Annual Syllabus (2025-26)
Class – IX
Subject: Mathematics (Code: 041)

Course Structure

Units	Unit Name	Marks
I	Number Systems	10
II	Algebra	20
III	Coordinate Geometry	04
IV	Geometry	27
V	Mensuration	13
VI	Statistics	06
Total		**80**
Internal Assessment		20
Grand Total		100

Chapter No. & Name	Competencies
Chapter 1 : Number Systems • Review of representation of natural numbers, integers and rational numbers on the number line. Rational numbers as recurring/ terminating decimals. Operations on real numbers. • Examples of non-recurring/non-terminating decimals. Existence of non-rational numbers (irrational numbers) such as √2, √3 and their representation on the number line. Explaining that every real number is represented by a unique point on the number line and conversely, viz. every point on the number line represents a unique real number. • Definition of nth root of a real number. • Rationalization (with precise meaning) of real numbers of the type $\frac{1}{a+b\sqrt{x}}$ and $\frac{1}{\sqrt{x}+\sqrt{y}}$ (and their combinations) where x and y are natural number and a and b are integers. • Recall of laws of exponents with integral powers. Rational exponents with positive real bases (to be done by particular cases, allowing learner to arrive at the general laws.	The learner: • Develops a deeper understanding of numbers, including the set of real numbers and its properties. • Recognizes and appropriately uses powers and exponents. • Computes powers and roots and applies them to solve problems.
Chapter 2 : Polynomials • Definition of a polynomial in one variable with examples and counter examples. Coefficients of a polynomial, terms of a polynomial and zero polynomial. • Degree of a polynomial. • Constant, linear, quadratic and cubic polynomials. Monomials, binomials, trinomials. Factors and multiples. • Zeroes of a polynomial. • Motivate and State the Remainder Theorem with examples. • Statement and proof of the Factor Theorem. • Factorization of $ax^2 + bx + c$, $a \neq 0$ where a, b and c are real	The learner: • Learns the art of factoring polynomials.

numbers and of cubic polynomials using the Factor Theorem. • Recall of algebraic expressions and identities. Verification of identities: $(x + y + z)^2 = x^2 + y^2 + z^2 + 2xy + 2yz + 2zx$ $(x \pm y)^3 = x^3 \pm y^3 \pm 3xy(x \pm y)$ $x^3 \pm y^3 = (x \pm y)(x^2 \mp xy + y^2)$ $x^3 + y^3 + z^3 - 3xyz = (x + y + z)(x^2 + y^2 + z^2 - xy - yz - zx)$ and their use in factorization of polynomials.	
Chapter 3: Coordinate Geometry • The Cartesian plane, coordinates of a point, • names and terms associated with the coordinate plane, notations **Plotting points in the plane.*	The learner: • Specifies locations and describes spatial relationships using coordinate geometry.
Chapter 4: Linear Equations in Two Variables • Recall of linear equations in one variable. • Introduction to the equation in two variables. Focus on linear equations of the type $ax + by + c=0$. Explain that a linear equation in two variables has infinitely many solutions and justify their being written as ordered pairs of real numbers, plotting them and showing that they lie on a line. **Graph of linear equations in two variables.* **Examples, problems from real life, including problems on Ratio and Proportion and with algebraic and graphical solutions being done simultaneously.*	The learner: • Visualizes solutions of a linear equation in two variables as ordered pair of real numbers on its graph
Chapter 6: Lines and Angles • (State without proof) If a ray stands on a line, then the sum of the two adjacent angles so formed is 180^0 and the converse. • (Prove) If two lines intersect, vertically opposite angles are equal. • (State without proof) Lines which are parallel to a given line are parallel. **State without proof) Results on corresponding angles, alternate angles, interior angles when a transversal intersects two parallel lines.* **(Prove)The sum of the angles of a triangle is 180°.* **(State without proof) If a side of a triangle is produced, the exterior angle so formed is equal to the sum of the two interior opposite angles.*	The learner: • Derives proofs of mathematical statements particularly related to geometrical concepts, like parallel lines by applying axiomatic approach and solves problems using them
CONSTRUCTIONS **Construction of bisectors of line segments and angles of measure 60° , 90° , 45° etc., equilateral triangles.* **Construction of a triangle given its base, sum/difference of the other two sides and one base angle.*	The learner: • Constructs different geometrical shapes like bisectors of line segments, angles and their bisectors and triangles satisfying given constraints.

Chapter 12: Statistics • Bar graphs • histograms (with varying base lengths) • frequency polygons **Introduction to Statistics: Collection of data, presentation of data — tabular form, ungrouped / grouped data.* **Mean, median and mode of ungrouped data.*	The learner: • Draws and interprets bar graph, histogram and frequency polygon • Applies measures of central tendencies such as mean, median and mode of ungrouped data.
****PROBABILITY*** **History, Repeated experiments and observed frequency approach to probability. Focus is on empirical probability. (A large amount of time to be devoted to group and to individual activities to motivate the concept);* **The experiments to be drawn from real - life situations, and from examples used in the chapter on statistics).*	The learner: • Applies concepts from probability to solve problems on the likelihood of everyday events.
➢ **The above content is to be completed for Mid Term Examination by 06th September, 2025.** ➢ **Mental Maths & Maths Lab activities** ➢ **Revision of syllabus for Mid Term Examination**	
Mid Term Examination 2025	
Chapter 5 : Introduction to Euclid's Geometry • History - Geometry in India and Euclid's geometry. • Euclid's method of formalizing observed phenomenon into rigorous Mathematics with definitions, common/obvious notions, axioms/postulates and theorems. • The five postulates of Euclid. Equivalent versions of the fifth postulate. Showing the relationship between axiom and theorem, for example: 1. (Axiom) Given two distinct points, there exists one and only one line through them. 2. (Theorem) (Prove) Two distinct lines cannot have more than one point in common.	The learner: • Proves theorems using Euclid's axioms and postulates– for triangles, quadrilaterals, and circles and applies them to solve geometric problems
Chapter 7: Triangles • (State without proof) Two triangles are congruent if any two sides and the included angle of one triangle is equal to any two sides and the included angle of the other triangle (SAS Congruence). • (Prove) Two triangles are congruent if any two angles and the included side of one triangle is equal to any two angles and the included side of the other triangle (ASA Congruence). • (State without proof) Two triangles are congruent if the three sides of one triangle are equal to three sides of the other triangle (SSS Congruence). • (State without proof) Two right triangles are congruent if the hypotenuse and a side of one triangle are equal (respectively) to the	The learner: • Describe relationships including congruency of two- dimensional geometrical shapes (lines, angle, triangles) to make and test conjectures and solve problems. • derives proofs of mathematical

hypotenuse and a side of the other triangle. (RHS Congruence) • (Prove) The angles opposite to equal sides of a triangle are equal. • (State without proof) The sides opposite to equal angles of a triangle are equal. **(State without proof) Triangle inequalities and relation between 'angle and facing side' inequalities in triangles.*	statements particularly related to geometrical concepts triangles by applying axiomatic approach and solves problems using them.
Chapter 8: Quadrilaterals • (Prove) The diagonal divides a parallelogram into two congruent triangles. • (State without proof) In a parallelogram opposite sides are equal, and conversely. • (State without proof) In a parallelogram opposite angles are equal, and conversely. • (State without proof) A quadrilateral is a parallelogram if a pair of its opposite sides is parallel and equal. • (State without proof) In a parallelogram, the diagonals bisect each other and conversely. • (State without proof) In a triangle, the line segment joining the mid points of any two sides is parallel to the third side and is half of it and (State without proof) its converse.	The learner: • Derives proofs of mathematical statements particularly related to geometrical concepts of quadrilaterals by applying axiomatic approach and solves problems using them.
****AREAS OF PARALLELOGRAMS AND TRIANGLES*** **Review concept of area , recall area of a rectangle.* **(Prove) Parallelograms on the same base and between the same parallels have equal area.* **(State without proof) Triangles on the same base (or equal bases) and between the same parallels are equal in area.*	The learner: • Find areas of all types of triangles by using appropriate formulae and apply them in real life situations
Chapter 9: Circles • (Prove) Equal chords of a circle subtend equal angles at the centre and (State without proof) its converse. • (State without proof) The perpendicular from the centre of a circle to a chord bisects the chord and conversely, the line drawn through the centre of a circle to bisect a chord is perpendicular to the chord. • (State without proof) Equal chords of a circle (or of congruent circles) are equidistant from the centre (or their respective centre) and conversely. • (Prove) The angle subtended by an arc at the centre is double the angle subtended by it at any point on the remaining part of the circle. • (State without proof) Angles in the same segment of a circle are equal. • (State without proof) If a line segment joining two points subtends two equal angles at two other points lying on the same side of the line containing the segments, the four points lie on a circle. • (State without proof) The sum of either of the pair of the opposite angles of a cyclic quadrilateral is 180° and its converse. **Through examples, arrive at definition of circle and related concepts- radius, circumference, diameter, chord, arc, secant, sector, segment,*	The learner: • Proves theorems about the geometry of a circle, including its chords and subtended angles

subtended angle. **(State without proof) There is one and only one circle passing through three given non-collinear points.*	
Chapter 10: Heron's Formula • Area of a triangle using Heron's formula (without proof) * *Application of heron's formula in finding the area of a quadrilateral.*	The learner: • Visualizes, represents, and calculates the area of a triangle and quadrilateral using Heron's formula.
Chapter 11: Surface Areas and Volumes • Surface areas and volumes of spheres (including hemispheres) and right circular cones. **Surface areas and volumes of cubes, cuboids and right circular cylinders.*	The learner: • Visualizes and uses mathematical thinking to discover formulas to calculate surface areas and volumes of solid objects (spheres, hemispheres and right circular cones)
➢ **The whole syllabus is to be completed for Annual Examination by 31st January, 2026.** ➢ **Mental Maths & Maths Lab activities** ➢ **Revision of syllabus for Annual Examination.** ➢ **The annual examination will comprise the whole syllabus.**	
Annual Examination 2026	

NOTE: The topics marked with '*' are included in the syllabus but will be assessed only formatively to reinforce understanding without adding to summative assessments. This reduces academic stress while ensuring meaningful learning. The content align with existing chapters and can be integrated well.

MATHEMATICS QUESTION PAPER DESIGN

CLASS – IX (2025-26)

Time: 3 Hours **Max. Marks: 80**

S. No.	Typology of Questions	Total Marks	% Weightage (approx.)
1	**Remembering:** Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. **Understanding:** Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	43	54
2	**Applying:** Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	19	24
3	**Analysing:** Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations **Evaluating:** Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. **Creating:** Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions	18	22
	Total	**80**	**100**
	INTERNAL ASSESSMENT	**20 MARKS**	
	Pen Paper Test and Multiple Assessment (5+5)	**10 MARKS**	
	Portfolio	**05 MARKS**	
	Lab Practical (Lab activities to be done from the prescribed books)	**05 MARKS**	