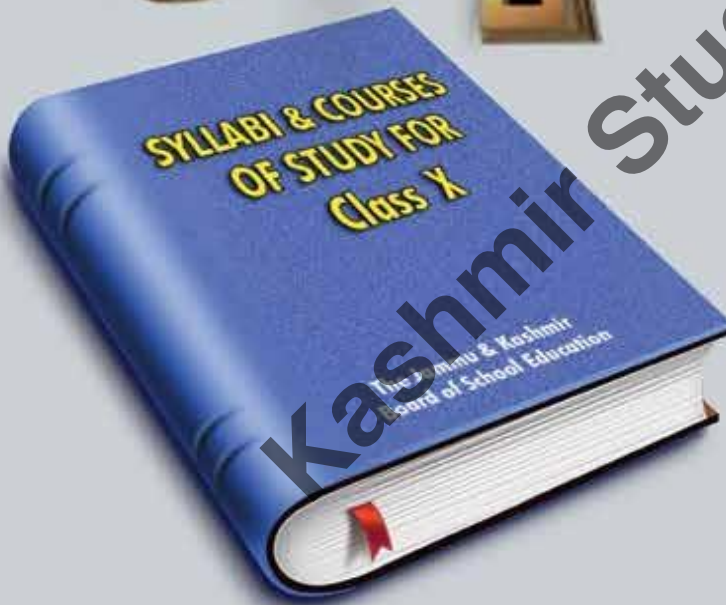


**Jammu, Kashmir and Ladakh**

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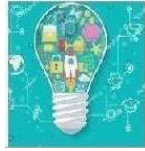
**Academic Session**

**March-April 2023-24**



# SYLLABI & COURSES OF STUDY FOR Class X





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## CONCESSION FOR CHILDREN WITH SPECIAL NEEDS



The Jammu and Kashmir Board of School Education vide notification No. F(Acad. C) Disabled/C/06, dated:- 03-07-2006 and F (Acad-C) CWSN/Exam/B/22, dated:- 25-04-2022 provides following concessions to Children with special needs. For further details, refer to our notification :-

1. Students with 40% disability, as defined in The **Rights of person with Disabilities (RPWD) Act, 2016** of permanent nature shall have to secure only 28% marks instead of 33%. This is applicable to both theory and practicals.

2. No examination fee shall be charged to children with special needs as defined in The **Rights of person with Disabilities (RPWD) Act, 2016** in case where the disability is 40% or more, of permanent nature.

**Note:-** Children With Special Needs shall have to produce disability certificate from District Medical Board (Competent Authority appointed by the Directorate of Health Services Kashmir/Jammu/Ladakh or documentary proof such as Unique Disability Identity (UDID) Card issued by Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Government of India.

The Disability Certificate is to be attached with the Admission cum Permission form.



## SCHEME OF STUDIES

Every candidate shall be required to take up all the compulsory five subjects to pass/ qualify Class IX from the course listed below.

**(A) Compulsory Subjects:**

- **General English**
- **Urdu or Hindi**
- **Mathematics**
- **Social Science** (History, Political Science, Geography, Economics, Disaster Management and Road Safety Education)
- **Science** (Physics, Chemistry, Biology)

In addition, Student can also opt one Additional/ Optional language subject from the following:

**(B) Additional / Optional language Subjects:**

1. Urdu
2. Kashmiri
3. Arabic
4. Persian
5. Hindi
6. Dogri
7. Sanskrit
8. Bhoti
9. Punjabi

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

**Student can opt one Additional/ Optional subject from the following:**

**(C) Additional/ Optional Subjects**

- Vocational Subjects
- Computer Science (Non- Vocational)

**(D) Activity Related Areas:**

- Work Experience
- Health and Physical Education
- Art Education

**(E) Choice of Subjects for Children with Special Needs (CWSN):**

Apart from General English as Compulsory Subject, CWSN can opt for Alternative Courses from the list given below

- Painting
- Music
- Art and Drawing
- Home Science
- Computer Science

**Note:** The CWSN candidate can opt either for Painting or Art and Drawing subject.



# Assessment Structure for Internal Assessment of 20 marks

Learner assessment is a continuous process and an integral part of teaching learning. The purpose of internal assessment is that the learning levels of the children improve and the examination scare that haunts a good number of children is decreased if not completely defeated. Assessment should be competency-based, promote learning and development for students, and test higher-order skills, such as analysis, critical thinking, and conceptual clarity.

Teachers must assess the learners at each stage of the learning process and this shall help teachers to focus on individual needs of the learners for better performance. In order to empower the school and the teacher by providing some kind of autonomy in the assessment process, JKBOSE has decided to give internal weightage of 20 Marks for all the main compulsory subjects offered at Secondary Level. The locus is school and focus shall be teaching and learning. The school-based assessment will play the dual role of providing a complete picture of students' abilities or progress towards fulfilling the aims of education and informing teachers of students' progress and therefore supporting classroom learning. It shall also inform the learner about his/ her progress over a period of time enabling them to develop strategies to improve learning.

The teachers should use different assessment strategies that connect teaching, learning and assessment to real life settings and to assess and provide feedback on activities, surveys, demonstrations, role plays, project works, assignments, presentations, innovations etc. in such a way that the learner doesn't feel that his/ her performance is being evaluated.

In order to carry the said assessment in effective and desired manner, following scheme for the same shall be followed:

**Internal assessment shall carry 20 marks and shall have the following parts:**

1. Periodic Assessment
2. Portfolio
3. **Practical/ Laboratory work**

## 1) Periodic Assessment

The periodic assessment shall carry 10 marks. These 10 marks shall be divided into two parts

- (I) Pen and Paper Assessment
- (II) Multiple Assessment

### (I) Pen and Paper Assessment

(5 Marks)

This involves the pen & paper class evaluation. The exam shall be taken by the concerned subject teacher of the concerned subject during class room transaction. The questions should be mainly short answer type.

The student shall maintain separate test notebooks for applied learning subject, which shall be kept as a record in the school after they are shown to the students and parents for transparency.

The teachers should mark the test copies and declare the result not later than 4 days from the test. It will be the Head's/ Teachers duty to supervise and keep the records.

The result should be communicated to the students and parents through a report card (School Based Evaluation Card). The schools shall be closely monitored with regard to school based assessment. The tests may cover the topics covered in each subject during the period in question as per the unit-wise division of syllabus.

**[Note:** Average of the tests would be taken and reduced to the weightage of only 5 marks for final submission of marks).

### (II) Multiple Assessments

[5 Marks]

Multiple assessments approach relevant to particular learning results are advised throughout the curriculum transaction. The teacher can make use of Quizzes, Oral Tests, Class discussion, Field-work, Visual Representation, Concept Maps, Exit Cards, and Visual Expression etc.

## 2. PORTFOLIO

(5 MARKS)



The portfolio is proposed to broaden the scope of learning of learners and achieve the curriculum outcomes by examining a range of proof of children's performances. Its use is being recommended as a support to the new instructional approaches that emphasize student's role in constructing knowledge and understanding.

A portfolio is generally a collection of purposely chosen student's work showing a range of performances that are collected over time and that represents the learner's efforts, progress, growth and accomplishment in key areas learning outcomes.

Suggested elements to judge student's portfolio Organisation - Neatness and Visual Appeal, Completion of guided work, focused on specific curricular objectives, Evidence of student's growth Inclusion of all relevant work (Completeness)

### Suggestive format for Portfolio

		Tools											
S.No.		April	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
		A*/B*/C*			A/B/C			A/B/C			A/B/C		
1	Worksheets												
2	Essays												
3	Projects												
4	Models												
6	Observation												
7	Pictures												
8	Experiences												
9	Anecdotal records												

\*A, \*B, \*C depicts grades

**Note:** Portfolios should be developed in an easy way. They should be meaningful, however, simple and easily accessible and should not be a burden on students- both in terms of cost and time.

### 3. Practical/ Laboratory work

**05 Marks**

The practical's given in the syllabus should be done continuously throughout the year. The teachers should maintain records of the same and students should prepare and maintain the practical note books.

**Note:** The practical files/assessment records of all the candidates shall be maintained individually by the concerned subject teacher and shall kept these records up to six months after the commencement of examination for record purposes. The concerned head of the Institution / subject teacher shall ensure to maintain the complete record of the internal parameter-wise components of all the students individually for any future clarifications.



## GENERAL ENGLISH

### Objectives of Teaching English at the Secondary Level

Students at secondary level are expected to:

- listen to English with proper attention and understanding
- listen to announcements, instructions, read-aloud texts, audio, videos for information, gist and details and respond to questions accordingly
- speak simple English correctly
- speak on contemporary issues like social justice, environment, gender, etc.
- read English texts and comprehend them
- read stories and literary texts, both fiction and non-fiction, with understanding for pleasure and enjoyment and discuss them
- understand and respond appropriately to what they hear, read and experience
- use subject, or contexts, and content related vocabulary to express their understanding of the texts and tasks
- interpret different texts including poems, prose, short stories, newspapers, news reports, essays, etc.
- develop an awareness of the nature of language and language-learning skills along with a more general application (e.g., interfacing, analyzing, synthesizing material)
- enjoy and appreciate variety of language
- appreciate different shades of literary nuances and devices such as onomatopoeic sounds, symbols, similes, metaphors, alliteration, imagery, personification, allusions and the writer point of view
- write simple and short paragraphs, narratives, etc. by planning revising, editing, rewriting and finalizing
- write reports of functions related to school, family and community
- write personal, official and business letters, articles, debates, paragraphs based on visual or verbal clues, textual inputs, etc.
- evaluate and analyze content in print form such as texts, newspapers, magazines, blogs, etc. promote core values such as tolerance, appreciation of diversity and civic responsibility through debate, discussion, etc.
- refer to dictionary, thesaurus, periodicals, and books for understanding and writing purposes and use them in speech writing
- form a sound base for the skills required to communicate in English
- develop ability to use English effectively for practical communication in a variety of second language situations



### **Skills**

- Listening
- Speaking
- Reading
- Writing

## **LISTENING/ SPEAKING**

### **Listening**

#### **While listening students should be able to:**

- comprehend discourse such as lectures, conversations, interviews, and discussions
- make notes and use them in answering questions about the passage
- distinguish relevant from irrelevant information
- identify the topic and the main idea in it
- comprehend relationships between ideas
- make inferences about spoken discourse.

### **Speaking**

#### **Speaking should enable students to:**

- produce appropriate vocabulary
- produce accurate grammatical forms
- give an oral presentation in class using effective delivery strategies.
- present facts, ideas or opinions in an orderly sequence.
- make relevant comments on what is heard, seen or read
- describe experience in simple and express intelligibly what is thought or imagined
- respond appropriately in a particular situation.
- speak audibly with appropriate tone, intonation and pace
- develop adequate speaking skills to communicate effectively to get engaged in meaningful conversations

## **READING / WRITING**

The skills of reading and writing shall be tested in an integrated manner to reflect the way in which language is actually used. This is to allow writing tasks to be stimulated by authentic reading texts rather than seeing the two activities as diverse elements. However, a few tasks may be set to test the reading skill exclusively.





## Reading

### Reading should enable students to:

- scan for and extract specific information from different texts (at least from the prescribed textbooks)
- organize the relevant information and present it in a logical manner/ given format
- identify the main idea(s) in the text
- identify specific details
- discern main idea(s) from given information
- distinguish fact from opinion
- draw inferences based on information in the text
- decode meanings of words in context
- understand meanings of unfamiliar words
- identify author's purpose and tone

## Writing

### The skill of writing should enable students to:

- write in a simple way
- learn to use words economically
- write sentences with simplicity and clarity
- organize ideas and write short and coherent paragraphs
- write texts, such as writing an essay, short letters, outline of short stories, paragraphs, reports, articles, speech, etc.
- paraphrase and summarize in an appropriate form in response to a written-stimulus use words in their proper contexts
- use appropriate vocabulary
- use a variety of accurate sentence structures
- use accurate grammatical structures



## Internal Assessment in Listening and Speaking Skills

### Assessment

Learner assessment is a continuous process and an integral part of teaching learning. The purpose of internal assessment is that the learning levels of the children improves and the examination scare that haunts a good number of children is decreased if not completely defeated. The Assessment should be competency-based, promotes learning and development for students, and tests higher-order skills, such as analysis, critical thinking, and conceptual clarity

The teachers should use different assessment strategies that connect teaching, learning and assessment to real life settings and to assess and provide feedback on activities, surveys, demonstrations, role plays, project works, assignments, presentations, innovations etc. in such a way that the learner doesn't feel that his/ her performance is being evaluated. Please refer to the structure of assessment given in the preliminary pages. Points related to English language learning be also assessed.

### Guidelines:

Apart from the prescribed textbook, the subject teachers can plan their own activities and create their own material for assessing the listening and speaking skills.

- Language learning projects / activities should not be confined to classroom teaching only but should enable the students to deal with real life situations. The format and the variety of activities should be extensive.
- The internal assessment based on different activities should be evaluated by the teacher throughout the academic session. It may be preserved for three months after the declaration of results or for check by the Board.

### Suggested Activities

The suggested activities aim to improve the communication skills and personality of the students. These should be followed by individual, peer and group talk.

- Screening of relevant and age appropriate audio-videos of stories/documentaries/ discussions/ films
- Listening to phone calls
- Model Reading by teacher
- Storytelling
- Narrating incidents
- Interviews
- Group Discussions and Talk Shows
- Role plays
- Debates / Presentations
- Convening meetings/talks in informal situations such as going to the shopkeeper, describing real time events like festivals and matches, picnics, vacations and travelogue

### Parameters for Assessment

- Interactive competence (Initiation, turn taking, relevance to the topic)
- Use and delivery of words and expressions (coherence and speed of delivery) Vocabulary and Grammar (clarity, simplicity and precision)
- Pronunciation (accent, fluency)



## SYLLABUS FOR CLASS IX Session 2023-24

Prescribed Book: TULIP SERIES BOOK- 9

### TERM I

#### Unit – I

##### Packing

Gulliver in Lilliput – I

Gulliver in Lilliput – II

#### Unit – II

No Men are

Foreign To

Blossoms

Beauty

#### Unit – III

Sheikh Noor- Ud- Din Wali (RA)

Saint of Gutters

#### Unit – IV

The Adventures of Toto

Moti Guj the Mutineer

#### Unit – V

I Cannot Remember My Mother

The Road not Taken

#### Unit – VI

A Basketful of Sea Trouts

### GRAMMAR

Punctuation Marks

Tenses

Narration

Using Words as parts of speech

#### Writing Skills

Dialogue Writing

Email or message

Formal and Informal Letter writing

Paragraph Writing



## TERM II

### Unit – I

The Tempest – I  
The Tempest – II

### Unit – II

On Killing a Tree  
Cart Driver  
To the Cuckoo

### Unit – III

The Last Leaf  
The Happy Prince

### Unit – IV

Palanquin Bearers  
The Child's Prayer

### Unit – V

Old Man at the Bridge  
The Fun They Had  
How a Client was Saved

### Unit – VI

If I Were You.

## GRAMMAR

Phrases, Subject-verb agreement  
Editing a passage based on Tenses  
Passives  
Use of articles, adjectives and adverbs.

### Writing Skills

Notice Writing  
Letter writing (formal/ informal)  
Speech and article writing  
Slogan Writing

Kashmir Student Alerts



## Design of Assessment for Class IX (T1)

**External Assessment= 40 Marks**

**Internal Assessment= 10 Marks**

***Tulip Series Book IX, A Textbook of English for Class IX***

### Section A

#### Reading Comprehension

**10 Marks**

1. One seen stanza from the poems to be attempted followed by MCQs based on comprehension, literary devices, inference, etc. from the prescribed text. 1 x 3 = 3 Marks
2. One unseen passage of about 300 to 400 words to be attempted followed by MCQs, comprehension questions, providing suitable title to the passage, one word substitution, vocabulary, synonyms, antonyms, inference, analysis, etc. 1x 4= 4 Marks
3. One case study supplemented with pictures, statistical data, bar graphs, pie charts, histograms to be attempted followed by MCQs and SAQ/VSAQ based on inference, analysis, evaluation, etc. 1x3=3 Marks

### Section B

#### Grammar

**5 Marks**

Punctuation Marks

Tenses

Reported Speech (Direct to Indirect)

Using words as parts of speech.

**Note: Contextualized passage/ passages to be edited testing the use of tenses, punctuation, narration and different parts of speech etc.**



### Section C

#### Writing Skills

10 Marks

- One question to be attempted on short email or message writing (50 words). 1 Mark
- One question to be attempted on formal or informal letter writing 3 Marks
- Paragraph writing or diary entry (one to be attempted) 3 Marks
- Creating or Writing dialogue on a given situation or Story Writing on a given title or situation.  
(One to be attempted with the help of hint words) 3 Marks

### Section D

#### Literature

15 Marks

- Two out of four short answer type questions based on literary devices to be attempted from the poems excluding the one given in reading comprehension.  $2 \times 2 = 4$  Marks
- Three out of five short answer type questions to be attempted from the prose lessons of the prescribed textbook.  $3 \times 2 = 6$  Marks
- One out of two long answer type questions to be attempted based on character/ scene/ theme/ plot, situation, event, irony etc. from the short stories or play  $1 \times 5 = 5$  Marks

#### Note: -

- **The question paper will contain questions based on critical and creative thinking (\*HOTS) to discourage rote memory.**  
**\*HOTS - Higher Order Thinking Skills**
- The students must read the textbook thoroughly for comprehensive and better understanding of the topics.
- The examiner will not ask very short questions from a poem in Literature Section if the poem or the extract has been asked in the Reading Comprehension.
- The examiner will not ask short type questions in Literature Section from a chapter if the seen passage from the prescribed textbook has been asked in Reading Comprehension.



## Design of Assessment for Class IX (T2)

**External Assessment = 40 Marks**

**Internal Assessment = 10 Marks**

**Tulip Series Book IX, A Textbook of English for Class IX**

### Section A

#### Reading Comprehension

**10 Marks**

1. One seen stanza from the poems to be attempted followed by MCQs based on comprehension, literary devices, inference, etc. from the prescribed text. 1 x 3 = 3 Marks
2. One unseen passage of about 300 to 400 words to be attempted followed by MCQs, comprehension questions based on inference, analysis, providing suitable title to the passage, one word substitution, vocabulary, synonyms, antonyms, inference, analysis, etc. 1 x 4 = 4 Marks
3. One case study supplemented with pictures, statistical data, bar graphs, pie charts, histograms to be attempted followed by MCQs based on inference, analysis, evaluation, etc. 1 x 3 = 3 Marks

### Section B

#### Grammar

**5 Marks**

Phrases, Subject-verb agreement

Tenses

Change of voice: Active to Passive

Use of articles, adjectives and adverbs

*Note: Contextualized passage/ passages to be edited testing the use of tenses, passives, verb- subject agreement, articles and the different parts of speech etc.*

### Section C

#### Writing Skills

**10 Marks**

- |   |         |
|---|---------|
| One question to be attempted on notice writing about 50 words.                              | 2 Marks |
| one question to be attempted on formal/ informal letter writing                             | 3 Marks |
| Speech/ article writing/slogans (one to be attempted out of two)                            | 2 Marks |
| Poster writing / story writing (one to be attempted out of two with the help of hint words) | 3 Marks |



## Section D

### Literature

15 Marks

Two out of four short answer type questions based on literary devices to be attempted from the poems excluding the one given in reading comprehension.  $2 \times 2 = 4$  Marks

Three out of five short answer type questions to be attempted from the prose lessons of the prescribed textbook.  $3 \times 2 = 6$  Marks

One out of two long answer type questions to be attempted based on character/ scene/ theme/ plot, situation, event, irony etc. from the short stories or play  $1 \times 5 = 5$  Marks

### Note: -

- The question paper will contain questions based on critical and creative thinking (\*HOTS) to discourage rote memory.

### \*HOTS - Higher Order Thinking Skills

- The students must read the textbook thoroughly for comprehensive and better understanding of the topics.
- The examiner will not ask very short questions from a poem in Literature Section if the poem or the extract has been asked in the Reading Comprehension.
- The examiner will not ask short type questions in Literature Section from a chapter if the seen passage from the prescribed textbook has been asked in Reading Comprehension.

### Internal Assessment

20 Marks

Assessment of LSRW Skills will be for 20 marks. Practice and assessment are to be based on the activities included in the prescribed textbooks and by taking recourse to various resources and techniques available in the school. The guidelines to evaluate the listening and speaking skills have been given in the objectives of teaching English at secondary level.

### Schedule

- The practice of listening and speaking skills should be done throughout the academic year.
- The final assessment of the skills is to be done as per the convenience and schedule of the school.

### Suggested Reading in Grammar

For grammar, teachers and students can refer to any standard grammar textbook for further reading and clarification of concepts. Some of the books include:

- A Practical English Grammar by Thomson and Martinet (Oxford University Press)
- High School English Grammar by Wren and Martin (S Chand Publishing)
- English Grammar in Use by Raymond Murphy (Cambridge University Press)



HINDI

कक्षा नवमी

हिन्दी

पूर्णांक - 100

अवधि 02 घंटे

लिखित परीक्षा : 80 अंक

आन्तरिक मूल्यांकन : 20 अंक

हिन्दी : हिन्दी भारतवर्ष की राजभाषा/राष्ट्रभाषा के रूप में विश्वभर में अपना महत्वपूर्ण स्थान रखती है। यह एक ऐसी भाषा है जो कि पूर्व को पश्चिम से मिलाने की क्षमता रखती है। यह भाषा 'सम्पर्क भाषा' के अन्तर्गत अपना प्रतिनिधित्व पूरे विश्व में प्रतिपादित करने में अग्रसर है।

'नवमी कक्षा' तक आते-आते बच्चे/छात्रगण अपनी भाषाई कौशल से अच्छी तरह से परिचित होकर, अपने स्तर पर अपनी पाठ्य-सामग्री को अच्छी तरह से पढ़कर, उन पर मौखिक व लिखित प्रतिक्रियाएं व्यक्त कर सकते हैं।

**सामान्य उद्देश्य :**

**छात्रगण हेतु :**

- 1) भाषा को शुद्ध पढ़ने व प्रभावपूर्ण योग्यता को स्पष्ट करने की अभिव्यक्ति का विवरण हो।
- 2) नए-नए शब्द सीखने की प्रक्रिया की योग्यता का विकास हो।
- 3) नए-नए अर्थ जानने की प्रक्रिया के साथ-साथ सुनने व पढ़ने की प्रक्रिया की योग्यता का विकास हो।
- 4) मौखिक व लिखित रूप से भाषा की अभिव्यक्ति के विकास के साथ-साथ ज्ञान व आनंद की प्राप्ति के लिए विकसित रुचि प्रक्रिया की योग्यता का विकास हो।

**छात्रगण के लिए आवश्यक प्रक्रिया**

- 5) साहित्य की विधाओं से परिचय होना।
- 6) साहित्य को जानने की विज्ञान के लिए तत्पर होना।
- 7) पठन सामग्री के अन्तर्गत भिन्न-भिन्न साहित्यकारों के सामान्य परिचय का ज्ञान प्राप्त करने में तत्पर/अग्रसर हों।
- 8) अपनी मनोभिव्यक्ति का स्पष्टीकरण करने में सक्षम हो सकें।

**विशिष्ट उद्देश्य :**

- 1) पठन योग्यता का विकास।
- 2) शुद्ध उच्चारण व्यवस्था।
- 3) शब्द भंडार की वृद्धि।
- 4) व्याकरणिक इकाइयों का परिचय।
- 5) परिचित शब्द शुद्ध रूप से लिखना।
- 6) वैज्ञानिक रूप से रूप-विज्ञान एवं ध्वनि-विज्ञान के आधार पर शब्दों की उचित वर्तनी जानना।
- 7) विराम-चिह्नों का शुद्ध प्रयोग करना।
- 8) शुद्ध, प्रभावपूर्ण भाषाओं तथा लेखन शैली का स्वाभाविक रूप से प्रयोग करना।
- 9) विषयों के अनुसार उपयुक्त अनुच्छेदों में विभाजित कर लिखना।
- 10) साहित्य की विभिन्न विधाओं के अन्तर्गत उपन्यास, नाटक, एकांकी, रेखाचित्र/संस्मरण, आत्मकथा/जीवनी आदि के बारे में ज्ञान प्राप्त करते हुए, अपने शब्दों में अभिव्यक्त करने के लिए प्रयासरत रहना।

(गद्य-पद्य तथा व्याकरण)

निर्धारित पुस्तक :-

- 1) भास्कर भाग-1 (जम्मू-कश्मीर विद्यालयी शिक्षा-परिषद् द्वारा प्रकाशित)
- 2) मानक हिन्दी व्याकरण और रचना : कैलाश चन्द्र भाटिया (राष्ट्रीय शैक्षिक अनुसन्धान और प्रशिक्षण परिषद्)

पाठ्यक्रम (प्रथम सत्र)

लिखित परीक्षा : 40 अंक

आन्तरिक मूल्यांकन : 10 अंक

गद्य भाग :

- 1) उपभोक्तावाद की संस्कृति (निबन्ध) श्यामचरण दूबे
- 2) साँवले सपनों की याद (संस्मरण) जाबिर हुसैन
- 3) प्रेमचन्द के फटे जूते (व्यंग्य) हरिशंकर परसाई
- 4) मेरे बचपन के दिन (स्मृति) महादेवी वर्मा

पद्य भाग :

- 5) साखियाँ, शब्द : कबीर
- 6) वाख : ललद्यद (ललद्यद)
- 7) सवैये : रसखान
- 8) ग्राम श्री : सुमित्रानंदन पंत

पाठ्यक्रम : व्याकरण

अभ्यास-1 :

- 1) भाषा की परिभाषा व प्रकार।
- 2) हिन्दी की विभिन्न बोलियाँ।
- 3) भाषा और व्याकरण
- 4) राष्ट्रभाषा और राजभाषा में अन्तर

अभ्यास-2

- 1) स्वर तथा व्यंजन की परिभाषा तथा वर्गीकरण।
- 2) अनुस्वार : परिभाषा तथा उदाहरण।
- 3) विसर्ग-ज्ञान।
- 4) अक्षर-परिभाषा तथा उदाहरण

अभ्यास-3

संयुक्त वर्ण, विभक्ति चिह्न, अव्यय, अनुस्वार तथा अनुनासिकता।

प्रथम सत्र

(1<sup>st</sup> Term)

अंक विभाजन

- |                        |    |
|------------------------|----|
| 1) पद्य भाग - व्याख्या | 06 |
| 2) प्रश्नोत्तर : 3×2   | 06 |
| 3) अपठित गद्यांश       | 05 |
| 4) कविता का सार        | 03 |
| 5) व्याकरण             | 03 |

पूर्णांक = 40

लिखित परीक्षा : 40 अंक

आन्तरिक मूल्यांकन : 10 अंक

गद्य भाग :

- 1) बड़े घर की बेटी (कहानी) प्रेमचंद
- 2) अखबार के शौकीन (लेख) अक्षय कुमार जैन
- 3) धूप-बत्ती : बुझी जली (निबन्ध) कन्हैया लाल मिश्र 'प्रगाकर'

पद्य भाग :

- 4) मेघ आए : सर्वेश्वर दयाल सक्सेना
- 5) यमराज की दिशा : चन्द्रकान्त देवताले
- 6) नीति के दोहे : रहीम, बिहारी, वृंद
- 7) प्राकृतिक सौंदर्य : रामनरेश त्रिपाठी
- 8) कश्मीर सुषमा : श्रीधर पाठक
- 9) (क) विलय के पद : तुलसीदास  
(ख) राम वन गमन

व्याकरण भाग (द्वितीय सत्र)

अभ्यास 4

- 1) विशेषण की परिभाषा तथा भेद
- 2) क्रिया की परिभाषा, क्रिया के प्रकार
- 3) धातु तथा भेद (केवल नाम)

अभ्यास 5

- क) क्रिया विशेषण (परिभाषा व भेद) केवल नाम
- ख) सम्बन्ध बोधक (परिभाषा)
- ग) समुच्चय बोधक (संयोजक) परिभाषा
- घ) विस्मयादि बोधक परिभाषा और उदाहरण

अभ्यास 6

- 1) पद परिचय (सरल वाक्य)

अभ्यास 7

वाक्य रचना, परिभाषा, सरल वाक्यों के भेद, पदबंध परिभाषा

अभ्यास 8

पत्र-लेखन (औपचारिक पत्र, पारिवारिक पत्र, अनौपचारिक पत्र, निमंत्रण पत्र)

अभ्यास 9

वर्णनात्मक या विचारात्मक

(सामाजिक, राष्ट्रीयपरक, खेलकूद संबंधी, विज्ञान संबंधी, पर्व, मेले, महत्वपूर्ण व्यक्तित्व आदि संबंधी)

अंक विभाजन

1) पद्य भाग (व्याख्या)	04
2) प्रश्नोत्तर 3×2=	06
3) अपठित गद्यांश	05
4) कविता का सार	03
5) व्याकरण	10
6) निबंध	07
7) पत्र	05
पूर्णांक	40

आन्तरिक मूल्यांकन

आन्तरिक मूल्यांकन का विशिष्ट उद्देश्य यह है कि इस प्रकार की प्रक्रिया से छात्रों की दैहिक प्रगति उसके द्वारा कक्षा में किए गए गृहकार्य या विभिन्न कार्यक्रमों में लिए गए भाग की क्षमता व कक्षा में उसके अध्ययन के प्रति रुचि का मूल्यांकन सरलता से किया जा सकता है।

आन्तरिक मूल्यांकन के लिए पाठ्यपुस्तक में आए हुए पाठों के आधार पर वस्तु-निष्ठ प्रश्नों पर आधारित एक प्रश्न-पत्र बनाएं। (10 अंक)

अथवा

आन्तरिक मूल्यांकन के लिए कक्षा में निबंध लेखन व अनुच्छेद लेखन की प्रक्रिया करवाई जाए।

अथवा

पाठ्यपुस्तक में वर्णित किसी कवि अथवा साहित्यकार के जीवन परिचय के आधार पर वस्तु-निष्ठ प्रश्न-पत्र का निर्माण किया जाए।

अथवा

छात्रों को 'मोबाईल' द्वारा भी वैकल्पिक प्रश्न-पत्र दिया जा सकता है, इसके लिए शिक्षक को छात्रों का पंजीकरण (रजिस्ट्रेशन) करवा कर स्वयं भी उसके साथ जुड़ने का उपक्रम कर सकते हैं।

سوال نمبر	سوالات کا خاکہ	نمبرات
۱	نصابی کتاب سے لئے گئے شعری جز کے آخر پر پوچھے گئے تین کثیر الانتخابی سوالات کے جواب دینا۔ یہ سوالات ادبی صنعتوں، استدلال، تفہیم، یک لفظی متبادل، الفاظ معانی اور متضاد الفاظ پر مبنی ہوں گے۔	۳
۲	غیر درسی نثری اقتباس کے آخر پر پوچھے گئے تین کثیر الانتخابی سوالات کے جواب دینا۔ یہ سوالات استدلال، تفہیم، یک لفظی متبادل، الفاظ معانی اور متضاد الفاظ پر مبنی ہوں گے۔	۳
۳	دی گئی تصویر کے آخر پر پوچھے گئے تین کثیر الانتخابی سوالات کے جواب دینا۔ یہ سوالات استدلال، تفہیم، منطق، تشریح اور تاثر پر مبنی ہوں گے۔	۳
۴	دئے گئے آٹھ الفاظ میں سے چار کو جملوں میں استعمال کر کے اُن کا جنس اور تعداد واضح کرنا۔	۲
۵	قواعد سے متعلق پوچھے گئے چار سوالات میں سے دو کے جواب ہدایات کے مطابق لکھنا۔	۳
۶	جملوں کی اقسام اور ترکیب سے متعلق پوچھے گئے تین سوالات میں سے دو کے جواب ہدایات کے مطابق لکھنا۔	۲
۷	دی گئی صورتحال کے مطابق یا برقی پیغام یا اکی میل لکھنا۔	۴
۸	دی گئی صورتحال کے مطابق ایک رسمی یا غیر رسمی خط تحریر کرنا۔	۴
۹	شامل نصاب نثری اسباق میں سے پوچھے گئے پانچ میں سے تین استعدادی سوالات کے جواب لکھنا۔	۶
۱۰	پوچھی گئی چار شعری صنعتوں میں سے دو کے جواب لکھنا۔	۴
۱۱	پوچھے گئے تین میں سے دو استعداد پر مبنی سوالات کے پچاس سے ساٹھ الفاظ میں جواب لکھنا۔ یہ سوالات کردار، پلاٹ، واقعہ، اصناف وغیرہ پر مبنی ہوں گے۔	۶

## نصاب برائے میقات اول

بہارستان اردو برائے جماعت نہم (جموں و کشمیر بورڈ آف اسکول ایجوکیشن)

۱۵ نمبرات

کتاب:

حصہ نثر

۱۔ انسان کامل ﷺ ۲۔ اردو کہاں پیدا ہوئی ۳۔ انفارمیشن ٹیکنالوجی ۴۔ دیوان مرحوم کی یاد میں ۵۔ ماحولیاتی آلودگی

۱۰ نمبرات

حصہ شعر

۱۔ غزلیات: فراق گورکھپوری، فیض احمد فیض، میر غلام رسول نازکی، تنہا انصاری،

۲۔ نظمیں: تعلیم سے بے توجہی کا نتیجہ، نئی تہذیب

۱۵ نمبرات

قواعد اور تخلیقی کام

۱۔ فعل کے مختلف اقسام (مفرد، مرکب، لازم، متعدی، معروف، مجہول وغیرہ)، واحد جمع اور تذکیر و تانیث، الفاظ اور محاورات

۲۔ رسمی و غیر رسمی خطوط، مضمون نگاری

نوٹ: اس مضمون میں کل نمبرات ۱۰۰ ہیں۔ ان میں سے ۴۰ میقات اول اور ۴۰ میقات دوم کے لئے ہیں جبکہ ۲۰ نمبرات internal کے لئے مشخص

ہیں۔ یہ ۲۰ نمبرات اساتذہ حضرات مختلف پہلوؤں کی جانچ کے بعد دیں گے۔

نمبرات

سوالات کا خاکہ

سوال نمبر

- ۱ نصابی کتاب سے لئے گئے شعری جز کے آخر پر پوچھے گئے تین کثیر الانتخابی سوالات کے جواب دینا۔ یہ سوالات ادبی صنعتوں، استدلال، تفہیم، یک لفظی متبادل، الفاظ معانی اور متضاد الفاظ پر مبنی ہوں گے۔
- ۲ غیر درسی نثری اقتباس کے آخر پر پوچھے گئے تین کثیر الانتخابی سوالات کے جواب دینا۔ یہ سوالات استدلال، تفہیم، یک لفظی متبادل، الفاظ معانی اور متضاد الفاظ پر مبنی ہوں گے۔
- ۳ دی گئی تصویر کے آخر پر پوچھے گئے تین کثیر الانتخابی سوالات کے جواب دینا۔ یہ سوالات استدلال، تفہیم، منطق، تشریح اور تاثر پر مبنی ہوں گے۔
- ۴ دئے گئے آٹھ الفاظ میں سے چار کو جملوں میں استعمال کر کے ان کا جنس اور تعداد واضح کرنا۔
- ۵ قواعد سے متعلق پوچھے گئے پانچ سوالات میں سے تین کے جواب ہدایات کے مطابق لکھنا۔
- ۶ جملوں کی اقسام اور ترکیب کے متعلق پوچھے گئے تین سوالات میں سے دو کے جواب ہدایات کے مطابق لکھنا۔
- ۷ دی گئی صورتحال کے مطابق ای میل یا برقی پیغام تحریر کرنا۔
- ۸ دی گئی صورتحال کے مطابق ایک رسمی یا غیر رسمی خط تحریر کرنا۔
- ۹ شامل نصاب نثری اسباق میں سے پوچھے گئے پانچ میں سے تین استعدادی سوالات کے جواب لکھنا۔
- ۱۰ پوچھی گئی چار شعری صنعتوں میں سے دو کے جواب لکھنا۔
- ۱۱ پوچھے گئے تین میں سے دو استعداد پر مبنی سوالات کے پچاس سے ساٹھ الفاظ میں جواب لکھنا۔ یہ سوالات کردار، پلاٹ، واقعہ، اصناف وغیرہ پر مبنی ہوں گے۔

نصاب برائے میقات دوم

بہارستان اردو برائے جماعت نہم (جموں و کشمیر بورڈ آف اسکول ایجوکیشن)

کتاب:

۱۵ نمبرات

حصہ نثر

۱۔ لاٹری کا ٹکٹ، ۲۔ درد کا مارا، ۳۔ میں ایک شہر تھا پونچھ، ۴۔ میر مہدی مجروح کے نام، ۵۔ نذیر احمد کی کہانی، کچھ اُن کی کچھ میری زبانی

۱۰ نمبرات

حصہ شعر

۱۔ غزلیات: شہر یار، شوریدہ کشمیری، عابد مناوری، پرتپال سنگھ بے تاب

۲۔ نظمیں: کشمیر، پری محل، قبر، بزم انجم ۳۔ مثنوی: دنیا کی ناپیداری

۱۵ نمبرات

قواعد اور تخلیقی کام

۱۔ حروف کی قسمیں ۲۔ واحد جمع اور تذکیر و تانیث کا فرق جملوں کے ذریعے، مرکب اور اس کے اقسام، جملے کے اقسام، ترکیب نحوی

۳۔ رسمی وغیر رسمی خطوط، ای میل، برقی پیغام اور اشتہار نگاری

نوٹ: اس مضمون میں کل نمبرات ۱۰۰ ہیں۔ ان میں سے ۴۰ میقات اول اور ۴۰ میقات دوم کے لئے ہیں جبکہ ۲۰ نمبرات internal کے لئے مخصوص ہیں

یہ ۲۰ نمبرات اساتذہ حضرات مختلف پہلوؤں کی جانچ کے بعد دیں گے۔



## MATHEMATICS

### CLASS -IX

#### UNIT I: NUMBER SYSTEMS

##### 1. REAL NUMBERS

(18) Periods

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

#### UNIT II: ALGEBRA

##### 1. POLYNOMIALS

(26) Periods

Definition of a polynomial in one variable, with examples and counter examples. Coefficients of a polynomial, terms of a polynomial and zero polynomial. Degree of a polynomial. Constant, linear, quadratic and cubic polynomials. Monomials, binomials, trinomials. Factors and multiples. Zeros of a polynomial. 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.



## 2. LINEAR EQUATIONS IN TWO VARIABLES

(16) Periods

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.

## UNIT III: COORDINATE GEOMETRY

### 1. COORDINATE GEOMETRY

(7) Periods

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

## UNIT IV: GEOMETRY

### 1. INTRODUCTION TO EUCLID'S GEOMETRY

(7) Periods

History - Geometry in India and Euclid's geometry. Euclid's method of formalizing observed phenomenon into rigorous Mathematics with definitions, common/obvious notions, axioms/postulates and theorems. The five postulates of Euclid. Showing the relationship between axiom and theorem, for example:

- (Axiom) 1. Given two distinct points, there exists one and only one line through them. (Theorem)
- (Prove) 2. Two distinct lines cannot have more than one point in common.

### 2. LINES AND ANGLES

(15) Periods

- (Motivate) 1. If a ray stands on a line, then the sum of the two adjacent angles so formed is  $180^\circ$  and the converse.
- (Prove) 2. If two lines intersect, vertically opposite angles are equal.
- (Motivate) 3. Lines which are parallel to a given line are parallel.

### 3. TRIANGLES

(22) Periods

- (Motivate) 1. 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).
- (Prove) 2. 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.

#### 4. QUADRILATERALS

(13) Periods

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

#### 5. CIRCLES

(17) Periods

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.

### UNIT V: MENSURATION

#### 1. AREAS

(5) Periods

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

#### 2. SURFACE AREAS AND VOLUMES

(17) Periods

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



## UNIT VI: STATISTICS

### 1. STATISTICS

(15) Periods

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

#### Term -1

S. No.	Name of the Chapter	Marks
1	Number system (Unit I)	08
2	Polynomials (Unit II)	10
3	Lines and Angles (Unit IV)	05
4	Introduction to Euclid's Geometry (Unit IV)	
5	Triangles (Unit IV)	10
6	Quadrilaterals (Unit IV)	07
	<b>Total</b>	<b>40</b>

#### Term-2

S. No.	Name of the Chapter	Marks
6	Linear Equation in Two Variables (Unit II)	05
7	Coordinate Geometry (Unit III)	05
8	Circles (Unit IV)	10
9	Areas (Heron's Formula) (Unit V)	05
10	Surface Area and Volumes (Unit V)	10
11	Statistics (Unit VI)	05
	<b>Total</b>	<b>40</b>



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

Time: 2 Hrs.

Max. Marks: 80

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

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



# SOCIAL SCIENCE

## Rationale

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

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

## Objectives

The main objectives of this syllabus are to:

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



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

## COURSE STRUCTURE SOCIAL SCIENCE

<b>Time: 2 Hrs./Term</b>				
<b>Max. Marks: 100</b>				
<b>Theory :80 Internal Assessment :20</b>				
S.No.	Titles	Periods	Marks	
			Theory	Internal Assessment
I	India and the Contemporary World – I (History)	65	25	<b>20</b>
II	Contemporary India – I (Geography)	55	20	
III	Democratic Politics – I (Political Science)	40	20	
IV	Economics Disaster Management & Road Safety Education	40	15	
		<b>200</b>	<b>80</b>	



<b>Title 1: India and the Contemporary World – I (HISTORY)</b>			
<b>TERM I</b>			
<b>Themes (Units)</b>	<b>Learning Objectives</b>	<b>Periods</b>	<b>Marks</b>
<p><b>Section 1: Events and Processes:</b></p> <p><b>1. The French Revolution:</b></p> <ul style="list-style-type: none"> <li>• French Society During the Late Eighteenth Century</li> <li>• The Outbreak of the Revolution</li> <li>• France Abolishes Monarchy and Becomes a Republic</li> <li>• Did Women have a Revolution?</li> <li>• The Abolition of Slavery'</li> <li>• The Revolution and Everyday Life</li> </ul>	<p>In each of the themes in this unit students would get familiarized with distinct ideologies, extracts of speeches, political declarations, as well as the politics of caricatures, posters and engravings. Students would learn how to Interpret these kinds of historical evidences.</p> <ul style="list-style-type: none"> <li>❖ Would learn how to interpret these. Familiarize with the names of people involved, the different types of ideas that inspired the revolution, the wider forces that shaped it.</li> <li>❖ Know the use of written, oral and visual material to recover the history of revolutions.</li> </ul>	12	06
<p><b>2. Socialism in Europe and the Russian Revolution:</b></p> <ul style="list-style-type: none"> <li>• The Age of Social change</li> <li>• The Russian Revolution</li> <li>• The February Revolution in Petrograd</li> <li>• What Changed after October?</li> <li>• The Global Influence of the Russia Revolution and the USSR</li> </ul>	<ul style="list-style-type: none"> <li>❖ Explore the history of socialism through the study of Russian Revolution.</li> <li>❖ Familiarize with the different types of ideas that inspired the revolution.</li> </ul>	12	05
<p><b>Section 2 Case Study</b></p> <p><b>3. The Integration of Princely States: A Case Study of Jammu and Kashmir</b></p> <ul style="list-style-type: none"> <li>• Pakistan Invasion</li> <li>• Instrument of Accession signed by Maharaja Hari Singh</li> <li>• Pakistani Invaders Pushed Back.</li> <li>• The Formation of Jammu &amp; Kashmir Constituent Assembly</li> </ul>	<ul style="list-style-type: none"> <li>❖ Understanding of Invasion of Pakistan on Kashmir Valley.</li> <li>❖ Knowing the reason for Signing the Instrument of Accession.</li> <li>❖ Knowledge of events leading to Accession of erstwhile State of J&amp;K with the Union of India</li> </ul>	09	02



<b>TERM II</b>			
<p><b>4. Nazism and the Rise of Hitler:</b></p> <ul style="list-style-type: none"> <li>• Birth of the Weimar Republic</li> <li>• Hitler's Rise to Power</li> <li>• The Nazi Worldview</li> <li>• Youth in Nazi Germany</li> <li>• Ordinary People and the Crimes Against Humanity</li> </ul>	<ul style="list-style-type: none"> <li>❖ Discuss the critical significance of Nazism in shaping the politics of modern world.</li> <li>❖ Get familiarized with the speeches and writings of Nazi Leaders.</li> </ul>	<b>12</b>	<b>05</b>
<p><b>Section 3: Livelihoods, Economies and Societies:</b></p> <p><b>5. Forest Society and Colonialism:</b></p> <ul style="list-style-type: none"> <li>• Why Deforestation?</li> <li>• The Rise of Commercial Forestry</li> <li>• Rebellion in the Forest</li> <li>• Forest Transformations in Java</li> </ul>	<ul style="list-style-type: none"> <li>❖ Discuss the social and cultural world of forest communities through the study of specific revolts.</li> <li>❖ Understand how oral traditions can be used to explore tribal revolts.</li> </ul>	<b>10</b>	<b>04</b>
<p><b>6. Pastoralists in the Modern World:</b></p> <ul style="list-style-type: none"> <li>• Pastoral Nomads and their Movements</li> <li>• Rule and Pastoral Life Pastoralism in Africa</li> </ul>	<ul style="list-style-type: none"> <li>❖ Highlight varying patterns of developments within pastoral societies in different places.</li> <li>❖ Analyse the impact of colonialism on forest societies, and the implication of scientific forestry.</li> <li>❖ Show the different processes through which agrarian transformation may occur in the modern world.</li> <li>❖ Analyze the impact of modern states, marking of boundaries, processes of sedentarization, contraction of pastures, and expansion of markets on pastoralism in the modern world.</li> </ul>	<b>08</b>	<b>03</b>
<b>TOTAL</b>		<b>65</b>	<b>25</b>



<b>Contemporary India – I (GEOGRAPHY)</b>			
<b>TERM I</b>			
<b>Themes (Units)</b>	<b>Learning Objectives</b>	<b>Periods</b>	<b>Marks</b>
<b>1. India</b> <ul style="list-style-type: none"> <li>• Size and Location</li> <li>• India and the World</li> <li>• India's Neighbours</li> </ul>	<ul style="list-style-type: none"> <li>❖ Identify the location of India in the Indian subcontinent.</li> </ul>	<b>08</b>	<b>03</b>
<b>2. Physical Features of India:</b> <ul style="list-style-type: none"> <li>• Major Physiographic Divisions</li> </ul>	<ul style="list-style-type: none"> <li>❖ Understand the major landform features and the underlying geological structure; their association with various rocks and minerals as well as nature of soil types.</li> </ul>	<b>08</b>	<b>04</b>
<b>3. Drainage:</b> <ul style="list-style-type: none"> <li>• Major rivers &amp; tributaries</li> <li>• Lakes</li> <li>• Role of rivers in the economy</li> <li>• Pollution of rivers</li> </ul>	<ul style="list-style-type: none"> <li>❖ Identify the river systems of the country and explain the role of rivers in the human society.</li> </ul>	<b>08</b>	<b>04</b>
<b>TERM II</b>			
<b>4. Climate:</b> <ul style="list-style-type: none"> <li>• Concept</li> <li>• Climatic Controls</li> <li>• Factors Influencing India's Climate</li> <li>• Distribution of Rainfall</li> <li>• Monsoon as a unifying bond</li> </ul> <i>(Excluded Topics: Jet streams, Western Cyclonic Disturbances, The Indian Monsoon, the Onset of the Monsoon and Withdrawal)</i>	<ul style="list-style-type: none"> <li>❖ Identify various factors influencing the climate and explain the climatic variation of our country and its impact on the life of the people.</li> <li>❖ Explain the importance and unifying role of Monsoons.</li> </ul>	<b>08</b>	<b>04</b>
<b>5. Natural Vegetation and Wild Life:</b> <ul style="list-style-type: none"> <li>• Factors Affecting Vegetation</li> <li>• Vegetation Types</li> <li>• Wild Life</li> <li>• Conservation</li> </ul> <i>(Excluded Topics: Factors affecting the Diversity of Flora and Fauna)</i>	<ul style="list-style-type: none"> <li>❖ Explain the nature of diverse flora and fauna as well as their distribution.</li> <li>❖ Develop concern about the need to protect the biodiversity of our country.</li> </ul>	<b>08</b>	<b>02</b>





<p><b>6. Population:</b></p> <ul style="list-style-type: none"> <li>• Size</li> <li>• Distribution</li> <li>• Population Growth and Process of Population Change</li> </ul> <p><i>(Excluded Topics: Pointers regarding three major questions about population, age composition, sex ratio, literacy rates, occupational structure, health, NPP 2000 and adolescents)</i></p>	<ul style="list-style-type: none"> <li>❖ Analyze the uneven nature of population distribution and show concern about the large size of our population.</li> <li>❖ Identify the different occupations of people and explain various factors of population change.</li> <li>❖ Explain various dimensions of National Population Policy and understand the needs of adolescents as underserved group.</li> </ul>	<b>08</b>	<b>03</b>
<p><b>7. Geography of Jammu &amp; Kashmir and Ladakh</b></p> <ul style="list-style-type: none"> <li>• Physiographic</li> <li>• Drainage, Climate, Soil</li> <li>• Natural Vegetation and Wildlife</li> </ul>	<ul style="list-style-type: none"> <li>❖ Understanding different Physiographical, Climatical aspects and landforms of J&amp;K and Ladakh.</li> </ul>	<b>08</b>	<i>** To be assessed as internal assessment.</i>
<b>TOTAL</b>		<b>55</b>	<b>20</b>

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

**TERM I**

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



<p><b>2. Constitutional Design:</b></p> <ul style="list-style-type: none"> <li>• Democratic Constitution in South Africa</li> <li>• Why do we need a Constitution?</li> <li>• Making of the Indian Constitution</li> <li>• Guiding Values of the Indian Constitution</li> </ul>	<ul style="list-style-type: none"> <li>❖ Understand the process of Constitution making.</li> <li>❖ Develop respect for the Constitution and appreciation for Constitutional values.</li> <li>❖ Recognize the Constitution as a dynamic and living document.</li> </ul>	<p><b>07</b></p>	<p><b>04</b></p>
<p><b>3. Electoral Politics:</b></p> <ul style="list-style-type: none"> <li>• Why Elections?</li> <li>• What is our System of Elections?</li> <li>• What makes elections in India democratic?</li> </ul>	<ul style="list-style-type: none"> <li>❖ Understand representative democracy via competitive party politics.</li> <li>❖ Familiarize with Indian electoral system.</li> <li>❖ Reason out for the adoption of present Indian Electoral System.</li> <li>❖ Develop an appreciation of citizen's increased participation in electoral politics.</li> <li>❖ Recognize the significance of the Election Commission.</li> </ul>	<p><b>07</b></p>	<p><b>03</b></p>
<p><b>TERM II</b></p>			
<p><b>4. Working of Institutions:</b></p> <ul style="list-style-type: none"> <li>• How is the major policy decision taken?</li> <li>• Parliament</li> <li>• Political Executive</li> <li>• Judiciary</li> </ul>	<ul style="list-style-type: none"> <li>❖ Get an overview of central governmental structures.</li> <li>❖ Identify the role of Parliament and its procedures.</li> <li>❖ Distinguish between political and permanent executive authorities and functions.</li> <li>❖ Understand the parliamentary system of executive's accountability to the legislature.</li> <li>❖ Understand the working of Indian Judiciary.</li> </ul>	<p><b>07</b></p>	<p><b>04</b></p>



<p><b>5. Democratic Rights:</b></p> <ul style="list-style-type: none"> <li>• Life without rights</li> <li>• Rights in a Democracy</li> <li>• Rights in the Indian Constitution</li> <li>• Expanding the scope of rights</li> </ul>	<ul style="list-style-type: none"> <li>❖ Recognize the need for rights in one's life.</li> <li>❖ Understand the availability/access of rights in a democratic system/government.</li> <li>❖ Identify and be able to comprehend the Fundamental Rights given by the Indian Constitution to its citizens.</li> <li>❖ Create awareness regarding the process of safeguarding rights.</li> </ul>	<b>07</b>	<b>04</b>
<p><b>6. Electoral Politics in Erstwhile State of Jammu and Kashmir</b></p> <p>Electoral process and its concepts</p> <p>Electoral trends in Jammu and Kashmir</p>	<ul style="list-style-type: none"> <li>❖ Concept of electoral process and its nature in Erstwhile State of Jammu &amp; Kashmir</li> <li>❖ Knowledge about the Electoral trends and behaviour.</li> </ul>	<b>03</b>	<b>02</b>
<p><b>6. Co-operative Movements-4</b></p> <ul style="list-style-type: none"> <li>• Overview</li> <li>• Growth of Co-operative movement in India</li> <li>• Growth of Co-operative movement in Jammu &amp; Kashmir</li> <li>• Role of Government in nurturing Co-operative movement</li> <li>• Case Study</li> </ul>	<ul style="list-style-type: none"> <li>❖ Explain the importance of Co-operative Movement</li> <li>❖ Recognize the characteristics of a case study of Co-operative Movement</li> </ul>	<b>05</b>	<i>** To be assessed as Internal Assessment</i>
<b>TOTAL</b>		<b>40</b>	<b>20</b>
<b>Economics, Disaster Management &amp; Road Safety Education</b>			
<b>Themes(Chapters)</b>	<b>Learning Objectives</b>	<b>Periods</b>	<b>Marks</b>
<p><b>Section-I (Economics)</b></p> <p><b>1. Money and Banking</b></p> <ul style="list-style-type: none"> <li>• Money as medium of exchange,</li> <li>• Modern forms of money, Banking &amp; common Man.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Money as a means of exchange Modern forms of money</li> <li>❖ Concept of a bank and types of bank deposits</li> <li>❖ How to open and operate a Savings Bank Account</li> <li>❖ Credit and loan facilities of a bank</li> <li>❖ Role of post office in savings.</li> </ul>	<b>12</b>	<b>05</b>



<p><b>2. Understanding the Indian Economy</b></p> <ul style="list-style-type: none"> <li>• Salient features of Indian Economy</li> <li>• What is GDP?</li> <li>• Indicators of Development.</li> <li>• Anti-poverty measures.</li> </ul>	<ul style="list-style-type: none"> <li>❖ People as a resource</li> <li>❖ Unemployment and its types</li> <li>❖ Concept of poverty</li> <li>❖ Some anti-poverty measures taken by the GoI.</li> <li>❖ Food security and PDS in India.</li> </ul>	<b>10</b>	<b>05</b>
<p><b>Section-II (Disaster Management)</b></p> <p><b>3. Natural Disasters</b></p> <ul style="list-style-type: none"> <li>• Disaster; Classification effects and mitigation measures</li> </ul> <p><b>4. Man Made Disasters</b></p> <ul style="list-style-type: none"> <li>• Fire:</li> <li>• Its effects and Mitigation measures</li> <li>• Environmental degradation: its causes and mitigation measures.</li> <li>• Transport accidents, types, effects and mitigation measures.</li> <li>• Chemical and Industrial Disaster <i>(To be assessed as Internal Assessment )</i></li> </ul>	<ul style="list-style-type: none"> <li>❖ Knowledge of the Natural Disasters.</li> <li>❖ Knowledge about the preparedness and mitigation measures about the natural Disasters.</li> <li>❖ Disasters due to human-activities and their controlling measures.</li> <li>❖ How to prevent accidents.</li> <li>❖ Industries as a source of disasters.</li> </ul>	<b>09</b>	<b>05</b>
<p><b>Section-III (Road Safety Education)</b></p> <p><b>5. Road Safety Education (Part-I)</b></p> <ul style="list-style-type: none"> <li>• Good and Safe Habits</li> <li>• Traffic Lights &amp; Road Signs</li> </ul> <p><i>(To be assessed as Internal Assessment in the form of Project Work).</i></p>	<ul style="list-style-type: none"> <li>❖ Concept, need and importance of road safety.</li> <li>❖ Understanding of road safety rules and signages.</li> </ul> <p><b>(Note: * P.W means Project work)</b></p>	<b>09</b>	
<b>TOTAL</b>		<b>40</b>	<b>15</b>
<b>GRAND TOTAL</b>		<b>200</b>	<b>80(External)+ 20 (Internal Assessment)</b>



## PROJECT WORK

**05 Marks**

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

S. No.	Aspects	Marks
a	Content accuracy, originality and analysis	<b>2</b>
b	Presentation and creativity	<b>2</b>
c	Viva voce	<b>1</b>

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



### INTERNAL ASSESSMENT

	Marks	Description	
<b>Periodic Assessment</b>	15	1. Pen paper Test	06 marks
		2. Assessment using multiple strategies like quiz, debate, role-play, viva, group discussion, etc.	06 marks
		3. Portfolio (Class work)	03 Marks
<b>Subject Enrichment Activity (Road safety Education)</b>	05	Project work	

### LIST OF MAP ITEMS CLASS IX

#### SUBJECT – HISTORY

**Chapter-1:** The French Revolution: Outline Political Map of France (For locating and labeling / Identification) • Bordeaux • Nantes • Paris • Marseilles

**Chapter-2:** Socialism in Europe and the Russian Revolution: Outline Political Map of World (For locating and labeling / Identification) • Major countries of First World War 12 (Central Powers and Allied Powers) Central Powers - Germany, Austria-Hungary, Turkey (Ottoman Empire) Allied Powers - France, England, Russia, U.S.A.

**Chapter-3:** Nazism and Rise of Hitler: Outline Political Map of World (For locating and labeling / Identification) • Major countries of Second World War Axis Powers – Germany, Italy, Japan Allied Powers – UK, France, Former USSR, USA • Territories under German expansion (Nazi Power) Austria, Poland, Czechoslovakia (only Slovakia shown in the map), Denmark, Lithuania, France, Belgium

#### SUBJECT – GEOGRAPHY (Outline Political Map of India)

**Chapter -1:** India-Size and Location • India-States with Capitals, Tropic of Cancer, Standard Meridian (Location and Labelling)

**Chapter -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, Kanchan Junga, Anai Mudi • Plateau - Deccan Plateau, Chotta Nagpur Plateau, Malwa Plateau • Coastal Plains - Konkan, Malabar, Coromandal & Northern Circar (Location and Labelling)

**Chapter -3:** Drainage • Rivers: (Identification only) o The Himalayan River Systems-The Indus, The Ganges, and The Satluj o The Peninsular Rivers-The Narmada, The Tapi, The Kaveri, The Krishna, The Godavari, The Mahanadi • Lakes: Wular, Pulicat, Sambhar, Chilika



**Chapter - 4:** Climate • Areas receiving rainfall less than 20 cm and over 400 cm (Identification only)

**Chapter - 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)

**Chapter - 6:** Population (location and labeling)

- The state having highest and lowest density of population

### QUESTION PAPER DESIGN CLASS IX

Time: 2 Hours/ Term		Maximum Marks: 80	
S.No.	Competencies	Total marks	% Weightage
1	<b>Remembering and Understanding:</b> Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas	15	35%
2	<b>Applying:</b> Solving problems arising from new situations by applying acquired knowledge, facts, techniques and rules in a different way	05	20%
3.	<b>Formulating, Analyzing, Evaluating and Creating:</b> Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalizations; presenting and defending opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria; compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.	15	40%
4.	Map Skills	05	5%
			100%



**Prescribed Books:**

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

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

**Kashmir Student Alerts**





# SCIENCE

Science plays an important role in developing in children, well defined abilities in cognitive, affective and psychomotor domains; it augments the spirit of enquiry, objectivity, and aesthetic sensibility.

Whereas the upper primary stage demands that plentiful opportunities should be provided to the students that engage them with the processes of science like observing, recording observations, drawing tabulation, plotting graphs, etc., the secondary stage expects abstraction and quantitative reasoning to occupy a more central place in the teaching and learning of science.

In the present syllabus, no attempt has been made to be comprehensive, Unnecessary enumeration has been avoided. Special care has been taken to avoid temptation of adding too many concepts.

At the secondary stage while Science is still a common subject, the disciplines of physics, chemistry and life science are taught separately and the learner should be exposed to experience as well as modes of reasoning that are typical of these subjects. The stage also sees a certain consolidation of knowledge within themes.

## AIMS

### The aims are to:

1. Provide, through well-designed studies of the experimental and practical science, a worthwhile education experience for all students, whether or not they intend to go on to study science beyond the secondary stage and in particular to enable them to acquire sufficient understanding and knowledge to:
  - 1.1 Become confident citizens in a technological world and to take or develop an informed interest in matters of scientific importance.
  - 1.2 Recognize the usefulness and limitations of the scientific method and to appreciate its applicability in other disciplines and in everyday life.
  - 1.3 Be suitably prepared for studies beyond the secondary stage in pure sciences, in applied sciences or in science-dependent courses.
2. **Develop abilities and skills that:**
  - 2.1 are relevant to the study and practice of science
  - 2.2 are useful in everyday life
  - 2.3 encourage efficient and safe practice
  - 2.4 encourage effective communication
3. **Develop attitudes relevant to the sciences such as:**
  - 3.1 Concern for accuracy and precision
  - 3.2 Objectivity
  - 3.3 Integrity
  - 3.4 Enquiry
  - 3.5 Initiative
  - 3.6 Inventiveness



#### **4. Stimulate interest in and care for the environment**

#### **5. Promote awareness that:**

- 5.1 Scientific theories and methods have developed, and continue to do so, as a result of cooperative activities of groups and individuals.
- 5.2 The study and practice of science is subject to social, economic, technological, ethical and cultural influences and limitations.
- 5.3 The applications of science may be both beneficial and detrimental to the individual, the community and the environment.
- 5.4 Science transcends national boundaries and the language of science, correctly and rigorously applied, is universal.

### **DOMAINS:**

**The three domains in Science (Physics, Chemistry and Biology) are:**

- A. Knowledge with understanding
- B. Handling information and solving problems
- C. Experimental skills and investigation.

**Description of each domain is given below:**

#### **A. Knowledge with understanding**

Students should be able to demonstrate knowledge and understanding in relation to:

1. Scientific phenomena, facts, laws, definitions, concepts, theories
2. Scientific vocabulary, terminology, conventions including symbols, quantities and units.
3. Scientific instruments and apparatus, including techniques of operations and aspects of safety.
4. Scientific quantities and their determination
5. Scientific and technological application with their social, economic and environmental implications.

#### **B. Handling information and solving problems**

Students should be able in words or using other written forms of presentation (i.e. symbolic, graphical and numerical) to:

1. Locate, select, organize and present information from a variety of sources.
2. Translate information from one to the other.
3. Manipulate numerical and other data.
4. Use information to identify patterns, report trends and draw inferences.
5. Present reasoned explanations for phenomena, patterns and relationship.
6. Make predictions and hypotheses.
7. Solve problems

#### **C. Experimental skill and investigations**

Students should be able to:

1. Use techniques, apparatus and materials (including the following of a sequence of instructions where appropriate).
2. Make and record observations, measurements and estimates.
3. Interpret and evaluate experimental observations and data.
4. Plan investigations and /or evaluate methods and suggest possible improvements including the selection of techniques, apparatus and materials.



## COURSE STRUCTURE

**Theory: 80 Marks**

**Internal Assessment: 20 Marks**

1. Physics:	Theory	26 Marks
2. Chemistry	Theory	26 Marks
3. Biology	Theory	28 Marks

### TERM – I

#### (PHYSICS)

**Theory: - 13 Marks**

##### Unit – I: Motion

**05 marks**

Distance and displacement, velocity; uniform and non-uniform motion along a straight line; acceleration, distance-time and velocity-time graphs for uniform motion and uniformly accelerated motion, elementary idea of uniform circular motion.

##### Unit – II: Force and Laws of Motion

**04 marks**

Force and Motion, Newton's Laws of Motion, Action and Reaction forces, Inertia of a body, Inertia and mass, Momentum, Force and Acceleration.

##### Unit – III: Floatation

**03 Marks**

Thrust and Pressure, Buoyancy, condition of flotation, Archimedes Principle and its applications, Elementary idea of relative density and specific gravity.

#### (CHEMISTRY)

**Theory: 13 Marks**

##### Unit – I: Matter in our Surrounding

**06 marks**

Physical nature of matter. Characteristics of particles of nature. States of Matter (Solid, Liquid and Gaseous). Can we bring about a change in the state of matter? Melting, freezing, Evaporation;

##### Unit–II: Is Matter around us Pure?

**07 Marks**

Elements, compounds and mixtures. Heterogeneous and homogenous mixtures, colloids and suspensions. Physical and chemical changes (excluding separating the components of a mixture).



## (BIOLOGY)

### Theory: 14 Marks

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

07 Marks

What are Living organisms made up of? Structural organization of a cell. Plasma membrane, its relationship with Isotonic, Hypotonic solution, Osmosis: Cell wall plasmolysis and deplasmolysis. Nucleus – Prokaryotic and Eukaryotic cells; cytoplasm. Cell organelles- Endoplasmic reticulum, Golgi apparatus, Lysosomes, Mitochondria, Plastids and Vacuoles.

#### Unit – II: Tissues

06 Marks

Types of plants and animals tissues. Meristematic, Permanent tissue and their types, (Parenchyma, Collenchyma, Sclerenchyma, Xylem and Phloem with their elements). Animal tissues, Epithelial tissue, connective tissue, muscular tissue, and nervous tissue

### PROJECT WORKS/ ASSIGNMENT WORK

1. To plot a distance – time graph from a given data and calculate speed from it.
2. To plot a velocity – time graph from a given data and calculate acceleration from it.
3. To measure the temperature of hot water as it cools and plot a temperature – time graph.
4. To demonstrate
  - (i) Equal and opposite forces
  - (ii) Work done in lifting a weight
  - (iii) Work done by a moving body
  - (iv) Work done by a compressed spring on raised body.
5. To study the motion of a body along an inclined plane.
6. To calculate the work done by a force using a simple toy cart.
7. To study the solubility of three different available substances in water at different temperature and determine.
  - (i) Effect of temperature on solubility
  - (ii) Magnitude of solubility at different temperature and
  - (iii) Orders of solubility
8. To separate the contents of a mixture
  - (i) By sublimation
  - (ii) By crystallization
  - (iii) With the help of a separating funnel
9. To carry out the following processes, record observation and classify them into physical and chemical changes
  - (i) Melting of ice
  - (ii) Adding pieces of iron to copper sulphate solution in a beaker
  - (iii) Burning Magnesium in air
  - (iv) Dissolving common salt in water
  - (v) Adding zinc pieces to dilute Sulphuric acid



10. To Prepare
  - (i) A true solution of sugar and alum
  - (ii) A suspension of chalk powder and fine sand in water
  - (iii) A colloidal solution of starch in water and distinguish between these on the basis of
    - (a) Filtration criterion and
    - (b) Stability
11. To study the various parts of a Compound Microscope.
12. To Prepare and study Plant cell from Onion peel and Animal Cell from cheek cells.
13. To study different types of Cell from permanent slides/charts/ models of Bacterial cell, Plant cell and Animal Cell.
14. To study different types of Plant Tissues from permanent slides/charts/models of Parenchyma, Aerenchyma,
15. Collenchymas, Sclerenchyma, Xylem and Phloem.
16. To study different types of Animals Tissues from permanent slides/charts/models of Squamous, Cuboidal, and Columnar, (Ciliated), Stratified (Squamous) Epithelial tissues, Adipose tissue, Adipose tissue, Tendon, Hyaline cartilage, Erythrocytes, Leucocytes, Striated muscle, Smooth muscle, Cardiac muscle and Neuron.
17. Collect and preserve the specimen of Lichens, Marchantia, Ferns, Cacti and other plants in your locality.
18. Visit to a botanical garden/locality and study the local flora.
19. Visit to lake/pond and study various aquatic plants.
20. Prepare culture of Algae, Amoeba, Paramecium, Euglena.
21. Preservation of local fish varieties (Schizothorax and Cyprinus caprio).

## TERM II (PHYSICS)

**Theory: 13 Marks**

**Unit – IV: Gravitation**

**05 Marks**

Gravity and Gravitation, universal law of gravitation and its importance, Acceleration due to gravity, relation between acceleration due to gravity ( $g$ ) and gravitational constant ( $G$ ), Difference between mass and weight, Motion of gravity (use of in equations of motion)

**Unit – V: Work, Energy and Power**

**04 marks**

Scientific concept of work, work done by constant force, concept of positive and negative work, energy and its various forms, potential and kinetic energy, Law of conservation of energy. Definition of Power and its units.

**Unit – VI: Sound**

**04 Marks**

Nature of sound and its propagation in various media, Necessity of material medium for propagation of sound, speed of sound, reflection of sound, Echo, range of hearing in humans, infrasonic and ultrasonic sounds;



## (CHEMISTRY)

### Theory: 13 Marks

#### Unit – VII: Atoms and Molecules

07 Marks

Laws of Chemical combination: - Law of conservation of Mass, Law of constant Proportion, Numerical problems on laws of chemical combination. Atom, Atomic Mass. Molecules (Molecules of elements and molecules of compounds).

Ions (simple and Polyatomic). Chemical Formulae, writing chemical formulae of simple compounds.

Molecular mass

#### Unit- VIII: Structure and Molecules

06 Marks

Charged particles of matter (Electrons and Protons). Thomson Model of atom and its drawbacks. Rutherford's Model of Atom and drawbacks. Bohr's Model of atom (A Brief description). Neutral Particle of Matter (Neutron). Distribution of Electrons in various orbits (shells). Electronic concept of valency. Atomic number and Mass Number. Isotopes and Isobars.

## (BIOLOGY)

### Theory: 14 marks

#### Unit – IX: Improvement in Food Resources

07 Marks

Improvement in Crop yield- variety improvement, crop production management. Nutrient Management (Macro and Micro nutrient). Manures, fertilizers, Irrigation; cropping pattern; crop protection management, Storage of grains. Animal husbandry – Cattle farming Poultry farming, Egg and Broiler Production.

Fish production, Bee keeping.

#### Unit –X: Prevention of Drug Abuse and Sexually Transmitted Diseases

07 Marks

##### i. Adolescents and Substance Abuse – Their Effects and Therapeutic Effects:

Introduction, Withdrawal Symptoms and Reasons of Drug Abuse, Signs & Symptoms of Drug Addiction, Human Brain and Drug Addiction, Different Types of Drugs: Alcohol, Tobacco Opioids, Cannabinoids, Coca Alkaloid or Cocaine, Therapeutic Measures against Addiction.

##### ii. Sexually Transmitted Diseases with Special Reference to AIDS:

Introduction, Modes of Transmission and prevention, AIDS: Causes, Affect on person. Spread and Symptoms of AIDS, Diagnoses of HIV infection, Prevention of Spread of Disease, Social Stigma Associated with AIDS.



## PRACTICALS

### PROJECT WORKS/ ASSIGNMENT WORK

1. To determine the density of a solid (denser than water) by using a spring balance and measuring cylinder.
2. To verify Archimedes Principle.
3. To verify the laws of reflection of sound.
4. To study the oscillations of a
  - (i) Simple pendulum
  - (ii) Tuning fork
  - (iii) Stretched string
  - (iv) Slinky.
5. To experimentally prove the law of conservation of mass.
6. To demonstrate the phenomenon of weightlessness.
7. To study the change in frequency of a Simple pendulum due to change in length of the pendulum.
8. To develop a low cost model for writing Chemical Formulae.
9. Obtain silk moth eggs from Sericulture Department and observe growth of Larvae, Caterpillar up to Cocoon formation.
10. Surveying neighborhood to collect information on disease occurrence and pattern.
11. Visit a weed infested field in the month of July or August and makes a list of the weeds and insect pests in the fields.
12. Make a herbarium of Cereals, Pulses and oil seeds and identify the seasons of their sowing.
13. Collect and preserve insect like Grasshopper, Dragon flies and butterflies.
14. To prepare a chart depicting the distribution of electrons in various orbits (shells) around the nucleus for elements with atomic no's 1 to 20 according to Bohr's Model of Atom.
15. To study permanent slides/charts/models of Amoeba, Paramecium, Spirogyra and Rhizopus.
16. Identification of Specimens- Ascaris, Earthworm, Leech, Butterfly, Octopus, Starfish Torpedo, Labeo rohita, Frog, Lizard, Crow and Rat.
17. To demonstrate the Osmosis, Plasmolysis and deplasmolysis using Potato.
18. Prepare a slide of blood film showing R.B.C's and blood platelets.
19. Prepare a slide of striated muscle taken from frog, cockroach things



## Structure of Scheme of Assessment

The Assessment scheme for all the compulsory/main subjects carrying 100 Marks shall have and 80 marks component for term/semester Examination as per the assessment scheme mentioned and a 20 marks component for Internal Assessment.

### Theory:

In theory the subject shall have 40 marks in Term/Semester I and Term/Semester II spread over one single question paper containing three sections, viz, Section – I based on the syllabus of Physics and Section – II based on the syllabus of Chemistry and Section – III based on the syllabus of Biology 2 hours 30 minutes duration.

Section I (Physics) : 13 marks

Section II (Chemistry): 13 marks

Section III (Biology) : 14 marks

### Types of questions in each section:

- |  |                             |
|--|-----------------------------|
| 1. Long Answer Questions with internal and parallel choice (05 Mark) | 3 questions x 5 = 15 Marks  |
| 2. Short Answer Questions (03 Mark each)                             | 3 questions x 3 = 09 Marks  |
| 3. Very Short Answer Questions (02 Mark each)                        | 3 questions x 2 = 06 Marks  |
| 4. Multiple Choice Questions (01 Mark each)                          | 10 questions x 1 = 10 Marks |

**Total = 40 Marks**

### QUESTION PAPER DESIGN CLASS IX

Time: 2 Hours/ Term		Maximum Marks: 80	
S. No.	Competencies	Total marks	% Weightage
1	<b>Knowledge with Understanding:</b> Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas	30	36%
2	<b>Applying:</b> Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way	20	20%
3.	<b>Formulating, Analyzing, Evaluating and Creating:</b> Examining and breaking information into parts by identifying motives or causes; Making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria; Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.	30	44%
		<b>80</b>	<b>100%</b>



# Computer Science

Class 9th

Course Objectives

Max Marks=100 50/ Term

Time= 2 hrs

- To familiarize with basics of information technology.
- To develop basic skills of using tools for word processing, presentation and database management.
- To appreciate use of IT in various domains.
- Cognitive domain: To develop knowledge and basic understanding of IT system operations and information accessing tools.
- Psychomotor domain: To develop skills in using tools of word processor, to manage database, to make graphs, to analyze reports using spreadsheets and to develop web pages
- Affective domain: To develop the habit of teamwork to strengthen personality

## COURSE STRUCTURE

### Term I

#### Unit I: Basics

##### Convergence of Technologies:

15 Marks

**Computer System:-** Characteristics of a computer. Basic applications of computer components of a computer system-Central processing Unit (CPU) Visual Display Unit (VDU) and key board  
**Concept of Memory primary and secondary:** Memory, RAM and ROM units of Memory Byte. Kilobyte. Megabyte. Gigabyte. Terabyte, Input/ output, Devices; Mouse, Joy Stick, Scanner, Microphone, OCR, MICR, Light pen. Bar Code Reader, Digital Camera, Printer, Speaker, Plotter. Scanner, Microphone, OCR, MICR, Light pen. Bar Code Reader, Digital Camera, Printer, Speaker, Plotter.

##### Storage Devices

**Computer languages:** Machine Language. Assembly Language and High Level Languages.

**Role of Assembler and compiler.**

**Types of Software:** System, Utility and Application software with examples

**Communication Technology:** Need for networking. LAN, MAN and WAN

**Data Communication Device.** Modern

**Introduction to Internet Content:** Data, Information and multimedia

#### Unit II: IT TOOLS

15 MARKS

##### i MS-Windows:-

Basic concept of an operating system and its functions

Introduction to Windows: Using Mouse and moving icons on the screen. My Computer.

Recycle Bin, Task Bar Start –Menu and menu selection, running an application, setting

System date and time: Windows Explorer, to view files, folders and directions, creating and renaming of files and folder opening and closing of Windows, Minimize, Restore and Maximum forms of windows, Basic components of Windows: Desktop, Frame Title Bar, Menu Bar, Status, Bar, Scroll Bar (Horizontal and vertical) Using Right button of the Mouse, Creating shortcut, Basic Windows Accessories, Notepad, Paint, Calculator, WordPad, Using Clipboard

##### ii MS word

MS word: Introduction to a word processor, creating and saving a document, Editing and Formatting Document: Text Style (B, I, U), Font Type Size, Changing Colour, alignment of

text, Formatting paragraphs with line or paragraph spacing : adding headers and footers numbering pages, using grammar and spell check utilities, using subscript and superscript, inserting symbols, Print Preview, Printing a document.

## Term II

### Unit III.

10 Marks

#### i MS Power Point

**Introduction to Presentation Graphics:-** understanding the concept of slide shows, Basic elements of a slide, Different types of Slide Layouts, Creating and Saving Presentation, Different views of a slide, Normal view, Slide sorter view and Slide show, Editing and Formatting a slide: Adding Titles, Subtitles, Text Background, Watermark: Headers and Footers, Numbering slides, inserting Pictures from files. Animating pictures and Text with Sound Effects, Timing, Textbox, Picture and Slides, Rehearse Timings, Ungrouping and Grouping Pictures from Clipart.

#### ii MS Excel

10 MARKS

Introduction to spreadsheets, concept of Worksheets and Workbooks, creating and Saving a worksheet, Working with a spreadsheet: entering numbers, text, date/time, series using to Fill, Editing and formatting a worksheet including changing colour, size, font, alignment of text, Inserting or deleting cells, rows and columns, Formulae- Entering a formula in a cell, using operators (+,-) in formulae, Relative referencing Absolute referencing and mixed referencing printing a worksheets. Use simple Statistical functions: SUM () AVERAGE ().MAX () MIN () IF () (WIHOUT COMPOUNT STATMENTS). Inserting tables in worksheet, Embedding charts of various types. Line, Pie, Scatter, Bar and Area in a Worksheet.

### Unit IV: IT Applications

10 MARKS

Students are suggested to work on the following areas using MS- Word, MS- Power Point and MS- Excel on topics implementing the tools covered in the course.

#### DOMAINS:

Documentation:

- Informal letter
- Formal letter
- Report Writing
- Greeting Card

#### Presentation:

- School Magazine
- Environment and Pollution
- Product Advertisement
- Any topic specific from text book ( any subject)
- Cricket Record
- Weather Report
- School/ Class Result

Note: - Teacher are requested to demonstrate some other popular software for word processing, presentation and spreadsheet, which support Hindi and or some other Indian language (s)

### **Scheme of Assessment per Term T1 & T2**

**30 Marks/ Term**

Five MCQS of one Mark to be asked

1x5=5 marks

Four very short answer type question of two marks to be attempted out of five

2x4=8 marks

Three short answer type questions of four marks to be attempted out of four

4x3=12 marks

One long answer type question of five marks to be attempted out of three. 5x1= 5 marks

### **Internals/ Practical**

#### **Term I**

Marks: 20

Duration of Examination= 2 hours

#### **Distribution of Marks**

(a) Hand on Experience (2 Exercise)

i windows operating system

05 Marks

ii MS Word

05 Marks

(b) IT Application Report File

05 Marks

(c) Viva

05 Marks

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

There is no present question paper provided by the Board for conducting practical examination. This flexibility has been provided to give more freedom to examiners for the improvement of practical examination keeping in view the resources and other facilities available in the laboratory of the school. However, detailed instruction on the basis of syllabus, distribution of marks and conducting of practical examination has been provided. Examiners can set the question paper according to the prescribed curriculum and distribution of marks.

### **Hand on Experience**

#### **(i) Windows operating System**

To test some of the following basics system operations on file/ folder (s)

- Create
- Rename
- Copy/Cut/Paste
- Delete
- Commands related to Notepad/ Word pad/ Paint.
- Using Clipboard

(ii) **MS Word**

A paragraph in MS Word incorporating some of the tools given below to be tested during the examination:

- Editing and formatting text and paragraph
- Page and paragraph set up
- Inserting pictures and Word Art.

**(A) IT Application Report File**

Students are supposed to mark a IT Application File containing real life assignments using paintwork Pad. Notepad and MS Word. File must have printouts of the following: At least 10 documents of MS Word

At least 3 drawings using paint

**(B) VIVA**

**Practical Term II**

Duration of Examination: 2 hours

20 Marks

Distribution of Marks

(a) Hands on Experience (2 Exercises)

(i) MS Excel

05 Marks

(ii) MS Power Point

05 Marks

(b) IT Application Report File

05 Marks

(c) Viva

05 Marks

**(A) Heads on Experience**

**(i) MS Excel**

A Problem in spreadsheet related to some of the tools given below to be tested during the examination.

- Formatting cells and data
- Function and formulae (Relative, absolute and Mixed reference)
- Charts
- Printout of the documents (s) should be attached with the answer sheet

**(ii) MS Power Point**

A power point presentation with 2/3 sliders using some of the tools given to be tested during the examination:

- Editing and formatting slides
- Inserting pictures and sounds
- Animating pictures and text with sound effects

**(A) IT Application Report File**

Students are supposed to mark IT application Report File containing real life assignments presentation using MS Power point and MS Excel File must have printouts of the following:

At least 5 documents of MS Excel

At least 5 presentation of 4/5 slides.

**(B) VIVA**

Books suggested:

1. Connecting through computers-I Jiva Institute of Computer Education, Haryana.
2. Information Technology on line by Dr M. Afsar Alam, devraa Books, Delhi -06
3. Information Technology for CBSE by S. Panchal and A. Sabharwal published by oxford



## For CWSN (Children With Special Needs)

<b>Internal Assessment (T<sub>1</sub>+T<sub>2</sub>)</b>	<b>40 Marks</b>
a) <b>Activities &amp; Project Work</b>	<b>24 Marks</b>
b) <b>Periodic Tests, Portfolio &amp; Viva Voce</b>	<b>10 Marks</b>
c) <b>Notebook &amp; Attendance</b>	<b>06 Marks</b>

Kashmir Student Alerts

डोगरी (ऐच्छिक)  
क्लास नौमी

समय 02 घंटे

पूर्णांक : 100

लिखित परीक्षा : 80 अंक

आंतरिक मूल्यांकन : 20 अंक

पैहले सत्र दे म्तेहान दा अधार इकाई इक (T1) म्तेहानें तगर पढ़े दा पाठ्यक्रम होग। जिस च इकाई इक (U1) 10 अंक दी होग ते पैहला सत्र (T1) 40 अंक दा होग। इस्सै चाल्ली दूए सत्र दे म्तेहान दा अधार इकाई 2 (U2) + म्तेहानें तगर पढ़े दा पाठ्यक्रम होग। इकाई दो (U2) 10 अंक दी होग ते दूआ सत्र 40 अंक दा होग।

**उद्देश्य :-**

- विद्यार्थियों गी बक्ख-बक्ख विधाएं कन्नै परिचित करना।
- भाशा दे शुद्ध, सटीक, प्रभावशाली प्रयोग दी योग्यता दा विकास करना।
- अर्थबोध गी आपूं सुनने ते पढ़ने दी योग्यता दा विकास करना।
- साहित्य दे रस दा सुआद लैने दी समर्था गी विकसित करना।
- कताबें च वर्णत साहित्यकारें दा परिचे पढ़ना ते उंदे बारै जानकारी हासल करना।
- चिन्तनशक्ति विकसित करना।

**पैहला सत्र (T1) दा पाठ्यक्रम**

MM : 40

**क) कवितां**

- मात्तर भाशा - ज्ञान सिंह 4+4=8
- करसान - सीताराम सपोलिया

**ख) लोकगीत**

- लोक गीतें दा अर्थ ते वर्गीकरण 4+4=8
- सुहाग

**ग) कहानियां**

- दादा-पोत्तरु - ओ.पी. शर्मा विद्यार्थी 6+6=12
- पंजाएं दा नीट - सुदर्शन रत्नपुरी

**घ) निबंध**

- बरदी - चंदू भाऊ 6+6=12
- मन - जितेन ठाकुर

**दूआ सत्र (T2) दा पाठ्यक्रम**

MM : 40

**क) कविता : तू की रोन्नी - डॉ० चम्पा शर्मा**

4

**ख) लोकगीत**

- घोड़ियां 8
- खेड़ गीत

**ग) कहानी : काला तित्तर - राज राही**

6

**घ) लोक कथ : नदै दा कड़छा**

10

**ड) बाल नाटक : बीरता दे प्रतीक डोगरे - मोहन सिंह**

12

नोट : निर्धारत कताब : 'पौंगर' (जम्मू-कश्मीर स्कूली शिक्षा परिशद आसेआ प्रकाशत)

## संस्कृत (ऐच्छिक) - Sanskrit (Elective)

पूर्णांक 100.

समय- 02 घण्टे

लिखित परीक्षा: 80 अंक

आन्तरिक मूल्यांकन: 20 अंक

संस्कृत विश्व की नवाचीनतम भाषाओं में से एक है। किसी भी अन्य भारतीय भाषा की अपेक्षा संस्कृत का साहित्य एवं शब्दकोष अत्यंत समृद्ध है। विद्यार्थियों के सर्वाङ्गीण विकास के लिए संस्कृत का अध्ययन अत्यावश्यक है। विदेशों में भी अन्य भारतीय भाषाओं की अपेक्षा संस्कृत विषय का अध्ययन एवं शोध अधिक किया जा रहा है, इस बात से उपर्युक्त मत की पुष्टि स्वयं ही हो जाती है। अतः निष्कर्ष रूप में कहा जा सकता है कि समग्र भारतीय संस्कृति की संवाहक यदि कोई भाषा है तो वह निश्चित रूप से संस्कृत ही है।

### उद्देश्य-

1. छात्रों में शुद्ध उच्चारण एवं लेखन की योग्यता उत्पन्न करना।
2. विद्यार्थियों में राष्ट्रीय, सांस्कृतिक एवं सामाजिक चेतना जागृत करना।
3. संस्कृत के सरल पद्यों एवं गद्यांशों का अर्थ ग्रहण करते हुए रसास्वादन की क्षमता उत्पन्न करना।
4. विद्यार्थियों में नैतिक मूल्यों का विकास करना।
5. विद्यार्थियों में संस्कृत साहित्य के प्रति अभिरूचि उत्पन्न करना।
6. संस्कृत सुभाषितों को कण्ठस्थ कर सस्वर सुनाने की क्षमता उत्पन्न करना।
7. दिनचर्या में प्रयुक्त होने वाले वाक्यों को संस्कृत में बोलने का अभ्यास उत्पन्न करना।

### गद्य - पद्य तथा व्याकरण -

1. निर्धारित पाठ्य-पुस्तक- सरल संस्कृत शिक्षक, भाग - ३ भारतीय विद्याभवन, बम्बई द्वारा प्रकाशित
2. सुबोध संस्कृत व्याकरण अथवा प्रदीप व्याकरण।

## पाठ्यक्रम

## प्रथम सत्र

लिखित परीक्षा अंक- 40	अंक
आन्तरिक मूल्यांकन अंक- 10	
1. गद्य भाग - निर्धारित पुस्तक के पाठ 1-3 (एक से तीन )	12
2. शब्द - अर्थ- निर्धारित पुस्तक के पाठ) 1-3 (एक से तीन )	10
3. अकारान्त पुल्लिंग शब्दों का स्मरण एवं लेखन राम, बालक, छात्र, अश्व	10
4. भू (भव), हस्, गम् (गच्छ), पठ् धातुओं के लट् एवं लृट् लकारों का स्मरण एवं लेखन	08

## द्वितीय सत्र

लिखित परीक्षा अंक- 40	अंक
आन्तरिक मूल्यांकन अंक- 10.	
1. गद्य भाग निर्धारित पुस्तक के पाठ 4-5 (चार और पांच)।	08
2. शब्द अर्थ - निर्धारित पुस्तक के पाठ 4-5 (चार और पांच)	08
3. सुभाषित - पाठ ग्यारह	12
4. मुनि, हरि, माधु, भान शब्दों के विभक्ति रूपों का स्मरण एवं लेखन	06
5. भू (भव), हस्, गम् (गच्छ), पठ् धातुओं के लोट एवं लृट् लकारों का स्मरण एवं लेखन	06

निर्धारित पाठ्यक्रम के आधार पर निम्न प्रकार के प्रश्न पूछे जाएँ :

1. दो गद्यांशों का हिंदी अनुवाद ।
2. दस संस्कृत शब्दों के हिंदी में अर्थ।
3. पाठ्य पुस्तक के ग्यारहवें पाठ से दो पद्यों का हिंदी अनुवाद।



# BHOTI

## བོད་ཡིག་འཛིན་གྲྭ་དགུ་པའི་སློབ་ཚན།

མང་མཐའ་ཨང་།

Maximum Marks: 100

སློབ་དེབ་ནས་ཨང་།

Theory: 80 Marks

ནང་ལོགས་ཀྱི་དབྱུང་ཞིབ།

Internal Assessment: 20 Marks

དུས་ཡུན་ཚུ་ཚོད།

Time: 02 Hours

## ཞེས་ཚད་དང་ཕོ། First Term

ཞེས་ཚད་དང་ཕོ། First Term

Theory: 40 Marks

Internal Assessment: 10 Marks

༡ ་ཚིག་ལྷུག

Prose Section: 15 Marks

༢ ་ཚིགས་བཅད།

12 Poetry Section: 12 Marks

༣ ་བད་སློང།

13 Grammar Section: 13 Marks

## ༡ ་ཚིག་ལྷུག Prose Section: 15 Marks

༡ ་ ལ་དྲགས་ཀྱི་ས་གཞི་ཆགས་ཚུལ།

༡ ་ བཟོ་ཐབས།

༢ ་ བྱ་བུ་བས་ཅན་གྱི་རྒྱལ་ཕོ། (སྐྱེང་།)

༢ ་ ལོ་རྒྱུ་བ་རིན་ཆེན་བཟང་ཕོ།

༣ ་ འགྲུང་བའི་རྟེན་འབྲེལ།

༣ ་ སློབ་དཔོན་ཏྲ་དབྱུངས།



# ཤེས་ཚད་གཉིས་པ། Second Term

ཤེས་ཚད་གཉིས་པ། Second Term

Theory: 40 Marks  
Internal Assessment: 10 Marks

༡༽ ཚིག་ལྷུག

Prose Section: 15 Marks

༢༽ ཚིགས་བཅད།

Poetry Section: 12 Marks

༣༽ བད་སྟོན།

Grammar Section: 13 Marks

## ཚིག་ལྷུག Prose Section: 15 Marks

༡༽ རི་ཡི་སེམས་ཅན།      གཞུ་མི་ལམ་རིན་པོ་ཆེ།      ལྷོ་མ་ལུ་ཀུན་དགའ་རྒྱལ་མཚན།  
༢༽ ཚོམ་རིག་བྱང་ཚུལ།      ཅ༽ རྒྱ་ལམ་ཨ་མེད་དགའ།      ཆ༽ སྤྱོད་པ་ཡ་རབས།  
༣༽ སྤྱོད་པ་ཡ་རབས་ཀྱི་མགོན་པོ།

## ཚིགས་བཅད། Poetry Section: 12 Marks

༡༽ ཤིང་གི་བསྟན་བཅོས།      གཞུ་མི་ལམ་རིན་པོ་ཆེ།      ལྷོ་མ་ལུ་ཀུན་དགའ་རྒྱལ་མཚན།  
༢༽ ཚོམ་རིག་བྱང་ཚུལ།      ཅ༽ ཡོན་ཏན།      ཆ༽ ལྷོ་མ་ལུ་ཀུན་དགའ་རྒྱལ་མཚན།  
༣༽ སྤྱོད་པ་ཡ་རབས་ཀྱི་མགོན་པོ།      ཉ༽ རྒྱ་ལམ་ཨ་མེད་དགའ།

## བད་སྟོན། Grammar Section: 13 Marks

༡༽ རྒྱ་ལམ་ཨ་མེད་དགའ།      གཞུ་མི་ལམ་རིན་པོ་ཆེ།      ལྷོ་མ་ལུ་ཀུན་དགའ་རྒྱལ་མཚན།  
༢༽ ཡི་གེ      ཅ༽ ལྷོ་མ་ལུ་ཀུན་དགའ།      ཆ༽ ལྷོ་མ་ལུ་ཀུན་དགའ།

Internal Assessment: 10 Marks

ཤེས་ཚད་གཉིས་པའི་བཞུད་བྱང་ཡིག་གཟུགས་སོགས་ལ་བལྟས་ཏེ་ཨང་གྲངས་བཅུ་ཡོད།

Textbook prescribed : Textbook developed by JKBOSE ' Bhoti IX'

## ਸਿਲੇਬਸ ਪੰਜਾਬੀ

### ਜਮਾਤ ਨੌਵੀਂ

ਕੁੱਲ ਅੰਕ-100

ਪ੍ਰਸ਼ਨ ਪੱਤਰ-80

ਸਮਾਂ 02 ਘੰਟੇ

ਇੰਟਰਨਲ ਅਸੈਸਮੈਂਟ-20

ਪਹਿਲੀ ਸਤਰ ਦੀ ਪ੍ਰੀਖਿਆ ਦਾ ਅਧਾਰ ਇਕਾਈ 1+ਪ੍ਰੀਖਿਆ ਕਾਲ ਤਕ ਪੜ੍ਹਿਆ ਹੋਇਆ ਸਿਲੇਬਸ ਹੋਵੇਗਾ। ਇਸ ਇਕਾਈ ਦੀ ਪ੍ਰੀਖਿਆ ਤਰਤੀਬਵਾਰ 10 ਅੰਕ ਅਤੇ 40 ਅੰਕ ਦੀਆਂ ਹੋਣਗੀਆਂ। ਇਸੇ ਤਰ੍ਹਾਂ ਦੂਜੇ ਸਤਰ ਦੀ ਪ੍ਰੀਖਿਆ ਦਾ ਅਧਾਰ ਇਕਾਈ 2+ ਪ੍ਰੀਖਿਆ ਕਾਲ ਤਕ ਪੜ੍ਹਿਆ ਹੋਇਆ ਸਿਲੇਬਸ ਹੋਵੇਗਾ।

ਇਕਾਈ 2+ ਅਤੇ ਦੂਜੇ ਸਤਰ ਦੀ ਪ੍ਰੀਖਿਆ ਤਰਤੀਬਵਾਰ 10 ਅੰਕ+40 ਅੰਕ ਦੀਆਂ ਹੋਣਗੀਆਂ

ਸਾਰੀਆਂ ਪ੍ਰੀਖਿਆਵਾਂ ਦਾ ਸਿਲੇਬਸ ਪਾਠ-ਪੁਸਤਕ ਦੇ ਅਧਾਰ 'ਤੇ ਹੀ ਹੋਵੇਗਾ। ਸਿਲੇਬਸ ਤਰਤੀਬਵਾਰ ਸਤਰਾਂ ਵਿਚ ਵੰਡਿਆ ਹੋਇਆ ਪਾਠਾਂ ਦੀ ਕਠਿਨਾਈ ਅਤੇ ਸਤਰ ਦਾ ਧਿਆਨ ਰਖਿਆ ਗਿਆ ਹੈ। ਅਧਿਆਪਕਾਂ ਪ੍ਰਤੀ ਬੇਨਤੀ ਹੈ ਕਿ ਦਸੇ ਹੋਏ ਕਰਮ (ਕ੍ਰਮ) ਅਨੁਸਾਰ ਪਾਠਾਂ ਨੂੰ ਪੜ੍ਹਾਉਣ।

ਪਹਿਲੀ ਸਤਰ (Ist Term) ਦਾ ਸਿਲੇਬਸ

1. ਸ਼ੇਖ ਫ਼ਰੀਦ ਜੀਉ ਕੀ ਬਾਣੀ
2. ਵੈਰੀ ਨਾਗ।
3. ਲੋੜੀਂਦੀ ਲੋਅ ਨਹੀਂ ਹੋਈ।
4. ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਦਾ ਦੇਸ਼-ਪਿਆਰ
5. ਲਹੂ ਭਰੀਆਂ ਯਾਦਾਂ
6. ਗੁਰਪੂਰਬ
7. ਕਿੱਤਾ ਲਕੀਰ ਦੇ ਨੁਕਤੇ
8. ਜੀਵਨੀਆਂ-ਸ਼ੇਖ ਫ਼ਰੀਦ, ਭਾਈ ਵੀਰ ਸਿੰਘ, ਸਪਨ ਮਾਲਾ, ਪ੍ਰਿੰ: ਤੇਜਾ ਸਿੰਘ, ਸੁਜਾਨ ਸਿੰਘ, ਰਤਨ ਸਿੰਘ ਕੰਵਲ।

ਵਿਆਕਰਣ-ਨਿਬੰਧ-ਕੋਈ ਇਕ  
ਮੁਹਾਵਰੇ (ਪਹਿਲੇ ਸੱਠ)  
ਪੱਤਰ/ਅਰਜੀ

ਸਤਰ ਦੂਜਾ (2<sup>nd</sup> Term)

1. ਬੁਲ੍ਹਾ ਕੀ ਜਾਣਾ ਮੈਂ ਕੌਣ।
2. ਸ਼ਬਦ-ਸ੍ਰੀ ਗੁਰੂ ਗੋਬਿੰਦ ਸਿੰਘ ਜੀ।
3. ਸੁਹਾਗ
4. ਅੰਤਹਿਕਰਣ ਤੇ ਉਹ।
5. ਸੰਜੋਗ
6. ਇਕ ਰਮਾਇਣ ਹੋਰ
7. ਜੀਵਨੀਆਂ-ਸ੍ਰੀ ਗੁਰੂ ਗੋਬਿੰਦ ਸਿੰਘ, ਆਰ. ਐਸ ਰਾਜਨ, ਅਜਮੇਰ ਸਿੰਘ ਔਲਖ
8. ਵਿਆਕਰਣ-(ਕੋਈ ਇਕ) ਨਿਬੰਧ

ਮੁਹਾਵਰੇ (ਅਗਲੇ ਸੱਠ)

ਪੱਤਰ/ਅਰਜੀ।

### Book Prescribed

ਨਵੀਨ ਪੰਜਾਬੀ ਪਾਠ-ਪੁਸਤਕ (ਨੌਵੀਂ ਜਮਾਤ)-ਦੁਆਰਾ-ਜੰਮੂ-ਕਸ਼ਮੀਰ ਬੋਰਡ  
ਆਫ ਸਕੂਲ ਐਜੂਕੇਸ਼ਨ।

## Syllabus Class IX

**Subject: Persian Maximum Marks 100 ( 50 Marks for each term)**

There shall be two theory papers of 40 Marks each of 2 hours duration, one for Term I and the second one for the Term II and there will be 20 marks for the internal assessment / viva (10 Marks for First Term Internal Assessment and 10 Marks for Second Term Internal Assessment) to be carried by the teaching faculty.

Selected Chapters from Persian Text Book for 9th Class Prescribed by the JKBOSE for both the terms are as under:

### For Term I (40 Marks)

اسم ضمیر، ضمیر شخصی، ضمیر اشارہ، مصدر، مضارع	از واحد اول:
میوہ ہا، سبزی ہا	از واحد دوم:
احوال پُرسی، گفتگو (O) معرفی	از واحد سوم:
انتخاب از نثر فارسی (دعای ورودی کتاب، جامعہ)	از واحد چہارم:
حکایات از گلستان سعدی: ۱، ۲	
انتخاب از نظم فارسی: غزل نمبر ۱، رباعی نمبر ۱	از واحد پنجم:

### For Term II (40 Marks)

صیغہ یا ساخت فعل	از واحد اول:
اتومبیل، رنگ ہا، وسایل آشپزخانہ	از واحد دوم:
گفتگو ۲، آدرس؛ ساعت و تاریخ	از واحد سوم:
انتخاب از نثر فارسی: ہنر گوش دادن	از واحد چہارم:
حکایات از گلستان سعدی: ۳، ۴، ۵	
امثال و حکم: اولین شش	



## **Scheme of Assessment for theory of Term I / Term II**

- Q1: Translation of five Persian sentences into Urdu/ English out of seven from the selected prose portion.  $5 \times 1 = 5$
- Q2: Translation of five Urdu / English sentences into Persian out of seven from the selected prose portion.  $5 \times 1 = 5$
- Q3: Word meanings of six Persian words into Urdu / English out of eight from the selected prose portion.  $6 \times \frac{1}{2} = 3$
- Q4: Two questions will be asked from Grammar portion out of three from the selected Grammar portion.  $2 \times 5 = 10$
- Q5: Translation into Urdu / English of any two stanzas out of three from the selected poetry portion and each part will comprise of two verses.  $2 \times 6 = 12$
- Q6: Five questions of 1 mark each will be asked to students from the first Term/ Second Term course.  $5 \times 1 = 5$

### **Internal Assessment**

*( 10 Marks for First Term and 10 Marks for Second Term)*

Apart from the prescribed textbook, the subject teachers can plan their own activities and create their own material for assessing the listening, reading, writing and speaking skills and they should be evaluated throughout the academic session. It may include:

- (i) Pen Paper Test
- (ii) Periodic Tests / Participation in Talks Discussions and Role Play/ Presentation on given situational topics
- (iii) Project work like a short essay on any given topic or topics in Persian language.
- (iv) Attendance and active participation of the students.

# Syllabus for Class 9th

**Subject: ARABIC**

المادة: العربية

**Max Marks: 50 [ 40 (Theory) + 10 (Internal Assessment)]**

40 Marks	<b>First Term</b>	الوحدة الأولى
10 Marks	Section A (Reading Skills)	الجزء الأول
10 Marks	Section B (Writing Skills)	الجزء الثاني
10 Marks	Section C (Grammar)	الجزء الثالث
10 Marks	Section D (Literature)	الجزء الرابع
<b>10 Marks</b>	<b>Internal Assessment</b>	الاختبار الداخلي

The following chapters will be taught from the prescribed book : أساس العربية الجزء الأول

Prose Section: حصة النثر

الدرس الأول؛ الدرس الثاني؛ الدرس الثالث؛ الدرس الرابع؛ الدرس الخامس

Grammar Portion قواعد اللغة

معاني الكلمات؛ الاسم الإشارة للقريب؛ الاسم الإشارة للبعيد؛ التذكير والتانيث؛

الحروف الشمسية؛ الحروف القمرية؛ الاسم المعرفة والاسم النكرة

Text Book : الأساس العربية. الجزء الأول

Class 9th

Subject: Arabic

Term: First

Time: 02 Hours

Max. Marks: 50 (Theory 40+ Internal Assessment 10)

## Scheme of Assessment

### Section A (Reading Skills)

1. Selection of miscellaneous sentences from lesson No 2 to lesson No 5 from the prescribed Textbook الأساس العربية الجزء الأول for identification of demonstrative pronouns. 10 Marks

### Section B (Writing Skills)

2. Translation of Miscellaneous words selected from lesson No: 1 to Lesson No: 5 from the prescribed Textbook. The students will be asked to attempt any five words from the given choice of ten words. 5 marks
3. Usage of five words into simple Arabic sentences. The students will be asked to attempt any five words out of the given choice of ten words. 5 marks

### Section C (Grammar)

4. Identification of Sun Letters and Moon Letters الحروف الشمسية والحروف القمرية 2.5 marks





5. Writing the opposite genders of the five given words selected from the first five lessons of the prescribed textbook. 2.5 marks
6. Definition and illustration of one of the two given grammatical terms 5 marks

(الف) المعرفة والنكرة (ب) الحروف الشمسية والقمرية

#### Section D (Literature)

7. Translation of different sentences as a passage from Arabic to English/Urdu. The students will be asked to translate one out of two sets of sentences from lesson No 2 to lesson No 5 from the textbook. 5 Marks
8. Five simple questions to be answered in Arabic only based on the syllabi and grammar of the Term First as shown in the Modal Paper. 5 Marks

#### Internal Assessment Term First: 10 Marks

The internal assessment of 10 marks from lesson No 1 to lesson No 5 from the textbook will be carried out by the subject teacher during the academic session for both the terms. During the first term, the subject teacher will gauge the achievements of the students through different activities based on Listening, Writing, Speaking and Reading skills. The activities will comprise of discussions, presentations, role play, dialogues, viva-voice, instant translation assignments etc. The assessment will be divided into two intervals carrying 5 marks each.

# Syllabus for Class 9th

**Subject: ARABIC**

المادة: العربية

**Max Marks: 50 [ 40 (Theory) + 10 (Internal Assessment)]**

40 Marks	<b>Term 2<sup>nd</sup></b>	الوحدة الثانية
10 Marks	Section A (Reading Skills)	الجزء الاول
10 Marks	Section B (Writing Skills)	الجزء الثاني
10 Marks	Section C (Grammar)	الجزء الثالث
10 Marks	Section D (Literature)	الجزء الرابع
<b>10 Marks</b>	<b>Internal Assessment</b>	الاختبار الداخلي

The following chapters will be taught from the prescribed book : أساس العربية الجزء الاول

Prose Section: حصة النثر

الدرس السادس؛ الدرس السابع؛ الدرس الثامن، الدرس التاسع

Poetry Section حصة الشعر

الدرس العاشر: دُعا ومدرستي

قواعد اللغة: بيان الاستفهام "من، و ما"

المفرد والجمع؛ الضمائر مع المبتدأ والخبر؛ أعضاء البدن

Class 9th

Subject: Arabic

Term: Second

Time: 02 Hours

Max. Marks: 50 (Theory 40+ Internal Assessment 10)

Scheme of Assessment

## Section A (Reading Skills)

1. Selection of miscellaneous sentences from lesson No 6 to lesson No 9 from the prescribed Textbook **الأساس العربية- الجزء الاول** for identification of Personal Pronouns. **10 Marks**

## Section B (Writing Skills)

2. Translation of Miscellaneous words selected from lesson No: 6 to Lesson No: 9 from the prescribed Textbook. The students will be asked to attempt any five words from the given choice of ten words. **5 marks**
3. Usage of five words into simple Arabic sentences. The students will be asked to attempt any five words out of the given choice of ten words. **5 marks**

## Section C (Grammar)

4. Definition and illustration of one of the two given grammatical terms **من/ ما** **5 marks**
5. The students will be asked to write names of five parts of human body in Arabic **2.5 marks**



6. One fill in the blanks type question based on lesson No 7 and 8 of the prescribed textbooks with five fill ups each carrying  $\frac{1}{2}$  mark. 2.5 marks

**Section D (Literature)**

7. Translation of different sentences as a passage from Arabic to English/Urdu. The students will be asked to translate one out of two sets of sentences from lesson No 6 to lesson No 9 from the textbook. 5 Marks
8. The students will be asked to explain the verses from one out of the two given poems from lesson No 10 from the textbook in English/Urdu. 5 Marks

**Internal Assessment Term Second: 10 Marks**

The internal assessment of 10 marks from lesson No 6 to lesson No 10 from the textbook will be carried out by the subject teacher during the academic session for both the terms. During the Second term, the subject teacher will gauge the achievements of the students through different activities based on Listening, Writing, Speaking and Reading skills. The activities will comprise of discussions, presentations, role play, dialogues, viva-voice, instant translation assignments etc. The assessment will be divided into two intervals carrying 5 marks each.

Kashmir Student Alerts

نمبر ٹرم I - 40 + ٹرم II = 40 = 80 نمبر (Theory)

ٹرم i 10 + ٹرم II = 10 = 20 نمبر (داخلی تشخیص)

تفصیل

حصہ

نوٹ :-

یہ مضمونہ باپتھ چھ 50 نمبر مشخص تھا ونہ آء مٹر - یو منہ 40 نمبر دوشوہنی ٹرم ہند باپتھ مقرر چھ،  
یہ 10 نمبر Internal Assessment باپتھ مشخص چھ تھا ونہ آء مٹر -

داخلی تشخیص

A

- 1- سیمینار تہ مباحثن ہند سنز کرون - (4 نمبر)
- 2- کونز مقابلن ہند اہتمام کرون - (3 نمبر)
- 3- کاشتر ہن مضمون نویسی ہند ہن مقابلن ہند سنز کرون - (3 نمبر)

B

نصاب :-

کاشتر کتاب باپتھ نونم جماتھ -

تیار کردہ - جموں کشمیر بورڈ آف سکول ایجوکیشن -

ٹرم I :- کاشتر زبان - اوزون تہ فصاحت آلودگی، بخون تہ بونچ کمی، شاہ اسرار الدین، کتر جہ بچہ تہ الہ  
بیول، نعت، لہلا، غزل، یادوست، انسانس گن

ٹرم II :- کیشہہ کاشتر تلمیح، میدیہ توگ نہ کیشہہ، روپیہ (افسانہ) فائیڈ، اینڈ ہی از اوٹ (خاکہ)، مجرم

(ڈراما)، نظم، غزل، کز آج ٹلان ہی مالہ گرساد (مثنوی)، خاندانامہ، کشمیر، رباعیہ

C

5 x 1 = 5

(Theory)

دینہ آمتن الہ پلہ دون بتن لفظن ہند یو اقتباسو مٹرا کھ اقتباس حل کرون - تیہ کو سوال تارنہ آمتن لفظن،  
ذہنی مطالعہ :- مباحثن، اعلیٰ احکامن تہ تجزیہ پٹھہنی آسن ہم سوال ہسکن الفاظ معنی، ضد تہ خلاصہ رنگ تہ آستھ

گزامر :- گزامر کو اصول پاننا وتھ یونی مین عنصرن نسبت ورتاوس ہونے کرنی :-

- 1- مثالہ وتھ کز اوٹ، باؤت تہ ناؤت ورتاوس انڈر - (1 نمبر)
- 2- الفاظن ہندری ضد لکھنڈر - (1 نمبر)
- 3- الفاظن ہندری وا حد تہ جمع لکھنڈر - (1 نمبر)
- 4- گوڈ لگو تہ پتہ لگو ورتاوس انڈر - (1 نمبر)
- 5- کاشتر دیپتر لکھنڈر - (1 نمبر)



- ادب :- ۱۔ نصابس مٹز شامیل نثری تہ شعری ادیکہ حوالہ دون سوالن ہندی جواب لکھن۔ ایم سوال ہیکن 10  
پاٹون موخسر سوالن، مباحثن، مرکزی خیالس یا شعری رنثری فن پارکین ز او جارن پٹھ مینی آستھ  
۲۔ شاعرن، ادیبن تہ مختلف صنفن متعلق نوٹ لکھن۔ 4  
۳۔ زور سوالو مٹز موخسر پٹھی تڑین سوالن ہندی جواب لکھن  
3 x 2 = 6  
تحریری فن :- ۱۔ گنہ اسلس وینہ آمتس موضوعس پٹھ خیالہ باوتھ کرن۔ (4 نمبر)  
۲۔ رپورٹ یا مٹز لکھن۔ (2 نمبر)  
۳۔ ذلیلہ، درخاس، پٹھ، یا مکالہ نگاری پٹھ مینی ز سوال حل کرن۔ (4 نمبر)

Kashmir Student Alerts



## WORK EXPERIENCE

**Marks: 100**

**(The teacher will evaluate the students throughout the academic session)**

The nature of essential activities at the Secondary stage (Classes IX – X) will remain the same as Proposed for Classes VI to VIII. However, their complexity will increase by adding more dimensions with definite prevocational focus and on the job work.

1. Use of bus and railway timetables.
2. Milking of dairy animals.
3. Reception work in school.
4. Preparation & distribution of mid-day meal/snacks in composite schools.
5. Preparation of teaching aids and equipment for self and lower classes.
6. Helping school authorities in organizing exhibitions, picnics, tour and excursions, etc.
7. First aid activities like counting of pulse, taking of temperature and bandaging of wounds after their cleaning.
8. Helping traffic police in regulation of traffic.
9. Plantation of shady/fuel, ornamental/ avenue trees.
10. Preparation of family budget and maintenance of daily household accounts.
11. Acquaintance with common fertilizers and practices and their application with appropriate equipment.
12. Acquaintance with common pests and plant diseases and use of simple chemical and plant protection equipments.
13. Handling farm animals for feeding, washing or general examination.
14. Preparation of soak-pit for collecting liquid from the cattle shed.
15. Studying the nutrition and health status of people in a village/city, slum/tribal area.
16. Helping in community programmes and enhancing the nutrition. Health and environmental status of the community through door to door contact programmes.
17. Digging trench latrines during festivals and maintaining them hygienically.
18. Participation on adult literacy programmes.
19. Help-in child-care.
20. Volunteer work in hospital and fairs, floods, famines and in accident, etc.

**Note:** Work practice at this stage may also take the form of project with sequential activities relating to vocations in production or services sector. Each student should be required to take two projects in and outside the school, depending upon the availability of resources and time. Students should be required to take two projects in and outside the school depending upon the availability of resources and time and select project in such a way that at least two needy areas are covered. The projects should provide vocational orientation.



## A list of Projects is given below:

1. Raising of flowers, vegetables, plants and their seedlings in nurseries.
2. Repair and maintenance of equipment for plant protection.
3. Prefabrication of irrigation channels.
4. Developing plants by vegetative propagation- budding, grafting, cutting layering, etc.
5. Raising poultry birds (1) for eggs, (2) for table purposes.
6. Making bakery and confectionery products.
7. Food preservation- making of jam, jelly, tomato ketchup – pickles.
8. Project relating to non- conventional sources of energy – sun, wind, bio- gas, etc.
9. Cookery skills.
10. Bee-keeping, bottling and marketing of honey.
11. Silk worm rearing for sale or yarn making.
12. Mushroom cultivation for consumption, preservation and sale.
13. Fish rearing in small ponds.
14. Post-harvest technology and safe storage of food grains.
15. Use of bacterial fertilizers.
16. Preparation of milk products.
17. Plant protection against pests and diseases.
18. Soil testing reclamation measures.
19. Preparation of stationery items such as files, files- boards, registers, writing pads, stamping ink, etc.
20. Tying and dyeing and screen- printing as commercial ventures.
21. Garment making.
22. Repair and maintenance of domestic electrical gadgets.
23. Preparing electric extension boards for use in home/school or for sale.
24. Motor-winging as trade.
25. Photography- commercial.
26. Preparation of decoration pieces of more sophisticated nature our of plaster of Paris.
27. Mat and carpet weaving.
28. Doll- making.
29. Hand embroidery.
30. Typewriting with adequate proficiency.
31. Stenography.
32. Preparation of nutrition snacks.
33. Preparation of a variety of teaching aids for use in school.
34. Plumbing.
35. Running a student's bank.
36. Running a cooperative store.
37. Running a book bank.



The header features a decorative background with a book titled 'SCHOOL COURSES OF STUDY FOR Class II' and the logo of the Jammu & Kashmir Board of School Education. The logo depicts a sun, a tree, and an open book, with the text 'Jammu & Kashmir Board of School Education' around it.

## HEALTH AND PHYSICAL EDUCATION

### SPECIFIC OBJECTIVES

#### Health Education

1. To develop favourable attitude towards good health.
2. To prepare the individual for contribution towards the solution of common health problems.
3. To prepare the individual to contribute to environmental hygiene.
4. To prepare the individual to be active in good posture, exercise, rest, sleep & food.
5. To develop favourable attitude for participating in immunization programmes.
6. To develop favourable attitude to observe safety rules in & out of home.
7. To develop favourable attitudes towards healthy living through observance of health habits and such practices that contributes to good health.
8. To acquaint the individual with harmful effects of smoking, drinking and abuse of drugs.
9. To develop favourable attitude to cooperative with health, police and other organization in the interest of efficient service to community.
10. To enable the individual to make right decision relating to principles and practices of consumer health.
11. To enable the individual to practice acceptable health habits and shun from practices and habits, like; smoking, drinking etc.

#### Physical Education

1. To promote physical fitness and organic efficiency.
2. To develop awareness regarding importance of physical fitness and organic efficiency in individual and social life.
3. To develop awareness regarding transfer of fundamental processes to physical activities of one's choice.
4. To develop interest in exercise, sports and games for self- satisfaction in present & later life.
5. To enable an individual to give evidence of talent and such traits as self- mastery, discipline, courage, confidence and efficiency.
6. To enable an individual to display sense of responsibility, patience, self- sacrifice and service to community in a better way.
7. To develop awareness to good posture so that one may strive to maintain good posture.
8. To enable an individual to lead an enthusiastic and active life.
9. To enable an individual to practice socially acceptable behaviour pattern in an impressive manner.





## DETAILED SYLLABUS

**Marks: 100**

**(The teacher will evaluate the students throughout the academic session)**

### **Health Education**

#### **1. Personal health**

Concept and nature of personal health; dimensions of personal health; factors influencing personal health; desirable and undesirable habits of personal health; abuse of smoking and drugs, periodical medical check-up and its importance.

#### **2. Environment Health**

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

#### **3. Food and Nutrition**

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

#### **4. Control Education**

Knowledge of common disease occurring in different seasons; participation in control of various local diseases, knowledge of diseases and precaution against their spreading practice of health, habits which promote long and healthy life.

#### **5. Consumer Education**

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

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

Practicing safety rules: Providing first- aid in real situations, Observance and cooperation in enforcement of traffic laws and safety rules, Participating in safety measures against fire, sir- raids and other emergencies.

### **Physical Education**

#### **1. Athletics**

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

2. 200m, 400m, Sprints

Starting from the Curves Fixing the block

Curve running

Body Position; start and finish.

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

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

4. Training with various methods

- Jumps
- Triple Jump:
- Approach run, take off and landing.



## 2. Landing

Throws, Discuss throw hold, spinning initial stand and preliminary swing turn, de-livery stance, delivery and reverse.

## II. Major games (any two)

### 1. Badminton

- (a) Repetition of Skills
- (b) Skill – serving, spin underhand, Receiving- back hand, fore hand, spin service, flat service smash push/chapping, tossing returning- smash, pushing/chapping, float.  
Practice of the game

### 2. Basket Ball

- (a) Repetition of Skills
- (b) Skills Passing- one hand pass, hook pass, base ball pass. Shooting two-handed shot, set shot, lay shot, jumps shot. Dribbling, Pivoting Rebound taking. Screening.
- (c) Training: Various type of drills to develop the techniques.
- (d) Regulation game.

### 3. Cracker

- (a) Repetition of skills
- (b) Skill Batting- Square, cut/drives Bowling- off spin, leg spin, fast, Yorker, Wicket keeping, field placement.
- (c) Training Development – endurance, power, strength and speed Techniques.

### 4. Football

- (a) Repetition of skill.
- (b) Kicking and trapping individual and practice. Kicking and trapping, individual an practice Heading- downwards, side words, for ward back war tricking side tackle direct tackle, ball, ground, deflecting, Punching. Goal keeping high ball, ground deflecting Positioning – dividing and slip.
- (c) Training:  
To develop power, strength, ability, endurance and skills.

### 5. Hand- ball

- (a) Repetition of skills.
- (b) Skills, Passing, Shooting, Blocking, Carrying, Catch and turn, Taking penalty.
- (c) Positional play: Different plays of different offence and moves.

### 6. Hockey

- (a) Repetition of skills.
- (b) Skills Passing: For Development of speed, direction, timing- pass, back pass and cross pass, Goal keeping: Kicking, padding, positioning, pushing and palming Positional play.



### **7. Kabaddi**

- (a) Repetition of skills.
- (b) Skills, Cant, Fast raiding, Back kick, Squat leg trust, Toe touching, Jumping Movement of arm and shoulder, Catching, Trapping, Chair Formative, Game practice.

### **8. Kho- Kho**

- (a) Repetition of skills.
- (b) Skills: Pole dive, Playing around the Pole, Single chain, mix, plauovalring, Covering, Trapping.
- (c) Regulation game.

### **9. Volley Ball**

- (a) Repetition of skills.
- (b) Skills: Passing – under hand pass, both hands, jumps and pass, Pass for smashing, back pass jumppass, Smashing- round arm smashing and twist smashing, Placing Service underhand, round arm, Defence- blocking.
- (c) Positional play.
- (d) Regulation game.

## **Conditioning Exercises**

Like Tuck jumps, abdominal exercise flexibility exercise, yoga, wrestling and other jumping exercise with emphasis on more number of repetitions.

## **GIRLS**

### **Gymnastics**

Repetitions of skills learn in the previous class.

#### **A. Skill Part**

##### **Floor Exercises**

- (i) One hand Cartwheel.
- (ii) Round off Cartwheel.
- (iii) Pyramids

### **Balancing Beam**

- (i) Dancing movements
- (ii) Turning movements
- (iii) Front roll & back roll
- (iv) Different balances

### **Vaulting Horse**

Straddle vault on Board horse



## BOYS

### Gymnastics

Repetition of previously learnt skills.

#### A. Skills part

### Floor Exercise

- (i) Head spring
- (ii) Round off (Cartwheel cut).
- (iii) Pyramids.

### Vaulting Horse

- (i) Straddle vault on broad horse.
- (ii) Hand spring on broad horse.
- (iii) Take –off and sitting on the long horse.
- (iv) Straddle from the standing position on long horse.

### Parallel Bars

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

### Horizontal Bar

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

### Simple swing

### Yogic Exercises

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

### JUDO

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



## Skill

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

## Combatives

### Wrestling

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

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

- (a) Dagger Right (Jambia)
- (b) Repetition of the strokes and defense skills.
- (c) Side stroke, Cheat stroke defense ship throw arm role, holding wrist and pull.
- (d) Actual fight practice.

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

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



## ART EDUCATION

**Marks: 100**

**(The teacher will evaluate the students throughout the academic session)**

### **1. Two Dimensional or Pictorial Activities**

Study of visual resources and their expression.

- (i) Study of line, strokes, marks, tones, textures, etc., while organizing two dimensional spaces with 2 dimensional and 3 dimensional shapes and forms.
- (ii) Creative use of perspective in special relationship.
- (iii) Creative use of colour to show space, atmosphere, etc.
- (iv) Use of contrast as an expressive element of art.  
Study and use of various media and techniques to the extent of their availability.
- (i) Crayon, charcoal pencil colours and gouache, acrylic colour and other unconventional source of colours and tools on various surface such as papers, canvases, hardboard, simple marking cloth pasted on paper etc.
- (ii) Collage and mosaic work with coloured papers and coloured reproductions from magazines and newspapers.
- (iii) Print Making: Mono- printing, printing with wood-cut, lino- cut and metal foil, serigraphy, calligraphy (printing with collage) etc.

### **2. Three Dimensional or Sculptural Activities.**

Study of basic form in clay:

Study of various materials, tools & techniques for dimensional form such as clay, plaster of paris, wood (blocks, twigs and branch, roots, etc). metal scraps, plastic, sheet, wire thread, straw pipes, papers, card board, throw- away objects and other materials, like vegetables soft stone clay bricks or such other available materials.

- (i) Study of natural man-made forms, human figures, birds, animals, vegetation & other objects as desired by the students;
- (ii) Objects of day-to-day use in group and indifferent setting and arrangements;
- (iii) Architectural forms and other forms discovered by the students.

### **3. Assignments**

Assignments in two and three dimensional subjective forms utilization and functional art and craft forms.

Painting murals, graphics, clay model constructions. Collage mobiles, appliqués, pottery and ceramics, marks and puppets, textile designing (including tie and dye and batik), poster designing, layout and illustration.

### **4. Correlating Art Activities with other School Activities.**

Vegetable sculpturing and construction of puppet costumes for theatre correlating with Home Science and Drama.

Developing school environmental landscape and display, planting trees, and other plants and vegetables, etc. Correlating with Agricultural activities.

Constructing stage properties and other workshop activities, and designing of utility (craft) items correlating with work experience activities.

Designing the school magazine and bulletin board, making posters for school functions and greetings, stage setting etc. correlating with applied art activities.



**Note:** These activities and other group activities may emerge in project form as also at individual levels.

### **5. Group Activities**

Organising display and exhibitions of student's periodical and sessional work.

Organizing inter-school art exhibitions (not with a view to competition and prize distribution but with a view to widen interaction).

Planning and arranging cultural evenings, musical concerts, film shows and other performances (including other regional and folk community art forms).

Participating in study trips to museums, botanical gardens, zoological gardens, and art galleries and art institutions etc. for greater awareness of the environment & cultural varieties.

### **6. Theoretical understanding of Art and Culture.**

#### **6.1. Short notes with suitable reproductions on important aspects of Indian Art and Culture.**

- i. Pre historic (India) a. Indus Valley Civilization b. Gupta Art c. Mauryan Art.

**Note:** - A student is supposed to collect at least five visual from various sources, (Photostat copy) giving brief detail about the visual along with its source.

#### **6.2 Important contemporary Artists and Art movements.**

- i. Contemporary Art (Bengal School of Art).
  - a. Rabindernath Tagore b. Amrita Shergil
- iii. M.F. Hussain
- iv. G.R. Santosh
- v. G.M. Seikh
- vi. Gayoor Hassan
- vii. Masood Hussain.

**Note:** - Very brief introduction about the Artists (not exceeding 50 words).

**Suggested Reading: Art Education, Devraa Books, New Delhi – 6.**

Kashmir Student Alerts

## Painting

**Max Marks=100 (Theory=30 M, Practicals=70 Marks  
50 Marks/ Term Time= 02 hrs ( Theory)**

**Class: 9th**

### Course Objectives

- Develop the technical skills and ability to organize the visual elements necessary to communicate concepts and experiences across various media.
- Develop visual literacy.
- Use variety of processes to connect and combine materials.
- The arts have appeal to and benefit for all students, regardless of their level of functional capacity.
- The arts provide a set of tools for creating, for communicating and understanding others' ideas, and for making critical choices. This makes art as essential to success in daily living as knowing how to read, write and compute.
- Art helps children with the development of motor skills, language skills, social skills, decision-making, risk taking and inventiveness.

### Theory = 30 Marks

- Fundamentals of visual Art:  
Line, Texture, Basic shapes
- Material:  
Colour, Paper Pulp, Ink, Clay.
- History of Paper Machie .
- History of Pottery (Indian).
- Doodling and Still Life

### Term I= 50 Marks

**Practicals:** (35 marks)

Paper Machie. (Indian)

Field visit to Local artisans workshops paper machie, wood carving and pottery.

**Theory:** (15 marks)

- Fundamentals of visual Art:  
Line, Texture, Basic shapes
- Material:  
Colour, Paper Pulp, Ink, Clay.
- History of Paper Machie

### Term II= 50 marks

**Practical:** (35 marks)

Pottery

Doodling and Still Life.

Field visit to Institute of Music and Fine Arts, University of Kashmir and Jammu, Museum (Jammu and Kashmir), Field visit to artisans' Workshop.



**Theory: (15 marks)**

- **History of Pottery (Indian)**
- **Types of Still Life:**  
(1) flower pieces; (2) breakfast or banquet pieces; (3) animal pieces- demonstrating the technical virtuosity and drawing ability of the artist.

**Cave Paintings of Ajanta :**

- Brief Introduction to Ajanta Cave Paintings
- Subject matter of Ajanta cave paintings
- Number of Paintings in the Ajanta caves
- Time-line of the Ajanta cave paintings

**Scheme of Assessment/ Term = 15 Marks**

Five MCQs based on the syllabus.	1x5=5 Marks
Three VSAT questions to be attempted out of four	2x3= 6 Marks
One LAT to be attempted out of three	4x1=4 Marks

The art work is to be done throughout the academic session.

**Internals/ Practicals= 70 Marks (TI + TII)**

Activities & Project Work= 54 Marks, Periodic Tests, Portfolio & Viva voce = 10 Marks, Notebook & Attendance= 6 Marks

**i) Craft Practices: Paper Machie**

Instructions for Making the paper pulp:

- Tear the newspaper/paper into tiny pieces and put them in a large bowl. Add just enough warm to hot water to completely cover the newspaper/paper. Let it soak for several hours or overnight.
- Once the texture is smooth, add a few tablespoons of salt to help secure the mold. Mix it again with your hands. Once mixed thoroughly, squeeze out any excess water and add a few tablespoons of glue. Now you are ready to use your papier-machie pulp on your project.
- After creating the objects, leave it to dry.
- Once the object is dry, color it.

**ii) Pottery/clay**

- Ready-to-use clay and glazes are fairly readily available. These come in a variety of colours and temperature ranges.
- Clay needs to be pliable and clean, with an even consistency. It needs to have the right water content, and not contain air bubbles.
- To moisten it up, you can wrap it in a wet towel. Then put the clay and towel it in a sealed plastic bag. Let this sit for a week or so. The clay will gradually absorb the water and soften.
- Sprinkle water on the clay and then knead it until it feels more malleable.
- Clay should be soft and pliable but not too wet and sticky.
- If your clay is very sticky and soft, it will need to be dried out a little. Ideally, the clay needs to be malleable, free from air bubbles, and have a consistent quality.
- The objects can be made either by hand or by spinning wheel. After the objects are prepared, it is either left in the sun to dry or baked in a kiln.

**iii) Drawing: Doodling and still-life.**



- Doodling is that **art which you do without even thinking when your mind is occupied elsewhere**. It is supposed to be an expression of your inner self and the way your subconscious mind thinks. It goes without saying that some doodles are better than others, after all, it is not everyone who has a talent for drawing.
- The term “still life” describes a work of art that shows inanimate objects from the natural or man-made world, such as fruit, flowers, and/or vessels like baskets or bowls. Looked at another way: still life depict things that are “still” and don't move.
- Students are supposed to draw the different objects as arranged by the teacher in front of them in the class-room. First attempt should be made by drawing with pencil, then with the poster colours or water-colours till the desired results are achieved.

Kashmir Student Alerts



## Music

Class 9<sup>th</sup>

Time 02 hrs

Max Marks = 100 (TI + TII)

Theory = 20 Marks & Internals = 30 Marks (50 / Term)

### Course Objectives

- Music is a universal sound and promotes creative thinking, memory self expression, self confidence and spirit of team work.
- To develop the process of learning and playing techniques of singing and instrument which nurtures mind and body.
- To develop a keen interest in music in order to showcase their musical skills and abilities through singing and playing on an instrument.
- To improve the faculties of memory, discipline and concentration.
- To enable students to acquire and develop a favourable, attitude and knowledge of the basic elementary ideas and fundamentals of music in both practical as well as theoretical aspect.
- To build imagination, creativity and intellectual curiosity.
- To develop sense of identifying and recognizing the different sounds of musical instruments.
- To develop sense and interest of creating different swara patterns in different rhythmic patterns.
- To develop aesthetic taste and enriches the area of composing and artistic expressions.
- To build and develop the awareness and recognition of the local art forms.
- To develop and foster a sense of rhyme, rhythms, feelings, emotions as well as melody.
- To facilitate and promote overall development of the personality of the child.
- To promote interest and motivation for presenting and preserving the traditional and cultural art forms.
- To develop a favourable attitude of understanding and appreciating the valuable contributions of artists in the various forms of music and other arts as well.
- To differentiate between different musical forms and styles like classical folk, regional as well as light music.
- To develop different tastes of presenting a group song/choral song, solo song and duet song.
- To build and fine tunes auditory skills and learns to appreciate music.
- To enable the students to acquire the basic skills and abilities of stage performance and song recordings.
- To encourage students to practice vocal music and express their feelings and emotions. Instrumental music strengthens fingers and improves coordination of mind and body.



**Max Marks: 100**  
**Theory: 40 & Practicals = 60 ( T I + T II)**

**Time 02 hrs / Term**  
**50 Marks/ Term**

**Term I ( Total marks=50)**

**Theory = 20 Marks**

- General definition of Sangeet, Naad and its kinds. 5 Marks
- Elementary knowledge of the following musical terms:
- Swar (shudh and vikrit) Saptak and its kinds, Sargam, melody, pitch, timbre, Amplitude,
- Taal /Rhythm and its kinds ,Beat, Sam, Taali, Khali, Vibhag, Aaroah and Avroah 10 Marks
- Alankar- Writing and labelling of any 3 different alankaars in Shudh Swars 5 Marks

**Internals/ Practicals (TI+TII)**

Activities & Project Work= 44 Marks, Periodic Tests, Portfolio & Viva voce = 10 Marks,  
Notebook & Attendance = 6 Marks.

**Practicals (Term I =30 Marks)**

- Practice and singing of Swars (Shudh and vikrit swars) with appropriate beat.
- Recognition and identification of Shudh, Komal and Teevar swar .
- Sargam Practice ( for vocal warm ups and voice maintenance) with appropriate rhythm.
- Practice of Alankars in different Rhythmic patterns .

**Term II Theory=20 Marks**

- Brief Life sketch and contribution towards music by any two of the following artists/musicians of J&K-  
a) Ustad Gh. Hassan Sofi b) Pandit Shiv Kumar Sharma c) Vijay Kumar Malla  
d) Pandit Bajan Sopori e) Ustad Gh. Ahmad Sofi . 10 Marks
- Description and Notation of Teen Taal. 5 Marks
- A brief study and description of any two Folk instruments of Jammu and Kashmir. 5 Marks

**Practicals ( 30 Marks=T II )**

- Practice of Aroah, Avroah of shudh swaras (Ascending and descending order respectively Swar Sadhana)
- How to utter and pronounce the Boles of Teen Taal by showing signson hand.
- Preparation and presentation of any two songs. (Devotional song/patriotic song/folk song)

**The teacher will assess the students in practicals throughout the academic session**

**Scheme of Assessment (Theory)**

- |  |              |
|--|--------------|
| 1. Five MCQs, fill ups, T/F, etc. based on the syllabi | 1x5= 5 Marks |
| 2. Two VVSAT to be attempted out of three              | 1x2=2 Marks  |
| 3. Four VSAT to be attempted out of five               | 2x4= 8 Marks |
| 4. One LAT to be attempted out of two                  | 5x1= 5 Marks |

**Class: 9th    Max Marks=100    Theory: 60 Marks & Practical= 40 Marks. 50 marks/Term**

**Time: 2 Hours**

## Course Objectives

- Know scope of Home Science as a subject and application in daily life
- Familiarize the learner with different streams of Home Science
- Encourage the learner to opt for Home Science as a career option
- Understand the meaning of family
- Analyze different structures of family
- Familiarize with different functions of family
- Importance of nutrition
- Understanding the importance of personal hygiene.
- Develop healthy life style.
- Identify different dangers which can cause harm and their preventive measures
- Informing the learner about the contents of the First Aid box.
- Explaining treatments of given minor accidents.
- Enable the learner to become self-reliant.
- Understand the definition of food
- Explain the functions of food to analyze and identify different reasons of spoilage of food
- Comprehend the importance of refrigeration and dehydration
- Identify and analyze simple household preservatives
- Understand different reasons of cooking
- Identify different methods of cooking
- know the concept of money
- Familiarize with different types of budget

### TERM-I ( Theory = 30 Marks)

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

**6 Marks**

- Definition and meaning of Home Science
- Introduction to the five streams of Home Science
- Relevance & Importance of Home Science as a career options

#### **UNIT 2: FAMILY - A UNIT OF SOCIETY**

**9 Marks**

- Definition of Family

- Classification of Families on the Basis of Structure as Nuclear, Joint and Extended Family
- Functions of a Family With special reference to holistic development of an individual (Physical, Social, Psychological and Spiritual)
- Ethical and value based society (need for happy family, respect and care for each other, Dignity of labour, work distribution within family)
- Importance of girl child

### **UNIT 3: KNOWING SELF**

**10 Marks**

- Nutrition of Self ( Balanced Diet)
- Personal Hygiene ( Meaning & Importance—dental, hair, nail, skin, foot, genital care, clothing)
- Healthy life style
- BMI (Body Mass Index)
- Hazards of obesity
- Identifying one's strengths and weaknesses
- Self image & Analysis ( Time management, leadership qualities, anger & stress) management, empathy, dreams and aspirations, emotional intelligence)

### **Unit 4: SAFETY IN-HOME**

**5 Marks**

- Accident prone / unsafe zones at home
- Contents of First Aid Box ( Concept & Importance)
- Prevention and measures of safety against burns, electric shocks, cuts, fractures, bites

### **Practicals/ Internals (TI+ TII)**

Activities & Project Work= 24 Marks, Periodic Tests, Portfolio & Viva voce = 10 Marks, Notebook & Attendance= 6 Marks

#### **Practicals**

#### **Term-I**

**20 Marks**

- Enlist the career options in Home Science
- Make a PPT of any one of the careers in Home. Sc
- Make your own family tree
- Make a collage of your family members
- Write/ Draw your concept of a happy family
- Make a Chart/PPT or a video / write about positive and negative aspects of your personality
- Measure the height and weight of your classmates (any 2)
- Make a First Aid box
- Make a scrap book and models using clay about healthy and unhealthy food.
- Case studies and stories of a nuclear and joint family.
- Make a presentation/ vides of 2-3 minutes on obesity.
- Make a poster/ presentation/ video of 2-3 minutes on healthy life style.

**TERM- II (30 Marks)**

**UNIT 5: FOOD AND ITS RELATION TO HEALTH**

**9 Marks**

- Definition of food, nutrition, nutrient, health and nutritional status
- Functions of Food
- Nutrients ( sources & functions)
- Reasons of Spoilage of Food (Fungi and Bacteria)
- Balanced diet- components and examples
- Deficiency diseases

**UNIT 6: FOOD AND ITS PRESERVATION**

**6 Marks**

- Household Methods of Preservation (Refrigeration and Dehydration)
- Use of Household Preservatives (Salt, Sugar, Vinegar and Oil)

**UNIT 7: METHODS OF COOKING**

**5 Marks**

- Reasons and process of Cooking
- Methods of Cooking (Boiling, Steaming and Deep and Shallow fry)
- Preparation techniques- measuring, mixing, mashing, cutting, etc.

**UNIT 8: MANAGEMENT OF RESOURCES**

**10 Marks**

- Time Management – Definition & Importance
- Time Plans—Factors affecting time plan
- Energy Management – (Definition & Importance)
- Definition of Money
- Definition and Types of Budget
- Home Economics- Definition and Importance—Income, Expenditure and Saving
- Types of accounts
- PAN & AADHAR Card (Concept & Importance)
- Modes of payment – offline (cash, cheque, etc.) online (banking cards, Internet banking, Digital Wallets)

**Scheme of Assessment of Theory (30 Marks) for T-I & T-II**

1. Reading comprehension based on any of the thematic concepts delineated in the syllabus followed by MCQs based on comprehension, knowledge, interpretation inference, analysis etc. 1 x 5 = 5 Marks
2. Five MCQs based on the units prescribed in the syllabus 1 x 5 = 5 Marks
3. Match the following  $\frac{1}{2} \times 2 = 1$  Mark
4. Fill ups  $\frac{1}{2} \times 4 = 2$  Marks
5. Five very short answer type questions to be attempted out of six. 2 x 4 = 8 Marks
6. Three short answer type questions to be attempted out of four 3 x 3 = 9 Marks

Note: Questions will not be repeated on the same theme




### Practicals - II = 20 Marks

- Let students write short paragraph on healthy food.
- Let students make a chart/ collage of healthy and unhealthy foods.
- Let students name and identify ten deficiency diseases and define the same on a scrap book.
- Making of Squash
- Making of Pickles
- Cooking Without Fire (Sandwich/Burger making)
- Making an omellete, tea, potato chips, phirni, halwa, etc.
- Write the recipe of three favourite bakery products and make a video of 2-4 minutes for same.
- Write the recipe of three favourite foods and make a video of 2-4 minutes of the same.
- Let students plan their activity schedule for a week depicting time period.
- Make a family budget expenses on Eid/ Diwali/ marriage function at your home/any other.
- Students will visit a near by bank and learn how a bank account is opened. Let them make a ppt on the same.
- Make a PPT on different modes of payment and highlight merits and demerits of the same.

Note: All the activities / practicals be carried out under supervision of teachers and parents





## Art & Drawing

Class 9<sup>th</sup>

Course Objectives

Max Marks= 100, Theory=30 & Practicals=70

Time: 02 hrs (Theory)

- Develop visual literacy/ vocabulary.
- Develop the technical skills and ability to organize the visual elements necessary to communicate concepts and experiences using various media.
- Use different processes to combine materials.
- Helps to develop Fine Motor Skills as the students learn to control their finger grip and movement.
- Helps establish concentration. Drawing results in recollection of memory and information.
- Improves Hand-Eye Coordination.
- Create illustrations for a story or an article to produce realistic and beautiful drawings.
- Understand one's culture and history through drawing as art is the physical representation of a culture's views, beliefs and practices. It reflects the essences of the people through their drawing, painting, carving, body adornment and folklore.
- Art can help one to understand a culture that may otherwise be hard to relate to, since it reaches people on a basic emotional level.
- Art can also vary greatly between cultures, it can at the same time be a medium that bridges the gap between cultures.

**Internals/ Practicals= 70 Marks (TI + TII)**

Activities & Project Work= 54 Marks, Periodic Tests, Portfolio & Viva voce = 10 Marks, Notebook & Attendance= 6 Marks

### 1. Two Dimensional or Pictorial Activities (24 marks)

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

- i) Study of lines, strokes, marks, tones, textures, etc. while organizing two dimensional spaces with 2 dimensional and 3 dimensional shapes and forms.
- ii) Creative use of perspective in special relationship
- iii) Creative use of colour to show space, atmosphere, etc.
- iv) Use of contrast as an expressive element of art.

#### 1.2 Study and use of various media and techniques to the extent of their availability.

- i) Crayon, charcoal, pencil colours, acrylic and other unconventional source of colours and tools on various surfaces, such as paper, canvass, hardboard, simple marking cloth pasted on paper etc.
- ii) Collage and mosaic work with coloured papers and coloured reproductions from magazines and newspapers.
- iii) Print making, mono-printing, printing with wood-cut, serigraphy, colleography (printing with collage) etc.

**2. Correlating Art Activities with Other School Activities (24 marks)**

2.1 Vegetable sculpturing and construction of puppet costumes for Theatre correlating with Home Science and Drama.

2.2 Developing school Environmental landscape and display, planting trees and other plants and vegetables etc. Correlating with Agricultural activities.

2.3 Constructing stage properties and other workshop activities and designing of utility (craft) items correlating with work experience activities.

2.4 Designing the school magazine and bulletin board, marking posters for school functions and greetings, stage setting etc. correlating with applied art activities.

NOTE: These activities and other group activities may emerge in project format at individual or group level.

**3. Group Activity, Periodic Tests, Portfolio, Attendance, Assignment, Notebook, etc. (22 marks)**

3.1 Organizing display and exhibition of student's periodical and sessional work

3.2 Organizing inter-school art exhibitions (not with a view of competition and prize distribution but with a view to widen the interaction).

3.3 Planning and arranging cultural evenings, musical concerts, film screenings and other performances (including other regional and folk community art forms).

3.4 Participating in Study-trips to museums, botanical gardens, zoological gardens and art galleries and art institutions etc. for greater awareness about the environment and cultural varieties.

**4. Theory TI + TII= 30 Marks**

**Term I= 15 Marks**

Short notes with suitable reproductions on important aspects of Indian Art and Culture.

Pre-historic (India)

i) Indus Valley Civilization

ii) Gupta Art

iii) Maurya Art

NOTE: A student is supposed to collect at least five visuals from various sources (Photocopy) giving brief details about the visual along with its sources.

**Term II= 15 Marks**

Important Contemporary Artists and Art Movements:

1. Contemporary Art (Bengal School of Art)

i) Rabindranath Tagore

ii) Amrita Shergill

iii) M.F. Hussain



- iv) G.R Santosh
- v) G.M Sheikh
- vi) Gayoor Hassan
- vii) Masood Hussain

NOTE: Very brief introduction to the artists (not exceeding 50-150 words)

Suggested Reading:

*Art Education*, Devraa Books, New Delhi -6.

**Scheme of Assessment/ Term = 15 Marks**

Five MCQs based on the syllabus.

1x5=5 Marks

Three VSAT questions to be attempted out of four 2x3=6 Marks

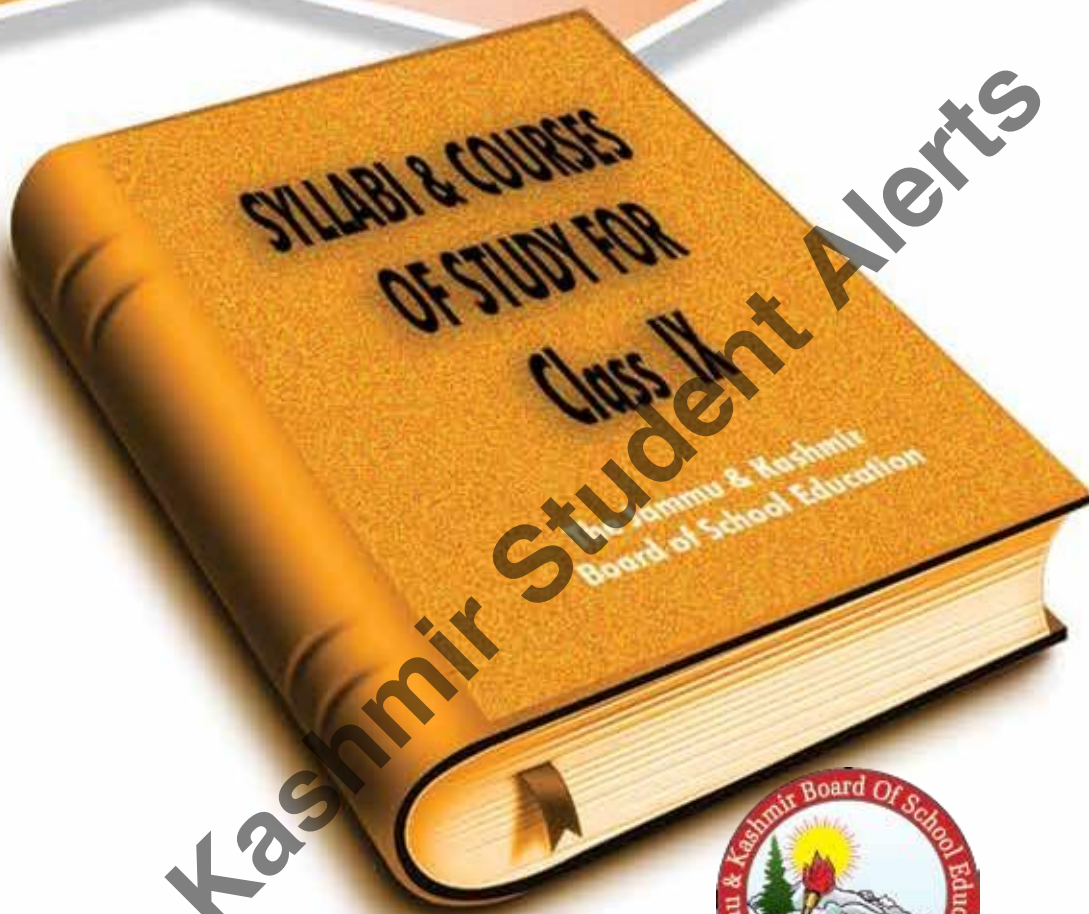
One LAT to be attempted out of two

4x1=4 Marks

The art work is to be done throughout the academic session.

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