

MATHEMATICS

Textbook for Class IX

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राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

ISBN 81-7450-489-3

First Edition

February 2006 Phalguna 1927

Reprinted

October 2006 Kartika 1928

October 2007 Kartika 1929

January 2009 Magha 1930

January 2010 Pausa 1931

January 2012 Magha 1933

November 2012 Kartika 1934

October 2013 Kartika 1935

October 2014 Kartika 1936

PD 760T RPS

© National Council of Educational
Research and Training, 2006

₹ 110.00

Printed on 80 GSM paper with
NCERT watermark

Published at the Publication
Division by the Secretary, National
Council of Educational Research and
Training, Sri Aurobindo Marg, New
Delhi 110 016 and printed at
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Cover 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 recognize 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.

This 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 committee responsible for this book. We wish to thank the Chairperson of the advisory group in science and mathematics, Professor J.V. Narlikar and the Chief Advisor for this book, Professor P. Sinclair of IGNOU, New Delhi for guiding the work of this committee. Several teachers contributed

to the development of this textbook; we are grateful to their principals for making this possible. We are indebted to the institutions and organizations 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 Chairpersonship 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

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Research and Training

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ACKNOWLEDGEMENTS

The Council gratefully acknowledges the valuable contributions of the following participants of the Textbook Review Workshop: A.K. Saxena, *Professor (Retd.)*, Lucknow University, Lucknow; Sunil Bajaj, *HOD*, SCERT, Gurgaon; K.L. Arya, *Professor (Retd.)*, DESM, NCERT; Vandita Kalra, *Lecturer*, Sarvodaya Kanya Vidyalaya, Vikas Puri, District Centre, New Delhi; Jagdish Singh, *PGT*, Sainik School, Kapurthala; P.K. Bagga, *TGT*, S.B.V. Subhash Nagar, New Delhi; R.C. Mahana, *TGT*, Kendriya Vidyalaya, Sambalpur; D.R. Khandave, *TGT*, JNV, Dudhnoi, Goalpara; S.S. Chattopadhyay, *Assistant Master*, Bidhan Nagar Government High School, Kolkata; V.A. Sujatha, *TGT*, K.V. Vasco No. 1, Goa; Akila Sahadevan, *TGT*, K.V., Meenambakkam, Chennai; S.C. Rauto, *TGT*, Central School for Tibetans, Mussoorie; Sunil P. Xavier, *TGT*, JNV, Neriya Mangalam, Ernakulam; Amit Bajaj, *TGT*, CRPF Public School, Rohini, Delhi; R.K. Pande, *TGT*, D.M. School, RIE, Bhopal; V. Madhavi, *TGT*, Sanskriti School, Chanakyapuri, New Delhi; G. Sri Hari Babu, *TGT*, JNV, Sirpur Kagaznagar, Adilabad; and R.K. Mishra, *TGT*, A.E.C. School, Narora.

Special thanks are due to M. Chandra, *Professor and Head (Retd.)*, DESM, NCERT for her support during the development of this book.

The Council acknowledges the efforts of *Computer Incharge*, Deepak Kapoor; *D.T.P. Operator*, Naresh Kumar; *Copy Editor*, Pragati Bhardwaj; and *Proof Reader*, Yogita Sharma.

Contribution of APC–Office, administration of DESM, Publication Department and Secretariat of NCERT is also duly acknowledged.

CONTENTS

| | |
|--|------------|
| FOREWORD | <i>iii</i> |
| 1. NUMBER SYSTEMS | 1 |
| 1.1 Introduction | 1 |
| 1.2 Irrational Numbers | 5 |
| 1.3 Real Numbers and their Decimal Expansions | 8 |
| 1.4 Representing Real Numbers on the Number Line | 15 |
| 1.5 Operations on Real Numbers | 18 |
| 1.6 Laws of Exponents for Real Numbers | 24 |
| 1.7 Summary | 27 |
| 2. POLYNOMIALS | 28 |
| 2.1 Introduction | 28 |
| 2.2 Polynomials in One Variable | 28 |
| 2.3 Zeroes of a Polynomial | 32 |
| 2.4 Remainder Theorem | 35 |
| 2.5 Factorisation of Polynomials | 40 |
| 2.6 Algebraic Identities | 44 |
| 2.7 Summary | 50 |
| 3. COORDINATE GEOMETRY | 51 |
| 3.1 Introduction | 51 |
| 3.2 Cartesian System | 54 |
| 3.3 Plotting a Point in the Plane if its Coordinates are given | 61 |
| 3.4 Summary | 65 |
| 4. LINEAR EQUATIONS IN TWO VARIABLES | 66 |
| 4.1 Introduction | 66 |
| 4.2 Linear Equations | 66 |
| 4.3 Solution of a Linear Equation | 68 |
| 4.4 Graph of a Linear Equation in Two Variables | 70 |
| 4.5 Equations of Lines Parallel to x -axis and y -axis | 75 |
| 4.6 Summary | 77 |

| | | |
|-----------|---|------------|
| 5. | INTRODUCTION TO EUCLID'S GEOMETRY | 78 |
| 5.1 | Introduction | 78 |
| 5.2 | Euclid's Definitions, Axioms and Postulates | 80 |
| 5.3 | Equivalent Versions of Euclid's Fifth Postulate | 86 |
| 5.4 | Summary | 88 |
| 6. | LINES AND ANGLES | 89 |
| 6.1 | Introduction | 89 |
| 6.2 | Basic Terms and Definitions | 90 |
| 6.3 | Intersecting Lines and Non-intersecting Lines | 92 |
| 6.4 | Pairs of Angles | 92 |
| 6.5 | Parallel Lines and a Transversal | 98 |
| 6.6 | Lines Parallel to the same Line | 101 |
| 6.7 | Angle Sum Property of a Triangle | 105 |
| 6.8 | Summary | 108 |
| 7. | TRIANGLES | 108 |
| 7.1 | Introduction | 109 |
| 7.2 | Congruence of Triangles | 109 |
| 7.3 | Criteria for Congruence of Triangles | 112 |
| 7.4 | Some Properties of a Triangle | 120 |
| 7.5 | Some More Criteria for Congruence of Triangles | 125 |
| 7.6 | Inequalities in a Triangle | 129 |
| 7.7 | Summary | 134 |
| 8. | QUADRILATERALS | 135 |
| 8.1 | Introduction | 135 |
| 8.2 | Angle Sum Property of a Quadrilateral | 136 |
| 8.3 | Types of Quadrilaterals | 137 |
| 8.4 | Properties of a Parallelogram | 139 |
| 8.5 | Another Condition for a Quadrilateral to be a Parallelogram | 145 |
| 8.6 | The Mid-point Theorem | 148 |
| 8.7 | Summary | 151 |
| 9. | AREAS OF PARALLELOGRAMS AND TRIANGLES | 152 |
| 9.1 | Introduction | 152 |
| 9.2 | Figures on the same Base and Between the same Parallels | 154 |

| | | |
|------------|---|------------|
| 9.3 | Parallelograms on the same Base and between the same Parallels | 156 |
| 9.4 | Triangles on the same Base and between the same Parallels | 160 |
| 9.5 | Summary | 167 |
| 10. | CIRCLES | 168 |
| 10.1 | Introduction | 168 |
| 10.2 | Circles and its Related Terms : A Review | 169 |
| 10.3 | Angle Subtended by a Chord at a Point | 171 |
| 10.4 | Perpendicular from the Centre to a Chord | 173 |
| 10.5 | Circle through Three Points | 174 |
| 10.6 | Equal Chords and their Distances from the Centre | 176 |
| 10.7 | Angle Subtended by an Arc of a Circle | 179 |
| 10.8 | Cyclic Quadrilaterals | 182 |
| 10.9 | Summary | 187 |
| 11. | CONSTRUCTIONS | 187 |
| 11.1 | Introduction | 188 |
| 11.2 | Basic Constructions | 189 |
| 11.3 | Some Constructions of Triangles | 191 |
| 11.4 | Summary | 196 |
| 12. | HERON'S FORMULA | 197 |
| 12.1 | Introduction | 197 |
| 12.2 | Area of a Triangle – by Heron's Formula | 199 |
| 12.3 | Application of Heron's Formula in finding Areas of Quadrilaterals | 203 |
| 12.4 | Summary | 207 |
| 13. | SURFACE AREAS AND VOLUMES | 208 |
| 13.1 | Introduction | 208 |
| 13.2 | Surface Area of a Cuboid and a Cube | 208 |
| 13.3 | Surface Area of a Right Circular Cylinder | 214 |
| 13.4 | Surface Area of a Right Circular Cone | 217 |
| 13.5 | Surface Area of a Sphere | 222 |
| 13.6 | Volume of a Cuboid | 226 |
| 13.7 | Volume of a Cylinder | 228 |

| | | |
|----------------------|--|----------------|
| 13.8 | Volume of a Right Circular Cone | 231 |
| 13.9 | Volume of a Sphere | 234 |
| 10.10 | Summary | 237 |
| 14. | STATISTICS | 238 |
| 14.1 | Introduction | 238 |
| 14.2 | Collection of Data | 239 |
| 14.3 | Presentation of Data | 240 |
| 14.4 | Graphical Representation of Data | 247 |
| 14.5 | Measures of Central Tendency | 261 |
| 14.6 | Summary | 270 |
| 15. | PROBABILITY | 271 |
| 15.1 | Introduction | 271 |
| 15.2 | Probability – an Experimental Approach | 272 |
| 15.3 | Summary | 285 |
| APPENDIX – 1 | PROOFS IN MATHEMATICS | 286 |
| A1.1 | Introduction | 286 |
| A1.2 | Mathematically Acceptable Statements | 287 |
| A1.3 | Deductive Reasoning | 290 |
| A1.4 | Theorems, Conjectures and Axioms | 293 |
| A1.5 | What is a Mathematical Proof? | 298 |
| A1.6 | Summary | 305 |
| APPENDIX – 2 | INTRODUCTION TO MATHEMATICAL MODELLING | 306 |
| A2.1 | Introduction | 306 |
| A2.2 | Review of Word Problems | 307 |
| A2.3 | Some Mathematical Models | 311 |
| A2.4 | The Process of Modelling, its Advantages and Limitations | 319 |
| A2.5 | Summary | 322 |
| ANSWERS/HINTS | | 325-350 |