

**S.H.I.P.S.**  
[A Premier Institution]  
**SHREE HANUMAT INTERNATIONAL PUBLIC SCHOOL**  
[Senior Secondary]  
Affiliated to the C.B.S.E., New Delhi, Vide Code No. – 1630686,  
G.T. ROAD, GORAYA (Distt. Jalandhar)- 144409, Contact – 78376-36615, 99887-03474



**“Pathways to Progress”**  
**Curriculum & Home Support Guide**  
**2025–26**

**GRADE – IX**

## **FOREWORD**

Dear Parents and Guardians

It gives us great pleasure to present the “Pathways to Progress: Curriculum & Home Support Guide 2025–26”—a thoughtful blend of academic structure and home-based learning support.

This guide has been curated not only to outline the curriculum, examination policies and PTM schedule, but also to strengthen the bridge between school and home. We believe that when educators and parents walk in harmony, every child’s journey becomes more meaningful, confident and joyful.

Within these pages, you will find academic expectations, along with gentle guidance on how to support your child at home—through planned study hours, regular routines, moments of mindfulness and reflections of gratitude. These practices help children not only excel academically but also grow emotionally and socially.

Let us walk this path together—with shared responsibility and a shared vision—to nurture young minds towards a brighter tomorrow.

***“Together, we raise not just  
successful students  
but confident, kind human beings”.***

**PRINCIPAL**

## EXAMINATION POLICY & SCHEDULE OF PTMs

Classes	TENTATIVE SCHEDULE				
Pre-Nur. to UKG		Assessment Cycle 1/ Evaluation Test- 1 September, 01, 2025, Monday PTM-20.09.2025 (Saturday)			Assessment Cycle-2/ Evaluation Test-2 February 17, 2025, Tuesday PTM-17.03.2026 (Tuesday)
I-VIII	Unit Assessment 1 May 12, 2025, Monday (50 Marks) PTM-24.05.2025 (Saturday)	Term I September 02, 2025, Tuesday (80 Marks) PTM-20.09.2025 (Saturday)	Unit Assessment 2 November 17, 2025, Monday (50 Marks) PTM-29.11.2025 (Saturday)		Term II February 16, 2026, Monday (80 Marks) PTM-17.03.2026/ 18.03.2026 (Tuesday/ Wednesday)
IX	Unit Assessment 1 May 12, 2025, Monday (50 Marks) PTM-24.05.2025 (Saturday)	Term I September 02, 2025, Tuesday (80 Marks) PTM-20.09.2025 (Saturday)	Unit Assessment 2 November 17, 2025, Monday (50 Marks) PTM-29.11.2025 (Saturday)		Term II February 16, 2026, Monday (80 Marks) PTM-18.03.2026 (Wednesday)
X	Unit Assessment 1 May 12, 2025, Monday (50 Marks) PTM-24.05.2025 (Saturday)	Term I September 02, 2025, Tuesday (80 Marks) PTM-20.09.2025 (Saturday)	Pre-Board 1 (70% Syllabus) November 17, 2025, Monday (80 Marks) PTM-06.12.2025 (Saturday)	Pre-Board 2 (90 % Syllabus) December 15, 2025, Monday (80 Marks) PTM-10.01.2026 (Saturday)	Pre-Board 3 (100% Syllabus) February 02, 2026, Monday (80 Marks) PTM-10.02.2026 (Tuesday)
XI	Unit Assessment 1 May 12, 2025, Monday (50 Marks) PTM-24.05.2025 (Saturday)	Term I September 02, 2025, Tuesday (60- 80 Marks as per CBSE) PTM-20.09.2025 (Saturday)	Unit Assessment 2 November 17, 2025, Monday (50 Marks) PTM-29.11.2025 (Saturday)		Term II February 16, 2026, Monday (80 Marks) PTM-18.03.2026 (Wednesday)
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**Note :**

**1. Introductory PTM**

Pre-Nursery to XII : 26.04.2025, Saturday

**2. Pre-Examination PTM**

Term-I : 02.08.2025, Saturday

Term-II : 24.01.2026, Saturday

# Guidelines for Supporting Your Child's Learning at Home

To ensure your child develops healthy study habits and maintains a balanced routine, we recommend the following practices:



## 1. Begin with Mindfulness (10–15 Minutes Daily)

- A short session of deep breathing, gratitude or silent sitting can calm the mind and help your child focus better.
- You may use guided meditation, soft instrumental music or simply quiet reflection.

“मन शांत हो तो विचार भी स्पष्ट होते हैं।”

## 2. Plan Study Hours Thoughtfully

- Set a fixed time each day for studies, ensuring consistency.
- Break longer sessions into short focused intervals with small breaks (e.g., 40 minutes study + 10 minutes break).
- Prioritize homework, revision and creative reading separately.
- Avoid distractions like TV and phones during study time.



## 3. Encourage Gratitude Before Bed



- Before the day ends, encourage your child to reflect on 2–3 things they are thankful for.
- This builds emotional strength and a positive mindset.

“हर दिन के अंत में, धन्यवाद कहें उस ज्ञान के लिए जो मिला,  
और उन कोशिशों को जो हुईं।”

## Course of Study for Grade IX, 2025-26

### ENGLISH LANGUAGE AND LITERATURE

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

#### Section A Reading Skills

- I. Reading Comprehension through Unseen Passage 20 Marks
1. Discursive passage of 400-450 words. 10 marks
2. Case-based factual passage (with visual input- statistical data/chart etc.) of 200-250 words. 10 marks

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

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

#### Section B Writing Skills and Grammar

#### II. Grammar 10 Marks

Determiners•

Tenses•

Modals•

Subject – verb concord

- Reported speech
  - o Commands and requests
  - o Statements
  - o Questions

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

#### III. Writing Skills 10 marks

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

**Section C**  
**Language through Literature 40 Marks**

IV. Reference to the Context 5+5 = 10 Marks

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

7. One extract out of two, from poetry.

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

V. Short & Long Answer Questions

a. Four out of Five Short Answer Type Questions to be answered in 40-50 words from the book BEEHIVE to assess interpretation, analysis, inference and evaluation. 4x3=12 marks

b. Two out of Three Short Answer Type Questions to be answered in 40-50 words from the book MOMENTS to assess interpretation, analysis, inference and evaluation. 3x2=6 marks

c. One out of two Long Answer Type Questions from BEEHIVE to be answered in about 100-120 words to assess creativity, imagination and extrapolation beyond the text and across the text. This can also be a passage-based question taken from a situation/plot from the text. 6 marks

d. One out of two Long Answer Type Questions from MOMENTS, on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch to be answered in about 100-120 words. 6 marks

Prescribed Books: Published by NCERT, New Delhi

1. BEEHIVE

Prose

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

Poems

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

2. MOMENTS

1. The Lost Child    2. The adventures of Toto    3. Iswaran the Storyteller    4. In the kingdom of fools  
5. The Happy Prince    6. The Last Leaf    7. A House is not a Home    8. The Beggar  
3. WORDS AND EXPRESSIONS – I (WORKBOOK FOR CLASS IX) – Units 1 to 6 and Units 8, 10 & 11

**NOTE:**

Teachers are suggested to:

- (i) encourage classroom interaction among peers, students and teachers through activities such as role play, group work etc.
- (ii) reduce teacher-talk time and keep it to the minimum,
- (iii) take up questions for discussion to encourage pupils to participate and to express their ideas and defend their views.

Besides measuring learning outcome, texts serve the dual purpose of diagnosing mistakes and areas of non-learning. To make evaluation a true index of learners' knowledge, each language skill is to be assessed through a judicious mixture of different types of questions.

Sections	Competencies	Total marks
<b>Reading Comprehension</b>	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary	20
<b>Writing Skills and Grammar</b>	Creative expression of an opinion, reasoning, justifying, illustrating, appropriate style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency	20
<b>Language through Literature</b>	Recalling, reasoning, appreciating, applying literary conventions, illustrating and justifying. Extract relevant information, identifying the central theme and sub-theme, understanding the writers' message and writing fluently.	40
<b>Total</b>		<b>80</b>

### **HINDI COURSE-B**

#### **परीक्षा हेतु पाठ्यक्रम विनिर्देशन**

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

- भारांक- {80 (वार्षिक परीक्षा) + 20 (आंतरिक परीक्षा)}

**वार्षिक बोर्ड परीक्षा हेतु भार विभाजन**

**खंड - क (अपठित बोध)**

	विषयवस्तु	उपभार	कुल भार
1	अपठित गद्यांश पर बोध, चिंतन, विश्लेषण, सराहना आदि पर बहुविकल्पीय, अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न		
i	दो अपठित गद्यांश लगभग 200 शब्दों के। एक अंकीय तीन बहुविकल्पी प्रश्न (1×3=3) पूछे जाएँगे अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न (2×2=4) पूछे जाएँगे	7+7	14
<b>खंड - ख (व्यावहारिक व्याकरण)</b>			
2	व्याकरण के लिए निर्धारित विषयों पर विषयवस्तु का बोध, भाषिक बिंदु/ संरचना आदि पर अतिलघूत्तरात्मक प्रश्न। (1×16) कुल 20 प्रश्न पूछे जाएँगे, जिनमें से केवल 16 प्रश्नों के उत्तर देने होंगे।		
i	शब्द और पद (2 अंक) (1×2=2) (3 में से 2 प्रश्न)	2	16
ii	अनुस्वार (1 अंक), अनुनासिक (1 अंक) (3 में से 2 प्रश्न)	2	
iii	उपसर्ग (2 अंक), प्रत्यय (2 अंक) (5 में से 4 प्रश्न)	4	
iv	स्वर संधि (3 अंक) (4 में से 3 प्रश्न)	3	
v	विराम चिह्न (2 अंक) (3 में से 2 प्रश्न)	2	
vi	अर्थ की दृष्टि से वाक्य भेद (3 अंक) (4 में से 3 प्रश्न)	3	
3	<b>खंड - ग (पाठ्यपुस्तक एवं पूरक पाठ्यपुस्तक)</b>		
अ	<b>गद्य खंड (पाठ्यपुस्तक)</b>	11	30
1	स्पर्श (भाग-1) से निर्धारित पाठों में से गद्यांश के आधार पर विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि पर एक अंकीय पाँच बहुविकल्पीय प्रश्न पूछे जाएँगे। (1×5)	5	
2	स्पर्श (भाग-1) से निर्धारित पाठों में से विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि पर तीन प्रश्न पूछे जाएँगे (25-30 शब्द-सीमा) (विकल्प सहित 4 में से 3 प्रश्न करने होंगे) (2×3)	6	
ब	<b>काव्य खंड (पाठ्यपुस्तक)</b>	11	
1	स्पर्श (भाग-1) से निर्धारित कविताओं में से काव्यांश के आधार पर एक अंकीय पाँच बहुविकल्पीय प्रश्न पूछे जाएँगे (1×5)	5	
2	स्पर्श (भाग-1) से निर्धारित कविताओं के आधार पर विद्यार्थियों का काव्यबोध परखने हेतु तीन प्रश्न पूछे जाएँगे (25-30 शब्द-सीमा)। (विकल्प सहित 4 में से 3 प्रश्न करने होंगे) (2×3)	6	



	स	पूरक पाठ्यपुस्तक कृतिका भाग - 1	8	
		संचयन (भाग-1) से निर्धारित पाठों पर आधारित दो प्रश्न पूछे जाएँगे (50-60 शब्द-सीमा)। (विकल्प सहित 3 में से 2 प्रश्न करने होंगे) (4x2)	8	
		<b>खंड - घ (रचनात्मक लेखन)</b>		
2	लेखन			
	क	विभिन्न विषयों और संदर्भों पर विद्यार्थियों के तर्कसंगत विचार प्रकट करने की क्षमता को परखने के लिए संकेत-बिंदुओं पर आधारित समसामयिक एवं व्यावहारिक जीवन से जुड़े हुए तीन विषयों में से किसी एक विषय पर लगभग 120 शब्दों में अनुच्छेद लेखन (5x1)	5	20
	ख	अभिव्यक्ति की क्षमता पर केंद्रित अनौपचारिक विषयों में लगभग 100 शब्दों में किसी एक विषय पर पत्र। (5x1)	5	
	ग	किसी दृश्य/घटना के चित्र पर आधारित लेखन (5x1) (लगभग 100 शब्दों में) (बिना किसी विकल्प के)	5	

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

निर्धारित पुस्तकें:

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

❖ नोट : निम्नलिखित पाठों से प्रश्न नहीं पूछे जाएँगे-

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

ਸਲਾਨਾ ਪਰੀਖਿਆ ਲਈ ਪਾਠ-ਕ੍ਰਮ ਅਤੇ ਅੰਕ-ਵੰਡ

ਕੁੱਲ ਅੰਕ 80

<b>I. ਪੜ੍ਹਨ-ਕੌਸ਼ਲ (Reading Skill)</b>	10
1. ਅਣਡਿੱਠਾ ਪੈਰਾ (ਵਾਰਤਕ) 200-250 ਸ਼ਬਦਾਂ ਵਿੱਚ (6 ਬਹੁਵਿਕਲਪੀ ਪ੍ਰਸ਼ਨ)	(6X1)=6
2. ਅਣਡਿੱਠੀ ਕਾਵਿ ਟੁਕੜੀ ਨਾਲ਼ ਸੰਬੰਧਿਤ (ਚਾਰ ਪ੍ਰਸ਼ਨ)	(4X1)=4
<b>II. ਵਿਆਕਰਨ (Grammar) (ਬਹੁ-ਵਿਕਲਪੀ ਅਤੇ ਛੋਟੇ ਪ੍ਰਸ਼ਨ)</b>	12
3. ਵਿਰੋਧੀ ਸ਼ਬਦ (ਬਹੁ-ਵਿਕਲਪੀ ਚੋਣ ਆਧਾਰਿਤ)	2X1=2
4. ਲਿੰਗ (ਬਹੁ-ਵਿਕਲਪੀ ਚੋਣ ਆਧਾਰਿਤ)	2X1=2
5. ਵਿਸਮਿਕ (ਬਹੁ-ਵਿਕਲਪੀ ਚੋਣ ਆਧਾਰਿਤ)	2X1=2
6. ਸ਼ਬਦ ਸ਼ੁੱਧੀ (ਛੋਟੇ ਉੱਤਰਾਂ ਵਾਲ਼ੇ ਪ੍ਰਸ਼ਨ ਚੋਣ ਆਧਾਰਿਤ)	2X1=2
7. ਕਿਰਿਆ (ਛੋਟੇ ਉੱਤਰਾਂ ਵਾਲ਼ੇ ਪ੍ਰਸ਼ਨ ਚੋਣ ਆਧਾਰਿਤ)	2X1=2
8. ਮੁਹਾਵਰੇ (ਉ ਤੋਂ ਹ ਤੱਕ) (ਵਾਕਾਂ ਵਿੱਚ ਵਰਤ ਕੇ ਅਰਥ ਸਪਸ਼ਟ ਕਰਨਾ, ਚੋਣ ਆਧਾਰਿਤ)	2X1=2
<b>III. ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਲਿਖਣ-ਕੌਸ਼ਲ (Writing Skill)</b>	18
9. ਲੇਖ-ਰਚਨਾ (ਵਿਚਾਰ-ਪ੍ਰਧਾਨ ਅਤੇ ਆਮ ਵਿਸ਼ੇ) 200 ਸ਼ਬਦ (ਤਿੰਨ ਲੇਖ ਚੋਣ ਆਧਾਰਿਤ—ਨੁਕਤਿਆਂ ਸਹਿਤ)	8
10. ਪੱਤਰ-ਰਚਨਾ (ਨਿੱਜੀ ਤੇ ਬਿਨੈ-ਪੱਤਰ) (ਦੋ ਪੱਤਰ ਚੋਣ ਆਧਾਰਿਤ—ਨੁਕਤਿਆਂ ਸਹਿਤ)	06
11. ਚਿੱਤਰ (ਫੋਟੋ)/ਤਸਵੀਰ (ਦ੍ਰਿਸ਼) ਦੇ ਆਧਾਰ 'ਤੇ ਵਰਨਣ (50 ਸ਼ਬਦਾਂ ਵਿੱਚ)	04
<b>IV. ਪਾਠ-ਪੁਸਤਕਾਂ 'ਤੇ ਆਧਾਰਿਤ (Text Books)</b>	40
ਅਤਿ ਛੋਟੇ ਉੱਤਰਾਂ ਵਾਲ਼ੇ ਪ੍ਰਸ਼ਨ (1 ਅੰਕ ਵਾਲ਼ੇ)	
12. ਕਹਾਣੀ ਤੇ ਵਾਰਤਕ ਵਿੱਚੋਂ (ਬਹੁਵਿਕਲਪੀ) ਚੋਣ ਆਧਾਰਿਤ	5X1=5
13. ਕਵਿਤਾ ਤੇ ਇਕਾਂਗੀ ਵਿੱਚੋਂ (ਬਹੁਵਿਕਲਪੀ) ਚੋਣ ਆਧਾਰਿਤ	5X1=5
14. ਕਹਾਣੀ ਤੇ ਵਾਰਤਕ ਵਿੱਚੋਂ (ਇੱਕ ਜਾਂ ਦੋ ਸ਼ਬਦਾਂ ਵਾਲ਼ੇ, ਚੋਣ ਆਧਾਰਿਤ)	4X1=4

ਛੋਟੇ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ (2 ਅੰਕ ਵਾਲੇ)

15. ਕਹਾਣੀ, ਇਕਾਂਗੀ ਤੇ ਵਾਰਤਕ ਵਿੱਚੋਂ (25 ਤੋਂ 30 ਸ਼ਬਦਾਂ ਵਿੱਚ) ਚੋਣ ਆਧਾਰਿਤ (7X2)=14

ਵੱਡੇ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ (4 ਅੰਕ ਵਾਲੇ)

16. ਕਵਿਤਾ ਤੇ ਵਾਰਤਕ ਵਿੱਚੋਂ (50 ਤੋਂ 60 ਸ਼ਬਦਾਂ ਵਿੱਚ) (ਚੋਣ ਆਧਾਰਿਤ) (2X4)=8

17. ਇਕਾਂਗੀ 'ਚੋਂ ਵੱਡੇ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ (50 ਤੋਂ 60 ਸ਼ਬਦਾਂ ਵਿੱਚ) (ਚੋਣ ਆਧਾਰਿਤ) (1X4)=4

### ਨਿਰਧਾਰਿਤ ਪਾਠ-ਪੁਸਤਕਾਂ

1. ਸਾਹਿਤ-ਮਾਲਾ : 9 (ਪੰਜਾਬੀ ਕਵਿਤਾ ਤੇ ਵਾਰਤਕ)

(ਪ੍ਰਕਾਸ਼ਕ - ਪੰਜਾਬ ਸਕੂਲ ਸਿੱਖਿਆ ਬੋਰਡ)

ਕਾਵਿ-ਰਚਨਾਵਾਂ — 1. ਸਮਾਂ (ਭਾਈ ਵੀਰ ਸਿੰਘ)

2. ਵਿਸਾਖੀ ਦਾ ਮੇਲਾ (ਧਨੀ ਰਾਮ ਚਾਤ੍ਰਕ)

3. ਮੈਂ ਪੰਜਾਬੀ (ਫੀਰੋਜ਼ਦੀਨ ਸ਼ਰਫ)

4. ਨਵੀਂ ਪੁਰਾਣੀ ਤਹਿਜ਼ੀਬ (ਵਿਧਾਤਾ ਸਿੰਘ ਤੀਰ)

5. ਮਾਤਾ ਗੁਜਰੀ ਜੀ (ਨੰਦ ਲਾਲ ਨੂਰਪੁਰੀ)

ਵਾਰਤਕ —

1. ਵਹਿਮੀ ਤਾਇਆ (ਸੂਬਾ ਸਿੰਘ)

2. ਮੁੜ ਵੇਖਿਆ ਪਿੰਡ (ਬਲਰਾਜ ਸਾਹਨੀ)

3. ਖੁਸ਼ੀਆਂ ਆਪੇ ਨਹੀਂ ਆਉਂਦੀਆਂ (ਡਾ. ਟੀ.ਆਰ. ਸ਼ਰਮਾ)

4. ਬੇਬੇ ਜੀ (ਡਾ. ਹਰਪਾਲ ਸਿੰਘ ਪੰਨੂ)

2. ਵੰਨਗੀ 9 (ਪੰਜਾਬੀ ਕਹਾਣੀਆਂ ਤੇ ਇਕਾਂਗੀ)

(ਪ੍ਰਕਾਸ਼ਕ - ਪੰਜਾਬ ਸਕੂਲ ਸਿੱਖਿਆ ਬੋਰਡ)

ਕਹਾਣੀਆਂ — 1. ਜਨਮ-ਦਿਨ (ਸਵਿੰਦਰ ਸਿੰਘ ਉੱਪਲ)

2. ਸਾਂਝੀ ਕੰਧ (ਸੰਤੋਖ ਸਿੰਘ ਧੀਰ)

3. ਬੱਸ-ਕੰਡਕਟਰ (ਡਾ. ਦਲੀਪ ਕੌਰ ਟਿਵਾਣਾ)

ਇਕਾਂਗੀ —

1. ਮੈਨਧਾਰੀ (ਈਸ਼ਵਰ ਚੰਦਰ ਨੰਦਾ)

2. ਸਿਰਜਣਾ (ਪਾਲੀ ਭੁਪਿੰਦਰ ਸਿੰਘ)

ਨਿਰਧਾਰਿਤ ਪਾਠ-ਪੁਸਤਕਾਂ : 1. ਸਾਹਿਤ-ਮਾਲਾ : 9 (ਪੰਜਾਬ ਸਕੂਲ ਸਿੱਖਿਆ ਬੋਰਡ)

2. ਵੰਨਗੀ 9 (ਪੰਜਾਬ ਸਕੂਲ ਸਿੱਖਿਆ ਬੋਰਡ)

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

ਨੌਵੀਂ ਜਮਾਤ ਵਿੱਚ ਪੰਜਾਬੀ ਵਿਸ਼ੇ ਦੀਆਂ ਗਤੀਵਿਧੀਆਂ ਅਤੇ ਮੁਲਾਂਕਣ

## Guidelines for Activities and Evaluation

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

5 ਅੰਕ	ਸਭ ਤੋਂ ਚੰਗੇ ਦੋ ਨਿਯਮਤ (ਪਰਿਓਡਿਕ) ਟੈਸਟਾਂ ਦਾ ਅੰਸ਼ਤ
5 ਅੰਕ	ਬਹੁ-ਭਾਂਤੀ ਮੁਲਾਂਕਣ
5 ਅੰਕ	ਪੋਰਟਫੋਲੀਓ
5 ਅੰਕ	ਵਿਸ਼ਾ ਆਧਾਰਿਤ ਅਗਾਂਹਵਧੂ ਗਤੀਵਿਧੀਆਂ

## MATHEMATICS

### COURSE STRUCTURE CLASS – IX

Units	Unit Name	Marks
I	NUMBER SYSTEMS	10
II	ALGEBRA	20
III	COORDINATE GEOMETRY	04
IV	GEOMETRY	27
V	MENSURATION	13
VI	STATISTICS	06
	<b>Total</b>	<b>80</b>

**MATHEMATICS QUESTION PAPER DESIGN****CLASS – IX (2025-26)****Time: 3 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>	<b>80</b>	<b>100</b>

<b>INTERNAL ASSESSMENT</b>	<b>20 MARKS</b>
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

**COURSE STRUCTURE**  
**CLASS IX (2025-26)**  
**(Annual Examination)**

**Time: 03 Hours**

**Marks: 80**

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

**Theme: Materials**

**Unit I: Matter-Nature and Behaviour**

**Matter in Our Surroundings:** Definition of matter; Particulate Nature of Matter; States of Matter: solid, liquid and gas and their characteristics; change of state- melting (absorption of heat), freezing, evaporation (cooling by evaporation), condensation, sublimation.

**Is Matter Around Us Pure:** Elements, compounds and mixtures. Heterogeneous and homogenous mixtures, colloids and suspensions. Physical and chemical changes (excluding separating the components of a mixture); Pure and Impure substances.

**Atoms and Molecules:** Atoms and molecules, Law of Chemical Combination, Chemical formula of common compounds, Atomic and molecular masses.

**Structure of atom:** Sub-atomic particles: Electrons, protons and neutrons, Models of atom; Valency, Atomic Number and Mass Number, Isotopes and Isobars.



## Theme: The World of the Living

### Unit II: Organization in the Living World

**Cell - Basic Unit of life:** Cell as a basic unit of life; prokaryotic and eukaryotic cells, multicellular organisms; cell membrane and cell wall, cell organelles and cell inclusions; chloroplast, mitochondria, vacuoles, endoplasmic reticulum, Golgi apparatus; nucleus, chromosomes - basic structure, number.

#### **Tissues, Organs, Organ System, Organism:**

Structure and functions of animal and plant tissues (only four types of tissues in animals; Meristematic and Permanent tissues in plants).

*The following topics are included in the syllabus but will be assessed only formatively to reinforce understanding without adding to summative assessments. This reduces academic stress while ensuring meaningful learning. Schools can integrate these with existing chapters as they align well. Relevant NCERT textual material is enclosed for reference.*

**Health and Diseases:** Health and its failure. Infectious and Non-infectious diseases, their causes and manifestation. Diseases caused by microbes (Virus, Bacteria and Protozoans) and their prevention; Principles of treatment and prevention. Pulse Polio programmes.

## Theme: Moving Things, People and Ideas

### Unit III: Motion, Force and Work

**Motion:** 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.

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

*The following topic is included in the syllabus but will be assessed only formatively to reinforce understanding without adding to summative assessments. This reduces academic stress while ensuring meaningful learning. Schools can integrate this with existing chapters as they align well. Relevant NCERT textual material is enclosed for reference.*

Elementary idea of conservation of Momentum

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

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

**Work, Energy and Power:** Work done by a Force, Energy, power; Kinetic and Potential energy; Law of conservation of energy (excluding commercial unit of Energy).

**Sound:** Nature of sound and its propagation in various media, speed of sound, range of hearing in humans; ultrasound; reflection of sound; echo.

### **Theme: Food**

#### **Unit IV: Food Production**

Plant and animal breeding and selection for quality improvement and management; Use of fertilizers and manures; Protection from pests and diseases; Organic farming.

**Note for Teachers:** The NCERT text books present information in boxes across the book. These help students to get conceptual clarity. However, the information in these boxes would not be assessed in the year-end examination.

### **PRACTICALS**

**Practicals should be conducted alongside the concepts taught in theory classes.**

#### **(LIST OF EXPERIMENTS)**

- |    |  |               |
|----|--|---------------|
| 1. | Preparation of:  | <b>Unit-I</b> |
|    | a) a true solution of common salt, sugar and alum  |               |
|    | b) a suspension of soil, chalk powder and fine sand in water   |               |
|    | c) a colloidal solution of starch in water and egg albumin/milk in water and distinguish between these on the basis of |               |
|    | • transparency   |               |
|    | • filtration criterion   |               |
|    | • stability  |               |
| 2. | Preparation of   | <b>Unit-I</b> |
|    | a) A mixture   |               |
|    | b) A compound  |               |
|    | using iron filings and sulphur powder and distinguishing between these on the basis of:                                |               |
|    | • appearance, i.e., homogeneity and heterogeneity  |               |



- behaviour towards a magnet
- behaviour towards carbon disulphide as a solvent
- effect of heat

3. Perform the following reactions and classify them as physical or chemical changes:

**Unit-I**

- Iron with copper sulphate solution in water
- Burning of magnesium ribbon in air
- Zinc with dilute sulphuric acid
- Heating of copper sulphate crystals
- Sodium sulphate with barium chloride in the form of their solutions in water

4. Preparation of stained temporary mounts of (a) onion peel, (b) human cheek cells & to record observations and draw their labeled diagrams

**Unit - II**

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

**Unit-II**

6. Determination of the melting point of ice and the boiling point of water.

**Unit-I**

7. Verification of the laws of reflection of sound.

**Unit-III**

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

**Unit-III**

9. Establishing the relation between the loss in weight of a solid when fully immersed in

**Unit-III**

- Tap water
- Strongly salty water with the weight of water displaced by it by taking at least two different solids.

10. Determination of the speed of a pulse propagated through a stretched string/ slinky (helical spring).

**Unit-III**

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

**Unit-III**

**SOCIAL SCIENCE****CLASS IX (2025-26)  
COURSE STRUCTURE**

<b>History-India and the Contemporary World - I</b>			<b>Marks-20 inclusive of Map pointing</b>
<b>Section</b>	<b>Chapter No</b>	<b>Chapter Name</b>	<b>Marks</b>
<b>I Events and Process</b>	<b>I</b>	The French Revolution	<b>18+2 map pointing</b>
	<b>II</b>	Socialism in Europe and the Russian Revolution	
	<b>III</b>	Nazism and the Rise of Hitler	
<b>II Livelihood, Economies and Societies</b>	<b>IV</b>	Forest, Society and Colonialism <b>Interdisciplinary project as part of multiple assessments</b> (Internally assessed for 5 marks)	
	<b>V</b>	Pastoralists in the Modern World (assessed as part of Periodic Assessment only)	

<b>Geography-Contemporary India - I</b>		<b>Marks-20 inclusive of Map pointing</b>
<b>Chapter No.</b>	<b>Chapter Name</b>	<b>Marks</b>
<b>1</b>	India – Size and Location	<b>17+3 map pointing*</b>
<b>2</b>	Physical Features of India	
<b>3</b>	Drainage	
<b>4</b>	Climate	
	Natural Vegetation and Wildlife (Only map pointing to be evaluated in the annual examination.	
<b>5</b>	Population	<b>* Marks as mentioned</b>
<b>6</b>	Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks)	

<b>Political Science- Democratic Politics - I</b>		<b>20 Marks</b>
<b>Chapter No.</b>	<b>Chapter name</b>	<b>Marks</b>
<b>1</b>	What is Democracy?	<b>20</b>
	Why Democracy?	
<b>2</b>	Constitutional Design	
<b>3</b>	Electoral Politics	
<b>4</b>	Working of Institutions	
<b>5</b>	Democratic Rights	

<b>Economics</b>		<b>20 Marks</b>
<b>Chapter No.</b>	<b>Chapter name</b>	<b>Marks</b>
1	The Story of Village Palampur (To be assessed as part of Periodic Assessment only)	20
2	People as Resource	
3	Poverty as a Challenge	
4	Food Security in India	

## **CLASS IX**

### **History-India and the Contemporary World - I**

#### **Section I: Events and Processes**

##### **Chapter-1 The French Revolution**

**Learning Outcomes-**The students will be able to

- Infer how the French Revolution had an impact on the European countries in the making of nation states in Europe and elsewhere.
- Illustrate that, the quest for imperialism triggered the First World War.
- Examine various sources to address imbalances that may lead to revolutions

##### **Chapter 2- Socialism in Europe and the Russian Revolution**

**Learning Outcomes-** The students will be able to

- Compare the situations that led to the rise of Russian and French Revolutions.
- Examine the situations that led to the establishment of Lenin's communism and Stalin's collectivization.
- Analyse the role played by the varied philosophers and leaders that shaped the revolution.

##### **Chapter 3-Nazism and the Rise of Hitler.**

**Learning Outcomes-** The students will be able to

- Analyse the role of "Treaty of Versailles" in the rise of Hitler to power.
- Analyse the genocidal war waged against the "undesirables" by Hitler.
- Compare and contrast the characteristics of Hitler and Gandhi

#### **Section II: Livelihoods, Economies and Societies**

##### **Chapter 4- Forest Society and Colonialism**

Interdisciplinary Project with Chapter 5 of Geography "Natural Vegetation and Wildlife"

**Learning Outcomes-** Refer Annexure II

##### **Chapter 5- Pastoralists in the Modern World**

**Learning Outcomes-** The students will be able to

- Examine the situations that have created nomadic societies highlighting the key factors played by the climatic conditions and topography.
- Analyse varying patterns of developments within pastoral societies in different places in India.
- Comprehend the impact of colonialism on Pastoralists in India and Africa.

## **Geography- Contemporary India - I**

### **Chapter 1- India – Size and Location**

**Learning Outcomes-** The students will be able to

- Examine how the location of an area impacts its climate and time with reference to longitude and latitude.
- Explore and analyses the trading and cultural relationships of India with its neighbouring countries.
- Evaluate the situation & reasons that made 82.5E\* longitude as Time meridian of India.
- Examine how location of India enables its position as a strategic partner in the subcontinent.
- Justify the reasons for the differences in climatic conditions, local and standard time.

### **Chapter 2- Physical Features of India**

**Learning Outcomes-** The students will be able to

- Justify how the Physical Features of India influences the livelihoods, culture, and the biodiversity of the region.
- Examine the geological process that played a crucial role in the formation of diverse physical features in India.
- Analyse the conditions and relationships of the people living in different physiographic areas.

### **Chapter 3- Drainage**

**Learning Outcomes-** The students will be able to

- Examine the information about different lakes and infer on their contribution to Indian ecology.
- Present creative solutions to overcome the water pollution and also to increase the contribution of water bodies to the Indian economy.
- Identify the river systems of the country and explain the role of rivers in human society



## **Chapter 4- Climate**

**Learning Outcomes-** The students will be able to

- Analyse and infer the effect of monsoon winds on rainfall of the Indian subcontinent.
- Analyse the temperatures between plateau region, Himalayan region, desert region and coastal region.
- Enumerate and summarise the reasons for the wide difference between temperatures at different geographical locations of India

## **Chapter 5- Natural Vegetation and Wildlife**

Interdisciplinary project with chapter no IV of History "Forest, Society and Colonialism

**Learning Outcomes- -Refer annexure II**

## **Chapter-6. Population**

**Learning Outcomes-** The students will be able to

- Analyse and infer the reasons behind the uneven distribution of population in India with specific reference to UP & Rajasthan and Mizoram and Karnataka
- Enlist the factors that affect the population density

## **Political Science-Democratic Politics - I**

### **Chapter 1- What is Democracy? Why Democracy?**

**Learning Outcomes-** The students will be able to

- Examine the concept of structural components of Democracy and its forms/ features
- Compare and Contrast working of democracies of India and North Korea and infer on their differences and significance in each country.
- Analyse and infer on the different historical processes and forces that have contributed for the promotion of democracy

### **Chapter 2- Constitutional Design**

**Learning Outcomes-** The students will be able to

- Discuss and describe the situation that led to creation of Indian Constitution
- Enumerate the essential features that need to be kept in mind while drafting a constitution.
- Examine the guiding values that created the Indian constitution
- Comprehend the roles and responsibilities as citizens of India.

### **Chapter 3- Electoral Politics**

**Learning Outcomes-** The students will be able to

- Analyse the implications of power of vote and power of recall.
- Summarise the essential features of the Indian Electoral system.
- Examine the rationale for adopting the present Indian Electoral System.

## **Chapter 4- Working of Institutions**

**Learning Outcomes-** The students will be able to

- Examine the roles, responsibilities, and interdependency of all the 3 organs of the Government.
- Appreciate the parliamentary system of executive's accountability to the legislature.
- Summarise and evaluate the rule of law in India.

## **Chapter 5- Democratic Rights**

**Learning Outcomes-** The students will be able to

- Summarise the importance of fundamental rights and duties in the light of the nation's glory.
- Analyse and recognise the role of a responsible citizen while performing their prescribed duties versus claiming rights.

# **ECONOMICS**

## **Chapter 1- The Story of Village Palampur**

**Learning Outcomes-** The students will be able to

- Enlist the requirements of production and comprehend the interdependence of these requirements.
- Correlate farming and non-farming activities to economic growth.
- Comprehend how the significance of conditions of farming and the factors of production impact economic development.
- Find solutions to foster an equitable society.

## **Chapter 2- People as Resource**

**Learning Outcomes-** The students will be able to

- Evaluate the reasons that contribute to the quality of population.
- Observe different government schemes and see their effect on the people there.

## **Chapter 3- Poverty as a Challenge**

**Learning Outcomes-** The students will be able to

- Comprehend the reasons for poverty in the rural and urban areas.
- Evaluate the efficacy of the government to eradicate poverty.
- Correlate the link between education and poverty.

## Chapter 4- Food Security in India

**Learning Outcomes-** The students will be able to

- Comprehend various aspects of food security that will ensure continuity of supply
- Enumerate the different features of PDS that directly address FSI.
- Analyse and infer the impact of the Green Revolution.
- Analyse causes and effect of famines in food security during pre and post independent India.

### CLASS IX (2025-26) MAP WORK

Subject	Chapter	List of Areas to be located /labeled/identified on the map
History	French Revolution	Outline political map of France. Locate/label/ identify. <ul style="list-style-type: none"> <li>● Bordeaux, Nantes, Paris and Marseille</li> </ul>
	Socialism in Europe and the Russian Revolution	Outline political map of the World. Locate/label/identify Major countries of First World War: Central Powers: Germany, Austria-Hungary, Turkey (Ottoman Empire). Allied Powers - France, England, Russia and USA
	Nazism and the Rise of Hitler	Outline Political Map of World. Locate/label/ identify Major countries of Second World War Axis: Powers - Germany, Italy, Japan Allied Powers - UK, France, Former USSR, USA
Geography	India : size and location	<ul style="list-style-type: none"> <li>● India - States and Capitals</li> <li>● Tropic of Cancer, Standard Meridian (Location and Labeling)</li> <li>● Neighbouring Countries</li> </ul>
	India physical features	<ul style="list-style-type: none"> <li>● Mountain Ranges: The Karakoram, The Zaskar, The Shivalik, The Aravali, The Vindhya, The Satpura, Western and Eastern Ghats</li> </ul>
		<ul style="list-style-type: none"> <li>● Plateau - Deccan Plateau, Chota Nagpur Plateau, Malwa Plateau</li> <li>● Coastal Plains - Konkan, Malabar, Coromandel &amp; Northern Circar (Location and Labelling)</li> </ul>
	Drainage system	Rivers (Identification only) <ul style="list-style-type: none"> <li>● The Himalayan River Systems - Indus, Ganges &amp; Sutlej</li> <li>● The Peninsular Rivers - The Narmada, The Tapi, The Kaveri, The Krishna, The Godavari, The Mahanadi</li> <li>● Lakes - Wular, Pulicat, Sambhar, Chilika</li> </ul>
	Climate	<ul style="list-style-type: none"> <li>● Annual rainfall in India, Monsoon wind direction</li> </ul>
	Population	<ul style="list-style-type: none"> <li>● Population density of all states</li> <li>● The state having highest and lowest density of population</li> </ul>



**CLASS IX (2025-26)**  
**INTERNAL ASSESSMENT: 20 MARKS**

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

**CLASS IX**  
**PRESCRIBED TEXT BOOKS**

S. No.	Subject	Name of the Book	Publisher
1	History	India and the Contemporary World-I	NCERT
2	Political Science	Democratic Politics-I	NCERT
3	Geography	Contemporary India-I	NCERT
4	Economics	Economics	NCERT
5	Disaster Management	Together, towards a safer India- Part II	CBSE

**ARTIFICIAL INTELLIGENCE (SUBJECT CODE 417)**

**CLASS – IX (SESSION 2025-2026)**

Total Marks: 100 (Theory-50 + Practical-50)

	UNITS	NO. OF HOURS for Theory and Practical	MAX. MARKS for Theory and Practical
<b>PART A</b>	<b>Employability Skills</b>		
	Unit 1: Communication Skills-I	10	2
	Unit 2: Self-Management Skills-I	10	2
	Unit 3: ICT Skills-I	10	2
	Unit 4: Entrepreneurial Skills-I	15	2
	Unit 5: Green Skills-I	05	2
	<b>Total</b>	<b>50</b>	<b>10</b>



<b>PART B</b>	<b>Subject Specific Skills</b>			
		<b>Theory</b>	<b>Practical</b>	
	Unit 1: AI Reflection, Project Cycle and Ethics	30	25	10
	Unit 2: Data Literacy	22	28	10
	Unit 3: Math for AI (Statistics & Probability)	12	13	07
	Unit 4: Introduction to Generative AI	08	12	05
	Unit 5: Introduction to Python	01	09	08
	<b>Total</b>	<b>160</b>		<b>40</b>
<b>PART C</b>	<b>Practical Work</b>			
	Unit 5: Introduction to Python <b>Practical File (minimum 15 programs)</b>			15
	<b>Practical Examination</b> <ul style="list-style-type: none"> <li>• Simple programs using input and output function</li> <li>• Variables, Arithmetic Operators, Expressions, Data Types</li> <li>• Flow of control and conditions</li> <li>• Lists</li> </ul> <b>* Any 3 programs based on the above topics</b>			15
	Viva Voce			5
	<b>Total</b>			<b>35</b>
<b>PART D</b>	<b>Project Work / Field Visit / Student Portfolio</b> <b>* relate it to Sustainable Development Goals</b>			15
	<b>Total</b>			<b>15</b>
	<b>GRAND TOTAL</b>	<b>210</b>		<b>100</b>

### **DETAILED CURRICULUM/TOPICS FOR CLASS IX:**

#### **PART-A: EMPLOYABILITY SKILLS**

S. No.	Units	Duration in Hours
1.	Unit 1: Communication Skills-I	10
2.	Unit 2: Self-management Skills-I	10
3.	Unit 3: Information and Communication Technology Skills-I	10
4.	Unit 4: Entrepreneurial Skills-I	15
5.	Unit 5: Green Skills-I	05
	<b>TOTAL</b>	<b>50</b>

**NOTE:** Detailed curriculum/ topics to be covered under Part A: Employability Skills can be downloaded from CBSE website.

## PART-B – SUBJECT SPECIFIC SKILLS

- ❖ Unit 1: AI Reflection, Project Cycle and Ethics
- ❖ Unit 2: Data Literacy
- ❖ Unit 3: Math for AI (Statistics & Probability)
- ❖ Unit 4: Introduction to Generative AI
- ❖ Unit 5: Introduction to Python

## PART-C: PRACTICAL WORK

## PART-D: Project Work / Field Visit / Student Portfolio

**\* relate it to Sustainable Development Goals**

### Suggested Projects/ Field Visit / Portfolio (Any one has to be done)

<b>Suggested Projects</b>	<ol style="list-style-type: none"><li>1. Create an AI Model using tools like-<ul style="list-style-type: none"><li>◦ Teachable Machine (<a href="https://teachablemachine.withgoogle.com/">https://teachablemachine.withgoogle.com/</a>)</li><li>◦ Machine Learning For Kids (<a href="https://machinelearningforkids.co.uk/">https://machinelearningforkids.co.uk/</a>)</li></ul></li><li>2. Choose an issue that pertains to the objectives of sustainable development and carry out the actions listed below.<ul style="list-style-type: none"><li>◦ To understand more about the problem identified, create a 4Ws problem canvas.</li><li>◦ Identify the data features and create a system map to understand relationship between them</li><li>◦ Visualize the data collected graphically (Spreadsheet software to be used store and visualize the data)</li><li>◦ Suggest an AI enabled solution to it (Prototype/Research Work)</li></ul></li></ol>
<b>Suggested Field Visit</b>	Visit to an industry or IT company or any other place that is creating or using AI applications and present the report for the same. Visit can be on physical or virtual mode.
<b>Suggested Student Portfolio</b>	Maintaining a record of all AI activities and projects (For Example Letter to Future self, Smart Home Floor Plan, Future Job Advertisement, Research Work on AI for SDGs and AI in Different Sectors, 4Ws canvas, System Map). (Minimum 5 Activities)

## 1. Set Study Goals



Establish clear, achievable goals for each study session

## 2. Make a Study Schedule



Plan a timetable that includes all subjects and breaks.

## 3. Organize Your Study Space



Keep your workspace tidy and free from distractions.

## 4. Use Effective Study Tools



Simplify topics, use memory tricks and revise with flashcards for better retention.

## 5. Review Regularly



Go over material frequently to help reinforce knowledge.

## 6. Pause and Refresh



Rest and recharge with regular breaks during study sessions.

## 7. Practice Past Exams



Work through previous exam papers to test your ability to succeed.

## 8. Stay Positive



Keep a positive attitude and believe in your ability to succeed.

***"Focus on progress, not perfection."***

# Partnering for Progress

## A Parent's Guide



*When home and school work together,  
students shine brighter.*

### 1. Routine Matters



Set regular wake-up, study and sleep schedules.

### 2. Smart Screen Time



Set Clear Limits.

No screens during meals or immediately before bed.

### 3. Foster Independence



Let your child manage their bag, homework and small tasks.

### 4. Teach Responsibility



Involve them in simple chores.

Let them learn through experience.

### 5. Talk About School



Ask open-ended questions like, "What did you learn today?"

### 6. Stay Connected



Attend PTMs, follow diary notes and school updates.

### 7. Nurture Reading Habits



Encourage 10-15 minutes of reading daily.

### 8. Support Emotional Wellness



Talk about feelings.

Encourage play, rest and kindness.

***"The future depends on what you do today."***

*--Mahatma Gandhi*