

# EXEMPLAR PROBLEMS

## SCIENCE

CLASS IX

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

ISBN 978-81-7450-976-5

**First Edition**

July 2009 Sravana 1931

**Reprinted**

March 2010 Chaitra 1932

March 2013 Phalgun 1934

April 2014 Vaishakha 1936

**PD 10T RPS**

© National Council of Educational  
Research and Training, 2009

₹ 140.00

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 Ana  
Print-O-Grafix Pvt. Ltd. 347-K, Udyog Kendra  
Extn.-II, Sector- Ecotech-III, Greater  
Noida 201 306

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## FOREWORD

The National Curriculum Framework (NCF) 2005 initiated a new phase of development of syllabi and textbooks for all stages of school education. In this phase, a conscious effort has been made to discourage rote learning and to enhance comprehension. This is well in tune with the NPE-1986 and Learning Without Burden-1993 that recommend child centred system of education. The textbooks for Class IX were released in February, 2006 and for Class X in December, 2006. Overall the books have been well received by students and teachers.

NCF-2005 notes that treating the prescribed textbooks as the sole basis of examination is one of the key reasons why other resources and sites of learning are ignored. It further reiterates that the methods used for teaching and evaluation will also determine how effective these textbooks prove for making children's life at school a happy experience, rather than source of stress or boredom. It calls for reforms in examination system currently prevailing in the country.

The position papers of the National Focus Group on Teaching of Science, Teaching of Mathematics and Examination Reforms envisage that the question papers, set in annual examinations conducted by the various Boards do not really assess genuine understanding of the subjects. The quality of question papers is often not up to the mark. They usually seek mere information based on rote memorisation and fail to test higher-order skills, like reasoning and analysis, let alone lateral thinking, creativity and judgment. Good unconventional questions, challenging problems and experiment-based problems rarely find a place in question papers. In order to address the issue and also to provide additional learning material, the Department of Education in Science and Mathematics (DESM) has made an attempt to develop resource books of exemplar problems in different subjects at secondary and higher-secondary stages. Each resource book contains different types of questions of varying difficulty level. Some questions would require the students to apply simultaneously understanding of more than one concept. These problems are not meant to serve merely as questions bank for examinations but are primarily meant to improve the quality of teaching/ learning process in schools. It is expected that these problems would encourage

teachers to design quality questions on their own. Students and teachers should always keep in mind that examination and assessment should test comprehension, information recall, analytical thinking and problem-solving ability, creativity and speculative ability.

A team of experts and teachers with an understanding of the subject and a proper role of examinations worked hard to accomplish this task. The material was discussed, edited, and finally included in this resource book.

NCERT would welcome suggestions from students, teachers and parents which would help us to further improve the quality of the material in subsequent editions.

New Delhi  
May 2008

Prof. Yash Pal

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## PREFACE

The Department of Education in Science and Mathematics (DESM), National Council of Educational Research and Training (NCERT), initiated the programme for the development of 'Exemplar Problems' in science and mathematics for secondary and higher secondary stages based on the subject textbooks developed on the basis of the NCF-2005. The present book is based on the contents of the Science Textbook for Class IX published by the Council in 2006.

The main objective of the book on 'Exemplar Problems in Science' is to provide the teachers and students a large number of quality problems in various forms and format with varying levels of difficulty to facilitate teaching-learning of concepts in Science that are presented through the textbook for Class IX. It is envisaged that the problems included in this book would help the teachers to design tasks to assess effectiveness of their preparation of balanced question papers for unit and terminal tests. The feedback based on the analysis of students' responses may help the teachers in further improving the quality of classroom instructions. In addition, the problems given in this book are also expected to help the teachers to perceive the basic characteristics of good quality questions and motivate them to frame similar problems on their own. Students can benefit themselves by attempting the problems given in the book for self assessment and also in mastering the basic techniques of problem solving. Some of the problems given in the book are expected to challenge the students understanding of Science concepts and to apply them in new situations.

The problems included in this book were developed in workshop mode organised by the DESM involving practicing teachers, subject experts from universities and institutes of higher learning and the members of the Science group of the DESM whose names appear separately. I gratefully acknowledge their efforts and thank them for their valuable contribution in our endeavour to provide good quality

instructional material for the school system. I especially thank Professor Krishna Kumar, *Director*, and Professor G. Ravindra, *Joint Director*, NCERT for their administrative support and keen interest in the development of the book. I acknowledge with thanks the dedicated efforts and valuable contribution of Dr. Anjni Koul, *coordinator* of this programme.

I also thank Dr. K.T. Chitrlekha, *Copy Editor* and Shri Mohd. Jabir Hussain, *DTP Operator* for typing the manuscript and preparing a press-ready copy.

We look forward to feedback from students, teachers and parents for further improvement of the contents of the book.

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## ACKNOWLEDGEMENTS

The National Council of Educational Research and Training is grateful to the members of Development Committee, whose names are given separately, for their contribution in the development of *Exemplar Problems in Science* for Class IX. The Council also gratefully acknowledges the contribution of the following members for reviewing, refining and finalisation of the manuscript of the book: Kanhiya Lal, *Principal (Retd.)*, Directorate of Education, NCT, Delhi; H.C. Jain, *Principal (Retd.)*, RIE Ajmer, 264-Saket Colony, Vaishali Nagar, Ajmer; Sunita Hodda, *Reader*, Acharya Narendar Dev College, Delhi Univeristy, Delhi; A.K. Kawathekar, *Reader*, Shri Venkateshwar College, Delhi Univeristy, Delhi; K.K. Kaul, *Reader*, Hindu College, Delhi University, Delhi; S.L. Varte, *Lecturer*, DESM, NCERT, New Delhi; Meenambika Menon, *TGT*, Cambridge School, Noida; Vandana Saxena, *TGT*, Kendriya Vidyalaya No.-3, Naraina, Delhi Cantt., New Delhi; D.S. Shankar, *Lecturer*, RIE, Ajmer; R.P. Singh, *Lecturer*, Rajkiya Pratibha Vikas Vidyalaya, Kishanganj, Delhi.

Special thanks are due to Hukum Singh, *Professor* and *Head*, Department of Education in Science and Mathematics, NCERT, New Delhi for providing all academic and administrative support.

The Council also gratefully acknowledges the support provided by the APC Office of DESM, administrative staff of DESM; Deepak Kapoor, *Incharge*, Computer Centre, DESM; Mohd. Jabir Hussain and Narender Verma, *DTP Operator*; K.T. Chitrlekha, *Copy Editor*; Abhimanu Mohanty, *Proof Reader*. The efforts of the Publication Department, NCERT are also highly appreciated.



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