

SCIENCE

TEXTBOOK FOR CLASS IX



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OFFICES OF THE PUBLICATION DIVISION, NCERT

NCERT Campus
Sri Aurobindo Marg
New Delhi 110 016 Phone : 011-26561708

+G, 100 Feet Road
Hastelers Hall Extension
Bansalpur III Stage
Bangalore 560 035 Phone : 080-26725743

Knights Trust Building
B-3, Sector 1
Anandapur 201 014 Phone : 011-27641440

GVC Campus
Deep Charan Bldg B-3
Sector 1
Kirti Kote 700 114 Phone : 011-26509444

GVC Campus
Maligaon
Guwahati 781 001 Phone : 0361-2674088

Publication Team

Head, Publication Division : Anup Kumar Rajput

Chief Editor : Shweta Uppal

Chief Production Officer : Arun Chitkara

Chief Business Manager (In charge) : Amitabh Kumar

Production Assistant : Prakash Veer Singh

Cover

Nidhi Wadhwa

Layout and Illustrations
Digital Expressions

FOREWORD

The National Curriculum Framework (NCF) 2005, recommends that children's life at school must be linked to their life outside the school. This principle marks a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home and community. The syllabi and textbooks developed on the basis of NCF signify an attempt to implement this basic idea. They also attempt to discourage rote learning and the maintenance of sharp boundaries between different subject areas. We hope these measures will take us significantly further in the direction of a child-centred system of education outlined in the National Policy on Education (1986).

The success of this effort depends on the steps that school principals and teachers will take to encourage children to reflect on their own learning and to pursue imaginative activities and questions. We must recognise that, given space, time and freedom, children generate new knowledge by engaging with the information passed on to them by adults. Treating the prescribed textbook as the sole basis of examination is one of the key reasons why other resources and sites of learning are ignored. Inculcating creativity and initiative is possible if we perceive and treat children as participants in learning, not as receivers of a fixed body of knowledge.

These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table is as necessary as rigour in implementing the annual calendar so that the required number of teaching days are actually devoted to teaching. The methods used for teaching and evaluation will also determine how effective this textbook proves for making children's life at school a happy experience, rather than a source of stress or boredom. Syllabus designers have tried to address the problem of curricular burden by restructuring and reorienting knowledge at different stages with greater consideration for child psychology and the time available for teaching. The textbook attempts to enhance this endeavour by giving higher priority and

space to opportunities for contemplation and wondering, discussion in small groups, and activities requiring hands-on experience.

The National Council of Educational Research and Training (NCERT) appreciates the hard work done by the textbook development team responsible for this book. We wish to thank the Chairman of the advisory group in science and mathematics, Professor J.V. Narlikar and the Chief Advisor for this book, Professor Rupamanjari Ghosh, School of Physical Sciences, Jawaharlal Nehru University, New Delhi, for guiding the work of this committee. Several teachers contributed to the development of this textbook; we are grateful to them and their principals for making this possible. We are indebted to the institutions and organisations which have generously permitted us to draw upon their resources, material and personnel. We are especially grateful to the members of the National Monitoring Committee, appointed by the Department of Secondary and Higher Education, Ministry of Human Resource Development under the Chairmanship of Professor Mrinal Miri and Professor G.P. Deshpande, for their valuable time and contribution. As an organisation committed to systemic reform and continuous improvement in the quality of its products, NCERT welcomes comments and suggestions which will enable us to undertake further revision and refinement.

New Delhi
20 December 2005

Director
National Council of Educational
Research and Training

RATIONALISATION OF CONTENT IN THE TEXTBOOK

In view of the COVID-19 pandemic, it is imperative to reduce content load on students. The National Education Policy 2020, also emphasises reducing the content load and providing opportunities for experiential learning with creative mindset. In this backdrop, the NCERT has undertaken the exercise to rationalise the textbooks across all classes. Learning Outcomes already developed by the NCERT across classes have been taken into consideration in this exercise.

Contents of the textbooks have been rationalised in view of the following:

- Overlapping with similar content included in other subject areas in the same class
- Similar content included in the lower or higher class in the same subject
- Difficulty level
- Content, which is easily accessible to students without much interventions from teachers and can be learned by children through self-learning or peer-learning
- Content, which is irrelevant in the present context

This present edition is a reformatted version after carrying out the changes given above.

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TEXTBOOK DEVELOPMENT COMMITTEE

CHAIRMAN, ADVISORY GROUP FOR TEXTBOOKS IN SCIENCE AND MATHEMATICS

J.V. Narlikar, *Emeritus Professor*, Chairman, Advisory Committee Inter University Centre for Astronomy & Astrophysics (IUCCA), Ganeshbhind, Pune University, Pune

CHIEF ADVISOR

Rupamanjari Ghosh, *Professor*, School of Physical Sciences, Jawaharlal Nehru University, New Delhi

MEMBERS

Anjni Koul, *Lecturer*, Department of Education in Science and Mathematics (DESM), NCERT, New Delhi

Anupam Pachauri, 1317, Sector 37, Faridabad, Haryana

Anuradha Gulati, *TGT*, CRPF Public School, Rohini, Delhi

Asfa M. Yasin, *Reader*, Pandit Sunderlal Sharma Central Institute of Vocational Education, NCERT, Bhopal

Charu Maini, *PGT*, DAV School, Sector 14, Gurgaon, Haryana

Dinesh Kumar, *Reader*, DESM, NCERT, New Delhi

Gagan Gupta, *Reader*, DESM, NCERT, New Delhi

H.L. Satheesh, *TGT*, DM School, Regional Institute of Education, Mysore

Madhuri Mahapatra, *Reader*, Regional Institute of Education, Bhubaneswar, Orissa

Puran Chand, *Joint Director*, Central Institute of Educational Technology, NCERT, New Delhi

S.C. Jain, *Professor*, DESM, NCERT, New Delhi

Sujatha G.D., *Assistant Mistress*, V.V.S. Sardar Patel High School, Rajaji Nagar, Bangalore

S.K. Dash, *Reader*, DESM, NCERT, New Delhi

Seshu Lavania, *Reader*, Department of Botany, University of Lucknow, Lucknow

Satyajit Rath, *Scientist*, National Institute of Immunology, JNU Campus, New Delhi

Sukhvir Singh, *Reader*, DESM, Regional Institute of Education, Ajmer, Rajasthan
Uma Sudhir, Eklayya, Indore

MEMBER-COORDINATOR

Brahm Parkash, *Professor*, DESM, NCERT, New Delhi

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THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the ²[unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)

2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)