

# Information and Communication Technology

Textbook for Class IX



977

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी  
NCERT

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**OFFICES OF THE PUBLICATION  
DIVISION, NCERT**

NCERT Campus  
Sri Aurobindo Marg  
New Delhi 110 016 Phone : 011-26562708

108, 100 Feet Road  
Hosdakere Halli Extension  
Banashankari III Stage  
Bengaluru 560 085 Phone : 080-26725740

Navjivan Trust Building  
P.O. Navjivan  
Ahmedabad 380 014 Phone : 079-27541446

CWC Campus  
Opp. Dhankal Bus Stop  
Panihati  
Kolkata 700 114 Phone : 033-25530454

CWC Complex  
Maligaon  
Guwahati 781 021 Phone : 0361-2674869

**Publication Team**

Head, Publication Division : *Anup Kumar Rajput*  
Chief Editor : *Shveta Uppal*  
Chief Production Officer : *Arun Chitkara*  
Chief Business Manager : *Vipin Dewan*  
Editor : *Bijnan Sutar*  
Assistant Production Officer : *Deepak Jaiswal*

**Cover and Layout**

*Graphics Team, CIET*

## FOREWORD

Information and Communication Technology (ICT) has influenced our life in a great way. ICT has literally made inroads into almost all major disciplines across science, social sciences, languages, arts and medicine, etc. It has the potential to create newer avenues for employment, help us communicate and collaborate better, learn, and understand the nature and phenomena as well as improve our skills and standards of living. Policymakers across the globe today agree with the potential of ICT in the teaching-learning process and recommend ICT to be a part of school and teacher education curriculum.

Rapid advancements in Information and Communication Technology (ICT) have created unprecedented opportunities in the field of education and school education in particular. Mastering ICT skills and utilising ICT is of utmost importance for teachers and learners for creating a new learning culture.

ICT is stated to have motivational power. It enables students to enjoy learning as an active participant, such as by bringing the outside world into the classroom or by enhancing one-to-one, one-to-many and many-to-many interaction, among peers, teachers, experts and others. Furthermore, ICT has also helped the students in learning new skills, such as searching and locating appropriate information, making informed choices, learning to recognise the authenticity of sources and collaborating with other learners.

Today, we are living in an interconnected world where ICT-based applications influence the way we learn, communicate, commute or even socialise. Developments in the twenty-first century skills, such as communication, creative and critical thinking, problem solving, collaborative learning, etc., are essential at the school level. ICT plays a key role in developing these skills.

This book aims to introduce the world of ICT and its applications. It will help students to learn, prepare, present and communicate their thoughts, ideas and content through various digital formats, i.e., text, image, audio and video, etc.

The book will also help students to understand the potential of Internet as well as the safety and security issues related to it, and the ways in which one can safeguard themselves against malicious activities and incidents happening in the cyber world.

As an organisation committed to systemic reform and continuous improvement in the quality of its products, NCERT welcomes comments and suggestions from all the stakeholders, which will enable us to revise the content of the textbook.

HRUSHIKESH SENAPATY

*Director*

National Council of Educational  
Research and Training

New Delhi  
*March, 2018*

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## PREFACE

It is well accepted that Information and Communication Technology (ICT) has an immense potential to impact learning. Also understanding the basics of ICT and mastering the skills is essential and must be regarded as a core part of education, along with reading, writing and numeracy. The recent efforts of the Government of India (GoI) seeks to deepen the use of ICT in almost every sphere of life. The Digital India Campaign (2015) strives to transform India into a digitally empowered society and knowledge economy by focussing on three vision areas — Digital Infrastructure as Core Utility to Every Citizen, e-Governance and Service on Demand and Digital Literacy and Empowerment of Citizens. The three cardinal principals of the draft New National Education Policy (2016) viz., access, equity and quality could be served well by harnessing the huge potential of ICT. The National Curriculum Framework (2005) recommends to recognise that given the space, time and freedom, children generate new knowledge by engaging with the information passed on to them by adults. The curricula for ICT in education lays an emphasis on empowering the students in a way so that they may get an access to a variety of resources, learn to critically appraise information and resources, and make safe, productive, ethical and legal use of resources.

The Present Class IX Textbook of ICT takes into account goals of the New Education Policy, the recommendations of National Curriculum Framework (2005), the Curricula for ICT in Education and visions of Digital India Campaign (2015). This textbook is an attempt to foster creativity, problem solving and to introduce students to the world of Information and Communication Technology (ICT), which may also shape their future career pursuits.

The textbook contains eight chapters under four learning strands viz. 'Connecting with the World', 'Connecting with Each Other', 'Creating with ICT' and 'Interacting with ICT'. It has been carefully designed with meticulous efforts of the Textbook Development Team comprising School teachers, subject experts, academicians and technical experts from government, non-government and private entities. Some of the members worked at the advisory level while others contributed towards the actual development activity as core team members and members of the textbook development committee. It is hoped that the students will appreciate the immense potential of ICT and will be encouraged to explore and learn further. The textbook writing team has tried to bring a conceptual

coherence. The pedagogy and the use of easily understandable language are at the core of the efforts without sacrificing the technical aspects of the subject.

This book has some features which are earnestly expected to enhance its usefulness for the students and teachers. The book contains nine Quick Response (QR) codes linked to relevant digital resources (text, audio, video, and interactive content, etc.). The first QR code is to access the complete digital textbook. The subsequent QR codes will help to access the relevant digital resources linked to each chapter. There are some questions which require critical thinking which would make students think about real-time applications of ICT. The textbook also includes a large number of examples in order to clarify the concept and to relate these concepts to everyday real-life situations. The inside box in the chapters are introduced to highlight the special features of the concepts covered, which require additional attention of the students.

Completion this book has only been possible due to the continuous support of many professionals and experts. We express our gratitude to Director, NCERT, for entrusting us with the task of developing this textbook as part of a national effort for improving school education.

The draft received excellent academic inputs from students, experts and other practitioners who sincerely suggested improvement during the development of this book. We are thankful to all those who provided these inputs to CIET, NCERT. We are also thankful to the all the members of development and review workshops, language editors and to team DIKSHA for rendering technical support for developing QR codes.

We welcome suggestions and comments from our valued users, specially students and teachers. We wish our young readers of Class IX have an exciting and enjoyable engagement with the world of ICT.

AMARENDRA BEHERA

*Joint Director*

Central Institute of Educational Technology

# TEXTBOOK DEVELOPMENT COMMITTEE

## **CHAIRPERSON, ADVISORY GROUP**

A. P. Behera, *Professor and Joint Director*, Central Institute of Educational Technology, NCERT

## **MEMBERS**

Aerum Khan, *Freelancer*, E-210, Shaheen Bagh, Jamia Nagar, New Delhi

Ajita, *Assistant Professor*, DICT&TD, CIET, NCERT

Angel Rathnabai, *Assistant Professor*, DICT&TD, CIET, NCERT

Anu Bhatia, *PGT*, Computer Science, Sadhu Vaswani International School for Girls, Shanti Niketan, New Delhi

Chetna Khanna, *Freelancer*, F-40, Mansarover Garden, New Delhi

Dharmender Singh, *PGT*, Computer Science, KVS, INA Colony, New Delhi

Indu Kumar, *Head*, DICT&TD, CIET, NCERT

Meetu Singhal, *PGT*, Computer Science, Kendriya Vidyalaya No.3, Agra cantt., Agra

Mohini Arora, *HOD*, Computer Science, Air Force Golden Jubilee Institute, Subroto Park, Delhi Cantt

Sangeeta Rawal, *PGT*, Computer Science, Delhi Public School, Vasant Kunj, New Delhi

Sangita Chadha, *Head*, Department of Computer Science, Ambience Public School, Safdarjung Enclave, New Delhi

Surbhi, *Assistant Professor*, DICT&TD, CIET, NCERT

Vineeta Garg, *PGT*, Computer Science, SRDAV Public School, Dayanand Vihar, New Delhi

## **MEMBER-COORDINATOR**

Mohd. Mamur Ali, *Assistant Professor*, DICT&TD, CIET, NCERT

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# CONTENTS

<i>Foreword</i>	<i>iii</i>
<i>Preface</i>	<i>v</i>
Chapter 1: Introduction to ICT	01–13
Chapter 2: Creating Textual Communication	14–38
Chapter 3: Creating Visual Communication	39–56
Chapter 4: Creating Audio-Video Communication	57–69
Chapter 5: Presenting Ideas	70–77
Chapter 6: Getting Connected: Internet	78–92
Chapter 7: Safety and Security in the Cyber World	93–101
Chapter 8: Fun with Logic	102–122

# THE CONSTITUTION OF INDIA

## PREAMBLE

**WE, THE PEOPLE OF INDIA**, having solemnly resolved to constitute India into a <sup>1</sup>**[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 <sup>2</sup>[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)