



MAEER's MIT PUNE's
VISHWASHANTI GURUKUL SCHOOLS

Chh. Sambhajnagar | Barshi | Kothrud | Loni Kalbhor | Pandharpur | Sangli | Solapur | Ulwe

Annual Syllabus (2026-27)

Grade IX

Subject: English

Textbooks: Kaveri

Month	Chapter	Key Learning Outcomes	Key words
April	How I Taught My Grandmother to Read Grammar: Determiners Writing : Letter Writing	1. Lifelong Learning: Age is never a barrier to acquiring new skills or knowledge. 2. Empowerment through Literacy: Education provides independence, dignity, and the ability to access information independently. 3. Perseverance & Dedication: Overcoming challenges requires hard work and firm determination. 4. Intergenerational Respect: The story reinforces the value of mutual respect and learning between the young and the elderly. 5. Role of Support: Patience and familial support are crucial in the learning process. 6. Identify and apply the formal letter format (sender's address, date, receiver's address, subject, salutation, body, closing). Understand the importance of conciseness in expressing opinions.	Temporary vs. lasting happiness Money as a tool, not a goal Balance between wealth and values Perspective and mindset Quality of life vs. happiness
	Poem: Bharat Our Land	1. Patriotism and National Pride: Developing love, respect, and pride for the country. 2. Unity in Diversity: Understanding the cultural, linguistic, and geographical diversity of India. 3. Appreciation of Natural Beauty: Recognizing the beauty of landscapes, rivers, and heritage of the nation.	Literacy, determination, perseverance, self-respect, independence, education, dedication, encouragement, learning, inspiration.

		4. Sense of Responsibility: Encouraging students to value and protect their country's traditions and environment. 5. Literary Appreciation: Understanding imagery and descriptive language used to portray the nation.	
June	Unit 2: The Pot Maker Grammar: Tenses, Subject Verb Agreement Writing: Article Writing	1. Understanding Cultural Heritage and Tradition Appreciation of Traditional Skills: The story highlights the importance of preserving ancient crafts like pottery, which are Passed down through generations and define a community's identity. Collective Good vs. Individual Interest: The narrative demonstrates how tribal societies often value the continuation of traditions for the community over individual preferences, emphasizing that these skills are a communal heritage. 2. The Value of Passion and Determination Perseverance in Achieving Goals: Sentila's journey shows that true passion can help an individual overcome obstacles, such as lack of training or a mentor's initial disapproval. Self-Learning and Observation: The story teaches that observation, dedication, and practice are crucial in mastering any art form. 3. Tenses Students will be able to identify, recognize, and differentiate between the three main time frames (past, present, future) and their aspects (simple, continuous, perfect) in reading materials. 4. Article Writing Measurable statements that define the skills, knowledge, and abilities a student will possess upon completion of a writing course or module	Tradition, pottery, craftsmanship, heritage, skills, observation, practice, perseverance, community, creativity.
	Poem : Gifts of Grace: Honouring Our Vocations	1. Value of Kindness and Compassion: Understanding the importance of helping and caring for others. 2. Inner Virtues: Recognizing qualities like humility, generosity, and gratitude as true gifts in life. 3. Positive Social Behaviour: Encouraging students to practice kindness and respect in daily life.	Kindness, generosity, compassion, gratitude, humility, goodness, sharing, virtues.

		4. Emotional Awareness: Developing empathy towards people around them. 5. Literary Appreciation: Identifying rhyme, rhythm, and simple poetic expressions used in the poem.	
	Periodic Assessment I - 06.07.2026 to 16.07.2026		
July	Unit 3: Winds of Change Grammar: Modals	1. Winds of Change: Understanding Resilience and Strength: Students will be able to recognize that challenges (symbolized by the wind) are inevitable, and that building inner strength—both mental and physical—is essential to face them. 2. Embracing Change and Adversity: Students will learn to adopt a positive attitude toward change and hardship, viewing them as opportunities for personal growth rather than destructive forces.	Resilience, strength, challenges, determination, courage, optimism, adversity, self-reliance, growth, perseverance.
		3. Developing Coping Mechanisms: The lesson encourages developing a "strong heart" and a firm mind to prevent being broken by life's difficulties. 4. Appreciation of Symbolism and Personification: Students will understand the use of the wind as a metaphor for life's challenges, learning how to "make friends" with these challenges to grow stronger. 5. Promoting Self-Reliance: Students will understand that they must take responsibility for their own strength, as the "wind" (problems) will not accommodate weakness. 6. Fostering Optimism: The lesson aims to cultivate an optimistic outlook, helping students see the bright side of difficult situations and develop confidence. 7. Modals: Enabling students to accurately identify, understand, and apply modal auxiliary verbs (can, could, may, might, must, should, etc.) to express functional meanings like ability, permission, obligation, possibility, and advice in various contexts.	

	Poem: Canvas of Soil	1. Appreciation of Nature: Understanding the beauty and richness of soil and land. 2. Importance of Agriculture: Recognizing the role of soil in supporting farming and human life. 3. Environmental Awareness: Developing responsibility towards protecting natural resources. 4. Symbolic Understanding: Interpreting soil as a symbol of life, growth, and creativity. 5. Language Development: Enhancing vocabulary related to nature and environment.	Nature, soil, earth, agriculture, growth, environment, fertility, life, nurture.
August	Unit 4: Vitamin- M, Grammar:Reported Speech Writing: Notice Writing	Vitamin- M 1. Social and Emotional Learning Intergenerational Bonding: Understanding the deep, sometimes complicated, yet loving relationship between children and the elderly. Empathy and Sensitivity: Developing an awareness of the challenges faced by the elderly, such as memory loss and physical frailty, while recognizing their need for dignity and independence. Responsibility: Reflecting on the role of family members in caring for one another, as shown through Ravi's efforts to look after his grandfather. [2, 5, 6] 2. Language and Literacy Skills Inferential Reading: Learning to draw inferences from a text—for example, realizing that the grandfather knew Ravi was following him all along through his choice of gift (a detective story book). Critical Thinking: Analyzing character motivations, such as why the grandfather felt "forbidden" or "trapped" in a city flat. Vocabulary Development: Acquiring and using new descriptive words like frail, jauntily, quizzical, and dilemma to describe human emotions and situations. [4, 5, 7, 8]	Family bonds, empathy, responsibility, aging, care, memory, sensitivity, relationship, understanding, trust.

	Poem: I Cannot Remember My Mother	1. Emotional Bond with Mother: Understanding the deep love and connection between mother and child. 2. Power of Memories: Recognizing how memories preserve affection and emotional attachment. 3. Sensitivity and Empathy: Developing respect and appreciation for family relationships. 4. Poetic Imagery: Understanding how nature and memories are used to express emotions. 5. Emotional Expression: Encouraging students to express feelings through poetry and writing	Motherhood, memory, love, affection, emotions, childhood, remembrance, bond.
September	Unit 5: The World of Limitless Possibilities Grammar: Clauses: Noun Clause & Relative Clause , Conditional- Type 1 Writing: Narrative Essay	The World of Limitless Possibilities: The primary learning outcomes of this lesson are: 1. Developing Resilience and Grit Overcoming Adversity: Learning how Dr. Malik transformed a life-altering tragedy (a spinal tumour and paralysis) into a "world of limitless possibilities" through sheer determination. A "Possibility" Mindset: Understanding that one's future is not defined by physical limitations but by the choices one makes to face challenges. [1, 2] 2. Promoting Inclusivity and Empathy Challenging Stereotypes: Recognizing and questioning the societal stigma and unfair labels often placed on people with disabilities (differently-abled individuals). Advocacy for Rights: Understanding the importance of building an inclusive society where everyone, regardless of their physical or intellectual abilities, is treated with respect and given equal opportunities. [1] 3. Language and Competency Skills Vocabulary Acquisition: Mastering contextual terms such as resilience, defy the odds, locomotor, and quell stereotypes.	Resilience, determination, disability, motivation, inspiration, perseverance, confidence, opportunity, inclusiveness, success.

		Critical Thinking: Analyzing the "Limitless Process"—the combination of mindset, motivation, and methods required to achieve world-class excellence. Inspirational Writing: Learning to write and speak about personal role models who demonstrate how "disability is not a weakness but a special kind of strength". [1, 3] 4. Clauses: Enabling students to identify, differentiate, and construct independent and dependent clauses to improve sentence structure, variety, and complexity in writing. 5. Narrative Essay: Learning outcomes of a narrative essay focus on developing storytelling skills, structuring personal experiences, and engaging readers through vivid sensory details and reflection. Students learn to create a clear plot (beginning, climax, resolution), use first-person perspective, and convey a meaningful theme, transforming personal memories into a compelling, purposeful narrative.	
	Poem : Nine Gold Medals	1. True Sportsmanship: Understanding that kindness and humanity are greater than personal victory. 2. Empathy and Inclusiveness: Appreciating and respecting differently-abled individuals. 3. Value of Cooperation: Learning the importance of teamwork and helping others. 4. Moral Values: Promoting compassion, fairness, and equality in competitive situations. 5. Literary Appreciation: Recognizing narrative style and poetic devices used to convey the message.	Sportsmanship, compassion, equality, teamwork, humanity, courage, victory, kindness.
	Term I Assessment - 28.09.2026 to 12.10.2026		
October	Unit 6: Twin Melodies	1. Navigating Tradition and Innovation Balancing Perspectives: Understanding the conflict between following strict family traditions (represented by Shruti's father, Guru Nabin Sharma) and embracing new, innovative ideas like Indo-Western fusion. Cultural Evolution: Recognizing that music and art can evolve across generations, and that "each generation must find its own path" while still respecting its roots.	Tradition, innovation, music, harmony, conflict, creativity, discipline, aspiration, understanding, cultural change.

	2. Strengthening Parent-Child Relationships Building Trust and Openness: Learning the importance of communication and mutual understanding in resolving family disagreements. Empathy for Elders: Realizing that parents' strictness often stems from their own past experiences and challenges, just as Nabin Sharma's rigid beliefs were shaped by his own difficult journey as a violinist. 3. Language and Competency Skills Musical Vocabulary: Acquiring and using specialized terms such as crescendo (increase in loudness), desecration (treating something sacred with disrespect), and aspiring. Critical Interpretation: Developing the ability to interpret characters' motivations and emotions beyond their literal words—for instance, understanding Nabin's change of heart through his rhythmic foot-tapping. Inference and Synthesis: Analyzing how different musical styles (melodies) can coexist harmoniously, reflecting the "twin" nature of tradition and modernity. Would you like a character sketch of Guru Nabin Sharma or a list of solved long-answer questions from this chap	
Poem : A Friend Found in Music	1. Power of Music: Understanding how music can bring comfort, joy, and emotional support. 2. Emotional Expression: Recognizing music as a means to express feelings and experiences. 3. Artistic Appreciation: Developing appreciation for music as a form of art. 4. Connection and Inspiration: Understanding how music can become a companion in life. 5. Language Development: Enhancing vocabulary related to music and emotions	Music, friendship, emotions, harmony, inspiration, art, melody, comfort.

November	Unit 7: Carrier of Words Writing: Formal E-Mail Writing	Carrier of Words: 1. Appreciation of Human Connection Connecting Lives Across Distances: Understanding how the postal system serves as a lifeline for remote communities, carrying messages of joy, hope, and sorrow that connect families to the outside world. Empathy for the Isolated: Developing an awareness of the challenges faced by those living in "far-flung hamlets" and the emotional weight of the news they receive. 2. Value of Dedication and Duty Professional Integrity: Recognizing the immense "bodily effort" and perseverance required by individuals like Khetaram, who fulfill their duties despite harsh desert conditions and extreme weather. Community Trust: Learning how honesty and consistent service build a deep bond of trust between a service provider and the community. 3. Cultural Sensitivity and Traditions Respecting Local Customs: Understanding specific cultural practices, such as Khetaram's tradition of staying outside and destroying a letter after reading sad news to prevent "bad news" from entering a home. Historical Perspective: Reflecting on life before the internet and mobile phones, where physical letters were the only means of communication. 4. Language and Literacy Skills	Communication, dedication, duty, trust, responsibility, perseverance, connection, community service, honesty, commitment.
	Poem: Words	1. Power of Language: Understanding how words influence thoughts, emotions, and actions. 2. Responsible Communication: Learning the importance of using words carefully and respectfully. 3. Impact of Speech: Recognizing that words can inspire, encourage, or hurt others. 4. Moral Awareness: Encouraging positive and thoughtful communication in everyday life. 5. Literary Understanding: Appreciating the poet's message about the lasting effect of words.	Language, communication, expression, influence, meaning, speech, impact, responsibility.

Periodic Assessment II - 01.12.2026 to 11.12.2026			
December	Unit 8: Follow That Dream	1. Understanding the Nature of Ambition: Recognizing that dreams and goals give direction, purpose, and motivation in life. 2. Importance of Determination: Learning that success requires perseverance, dedication, and consistent effort. 3. Realistic Goal Setting: Understanding the need to “count the cost” by considering sacrifices, time, and challenges while pursuing dreams. 4. Adaptability and Growth: Realizing that dreams may evolve over time and new opportunities may emerge during the journey. 5. Value of Support Systems: Appreciating the role of family, mentors, and friends in helping individuals achieve their goals.	Dreams, ambition, determination, perseverance, goals, dedication, success, sacrifice, motivation, achievement.
January	Poem: Believe in Yourself	1. Self-Confidence and Positive Thinking: Understanding the importance of believing in one’s abilities and potential. 2. Overcoming Challenges: Learning that confidence and determination help individuals face difficulties in life. 3. Personal Growth and Motivation: Encouraging students to develop a strong mindset and pursue their goals with courage. 4. Inspirational Message of Poetry: Appreciating how poetry can motivate individuals to remain hopeful and determined. 5. Language and Expression: Identifying simple poetic devices and understanding the motivational tone of the poem.	Self-belief, confidence, courage, determination, motivation, optimism, success, perseverance, positivity.
Term II Assessment - 15.02.2027 to 26.02.2027			
February	Revision	Revision on all the writing skill topics. Grammar : Determininer, Tenses, Reported speech, Conditional Clause, subject-verb Concord, Clauses	

Subject: Mathematics
Textbooks: Ganita Manjari

Month	Chapter	Key Learning Outcomes	Key words /Key Concepts
April	1. Orienting Yourself: The use of Coordinate □	The student will be able to: - Specify locations and the position of one point relative to another point using coordinates. - Represent a floor plan on a grid using coordinates. - Compute the distance between two points using coordinates. - Determine whether three points lie in a straight line using coordinates. - Compute the position of the midpoint of a line segment using coordinates. - Check whether a triangle is right-angled using coordinates. - Apply computational thinking to model situations on the coordinate plane and verify geometric properties through systematic reasoning.	- Brief history of coordinate geometry - The 2-D Cartesian coordinate system - Distance between two points in the 2-D plane - Midpoint of the distance between two points in the 2-D plane
	2.Introduction to Linear Polynomials	The student will be able to: - Understand the meaning of an algebraic expression. - Define a polynomial. - Identify the degree, terms and coefficients of terms in a polynomial. - Model linear growth and decay using linear polynomials. - Explain and identify patterns in linear relationships. - Identify the slope and y-intercept of a linear equation in two variables. - Graph a linear equation in two variables. - Use computational thinking to identify patterns, construct linear expressions, and systematically represent and analyse linear relationships using equations and graphs.	- Algebraic expressions - Definition of a polynomial. Degree of a polynomial - Introduction to linear polynomials and applications - Exploring linear patterns - Modelling linear growth and linear decay - Linear relationships - Visualising linear relationships - Slope and y-intercept of a line $y = ax + b$

June	3. The World Of Numbers	The student will be able to: • Understand the concept of a rational number. • Represent rational numbers on the number line. • Understand the properties of rational numbers. • Explain the concept of density of rational numbers. • Compute decimal representation of rational numbers. • Understand the concept of irrational numbers. • Prove the irrationality. • Construct the square root spiral. • Apply computational thinking to represent rational and irrational numbers through algorithms and visual models, generate decimal expansions systematically, and reason about numbers using step-by-step logical procedures.	• Introduction to rational numbers • Representation of rational numbers on the number line • Density of rational numbers and its proof • Finding rational numbers between any two rational numbers • Decimal representation of rational numbers • Introduction to irrational numbers • Proof of irrationality of root 2 and root 3 • The square root spiral
	4. Exploring Algebraic Identities □	The student will be able to: • Visualise algebraic identities using geometric models. • Determine the factors of algebraic expressions using identities. • Interpret factors of quadratic expressions through geometric models. • Find simplified versions of rational expressions. • Use computational thinking strategies, such as decomposition and step-by-step procedures to visualise algebraic identities, factor expressions, and simplify rational expressions.	• Revisiting algebraic identities • Visualising identities using geometrical models • Factorisation of algebraic expressions using identities • More identities and their applications • Visualising factorisation of quadratic expressions through algebra tiles • Factoring without using algebra tiles • Finding new identities • Simplifying rational expressions
	Periodic Assessment I - 06.07.2026 to 16.07.2026		
July	5.I'm Up and Down , and Round and Round	The student will be able to: • State the definition of a circle. • Explain the meanings of the terms 'chord', 'diameter', 'radius', 'arc', 'segment', and 'sector'. • Explain why there exists a unique circle through three non-collinear points. • Construct the circumcircle and circumcentre of a triangle.	Practical applications and uses of circles • Definitions related to a circle — centre, diameter, and radius • Chords and the angles they subtend • Midpoints and perpendicular bisectors of chords

		• Describe the location of the circumcentre for acute, obtuse, and right-angled triangles. • Explain what 'angle subtended by an arc at the centre' means. • Explain why 'equal chords subtend equal angles at the centre'. • Explain why 'chords that subtend equal angles at the centre are equal'. • Explain why 'the line from the centre of a circle to the midpoint of a chord is perpendicular to the chord'. "The student will be able to: • Explain why 'a perpendicular from the centre to a chord bisects the chord'. • State the relationship between length of a chord and its distance from the centre of the circle. • Explain why 'equal chords are equidistant from the centre (and conversely)'. • Explain why 'among unequal chords, the longer chord is closer to the centre'. • Explain why 'the diameter is the longest chord'. • Explain why 'the angle subtended by an arc at the centre is double the angle subtended by the arc at any point on the remaining part of the circle'. • Explain why 'angles in the same segment of a circle are equal'. • Explain why 'the angle in a semicircle is a right angle'. • Determine when four given points are concyclic.	•Distance of chords from the centre •Subtended angles by an arc •Cyclicality of points
		• Explain why 'a quadrilateral with supplementary opposite angles is cyclic, and conversely'. • Explain how circular wheels have influenced transport, farming, building, and technology. •Identify cultural motifs involving circles, for example, the Dharmachakra, Ashoka Chakra, Sudarshan Chakra. •Use computational thinking to break down circle-related problems, apply geometric rules step-by-step, and verify properties of figures, such as chords, angles, and cyclic quadrilaterals through systematic reasoning."	

	6. Mensuration: Area and Perimeter	The student will be able to: • Define perimeter as the length around the boundary of any shape. • Explain that the circumference-to-diameter ratio is constant for all circles. • List historical approximations to π (from Archimedes, Aryabhata, and Zu Chongzhi). • Compute the circumference of a circle and the length of an arc.	• Perimeter of shapes • Perimeter of a circle: Introduction to π and its irrationality • Length of an arc • Area of shapes: rectangles, parallelograms, and triangles • Heron's formula
		• Apply ideas of circle perimeter and arc-length to real-world contexts. • Explain why a median of a triangle divides it into two triangles of equal area. • Use Heron's formula to compute the area of a triangle from its sides. • Explain the classical problem of 'squaring' a given shape. • Explain how ancient civilisations approximated the area of a circle. • Compute the area of a circle using the formula. • Explain and use the formula for area of a sector of a circle. • Solve problems on areas of sectors and segments of circles. • State Brahmagupta's formula for the area of a cyclic quadrilateral in terms of its sides. • Explain why Heron's formula is a 'special case' of Brahmagupta's formula. • Explain the notion of 'special case' and 'generalisation' in mathematics. • Use computational thinking to break down shapes, apply step-by-step methods to calculate perimeter and area, recognise patterns across formulae, and understand generalisation and special cases in geometry."	

August	7. Introduction to Probability □	The student will be able to: • Understand the concept of randomness. • Describe the likelihood of an event using the probability scale. • Estimate the empirical probability of the occurrence of an event by analysing statistical data. • Define theoretical probability of an event. • Apply the definition of theoretical probability to compute the probability of an event. • Compute probability of events with the help of tree diagrams and tables. • Use computational thinking strategies, such as pattern recognition and simulation, to model random experiments and estimate probabilities.	• Concept of probability and randomness • The probability scale • Empirical probability: analysing statistical data and performing experiments • Theoretical probability: sample space and events • Representing probability through tree diagrams and tables
	8. Predicting What Comes Next : Sequences and Progressions	The student will be able to: • Understand the concept of a sequence of numbers. • Identify the pattern in a sequence and predict the next few terms. • Determine the recursive and explicit rules for different sequences. • Obtain the terms of a sequence given its recursive and explicit rule. • Identify Arithmetic Progressions (AP). • Determine the nth term of an AP. • Visualise an AP graphically. • Identify Geometric Progressions (GP). • Determine the nth term of a GP. • Visualise a GP graphically. • Analyse attributes of fractals using GP. • Solve the Tower of Hanoi puzzle. • Use computational thinking to identify patterns, write step-by-step rules, and model patterns in sequences and progressions.	• Introduction to sequences • Explicit or general rule of a sequence • Recursive rule of a sequence • Arithmetic Progressions (AP): nth term, visualising an AP, and practical contexts leading to APs • Sum of the first n natural numbers • Geometric Progressions (GP): nth term, visualising a GP, and practical contexts leading to GPs • Applications of GP in fractals • Tower of Hanoi puzzle

September	9. Introduction to Euclid's Geometry: Axioms and Postulates	The student will be able to: • Describe how geometry grew from the practical needs ancient civilisations. • Describe contributions of India, Egypt and Greece to the development of geometric ideas. • Understand the role of definitions, axioms and postulates. • Explain that there are elements of plane geometry (point, line, surface) for which we have an intuitive sense. • State the 5 postulates of Euclidean geometry. • Define parallelism of straight lines. • Explain the construction of a square as given in the Sulbasutras. • Justify simple constructions using the axioms.	• History of geometry • Constructing a square with a given side as described in the Baudhayana's Sulbasutras • Discovering Euclid's definitions • Axioms: Axioms of measurement and rules for geometric objects
	10. Lines and Angles	The student will be able to: • Explain the notion of an angle. • Explain the notion of a ray. • Explain that angles are formed between two rays with a common starting point. • State that a straight angle equals two right angles and measures 180° while a right angle measures 90°. • Classify angles as acute, right, obtuse, or reflex. • Define parallelism. • State and apply the linear pair theorem and its converse. Follow proof by contradiction in geometry. • Prove that vertically opposite angles are equal. • Identify corresponding, alternate, and interior angles. • Explain transitivity of parallelism. • Explain why a triangle must have at least two acute angles; why it cannot have two obtuse angles, or all three angles less than 60° • Apply computational thinking to analyse geometric ideas by breaking constructions into ordered steps, using axioms and postulates as rules, and justifying geometric results through logical step-by-step reasoning.	• Rays and angles • Measures of angles • Intersecting lines and angles • Pairs of angles • Theorems and examples on intersecting lines • Theorems and examples on parallel lines
Term I Assessment - 28.09.2026 to 12.10.2026			

October	11. Triangles: Congruence Theorems	The student will be able to: • Explain that a triangle is rigid, unlike a quadrilateral. • Identify uses of triangle rigidity. • Explain why triangles give strength and stability to structures. • Describe what it means for two triangles to be congruent. • Identify correspondence between the vertices, sides, and angles of two congruent triangles. • Use the SAS congruence axiom. • Use the SSS congruence condition. • Use the ASA congruence condition. • Use the RHS congruence condition. • Use the AAS congruence condition. • Prove the basic properties of isosceles triangles. • Explain the notion of a proposition. • Explain the notion of converse of a proposition. • Identify the converse of a given proposition. • Explain that not all converses are true; use counter examples to show that some converses are false. • Explain why SSA is not, in general, a valid congruence condition. • Identify the situations where SSA is a valid congruence condition. • Justify the role of diagram accuracy.	• Practical applications and uses of triangles • Conditions of congruence of triangles and their proofs • Theorems on triangles • Propositions and converse of a proposition • Problems based on applications of theorems on triangles
	12. 4-gons (Quadrilaterals)	The student will be able to: • Frame a precise definition of a 4-gon. • Prove various characteristics of a parallelogram. • Prove the midpoint theorem. • Prove a converse of the midpoint theorem. • Prove that the medians of a triangle are concurrent and each median is divided in the ratio 2:1 at the point of concurrence. • Prove that the 4-gon formed by joining the midpoints of a given 4-gon is a parallelogram.	• Properties of parallelograms • Important theorems related to parallelograms and their proof • The midpoint theorem and its applications • Understanding the notion of central symmetry in the context of parallelograms

		• Find the coordinates of the midpoint of a line segment given its end points and find the coordinates of the fourth vertex of a parallelogram given the other three. • Understand reflection and rotation symmetries of 4-gons. • Understand how any 4-gon can tile a plane. • Practice forming logical converses of statements and asking questions guided by converses of theorems. • Engage in drawing, measurement and paper manipulation activities to discover geometric patterns involving triangles and 4-gons.	
November	13. Linear Equations in Two Variables	The student will be able to: • Understand the concept of a linear equation in two variables. • Graph a pair of linear equations. • Solve a pair of linear equations graphically. • Solve a pair of linear equations through the methods of substitution and elimination. • Determine the nature of solutions of a pair of linear equations. • Model and solve contextual problems using a pair of linear equations and draw conclusions. • Model daily-life phenomena using representations, such as graphs, tables, and equations. • Use computational thinking to systematically represent, solve, and interpret pairs of linear equations through graphs, tables, and step-by-step procedures.	• Introduction to linear equations in two variables through practical examples • Solution of linear equation in two variables: graphical representation • Slope-intercept form of linear equation in two variables • Drawing graphs of linear equations when x and y assume only certain values • Pair of linear equations in two variables • Graphical method for solving a pair of linear equations in two variables • Nature of solutions: consistency and inconsistency • Algebraic methods of solving a pair of linear equations: method of substitution and method of elimination
Periodic Assessment II - 01.12.2026 to 11.12.2026			

December	"14. Mensuration: Surface Area and Volume	The student will be able to: • Recognise cuboids and cubes in real-life situations. • Compute the surface area and volume of a cuboid. • Explain how a cube is a 'special case' of a cuboid. • Describe a right circular cylinder using its radius and height. • Compute the surface area and volume of a cylinder. • Recognise cones in daily life, and describe them using radius and height. • Compute the surface area and volume of a cone. " • Recognise a pyramid, and identify its base and apex. • Compute the surface area and volume of a pyramid. • Recognise spheres in real-life situations. • Compute the surface area and volume of a sphere. • Use computational thinking to systematically calculate, and compare surface areas and volumes of 3D shapes by varying dimensions and analysing patterns.	• Surface areas and volumes of spheres (including hemispheres) and right circular cones. • Surface areas and volumes of spheres (including hemispheres) and right circular cones
January	15. Statistics□	The student will be able to: • Collect, organise, visualise and interpret data to answer a statistical investigative question. • Compute and apply weighted average in different settings. • Read and interpret stacked bar graphs and 100% stacked bar graphs. • Apply computational thinking strategies to analyse real-life data, create appropriate graphical representations, and interpret mean, median and mode for decision-making.	• Graphical representation of data • Measures of central tendency
February	REVISION of chapters 1,2,3,4,6,7,8,9,10,11,12,13,14,15		MCQs, Case study questions, Short and Long answer type questions from above mentioned topics
Term II Assessment - 15.02.2027 to 26.02.2027			

Subject: Science

Textbooks: Exploration

Month	Chapter	Key Learning Outcomes	Key words
April	Biology Topic: Cell Sub topics: • Discovery of cell • Plant and animal cells • Prokaryotic and eukaryotic cells • Cell as a structural and functional unit of life; structure and function of key organelles (nucleus, mitochondria, chloroplast, endoplasmic reticulum, vacuoles, plasma membrane, cell wall)	Students will be able to: • Differentiate between plant and animal cell, prokaryote and eukaryote. • Describe the structural and functional features of cells. • Explain the role of cells in the structure and functions of organisms. • Explain activities inside the cell and its interactions with the environment. • Demonstrate osmosis in cells. • Explain the structural and function of the key organelles with the help of models.	Prokaryote, Eukaryote, Osmosis, Nucleus, Mitochondria, chloroplast, Endoplasmic reticulum, Vacuoles, Plasma membrane, Cell wall.
	Chemistry Topic: Exploring Mixtures and Their Separations Subtopics • Homogeneous and heterogeneous mixtures; • Solutions, suspensions, colloids and their properties • Various ways to express concentration of solutions	Students will be able to: • Differentiate between homogeneous and heterogeneous mixtures on the basis of their properties. • Classify mixtures as solutions, suspensions, or colloids based on their properties • Define and calculate the concentration of solutions using mass by mass percentage, mass by volume percentage, volume by volume percentage	heterogeneous, suspensions, colloids, suspensions,
	Physics: • Motion — displacement, velocity, acceleration • Graphical representation of motion for an object moving in a straight line in one direction (with constant velocity, and constant acceleration)	Students will be able to: • Differentiate between distance travelled and displacement, and speed and velocity for objects moving in a straight line • Define displacement, velocity, acceleration, and uniform circular motion • Express displacement, velocity, acceleration in appropriate SI units • Plot and interpret position-time graphs and velocity-time graphs to describe the motion of an object moving in a straight line in one direction with constant velocity and constant acceleration) • Calculate average velocity from position-time graph, displacement and average acceleration from velocity-time graph □	Distance, displacement, speed, velocity, acceleration

June	Biology Topic: Cell Sub topics: • Permeability of cell membranes • Cellular division and cancer • Recent advancement in cell biology Topic: Tissues Sub topics: • Tissues: Introduction and importance • Level of organisation in the living organisms • Plant and animal tissues • Types of plant tissues • Meristematic tissues (types and function of each) • Permanent tissues (types, structure and function of each)	Students will be able to: • Differentiate between diffusion and osmosis • Explain the role of cell division mitosis and meiosis in creating similarities and variations • Identify and describe the role of biomolecules in the structure and function of cell • Recognise that the cell is a structural unit of life and functional unit of life processes • Carry out an experiment to understand the osmosis • Analyse results and present findings using scientific terms Students will be able to: • Differentiate between plant and animal tissues; meristematic and permanent tissues; simple and complex tissues; parenchyma, collenchyma and sclerenchyma; xylem and phloem; striated smooth and cardiac muscles; • Relate the structure of the different types of tissues with their functions • Explain the role of various types of tissues in plants and animals • Describe the level of organisation in a multicellular organism	Mitosis, Meiosis, Meristematic tissues, Permanent tissues, Parenchyma, Collenchyma, Sclerenchyma, Xylem, Phloem, Striated smooth muscle, Cardiac muscle.
	Chemistry- Topic : Exploring Mixtures and Their Separations • Subtopics Separation techniques based on the physical properties of components • crystallisation, distillation,paper chromatography, sublimation,centrifugation and coagulation	Students will be able to: • Explain the scientific principles behind different separation techniques • Demonstrate separation techniques,such as crystallisation, distillation, paper chromatography, sublimation, centrifugation • Use scientific conventions and standard units to express concentrations • Handle common laboratory chemicals and apparatus safely • Relate separation techniques with practices observed in the local environment	crystallisation, distillation,paper chromatography, sublimation,centrifugation and coagulation

	Physics : Motion Kinematic equations for motion in a straight line with constant acceleration (by graphical method) Elementary idea of uniform circular motion	Students will be able to: 1. Derive kinematic equations for motion in a straight line with constant acceleration by graphical method. 2. Calculate values of unknown physical quantities from the given physical quantities, using kinematic equations 3. Derive the expression of speed for uniform circular motion	Kinematic equations, uniform Circular motion
	Periodic Assessment I - 06.07.2026 to 16.07.2026		
July	Biology Topic: Tissues Sub topics: Animal tissues • Overview (epithelial, connective, muscular and nervous tissues — types, structure and function of each) • Elementary idea of musculoskeletal system • Care of musculoskeletal system: injuries, postural care, nutrition and exercise □	Students will be able to: • Different types of joints • Establish the correlation between different tissues for fitness, for example, role of muscles, cartilage and bones in facilitating movement • Explain the importance of yoga exercises for physical agility and in maintaining the correct posture • Carry out an experiment to understand the growth in plant due to apical meristem • Represent data in multiple modes, including appropriate figures, tables, graphs, or digital formats, interpret and draw inferences from the data • Analyse results and present findings using scientific terms • Communicate findings and conclusions effectively, such as those from experiments, activities, or projects, both orally and in written form	Epithelial, connective, muscular and nervous tissues, Musculoskeletal system.
	Chemistry : Topic : Structure Of Atom Sub topics : Atoms are the basic units of elements	Some basic elements and their symbols	subatomic particles,

	Physics Force and Laws of Motion • Force; balanced and unbalanced forces • Force of friction • Newton's first law of motion	Students will be able to : 1.Explain that force has magnitude as well as direction 2.Identify situations in which balanced and unbalanced forces are acting on an object 3. Explain the role of friction on the motion of objects 4. Recognise that for an object moving with constant velocity, the net force is zero, whereas a change in velocity (acceleration) is caused by a force 5. State and explain Newton's first law of motion	Magnitude, direction, balanced force, unbalanced force,
August	Biology - Topic: Reproduction Sub topics: • Introduction to different forms of reproduction — sexual and asexual • Types of asexual reproduction with examples • Sexual reproduction in flowering plants (flower and its parts, pollination, fertilisation, seed dispersal) □	Students will be able to: • Analyse the interactions between members of different groups of organisms, such as plants and pollinators. • Compare asexual and sexual reproduction • Describe male and female reproductive organs in plants and animals • Differentiate between ovule and seed; ovary and fruit	Sexual, Asexual, Pollination, Fertilisation, Seed dispersal
	Chemistry Topic - Structure of Atom Sub topics: Atoms consist of subatomic particles ,Atomic Models (Thomson's Model,Rutherford's Model, and Bohr's Model)	Students will be able to: Differentiate between subatomic particles(electrons, protons, and neutrons) based ontheir charge, and position in the atom, Illustrate how electrons are distributed in different energy levels, such as K, L, M, N ... or by numbers $n = 1, 2, 3, 4 \dots$	valence electrons, valency, subatomic particles
	Physics Force and Laws of Motion • Newton's second law of motion • Newton's third law of motion	Students will be abel to : 1. State and explain Newton's second law in terms of mass and acceleration 2. Calculate force using mathematical expression of Newton's second law of motion 3. Define SI unit of force 4. State and explain Newton's third law of motion 5. Apply Newton's laws of motion to explain everyday life events	Newtons law of motion, Mathematical expression

September	Biology- Topic: Reproduction Sub topics: Sexual reproduction in humans: male and female reproductive systems (structure and function, formation of gametes, sperm and egg, fertilisation, pregnancy and development of embryo, menstrual cycle).	Students will be able to: - Explain pollination and fertilisation - Explain how variations are introduced by sexual reproduction - Identify and explain the role of biotic and abiotic agents in seed dispersal and pollination - Illustrate the structure of male and female reproductive units or systems in animals	Gametes, sperm, egg, fertilisation, pregnancy, embryo, menstrual cycle.
	Chemistry :- Structure Of Atom Subtopic : Distributions of electrons in elements ,Symbols Valency	Students will be able to: Explain valence electrons, valency, atomic ,number, atomic mass, isotopes, and isobars	distribution of electrons
	Physics Work, Energy and Simple Machines - Concept of work; work done by a constant force - Work-Energy theorem	1. Define work done by a constant force and its SI unit 2. Calculate work done by a force using mathematical expression 3. State work-energy theorem 4. Explain the concept of energy and state its SI unit 5. Name forms of energy and identify their interconversion in surroundings (elementary idea)	Work, energy
Term I Assessment - 28.09.2026 to 12.10.2026			
October	Biology- Topic: Reproduction Sub topics: - Reproductive health and hygiene - Introduction to birth control methods and importance	Students will be able to: - Recognise the significance of contraceptive devices for population control and health including reproductive health - Describe the contribution of India to the understanding of human anatomy - Discuss significant contributions of India, for example, Professor Panchanan Maheshwari for laying the foundation of plant cell and tissue culture research in India - Recognise the importance of improvements in medical field for assisted reproductive technologies	Health, Hygiene, Birth control methods

	Chemistry - Topic -Structure Of An Atom Subtopic- Distributions of electrons Atomic number • Mass number • Isotopes • Isobars in elements	students will understand valency, Atomic Mass , Atomic Number, Mass Number,Isotopes,Isobars in elements	Atomic Mass number □Isotopes□Isobars
	Physics Work, Energy and Simple Machines Mechanical energy, kinetic and potential energy, and conversion between potential energy and kinetic energy	Students will be able to: • 1. Define kinetic energy of a moving object and derive its mathematical expression 2. Define potential energy for an object raised to a height and derive its mathematical expression 3. Calculate kinetic and potential energy using mathematical expressions 4. Explain conversion between potential energy and kinetic energy (for the case of an object under free fall)	Kinetic energy, potential energy,free fall
November	Biology - Topic: Diversity Sub topics: • Importance of classification • Five kingdoms and their key features with examples • Major division of animals and plants	Students will be able to: • Distinguish organisms based on certain characteristics, such as number of cells present, cellular organisation and mode of nutrition • Classify various organisms in groups, such as five kingdoms, on the basis of their cellular organisation and ecological role	Cellular organisation, mode of nutrition, cellular organisation, ecological role

	Chemistry Topic-Atoms and molecules Sub Topic-Law of conservation of mass • Law of constant proportion • Dalton's Atomic theory • Molecules of elements, Molecules of covalent, compounds and their properties • Ions, Ionic compounds and their properties • Writing chemical formulae • Molecular mass • Formula unit mass	Differentiate between chemical species based on their properties or characteristics, such as atoms and molecules, elements and compounds, ionic and covalent compounds, cations and anions, formula unit mass and molecular mass • Plan and demonstrate activities to observe and verify the law of conservation of mass • Explain the Dalton's atomic theory, the law of conservation of mass, the law of constant proportions, and formation of ionic and covalent compounds	constant proportion, atomic theory, covalent compounds, Ions, Ionic compounds, molecular mass, unit mass
	Physics Work, Energy and Simple Machines • Conservation of energy Power • Simple machines and their mechanical advantage (pulley, inclined plane, lever) Sound • Production of sound	Students will be able to: 1. State the law of conservation of energy 2. Define power and its unit 3. Calculate power using its mathematical expression 1. Demonstrate the production of sound in multiple ways (through vibration of strings, membranes, air columns) using materials in surroundings 2. Explain that sound is produced by vibrations	Conservation, Power, sound
Periodic Assessment II - 01.12.2026 to 11.12.2026			
December	Biology - Topic: Diversity Sub topics: • Binomial nomenclature • Acellular entities: viruses	Students will be able to: • Describe the significance and rules of binomial nomenclature • Apply binomial nomenclature on some common organisms in their surroundings • Analyse the interactions between members of different groups of organisms, such as lichens • Discuss ecological role of diverse organisms • Recognise three domains of classification of organisms on molecular basis	Binomial nomenclature, Lichens, Viruses
	Chemistry- Topic - Earth as a system - Energy, Matter and Life	Students will be able to calculate molecular mass and formula unit mass	unit mass

	Physics - Sound • Propagation of sound (as a longitudinal wave through a medium) • Graphical representation of sound wave • Characteristics of sound wave (wavelength, frequency, time period, amplitude, intensity, speed) • Human perception of sound (pitch, loudness) • Propagation of sound in different media (solid, liquid) • Reflection of sound (echo, reverberation), echolocation	Students will be able to: 1. Demonstrate that sound can travel through different mediums (air, solid and liquid) 2. Describe that sound needs a medium for propagation 3. Explain that sound travels as a longitudinal wave 4. Describe the characteristics of sound waves the (wavelength, frequency, time period, amplitude, intensity and speed) 5. Analyse graphs representing sound 6. Write relationship between time period and frequency of sound wave 7. Derive mathematical expression for speed of sound 8. Explain human perception of sound in terms of audible range, loudness and pitch of sound 9. Describe reflection of sound, and apply it to echo and reverberations in surroundings 10. Calculate speed of sound using its mathematical expression	medium, longitudinal wave, wavelength, frequency, time period, amplitude, intensity, speed audible, loudness, pitch, reflection, reverberations
January	Biology - Earth as system • Biogeochemical cycles (water cycle, carbon cycle, nitrogen cycle, oxygen cycle) • Human impact on Earth's system	Students will be able to: • Identify the reflectivity of different materials through reliable scientific sources, such as the internet and books • Describe how elements like carbon, nitrogen, oxygen and water are recycled between biotic and abiotic environments • Explain biogeochemical cycles, and the roles of biogeochemical cycles in circulating matter and energy continuously between the non-living environment (abiotic) and living (biotic) organisms, making nutrients available, and maintaining environmental balance	
	Chemistry - Earth as a System Sub topic-earth as Interconnected system , nature of Solar energy , solar radiation, electromagnetic spectrum and speed of light	Students will be able to: interconnections between different spheres of earth, Explain the nature of Solar radiation and speed of light	electromagnetic spectrum, speed of light

	Physics - Earth as a System • Solar energy interaction with the Earth's Surface and differential heating of the Earth (the role of the atmosphere and the Earth's surface) • Differential warming of the Earth causes winds	Students will be able to: • Explain how heat from the Sun warms the Earth's surface differently based on the shape, latitude and tilt of the Earth • Explain the interaction of solar radiation with the Earth's surface and relate the differential heating of the Earth's surface with the atmospheric phenomena, such as air movement, evaporation, etc., and describe phenomena like mountain, valley, sea and land breezes	
February	Chemistry- Revision		
	Physics- Revision		
	Biology - Revision		
Term II Assessment - 15.02.2027 to 26.02.2027			

Subject: Social Science

Textbooks:

Month	Chapter	Key Learning Outcomes	Key words
April	Part -1 Understanding Social Science	Explain the relevance of studying Social Science to understand society, environment, economy, and governance in our lives. • Explain the meaning and scope of Geography, History, Political Science, and Economics as disciplines and recognise their interconnections. • Appreciate diversity, inclusivity, sustainability, and equity as guiding values when studying society and making decisions	Society, Governance, Economy, Interdisciplinary, Sustainability

	2. Shaping of the Earth's Surface (Geography)	• Describe the concept of plate tectonics and analyse its relevance in understanding Earth's dynamics. • Locate major tectonic plates on a world map. • Explain processes of weathering and erosion with suitable examples. • Identify the prominent agents of gradation operating in a given region. • Describe major landforms and explain the processes involved in their formation. • Explain the causes of natural disasters and propose strategies for their mitigation.	Plate Tectonics, Mantle, Crust, Core, Lithosphere, Weathering, Erosion, Gradation, Earthquake, GLOF
	4. Beginnings of Civilisation (History) (9 Hours)	• Cultural development from 2 million years ago • Early human history • Periodisation: Archaeological ages • Who were human ancestors? • Palaeolithic hunter-gatherers and use of stone tools • Mesolithic transition to food production • Mesolithic sites and tools • Neolithic and the beginning of farming • Neolithic Revolution • Domestication of Plants and Animals • Harappan and contemporary cultures • Mesopotamian civilisation, Egyptian civilisation, and Chinese civilisation	Palaeolithic, Neolithic, Domestication, Harappan, Mesopotamia
June	6. Democracy (Political Science)	• Meaning features and types of democracy • Roots of democracy in India • Challenges to democracy in India • Democratic systems in the world	Democracy, Parliamentary, Presidential
	8. Building Blocks in Economics (Economics)	• Scarcity of resources, opportunity cost and the need for making choice. What do economists do? • What to produce, how to produce, and for whom to produce? • Difference between market, centrally planned, and mixed economic systems. • Welfare economy	Scarcity, Opportunity Cost, Mixed Economy

	3. Atmosphere and Climate (Geography)	• Structure and composition; elements of weather and climate • Seasons of India • Monsoon in India • Climate change • Floods • Carbon footprint	Troposphere, Monsoon, Climate Change, Carbon Footprint
July	Periodic Assessment I - 06.07.2026 to 16.07.2026		
	5. State and Society (History) (upto 1000 CE)	• Vedic Age — geography; texts; rituals; political institutions, and social order • Administrative structure of early empires • Quest for knowledge — educational heritage, institutions, knowledge traditions, and cultural practices • Traders and trade routes, guilds and merchants, crafts and industries	Trade Routes, Roman Empire, Astronomy
August	7. Elections (Political Science)	• Factors of importance of elections • Electoral systems • Delimitation Commission • Election Commission of India and its role • Constituency, electoral rolls, enumerators • Party system in India	Delimitation, Constituency, ECI, Coalition
	9. The Price Puzzle: What Drives the Market (Economics)	• Laws of demand and supply • Real-world deviations from textbook theory, such as in case of necessities, luxury goods, perishable items, and expectations • Some related concepts — price ceilings and market failures (externalities, information asymmetry, public goods)	Demand, Supply, Equilibrium
September	Term I Assessment - 28.09.2026 to 12.10.2026		

	1. Oceans and Life (Geography)	• Introduction to ocean relief, movement of ocean water-waves, tides and currents • Marine resources and their significance; open seas, navigation fishing, and livelihood concerns and challenges • Cyclones and Tsunamis — early warning systems • International maritime rules and regulations	Tides, Currents, Cyclone, Tsunami
	3. Building a Resilient India. (1000 – 1700 CE) (History)	• Safeguarding sovereignty, resistance, alliances and confederacies • Development of art and architecture, languages and literature • The Bhakti tradition • Forts and fortifications • Expansion of Indian economy and state	Sovereignty, Fortification, Bhakti
October	5. Authority (Political Science)	• The Roots of Authority: in Kautilya and shukraniti-danda and relationship with nyaya and bala; the types of nyaya and bala • Constitutional status of justice and security since ancient times • Links the role of citizens with the elections and the democratic institutions • Types of authority —functional, sensitive, and welfare-oriented	Authority, Nyaya, Danda
	6. From Ideas to Startups (Economics)	• What is entrepreneurship and explain the resources required to start a business • Case studies of successful entrepreneurs • Creative destruction with examples • Start-up ecosystem in India. • Make in India initiative, role of MSMEs and the unorganised sector in India's economic growth. • Stages of starting and executing a business idea through a business plan • Some basic accounting concepts	Entrepreneurship, MSME, Startup

November	7. Smart Ways to Manage Your Finances (Economics)	• Relevance of personal financial management in daily life • Inflation and its impact on purchasing power • Simple vs. compound interest rate • Budgeting • • Various savings and investment options like fixed deposit, stocks, bonds, mutual funds, etc. • Risk and insurance • Personal income tax	Budget, Inflation, Compound Interest, Insurance
December	Periodic Assessment II - 01.12.2026 to 11.12.2026		
January	2. Life on Earth (Geography)	• Biomes: Distribution and characteristics; biosphere reserves in India • Forest and ecotourism; forest dwellers, their livelihoods, and challenges • Forest and wildlife conservation • <u>Government efforts to support forest dwellers</u>	Biome, Biodiversity, Ecotourism
February	History , Geography, Pol. Sci. and Economics revision.		
	Term II Assessment - 15.02.2027 to 26.02.2027		

Subject: Hindi
Textbooks: Ganga

Month	Chapter	Key Learning Outcomes	Key words
April	संज्ञा (Noun)	संज्ञा, सर्वनाम (Noun) – अधिगम परिणाम संज्ञा, सर्वनाम की परिभाषा बता सकेगा	व्यक्ति, स्थान, वस्तु, प्राणी
	सर्वनाम (Pronoun) –	संज्ञा ,सर्वनाम के भेद को समझकर उदाहरण सहित स्पष्ट कर सकेगा।	संज्ञा के स्थान पर, पुरुष (First/Second/Third person)
	विशेषण	विशेषण के भेद को समझकर उदाहरण सहित स्पष्ट कर सकेगा।	गुण-दोष ,रंग, रूप, आकार, कैसा? कितना? कितने?

	संवाद लेखन	वाद की संकल्पना और उसके उद्देश्य को समझ सकेंगे। पात्रों के अनुसार उपयुक्त भाषा एवं शैली में संवाद लिख सकेंगे। भाव, परिस्थिति और संदर्भ के अनुसार संवाद रचना कर सकेंगे। विराम चिह्नों (जैसे — उद्धरण चिन्ह, प्रश्नवाचक चिन्ह आदि) का सही प्रयोग कर सकेंगे। दैनिक जीवन की स्थितियों (जैसे मित्रों के बीच बातचीत) पर आधारित संवाद तैयार कर सकेंगे।	संवाद (Dialogue) – बातचीत / वार्तालाप पात्र (Characters) – जो बातचीत कर रहे हैं परिस्थिति (Situation/Context) – बातचीत का संदर्भ भाव (Emotion) – खुशी, दुख, गुस्सा आदि भाषा शैली (Language Style) – सरल, स्वाभाविक, बोलचाल की भाषा प्रश्न–उत्तर (Question–Answer) विराम चिह्न (Punctuation) – (?), (!), (“ ”) क्रमबद्धता (Sequence) – बातचीत का सही क्रम संक्षिप्तता (Brevity) – अनावश्यक लंबाई से बचना स्पष्टता (Clarity) – बात साफ और समझ में आने वाली हो प्रस्तुति (Presentation) – साफ-सुथरा और व्यवस्थित लेखन
	अनौपचारिक पत्र	अनौपचारिकपत्र की संरचना (प्रेषक, संबोधन, मुख्य भाग, समापन) को पहचान सकेंगे। मित्रों/परिजनों को लिखे जाने वाले पत्र की भाषा शैली को समझ सकेंगे। सरल, स्पष्ट और भावपूर्ण भाषा में अनौपचारिक पत्र लिख सकेंगे। सही प्रारूप (format) और विराम चिह्नों का प्रयोग कर सकेंगे। दिए गए विषयों (जैसे छुट्टियाँ, जन्मदिन, अनुभव आदि) पर पत्र लिख सकेंगे।	प्रेषक का पता (Sender’s Address) तिथि (Date) संबोधन (Salutation) – प्रिय मित्र, प्रिय माता-पिता आदि अभिवादन (Greeting) – स्नेह/आशीर्वाद सहित मुख्य विषय (Main Content) – पत्र का उद्देश्य/विषय अनुच्छेद (Paragraphs) – विचारों का विभाजन सरल भाषा (Simple Language) – बोलचाल की, सहज भाषा भावपूर्ण अभिव्यक्ति (Emotional Expression) समापन (Closing) – आपका मित्र, स्नेह सहित आदि हस्ताक्षर (Signature/Name) व्यक्तिगत शैली (Personal Tone) स्पष्टता (Clarity) – विचार स्पष्ट हों संक्षिप्तता (Brevity) – अनावश्यक विस्तार न हो

June	1.दो बैलों की कथा	कहानी की कथावस्तु और भाव को समझ सकेंगे। हीरा और मोती के चरित्र के माध्यम से मित्रता और निष्ठा को पहचान सकेंगे। पशुओं के प्रति दया और संवेदना का महत्व समझ सकेंगे। अन्याय के विरुद्ध खड़े होने की भावना को समझ सकेंगे। स्वतंत्रता और स्वाभिमान के महत्व को अपने शब्दों में व्यक्त कर सकेंगे।	मित्रता (Friendship) निष्ठा / वफादारी (Loyalty) स्वाभिमान (Self-respect) संघर्ष (Struggle) आजादी की चाह (Desire for Freedom) अन्याय के खिलाफ विरोध (Protest against Injustice) साहस (Courage) त्याग (Sacrifice) मानवता (Humanity) पशु-प्रेम (Love for Animals) भावनात्मक जुड़ाव (Emotional Bonding) शोषण (Exploitation) दया और करुणा (Compassion) एकता (Unity) कर्तव्यनिष्ठा (Sense of Duty)
	P- 8..पद (रिदास)	पद का भावार्थ समझ सकेंगे। (रिदास) के जीवन एवं उनके विचारों (भक्ति, समानता) को जान सकेंगे। कविता में व्यक्त सामाजिक समानता और भक्ति भावना को पहचान सकेंगे। कठिन शब्दों के अर्थ समझकर उनका प्रयोग कर सकेंगे। कविता के मुख्य संदेश (ईश्वर भक्ति, अहंकार त्याग, समानता) को अपने शब्दों में व्यक्त कर सकेंगे। कविता का सस्वर पाठ (recitation) सही उच्चारण के साथ कर सकेंगे। कविता के आधार पर मूल्य (values) जैसे – सरलता, विनम्रता और मानवता को समझ सकेंगे।	पद (Poem/Verse) भक्ति (Devotion) समानता (Equality) ईश्वर (God) अहंकार (Ego) विनम्रता (Humility) मानवता (Humanity) संदेश (Message) भावार्थ (Meaning/Interpretation) सस्वर पाठ (Recitation) आध्यात्मिकता (Spirituality) सरलता (Simplicity) समाज सुधार (Social Reform)
July	Periodic Assesment I - 06.07.2026 to 16.07.2026		
	L 2.क्या लिखूँ	निबंध लेखन की प्रक्रिया को समझना छात्र यह समझ सकेंगे कि एक अच्छा निबंध केवल शब्दों का संग्रह नहीं है, बल्कि विचारों की व्यवस्थित अभिव्यक्ति है। लेखन के दौरान आने वाली 'विषय चयन' की कठिनाइयों और मानसिक द्वंद को पहचान सकेंगे। 2. शैलीगत और विधागत ज्ञान निबंध की शैलियाँ: छात्र 'आत्मीय शैली' और 'विचारात्मक शैली' के अंतर को समझ पाएंगे। तुलनात्मक अध्ययन: निबंध की विभिन्न पद्धतियों (जैसे—मॉटेन की पद्धति और बेकन की पद्धति) के बीच अंतर कर सकेंगे।	1. मानसिक द्वंद 2.आत्मीय शैली 3.वस्तुपरक /विचारात्मक शैली 4.सुधारक और वर्तमान वैयक्तिकता
	उपसर्ग (Prefix),प्रत्यय (Suffix),परसर्ग (Postposition)	उपसर्ग, प्रत्यय और परसर्ग की परिभाषा समझकर उन्हें शब्द एवं वाक्य में पहचान सकेंगे तथा उनका सही प्रयोग कर सकेंगे।	उपसर्ग, प्रत्यय, परसर्ग, मूल शब्द, नया शब्द, शब्द निर्माण, अर्थ परिवर्तन,

	L-3 संवादहीन	1. मानवीय संवेदनाओं की समझ (Emotional Intelligence) छात्र 'अकेलेपन' और 'अपनेपन' की भावना के बीच के सूक्ष्म अंतर को समझ पाएंगे। एक बच्चे (मदन) की सरल भावनाओं और उसके स्वाभिमान को पहचान सकेंगे। 2. सामाजिक और वर्ग-भेद का विश्लेषण (Social Awareness) समाज में व्याप्त 'अमीर-गरीब' और 'मालिक-नौकर' के बीच की खाई और उससे उत्पन्न संवादहीनता (Communication Gap) का विश्लेषण कर सकेंगे। यह समझ पाएंगे कि कैसे औपचारिकताएँ (Formalities) मानवीय रिश्तों पर भारी पड़ जाती हैं। 3. चरित्र चित्रण और मनोवैज्ञानिक बोध मदन और जगदीश बाबू के चरित्रों के माध्यम से 'पहाड़ी जीवन के संघर्ष' और 'शहर की यात्रिकता' की तुलना कर सकेंगे। किसी व्यक्ति के व्यवहार में आने वाले अचानक बदलाव (जैसे जगदीश बाबू का मदन को 'दाज्यू' कहने से मना करना) के पीछे के मनोवैज्ञानिक कारणों को समझ सकेंगे।	अपनत्व का अभाव: शहर की भीड़ में भी व्यक्ति कैसे अकेला महसूस करता है। स्वाभिमान: मदन का पात्र यह सिखाता है कि छोटा काम करने वाले व्यक्ति का भी अपना आत्म-सम्मान होता है। संवादहीनता: रिश्तों में जब बातचीत बंद हो जाती है या केवल औपचारिक रह जाती है, तो वह मन को कितनी गहरी चोट पहुँचाती है
August	निपात, विराम चिह्न	विद्यार्थी सक्षम होंगे वाक्य में निपात की पहचान करने में (जैसे— ही, तो, भी, मात्र, केवल, भर, तक आदि)।	
	P-9 राम -लक्ष्मण- परशुराम- संवाद	1. भाषाई और काव्य कौशल (Literary & Linguistic Skills) अवधी भाषा का ज्ञान: छात्र अवधी भाषा की मिठास, शब्दावली और उसकी व्याकरणिक संरचना से परिचित हो सकेंगे। काव्य छंदों की पहचान: 'चौपाई' और 'दोहा' छंदों के लक्षण, लय और उनके गायन की शैली को समझ पाएंगे। अलंकार बोध: पाठ में प्रयुक्त उपमा, रूपक, अनुप्रास और अतिशयोक्ति अलंकारों को पहचान कर उनका अर्थ स्पष्ट कर सकेंगे। 2. संवाद कला और विश्लेषण (Communication & Analysis)पात्रों का तुलनात्मक अध्ययन: * राम: धैर्य, विनम्रता और मर्यादा। लक्ष्मण: तर्कशीलता, वीरता और उग्रता। परशुराम: क्रोध, पांडित्य और स्वाभिमान। छात्र यह विश्लेषण कर पाएंगे कि एक ही स्थिति में अलग-अलग स्वभाव के व्यक्ति किस प्रकार प्रतिक्रिया देते हैं। 3. नैतिक और जीवन कौशल (Value Education & Life Skills) क्रोध का परिणाम: छात्र समझ सकेंगे कि क्रोध (परशुराम) व्यक्ति की बुद्धि को कैसे प्रभावित करता है और धैर्य (राम) कठिन स्थिति को कैसे संभालता है। तर्क और वाक्-पटुता: लक्ष्मण के तर्कों के माध्यम से छात्र यह सीखेंगे कि अपनी बात को निडरता और व्यंग्य के साथ कैसे रखा जाता है (परंतु मर्यादा का ध्यान रखते हुए)। 4. सांस्कृतिक समझ (Cultural Awareness) भारतीय महाकाव्यों (रामायण) की परंपरा और समाज में वीरता व मर्यादा के महत्व को समझ सकेंगे। प्राचीन युद्ध कौशल और क्षत्रिय-धर्म की अवधारणाओं से परिचित होंगे।	व्यंग्य (Sarcasm): लक्ष्मण द्वारा परशुराम के क्रोध पर किए गए कटाक्षा वीर रस और रौद्र रस: पाठ में वीरता और क्रोध के रसों का अद्भुत समन्वय है। धनुष-भंजन: शिव धनुष के टूटने को लेकर उपजा विवाद।
		सामान्य विराम चिह्नों (। , ? ! “ ” ‘ ’ : ; - — () ...) की पहचान करने में।	

	L-4 ऐसी भी बातें होती हैं	1. सांस्कृतिक और कलात्मक बोध (Cultural Awareness) छात्र भारतीय कला, संगीत और संस्कृति के प्रति अपनी समझ और रुचि विकसित कर पाएंगे। यतीन्द्र मिश्र की शैली के माध्यम से 'परंपरा' और 'आधुनिकता' के मेल को समझ सकेंगे। 2. संस्मरण विधा की पहचान (Genre Understanding) छात्र यह जान पाएंगे कि 'संस्मरण' कैसे लिखा जाता है और इसमें लेखक की व्यक्तिगत यादें कैसे सामाजिक संदेश बन जाती हैं। किसी व्यक्ति या घटना का सूक्ष्म अवलोकन (Micro-observation) करना सीखेंगे। 3. भाषा की विशिष्टता (Linguistic Sophistication) यतीन्द्र मिश्र की तत्सम प्रधान और परिमार्जित खड़ी बोली से परिचित होंगे। पाठ में आए कठिन शब्दों और सांस्कृतिक शब्दावली का सही संदर्भ में प्रयोग करना सीखेंगे। 4. मूल्यों का विकास (Value Building) छात्र जीवन के उन 'अनकहे' प्रसंगों की सराहना करना सीखेंगे जो हमें बेहतर इंसान बनाते हैं। साधारण लोगों की असाधारण उपलब्धियों के प्रति सम्मान का भाव जागृत होगा।	परिवेश (Atmosphere): पाठ में रचा गया वातावरण। संवेदना (Sensitivity): दूसरों के दुःख या भाव को महसूस करना। सांस्कृतिक विरासत (Cultural Heritage): वह कला या परंपरा जो हमें पूर्वजों से मिली है। लालित्य (Grace/Aesthetics): भाषा और वर्णन की सुंदरता।
	अनुच्छेद लेखन	विचारों की क्रमबद्धता: किसी भी विषय पर अपने विचारों को एक तार्किक और व्यवस्थित क्रम (Logical Sequence) में पिरोना। संक्षिप्तता और सटीकता: कम शब्दों में अपनी पूरी बात को प्रभावशाली ढंग से कहना (Word limit adherence)। विषय-केंद्रित लेखन: बिना भटके केवल मुख्य विषय (Core Topic) पर ही ध्यान केंद्रित रखना। भाषाई शुद्धता: उचित विराम चिह्नों, सटीक मुहावरों और व्याकरण सम्मत भाषा का प्रयोग करना। मौलिकता: रटे-रटाए वाक्यों के स्थान पर अपनी मौलिक सोच और अनुभवों को शब्दों में उतारना।	
September	REVISION		
Term I Assessment - 28.09.2026 to 12.10.2026			
	पाठ:5-आखरी चट्टान	किसी स्थान के भौगोलिक और सांस्कृतिक वातावरण को शब्दों में ढालना सीखेंगे। 2. सूक्ष्म अवलोकन और प्रकृति चित्रण (Observation Skills) सूर्यास्त और सूर्योदय का वर्णन: कन्याकुमारी के समुद्र तट पर सूर्योदय और सूर्यास्त के समय बदलते रंगों और दृश्यों का सूक्ष्म विश्लेषण कर सकेंगे। प्रकृति के प्रति संवेदनशीलता विकसित होगी और वे पर्यावरण के सौंदर्य की सराहना करना सीखेंगे। 3. जीवन दर्शन और एकांत का बोध छात्र यह समझ पाएंगे कि प्रकृति के सान्निध्य में व्यक्ति कैसे स्वयं के अंतर्मन से जुड़ता है। 'आखरी चट्टान' के प्रतीक के माध्यम से जीवन के अंतिम छोर, अकेलेपन और असीम समुद्र की विशालता के दार्शनिक अर्थ को समझ सकेंगे। 4. भाषाई प्रवाह और चित्रात्मकता (Linguistic Skills) चित्रात्मक भाषा (Imagery): मोहन राकेश की विशिष्ट शैली, जो शब्दों से चित्र उकेर देती है, उसे पहचान सकेंगे।	क्षितिज (Horizon): जहाँ धरती और आकाश मिलते हुए प्रतीत होते हैं। विहंगम दृश्य (Bird's eye view): ऊँचाई से दिखने वाला सुंदर और विशाल दृश्य। अथाह (Bottomless/Vast): जिसकी गहराई या सीमा न हो। रोमांच (Thrill): प्रकृति के अद्भुत दृश्य को देखकर होने वाला हर्ष।

	वाक्य के प्रकार	विभिन्न प्रकार के वाक्यों की पहचान कर सकेंगे। एक प्रकार के वाक्य को दूसरे प्रकार में (वाक्य रूपांतरण) सफलतापूर्वक बदल सकेंगे। अपने लेखन में भावों के अनुसार सही वाक्य भेद का प्रयोग कर सकेंगे (जैसे प्रार्थना के लिए आज्ञावाचक, प्रश्न के लिए प्रश्नवाचक)। वाक्यों के बीच के तार्किक संबंध और अर्थ की सूक्ष्मता को समझ पाएंगे।	
	L-6 -रीढ़ की हड्डी	1. चरित्र चित्रण और नैतिक मूल्य व्यक्तित्व का विकास: छात्र समझ पाएंगे कि व्यक्ति की पहचान उसके बाहरी रूप-रंग से नहीं, बल्कि उसके चरित्र और विचारों की 'रीढ़ की हड्डी' (मजबूत चरित्र) से होती है। नैतिक साहस: अन्याय या गलत व्यवहार के खिलाफ आवाज उठाने की हिम्मत (जैसे उमा ने गोपाल प्रसाद और शंकर के सामने उठाई) विकसित करना। 2. एकांकी विधा की समझ छात्र नाटक और एकांकी के अंतर को समझेंगे। संवादों के माध्यम से कहानी को आगे बढ़ाना और 'व्यंग्य' (Satire) का प्रयोग करना सीखेंगे। छात्र लड़के और लड़की के बीच किए जाने वाले भेदभाव का तार्किक विश्लेषण कर पाएंगे। दहेज प्रथा और विवाह के समय लड़की वालों के साथ होने वाले अपमानजनक व्यवहार के प्रति अपनी राय स्पष्ट कर सकेंगे।	कुरीति (Social Evil): समाज की बुरी परंपराएं व्यंग्य (Satire): हँसी-मजाक में कही गई कड़वी बात। आत्मसम्मान (Self-respect): अपने व्यक्तित्व के प्रति गौरव का भाव। दोहरा आचरण (Double Standards): कहने और करने में अंतर होना।
October	P-7 मैं और मेरा देश	नागरिक उत्तरदायित्व (Civic Responsibility) 1. छात्र यह समझ पाएंगे कि 'व्यक्ति' और 'देश' एक-दूसरे से अलग नहीं हैं; व्यक्ति का हर छोटा कार्य देश के सम्मान को बढ़ाता या घटाता है। सार्वजनिक संपत्तियों की रक्षा और नागरिक नियमों (जैसे स्वच्छता, अनुशासन) के पालन के प्रति सजग होंगे। 2. राष्ट्र-गौरव और आत्म-चिंतन (National Pride) छात्र लाला लाजपत राय और जापानी युवक के उदाहरणों के माध्यम से 'देशभक्ति' के वास्तविक अर्थ को समझ सकेंगे। वे यह विश्लेषण कर पाएंगे कि केवल नारे लगाने से नहीं, बल्कि श्रेष्ठ आचरण से देश महान बनता है। 3. विचारात्मक लेखन कौशल (Analytical Writing) अनुच्छेद लेखन: "मेरा आचरण और मेरे देश का सम्मान" जैसे विषयों पर तार्किक विचार व्यक्त कर सकेंगे। 4. भाषाई बोध (Language Skills) निबंध विधा की 'विचारात्मक शैली' और 'उद्बोधन शैली' (Inspirational style) से परिचित होंगे।	प्रतिष्ठा (Prestige): देश का सम्मान या इज्जत। शिष्टाचार (Etiquette): समाज में किया जाने वाला सभ्य व्यवहार। कलंक (Stigma): बुरा कार्य जिससे देश की बदनामी हो। मर्यादा (Dignity): सीमाओं और नियमों का पालन करना।

	चित्र लेखन	सूक्ष्म अवलोकन (Deep Observation): छात्र चित्र में दी गई छोटी-से-छोटी जानकारी (पात्र, वस्तुएँ, वातावरण) को बारीकी से देखकर समझने में सक्षम होंगे। कल्पनाशीलता का विकास: चित्र के पीछे छिपी कहानी या स्थिति की कल्पना कर उसे अपने शब्दों में ढाल सकेंगे। सटीक शब्दावली का प्रयोग: चित्र के भाव के अनुसार उचित विशेषणों (Adjectives) और क्रियाओं का चुनाव करना सीखेंगे। क्रमबद्ध अभिव्यक्ति: विचारों को बिखराव के बिना एक तार्किक क्रम (Logical Flow) में लिखना सीखेंगे (शुरुआत, मध्य और निष्कर्ष)। लेखन कौशल में निपुणता: कम शब्दों में (आमतौर पर 50-80 शब्द) पूरे दृश्य का प्रभावशाली वर्णन करने की कला विकसित होगी।	
November	P-10-भारती जय विजय करे	देशभक्ति और राष्ट्रीय चेतना: छात्र मातृभूमि के प्रति सम्मान, गौरव और राष्ट्र-प्रेम की भावना को गहराई से महसूस कर सकेंगे। काव्य सौंदर्य और छंद बोध: निराला जी की काव्य शैली, ओज गुण (Energy) और तत्सम प्रधान शब्दावली के प्रभाव को समझ पाएंगे। सस्वर वाचन (Rhythmic Recitation): कविता के वीर रस को समझते हुए उसे उचित लय, ताल और जोश के साथ पढ़ना सीखेंगे। प्रतीक और बिम्ब की समझ: कविता में प्रयुक्त प्राकृतिक प्रतीकों (जैसे—हिमालय, गंगा, उपवन) और उनके सांस्कृतिक महत्व का विश्लेषण कर सकेंगे। स्वतंत्रता का मूल्य: भारत की स्वतंत्रता और विजय की कामना के माध्यम से संघर्ष और संकल्प के महत्व को समझ सकेंगे।	भारती: माँ सरस्वती या भारत माता का संबोधन। अमृत-मन्त्र: वह ज्ञान जो कभी नष्ट न हो (अमरता का संदेश)। कनक-शस्य: सोने जैसी सुनहरी फसलें (समृद्धि का प्रतीक)। ओज: तेज या शक्ति का भाव।
	Periodic Assessment II - 01.12.2026 to 11.12.2026		
December	L-12 'घर की याद'	1. पारिवारिक मूल्यों की समझ (Emotional Intelligence) छात्र भारतीय परिवार की संरचना और आपसी संबंधों (माता-पिता, भाई-बहन) की गहराई और उनके प्रति अपने भावनात्मक लगाव को समझ पाएंगे। संकट के समय परिवार का याद आना और वह 'याद' कैसे शक्ति बनती है, इसका विश्लेषण कर सकेंगे। 2. देशभक्ति और त्याग की भावना स्वतंत्रता संग्राम के दौरान क्रांतिकारियों और कवियों द्वारा सहे गए कष्टों (जेल प्रवास) और उनके बलिदान के प्रति सम्मान विकसित करेंगे। यह समझ पाएंगे कि व्यक्तिगत सुखों का त्याग राष्ट्र के लिए कैसे आवश्यक होता है। 3. काव्य बोध और सरल भाषा शैली सहज कविता: भवानी प्रसाद मिश्र को 'कविता का गांधी' कहा जाता है। छात्र उनकी बोलचाल की सरल भाषा और 'बिम्बों' (जैसे—पानी का गिरना, पिता का दंड लगाना) को पहचान सकेंगे। करुण और वात्सल्य रस: कविता में व्याप्त बिछोह के दुःख और माता-पिता के प्रेम के रसों का आस्वादन कर सकेंगे। 4. सृजनात्मक अभिव्यक्ति (Creative Writing) छात्र अपने घर या किसी प्रियजन के प्रति अपनी भावनाओं को डायरी या कविता के रूप में व्यक्त करना सीखेंगे।	मर्म (Core/Essence): हृदय को छू लेने वाला भाव। व्याकुल (Restless): घर जाने की तड़प या बेचैनी। परिगत (Surrounded): स्नेह या यादों से घिरा होना। पावन (Sacred): घर और रिश्तों की पवित्रता।

January	11-कविता: झाँसी की रानी	. ऐतिहासिक एवं राष्ट्रीय चेतना 1857 के प्रथम स्वतंत्रता संग्राम के महत्व और उसमें झाँसी की रानी लक्ष्मीबाई की भूमिका का विश्लेषण कर सकेंगे। गुलामी की जंजीरों को तोड़ने के लिए भारतीयों में उपजी 'विद्रोह की ज्वाला' और उसके कारणों को समझ पाएँगे। 2. वीरता और नारी सशक्तिकरण (Women Empowerment) वीर रस की समझ: कविता के माध्यम से 'वीर रस' के स्थाई भाव (उत्साह) को पहचानेंगे और सस्वर वाचन में उसका प्रयोग करेंगे। नारी शक्ति का बोध: छात्र यह समझ सकेंगे कि वीरता केवल पुरुषों तक सीमित नहीं है; लक्ष्मीबाई का संघर्ष नारी शक्ति और दृढ़ निश्चय का प्रतीक है। 3. भाषाई एवं काव्य कौशल शब्दावली: छात्र ओजपूर्ण शब्दावली, तत्सम शब्दों और वीरोचित उपमाओं (जैसे— "वह छबीली", "मर्दानी") का सही प्रयोग सीखेंगे। काव्य शैली: सुभद्रा कुमारी चौहान की सरल, सुबोध और प्रभावशाली 'खड़ी बोली' की विशेषताओं को पहचान सकेंगे। लयबद्धता: कविता की पुनरावृत्ति वाली पंक्तियों (जैसे— "बुंदेले हरबोलों के मुँह...") के माध्यम से वीर गीतों की गायन शैली सीखेंगे।	प्रलयंकारी (Cataclysmic): विनाश करने वाला (युद्ध के संदर्भ में)। ओजस्वी (Energetic/Vibrant): तेज से भरा हुआ। स्वतंत्रता महायज्ञ: आजादी की लड़ाई को एक पवित्र यज्ञ की तरह देखना। अमर बलिदान: वह त्याग जो कभी भुलाया न जा सके।
February	All grammar & writing skills with question.		
	Term II Assessment - 15.02.2027 to 26.02.2027		

Subject: Marathi
Textbooks: Akshar Bharati

Month	Chapter	Key Learning Outcomes	Key words
April	२) संतवाणी आ) संतकृपा झाली	भाषण संभाषण - अभंग या साहित्यप्रकाराचे समजपूर्वक वाचन करून आस्वाद घेता येईल.	संतसाहित्य, वारकरी, संप्रदाय, कळस
	३) बेटा मी ऐकतो आहे	दिलेल्या विषयावर मुद्देसूद व सुसंगत लेखन करतात.	विश्वास, मेहनत, संधी, निर्धार
	व्याकरण उजळणी- शब्दांच्या जाती		
June	४) जी.आय.पी.रेल्वे	ऐकलेल्या माहितीवर आधारित प्रश्नांची उत्तरे देणे.	नवकल्पना, प्रगती, विकास
	५) व्यायामाचे महत्त्व	विविध बोलीभाषा लक्षपूर्वक व समजपूर्वक ऐकता येणे	स्फूर्ती, आरोग्य, शत्रू, जडत्व, रक्तव्यवस्था
	६) ऑलिम्पिक वर्तुळांचा गोफ	पाठ्यपुस्तकातील साहित्याद्वारे नैतिक मूल्ये, सामाजिक जाणीव व राष्ट्रप्रेम विकसित करणे.	समता, बंधुता, सहकार्य, कर्तव्य, शिस्त
	Periodic Assessment I - 06.07.2026 to 16.07.2026		
July	७) दिव्याच्या शोधामागचे दिव्य	वाचनातून आशय, संदेश, मुख्य कल्पना आणि उपकल्पना समजून घेणे.	संशोधन, तंत्रज्ञान, प्रयोग, शोध, विज्ञाननिष्ठा
	९) उजाड उघडे माळरानही	गाणी, कविता, समूहगीते तालबद्ध रीतीने म्हणता येणे.	सृष्टी, हिरवळ, निसर्गरम्य, वसंत
	व्याकरण- समास		
	उजळणी	सामासिक शब्द ओळखता येणे आणि प्रकार ओळखणे	
August	१०) कुलूप	आशयाची मध्यवर्ती कल्पना समजून घेऊन लिखाण करता येणे	नवकल्पना, वसुधैव कुटुंबकम, आर्यभूमी
	११) आभाळातल्या पाऊलवाटा	वाचलेल्या, ऐकलेल्या मजकूरातील मुख्य मुद्दे ओळखणे.	स्थलांतर, अन्नाचे दुर्भिक्ष, दक्षिण यात्रा
		भेदभावरोहित समाजरचना निर्माण करणे	

	RR – व्हेनिस	विविध साहित्यप्रकार, प्रवासवर्णन यांची वैशिष्ट्ये समजून घेऊन वापर करणे	इटली, ग्रँड कॅनल, पाण्यावरील शहर, हिरे माणिक यांचा पुंजका
September	उजळणी- प्रश्नोत्तरे, बोर्ड पॅटर्नप्रमाणे संपूर्ण व्याकरण		
	१२) पुन्हा एकदा	लेखकाच्या शैलीचे व भाषाशैलीचे वैशिष्ट्य ओळखणे.	सदाशिव, तिफन, बीज, मेहनत
Term I Assessment - 28.09.2026 to 12.10.2026			
October	१३)तिफन	वाचनातून आशय, संदेश, मुख्य कल्पना आणि उपकल्पना समजून घेणे.	जबाबदारी, प्रामाणिकपणा, संस्कार, मूल्ये, परिवर्तन
November	१५)माझे शिक्षक व संस्कार	पाठ्यपुस्तकातील साहित्याद्वारे नैतिक मूल्ये, सामाजिक जाणीव व राष्ट्रप्रेम विकसित करणे.	धैर्य, स्वप्न, यश, प्रयत्न, सकारात्मकता
	उजळणी		
Periodic Assessment II - 01.12.2026 to 11.12.2026			
December	१६)शब्दांचा खेळ	शब्दार्थ, वाक्प्रचार, म्हणी यांचा अर्थ संदर्भासहित समजून घेणे.	अभियांत्रिकी, मानव्यविद्या, सर्वविषयसंग्राहक, केशभूषा, शब्दकोडे
January	RR – विश्वकोश	विश्वकोशाची निर्मिती आणि गरज	
February	उजळणी- सर्व व्याकरण व लेखन ,उजळणी- प्रश्नोत्तरे		
	उजळणी- सर्व व्याकरण व लेखन		
	उजळणी- प्रश्नोत्तरे		
Term II Assessment - 15.02.2027 to 26.02.2027			

Subject: Sanskrit
Textbooks: Shemushi

Month	Chapter	Key Learning Outcomes	Key words
April	रचनात्मक कार्य - चित्रवर्णन	चित्रं सूक्ष्मतया निरीक्षितुं समर्थः भवति।	
	व्याकरण - संधि सरावः	२.चित्रे दृष्टवस्तूनि संस्कृतेन वर्णयितुं शक्नोति ।	
	रचनात्मक कार्य	३. सरलैः शुद्धैः वाक्यैः स्वविचारान् व्यक्तुं समर्थः भवति।	
June			
	प्रथमः पाठः - सत्यं शिवं सुन्दरं संस्कृतम्	विद्यार्थी: “सत्यम्, शिवम्, सुन्दरम्” इत्यस्य अर्थ अवगच्छति।विद्यार्थी: मानवीयमूल्यानां महत्त्वं ज्ञातुं समर्थः भवति। विद्यार्थी: सत्यस्य पालनस्य आवश्यकतां बोधयति।विद्यार्थी: शुभकार्येषु प्रवृत्तिं कर्तुं प्रेरितः भवति। विद्यार्थी: सौन्दर्यस्य (आन्तरिक-बाह्य) भेदं ज्ञाति। विद्यार्थी: आदर्शजीवनस्य मूलतत्त्वानि अवगच्छति।	आमुष्मिन् , उत्कर्ष,उद्बलम्,ऐहिकम्,कर्मदम् ,चारु ,संस्कारकम्,धियति, सर्वत्रापि यति ।कर्मदम् (नपुं.प्र.ए.व.)कर्म ददाति इति,पुरुषार्थ चारु (नपुं.प्र.ए.व.),सुन्दरम् नोहर, परिष्कारकम् (नपुं.प्र.ए.व.)पुञ्जः (पुं.प्र.ए.व.),राशि:माधुर्यस्य माकं प्रभा (स्त्री.प्र.ए.व.),दीप्तिः,प्रकाशभक्तिदम् (नपुं.प्र.ए.व.) भक्ति ददाति इति

	द्वितीयः पाठः - सुखस्य मूलं धर्मः धर्मस्य मूलम् अर्थः	विद्यार्थी "धर्मः" तथा "अर्थः" इत्येतयोः महत्त्वं अवगच्छन्ति। विद्यार्थी सुखस्य मूलकारणं धर्मः इति तत्त्वं ज्ञास्यन्ति। विद्यार्थी धर्म-अर्थयोः परस्परसम्बन्धं स्पष्टतया वर्णयितुं समर्थाः भवन्ति। विद्यार्थी सदाचारस्य तथा कर्तव्यपालनस्य आवश्यकता बोधयितुं शक्नुवन्ति। विद्यार्थी पाठ्यांशं पठित्वा प्रश्नानाम् उत्तराणि (एकपदेन, पूर्णवाक्येन) दातुं समर्थाः भवन्ति। विद्यार्थी नैतिकमूल्यानि (moral values) स्वजीवने अनुप्रयोजयितुं प्रेरिताः भवन्ति। विद्यार्थी शब्दार्थज्ञानं तथा वाक्यरचनाकौशलम् विकसितं कुर्वन्ति।	आवृत्तिनिक्षेपः (तुप्रस्व) उचितनिवेश, मसाधुनिवेशम् योग्य निवेश, उद्धारं कृत्वा (उद् त्वष् समुचितः) (तृतीया-तत्पुरुष, पुटीपुजभोजनम् (कर्मधारय, न्यावेन पूर्णम् (कर्मधारय, नपुष्.एव) कष्टार्जितम् काष्टार्जितं धनं, तस्य सम्पूर्तिनिमित्तम् प्रदर्शनकारिपरिधानम् (कर्मधारयः, प्रदर्शनकारि परिधानम् कालान्तरेण अन्यः कालः, तेन पर्याप्तं प्रचुरम्।
Periodic Assesment I - 06.07.2026 to 16.07.2026			
July	तृतीयः पाठः - आत्मवत्सर्वभूतेषु पश्यति सः पण्डितः	□ विद्यार्थी पाठ्यवस्तुनः मुख्यभावं सम्यक् अवगच्छन्ति। विद्यार्थी पाठस्य घटनाक्रमं स्वशब्दैः वर्णयितुं समर्थाः भवन्ति। विद्यार्थी पाठे निहितानि नैतिकमूल्यानि (moral values) ज्ञातुं तानि जीवनेषु अनुप्रयोजयितुं प्रेरिताः भवन्ति। विद्यार्थी नवीनशब्दानां अर्थज्ञानं प्राप्तुं तथा तेषां प्रयोगं कर्तुं समर्थाः भवन्ति। विद्यार्थी सरलसंस्कृतवाक्यानि रचयितुं अभ्यासं कुर्वन्ति। विद्यार्थी पाठाधारितानां प्रश्नानाम् उत्तराणि (एकपदेन, पूर्णवाक्येन) दातुं समर्थाः भवन्ति। विद्यार्थी श्रवण-पठन-कथन-लेखन-कौशलानि विकसितुं समर्थाः भवन्ति। विद्यार्थी अनुवादकौशलम् (संस्कृतात् मातृभाषां प्रति) अभिवर्धयन्ति।	अनुपालितवान् (अनु पाल् क्तवतु, पुं.प्र.ए.व.) अकरोत् अनुसरणम् वान् अपि , अपहत्य (अप + $\sqrt{ह}$ + ल्यप्, अव्ययम्) चोरयित्वा , डतवान्। आविर्भूतवान् (आविस् + भू + क्तवतु, पुं.प्र.ए.व.) प्रत्यक्षीभूतः आलिङ्गनं कृतवन्तौ (कृ + क्तवतु, पुं.प्र.द्वि.व.) आश्लिष्टौ ऋजुता (स्त्री.प्र.ए.व.) सरलता करुणया (स्त्री.तृ.ए.व. स्यापि अनुधावितवान् (अनु धान् कावतु, ईश्वरः , अनुपालितवान् (अनु पाल् क्तवतु, पुं.प्र.ए.व.) अकरोत् अनुसरणम् , कायः (पुं.प्र.ए.व.) देहः मस्तु घृतम् (नपुं.प्र.ए.व.) हविः वर्णितवान् (वर्ण + क्तवतु, पुं.प्र.ए.व.)

	चतुर्थः पाठः खलु वयस्तेजसो हेतुः	विद्यार्थी “वयः न, अपितु तेजः एव श्रेष्ठतायाः कारणम्” इति मूलसन्देशं सम्यक् अवगच्छन्ति। विद्यार्थी पाठस्य मुख्यभावं तथा तात्पर्यं स्पष्टतया वर्णयितुं समर्थाः भवन्ति। विद्यार्थी पाठे वर्णितानां पात्राणां स्वभावं तथा आचरणं विश्लेषयितुं शक्नुवन्ति। विद्यार्थी आत्मविश्वासस्य, साहसस्य, तथा पराक्रमस्य महत्त्वं ज्ञातुं तानि स्वजीवने अनुप्रयोजयितुं प्रेरिताः भवन्ति। विद्यार्थी नवीनशब्दानां अर्थज्ञानं प्राप्तुं तेषां यथोचितं प्रयोगं कर्तुं समर्थाः भवन्ति। विद्यार्थी पाठाधारितानां प्रश्नानाम् उत्तराणि (एकपदेन, पूर्णवाक्येन) दातुं समर्थाः भवन्ति। विद्यार्थी सरलसंस्कृतवाक्यानां रचनां कर्तुं अभ्यासं कुर्वन्ति। विद्यार्थी श्रवण-पठन-कथन-लेखन-कौशलानि	अधिवक्तृणाम् (पुं.ष.ब.व.) अभिभाषकाणाम् प्रतीकारयत्नः (पुं.प्र.ए.व.) प्रत्युत्तरप्रयासः साधारणः भृशुण्डी (स्त्री.प्र.ए.व.) शस्त्रविशेषः बन्दुक चिन्तित, असाधारणः (नञ् तत्पुरुषः, पुं.प्र.ए.व.) असामान्य, व्यथितः (√ व्यथ् + क्त, पुं.प्र.ए.व.) दुःखितः, आचरितवन्तः (आ + √ चर् + क्तवतु, पुं.प्र.ब.व.), पालितवन्तः, विस्फोटकम् (नपुं.प्र.ए.व.) युद्धोपकरणविशेषः, आतंकिआतङ्कम् (आङ् + √ तकि + घन्, पुं.द्वि.ए.व.), भयम्सं त्रस्तः (सम् + √ त्रस् + क्त, पुं.प्र.ए.व.) भीतः, पीडितः
	पत्रलेखनम् (रिक्तस्थान-पूर्तिः)	1. पत्रस्य अवयवान् यथास्थाने पूरयितुं समर्थः भवति। 2. सम्बोधनम्, समाप्तिवाक्यं, दिनाङ्कः, स्थानम् इत्यादीनि सम्यक् लिखितं जानाति। प्रसङ्गानुसारं उचितशब्दान् चयनं कर्तुं शक्नोति।	
August	पञ्चमः पाठः — “एषा सा कृतकबुद्धिः मानवबुद्धेः सहकरी”	विद्यार्थी कृतकबुद्धेः (Artificial Intelligence) स्वरूपं तथा महत्त्वं सम्यक् अवगच्छन्ति। विद्यार्थी कृतकबुद्धिः मानवबुद्धेः सहकरी अस्ति, न तु प्रतिस्पर्धिनी इति मूलसन्देशं ज्ञास्यन्ति। विद्यार्थी आधुनिकप्रौद्योगिक्याः (technology) उपयोगं तथा प्रभावं विवेचयितुं समर्थाः भवन्ति। विद्यार्थी कृतकबुद्धेः लाभान् तथा सीमाः (advantages & limitations) ज्ञातुं तेषां विषये विचारं व्यक्तुं शक्नुवन्ति। विद्यार्थी नवीनशब्दानां (वैज्ञानिक-प्रौद्योगिकीय-शब्दानाम्) अर्थज्ञानं प्राप्तुं तेषां प्रयोगं कर्तुं समर्थाः भवन्ति। विद्यार्थी पाठाधारितानां प्रश्नानाम् उत्तराणि (एकपदेन, पूर्णवाक्येन) दातुं समर्थाः भवन्ति। विद्यार्थी संस्कृतभाषायां सरलवाक्यानि रचयितुं अभ्यासं कुर्वन्ति।	शक्नुवन्ति, अर्हन्ति (अर्ह लट् प्र.पु.ब.व.) कृतकबुद्धिः (कर्मधारयः, स्त्री.प्र.ए.व.) कृतका बुद्धिः, चिकित्सायाम् (स्त्री.स.ए.व.) रोगोपचारस्य क्षेत्रे, डीप्-फेक् गहनमिथ्याचित्रं कृतकबुद्ध्या निर्मितम् तन्त्रांशः (पुं.प्र.ए.व.), संगणक-तन्त्रः दत्तांशः (पुं.प्र.ए.व.) पूर्वदत्तं ज्ञानम् नैतिकता (स्त्री.प्र.ए.व.) सदाचारः, धर्मनिष्ठता परीक्षणम् (नपुं.प्र.ए.व.) समीक्षणम् पूर्वाग्रहः (पुं.प्र.ए.व.) पूर्वं स्थापितं पक्षपातयुक्तं मतम् पूर्वग्रहः (पुं.प्र.ए.व.)

	षष्ठः पाठः — “मनः पूतं समाचरेत्”	विद्यार्थी “मनःशुद्धेः महत्त्वं” सम्यक् अवगच्छन्तिविद्यार्थी शुद्धमनसा आचरणस्य आवश्यकता ज्ञातुं तानि स्वजीवने अनुप्रयोजयितुं प्रेरिताः भवन्तिविद्यार्थी सदाचारस्य, सत्यवादितायाः, तथा नैतिकमूल्यानां महत्त्वं विवेचयितुं समर्थाः भवन्तिविद्यार्थी पाठस्य मुख्यभावं तथा तात्पर्यं स्पष्टतया वर्णयितुं शक्नुवन्तिविद्यार्थी नवीनशब्दानां अर्थज्ञानं प्राप्तुं तेषां यथोचितं प्रयोगं कर्तुं समर्थाः भवन्तिविद्यार्थी पाठाधारितानां प्रश्नानाम् उत्तराणि (एकपदेन, पूर्णवाक्येन) दातुं समर्थाः भवन्ति। विद्यार्थी सरलसंस्कृतवाक्यानां रचनां कर्तुं अभ्यासं कुर्वन्ति।	नमित्रम् (सप्तमीतत्पुरुषः, द्वैवम् (नपु.प्र.ए.व.) निहत्य (नि हन् + ल्यप्) नीचेः (कर्मवाच्ये, तृ.ब.व.) न्यसेत् (नि + अस् + विधि, प्र.पु.ए.व.) पदम् (नपुं.प्र.ए.व.) पुराणम् (नपुं.प्र.ए.व.) पूतम् (√पू+क्त, नपुं.प्र.ए.व.) परप्रत्ययनेयबुद्धिः (बहुव्रीहिः, स्त्री.प्र.ए.व.) प्रतिहन्यमानाः (प्रति + √हन् + यक् शानच्, पुं.प्र.ब.व.)गुणानाम् अभिलाषिणः, गुणेषु लुब्धाः नियन्त्रणम् इन्द्रियाणां मनसः च विधिः/भाग्यम्, देवस्य इदम् अतिक्रम्य अधमजनैः स्थापयेत् स्थानम्पुरातनम् शुद्धम् परप्रत्ययेन नेया बुद्धिः यस्य सः बाधिताः

September	सप्तमः पाठः — “उपायं चिन्तयेत् प्राज्ञस्तथापायं च चिन्तयेत्”	विद्यार्थी उपायस्य अपायस्य च विचारस्य महत्त्वं सम्यक् अवगच्छन्ति। विद्यार्थी कार्यकरणात् पूर्वं परिणामानां चिन्तनस्य आवश्यकता ज्ञातुं समर्थाः भवन्ति। विद्यार्थी सूक्ष्मविवेकस्य, दूरदर्शितायाः, तथा निर्णयक्षमतायाः महत्त्वं विवेचयितुं शक्नुवन्ति। विद्यार्थी पाठस्य मुख्यभावं तथा तात्पर्यं स्पष्टतया वर्णयितुं समर्थाः भवन्ति। विद्यार्थी पाठे निहितानि नैतिकमूल्यानि ज्ञात्वा तानि स्वजीवने अनुप्रयोजयितुं प्रेरिताः भवन्ति।	उत्फुल्ललोचनाः उत्फुल्लानि लोचनानि येषां ते (बहुव्रीहि पु.प्र.ब.व.) खननं कृत्वा छानित्वआकाशः युक्त्वा मृतः) (स्त्री.प्र.ए.व.) घरण्याः पीठे दण्डितवन्तः धर्मबुद्धि पापबुद्धेः व्यर्थपाण्डित्यात् चन्तयेत्। धरणीपीठे (षष्ठी तत्पुरुषः, नपुं.स.ए.व) निक्षिप्य (नि + क्षिप् + स्थापयित्वा त्यप् निशीथे (पुं.स.ए.व.)अर्धरात्रे परिवेष्ट्य (परि + √ वेष्ट् + आवृत् प्रहृष्टमनाः (बहुव्रीहिः, पं.प्र.ब.व) प्रहृष्टं मनः यस्य स भाण्डम् (नपु.द्वि.ए.व.) पात्रम् यास्यति (या + लृट् प्र.पु.ए.व.) गमिष्यति
	व्याकरण - वाच्य परिवर्तन सरावः		
	Term I Assessment - 28.09.2026 to 12.10.2026		
October	व्याकरण - समयः सरावः		

	अष्टमः पाठः — “अन्नाद् आनन्दं प्रति”	विद्यार्थी अन्नस्य महत्त्वं तथा जीवने तस्य आवश्यकता सम्यक् अवगच्छन्ति। विद्यार्थी “अन्नं ब्रह्म” इति भावनां ज्ञातुं अन्नस्य प्रति आदरभावं विकसितुं प्रेरिताः भवन्ति। विद्यार्थी अन्नस्य संरक्षणस्य (food conservation) आवश्यकता तथा अपव्ययस्य दुष्परिणामान् विवेचयितुं समर्थाः भवन्ति। विद्यार्थी पाठस्य मुख्यभावं तथा तात्पर्यं स्पष्टतया वर्णयितुं समर्थाः भवन्ति। विद्यार्थी नवीनशब्दानां अर्थज्ञानं प्राप्तुं तेषां यथोचितं प्रयोगं कर्तुं समर्थाः भवन्ति। विद्यार्थी पाठाधारितानां प्रश्नानाम् उत्तराणि (एकपदेन, पूर्णवाक्येन) दातुं समर्थाः भवन्ति।	अन्वेष्टव्यम् अनुष्ठेयम्, नपुं प्र.ए.व.) अनुसन्धेयम् अवबुद्धम् ज्ञातम् (अब बुध् + क्त, नपुं.प्र.ए.व.) उदीरितम् (उद् + ईर् + क्त, नपुं.प्र.ए.व.) उक्तम्/प्रकटितम् कामा (पु.प्र.ए.व.) कुर्वीत (कु, विधिलिङ्, आ.प्र.पु.ए.व.) कुर्यात् धैर्यम् (स्त्री.प्र.ए.व.) बुद्धिः (स्त्री.प्र.ए.व.) बहिर्निर्गमनम् निष्क्रान्तिः (निस् + √क्रम् + क्तिन्, स्वी.प्र.ए.व.) परिहर्तव्यम् (परि + √ह + तव्यत्, नपुं.ए.व.) त्यक्तव्यम् प्रकटितम् (प्र + √कट् + क्त, नपुं.प्र.ए.व.) प्रकाशितम्
	नवमपाठस्य — “कृतं प्रतिकृतं भूयादेष धर्मः सनातनः”	विद्यार्थी “यथाकर्म तथाफलम्” इति सिद्धान्तं सम्यक् अवगच्छन्ति। विद्यार्थी उपकारस्य प्रत्युपकारस्य च महत्त्वं ज्ञातुं तानि स्वजीवने अनुप्रयोजयितुं प्रेरिताः भवन्ति। विद्यार्थी पाठस्य मुख्यभावं तथा तात्पर्यं स्पष्टतया वर्णयितुं समर्थाः भवन्ति। विद्यार्थी पाठे निहितानि जीवनोपयोगिनि शिक्षणानि ज्ञात्वा तेषां आचरणं कर्तुं प्रेरिताः भवन्ति। विद्यार्थी नवीनशब्दानां अर्थज्ञानं प्राप्तुं तेषां यथोचितं प्रयोगं कर्तुं समर्थाः भवन्ति।	अभिहितम् (अभिधा क्त. नपुं.प्र.ए.व.) उक्तम्/आकर्ण्य (आ + कर्ण्णि लोट्, म.पु.ए.व.) आतिथेयः (पु.प्र.ए.व.) अतिथौ साधुः अतिथिसेवाकारकः आयोधनम् (नपुं.द्वि.ए.व.) युद्धम्वि कसितनयन , उत्फुल्लाक्षः (बहुब्रीहि, पुं.प्र.ए.व.) उत्फुल्ले अक्षिणी यस्य सः विकसितनयनः भोजनप्रियः औदारिकः (उदर इक्, पुं.प्र.ए.व.) कामम् (अव्ययम्) निश्चयेन जठरस्थाय (पुं.च.ए.व.) जठरे तिष्ठति इति, तस्मै निषूदकः (पुं.प्र.ए.व.) विनाशकः क्षुद्रमृगम् (पुं.द्वि.ए.व.) क्षुद्रः मृगः तम्
November	PA-II 30.11.2026 to 11.12.2026		

December	दशमःपाठः — “णमो अरिहन्ताणम्”	— विद्यार्थी “णमो अरिहन्ताणम्” इत्यस्य अर्थं तथा महत्त्वं सम्यक् अवगच्छन्ति। विद्यार्थी अरिहन्तानां गुणान् (जिनाः, वीतरागाः, सर्वज्ञाः) ज्ञातुं तेषां प्रति आदरभावं विकसितुं शक्नुवन्ति। विद्यार्थी अहिंसा, सत्य, अपरिग्रह इत्यादीनां नैतिकमूल्यानां महत्त्वं विवेचयितुं समर्थाः भवन्ति। विद्यार्थी आत्मशुद्धेः तथा सदाचारस्य आवश्यकता ज्ञातुं स्वजीवने तानि अनुप्रयोजयितुं प्रेरिताः भवन्ति। विद्यार्थी पाठस्य मुख्यभावं तथा तात्पर्यं स्पष्टतया वर्णयितुं समर्थाः भवन्ति। विद्यार्थी नवीनशब्दानां अर्थज्ञानं प्राप्तुं तेषां प्रयोगं कर्तुं समर्थाः भवन्ति। विद्यार्थी पाठाधारितानां प्रश्नानाम् उत्तराणि (एकपदेन, पूर्णवाक्येन) दातुं समर्थाः भवन्ति।	धर्ममार्गप्रदर्शक तीर्थंकर दर्भिक्षम् (आययीभाव दैवाधीनम् (षष्ठी-तत्पुरुष (न.प्र/दिएर) दैवस्य अधीनम्जै प्रार्थनामन्त्र नवकार मंत्र) नित्योपयोगिवस्तूनाम् () प्रतिदिनोपयोगिनां वस्तूनाम् भोजनरहितम् निघट्टारम्)न्यायिकव्यवस्था (स्त्री.प्र.ए.व.) परित्यज्य (कुदन्त, परि त्यक्त्वा संग्रामशास्त्रराजधर्मे , वैरम्द्वेष विधिलिखितम् तृतीया-तत्पुरुषः सुप्र/हिए.व.) विधिना लिखितम् पृथक्करणम् विक्षुब्धम् (नपुं.प्र.द्वि.ए.व.) उद्विग्नम् नित्यम्
	एकादशःपाठः— “वर्णोच्चारण-शिक्षा २” □	विद्यार्थी संस्कृतवर्णानां शुद्धोच्चारणं कर्तुं समर्थाः भवन्ति। विद्यार्थी स्वर-व्यञ्जनयोः भेदं तथा तयोः उच्चारणस्थानं (place of articulation) ज्ञातुं शक्नुवन्ति। विद्यार्थी उच्चारणे दीर्घ-ह्रस्व-स्वरभेदं स्पष्टतया बोधयितुं समर्थाः भवन्ति। विद्यार्थी वर्णानां उच्चारणसमये मुखस्थानस्य (ओष्ठ, जिह्वा, तालु, कण्ठ आदि) प्रयोगं सम्यक् अवगच्छन्ति। विद्यार्थी सन्धि-स्वरूपे शुद्धोच्चारणस्य महत्त्वं ज्ञातुं तस्य अभ्यासं कुर्वन्ति। विद्यार्थी श्रवणेन तथा अनुकरणेन (listening & imitation) उच्चारणकौशलं विकसितुं समर्थाः भवन्ति।	उच्चारणे प्रयुज्यमाने अभ्यन्तरे अन्तः बलम्आ भ्यन्तरम्अन्तः स्थितम् प्रयत्नःअन्तः प्रयत्नः / आस्यस्य अभ्यन्तरे करणस्य स्थानं प्रति प्रयुक्तं बलम् वराणां द्वी भेगी आभ्यन्तर- द्वि-स्थानी स्पृष्टः स्पर्श कृतः ईषत्अल्पम् यः उपभेदाः ईषत्-स्पृष्टः अल्पं स्पर्श कृतः विवृतः विवरः उद्घाटितः ज्जनानां चत्वारः भेदाः ईषद्-विवृतः छिद्रः / अन्तरालः व्यञ्जनम् वृतः अल्पम् उद्घाटितः अविस्तृतः -व्यञ्जनम् अपन संकोचः संकोचनम्
January	व्याकरण - समासः		
	व्याकरण - समयः		
	रचनात्मक - संवाद कौशल्य		

February	सराव: १.व्याकरण २. रचनात्मक कार्य ३. परिच्छेद :		
Term II Assessment - 15.02.2027 to 26.02.2027			

Subject: IT

Textbooks:

Month	Chapter	Key Learning Outcomes	Key words
April	Employability Skills: L-2. Self Management Skills - I 5. Importance of Self Management 6. Developing Self Confidence	1. Students will able to describe the meaning of self Management 2. Students will identify the factors that helps in building self confidence.	Self Management, Initiative, Accountability, Precrastination, Problem Solving, SMART goals, Locus of Control.
	Subject Specific Skills: L-1. Introduction to IT- ITes Industry 1. Applications of IT in ITes Industry	1. Students will able to understand the application of IT in different areas like BPO, BPM. 2. Students will also understand the application of IT in everyday life.	ITes(Information Technology Enabled Services), BPO Service,BPM, MRI, EEG, ECG
June	Employability Skills: L-1. Communication Skills - I 1. Communication Cycle 2. Methods of Communication 3. Perspectives in Communication 4. Basic Writing Skills	1. Students will demonstrate knowledge of various methods of communication 2. Students will Identify elements of communication cycle 3. Students will identify the factors affecting our perspective in communication	One way - Two way communication, Encode, Decode, Feedback, Verbal, Non verbal and Visual communication
	Revision on Communication Skills, Self Management Skills, Introduction to IT - ITes Industry		
July	Periodic Assessment I - 06.07.2026 to 16.07.2026)		
	Employability Skills: L-3. Basic ICT Skills - I 7. Introduction to ICT 8. Components of Computer System 9. Peripheral Devices 10. Basics of Internet 11. Introduction to E-mail	1. Students will able to describe the role of Information and Communication Technology (ICT) in day to day life and workplace. 2. Students will identify components of basic computer system and their functions. 3. Students will demonstrate use of various components and peripherals of computer system. 4. Students will demonstrate basic computer skills	Input-Process-Output, Software, Hardware, ARPANET

August	Subject Specific Skills: L-3. Digital Documentation 4. Introduction to Word Processor 5. Editing Text Using Writer 6. Apply Formatting Features 7. Working with Tables 8. Printing a Document 9. Mail Merge	1. Students will able to create a document by using word processing. 2. Students will able to apply different types of editing and formatting features on documents 3. Students will able to create and work with tables and understand how to use print options. 4. Students will understand the concept of Mail Merge.	AutoRecovery, Synonyms and Thesaurus, Mail Merge, Salutation
	Revision On Basic ICT Skills and Digital Documentation		
September	Term I Assessment - 28.09.2026 to 12.10.2026		
	Employability Skills: L-4. Entrepreneurial Skills - I 12. Types of Business Activities 13. Characteristics of Entrepreneurship	1. Students are able to identify various types of Business Activities. 2. Students will understand the Role and Rewards of Entrepreneurship, meaning of entrepreneurship development and demonstrate the knowledge of distinguishing characteristics of entrepreneurship.	Entrepreneur, Enterprise, Sole Proprietorship, Competency, Optimistic
October	Subject Specific Skills: L-2. Data Entry and Keyboarding Skills 2. Using Data Entry Tools 3. Using Typing Software	1. Students will understand the use of keyboard and mouse for data entry. 2. Students will use typing software like Rapid Typing Tutor for Touch Typing Technique.	Word Processor, Touch Typing, Posture, WPM, CPM, KPM.
	Revision on Entrepreneurial Skills - I, Data Entry and Keyboarding Skills		
November			
	Subject Specific Skills: L-4. Electronic Spreadsheet 10. Introduction to Spreadsheet 11. Entering Data in Worksheet 12. Formatting Data in worksheet 13. Cell Referencing in Spreadsheet 14. Charts in Worksheet	1. Students are able to create a Spreadsheet and Apply formulas and Functions in spreadsheet. 2. Students are able to apply formatting tools and create different types of Charts in Spreadsheet. 3. Students will understand the concept of Referencing.	Formulas, Functions, Formatting tools, Fill Tool, Cell Reference, Chart Wizard

December	Employability Skills: L-5. Green Skills - I 14. Environmental Protection and Conservation 15. Significance of Green Skills.	1. Students will demonstrate the knowledge of the factors influencing natural resource conservation. 2. Students will be able to understand the importance of green economy and green skills.	Biotic - Abiotic, Ecosystem, Ecological Imbalance, Green Economy, Social Inclusion.
January	Subject Specific Skills: L-5. Digital Presentation 18. Formatting Text and animation 19. Working with Tables 20. Using Image in Slide Show 21. Working with Slide Master	1. Students are able to create an effective presentation by using various features. 2. Students are able to work with slides by inserting, deleting and renaming slides in presentation. 3. Students will understand formatting toolbar and their various features. 4. Students will understand tables and how to create in presentation.	Impress, Template, Layout, Animation, Grouping and Ungrouping, Slide Master, Transition.
February	Revision on Part B - Subject Specific Skills		
	Term II Assessment - 15.02.2027 to 26.02.2027		