

Beehive

Textbook in English for Class IX



0959



विद्यया ऽ मृतमश्नुते



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NCERT

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

0959 – BEEHIVE

Textbook for Class 9

ISBN 81-7450-502-4

First Edition

February 2006 Phalgun 1927

Reprinted

October 2006 Kartika 1928

October 2007 Kartika 1929

December 2009 Agrahayana 1931

January 2011 Magha 1932

January 2012 Pausa 1933

December 2012 Agrahayana 1934

February 2014 Magha 1935

December 2014 Pausa 1936

December 2015 Agrahayana 1937

December 2016 Pausa 1938

December 2017 Pausa 1939

December 2018 Agrahayana 1940

August 2019 Shravana 1941

January 2021 Pausa 1942

November 2021 Kartika 1943

PD 570T RSP

© **National Council of Educational
Research and Training, 2006**

₹ 75.00

*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
110016 and printed at Chaar
Dishayen Printers (P.) Ltd., G-39-40,
Sector-3, Noida- 201 301 (U.P.)

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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 of 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 committee responsible for this book. We wish to thank the Chairperson of the advisory group in languages, Professor Namwar Singh and the Chief Advisor for this book, Professor R. Amritavalli 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 organisations which have generously permitted us to draw upon their resources, materials 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 refinements.

New Delhi
20 December 2005

Director
National Council of Educational
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ACKNOWLEDGEMENTS



THE National Council of Educational Research and Training is grateful to Professor M.L. Tickoo, formerly of the Central Institute of English and Foreign Languages, Hyderabad, and the Regional Language Centre, Singapore, for going through the manuscript and making valuable suggestions.

For permission to reproduce copyright material in this book NCERT would like to thank the following: Voyager, London for 'The Fun They Had' by Isaac Asimov; Oxford University Press, New Delhi, for 'Evelyn Glennie Listens to Sound without Hearing It' by Deborah Cowley from *Broadway, Coursebook 8*; Wordsworth Edition Limited, Hertfordshire for 'The Duck and the Kangaroo' by Edward Lear; CBSE, New Delhi for 'On Killing a Tree' by Gieve Patel; Adrian Berry, Sheffield, U.K. for the two photographs of Santosh Yadav.

Special thanks are also due to the Publication Department, NCERT, for their support. NCERT gratefully acknowledges the contributions made by Matthew John, *Proof Reader*; and Achin Jain and Arvind Sharma, *DTP Operators*.

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