiosity	To elaborate why you would prefer to be taught by both human teacher and a robot.

Ch- The Sound of Music	• To acquaint the students with a scientific story. • To enable the students to get inspiration from the life of Evelyn Glennie. • To get inspiration from real life experiences of a differently abled person. • To act as scaffold to understand and empathize with the central character. • To express themselves in grammatically correct language.	• To enable students to imbibe Determination Hardwork Simplicity Thinking Skills	Name the different instruments played in India. Name few famous instrumentalist in their respective fields.
Ch- The Little Girl	• To enhance the ability to move beyond the text and increase vocabulary. • To enable them to write textual question using the appropriate vocabulary. • Plan, Organise and Present ideas coherently. • Acquisition of grammar accuracy.	Thinking Skills Self awareness Empathy	Assignment based on Chapter
Ch- A Truly Beautiful Mind	• To develop the scientific temper of students. • To promote the reading habits of students. • To make all the students conscious of the scientific invention and new discoveries. • To develop the interest of the students to a literary piece.	Students will be enable to develop scientific skills. Self Awareness Decision Making	Quiz based on chapter
Ch- My Childhood	• To enable the students to develop the language skills. • To enable them to express themselves in grammatically correct language.	Empathy	Group discussion on the life and works of A.P.J. Abdul Kalam

Ch- The Snake and The Mirror	• To enable the learners to extrapolate from the given text. • To instill the values of generosity, kindness, humility and communal harmony among the children. • To enable the students to comprehend simple passages. • To enable them to enhance their analytical skills. • To enable students to develop the skill of recalling and writing. • To enable students to comprehend and present genres like horror.	Critical thinking	Story telling
BEEHIVE (Poetry) Poem 1. The Road Not Taken	• To understand that the decisions taken by people shape their lives. • To enhance their creativity and imagination. • To describe the dilemma of the poet and the poetic devices used in the poem. • To negotiate their own learning goals and evaluate their own progress, edit, revise and review their own work.	To enable students to imbibe : • Decision-Making • To be optimistic • Problem Solving • To learn acceptance	Write a diary entry thinking yourself on the place of Robert Frost.
Poem 2. Wind	• To enrich the vocabulary • To help them to enjoy and appreciate poetry • To kindle the imagination of creative poetry • To enable them understand diff. poetic devices used in the poem.	To enable students to • Control anger • Develop strength • Facing hardships	Students will be told to write different literary devices and find out other examples of poetic devices.

Poem 3. Rain on the Roof	• To admire the bliss of nature in the form of emotions that are cooked by rain. • The students will be able to comprehend the main idea of the poem. • To make them realise that nature gives soothing/healing effect. • To develop their imagination skills.	Coping with emotions. Effective communication skills	Creative writing
Poem 4. The Lake Isle of Innisfree	• To enable them to connect with the theme of appreciating nature and its beautiy. • To comprehend and visualise the poem as per their imagination and understanding. • To enable them to identify the rhyme scheme of the poem.	Self-Awareness	Group discussion on the theme of the poem
Poem 5. A Legend of the Northland	• To acquaint the students with a mythological story. • To enjoy poetry in the form of Ballad. • To identify the figures of speech. • To understand the culture, lifestyle and belief of the people living in the region.	Creative thinking Empathy and courteousness	Debate
Poem 6. No Men are Foreign	• To understand the pain of others. • To enable students to develop empathy. • To introduce themselves to the new words and phrases of English. • To develop the interest to appreciate a literary piece.	Cultural Connection	Write a paragraph on different cultures of Different countries

Book – MOMENTS			
Ch-1 The Lost Child	• Enable students to develop a love for literature in students. • To introduce the students with literary genius – Mulk Raj Anand • To understand the value of family members • To get the idea of effective writings in simple language that conveys deeper meanings.	Empathy and Companion Interpersonal Skills	Role-play of a kind-man who found the lost child.
Ch-2 The Adventures of Toto	• To acquaint the students with the story • To enable the students to develop sensitivity towards animals. • To enrich the vocabulary of the students to use the same correctly. • To enrich the vocabulary and enable the students to read, write, speak understand English correctly.	Thinking Skills Creative thinking Self-awareness	Debate Role-play activity as Iswaran
Ch-3 Iswaran the Story-Teller	• To provide a platform to the students where they can differentiate between natural and unnatural world. • To students will be able to identify the theme of the story learn the art of story writing / telling		
Ch-4 In The Kingdom of Fools	• The students will be able to comprehend the story and summarise it in their own words. • To introduce the students the new words and phrases. • The students will be able to use the skill of	Critical thinking Decision Making Problem Solving	Group discussion on a similar type of story Each group presents their summary to the class.

	listening to organise their thoughts in a group and putting them in a sentence or two.		
Ch-5 The Happy Prince	• To enable students to understand the importance of charity. • The students will be able to read & comprehend the story. • Students will be able to learn that love & sacrifice can endear us to God.	Critical thinking Empathy	Interactive questions
Ch-6 The Last Leaf	• To enable students to analyse the main character of the lesson. • To enable them to enhance their vocabulary. • Students will learn the real meaning of sacrifice, true love in life.	Creative Skills of the students will be developed Thinking Skils	
TERM-II			
Book – BEEHIVE Ch-7 Reach For The Top I. Santosh Yadav II. Maria Sharapova	• To read and understand the layers of meanings and values. • Students will learn how hardwork and determination can help you go a long way. • It also shows that in order to achieve immense success, we require determination, training and sacrifice as well.	Analytical thinking will be enhanced. Students will think logically.	Worksheet related to the chapter

Ch-8 Kathmandu	• To enable students to respect the culture of other countries. • To write freely about our life and the things that happen to us funny, sad, happy or embarrasing things.	Curiosity Good communication skills	Group discussion on both the temples about their environment and discipline.
Ch-9 If I Were You	• To enable the students to comprehend the text. • To understand some examples of wit and irony. • To draw their attention to the stage setting, stage directions, description of the characters. • To comprehend the text.	Creative Skills Problem Solving skills	Role play
Book : BEEHIVE **Poetry** Poem 7. On Killing a Tree	• The students will be able to comprehend meanings using contextual clues. • Understand the poem by doing simple tasks.	To develop their imaginative and creative abilities.	Group discussion on the importance of trees and their killing.
Poem 8. A Slumber Did My Spirit Seal	• To enable students understand the reality of life and death. • To make them realize the harsh realities of life. • To develop literary taste among students. • To students will be able to enhance their reading skills.	To enhance their thinking skills and analytical skills.	Creative Writng Diary Entry
Book : MOMENTS Ch-7 A House is not a Home	• To understand the meaning of a house and a home. • To enhance their writing skills		

Ch-8 The Beggar	• To enrich vocabulary and its usage • To enable students to understand the term 'disaster'. • To enable to distinguish between natural and manmade disaster. • To understand that one can always get over sad & dark times with help from others and sharing their perils with people who they are close to. • To comprehend the text • To enhance their writing skills • To be truthful irrespective of situations • To identify the beggars and to persuade them to take up an alternative livelihood.	Adaptability Self-awareness Analytical thinking Critical thinking	Group discussion Paragraph on How can we help beggars to abolish begging

SUBJECT : SCIENCE (086)

PRESCRIBED BOOK : Science–Text Book for Class IX-NCERT Publications

Topic / Content area / Concepts	Learning Objectives	Skills	Activities
1. Matter in Our Surroundings			
Physical nature of matter	Classify matter into solids, liquids and glases based on characteristics properties of the particles in them.		
Characteristics of particles of Matter	Demonstrate that matter is made up of tiny particles.		
	Infer that intermolecular space between particles of solids makes diffusion possible between matter.		
	Conclude that particles of matter continuously move during interaction between various forms and change in temperature changes the kinetic energy of particles.		Determination of the melting point of ice and boiling point of water.
States of Matter	Conclude that particles of matter attract each other and depict the molecular arrangement of particles in the three states of matter, *i.e.*, solids, liquids and gases.	Communicating Classifying	
	Describe the physical properties of solids and illustrate their molecular arrangements.		
	Identify the distinguishing characteristics of liquids. Identify the characteristics features of gases and compare the three states of matter.		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
Diffusion	Provide scientific explanation for diffusion		

	in examples of gases and liquids withnessed in real life.	Thinking Skill	of starch in water and egg albumin / milk in water and distinguish between these on the basis of • transparency • filtration criteria • stability
Change of State of Matter	Explain the effect of change in temperature on states of matter.		
	Relate the effect of pressure on different states of matter and its applications.		
	Identify the various processes during change of substances from one physical state to another and classify substances on this basis.		
Latent Heat	Postulate the reason for constancy of temperature during the change in states of matter.		
Evaporation	Explain situations that demonstrate factors affecting evaporation.		
	Provide explanation for life situations that demonstrate effects of evaporation.		
2. Is Matter around Us Pure			
Types of mixtures	Identify mixtures from your surroundings based on their characteristic properties.	Measuring Predicting	Preparation of : (a) A mixture (b) A compound Using iron filings and sulphur powder and distinguishing between these on the basis of : • appearance, *i.e.* homogeneity and heterogeneity • behaviour towards a magnet • behaviour towards carbon disulphide as a solvent
	Differentiate between homogeneous and heterogeneous mixtures.		
Different types of mixtures formed using liquids	Classify homogeneous and heterogenous mixtures into solutions, suspensions and colloids.		
	Determine the effect of concentration of solution on its physical properties.		

	Classify substances into elements and compounds.	Experimenting	• Effect of heat
Properties of elements and compounds	Classify different substances based on their physical properties as metals, non-metals and metalloids.		Perform the following reactions and classify then 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.
	Differentiate between elements and compounds to classify different materials based on their physical and chemical properties.		
3. Atoms and Molecules		Critical Analysis	
Law of conservation of mass	Apply the Law of Conservation of Mass to determine the mass of elements in a mixture.		
Law of constant proportions	Apply the Law of Constant Proportions to estimate the amount of elements required in a chemical substance and identify postulates of Dalton's atomic theory.		
Atoms and its scientific notations	Correlate the fact of invisibility of atoms to the size of atoms.	Problem Solving Skill	
	List atomic symbols of commonly known elements as per IUPAC.		Activity 3.1 NCERT
Atomic mass	Recognise that different elements have different atomic mass.		Activity 3.1 NCERT

Molecule	Determine the number of atoms present in an element on the basis of their atomicity.		
	Apply the law of constant proportions to calculate the mass ratio to atoms in a molecule.		
Writing chemical formulae Molecular mass	Write chemical formulae using symbols & valencies. Identify ionic compounds whose formula unit mass can be calculated.		
	Calculate the relative molecular mass of commonly known chemical compounds.		
4. Structure of the Atom			
Charged particles in matter	Know the different constituents of an atom and differentiate between electrons and protons.		
The structure of an atom	Explain Thomson's model of an atom and its incoherent features with the results of other experiments.	Critical Thinking Skill	Activity 4.1 NCERT
	Draw logical conclusions from Rutherford's experiment to understand the structure of an atom.		Activity 4.2 NCERT
	Compare Rutherford's model with Thomson's atomic model and state their relative advantages and limitations.		
	Highlight the limitations of Rutherford's model.		
	State the postulates of Neils Bohr's model of an atom and their significance.	Creative Thinking	

How Electrons are distributed in different orbits (shells) ?	Get conversant with the Bohr and Bury rules for distribution of electrons into different orbits.		
Valency	Find the valency of elements on the basis of their electronic configuration and relative inertness and reactivity of elements.		
	Calculate the number of electrons distributed in different orbits (shells) according to Bohr and Bury rules and find out valence electrons for different elements.		
Atomic mass, Isotopes and isobars	Write the scientific notations of atoms of commonly known elements and calculate their atomic mass and atomic number.		
	Postulate the reason for different atomic numbers for isotopes of an element.	Identifying problems	
	Identify isobars on the basis of scientific notation of their atoms.		
5. The Fundamental Unit of Life			
Cell as unit of the living things	Cognize the variety in shape and size of cells in different organisms and infer that cells are functionally similar despite structural differences.		Preparation of stained temporary mount of (a) Onion peel (b) Human cheek and to record observations and draw their labelled diagrams.
Types of living cells	Demonstrate the difference between animal and plant cells with appropriate experiments.	Critical Thinking	
	Compare a Prokaryotic and an Eukaryotic cell.		

Parts of a cell	Locate different cell organelles in a plant cell and state their functions.		
	Differentiate between types of endoplasmic reticulum and identify their functions.		
	Name the cell organelle responsible for storage, modification and packaging of products in a cell.	Analytical skill	
	Explain the functioning of Mitochondira in a cell.		
	Relate the functions of Lysosomes in a cell.		
	Locate the cell organelle that helps cells prepare their food.	Research Skill	
	Elaborate the role of chromosomes during cell division.		
	Relate the role of vacuoles in a cell.		
6. Tissues			
Meristematic tissue	Describe the locations and function of meristematic tissue plants.		
	Classify the meristematic tissue based on their location in the plant body.	Self awareness	Identification of Parenchyma, Collenchyma and Sclerenchyma tissues in plants, striped smooth and cardiac muscle fibres and nerve cells in animals, from prepared slides. Draw their labelled diagrams.
Simple permanent tissue	Identify the type of simple permanent and their role in a plant.		
Complex permanent tissue	Identify the type of complex permanent and their role in a plant.		
Animal tissues	Classify different animal tissues based on their functions in the body.		

Epithelial tissue	Correlate the structure of epithelial tissues to their functions in an organism.	Investingative skill	
Connective tissue	Describe different types of connective tissues and relate their structure to specific functions.		
Muscular tissue	Compare the structure of different types of muscular tissues and relate it to their functions.		
Nervous tissue	Describe the structure of a neuron and explain the functioning of nervous tissue.		
7. Motion			
Motion along a straight line	Differentiate between the distance and displacement and calculate them in real situations.		Activity 7.1 NCERT Activity 7.2 NCERT Activity 7.4, 7.5, 7.7 NCERT
Uniform motion and Non-uniform motion	Calculate and compare speed of an object at different intervals of time and differentiate between uniform and non-uniform motion.	Decision-making Scientific approach to daily life problems Problem Solving Skills	
	Calculate average speed of an object.		
Speed with direction	Distinguish between speed and velocity and calculate average velocity.		
Rate of change of velocity	Define accelerated motion and compute the change in velocity of a moving object in a non-uniform motion.		
Graphical representation of motion	Plot distance-time graph for a moving object and determine its speed, velocity, acceleration.		Activity 7.9 NCERT Activity 7.10 NCERT Activity 7.11 NCERT
	Construct velocity-time graphs and interpret them to determine speed, velocity, acceleration.		

Uniform Circular Motion	Calculate speed of an object travelling in a uniform circular motion.		
8. Force & Laws of Motion			
Prerequisite	Interpret data to identify uniform and non-uniform motion of an object.		
Balanced and Unbalanced forces	Examine forces acting on a body in order to determine change in body's motion as a consequence of resultant force.	Critical Thinking	Activity 8.1, 8.2, 8.3 Refer to NCERT
	Determine the impact of frictional force on the motion of an object.		
First Law of Motion	Identify examples and situations that illustrate the use of Newton's first Law of motion and Inertia.		
Second Law of Motion	Calculate the momentum of objects when two bodies collide.	Problem Solving	
	Apply Newton's Second Law of Motion and calculate rate of change of momentum in objects.		
	Interpret SI unit of force and use formulae to calculate mass of an object.		
Third Law of Motion	Illustrate Newton's Third Law of Motion.		
	Identify situations that demonstrate the application of Newton's third Law of Motion.		
9. Gravitation			
Prerequisite	Explain situations that are in coherence with concepts of motion, laws of motion and Inertia.	Scientific Approach	Activity 9.1, 9.2, 9.3, 9.4, 9.5 refer to NCERT

Introduction to Gravitation	Demonstrate a clear understanding of gravitational force.		Determination of the density of solid (denser than water) by using a spring balance and a measuring cylinder.
	Explain the role of centripetal force in life situations.		
	Relate Newton's third law of motion and gravitational force to explain the motion of bodies.		
Universal Law of Gravitation	Calculate gravitational force and its impact on objects.	Critical Thinking	
Free Fall	Estimate the acceleration due to gravity acting on a body.		
	Relate change in acceleration due to gravity to Earth's shape and weight of objects.		
	Calculate the magnitude of acceleration at different points on the path when the object is in motion.		
	Interpret the relation between universal constant and acceleration due to gravity.		
Mass & Weight	Assess the force of gravitation exerted and compute mass of an object on earth and moon.		
Thrust and Pressure	Differentiate between thrust and pressure.		Establishing the relation between the loss in weight of 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.
Flotation	Examine the impact of buoyant force to determine if an object will sink or float in water. Calculate buoyant force acting on a body and determine its impact. Archimedes' Principle, Buoyancy.	Problem Solving	

10. Work and Energy			
Work done by a constant force	Judge situations to identify where work is done according to scientific conception and calculate the magnitude of work.		
	Calculate the total work done on an object when force is applied in varied direction and determine its nature.		
Energy	Comprehend energy and calculate the amount of work an object is capable of doing.	Creative Thinking	
Forms of Energy	Relate kinetic energy to motion and calculate kinetic energy possessed by the objects.	Scientific approach to inquiry effectively	Activity 10.2, 10.5, 10.9, 10.10, 10.16, 10.17 NCERT
	Comprehend energy transfer and write an expression for the kinetic energy of an object.		
	Relate potential energy to position and calculate potential energy possessed by the objects.		
Law of conservation of Energy	Generalise the law of conservation of energy to situations of energy transfer and calculate the total energy of an obejct.		
	Calculate power and assess the efficiency of work done.		
Rate of doing work	Get conversant with commercial unit of energy.		
11. Sound			
Production of Sound	Infer and demonstrate that sound is produced due to vibration of different objects.		Verification of the Laws of Reflection of Sound

Propagation of Sound	Generalise that sound travels as successive compressions and rarefactions in the medium.	Creative Thinking Skill	Determine the speed of a pulse propagated through a stretched string / slinky.
Characteristics of a Sound Wave	Relate frequency, amplitude and speed of a sound wave to determine its loudness and frequency.		
	Interpret the graphical representation of sound waves to determine its frequency, amplitude, and speed.		
Speed of sound in different medium	Relate properties of the medium through which sound travels to its speed.		
Reflection of Sound	Examine the paths of reflection of sound on different surfaces.		
Echo & Reverberation	Explain propagation of sound in a medium based on their knowledge of echo and reverberation.	Communicating Skill	
Range of hearing	Classify audible range of sounds of different organisms into ultra and infra sounds.		
Application of Ultrasound	Demonstrate an understanding of application of ultrasound waves in medical, defence and other fields.		
12. Improvement in Food Resources			
Improvement in crop yields	Identify the nutrients present in different foods, in order to have a balanced diet.		
	Recognize growth needs of different crops like temperature, in order to produce them effectively.		

Crop variety improvement	Discover ways of breeding a better variety of seeds, in order to improve quality of crops.	Critical thinking	Activity 12.1 Pg.146 NCERT
Crop production management	Enlist various ways of enriching the soil in order to increase crop yield.		
	List down ways of irrigating a piece of land, in order to provide adequate water to all crops.		
	Analyse ways / combinations of growing crops in order to maximize yield.		
Crop protection management	Describe ways / organisms by which crops get affected, in order to develop a solution to prevent them from attacking crops.	Self-awareness Creative Thinking	Activity 12.2, 12.3, 12.4 NCERT Publications
	Develop better storage strategies for crops, in order to minimize storage losses.		
Animal Husbandry	List down some characteristics local and Foreign breeds of cattle, in order to develop a cattle with desired qualities.		
	Outline food requireemnts and common diseases of cattle, in order to protect them better.		
Poultry farming	Analyse desirable traits in poultry in order to maximize egg production and chicken meat		
Egg and broiler production	Identify housing, nutritional & environmental requirements of poultry in order to prevent and control diseases.		
Fish Production	Analyse the process of catching fish from seawater and fresh water, in order to maximize yield.		

SYLLABUS FOR SESSION 2025-26

CLASS–IX

SUBJECT : HINDI (085)

निर्धारित पुस्तकें :

1. **स्पर्श भाग-1 (NCERT)**
2. **संचयन भाग-1 (NCERT)**
3. **व्याकरण संबोध (मधुबन एजुकेशन)**

कक्षा 09वीं हिंदी – व 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 – [80 (वार्षिक परीक्षा) + 20 (आंतरिक परीक्षा)]

निर्धारित समय – 3 घंटे **भारांक – 80**

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 बहुविकल्पीय प्रश्न (1×3=3) पूछे जाएँगे अति लघूत्तरात्मक 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 vi	विराम चिह्न (2 अंक) (3 में से 2 प्रश्न) अर्थ की दृष्टि से वाक्य भेद (3 अंक) (4 में से 3 प्रश्न)	2 3	
3		**खंड-ग (पाठ्यपुस्तक एवं पूरक पाठ्पुस्तक)**		
	अ	**गद्य खंड (पाठ्यपुस्तक)**	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। (1×5) 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) (2×3)	5 6	
	ब	**काव्य खंड (पाठ्यपुस्तक)**	11	30
		1 स्पर्श (भाग-1) से निर्धारित कविताओं में से काव्यांश के आधार पर एक अंकीय पाँच **बहुविकल्पीय** प्रश्न पूछे जाएँगे। (1×5) 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) (2×3)	5 6	
	स	**पूरक पाठ्यपुस्तक संचयन भाग-1**	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) (4×2)	8	
		खंड—घ (रचनात्मक लेखन)		
2.	**लेखन**			
	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 (5×1)	5	20
	ख	अभिव्यक्ति की क्षमता पर केंद्रित अनौपचारिक विषयों में लगभग 100 शब्दों में किसी एक विषय पर पत्र (5×1)	5	
	ग	किसी दृश्य/घटना के चित्र पर आधारित लेखन (5×1) (लगभग 100 शब्दों में) (बिना किसी विकल्प के)	5	
	घ	भाव व दृश्य संकेतों के आधार पर संवाद लेखन (लगभग 100 शब्दों में) (5×1) (विकल्प सहित)	5	
		कुल		**80**
		आंतरिक मूल्यांकन		20
	अ	**सामयिक आकलन**	5	
	ब	**बहुविध आकलन**	5	
	स	**पोर्टफ़ोलियो**	5	
	द	**श्रवण एवं वाचन**	5	
		कुल		**100**

प्रथम (सत्र) अवधि

प्रकरण	अधिगम उद्देश्य	जीवन कौशल	कला एकीकृत गतिविधियाँ
स्पर्श भाग (1) **(गद्य भाग)**			
दु:ख का अधिकार	पोशाक किस प्रकार से व्यक्ति के विषय में धारणा निर्धारित करती है ? संस्मरण विधा का परिचय	आलोचनात्मक व आत्मजागरुकता से परिपूर्ण सोच निर्णयात्मक प्रक्रिया	नाट्य-मंचन
एवरेस्ट : मेरी शिखर यात्रा	भारत की भौगोलिक स्थिति, जलवायु, रहन-सहन, खान-पान, बोली, प्राकृतिक-सौंदर्य व पर्यटन का प्रोत्साहन वर्द्धन		पहाड़ों की यात्रा का संस्मरण वृत्तांत
तुम कब जाओगे अतिथि	भारतीय-संस्कृति में अतिथि के विषय में अवधारणा चिंतन-मनन की प्रवृत्ति का विकास	आलोचनात्मक सोच	नाट्य-मंचन
(पद्य भाग)			
पद रैदास	आध्यात्मिक मूल्यों का विकास अंधविश्वास व रूढ़िवादिता से परिचित करवाना	रचनात्मक सोच	ईश्वर व भक्त के पारस्परिक संबंधों से संबंधित अन्य उपमाएँ ढूँढना
दोहे रहीम	आत्मिक गुणों का विकास मानवीय प्रवृत्ति का विकास	रचनात्मक सोच सहज-भाव	पानी शहद से बने मुहावरे
गीत अगीत (रामधारी सिंह दिनकर)	मौलिक कल्पनाशीलता का विकास प्रकृति के प्रति संवेदनशीलता व जागरुकता	सहज जागरुकता	जल संरक्षण के उपायों पर चर्चा प्राकृतिक दृश्यों का मानवीकरण करके काव्य सरंचना करवाना
अग्निपथ (हरिवंश राय बच्चन)	हिंदी साहित्य के प्रति रुचि उत्पन्न करना मनुष्य के सामर्थ्य व क्षमता से परिचित करवाना	प्रभावी संचार	प्रभावशाली वाचन द्वारा श्रेष्ठ वक्ता का चयन
सचंयन भाग-1			
गिल्लू	पशु-पक्षियों के प्रति आकर्षण व प्रेम भाव जगाना। कहानी विधा के प्रति अभिरुचि	प्रभावी संचार	किसी पालतू या आवारा पशु से संबंधित संस्मरण रचना
स्मृति	स्मरण शक्ति व कल्पनाशीलता का अभ्युदय	आत्मजागरुकता	'दंड का प्रावधान' विषय पर वाद-विवाद
व्याकरण — शब्द और पद, अनुस्वार, अपठित गद्यांश, अनुनासिक, उपसर्ग-प्रत्यय, स्वर संधि, विराम-चिह्न, अर्थ की दृष्टि से वाक्य-परिवर्तन	व्याकरण के नियमों से अवगत करवाया जाएगा वाक्य के स्वरूप से परिचय	परिपूर्ण सोच	व्याकरणिक अभ्यास

रचना लेखन - अनुच्छेद-लेखन, अनौपचारिक पत्र, चित्र वर्णन, संवाद-लेखन	लेखन कौशल व अभ्युदय	रचनात्मक सोच	समसामयिक विषयों का अभ्युदय अगर धरती से तेल समाप्त हो जाये तो विषय पर अनुच्छेद
द्वितीय सत्र - स्पर्श भाग (1) (गद्य-भाग)			
वैज्ञानिक चेतना के वाहक चंद्रशेखर वेंकटरामन	पर्यावरण के प्रति संवेदनशीलता कल्पनाशीलता का विकास	रचनात्मक सोच	वैज्ञानिक उपकरण विनाश व विकास के साधन विषय पर वाद-विवाद
शुक्रतारे के समान	देशभक्ति का विकास स्वाधीनता सेनानियों के प्रति आदर भार जगाना युवा पीढ़ी को इतिहास से जोड़ना	पारस्परिक संबंध	सही क्रम में ग्रहों के नाम लिखवाना सभी ग्रहों के नाम सूर्य से दूरी के अनुसार क्रमबद्ध करवाएँ सौर मंडल का चित्र बनवाएँ
(पद्य-भाग)			
नए इलाके में (अरुण कमल)	अपने परिवेश से जोड़ना नक्शा निर्माण का अभ्यास	रचनात्मक सोच	हिंदी महीनों व पर्वों की जानकारी एकत्र करें
खुशबू रचते हैं हाथ (अरुण कमल)	समाज में व्याप्त बाल श्रम के प्रति जागरुकता का प्रयास सहभागिता की प्रवृत्ति का विकास	आलोचनात्मक सोच	मिलते-जुलते विषय पर काव्य रचना
संचयन भाग-1			
कल्लू कुम्हार की उनाकोटि	देश-भ्रमण की महत्ता की प्रेरणा देश के आर्थिक विकास में पर्यटकों के योगदान से परिचय।	आत्मजागरुकता	लोककथाओं का लेखन अंचल विशेष से जुड़ी जानकारी
मेरा छोटा सा निजी पुस्तकालय	ज्ञान का विस्तार, जिज्ञासु प्रवृत्ति का विकास पुस्तकालय की अनिवार्य से अवगत होना, स्वाध्याय की प्रेरणा	आत्मजागरुकता	पाँच लेखकों की पाँच-पाँच कृतियों की समीक्षा

नोट— व्याकरण के सभी विषय, अपठित गद्यांश तथा रचनात्मक लेखन प्रथम आवधिक की ही दोहराई होगी।

SYLLABUS FOR SESSION 2025-26

CLASS–IX

SUBJECT : MATHEMATICS

BOOK : Mathematics Textbook for Class–IX NCERT

Course Structure

Unit	Unit Name	Marks
I	Number System	10
II	Algebra	20
III	Coordinate Geometry	04
IV	Geometry	27
V	Mensuration	13
VI	Statistics	06
	Total	80
Internal Assessment		**20 Marks**
Pen Paper Test and Multiple Assessment (5 + 5)		10 Marks
Portfolio		05 Marks
Lab Practical (Lab Activities to be done from the prescribed books)		05 Marks

TERM-I

Chapter	Learning Outcomes	Skills	Related Activities
Ch-1 Number Systems	1. The Learner gets the knowledge of various types of numbers *viz*. Natural numbers, Whole numbers, Rational numbers, Prime numbers etc. which constitute the real number systems. 2. Explores the relation between various types of numbers. 3. Appreciates the fact that infinitely many rational numbers can be inserted between two given number. 4. Represents different rational and irrational numbers on the number line and rationalize the given real number. 5. Prepares the presentation on the topic representation of irrational numbers on the number line or making the square root spiral.	Reasoning, Creativity, Problem Solving	Square Root Spiral

Ch-2 Polynomials	The learner 1. Acquires the knowledge of algebraic expression and algebraic identities. 2. Differentiates between algebraic expression and polynomials, explores types of polynomials on the basis of terms and on the basis of their degrees. 3. Defines zeroes and coefficients of polynomials, understands Remainder and Factor theorem and at least ten algebraic identities. 4. Prepares presentation on different Algebraic identities. 5. Extends the learning by the application and verification of some identities.	Logical thinking, Problem Solving and Creativity	Sieve the polynomial from the given algebric Expressions
Ch-3 Coordinate Geometry	The learner 1. Understands the Cartesian coordinate plane, x-axis, y-axis, horizontal line, vertical line, origin, abscissa, ordinate and different quadrants. 2. Plots different points in the Cartesian coordinate plane. 3. Describes points on the plane. 4. Understands coordinates as distances. 5. Recognises the presence of coordinate system in everyday life.	Observation, Reasoning	Introduction to the topic using seating plan.
Ch-6 Lines and Angles	The learner 1. Recognizes and defines line, line segments and rays. 2. Identifies obtuse, acute and right angles. 3. Understands parallel and perpendicular lines. 4. Justifies Angle sum property of triangle and exterior angle property of triangle. 5. Co-relates lines and angles with the natural world.	Observation and Correlation	Draw parallel lines and transversal lines & mark different Pair of Angles.
Ch-10 Heron's Formula	The learner 1. Recalls triangle and area of triangle 2. Understands Heron's formula for finding Area of a triangle. 3. Determines area of a triangle whose sides are given 4. Applies Heron's formula in daily life	Creativity and Problem Solving	Derivation of formula of Area of equilateral triangle

Ch-4 Linear equations in two variables	The learner 1. Understands the concept of linear equation in one variable and linear equation in two variables. 2. Learns the method of finding the points on the number line and able to draw its graph. 3. Knows the representation of the number line in one variable and in two variables. 4. Frames the linear equation for given word problem of daily life. 5. Find the solution of linear equation in two variables.	Reasoning and Analytical thinking	Fill the table based on general form of linear equation.
Ch-5 Introduction to Euclid's Geometry	The learner 1. Apply axioms and postulates in real life situations	Cooperation, Sharing	Write axioms and postulates on coloured sheet.
TERM-II			
Ch-7 Triangles	The learner 1. Recalls different types of triangles and their properties 2. Draws different types of triangles 3. Understands different congruence conditions of triangles 4. Proves theorems	Critical thinking and correlation	Introduction of topic using cut out of different shapes.
Ch-8 Quadrilaterals	The learner 1. Recalls different types of quadrilaterals and their properties 2. Identifies different quadrilaterals and designs them under given conditions. 3. Explores similarity and difference between different quadrilaterals. 4. Applies different theorems in the problems. 5. Prepares a presentation on the types of quadrilaterals and their properties.	Observation and logical thinking	To find the mid points of a line segment by paper folding.
Ch-12 Statistics	The learner 1. Recalls the basic terms of statistics learned in the lower classes. 2. Understands the concept of a data and process of its collection. 3. Prepares a grouped frequency table. 4. Understands how to draw a bar graph, and histogram. 5. Verifies which graph is suitable for the given data.	Observation and analytical thinking	Tabular Representation of Data

Ch-9 Circles	The learner 1. Defines circle and its parts. 2. Draws chords, sectors and segments of a circle. 3. Understands important theorems and apply them in problems. 4. Recognizes cyclic quadrilateral and memorizes its properties.	Observation, reasoning	To verify that angles in the same segment of a circle are equal using paper cutting and pasting.
Ch-11 Surface areas and Volumes	The learner 1. Recalls plane figures and solid figures and differentiates them. 2. Identifies different solids in the surrounding and defines their base, edge and vertices. 3. Understands the formulae for finding the surface areas and volume of a cone, sphere and hemisphere. 4. Applies these formulae in real life.	Observation and Correlation	Case study on Surface Area & Volume

SYLLABUS FOR SESSION 2025-26

CLASS–IX

SUBJECT : INFORMATION TECHNOLOGY (402)

Part–A : Employability Skills
Unit 1 : Communication Skills-I
Unit 2 : Self-Management Skills-I
Unit 3 : ICT Skills-I
Unit 4 : Entrepreneurial Skills-I
Unit 5 : Green Skills-I
Part–B : Subject Specific Skills
Unit 1 : Introduction to IT-ITeS industry
Unit 2 : Data Entry & Keyboarding Skills
Unit 3 : Digital Documentation
Unit 4 : Electronic Spreadsheet
Unit 5 : Digital Presentation

Practical Work
Viva Voce
Documentation

Part–A

Unit No.	**Unit Name**
Unit 1	Communication Skills-I
Unit 2	Self-Management Skills-I
Unit 3	Information and Communication Technology Skills-I
Unit 4	Entrepreneurial Skills-I
Unit 5	Greek Skills-I

UNIT 1 : COMMUNICATION SKILLS-I

Learning Outcomes	**Theory**	**Practical**
1. Demonstrate knowledge of various methods of communication	1. Methods of communication – Verbal – Non-verbal – Visual	1. Writing pros and cons of written, verbal and non-verbal communication 2. Listing do's and don'ts for avoiding common body language mistakes

2. Identify elements of communication cycle	1. Meaning of communication 2. Importance of communication skills 3. Elements of communication cycle– - sender, - ideas, - encoding, - communication channel, - receiver, - decoding, and - feedback	1. Draw a diagram of communication cycle 2. Role plays on communication process relate to the sector/job role
3. Identify the factors affecting our perspective in communication	1. Perspectives in communication 2. Factors affecting perspectives in communication - Visual perception - Language - Past experience - Prejudices - Feelings - Environment	1. Group discussion on factors affecting perspectives in communication 2. Sharing of experiences on factors affecting perspectives 3. Sharing experiences on factors affecting communications at workplace
4. Demonstrate the knowledge of basic writing skills	1. Writing skills related to the following : - Phrases - Kinds of sentences - Parts of sentence - Parts of speech - Use of articles - Construction of a paragraph	1. Demonstration and practice of writing sentences and paragraphs on topics related to the subject
UNIT 2 : SELF-MANAGEMENT SKILLS-1		
1. Describe the meaning and importance of self-management	1. Meaning of self-management 2. Positive results of self-management 3. Self-management skills	1. Identification of self-management skills 2. Strength and weakness analysis
2. Identify the factors that helps in building self-confidence	1. Factors that help in building self-confidence – social, cultural, and physical factors 2. Self-confidence building tips - getting rid of the negative thoughts, thinking positively, staying happy with small things, staying clean, hygienic and smart, chatting with positive people, etc.	1. Role play exercises on building self-confidence 2. Use of positive metaphors / words 3. Positive stroking on wakeup and before going bed 4. Helping others and working for community

UNIT 3 : INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS-I		
1. Describe the role of Information and Communication Technology (ICT) in day-to-day life and workplace	1. Introduction to ICT 2. Role and importance of ICT in personal life and at workplace 3. ICT in our daily life (examples) 4. ICT tools - Mobile, tab, radio, TV, email, etc.	1. Discussion on the role and importance of ICT in personal life and at workplace. 2. Preparing posters / collages for showing the role of ICT at workplace
2. Identify components of basic computer system and their functions	1. Computer system - Central Processing Unit (CPU), memory, motherboard, storage devices 2. Hardware and software of a computer system 3. Role and functions of Random Access Memory (RAM) and Read Only Memory (ROM) 4. Role and functions of Central Processing Unit 5. Procedure for starting and shutting down a computer	1. Connecting the cables and peripherals to the Central Process Unit 2. Starting and shutting down a computer 3. Group discussion on the various aspects of hardware and software
3. Demonstarte use of various components and peripherals of computer system	1. Peripherals devices and their uses – mouse, keyboard, scanner, webcam, etc. of a computer system	1. Identification of various parts and peripherals of a computer 2. Demonstration and practice on the use of mouse 3. Demonstration and practice on the use of keyboard 4. Demonstration of the uses of printers, webcams, scanner and other peripheral devices 5. Drawing diagram of computer system and labelling it
4. Demonstrate basic computer skills	1. Primary operations on a computer system – input, process, storage, output, communication networking, etc.	1. Identification of the various input and output units and explanation of their purposes
UNIT 4 : ENTREPRENEURIAL SKILLS-I		
1. Identify various types of business activities	1. Types of businesses – service, manufacturing, hybrid 2. Types of businesses found in our community Business activities around us	1. Prepare posters of business activities found in cities / villages, using pictures 2. Discuss the various types of activities, generally adopted by small businesses in a local community

<table>
<tr><td></td><td></td><td>3. Best out of waste
4. Costing of the product made out of waste
5. Selling of items made from waste materials
6. Prepare list of businesses that provides goods and services in exchange for money</td></tr>
<tr><td>2. Demonstrate the knowledge of distinguishing characteristics of entrepreneurship</td><td>1. Meaning of entrepreneurship development
2. Distinguishing characteristics of entrepreneurship
3. Role and rewards of entrepreneurship</td><td>1. Prepare charts showing advantages of entrepreneurship over wages
2. Group discussions on role and features of entrepreneurship
3. Lectures/presentations by entrepreneurs on their experiences and success stories
4. Identify core skills of successful entrepreneur</td></tr>
<tr><td colspan="3">UNIT 5 : GREEN SKILLS-I</td></tr>
<tr><td>1. Demonstrated the knowledge of the factors influencing natural resource conservation</td><td>1. Introduction to environment,
2. Relationship between society and envrionment, ecosystem and factors causing imbalance
3. Natural resource conservation
4. Environment protection and conservation</td><td>1. Group discussion on hazards of deteriorating environment
2. Prepare posters showing environment conservation
3. Discussion on various factors that influence our environment</td></tr>
<tr><td>2. Describe the importance of green economy and green skills</td><td>1. Definition of green economy
2. Importance of green economy</td><td>1. Discussion on the benefits of green skills and importance of green economy
2. Prepare a Poster showing the importance of green economy with the help of newspaper/ magazine cuttings</td></tr>
<tr><td colspan="3">Part–B</td></tr>
<tr><td colspan="3">UNIT 1 : INTRODUCTION TO IT–ITeS INDUSTRY</td></tr>
<tr><td>1. Appreciate the applications of IT</td><td>• Introduction to IT and ITeS, BPO services,
• BPM industry in India,
• Structure of the IT-BPM industry,
• Applications of IT in home</td><td>• Identify and list the various IT enabled services. Observe the application of IT in various areas.</td></tr>
</table>

	computing, everyday life, library, workplace, education, entertainment, communication, business, science and engineering, banking, insurance, marketing, health care, IT in the government and public service	
UNIT 2 : DATA ENTRY AND KEYBOARDING SKILLS		
1. Use keyboard and mouse for data entry	• Keyboarding Skills, • Types of keys on keyboard, Numeric keypad, • Home keys, Guide keys, • Typing and deleting text, • Typing ergonomics, • Positioning of fingers on the keyboard, Allocation of keys to fingers on four different rows. • Pointing device – Mouse, Mouse operations.	• Identify the keys and its use on the keyboard. • Demonstrate to use various keys on the keyboard. • Demonstrate to type the text, numbers, special character using appropriate keys on the keyboard. • Practice the correct typing ergonomics, • Practice to place fingers on correct key in four different row of keyboard, • Practice various mouse operations.
2. Use typing software	• Introduction to Rapid Typing Tutor, • Touch typing technique, • User interface of Typing Tutor, • Typing text and interpret results, • Working with lesson editor, • Calculating typing speed, • Typing rhythm.	• Identify the user interface of • typing tutor, • Practice to type text in typing tutor software and interpet the results, • Practice to work in lesson editor, • Calculate the typing speed • Practice to improve typing • Using typing tutor software.
UNIT 3 : DIGITAL DOCUMENTATION		
1. Create a document using a word processor	• Introduction to word processing, • Word processing applications, • Introduction to Word Processing tool • Creating a document, Parts of a Word Processor Window.	• List the available word processing applications. • Introduce with the parts of the main window. • Change document views. • Start a new document. • Open an existing document. • Save a document. • Close a document.

2. Apply Editing features	• Text editing – Undo and Redo, • Moving and copying text, • Copy and Paste, • Selecting text, • Selection criteria, • Selecting non-consecutive text items, • Selecting a vertical block of • text, • Find and replace option, • Jumping to the page number, • Non-printing characters, • Checking spelling and grammar, • Using Synonyms and Theasaurus.	• Editing of text in a document • Demonstrate to use undo and redo option, • Use the keyboard and mouse options to select, cut, copy, paste and move text. • Demonstrate to select nonconsecutive text items, vertical block of text, • Search and replace text in a document, • Jump to the given page number in a document, • Insert non-printing characters in a document, • Apply Spelling and grammar option of document, • Demonstrate to use Synonyms and Theasaurus.
3. Apply formatting features	• Page style dialog • Formatting text – Removing manual formatting, Common text formatting, Changing text case, Superscript and Subscript • Formatting paragraph – Indenting paragraphs, Aligning paragraphs, Font colour, highlighting, and background colour, Using bullets and numbering, Assining colour, border and background to paragraph. • Page formatting – setting up basic page layout using styles, Inserting page break, Creating header/footer and page numbers, • Defining borders and backgrounds, Inserting images, shapes, special characters in a document, Dividing page into columns, Formatting the shape or image.	• Apply various text formatting options for the text, • Demonstrate to format paragraphs – indent / align paragraphs, assign font colour, highlighting, and background colour, • Assign number or bullets to the lists items • Demonstrate to assign colour, border and background to paragraph • Demonstrate the page formatting – set up basic page layout using styles, • Insert page break, Create header / footer and page numbers • Define borders and backgrounds • Insert images, shapes, special characters in a document • Divide page into columns, • Format the shape or image.

4. Create and work with tables	• Creating table in Word Processor • Inserting row and column in a table • Deleting rows and columns • Splitting and merging tables • Deleting a table • Copying a table • Moving a table.	• Demonstrate and do the following in Word Processor. • Create table, • Insert and delete rows and column in a table, • Split and merge tables, • Delete a table, • Copy or more from one location to another location of document.
5. Use Print Options	• Printing options in Word Processor. • Print preview. • Controlling printing. • Printing all pages, single and mutliple pages.	• Demonstrate to print the document, selected pages in the document • Print the document with various options. • Preview pages before printing.
6. Understand and apply mail merge	• Introduction to mail merge • Concept of data source for mail merge.	• Demonstrate to print the letters using mail merge. • Do the following to achieve • Create a main document, • Create the data source, • Enter data in the fields, • Merge the data source with main document, • Edit individual document, • Print the merged letter, • Save the merged letter.
UNIT 4 : ELECTRONIC SPREADSHEET		
1. Create a Spreadsheet	• Introduction to spreadsheet application • Starting a spreadsheet • Parts of a spreadsheet • Worksheet – Rows and Columns, Cell and Cell address, • Range of cells – column range, row range, row and column range.	• Start the spreadsheet, • Identify the parts of Calc, • Identify the rows number, column number, cell address, • Define the range of cell, • Identify row range, column range, row & column range
2. Apply formula and functions in spreadsheet	• Different types of data, • Entering data – Label, Values, Formula • Formula, how to enter formula, • Mathematical operators used in formulae,	• Demonstrate to enter the text, numeric data in a cell, • Identify the label, values and formula in the cell, • Demonstrate to enter formula in a cell,

	• Different types of data, • Entering data – Label, Values, Formula • Formula, how to enter formula, • Mathematical operators used in formulae, • Simple calculations using values and operators, • Formulae with cell addresses and operators, • Commonly used basic functions in a spreadsheet – SUM, AVERAGE, MAX, MIN, Count • Use of functions to do calculations.	• Construct the formula using mathematical operators, • Identify formulae with cell addresses and operators, • Identify the correct syntax of formula, • Use the basic functions to perform calculations on data.
3. Format data in the spreadsheet	• Formatting tool, • Use of dialog boxes to format values, • Formatting a range of cells with decimal places, • Formatting a range of cells to be seen as labels, • Formatting of a cell range as scientific, • Formatting a range of cells to display times, • Formatting alignment of a cell range, • Speeding up data entry using the fill handle, • Uses of fill handle to copy formulae.	• Identify the formatting tool, • Demonstrate to use of dialog boxes to format values. • Demonstrate to format range of cells with decimal places, • Demonstrate to format a range of cells to labels, • Demonstrate to format of a cell range as scientific, • Demonstrate to format a range of cells to display time, • Demonstrate to align cell data range, • Demonstrate to create • number series using fill handle, • Copy formula by dragging the formula using fill handle.
4. Understand and apply Referencing	• Concept of referencing, • Relative referencing, • Mixed referencing, • Absolute referencing.	• Demonstrate to use Relative referencing in spreadsheet. • Demonstrate to use Mixed referencing in spreadsheet. • Demonstrate to use Absolute referencing in spreadsheet.
5. Create and insert different types of charts in a spreadsheet	• Importance of chart in spreadsheet • Types of chart	• Create different types of charts supported by a spreadsheets. • Illustrate the example of chart in a spreadsheet.

UNIT 5 : DIGITAL PRESENTATION		
1. Understand features of an effective presentation	• Concept of presentation, • Elements of presentation, • Characteristics of an effective presentation	• Identify and list the elements of presentation, • List the characteristics of an effective presentation.
2. Create a presentation	• Introduction to presentation software, • Opening a presentation software • Parts of presentation window, • Closing a presentation • Creating a presentation using template, • Selecting slide layout, • Saving a presentation, • Running a slide show, • Save a presentatoin in PDF, • Closing a presentation, • Using Help.	• Start the presentation application • Various components of main Impress window • Observe the different workspace views. • Create a new presentation using wizard. • Run the presentation, • Save the presentation, • Close the presentation, • Demonstrate to use Help in presentation.
3. Work with slides	• Inserting a duplicate slide, • Inserting new slides, • Slide layout, • Copying and moving slides, • Deleting and renaming slides • Copying, moving and deleting contents of slide, • View a presentation, • Controlling the size of the view, • Workspace views – Normal, Outline, Notes, Slide sorter view.	• Demonstrate to insert a new slide and duplicate slide in a presentation, • Change the slide layout, • Demonstrate to copy and move slides in the presentation, • Demonstrate to copy, move and delete contents of the slide, • Demonstrate to view a presentation in different views.
4. Format text and apply animations	• Formatting toolbar, • Various formatting features, • Text alignment, • Bullets and numbering, • Custom Animation	• Identify and list the various options in formatting toolbar, • Apply the appropriate formatting option • Align the text in presentation, • Apply bullets and numbering to the list items in presentation. • Apply Animation
5. Create and use tables	• Inserting tables in presentation, • Entering and editing data in a table, • Selecting a cell, row, column, table, • Adjusting column width and row height, • Table borders and background	Demonstrate the following : • Insert table in presentation, • Enter and edit data in a table, • Select a cell, row, column, table, • Adjust column width and row height, • Assign table borders and background

6. Insert and format image in presentation	• Inserting an image from a file, • Inserting an image from the gallery, • Formatting images, • Moving images, • Resizing images, • Rotating images, • Formatting using the image toolbar, • Drawing graphic objects – line, shapes, • Grouping and un-grouping objects	• Demonstrate to insert an image from file, gallery in presentation, • Apply formatting options to image in presentation, • Demonstrate to move, resize and rotate images, • Apply formatting options of image toolbar, • Drawing line, shapes using graphic objects, Demonstrate to group and ungroup objects.
7. Work with slide master	• Slide masters, • Creating the slide masters, • Applying the slide masters to all slide, • Adding transitions	• Create the slide masters, • Apply the slide masters to the • presentation, • Add transitions to presentation.

SYLLABUS FOR SESSION 2025-26

CLASS–IX

SUBJECT : HEALTH AND PHYSICAL EDUCATION

April	Sitting and Standing drills
	Yog and Meditation
May	Field Event's with Skills's : Volley ball, Football, Hand ball, Kho-Kho, T.T, Judo, Badminton, Chess etc.
July	General Exercises and specific Exercises of different games and Athletic events.
	Practice of different games for Tournaments.
August	Athletic Events Practice : 100m, 200m, 400m, Long Jump, Shot Put, Discus throw, Javlin throw and Relay races.
October	Safety in the Play Ground
	Recreational Games
	Mass P.T. Exercises
November	General Discussion Regarding discipline, Moral Education, Health and Hygiene
December	Project Work :
	– Road Safety Rules
	– Balance Diet
	– First Aid
	– Yog Asanas
January	Recreational Games
	Warming up Exercise
	Mass P.T. Exercises