

KAVERI

Textbook of English for Grade 9



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NCERT

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



0903 – KAVERI

Textbook of English for Grade 9

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FOREWORD


The National Education Policy 2020 envisions an education system that is firmly rooted in India's civilisational wisdom, values, and ethical traditions. The rich intellectual heritage simultaneously enables learners to engage meaningfully with the complexities and possibilities of a rapidly changing world. The National Curriculum Framework for School Education (NCF-SE) 2023 provides concrete expression to this vision by laying out a coherent curricular pathway across stages of schooling that nurtures critical thinking, creativity, and sensitivity, along with the values and dispositions that are needed for responsible citizenship in an interconnected global society.

Learners have progressed through the Foundational, Preparatory, and Middle Stages, where their inherent potential has been nurtured holistically. Now, they enter the Secondary Stage with enhanced capacity for reflection, reasoning, enquiry, and self-expression. Spanning across Grades 9 to 12, also known as the adolescent stage, it marks a crucial period in the intellectual and personal growth of the students. It prepares them to engage with abstract ideas, complex social realities, ethical dilemmas, and the expanding universe of knowledge, while deepening their understanding of the self and the world around them.

The NCF-SE 2023 recommends that the curriculum for Grades 9–10 equips students with the skills that are needed to grow as they advance in their lives. Students can use these skills for reasoning, argumentation, and effective communication. It endeavours to enhance their analytical and descriptive capabilities to prepare them for the challenges and opportunities that await them. A diverse curriculum, covering ten subjects: three languages—including at least two languages native to India—Science, Mathematics, Social Sciences, Art Education, Physical Education and Well-being, Individuals in Society/ Environmental Education, and Vocational Education, promotes their holistic development.

As per the NCF-SE 2023, at this stage, the study of three languages assumes significance not merely as a means of communication but as a vital space for thinking, interpretation, dialogue, and aesthetic appreciation. The NCF-SE 2023 emphasises that language learning must cultivate analytical, discursive, and creative abilities; promote intercultural understanding; and enable learners to participate with





confidence in academic, social, and professional domains. It is in this spirit that *Kaveri*, the English language textbook for the Secondary Stage has been conceptualised and developed.

A spectrum of genres has been covered in *Kaveri* that reflects the socio-cultural and geographical landscapes through which students are sure to contextualise their lived experiences. The content has been selected to engage learners with concerns of society, environment, ethics, science and technology, aspirations, and human relationships. This will further encourage learners to think critically and emphatically about the world they inhabit. At the same time, the textbook draws upon India's artistic, literary, and intellectual traditions, weaving into it elements of Indian Knowledge Systems and our cultural heritage, and seamlessly connecting them with our contemporary experiences.

While *Kaveri* serves as a central learning resource, it also invites students to engage with a broader world of books, media, digital archives, libraries, and community knowledge. The role of teachers, parents, and school libraries is, therefore, pivotal in nurturing a rich culture of reading, dialogue, and independent exploration at this stage. The textbook integrates technology through the use of QR codes in each unit, which provide additional reading material and resources.

The National Council of Educational Research and Training acknowledges with deep appreciation the contributions of the Textbook Development Team, subject experts, pedagogues, practising teachers, reviewers, and all others who have supported the development of this textbook. We hope that *Kaveri* will inspire learners to think deeply, communicate confidently, and participate thoughtfully in the intellectual and social life of our nation and the world. We also warmly welcome suggestions and feedback from all its users for further improvement in the subsequent editions.

DINESH PRASAD SAKLANI
Director

National Council of Educational
Research and Training

New Delhi
January 2026



ABOUT THE BOOK

Kaveri, textbook of English for Grade 9, is developed in alignment with the vision of the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023. Language education plays an important role in the development of perceptual and practical concepts, and also enables us to relate our experiences with others to ensure a shared meaning emerging from these experiences. At the Secondary Stage, students also read and analyse a variety of texts (from early writing to contemporary literature), articles, and documents. They further develop their critical reading and listening skills, their ability to evaluate arguments, and make connections between different texts. Students refine their writing skills through persuasive essays, literary analyses, research writing, and creative writing. Students hone their linguistic skills for academic use by the end of this stage.


Particularly for the learning of languages, it is important to keep in mind that Curricular Goals (CGs) and Competencies must be attained by students in an integrated manner and not separately.

Curricular Goals for the Secondary Stage (R2)

- **CG-1** : Uses language for effective communication through various oral activities (discussions, interviews, public speeches) and writing activities (essays, letters, articles), including new media (email, audio, and visual material)
- **CG-2** : Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material
- **CG-3** : Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through an analysis of style (narrative, descriptive, expository, persuasive) and employs these elements in their writing

In this textbook, Curricular Goals have been covered through a variety of themes and a range of activities. There are texts from different genres, such as stories, poems, a documentary article, a letter, an interview, a play, and an expository article covering literary, cultural, and social themes that students can relate to their contexts.





Cross-cutting themes, such as Indian Knowledge Systems, values, heritage, gender sensitivity, and inclusion have been integrated in all the units. There are eight units that offer insights into our country and provide opportunities for experiential learning. Each of the eight units consists of a prose piece and a poem, linked by a common theme. The structure is designed to encourage student initiative, allowing them to engage with activities and tasks independently.


Every unit opens with a 'Reflect and Respond' section, prompting students to share their thoughts on the theme. Vocabulary activities are integrated in a way that ensures meaningful student participation. Students are actively involved throughout, and where necessary or appropriate, the teacher can supplement with additional activities.

'Reading for Meaning' involves understanding, interpreting, and engaging with the text. It is meant to encourage students to think critically, make connections, and draw inferences from what they read. This aims to develop comprehension skills, enrich vocabulary, and foster a deeper appreciation of the text. By focusing on meaning, students become active readers who are better equipped to reflect on ideas, form opinions, and apply their understanding in real-life contexts.

'Check Your Understanding' is designed to ensure that students are following the text up to that point, along with self and peer assessment. This would help them progress meaningfully through the subsequent parts of the text. At the end of each piece, the 'Critical Reflection' section encourages deeper thinking, personal responses, and meaningful engagement with the text. The questions are thoughtfully designed to help students progress from understanding facts to analysing ideas, forming opinions, and reflecting critically on the content.

'Vocabulary and Structures in Context' refers to teaching and learning words and grammatical forms through meaningful situations rather than in isolation. This section offers activities and tasks that naturally arise from the themes and contexts of each chapter, aimed at enriching vocabulary and enhancing language skills. This would help students understand how language works in actual communication.

Sections on 'Speaking Activity', 'Listen and Respond', and 'Writing Task' focus on developing communicative skills—listening, speaking, and writing, that are embedded in meaningful contexts. A diverse range of writing tasks is also included to develop students' expression.




‘Learning Beyond the Text’ encourages students to extend their understanding and application of concepts and language beyond the classroom. It promotes critical thinking, creativity, and real-world connections by engaging students in activities that go beyond reading and comprehension. These include projects, presentations, discussions, research tasks, and community-based learning experiences. This section has been designed with a focus on lifelong love for learning. There are ample opportunities provided for pair work and group work throughout the book.

When engaging with poems, encourage students to focus on understanding and enjoying both the theme and the language. This can be achieved by reading the poem aloud, more than once and then silently. Students should pay attention to its central idea, tone, imagery, language that appeals to the senses (sight, sound, smell, touch, taste), techniques like rhyme, rhythm, alliteration, assonance, and onomatopoeia which create musicality and enhance the mood or meaning. Form and structure, and figurative use of language, such as use of similes, metaphors, personification, and symbolism express ideas in imaginative ways beyond literal meanings, message, or moral, and are related to life, nature, human emotions, and society.

Stories such as ‘How I Taught My Grandmother to Read’ portray the inspiring journey of a grandmother who overcomes age and circumstances to achieve literacy, guided by her granddaughter. It highlights how learning can lead to independence and self-worth at any stage in life. ‘Vitamin-M’ sensitively portrays the evolving relationship between a boy and his grandfather, weaving humour and concern into a story about dignity, independence, and empathy for the elderly. ‘The Pot Maker’ tells the story of a young girl’s determination to follow her passion, despite physical, social, and emotional hurdles, highlighting the intergenerational transmission of skills and the quiet determination of craftspersons. This story highlights how work is not just a means of livelihood, but a source of identity, dignity, and tradition. These reflective texts explore the emotional landscapes of caregiving and remembrance across generations.

The documentary article ‘Carrier of Words’ offers a moving glimpse into the life of Khetaram, a *Gramin Dak Sewak*, whose physical journeys across the desert reflect a deeper emotional




mission—delivering messages that link families, sustain hope, and honour trust. On the other hand, the expository article ‘Winds of Change’ introduces the rich heritage of the traditional Indian *pankha*, highlighting its intricate craftsmanship, regional variations, and cultural symbolism.

‘The World of Limitless Possibilities’ an inspiring interview with Dr. Deepa Malik, presents a Paralympic athlete’s journey from personal adversity to global acclaim, and demonstrates how resilience and dignity can overcome any barrier. ‘Follow That Dream’ is a heartfelt letter in which a mother shares her deepest thoughts and emotions with her teenage daughter. Through her words, the mother offers wisdom, guidance, and life lessons aiming to prepare her daughter for the challenges and realities of life. Every child can resonate with this.

The play ‘Twin Melodies’ celebrates the expressive power of music and how music transcends boundaries—of genre, generation, and emotion. The play presents an earnest journey of reconciling tradition with innovation, showing how classical roots can blend harmoniously with contemporary forms.

Complementing the prose pieces, there are eight poems. The poem ‘Bharat Our Land’ evokes pride in India’s rich heritage, from its natural grandeur to its spiritual and philosophical traditions. It urges us to recognise the enduring power of knowledge and self-belief. The poem ‘Gifts of Grace: Honouring Our Vocations’ is a lyrical tribute to the many vocations that shape and sustain our society—from carpenters to boatmen and cooks—honouring their artistry and individuality. It appreciates the beauty of skilled labour, the importance of preserving traditional crafts, and the grace inherent in all honesty and sincere work. The poem ‘I Cannot Remember My Mother’, through the voice of a child, evokes memories rooted in sensory experiences, suggesting how presence and absence can coexist through emotional memory. Students reflect on the importance of nurturing family ties, valuing elders, and recognising how memory shapes our connections with those we love.

The poem ‘Canvas of Soil’ uses poetic imagery to portray gardening as an artistic act, where soil becomes a painter’s canvas and seeds are transformed into brushstrokes. It invites students to see beauty in nature, encouraging reflection on how art is a part and parcel of our lives in our customs, crafts, and gardens. The poem ‘A Friend Found in Music’ captures the deep emotional



connection one feels with music, portraying it as a dependable friend that offers solace and joy. Students appreciate music not only as an art form but as a personal and cultural language that nurtures identity, emotion, and creativity.

The poem 'Nine Gold Medals' captures a powerful moment of solidarity, where a group of special athletes chooses empathy over competition, turning a race into a celebration of shared humanity, reflect on the value of inclusivity, and the belief that real victory lies in lifting others as we rise.

The poem 'Words' celebrates the very power of language, reminding us that while words can be beautiful, they only gain value when they are sincere and heartfelt. Together, these texts invite learners to reflect on the role of communication in forging meaningful relationships and the responsibility that comes with carrying the words of others.

The poem 'Believe in Yourself' is about facing challenges with courage and self-belief in order to grow and shape one's future. True progress comes from taking that first step, trusting oneself and moving forward.

The textbook has included works by renowned Indian and international authors for detailed study. Several Indian writers included have received prestigious accolades for their contributions to literature. Rabindranath Tagore was honoured with the Nobel Prize for Gitanjali. Sudha Murty has been awarded both the Padma Shri and the Padma Bhushan for her literary and social contributions. Temsula Ao is a recipient of the Padma Shri and the Sahitya Akademi Award for her remarkable writings. Asha Nehemiah has received the Best in Indian Children's Writing (BICW) Contemporary Award, while Mitra Phukan has been honoured with the Katha Award for Translation. The other featured authors are also celebrated for their creative excellence and impactful writing. These literary pieces serve not only as texts for language learning but also as repositories of valuable life lessons, fostering personal growth and equipping students with skills to navigate social situations with confidence. By resonating with students' daily experiences, the selected pieces promote positive values such as resilience, empathy, and emotional intelligence, thereby exerting a profound impact on the overall development of adolescents.



Illustrations have been carefully crafted to depict context and enhance comprehension.

For self-reading, additional stories, poems, and articles have been provided at the end of chapters and poems. Students can be encouraged to read and reflect on these.

We sincerely hope that students will enjoy doing these activities, and develop language competencies.

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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)



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CONSTITUTION OF INDIA

Part III (Articles 12 – 35)

(Subject to certain conditions, some exceptions and reasonable restrictions)

guarantees these

Fundamental Rights

Right to Equality

- before law and equal protection of laws;
- irrespective of religion, race, caste, sex or place of birth;
- of opportunity in public employment;
- by abolition of untouchability and titles.

Right to Freedom

- of expression, assembly, association, movement, residence and profession;
- of certain protections in respect of conviction for offences;
- of protection of life and personal liberty;
- of free and compulsory education for children between the age of six and fourteen years;
- of protection against arrest and detention in certain cases.

Right against Exploitation

- for prohibition of traffic in human beings and forced labour;
- for prohibition of employment of children in hazardous jobs.

Right to Freedom of Religion

- freedom of conscience and free profession, practice and propagation of religion;
- freedom to manage religious affairs;
- freedom as to payment of taxes for promotion of any particular religion;
- freedom as to attendance at religious instruction or religious worship in educational institutions wholly maintained by the State.

Cultural and Educational Rights

- for protection of interests of minorities to conserve their language, script and culture;
- for minorities to establish and administer educational institutions of their choice.

Right to Constitutional Remedies

- by issuance of directions or orders or writs by the Supreme Court and High Courts for enforcement of these Fundamental Rights.







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Constitution of India

Part IV A (Article 51 A)

Fundamental Duties

It shall be the duty of every citizen of India —

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- *(k) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

Note: The Article 51A containing Fundamental Duties was inserted by the Constitution (42nd Amendment) Act, 1976 (with effect from 3 January 1977).

*(k) was inserted by the Constitution (86th Amendment) Act, 2002 (with effect from 1 April 2010).