

**SYLLABUS 2025-26**  
**CLASS IX**

**ENGLISH**  
**TERM-I**

**TEXTBOOKS:**

1. **Beehive**
2. **Moments**
3. **Words and Expressions-I (Workbook for Class IX)**

| MONTH/S                    | UNIT/CHAPTER/<br>TOPIC  | SUBTOPICS  | LEARNING<br>OUTCOME  | WEIGHTAGE |
|----------------------------|---|--|--|-----------|
| <b>APRIL to<br/>AUGUST</b> | Reading<br>Comprehension  | 1. Discursive passage (400- 450 words)<br>2. Case based Factual passage (with visual input/statistical data/ chart etc. 200-250 words)   | Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary  | 20 Marks  |
|                            | Grammar<br>Words and Expressions – I<br>(Workbook for class IX) ---<br>Units 1 to 5 | 1. Tenses<br>2. Modals<br>3. Subject - verb concord<br>4. Determiners<br>5. Reported speech<br>• Commands and requests<br>• Statements<br>• Questions<br>Accurate use of spelling, punctuation and grammar will be assessed through Gap Filling/ Editing/ Transformation exercises based on these Grammar items.                           | Recalling, reasoning, appreciating, applying literary conventions, illustrating and justifying. Extract relevant information, identifying the central theme and sub-theme, understanding the writers' message and writing fluently | 20 Marks  |
|                            | Writing Skills  | 1. Descriptive Paragraph (word limit 100-120 words) on a person/event/situation based on visual or verbal cue/s.<br>2. Diary Entry/ Story Writing on a given title/cue in 100-120 words.<br><b>PROSE</b><br>1. The Fun They Had<br>2. The Sound of Music<br>3. The Little Girl<br>4. A Truly Beautiful Mind<br>5. The Snake and the Mirror |  | 40 Marks  |
|                            | Literature<br>(Beehive)   | <b>POETRY</b><br>6. The Road Not Taken<br>7. Wind<br>8. Rain on the Roof<br>9. The Lake Isle of Innisfree  |  |           |
|                            | Supplementary<br>Reader: Moments  | 1. The Lost Child<br>2. The Adventures of Toto<br>3. Iswaran the Storyteller<br>4. In the Kingdom of Fools   |  |           |

**TERM-II**

| <b>MONTH/S</b>              | <b>UNIT/ CHAPTER/ TOPIC</b>   | <b>SUBTOPICS</b>   | <b>LEARNING OUTCOME</b>  | <b>WEIGHTAGE</b> |
|-----------------------------|---|--|--|------------------|
| <b>SEPTEMBER TO JANUARY</b> | <b>Reading Comprehension</b>  | 1. Discursive passage (400-450 words)<br>2. Case based Factual passage (with visual input/statistical data/ chart etc. 200-250 words)  | Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary  | <b>20 Marks</b>  |
|                             | <b>Grammar Words and Expressions – I (Workbook for class IX) --- Units 1 to 5</b> | 1. Tenses<br>2. Modals<br>3. Subject – verb concord<br>4. Determiners<br>5. Reported speech <ul style="list-style-type: none"> <li>• Commands and requests</li> <li>• Statements</li> <li>• Questions</li> </ul> Accurate use of spelling, punctuation and grammar will be assessed through Gap Filling/ Editing/ Transformation exercises based on these Grammar items. | Applying conventions, using integrated structures with accuracy and fluency<br><br>Creative expression of an opinion, reasoning, justifying, illustrating, appropriacy of style and tone, using appropriate format and fluency     | <b>20 Marks</b>  |
|                             | <b>Writing Skills</b>   | 1. Descriptive Paragraph (word limit 100-120 words) on a person/event/situation based on visual or verbal cue/s.<br>2. Diary Entry/ Story Writing on a given title/cue in 100-120 words.   | Recalling, reasoning, appreciating, applying literary conventions, illustrating and justifying. Extract relevant information, identifying the central theme and sub-theme, understanding the writers' message and writing fluently | <b>40 Marks</b>  |
|                             | <b>Literature (Beehive)</b>   | <b>PROSE</b><br>1. My childhood<br>2. Reach for the top<br>3. Kathmandu<br>4. If I were you<br><br><b>POETRY</b><br>1. Rain on the roof<br>2. Lake Isle of Innisfree<br>3. A Legend of the Northland<br>4. No Men are foreign<br>5. On Killing a Tree<br>6. A Slumber did my Spirit Seal   |  |                  |
|                             | <b>Supplementary Reader: Moments</b>  | 1. The Happy Prince<br>2. The Last Leaf<br>3. A House is not a home<br>4. The Beggar   |  |                  |

## HINDI

### TEXT BOOKS:

- स्पर्श भाग - 1, एन सी ई आर टी
- संचयन भाग - 1, एन सी ई आर टी
- Full Marks - व्याकरण-परिचय, भाग - 1

### TERM-I

| MONTH/S      | UNIT/CHAPTERS/T<br>OPIC | SUB TOPICS                                  | LEARNING OUTCOME  | WEIGHTAGE                    |
|--------------|-------------------------|---|---|------------------------------|
| अप्रैल-अगस्त | साहित्य - गद्य-विधा     | दुख का अधिकार (कहानी)                       | गद्य-विधा के अंतर्गत कहानी-विधा, देश में फैले अंधविश्वासों और ऊँच-नीच के भेद-भाव को बेनकाब करते हुए धनी लोगों की अमानवीयता को उजागर करना।   | साहित्य - गद्य-विधा - 11 अंक |
|              |                         | एवरेस्ट: मेरी शिखर यात्रा (यात्रा-वृत्तांत) | गद्य-विधा के अंतर्गत यात्रा-वृत्तांत-विधा से संक्षिप्त परिचय, बचेंद्री पाल के शिखर तक पहुँचकर तिरंगा लहराने के पल-पल के ब्योरे से रूबरू होना।   |                              |
|              | साहित्य (पद्य-विधा)     | पद- रैदास                                   | मध्ययुगीन काव्यधारा की संत काव्यधारा से संक्षिप्त परिचय, प्रभु का हर हाल में श्रेष्ठ और सर्वगुण संपन्न होना तथा प्रभु की अपार उदारता, कृपा और उनके समदर्शी स्वभाव का वर्णन, शिल्पगत सूक्ष्मताओं से परिचय। |                              |
|              |                         | दोहे- रहीम                                  | मध्ययुगीन काव्यधारा की संत काव्यधारा से संक्षिप्त परिचय, मानव मात्र को करणीय और अकरणीय आचरण की नसीहत, शिल्पगत सूक्ष्मताओं से परिचय।   |                              |
|              |                         | गीत-अगीत (आधुनिक कविता)                     | पद्य-विधा के अंतर्गत आधुनिक काव्यधारा की कथात्मक कविता से संक्षिप्त परिचय, प्राकृतिक सौंदर्य के साथ जीव-जंतुओं के ममत्व, मानवीय राग और प्रेमभाव का सजीव चित्रण।   |                              |

|  |                      |   |   |                              |
|--|----------------------|---|---|------------------------------|
|  |                      |   | काव्य की विशिष्टताओं का संक्षिप्त भान।  |                              |
|  | पूरक-पुस्तिका- संचयन | गिल्लू (संस्मरण)  | गद्य-विधा के अंतर्गत संस्मरण-विधा से संक्षिप्त परिचय, पशु-पक्षियों के प्रति सहृदयता की भावना का पल्लवन।   | पूरक-पुस्तिका-संचयन - 08 अंक |
|  |                      | स्मृति (संस्मरण)  | गद्य-विधा के अंतर्गत संस्मरण-विधा से संक्षिप्त परिचय, बच्चों की सहज जिज्ञासा एवं एवं कौतूहल के साथ-साथ उन्हें जोखिमों के प्रति सजग रहने की प्रेरणा। |                              |
|  | अपठित बोध            | अपठित गद्यांश   | मनन-चिंतन, विश्लेषण एवं भाव-ग्रहण विशिष्टताओं का पल्लवन।  | अपठित बोध- 14 अंक            |
|  | व्यावहारिक-व्याकरण   | शब्द और पद<br>अनुस्वार और अनुनासिक<br>उपसर्ग-प्रत्यय                        | व्यावहारिक व्याकरण का ज्ञान का पल्लवन, भाषा की संरचनात्मक विशिष्टताओं से परिचय।   | व्यावहारिक व्याकरण – 16 अंक  |
|  | रचनात्मक-लेखन        | विराम चिह्न<br>अनुच्छेद-लेखन<br>अनौपचारिक पत्र<br>संवाद-लेखन<br>चित्र-वर्णन | प्रभावोत्पादक अभिव्यक्ति हेतु सक्षमता का प्रतिपादन।   | रचनात्मक-लेखन - 20 अंक       |
|  |                      |   |   | कुल भार- 80 अंक              |

**TERM-II**

| <b>MONTH/S</b> | <b>UNIT/CHAPTERS/ TOPIC</b> | <b>SUB TOPICS</b>                                    | <b>LEARNING OUTCOME</b>  | <b>WEIGHTAGE</b>              |
|----------------|-----------------------------|--|--|-------------------------------|
| अक्तूबर-जनवरी  | साहित्य - गद्य-विधा         | तुम कब जाओगे: अतिथि (व्यंग्य-विधा)                   | गद्य-विधा के अंतर्गत व्यंग्य-विधा से संक्षिप्त परिचय, मानव-जीवन में हल्के-फुल्के क्षणों का महत्व।  | साहित्य - गद्य-विधा -11 अंक   |
|                |                             | वैज्ञानिक चेतना के वाहक: चंद्रशेखर वेंकटरामन (जीवनी) | गद्य-विधा के अंतर्गत जीवनी-विधा से संक्षिप्त परिचय, चंद्रशेखर वेंकटरामन के महान व्यक्तित्व से प्रेरणा।   |                               |
|                |                             | शुक्रतारे के समान (रेखाचित्र)                        | गद्य-विधा के अंतर्गत आलेख-विधा एवं रेखाचित्र-विधा से संक्षिप्त परिचय, गांधी जी तथा उनके सहायक महादेव देसाई के जीवन तथा गांधी जी के अटल इरादों से प्रेरणा।  |                               |
|                | साहित्य (पद्य-विधा)         | अग्निपथ (आधुनिक कविता)                               | पद्य-विधा के अंतर्गत आधुनिक काव्यधारा से संक्षिप्त परिचय, जीवनपथ पर मिलने वाली कठिनाइयों से कभी न घबराने की प्रेरणा।                                       |                               |
|                |                             | नए इलाके में (आधुनिक कविता)                          | पद्य-विधा के अंतर्गत आधुनिक काव्यधारा से संक्षिप्त परिचय, शहरी जीवन की वास्तविकता एवं विडंबना से परिचय।  | साहित्य - पद्य-विधा - 11 अंक  |
|                |                             | खुशबू रचते हैं हाथ (आधुनिक कविता)                    | पद्य-विधा के अंतर्गत आधुनिक काव्यधारा से संक्षिप्त परिचय, शहरों के बीचों-बीच बसे टोलों में रहने वालों कामगारों के जीवन की वास्तविकता एवं विडंबना से परिचय। |                               |
|                | पूरक-पुस्तिका- संचयन        | कल्लू कुम्हार की उनाकोटी (यात्रा-वृत्तांत)           | गद्य-विधा के अंतर्गत यात्रा-वृत्तांत-विधा से संक्षिप्त परिचय, त्रिपुरा के सामाजिक और   | पूरक-पुस्तिका- संचयन - 08 अंक |

|  |                    |  |  |                             |
|--|--------------------|--|--|-----------------------------|
|  |                    | मेरा छोटा-सा निजी पुस्तकालय (आत्मकथा)                        | प्राकृतिक जीवन का परिचय। गद्य-विधा के अंतर्गत आत्मकथा-विधा से संक्षिप्त परिचय। लेखक के प्रेरणास्पर्द जीवन से प्रोत्साहन। |                             |
|  | अपठित बोध          | अपठित गद्यांश  | मनन-चिंतन, विश्लेषण एवं भाव-ग्रहण विशिष्टताओं का पल्लवन।   | अपठित बोध- 14 अंक           |
|  | व्यावहारिक-व्याकरण | स्वर संधि<br>अर्थ की दृष्टि से वाक्य-भेद                     | व्यावहारिक व्याकरण का ज्ञान का पल्लवन, भाषा की संरचनात्मक विशिष्टताओं से परिचय।  | व्यावहारिक व्याकरण - 16 अंक |
|  | रचनात्मक-लेखन      | अनुच्छेद-लेखन<br>अनौपचारिक पत्र<br>संवाद-लेखन<br>चित्र-वर्णन | प्रभावोत्पादक अभिव्यक्ति हेतु सक्षमता का प्रतिपादन।  | रचनात्मक-लेखन - 20 अंक      |
|  |                    |  |  | कुल भार- 80 अंक             |

**TEXT BOOKS: NCERT TEXTBOOK MATHS**  
**NCERT EXEMPLAR MATHS**

| MONTH/S            | UNIT/CHAPTER/<br>TOPIC    | SUB TOPICS  | LEARNING OUTCOME   | WEIGHTAGE |
|--------------------|---------------------------|---|--|-----------|
| APRIL TO<br>AUGUST | Unit 1: Number<br>Systems | Real Numbers-<br><br>Rational and<br>Irrational<br>Numbers<br><br>Decimal<br>Representation<br>of Irrational<br>Numbers<br><br>Laws of<br>Exponents   | <ul style="list-style-type: none"> <li>Understand the classification of numbers (natural, whole, integers, rational, irrational, real). Perform operations with rational and irrational numbers.</li> <li>Represent irrational numbers in decimal form and recognize non-terminating, non-repeating decimals.</li> <li>Apply the laws of exponents to simplify expressions.</li> </ul>   | 60%       |
|                    | Unit 2: Algebra           | Polynomials-<br><br>Degree of a<br>polynomial.<br>Constant,<br>linear,<br>quadratic and<br>cubic<br>polynomials<br><br>Factorization of<br>Algebraic<br>Expressions<br><br>Linear<br>Equations in<br>Two Variables-<br><br>Introduction to<br>the equation in<br>two variables of<br>the type $ax + by + c = 0$ . | <ul style="list-style-type: none"> <li>Understand the concept of polynomials, terms, degrees, and coefficients.</li> <li>Factorize algebraic expressions using different methods like common factor, middle-term splitting, and difference of squares</li> <li>Explain that a linear equation in two variables has infinitely many solutions and justify their being written as ordered pairs of real numbers, plotting them and showing that they lie on a line.</li> </ul> |           |

|  |                                   |   |  |  |
|--|-----------------------------------|---|--|--|
|  | Unit 3:<br>Coordinate<br>Geometry | Cartesian<br>System<br>Plotting Points<br>on the Plane  | <ul style="list-style-type: none"> <li>Understand the Cartesian coordinate system and plot points.</li> </ul>  |  |
|  | Unit 4:<br>Geometry               | <p>Euclid's<br/>Geometry-</p> <p>Definitions,<br/>Axioms,<br/>Postulates</p> <p>Lines and<br/>Angles-</p> <p>Problems related<br/>to angles and<br/>parallel lines.</p> | <ul style="list-style-type: none"> <li>Understand the basic concepts in Euclid's geometry.</li> <li>Prove geometric results using axioms and postulates.</li> <li>(Motivate) If a ray stands on a line, then the sum of the two adjacent angles so formed is <math>180^\circ</math> and the converse.</li> <li>Solve problems related to angles and parallel lines.</li> <li>(Prove) If two lines intersect, vertically opposite angles are equal.</li> <li>(Motivate) Lines which are parallel to a given line are parallel.</li> </ul> |  |
|  | Unit 6: Statistics                | Bar graphs,<br>histograms (with<br>varying base<br>lengths) and<br>frequency<br>polygons.   | <ul style="list-style-type: none"> <li>Understand how to draw and interprets bar graph, histogram and frequency polygon</li> </ul>   |  |



**TERM-II**

| <b>MONTH/S</b>          | <b>UNIT/CHAPTERS/<br/>TOPIC</b> | <b>SUB TOPICS</b>   | <b>LEARNING OUTCOME</b>   | <b>WEIGHTAGE</b> |
|-------------------------|---------------------------------|---|---|------------------|
| SEPTEMBER<br>TO JANUARY | Unit 4: Geometry                | <p>Triangles-</p> <p>Congruence of triangles using different congruence criteria (SSS, SAS, ASA, RHS).</p> <p>Quadrilaterals-</p> <p>Theorems and applications based on the properties of Parallelogram</p> <p>Circles-</p> <p>Theorems and applications based on the properties of Circles</p> | <ul style="list-style-type: none"> <li>• (Prove) Two triangles are congruent if any two angles and the included side of one triangle is equal (respectively) to any two angles and the included side of the other triangle (ASA Congruence)</li> <li>• (Prove) The angles opposite to equal sides of a triangle are equal.</li> <li>• Classify and apply properties of different quadrilaterals such as parallelograms, rectangles, squares, and rhombuses.</li> <li>• (Prove) The diagonal divides a parallelogram into two congruent triangles.</li> <li>• (Prove) Equal chords of a circle subtend equal angles at the center</li> <li>• (Prove) The angle subtended by an arc at the center is double the angle subtended by it at any point on the remaining part of the circle</li> </ul> | 100%             |
|                         | Unit 5: Mensuration             | <p>Heron's formula-</p> <p>Area of a triangle using Heron's formula.(without proof)</p> <p>Surface areas and Volumes-</p> <p>Surface areas and volumes of spheres (including hemispheres) and right circular cones.</p>   | <ul style="list-style-type: none"> <li>• Visualizes, represents, and calculates the area of a triangle using Heron's formula.</li> <li>• Apply formulas to find the Surface areas and volumes of spheres (including hemispheres) and right circular cones.</li> <li>• Solve real-world problems involving Surface areas and volumes.</li> </ul>   |                  |

# SCIENCE

TEXTBOOKS: NCERT  
NCERT EXEMPLAR

## TERM-I

| MONTH        | UNIT/CHAPTERS/<br>TOPIC                 | SUB TOPICS   | LEARNING OUTCOME   | WEIGHTAGE                                |
|--------------|---|--|--|--|
| APRIL-AUGUST |   |  |  | Physics 27<br>Chemistry 25<br>Biology 28 |
|              | <b>CH7:MOTION</b>                       | <ul style="list-style-type: none"> <li>Describing motion</li> <li>Distance and displacement.</li> <li>Speed and velocity</li> <li>Rate of change of velocity</li> <li>Graphical Representation of motion: Distance-time and velocity-time graphs for uniform motion and uniformly accelerated motion</li> <li>Equations of motion</li> <li>Uniform circular motion.</li> </ul> | <ul style="list-style-type: none"> <li>Differentiate between scalar and vector quantities</li> <li>Explain the difference between distance and displacement, speed and velocity with examples</li> <li>Analyses and interprets graphs and figures such as distance-time and velocity-time graphs</li> <li>Solve numericals based on equations of motion</li> </ul> |  |
|              | <b>CH 8: FORCE AND LAWS OF MOTION</b>   | <ul style="list-style-type: none"> <li>Balanced and unbalanced forces</li> <li>First law of motion</li> <li>Inertia and mass</li> <li>Second law of motion</li> <li>Third law of motion</li> </ul>   | <ul style="list-style-type: none"> <li>State Newton's Laws of Motion with the help of real-life examples</li> <li>Formulate the laws mathematically and solve numerical based on them</li> </ul>   |  |
|              | <b>CH 9: GRAVITATION</b>                | <ul style="list-style-type: none"> <li>Universal law of gravitation</li> <li>Free fall</li> <li>Mass and Weight</li> </ul>   | <ul style="list-style-type: none"> <li>Explain gravitational force and derive it between any two objects</li> <li>Define free fall and calculate the value of 'g'</li> <li>Apply learning to hypothetical situations, such as, weight of an object at moon, at equator and poles</li> </ul>  |  |
|              | <b>CH 1: MATTER IN OUR SURROUNDINGS</b> | <ul style="list-style-type: none"> <li>Physical nature of matter</li> <li>Characteristics of particle of matter</li> <li>States of matter</li> <li>Can matter change its state?</li> <li>Evaporation</li> </ul>  | <ul style="list-style-type: none"> <li>To derive an understanding of three states of matter which are interchangeable.</li> <li>To understand evaporation and its factors that affect its rate.</li> </ul>   |  |

|  |  |  |   |  |
|--|--|--|---|--|
|  | <b>Ch 2: IS MATTER AROUND US PURE?</b>           | <ul style="list-style-type: none"> <li>What is a mixture?</li> <li>What is a solution?</li> <li>Physical and chemical changes.</li> <li>What are the types of pure substances?</li> </ul>  | <ul style="list-style-type: none"> <li>To Identify elements, compounds and mixtures.</li> <li>To distinguish types of mixtures.</li> <li>To compare types of solution on basis of its features.</li> </ul>  |  |
|  | <b>CH-5: CELL - THE FUNDAMENTAL UNIT OF LIFE</b> | <ul style="list-style-type: none"> <li>What are Living Organisms Made Up of?</li> <li>What is a Cell Made Up of? What is the Structural Organization of a Cell?</li> <li>Plasma membrane or cell membrane</li> <li>Cell wall,</li> <li>Nucleus</li> <li>Cytoplasm</li> <li>Cellorganelles</li> </ul> <p>(i)Endoplasmic reticulum(er), (ii) Golgi apparatus, (iii)lysosomes, (iv) mitochondria, (v) plastids, (vi) vacuoles, cell division.</p> | <ul style="list-style-type: none"> <li>To make them comfortable in understanding the concept of using a microscope.</li> <li>To help them in understanding the types of osmosis and types of solutions</li> <li>To help them in developing idea about primitive cell and the cell evolved.</li> </ul> |  |
|  | <b>CH-6: TISSUES</b>                             | <ul style="list-style-type: none"> <li>Are Plants and Animals Made of Same Types of Tissues?</li> <li>Plant tissues, meristematic tissue,</li> <li>Permanent tissue, (i) Simple Permanent tissue, (ii) Complex Permanent tissue</li> </ul>   | <ul style="list-style-type: none"> <li>To make understanding about various categories of plant tissues and their location structure and function.</li> <li>To develop skill of making drawing of various tissues and study their functions.</li> </ul>  |  |

## TERM-II

| MONTH                 | UNIT/CHAPTERS/ TOPIC          | SUB TOPICS  | LEARNING OUTCOME   | WEIGHTAGE                                |
|-----------------------|-------------------------------|---|--|--|
| SEPTEMBER-<br>JANUARY |                               |   |  | Physics 27<br>Chemistry 25<br>Biology 28 |
|                       | <b>GRAVITATION (CONTD.)</b>   | <ul style="list-style-type: none"> <li>Thrust and pressure</li> <li>Buoyancy</li> <li>Archimedes principle</li> </ul>   | <ul style="list-style-type: none"> <li>Apply the principle to examples of floating and sinking of objects.</li> </ul>  |  |
|                       | <b>CH 10: WORK AND ENERGY</b> | <ul style="list-style-type: none"> <li>Work</li> <li>Energy: potential energy, kinetic energy, law of conservation of energy</li> <li>Rate of doing work</li> </ul> | <ul style="list-style-type: none"> <li>Explain the concept of work done</li> <li>Define and calculate the amount of energy</li> <li>Calculate the power dissipated in doing certain job</li> </ul> |  |
|                       | <b>CH 11: SOUND</b>           | <ul style="list-style-type: none"> <li>Production of sound</li> </ul>   | <ul style="list-style-type: none"> <li>Visualize sound as waves</li> </ul>   |  |

|  |   |   |  |  |
|--|---|---|--|--|
|  |   | <ul style="list-style-type: none"> <li>• Propagation of sound</li> <li>• Reflection of sound</li> <li>• Range of hearing</li> <li>• Applications of ultrasound</li> </ul>   | <p>and explain that sound cannot produce without a vibrating object.</p> <ul style="list-style-type: none"> <li>• Explain the different characteristics of sound waves.</li> <li>• Draw labelled diagrams of the human ear.</li> <li>• Explain processes and Phenomena how bats use ultrasonic waves to catch prey</li> </ul>          |  |
|  | <b>Ch 3: ATOMS AND MOLECULES</b>            | <ul style="list-style-type: none"> <li>• Laws of chemical combination</li> <li>• What is an atom?</li> <li>• What is a molecule?</li> <li>• Writing chemical formulae</li> <li>• Molecular mass</li> <li>• Charged particles in matter</li> <li>• Structure of an atom</li> <li>• How are electrons distributed in different orbits. Valency</li> <li>• Atomic number and mass number Isotopes and isobars</li> </ul>   | <ul style="list-style-type: none"> <li>• To know atom, molecule, atomic mass and calculate molecular mass</li> <li>• To arrive at different chemical formulas</li> </ul>   |  |
|  | <b>Ch4: STRUCTURE OF THE ATOM</b>           |   | <ul style="list-style-type: none"> <li>• To Understand the different models proposed by chemists and their failures.</li> <li>• To Know the presence of electrons in each shell of K, L, M, N.</li> <li>• To Define valency, atomic number and mass number</li> <li>• To understand Isotopes and know about its application</li> </ul> |  |
|  | <b>CH-6: TISSUES</b>                        | <ul style="list-style-type: none"> <li>• Animal Tissues:</li> <li>• Epithelial tissues,</li> <li>• Connective tissue</li> <li>• Muscular tissue,</li> <li>• Nervous tissue.</li> </ul>  | <ul style="list-style-type: none"> <li>• To help them in understanding the complex structure of animal tissues with the help of live examples of their body actions.</li> </ul>  |  |
|  | <b>CH-12: IMPROVEMENT IN FOOD RESOURCES</b> | <ul style="list-style-type: none"> <li>• Epithelial tissue</li> <li>• Crop variety improvement,</li> <li>• Crop production Management (i) Nutrient Management, (manure, fertilizers), (ii) irrigation, (iii) Cropping Patterns</li> <li>• Crop protection Management</li> <li>• Storage of Grains</li> <li>• Animal Husbandry</li> <li>• Cattle farming</li> <li>• Poultry farming, egg and broiler production</li> <li>• Fish production, (i) Marine fisheries, (ii) Inland fisheries,</li> <li>• Bee-keeping</li> </ul> | <ul style="list-style-type: none"> <li>• To analyses the types of crops used and to make a record about the nutrient they have.</li> <li>• To make them aware about different steps necessary to grow crops and harvest.</li> </ul>  |  |

## SOCIAL SCIENCE

### TEXTBOOKS:

1. **HISTORY (INDIA AND THE CONTEMPORARY WORLD- I) NCERT**
2. **POLITICAL SCIENCE (DEMOCRATIC POLITICS-I) NCERT**
3. **GEOGRAPHY (CONTEMPORARY INDIA-I) NCERT**
4. **ECONOMICS NCERT**

| TERM-I                             |  |   |   |           |
|------------------------------------|--|---|---|-----------|
| MONTHS                             | UNIT/CHAPTER/TOPIC   | SUB TOPICS  | Learning outcome  | WEIGHTAGE |
| APRIL<br>2025 TO<br>AUGUST<br>2025 | <b>HISTORY: THE FRENCH REVOLUTION</b>                      | <ul style="list-style-type: none"> <li>French Society During The Late Eighteenth Century: The struggle to survive, How a Subsistence Crisis Happens, A Growing Middle Class Envisages an End to Privileges</li> <li>The Outbreak Of The Revolution: France Becomes a Constitutional Monarchy, Reading political symbols</li> <li>France Abolishes Monarchy and Becomes a Republic: The Reign of Terror, A Directory Rules France</li> <li>Did Women Have a Revolution?</li> <li>The Abolition of Slavery</li> <li>The Revolution and Everyday Life</li> </ul> <b>MAP WORK</b><br>Outline political map of France.<br>Locate/label/identify. Bordeaux, Nantes, Paris and Marseilles  | The students will be able to Infer how the French Revolution had an impact on the European countries in the making of nation states in Europe and elsewhere.<br>Will be able to Illustrate that, the quest for imperialism triggered the First World War.<br>• Will Examine various sources to address imbalances that may lead to revolutions. | 25 %      |
|                                    | <b>HISTORY: SOCIALISM IN EUROPE AND RUSSIAN REVOLUTION</b> | <ul style="list-style-type: none"> <li>The Age of Social Change: Liberals, Radicals and Conservatives, Industrial Society and Social Change, The Coming of Socialism to Europe, Support for Socialism</li> <li>The Russian Revolution: The Russian Empire in 1914, Economy and Society, Socialism in Russia, A Turbulent Time: The 1905 Revolution, the First World War and the Russian Empire.</li> <li>The February Revolution in Petrograd: After February, The Revolution of October 1917</li> <li>What Changed After October? The Civil War, Making a Socialist Society, Stalinism and Collectivization.</li> </ul> <b>MAP WORK</b><br>Outline political map of the World.<br>Locate/label/identify Major countries of First World War: Central Powers: Germany, Austria-Hungary, Turkey (Ottoman Empire). Allied Powers – France, England, Russia and USA |   |           |

|  |   |   |  |      |
|--|---|---|--|------|
|  | <b>POLITICAL SCIENCE:</b><br>WHAT IS DEMOCRACY?<br>WHY DEMOCRACY? | <ul style="list-style-type: none"> <li>• What is Democracy? Why define democracy? A simple definition</li> <li>• Features of Democracy: Major decisions by elected leaders, Free and fair electoral competition, One person, One person, One person, one vote, one value, Rule of law and respect for rights</li> <li>• Summary Definition</li> <li>• Why democracy? Debating merits of democracy, Arguments against democracy, Arguments for democracy</li> <li>• Broader Meanings of Democracy</li> </ul> |  | 25 % |
|  | <b>POLITICAL SCIENCE:</b><br>CONSTITUTIONAL DESIGN                | <ul style="list-style-type: none"> <li>• Democratic Constitution in South Africa: Struggle against Apartheid, towards a new Constitution.</li> <li>• Why Do We Need A Constitution?</li> <li>• Making of the Indian Constitution: The path to Constitution, The Constituent Assembly</li> <li>• Guiding Values of the Indian Constitution: The Dream and the Promise, Philosophy of the Constitution, Institutional Design.</li> </ul>  |  |      |
|  | <b>GEOGRAPHY:</b><br>INDIA-SIZE AND LOCATION                      | <ul style="list-style-type: none"> <li>• Location and Size of India</li> <li>• India and the world</li> <li>• India's Neighbour</li> </ul> <p><b>MAP WORK:</b><br/>         India – States and Capitals Tropic of Cancer, Standard Meridian (Location and Labeling) Neighboring Countries</p>   |  | 25%  |
|  | <b>GEOGRAPHY:</b><br>PHYSICAL FEATURES OF INDIA                   | <ul style="list-style-type: none"> <li>• All the Major Physiographic Division</li> </ul> <p><b>MAP WORK:</b><br/>         Mountain Ranges : The Karakoram, The Zaskar, The Shivalik, The Aravali, The Vindhya, The Satpura, Western and Eastern Ghats Mountain Peaks – K2, Kanchan Junga, Anai Mudi Plateau – Deccan Plateau, Chota Nagpur Plateau, Malwa Plateau Coastal Plains – Konkan, Malabar, Coromandel &amp; Northern Circar</p>  |  |      |
|  | <b>GEOGRAPHY:</b><br>DRAINAGE                                     | <ul style="list-style-type: none"> <li>• Drainage System Of India</li> <li>• The Himalayan River</li> <li>• The Peninsular River</li> <li>• The Role of River in the economy</li> <li>• River Pollution</li> </ul> <p><b>MAP Work:</b><br/>         Rivers (Identification only) The Himalayan River Systems – The Indus, The Ganges and The Sutlej The Peninsular Rivers – The Narmada, The Tapi, The Kaveri, The Krishna, The Godavari, The Mahanadi Lakes – Wular, Pulicat, Sambhar, Chilika</p>         |  |      |

|                    |  |   |   |             |
|--------------------|--|---|---|-------------|
|                    | <b>ECONOMICS</b><br>THE STORY OF VILLAGE PALAMPUR<br>*(Only assessed in PT1) | <ul style="list-style-type: none"> <li>• Introduction.</li> <li>• Organization of production. Fixed and physical capital.</li> <li>• Farming in Palampur (all points to be discussed)</li> <li>• Non-farming activities in farming (all points to be discussed).</li> </ul>   | <ul style="list-style-type: none"> <li>• Enlist the requirements of production and comprehend the interdependence of these requirements.             <ul style="list-style-type: none"> <li>• Corelate farming and non-farming activities to economic growth.</li> <li>• Comprehend how the significance of conditions of farming and the factors of production impact economic development.</li> <li>• Find solutions to foster an equitable society.</li> </ul> </li> </ul> | 25%         |
|                    | <b>ECONOMICS</b><br>PEOPLE AS RESOURCE                                       | <ul style="list-style-type: none"> <li>• Overview.</li> <li>• Story of Sakal and Villas.</li> <li>• Economic Activities by Men and Women.</li> <li>• Quality of Population, education and health topics to be discussed.</li> <li>• Unemployment, types of unemployment. (comparison of Sheela and Geeta).</li> </ul> | <ul style="list-style-type: none"> <li>• Evaluate the reasons that contribute to the quality of population. Observe the different government schemes in some states and see its effect on the quality of people there by.</li> <li>• Propose innovative strategies to resolve unemployment problems.</li> </ul>   |             |
| <b>Total Marks</b> | <b>80 MM</b>   |   |   | <b>100%</b> |

**TERM-II**

| <b>MONTHS</b>                               | <b>UNIT/CHAPTER/TOPIC</b>   | <b>SUB TOPICS</b>  |  | <b>WEIGHTAGE</b> |
|---|---|--|--|------------------|
| <b>SEP 2025<br/>TO<br/>JANUARY<br/>2026</b> | <b>HISTORY:</b><br>Pastoralists in the Modern World<br><br><br><br><br><br><br><br><br><br><b>NAZISM AND THE RISE OF HITLER</b> | <ul style="list-style-type: none"> <li>• Pastoral Nomads and their Movements: In the mountains, on the plateaus, plains and deserts</li> <li>• Colonial rule and pastoral life</li> <li>• pastoralism in Africa: their life before and after colonialism</li> <li>• Birth of Weimar Republic: The effects of the war, Political Radicalism and Economic Crises, The years of Depression</li> <li>• Hitler's Rise to Power: The Destruction of Democracy, Reconstruction</li> <li>• The Nazi World View: Establishment of Racial State, The Racial Utopia</li> <li>• Steps to Death: Exclusion, Ghettoization, Annihilation</li> <li>• Youth in Nazi Germany</li> <li>• The Nazi Cult of Motherhood</li> <li>• The Art of Propaganda</li> <li>• Ordinary People and Crimes against Humanity: Knowledge about Holocaust.</li> </ul> <b>MAP WORK</b><br>Outline Political Map of World.<br>Locate/label/identify Major countries of Second World War Axis Powers – Germany, Italy, Japan Allied Powers – UK, France, Former USSR, USA |  | 25%              |
|   | <b>POLITICAL SCIENCE:</b><br>ELECTORAL POLITICS   | <ul style="list-style-type: none"> <li>• Why Elections? Assembly Elections in Haryana, Why do we need elections, what makes an election Democratic? Is it good to have political competition</li> <li>• What is our system of Elections? , Electoral Constituencies, Reserved Constituencies, Voter's List, Nomination of Candidates, Election campaign, Polling and counting of votes.</li> <li>• What makes elections in India Democratic? Independent election commission, popular participation, acceptance of election outcome</li> <li>• Challenges to free and fair elections</li> </ul>  |  | 25%              |
|   | <b>POLITICAL SCIENCE:</b><br>WORKING OF INSTITUTIONS  | <ul style="list-style-type: none"> <li>• How is Major Policy Decision Taken? A Government Order, The Decision makers, Need for Political Institutions,</li> <li>• Parliament: Why do we need a Parliament, Two houses of Parliament</li> <li>• Political Executive: Political executive and Permanent Executive, Prime Minister and his council of Ministers, Powers of the Prime Minister, The President</li> <li>• The Judiciary</li> </ul>  |  |                  |



|  |  |   |   |     |
|--|--|---|---|-----|
|  | <b>POLITICAL SCIENCE:</b><br>DEMOCRATIC RIGHTS | <ul style="list-style-type: none"> <li>Life without Rights, Prison in Guantanamo Bay, Citizen's Right in Saudi Arabia, Ethnic Massacre in Kosovo</li> <li>Rights in a Democracy: What are Rights? Why do we need Rights in a Democracy?</li> <li>Rights in the Indian Constitution: Right to Equality, Right to Freedom, Right against Exploitation, Right to Freedom of religion, Cultural and Educational rights, Right to Constitutional remedies, how can we secure these Rights?</li> <li>Expanding Scope of Rights</li> </ul> |   |     |
|  | <b>GEOGRAPHY:</b><br>CLIMATE                   | <ul style="list-style-type: none"> <li>Introduction</li> <li>Climatic Controls</li> <li>Factors Affecting India's Climate</li> <li>The Seasons</li> <li>Distribution of Rainfall</li> <li>Monsoon as unifying Bond</li> </ul> <p>MAP WORK:<br/>Annual rainfall in India, Monsoon wind direction</p>   |   | 25% |
|  | <b>GEOGRAPHY:</b><br>POPULATION                | <ul style="list-style-type: none"> <li>Population Size and Distribution</li> <li>Population Growth and Process of Population Change POPULATION</li> </ul> <p>MAP WORK<br/>Population density of all states .The state having highest and lowest density of population</p>   |   |     |
|  | <b>ECONOMICS</b><br>POVERTY AS A CHALLENGE     | <ul style="list-style-type: none"> <li>Introduction</li> <li>Two typical cases of Ram Saran and Lakha Singh under Poverty.</li> <li>Discuss the issues related to poverty.</li> <li>Social Exclusion and Vulnerability.</li> <li>Poverty line and poverty estimates.</li> <li>Vulnerability groups.</li> <li>Global poverty scenario.</li> <li>Causes of poverty and anti-poverty measures.</li> </ul>  | <ul style="list-style-type: none"> <li>Comprehend the reasons of poverty in the rural and urban areas.</li> <li>Evaluate the efficacy of government to eradicate poverty.</li> <li>Compare how poverty estimates have transformed from 1993-94 to 2011-12.</li> <li>Corelate the link between education and poverty.</li> </ul> | 25% |
|  | <b>ECONOMICS</b><br>Food Security in India     | <ul style="list-style-type: none"> <li>What is food security? And why Food is as essential for living.</li> <li>Why food security?</li> <li>Who are food-insecure?</li> <li>Story of Ahmad and Ramu.</li> <li>Food Security in India.</li> <li>What is Buffer stock?</li> <li>What is the Public Distribution System?</li> <li>Current Status of Public Distribution System.</li> <li>Role of cooperatives in food security</li> </ul>  | <ul style="list-style-type: none"> <li>Comprehend various aspects of food security that will ensure continuity of supply to the masses.</li> <li>Enumerate the different features of PDS that directly address FSI.</li> <li>Analyze and infer the</li> </ul>   |     |

|                    |              |  |   |             |
|--------------------|--------------|--|---|-------------|
|                    |              |  | impact of Green Revolution.<br>• Analyze the causes and impact of famines/disasters in food security during pre and post independent India. |             |
| <b>Total Marks</b> | <b>80 MM</b> |  |   | <b>100%</b> |

**PLEASE**

**NOTE:**[https://cbseacademic.nic.in/web\\_material/CurriculumMain25/Sec/Social\\_Science\\_Sec\\_2024-25.pdf](https://cbseacademic.nic.in/web_material/CurriculumMain25/Sec/Social_Science_Sec_2024-25.pdf)

**1) HISTORY (India and the Contemporary World - I) : Chapter 4 - Forest, Society and Colonialism: Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks)**  
**Chapter 5- Pastoralists in the Modern World (To be assessed as part of Periodic Assessment only)**

**2) GEOGRAPHY: chapter 5- Natural Vegetation and Wildlife (Only map pointing to be evaluated in the annual examination.) Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks)**

**3) ECONOMICS- chapter 1- The Story of Village Palampur (To be assessed as part of Periodic Assessment only)**

**TEXT BOOKS:**

1. मणिका (पाठ्यपुस्तकम्) भाग -1
2. मणिका (अभ्यासपुस्तकम्) भाग -1

| MONTH/S      | UNIT/CHAPTERS/TOPIC   | SUB TOPICS  | LEARNING OUTCOME  | WEIGHTAGE   |
|--------------|---|---|---|---|
| अप्रैल-अगस्त | <b>खण्ड – क</b><br>अपठित-अवबोधनम्   | अतिलघुतरात्मकौ<br>पूर्णवाक्यात्मकौ<br>शीर्षक-लेखनम् (लघुतरात्मकः)<br>भाषिककार्यम् (बहुविकल्पात्मकाः)  | व्यावहारिक<br>व्याकरणस्य<br>ज्ञानम्। नवीन<br>शब्दानां<br>परिचयः। तार्किक<br>क्षमतायाः विकासः।   | 1x2=2<br>2x2=4<br>1x1=1<br>1x3=3<br><b>(10अङ्काः)</b> |
|              | <b>खण्ड – ख</b><br>रचनात्मकलेखनम्   | चित्रवर्णनम्<br>पत्रलेखनम्<br>( निबन्धात्मकः)<br>संवादः/कथापूर्तिः (निबन्धात्मकः)   | चित्राधारित-<br>वाक्यानां शुद्ध-<br>लेखनम्।<br>संवादपूर्तिः,<br>कथापूर्तिः,<br>चित्रवर्णनम्<br>इत्यादीनाम्<br>अभ्यासः<br>उचितप्रयोगः। | 1x5=5<br>½x10=5<br><br>1x5=5<br><b>(15अङ्काः)</b>     |
|              | <b>खण्ड – ग</b><br>(अनुप्रयुक्त-व्याकरणम्)<br>उच्चारणस्थानानि )<br><br>सन्धिः | संस्कृतवर्णमाला (वर्तनी-<br>उच्चारणस्थानानि ) लघुतरात्मकाः<br><br>स्वर सन्धिः- दीर्घः, गुण, वृद्धिः,<br>यण, अयादि<br>व्यञ्जन सन्धिः- वर्गीप्रथमवर्णस्य<br>तृतीयवर्ण परिवर्तनम्<br>(जश्त्वसन्धिः), 'म स्थाने अनुस्वारः<br>विसर्ग सन्धिः-<br>उत्त्वम्, शत्वम्, षत्वम्, सत्वम्<br>(पाठ्यपुस्तकाधारितः)लघुतरात्मकाः |   | (½x4=2)<br><br><br>1x5=5                              |

|  |                    |   |         |
|--|--------------------|---|---------|
|  | धातुरूपाणि         | (परस्मैपदिनः)- भू, नम्,<br>गम्, अस्, प्रच्छ, कृ, ज्ञा,<br>क्षाल्, नी (पञ्चसु लकारेषु)<br>(आत्मनेपदिनः) सेव्, लभ्,<br>रुच्-(लट्लकारे लृटलकारे च)<br>बहुविकल्पात्मकाः   | 1x5=5   |
|  | शब्दरूपाणि         | <b>अजन्ताः (पुल्लिङ्गशब्दाः)</b><br>अकारान्त -बालकवत्,<br>इकारान्त-कविवत्,<br>उकारान्त--साधुवत्<br>हलन्तः - भवत्<br><b>(स्त्रीलिङ्गशब्दाः)</b><br>अजन्ताः -<br>आकारान्त- लतावत्<br>ईकारान्त - नदीवत्<br><b>(नपुंसकलिङ्गशब्दाः)</b><br>अजन्ताः -<br>अकारान्त-फलवत्<br>(सर्वनामशब्दाः)<br>अस्मद्, युष्मद्, तत्, किम्<br>(त्रिषु लिङ्गेषु)<br>बहुविकल्पात्मकाः | 1x4=4   |
|  | कारक-उपपद-विभक्तयः | द्वितीया -समया/निकषा,<br>प्रति, विना, परितः, उभयतः<br>तृतीया - सह/समम्/ सार्धम्,<br>विना, अलम्, हीन<br>चतुर्थी - रुच्, दा (यच्छ),<br>नमः, कुप्, अलम् (सामर्थ्य)<br>पञ्चमी - विना, बहिः, भी,<br>रक्ष्<br>षष्ठी -उपरि, अधः, पुरतः,<br>पृष्ठतः, वामतः, दक्षिणतः<br>सप्तमी - स्निह्, विश्वस्,<br>निपुण, कुशल  | 1x4=4   |
|  | प्रत्ययाः          | तुमुन्- क्त्वा- ल्यप्   | 1x3=3   |
|  | सङ्ख्या            | (1-100) (1-4 केवलं प्रथमा-  | 1/2x4=2 |

|  |  |   |   |
|--|--|---|---|
|  | <p><b>खण्ड – घ</b><br/>(पठित-अवबोधनम्)</p> <p>पाठ – 1 अविवेकः<br/>परमापदां पदम्</p> <p>पाठ – 2 पाथेयम्</p> <p>पाठ – 3 विजयतां<br/>स्वदेशः</p> <p>पाठ – 4 विद्यया<br/>भान्ति सद्गुणाः</p> <p>पाठ – 5 कर्मणा याति<br/>संसिद्धिम्</p> | <p>विभक्तौ)<br/>बहुविकल्पात्मकाः</p> <p><u>पठित-गद्यांश-पद्यांश-</u><br/><u>नाट्यांश आधारिताः प्रश्नाः</u><br/>(अतिलघुतरात्मकौ<br/>पूर्णवाक्यात्मकौ<br/>लघुतरात्मकौ -भाषिककार्यम्)</p> <p>प्रश्ननिर्माणम्<br/>(पूर्णवाक्यात्मकाः)</p> <p>अन्वयः तथा भावार्थः-<br/>(रिक्तस्थानपूर्तिः,<br/>निबन्धात्मकः)</p> <p>प्रसङ्गानुसार, अर्थचयनम्<br/>(बहुविकल्पात्मकाः)</p> <p>पाठाधारित-कथापूर्तिः<br/>(मञ्जूषायाः सहायतया<br/>रिक्तस्थानपूर्तिः,<br/>निबन्धात्मकः)</p> | <p>(25अङ्काः)</p> <p><b>15 अङ्काः</b><br/>(<math>\frac{1}{2} \times 2 = 1</math><br/><math>1 \times 2 = 2</math><br/><math>1 \times 2 = 2</math>)</p> <p>कथायाः माध्यमेन अविवेकस्य<br/>दुष्परिणामानाम् ज्ञानम्।।</p> <p>शिक्षाप्रदश्लोकानाम् माध्यमेन<br/>नैतिक- मूल्यानाम् पल्लवनम्<br/>उद्भावनम् च।</p> <p>देशप्रेम्णः हेतोः प्राणोत्सर्गस्य<br/>प्रेरणा।</p> <p>विद्याया महत्त्वस्य<br/>प्रतिपादनम्।</p> <p>सफलतायाः मूलमंत्रः कर्म एव-<br/>अस्य प्रेरणा।</p> <p>1x5=5</p> <p><math>\frac{1}{2} \times 4 = 2</math></p> <p>1x4=4</p> <p><math>\frac{1}{2} \times 8 = 4</math></p> <p><b>(30 अङ्काः)</b><br/><b>पूर्णाङ्काः-</b><br/>80</p> |
|--|--|---|---|

**TERM-II**

| <b>MONTH/<br/>S</b> | <b>UNIT/CHAPTERS/<br/>TOPIC</b>   | <b>SUB TOPICS</b>   | <b>LEARNING OUTCOME</b>  | <b>WEIGHTAGE</b>  |
|---------------------|---|---|--|---|
| अक्तूबर-<br>जनवरी   | <b>खण्ड – क</b><br>अपठित-अवबोधनम्   | अतिलघुतरात्मकौ<br>पूर्णवाक्यात्मकौ<br>शीर्षक-लेखनम् (लघुतरात्मकः)<br>भाषिककार्यम्<br>(बहुविकल्पात्मकाः)   | व्यावहारिक व्याकरणस्य<br>ज्ञानम्। नवीन शब्दानां<br>परिचयः। तार्किक क्षमतायाः<br>विकासः।                                  | 1x2=2<br>2x2=4<br>1x1=1<br>1x3=3<br><br><b>(10अङ्काः)</b> |
|                     | <b>खण्ड – ख</b><br>रचनात्मकलेखनम्   | चित्रवर्णनम्<br>पत्रलेखनम्<br>( निबन्धात्मकः)<br>संवादः/कथापूर्तिः<br>(निबन्धात्मकः)  | चित्राधारित-वाक्यानां शुद्ध-<br>लेखनम्। संवादपूर्तिः,<br>कथापूर्तिः, चित्रवर्णनम्<br>इत्यादीनाम् अभ्यासः<br>उचितप्रयोगः। | 1x5=5<br>½x10=5<br>(½x10=5)<br><br><b>(15अङ्काः)</b>      |
|                     | <b>खण्ड – ग</b><br>(अनुप्रयुक्त-व्याकरणम्)<br>उच्चारणस्थानानि )<br><br>सन्धिः<br><br><br><br><br><br><br><br>धातुरूपाणि | संस्कृतवर्णमाला (वर्तनी-<br>उच्चारणस्थानानि )<br>लघुतरात्मकाः<br><br>स्वर सन्धिः- दीर्घः, गुण, वृद्धिः,<br>यण, अयादि<br>व्यञ्जन सन्धिः-<br>वर्गीप्रथमवर्णस्य तृतीयवर्णं<br>परिवर्तनम् (जश्त्वसन्धिः), 'म'<br>स्थाने अनुस्वारः<br>विसर्ग सन्धिः-<br>उत्त्वम्, शत्वम् , षत्वम्, सत्वम्<br>(पाठ्यपुस्तकाधारितः)<br>लघुतरात्मकाः<br><br>(परस्मैपदिनः)- भू, नम्, गम्,<br>अस्, प्रच्छ, कृ, जा, क्षाल्, नी<br>(पञ्चसु लकारेषु)<br>(आत्मनेपदिनः) सेव्, लभ्, रुच्-<br>(लटलकारे लृटलकारे च)<br>बहुविकल्पात्मकाः |  | (½x4=2)<br><br><br><br>1x4=4<br><br><br><br>1x4=4         |

|  |   |  |  |  |
|--|---|--|--|--|
|  | <p>शब्दरूपाणि</p> <p>कारक-उपपद-विभक्तयः</p> <p>प्रत्ययाः</p> <p>अव्ययानि</p> <p>सङ्ख्या</p> | <p><b>अजन्ताः (पुल्लिङ्गशब्दाः)</b><br/> अकारान्त - बालकवत्,<br/> इकारान्त-कविवत्,<br/> उकारान्त--साधुवत्<br/> हलन्तः - भवत्<br/> <b>(स्त्रीलिङ्गशब्दाः)</b><br/> अजन्ताः -<br/> आकारान्त- लतावत्<br/> ईकारान्त - नदीवत्<br/> <b>(नपुंसकलिङ्गशब्दाः)</b><br/> अजन्ताः -<br/> अकारान्त-फलवत्<br/> (सर्वनामशब्दाः)<br/> अस्मद्, युष्मद्, तत्, किम् (त्रिषु लिङ्गेषु)<br/> बहुविकल्पात्मकाः<br/> द्वितीया -समया/निकषा, प्रति,<br/> विना, परितः, उभयतः<br/> तृतीया - सह/समम्/ सार्धम्,<br/> विना, अलम्, हीन<br/> चतुर्थी - रुच्, दा (यच्छ), नमः,<br/> कुप्, अलम् (सामर्थ्य)<br/> पञ्चमी - विना, बहिः, भी, रक्ष्<br/> षष्ठी -उपरि, अधः, पुरतः,<br/> पृष्ठतः, वामतः, दक्षिणतः<br/> सप्तमी - स्निह्, विश्वस्, निपुण,<br/> कुशल<br/> तुमुन्- क्त्वा- ल्यप्-शत्<br/> <b>स्थानबोधकानि-</b> अत्र, तत्र, अन्यत्र,<br/> सर्वत्र, यत्र, एकत्र, उभयत्र<br/> <b>कालबोधकानि-</b> यदा, तदा, सर्वदा,<br/> एकदा, पुरा, अधुना, अद्य, श्वः, ह्यः<br/> <b>प्रश्नबोधकानि-</b> किम्, कुत्र, कति,<br/> कदा, कुतः, कथम्, किमर्थम्<br/> <b>अन्यानि -</b> च, अपि, यदि, तर्हि, यथा,<br/> तथा, सम्यक्, एव</p> <p>(1-100) (1-4 केवलं प्रथमा-<br/> विभक्तौ)</p> |  | <p>1x4=4</p> <p>1x4=4</p> <p>1x3=3</p> <p>1/2x4=2</p> <p>1/2x4=2</p> <p><b>25 अङ्काः</b></p> |
|--|---|--|--|--|

|  |   |  |  |   |
|--|---|--|--|---|
|  |   | बहुविकल्पात्मकाः   |  |   |
|  | <p><b>खण्ड – घ</b><br/>(पठित-अवबोधनम्)</p> <p>पाठ –6 तत् त्वम् असि</p> <p>पाठ – 7 तरवे नमोऽस्तु</p> <p>पाठ –8 न धर्मवृद्धेषु वयः<br/>समीक्ष्यते</p> <p>पाठ –9 कवयामि वयामि<br/>यामि</p> | <p><u>पठित-गद्यांश-पद्यांश-</u><br/><u>नाट्यांश आधारिताः प्रश्नाः</u></p> <p>प्रश्ननिर्माणम्<br/>(पूर्णवाक्यात्मकाः)</p> <p>अन्वयः तथा भावार्थः-<br/>(रिक्तस्थानपूर्तिः, निबन्धात्मकः)</p> <p>प्रसङ्गानुसार, अर्थचयनम्<br/>(बहुविकल्पात्मकाः)</p> <p>पाठाधारित-कथापूर्तिः<br/>(मञ्जूषायाः सहायतया<br/>रिक्तस्थानपूर्तिः, निबन्धात्मकः)</p> | <p>आत्मतत्त्वस्य ज्ञानम्।</p> <p>परोपकारिणाम् वृक्षाणाम्<br/>महता।</p> <p>ज्ञानवृद्धस्य अष्टावक्रस्य<br/>कथायाः माध्यमेन धर्मः एवं<br/>कर्तव्यः इत्यस्य प्रेरणा।</p> <p>राजाभोजस्य कलाप्रियताम्<br/>आधृत्य नाटकस्य माध्यमेन<br/>कलायाः महत्त्वम् कलाम् च<br/>प्रति बोधः।</p> | <p><b>15 अङ्काः</b><br/>(<math>\frac{1}{2} \times 2 = 1</math><br/><math>1 \times 2 = 2</math><br/><math>1 \times 2 = 2</math>)</p> <p>1x5=5</p> <p><math>\frac{1}{2} \times 4 = 2</math></p> <p>1x4=4</p> <p><math>\frac{1}{2} \times 8 = 4</math></p> <p><b>30 अङ्काः</b></p> |
|  |   |  |  | <b>पूर्णाङ्काः-80</b>   |