

## WORK EDUCATION

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 a 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 in 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 projects 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. Silkworm 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 a more sophisticated nature out 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 nutritious snacks.
33. Preparation of a variety of teaching aids for use in school.
34. Plumbing.
35. Running a cooperative store.
36. Running a student's bank.
37. Running a book bank.



# HEALTH AND PHYSICAL EDUCATION

## SPECIFIC OBJECTIVES

(Class IX)

### 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 contribute to good health.
8. To acquaint the individual with harmful effects of smoking, drinking and abuse of drugs.
9. To develop favourable attitude to cooperate with health, police and other organisations in the interest of efficient service to community.
10. To enable the individual to make right decisions relating to principles and practices of consumer health.
11. To enable the individual to practise 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 practise socially acceptable behaviour pattern in an impressive manner.

## DETAILED SYLLABUS

### 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 practices 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 of diseases**  
Knowledge of common diseases 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 behaviour, Hazards of drug 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, air-raids and other emergencies.

### Physical Education

#### 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, 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, delivery 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. **Cricket**

- (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 skills
- (b) Kicking and trapping individual and practice.kicking and trapping, individual an practice Heading-downwards, side wards, for ward back ward trickling side tackle direct tackle, ball, ground, deflecting, Punching, Goal keeping high ball, ground deflecting Positioning diving 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, Toetouching, 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 jump pass, Smashing-round arm smashing and twist smashing, Placing Service underhand, round arm-over 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

Repetition of skills learnt 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) Deferent balances

#### Vaulting Horse

Straddle vault on Broad horse.



## BOYS

### Gymnastics

Repetition of previously learnt skills.

▲ 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 Muktasan
9. Urdu-Hastolanasan
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 (Bothside)
- viii. Ushiro Kesa Gatame (Madified Scarf Throw)

## Combatives

### Wrestling

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

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

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

### Swimming (Optional) :

Repeat the skills learnt earlier :

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



## ART EDUCATION

There shall be one paper of 100 marks and of 3 hours duration.

### 1. Two Dimensional or Pictorial Activities

#### 1.1 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.

#### 1.2 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, hard-board, 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, colleography (printing with collage) etc.

### 2. Three Dimensional or Sculptural Activities.

#### 2.1 Study of basic form in clay;

#### 2.2 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

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

#### 3.2 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.

- 4.1 Vegetable sculpturing, and construction of puppet costumes for theatre correlating with Home Science and Drama.
- 4.2 Developing school environmental landscape and display, planting trees, and other plants and vegetables, etc. Correlating with Agricultural activities.
- 4.3 Constructing stage properties and other workshop activities, and designing of utility (craft) items correlating with work experience activities.
- 4.4. 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.

- 5.1 Organising display and exhibitions of student's periodical and sessional work.
- 5.2 Organising inter-school art exhibitions (not with a view to competition and prize distribution but with a view to widen interaction).
- 5.3 Planning and arranging cultural evenings, musical concerts, film shows and other performances (including other regional and folk community art forms)
- 5.4. 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.

**TERMS I.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 visuals from various sources, (Photostat copy) giving brief detail about the visual alongwith its source.

**TERM II.6.2. Important contemporary Artists and Art movements.**

- i. Contemporary Art (Bangal 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.



## PAINTING

*Marks : 100*

*Time : 3 hours*

*First Term*

*Time 1 .30 hour*

*50 marks*

1. Still life study

Study of a group of two three arranged objects from a fixed point of view in colour. Group may include, vegetables, foliage and objects of daily use.

*Second Term*

*Time 1 .30 hour*

*50 marks*

2. Sketches from life and Nature in pencil and ink.

20 Marks

3. Submission of portrifolic consisting of five selected works done during the year.

30 Marks

## MUSIC

Theory Marks -25

Practical Marks-75

**Note:-** There shall be one theory paper of 25 marks and a practical Paper of 75 marks. The students have to pass Theory and Practical Examination separately.

<b>Theory</b>	First Term Test T <sub>1</sub>	=	10 Marks	Time :- 1 hour
	Second Term Test T <sub>2</sub>	=	15 Marks	Time :- 1 hour

### TERM I

1. Definition of the following terms:-

Sangeet, Nad, Shruti, Sawar, Kinds of Sawar, Saptak, Jati, That, Rag, Vadi, Samvadi, Varjit Sawar, Taal, Laya, Alankar 10 marks

### TERM II.

2. Definition of Ragas of the Course 05 marks
3. Definition of Taals of the course 05 marks
4. Life history of the following Musicians 05 marks
  - (a) Tansen
  - (b) Amir Khusro

<b>Practicals</b>	First Term Test T <sub>1</sub>	=	40 Marks	Marks- 75
	Second Term Test T <sub>2</sub>	=	35 Marks	Time- 2 hours

1. Practice of Alankarn (Only shudh sawar)
2. Chot khayal in the following ragas with Arot, Aavroh, Pakad and Tans
  - (a) Rag Bhupali
  - (b) Rag Yaman
3. Practice of the following Taals:-
  - (a) Taal Dadra
  - (b) Taal Kehrva
  - (c) Teen Taal

**Books:-** Sangeet Shastra Darpan (Part-1) by Smt. Shanti Govardhan.  
(Pathak Publications, 27 Mahazani Tola, Allahabad, 211003).



## HOME SCIENCE

### Objective

1. To equip an adolescent with necessary knowledge & skills needed for efficient management of self.
2. To provide scientific information of all the processes of household activities and impart the necessary skills.
3. To provide opportunity to the adolescent to acquire skills needed for self-reliance.
4. To preserve adolescents with adequate knowledge & skills required to enter into future course of higher studies/advanced training.

### DETAILED SYLLABUS

Theory : 75 Marks

Practical : 25 Marks

FIRST TERM-I

Time 2.00 hrs.

Marks : 35

#### UNIT I : CONCEPT & SCOPE OF HOME SCIENCE

Marks - 8

- Definition & Meaning of Home Science.
- Introduction to the Five streams of Home Science.
- Importance of Home Science in the family life and in the society.

#### UNIT II: FAMILY - A UNIT OF SOCIETY

Marks - 9

- Definition of a Family.
- Classification of Families on the basis of structure as Nuclear, Joint, Extended or Reorganized family.
- Functions of a Family.

#### UNIT III - HOME & ITS MAINTENANCE

Marks - 9

- Characteristics of good Home with respect to its features such as - site & location, security, hygiene/sanitation, ventilation, light & other amenities such as -water, electricity & drainage.
- Care & Maintenance of Houses - Cleaning Equipment.
- Cleaning schedules - Daily, Weekly & Seasonal.

#### UNIT IV - FOOD & ITS RELATION TO HEALTH

Marks - 9

- Definition of Food, Health, Nutrition & Nutrients.
- Functions of Food.
- Basic Food Groups.
- Abuses of Smoking.
- Knowledge about Food borne diseases.

SECOND TERM-II

Time : 2.00 Hrs.

Marks : 40

#### UNIT V - SAFETY IN THE HOME

Marks : 10

- Safe storage of Cleaning agents & drugs.
- Prevention of common accidents in the house.
- Contents of First Aid Box.
- First Aid & treatment of cuts, bruises, burns & bites.

### **UNIT VI - MANAGEMENT OF MONEY**

**Marks : 10**

- Definition of Money.
- Definition of Budget.
- Steps in making a family budget.
- Types of Budget.
- Saving - Importance & Methods of Saving.

### **UNIT VII - METHODS OF COOKING**

**Marks : 10**

- Reason for cooking.
- Methods of cooking - dry, wet & frying.
- Explain briefly the methods of cooking giving examples.

### **UNIT VIII - HOUSE HOLD PEST**

**Marks : 10**

- Definition & Classification of pests.
- Preventive & Curative measures against common house hold Pest.

## **PRACTICALS**

**Marks : 25**

**Marks : 10**

### **TERM - I**

1. Make your own Family Tree.
2. Collect samples of dry ingredients and classify them into different food groups.
3. Cleaning of metals-Brass, Copper, and Silver.

### **TERM - II**

**Marks : 15**

1. First Aid Kit.
2. Preparation of Snacks.
3. Make your own monthly budget.

### **TERM - I**

**THEORY --- MARKS 35**

**PRACTICAL --- MARKS 10**

### **TERM - II**

**THEORY --- MARKS 40**

**PRACTICAL --- MARKS 15**



- 01 3. تذکیر و تانیث - (چار میں سے دو)
- 01 4. واحد جمع - (چار میں سے دو)
- 02 5. الفاظ کا جملوں میں استعمال کرنا (چار میں سے دو)
- 06 6. نثری اسباق میں سے لیے گئے دو اقتباسات میں سے ایک آسان اردو میں پیش کرنا۔
- 05 7. چھ میں سے تین غزلیں اشعار کا حوالہ دے کر تشریح کرنا۔
- 03 8. شعری صنف (مثنوی) کی تعریف کرنا۔
- 05 9. نثری اسباق کا خلاصہ تحریر کرنا۔ (دو میں سے ایک کا)
- 05 10. شامل نصاب دو ادیبوں یا شاعروں میں سے کسی ایک حالات زندگی پر مختصر نوٹ لکھنا

### Book Prescribed:

Baharistan-e- Urdu for Class IX

بہارستان اردو

Published by: J&K State Board of School Education

اردو کی نویں کتاب

- 03 7. چھ میں سے تین غزلیہ اشعار کا حوالہ دے کر تشریح کرنا۔
- 03 8. شعری صنف (غزل) کی تعریف کرنا۔
- 04 9. نثری اسباق کا خلاصہ تحریر کرنا (دو میں سے ایک)
- 03 10. شامل نصاب دو ادیبوں یا شاعروں میں سے کسی ایک کی حالات زندگی پر مختصر نوٹ لکھنا۔

### Second Term Course

دوسری میقات

20

نثری حصہ:

اُردو کہاں پیدا ہوئی

دیوان مرحوم کی یاد میں

10

شعری حصہ:

تنہا انصاری، شوریدہ کاشمیری کی غزلیں

چکبست کی نظم "کشمیر"

20

گرامر

### Assessment of 2nd Term Course :

The performance of students, in the Second Term Course, shall be assessed through 01 Unit Test of 10 marks and a Term Test of 40 marks. The Unit Test and the Term Test shall be given according to the scheme of assessment given in the syllabus and guidelines contained in the Scheme of Continuous and Comprehensive Evaluation Scheme introduced by the Board at the Secondary Stage.

### Second Term Test

Mark : 40

Time : 2½ hours

نمبرات

- 08 1. چار دیئے گئے عنوانات میں سے کسی ایک پر مضمون لکھنا۔
- 04 2. نئی رد فتری رکارو باری یاد دیکر امور سے متعلق (تین میں سے ایک) خط لکھنا



نمبرات 50

First Term

پہلی میقات

20

نثری حصہ:

انسان کا مل

انفارمیشن ٹیکنالوجی

10

شعری حصہ:

فراق اور ناز کی غزلیں

مشنوی:

دنیا کی ناپائیداری، مرزا شوق

20

مگر انم:

### Assessment of First Term Course :

The performance of students, in the First Term Course, shall be assessed through 02 Unit Test of 10 marks and a Term Test of 30 marks. The Unit Test and the Term Test shall be given according to the scheme of assessment given in the syllabus and guidelines contained in the Scheme of Continuous and Comprehensive Evaluation Scheme introduced by the Board at the Secondary Stage.

### Ist Term Test

Mark : 30

Time : 2 hours

نمبرات

05

چار دیئے گئے عنوانات میں سے کسی ایک پر مضمون لکھنا۔

1.

04

نچی رودفتری رکارڈ باری یاد گیر امور سے متعلق (تین میں سے ایک) خط لکھنا

2.

01

تذکیر و تانیہ (چار میں سے دو)

3.

01

واحد جمع (چار میں سے دو)

4.

01

الفاظ کا جملوں میں استعمال کرنا (دو میں سے ایک)

5.

05

نثری اسباق میں سے لئے گئے دو اقتباسات میں سے ایک کا آسان اردو میں پیش کرنا۔

6.

## GROUP II : ADDITIONAL (OPTIONAL) LANGUAGES

(URDU) اُردو

100	نمبرات
40 نمبرات	حصہ نثر
20 نمبرات	حصہ شعر
40 نمبرات	گرائمر
نصابی کتاب	
”بہارستان اُردو“ نویں جماعت کے لئے	
میں سے صرف مندرجہ ذیل اسباق	

### Prose Section

40 نمبرات	(الف): حصہ نثر
10 نمبرات	(۱) انسانِ کامل
10 نمبرات	(۲) انقار میشن ٹیکنالوجی
10 نمبرات	(۳) اُردو کہاں پیدا ہوئی
10 نمبرات	(۴) دیوانِ مرحوم کی یاد میں
20 نمبرات	(ب) حصہ شعر:
	(۱) فراق گورکھپوری
	(۲) غلام رسول نازکی
	(۳) تنہا نصاریٰ
	(۴) شوریدہ کشمیری۔
	نظم: کشمیر چکبست
	مثنوی: دنیا کی ناپائیداری۔ مرزا شوق
40 نمبرات	(ج) گرائمر:



## Assessment of First Term Course :

The performance of students, in the First Term Course, shall be assessed through 02 Unit Tests of 10 marks and a Term Test of 30 marks. The Unit Test and the term test shall be given according to the scheme of assessment given in the syllabus and guidelines contained in the Scheme of Continuous and Comprehensive Evaluation Scheme introduced by the Board at the Secondary Stage.

### Ist Term Test

Mark : 30

Time : 2 hours

نمبرات

12	منتخبہ اسباق میں سے لئے گئے چار اقتباسات میں سے دو کا اردو یا انگریزی میں ترجمہ کرنا۔	حصہ نثر:-
6	منتخبہ شعری حصہ سے لئے گئے دس اشعار میں سے چھ کا اردو یا انگریزی میں ترجمہ۔	حصہ شعر:-

گراؤنر:-

2	(چار میں سے دو)	واحد جمع لکھنا۔	1
2	(چار میں سے دو)	تذکیر و تانیث کرنا	2
2	(چار میں سے دو)	الفاظ کے معنی لکھنا	3
03		فعل ماضی کی اقسام۔ تعریف کرنا اور مثالیں دینا۔	4
03		فعل ماضی کی گردان کرنا۔	5

First Term Test

Marks : 30

Time: 2 Hours

نمبرات

12	منتخبہ نثری اسباق میں سے لئے گئے چار اقتباسات میں سے دو کا اردو یا انگریزی میں ترجمہ کرنا۔	حصہ نثر:-
6	منتخبہ نظموں میں سے لئے گئے دس اشعار میں سے چھ کا اردو یا انگریزی میں ترجمہ کرنا۔	حصہ شعر:-
		گرائمر:-
2	(چار میں سے دو)	1 واحد جمع لکھنا۔
2	(چار میں سے دو)	2 تذکیر و تانیث کرنا
2	(چار میں سے دو)	3 الفاظ کے معنی لکھنا
3		4 فعل ماضی کی اقسام۔ تعریف کرنا اور مثالیں دینا۔
3		5 فعل ماضی کی گردان کرنا۔

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50 نمبرات

Second Term Course

دوسری میقات

20 نمبرات

Prose Section

حصہ نثر:-

10 نمبرات

Poetry Section

حصہ شعر:-

20 نمبرات

Grammar

گرائمر:-

حصہ نثر:- نصابی کتاب سے یہ اسباق:-

الاسد و الفار والكلب والطبل. الصبى و الفيل الثعلب

حصہ شعر:- نصابی کتاب سے یہ نظمیں:-

ترنیمہ الام للصبی فی المساء ترنیمہ الولد فی الصباح.

گرائمر:- 1- الفاظ کی ضد لکھنا۔

2- الفاظ کا عربی جملوں میں استعمال۔

3- فعل حال کی تعریف اور مثالیں۔

4- فعل کی اقسام بتانا۔

5- گردان کرنا۔