

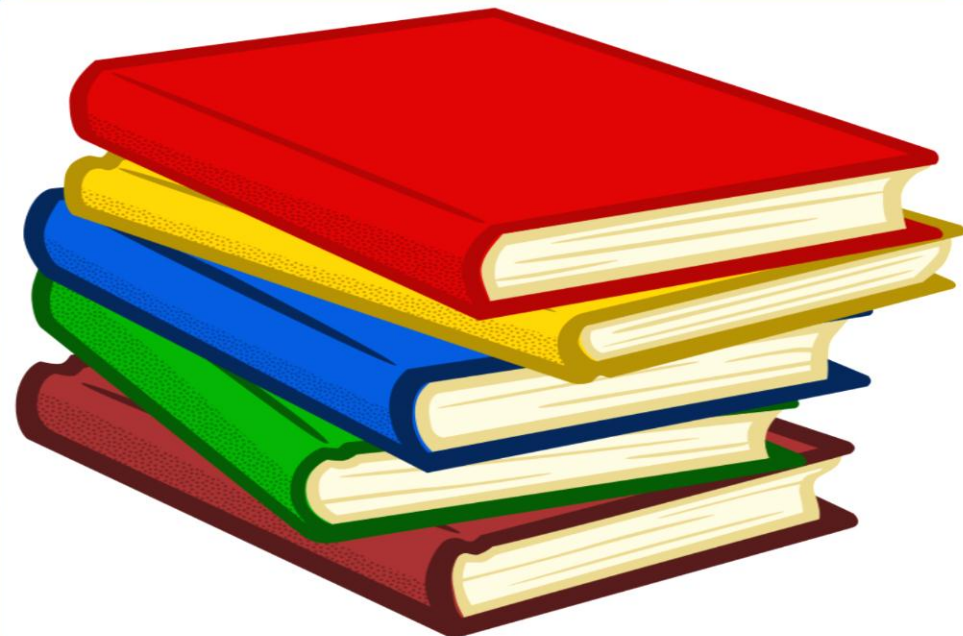


**Bal Bharati**  
PUBLIC SCHOOL

Sector -21, Noida

**SYLLABUS 2021-22**

**CLASS - IX**



## SUBJECT: ENGLISH

**Text Books: 1.BEEHIVE Textbook : NCERT  
2.MOMENTS, Supplementary Reader: NCERT**

MONTH	BEEHIVE	MOMENTS SUPPLEMENTARY READER	GRAMMAR	WRITING SKILLS	LEARNING OUTCOME AND PEDAGOGY
<b>April</b>	1. The Fun they had  2. The Road not taken (Poem)	The Lost Child	1. Verb Forms  2. Subject Verb Agreement  3. Integrated Grammar Practice (Sentence Reordering)	1. Descriptive Paragraph (Person and Place)  2. Informal Letter Writing	Beehive 1. Paragraph Writing based on e-learning and real schools. <b>(Proficiency in Writing)</b> 2.Group Discussion about choices in Life <b>(Developing Critical Thinking)</b>  Moments 1.-MCQ Question Bank based on chapters
<b>May</b>	1. The Sound of Music 2. The Little Girl 3. The Wind (Poem)	Adventures of Toto Iswaran - The Story Teller	1. Determiners 2. Modals 3. Integrated Grammar Practice 2 (Editing)	1. Notice 2. Diary Entry	Beehive 1. Biography (Enhancing Writing Skills) 2&3.- Listening Skills Activity (Developing Listening skills for specific Information) Moments 2. Speech on Bonding between Animals and Humans. (Inculcating Life skills) 3.-
<b>July</b>	1. A Truly Beautiful Mind  2. The Snake and the Mirror	In the Kingdom of Fools  The Happy Prince	1. Connectors  2. Integrated Grammar	1. Formal Letter writing  2. Descriptive Paragraph	Beehive 1. & 3- 2. Rewriting using different ending (Expressions of thoughts)  Moments 1- 2.. General Discussion about Materialistic world and emotions (Developing speaking skills)
	3. Rain on the Roof (Poem)		Practice 3 (Omission)	(Event)	<b>(Art Integration Activity) &amp; (Collaborative Learning)</b> Acquiring team work Qualities

					Enactment of the story- 'The Kingdom of Fools' (Moments) Understanding Life Skills
<b>August</b>	1. My Childhood  2. The Lake Isle of Innisfree (Poem) 3. A Legend of the Northland (Poem)	Weathering the Storm in Ersama The Last Leaf	1. Reported Speech	1. Story Writing	Beehive- 1. Map Reading ( <b>Critical Thinking</b> ) 2&3. – Moments 1. Group Discussion about leadership. (Honing the leadership qualities) 2. Talk about it (Sharing experiences about depressed moments and overcoming the same) (Understanding Life Skills)
<b>September</b>	1. Packing	-	1. Integrated Grammar Practice 2. Clause	1. Report Writing	Writing Skills-Report Writing (Enhancing Writing skills)
<b>October</b>	1. Reach for the Top 2. No Men are Foreign (Poem) 3. The Bond of Love 4. The Snake Trying (Poem)	A House is not a Home	1. Passive Voice Process Writing Expansion of Headlines	1. Speech Writing	Beehive 1. Collecting information on Santhosh Yadav's achievements ( <b>Enhancing Reading Skills</b> )  2.&4. – 3. Discussion about Bonding with the pets (Awareness about strengthening the bond) Moments – 1.-
<b>November</b>	1. Kathmandu 2. The Duck and the Kangaroo (Poem)	The Accidental Tourist	1. Prepositions 2. Integrated Grammar Practice 5 (Gap Filling)	1. Article Writing Magazine and Newspaper	Beehive 1. <b>Collage Making</b> (Kathmandu)
<b>December</b>	1. On Killing a Tree (Poem) 2. If I were you	The Beggar	1. Integrated Grammar 6 & 7 (Cloze)	1. Debate Writing	Beehive 1. Reading and collecting articles on Saving Trees (Awareness about Preserving Nature & inculcating Reading Habit)  Comprehend and correlate <b>Art Integrated Activity</b> Article Writing on the types of Vegetation and Crops in Arunachal Pradesh and Meghalaya. Based on the poem <b>On Killing a Tree</b>  Moments 1

<b>January</b>	A slumber did my spirit seal(Poem)	Revision	Revision	Story Writing based on Visual Inputs	Beehive 1. General Discussion about Life and Death <b>Life Skills</b> (Understanding of Life and Death and developing critical thinking)
<b>February</b>	Revision	Revision	Revision	Revision	-

## विषय : हिंदी

- स्पर्ष भाग-1
- संचयन भाग-1
- धनसस डंतो दृ व्याकरण-परिचय(भाग-1)

मस	पाठ का नाम	व्याकरण रचनात्मक- लेखन	शिक्षण-अधिगम	नवीन शिक्षण-युक्तियाँ/कला एकीकरण/अंतर्विषयी दृष्टिकोण	गतिविधि/परियोजना
अप्रैल	दुख का अधिकार (गद्य)  रैदास के पद (पद्य)	शब्द और पद  अपठित बोध  अनुस्वार एवं अनुनासिक  अनौपचारिक-पत्र  स्लोगन-लेखन  अनुच्छेद-लेखन	गद्य-विधा के अंतर्गत कहानी-विधा एवं रेखाचित्र-विधा से संक्षिप्त परिचय, देश में फूले अंधविश्वासों और ऊँच-नीच के भेद-भाव को बेनकाब करते हुए धनी लोगों की अमानवीयता और गरीबों की मजबूरी को भी पूरी गहराई से उजागर करना। मध्ययुगीन काव्यधारा की संत काव्यधारा से संक्षिप्त परिचय, प्रभु का हर हाल में भक्त से श्रेष्ठ और सर्वगुण संपन्न होना तथा भगवान की अपार उदारता, कृपा और उनके समदर्शी स्वभाव का वर्णन। शिल्पगत सूक्ष्मताओं से परिचय। व्यावहारिक व्याकरण का ज्ञान। भाषा की संरचनात्मक विषिष्टताओं से परिचय। प्रभावोत्पादक अभिव्यक्ति हेतु सक्षमता का प्रतिपादन।	आदर्श अनुतानमय वाचन एवं स्पष्टीकरण, व्यावहारिक अनुभवों का आदान-प्रदान, जीवन-सापेक्ष अनुभव, काठिन्य - निवारण, मनन-चिंतन, पारस्परिक चर्चा-परिचर्चा, काव्य का रसास्वादन, आगमन-विधि	'समाज में दुख का अधिकार' - चर्चा-परिचर्चा।
मई	रहीम के दोहे (पद्य)  गिल्लू (पूरक-पाठ)	उपसर्ग-प्रत्यय  वाक्य-भेद  शब्द-विचार  संदेश-लेखन  संवाद-लेखन	गद्य-विधा के अंतर्गत कहानी-विधा से संक्षिप्त परिचय, पशु-पक्षियों के प्रति सहृदयता की भावना का पल्लवन। पद्य-विधा के अंतर्गत मध्ययुगीन काव्यधारा की संत काव्यधारा से संक्षिप्त परिचय, मानव मात्र को करणीय और अकरणीय आचरण की नसीहत। शिल्पगत सूक्ष्मताओं से परिचय। भाषा की संरचनात्मक विषिष्टताओं से परिचय। व्यावहारिक व्याकरण का ज्ञान। प्रभावोत्पादक अभिव्यक्ति हेतु सक्षमता का प्रतिपादन।	आदर्श अनुतानमय वाचन एवं स्पष्टीकरण, व्यावहारिक अनुभवों का आदान-प्रदान, जीवन-सापेक्ष अनुभव, काठिन्य - निवारण, मनन-चिंतन, पारस्परिक चर्चा-परिचर्चा, काव्य का रसास्वादन, आगमन-विधि	रहीम के दोहों का गायन
जुलाई	एवरैस्ट: मेरी शिखर यात्रा (गद्य)	अपठित बोध  स्लोगन-लेखन  अनौपचारिक-	गद्य-विधा के अंतर्गत यात्रा-वृत्तांत विधा तथा संस्मरण-विधा से संक्षिप्त परिचय, बचेंद्री पाल के शिखर तक पहुँचकर तिरंगा लहराने के पल-पल के ब्योरे से रूबरू होना। पशु-पक्षियों के प्रति सहृदयता की भावना का पल्लवन, बाल-सुलभ शरारतों से	आदर्श अनुतानमय वाचन एवं स्पष्टीकरण, व्यावहारिक अनुभवों का आदान-प्रदान, जीवन-सापेक्ष अनुभव, काठिन्य - निवारण, मनन-चिंतन, पारस्परिक	'एक भारत श्रेष्ठ भारत' - के अंतर्गत अपने-अपने क्षेत्र में कीर्तिमान रचती भारतीय महिलाओं से संबंधित चित्र एवं जानकारी। (सामूहिक प्रस्तुति) - अंग्रेजी, 'कला-विधा' एवं सामाजिक विज्ञान के साथ एकीकृत।

	आदमीनामा (पद्य)  स्मृति (पूरक-पाठ)	पत्र	परिचय। पद्य-विधा के अंतर्गत मध्ययुगीन काव्यधारा की नज्म-काव्यधारा से संक्षिप्त परिचय, कुदरत के सबसे नायाब करिष्मे आदमी को आईना दिखाते हुए उसकी अच्छाइयों, सीमाओं और संभावनाओं से परिचय। शिल्पगत सूक्ष्मताओं से परिचय। भाषा की संरचनात्मक विषिष्टताओं से परिचय। व्यावहारिक व्याकरण का ज्ञान। प्रभावोत्पादक अभिव्यक्ति हेतु सक्षमता का प्रतिपादन।	चर्चा-परिचर्चा, काव्य का रसास्वादन, आगमन-विधि	
अगस्त	तुम कब जाओगे- अतिथि (गद्य)  एक फूल की चाह (पद्य)	वाक्य-भेद  शब्द और पद  अपठित बोध  अनुच्छेद-लेखन	गद्य-विधा के अंतर्गत व्यंग्य-विधा से संक्षिप्त परिचय, मानव-जीवन में हल्के-फुल्के क्षणों का महत्व। पद्य-विधा के अंतर्गत आधुनिक काव्यधारा की कथात्मक कविता से संक्षिप्त परिचय, समाज में फैले अंधविश्वासों और ऊँच-नीच तथा जातिवाद को बेनकाब करना। शिल्पगत सूक्ष्मताओं से परिचय। भाषा की संरचनात्मक विषिष्टताओं से परिचय। व्यावहारिक व्याकरण का ज्ञान। प्रभावोत्पादक अभिव्यक्ति हेतु सक्षमता का प्रतिपादन।	आदर्श अनुतानमय वाचन एवं स्पष्टीकरण, व्यावहारिक अनुभवों का आदान-प्रदान, जीवन-सापेक्ष अनुभव, काठिन्य - निवारण, मनन-चिंतन, पारस्परिक चर्चा-परिचर्चा, काव्य का रसास्वादन, आगमन-विधि	'अतिथि देवो भवः' उक्ति की समीक्षा।
सितंबर	पुनरावृत्ति एवं मध्यसत्रीय परीक्षा				

अक्टूबर	कीचड़ का काव्य (गद्य)	अपठित बोध  अनौपचारिक पत्र अनुच्छेद-लेखन  संदेश-वर्णन	गद्य-विधा के अंतर्गत लेख-विधा से संक्षिप्त परिचय, मानव-जीवन में कीचड़ के महत्व का प्रतिपादन। व्यावहारिक व्याकरण का ज्ञान। प्रभावोत्पादक अभिव्यक्ति हेतु सक्षमता का प्रतिपादन।	आदर्श अनुतानमय वाचन एवं स्पष्टीकरण, व्यावहारिक अनुभवों का आदान-प्रदान, जीवन-सापेक्ष अनुभव, काठिन्य - निवारण, मनन-चिंतन, पारस्परिक चर्चा-परिचर्चा, काव्य का रसास्वादन, आगमन-विधि	'क्या कीचड़ 'गंदगी' है?'- एक विचार।
नवंबर	अग्निपथ (पद्य)  हामिद खॉ (पूरक-पाठ)	अपठित बोध  अनौपचारिक पत्र  संवाद-लेखन	पद्य-विधा के अंतर्गत आधुनिक काव्यधारा से संक्षिप्त परिचय, जीवनपथ पर मिलने वाली कठिनाइयों से कभी न घबराने की प्रेरणा। गद्य-विधा के अंतर्गत संस्मरण-विधा से संक्षिप्त परिचय, जातिगत भेदभाव तथा विभिन्न सीमाएँ भूलकर एकता की प्रेरणा। व्यावहारिक व्याकरण का ज्ञान। प्रभावोत्पादक अभिव्यक्ति हेतु सक्षमता का प्रतिपादन।	आदर्श अनुतानमय वाचन एवं स्पष्टीकरण, व्यावहारिक अनुभवों का आदान-प्रदान, जीवन-सापेक्ष अनुभव, काठिन्य - निवारण, मनन-चिंतन, पारस्परिक चर्चा-परिचर्चा, काव्य का रसास्वादन, आगमन-विधि	'जीवन संघर्षमय है, इससे घबराकर थमना नहीं चाहिए'- अनुभव-प्रस्तुति-संगीत के साथ एकीकृत।
दिसंबर	धर्म की आड़	अपठित बोध	गद्य-विधा के अंतर्गत निबंध-विधा से संक्षिप्त परिचय, मानव-जीवन में धर्म के औचित्य का प्रतिपादन।	आदर्श अनुतानमय वाचन एवं स्पष्टीकरण, व्यावहारिक अनुभवों का	'धर्म एकता का माध्यम है' चर्चा-परिचर्चा

<p>(गद्य) नए इलाके में(पद्य) खुषबू रचते हैं हाथ (पद्य)</p>	<p>शब्द-विचार उपसर्ग-प्रत्यय अनौपचारिक पत्र अनुच्छेद-लेखन स्लोगन-लेखन</p>	<p>पद्य-विधा के अंतर्गत आधुनिक काव्यधारा से संक्षिप्त परिचय, शहरी जीवन की वास्तविकता एवं विडंबना से परिचय। शहरों के बीचों-बीच बसे टोलों के जीवन की वास्तविकता एवं विडंबना से परिचय। व्यावहारिक व्याकरण का ज्ञान। भाषा की संरचनात्मक विषिष्टताओं से परिचय। प्रभावोत्पादक अभिव्यक्ति हेतु सक्षमता का प्रतिपादन।</p>	<p>आदान-प्रदान,जीवन- सापेक्ष अनुभव, काठिन्य - निवारण,मनन-चिंतन,पारस्परिक चर्चा-परिचर्चा, काव्य का रसास्वादन, आगमन-विधि।</p>	
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<p>जनवरी</p>	<p>शुक्रतारे के समान (गद्य) दिये जल उठे (पूरक-पाठ)</p>	<p>अपठित बोध अनौपचारिक पत्र संवाद-लेखन</p>	<p>गद्य-विधा के अंतर्गत आलेख-विधा एवं संस्मरण-विधा से संक्षिप्त परिचय, गांधी जी तथा उनके सहायक महादेव देसाई के जीवन से प्रेरणा। व्यावहारिक व्याकरण का ज्ञान। गांधी जी के अटल इरादों से प्रेरणा। व्यावहारिक व्याकरण का ज्ञान। प्रभावोत्पादक अभिव्यक्ति हेतु सक्षमता का प्रतिपादन।</p>	<p>आदर्श अनुतानमय वाचन एवं स्पष्टीकरण,व्यावहारिक अनुभवों का आदान-प्रदान,जीवन- सापेक्ष अनुभव, काठिन्य - निवारण,मनन-चिंतन,पारस्परिक चर्चा-परिचर्चा, काव्य का रसास्वादन, आगमन-विधि।</p>	<p>'जलियोवाला बाग' - एक विचार।</p>
<p>फरवरी</p>	<p>पुनरावृत्ति एवं वार्षिक परीक्षा</p>				

**शैक्षणिक-योजना : संस्कृतम् (2021-22)**  
कक्षा - नवमी, विषय - संस्कृतम्

- पाठ्यपुस्तक सूची-
1. शोमुषी (पाठ्यपुस्तकम्) भाग-1
  2. अभ्यासवान् भव (अभ्यासपुस्तकम्) भाग-1
  3. व्याकरण वीथिः (अभ्यासपुस्तकम्)

मास	पाठस्य नाम (शोमुषी)	व्याकरणम्, रचनात्मक- लेखनम्,	शिक्षण-अधिगमस्य प्रतिफलानि	नवीनशिक्षणयुक्तयः/ कलाएकीकरणम्/ अंतर्विषयि-दृष्टिकोणः	गतिविधयः/ परियोजनाः
अप्रैल	2. स्वर्णकाकः	संस्कृतानुवादः, स्वर सन्धिः, शब्द रूपाणि, वर्तमानकालः, कारक- उपपदविभक्ति-प्रयोगाः	कथायाः माध्यमेन लोभस्य दुष्परिणामानाम् ज्ञानम्, विलोम-पर्यायशब्दैः शब्द- भंडारे अभिवृद्धिः,  लकार-पुरुष-वचन- उपपदविभक्ति-विशेषण- विशेष्यानाम् उचितप्रयोगेन संस्कृतानुवादम् कर्तुम् सक्षमाः स्युः।स्वरसंधिच्छेदस्य संयोगस्य च ज्ञानम्, लट्लकारस्य उचितप्रयोगे	सामाजिकविज्ञानेन सह एकीकरणम् –लोभस्य दुष्परिणामानाम् विषये चर्चा- परिचर्चा  संस्कृतानुवादस्य नियमानां स्पष्टीकरणम् उचितप्रयोगः च। स्वरसंधेः नियमानां स्पष्टीकरणम् उचितप्रयोगः च। संधिच्छेदस्य संयोगस्य च ज्ञानम्, लट्लकारस्य उचितप्रयोगस्य नियमाः।	स्फोरकपत्रे धातुभिः सह तुमुन्, क्त्वा, ल्यप्, शतृ प्रत्ययान् संयोज्य तालिका- निर्माणम् ।



			सक्षमाः स्युः, कारक- उपपदविभक्तेः ज्ञानम् ।	कारक-उपपदविभक्तेः नियमानाम् उचितप्रयोगः ।	
मई	3. गोदोहनम्	भूतकालः, भविष्यत्कालः,शब्द रूपाणि- अजन्त, सर्वनाम-शब्दाः, कारक-उपपदविभक्ति- प्रयोगाः, तुमुन्-क्त्वा- ल्यप् प्रत्ययाः,	कार्यम् यथासमयम् एव विधातव्यम् - अस्य प्रेरणा  लङ्, लृट् लकारस्य च प्रयोगे सक्षमाः स्युः, अजन्त- सर्वनाम-शब्द-रूपाणाम् ज्ञानम्, कारक- उपपदविभक्ति-नियमानाम् ज्ञानम् समुचितप्रयोगस्य च नियमाः। तुमुन्,क्त्वा,ल्यप्- प्रत्ययानाम् नियमानाम् स्पष्टीकरणम् उचितप्रयोगः च ।	कार्यम् यथासमयम् करणेन सम्बद्धदृष्टान्तानाम् उल्लेखः ।  भूतकालः, भविष्यत्कालः- उचितप्रयोगस्य नियमाः, नियमानाम् स्पष्टीकरणम् उचितप्रयोगः च ।	स्फोरकपत्रे धातुभिः सह तुमुन्, क्त्वा, ल्यप् -प्रत्ययान् संयोज्य तालिका- निर्माणम् ।

जून	1. भारतीयसन्तगीतिः 4. कल्पतरुः		श्लोकानाम् अन्वयज्ञानम्, भावग्रहणम्,  कथायाः माध्यमेन प्राणिनाम् दुःखहरणम्, परोपकारादयः नैतिक-मूल्यानाम् पल्लवनम्, विशेषण-विशेष्यस्य नियमानाम् स्पष्टीकरणम्,	<b>संगीतेन सह एकीकरणम्</b> -- श्लोकानाम् सस्वरगायनम् ।  <b>सामाजिकविज्ञानेन सह एकीकरणम्</b> - प्राणिनाम् दुःखहरणस्य अन्याः कथाः, चर्चा-परिचर्चा	आरोह-अवरोहपूर्वकम् श्लोकानाम् सस्वरवाचनम्, गायनम् च ।  लोककल्याण- विषयकानाम् कथानाम् संग्रहणम् ।
जुलाई	5. सूक्तिमौक्तिकम्		छंदानाम् भावग्रहणम्, सदाचार-सत्संगति-प्रियवाणी- मित्रता-परोपकारादयः नैतिक-मूल्यानाम् पल्लवनम् उद्भावनम् च । श्लोकानाम् अन्वयज्ञानम्, विशेषण- विशेष्यस्य नियमानाम् स्पष्टीकरणम् उचितप्रयोगः च ।	<b>कला-एकीकृत गतिविधि - संगीतेन सह एकीकरणम्</b> - श्लोकानाम् सस्वरगायनम् ।  सूक्तिगायनम्, पृष्ठांकनसूचक- निर्माणम्	आरोह-अवरोहपूर्वकम् श्लोकानाम् सस्वरवाचनम्, गायनम् च ।

अगस्त	6. भ्रान्तो बालः	<p>क्त (केवलं पठनाय), क्तवतु प्रत्यय-प्रयोगाः, शब्द रूपाणि (संख्यावाचक-4 शब्दाः)</p>	<p>क्रीडारतस्य बालकस्य कथायाः माध्यमेन अध्ययनम् प्रति बोधः,  क्तवतु-प्रत्ययस्य प्रयोगे सक्षमाः, संख्यावाचकशब्दरूपाणां नियमानाम् स्पष्टीकरणम् उचितप्रयोगः च ।</p>	<p>विशेषण-विशेष्यस्य नियमानाम् स्पष्टीकरणम् उचितप्रयोगः च ।  क्तवतु-प्रत्ययस्य नियमानाम् स्पष्टीकरणम् उचितप्रयोगः च ।</p>	<p>उद्याने विविधपशु- पक्षिणाम् संस्कृतशब्दानाम् चित्रेषु प्रस्तुतीकरणम् ।  स्फोरकपत्रे धातुभिः सह क्तवतु-प्रत्ययम् संयोज्य तालिका- निर्माणम्</p>
सितंबर	8. लौहतुला	<p>कारकप्रयोगाः - उपपदविभक्ति-प्रयोगाः (पुनरावृत्ति), विसर्ग सन्धिः, व्यञ्जन सन्धिः,</p>	<p>कथायाः माध्यमेन लोभस्य दुष्परिणामानाम् ज्ञानम्, शब्द-भंडारे अभिवृद्धिः, शतृ, तसिल्, क्त, क्तवतु- प्रत्ययानाम् नियमानाम् स्पष्टीकरणम् उचितप्रयोगः च ।  कारक-उपपदविभक्ति- नियमानाम् ज्ञानम्, समुचितप्रयोगस्य च नियमाः, व्यञ्जन-विसर्गसंधिः संधिच्छेदम् संयोगम् च कर्तुम् सक्षमाः स्युः ।</p>	<p>प्रश्न-निर्माणस्य ज्ञानम् ।  कारक-उपपदविभक्ति- नियमानाम् समुचितप्रयोगस्य च नियमाः, व्यञ्जनसंधेः विसर्गसंधेः नियमानां स्पष्टीकरणम् उचितप्रयोगः च ।</p>	<p>संचिकायाम् शतृ, तसिल्, क्त-क्तवतु - प्रत्ययानाम् संयोगस्य प्रकृतिप्रत्ययस्य च प्रस्तुतीकरणम् ।  स्फोरकपत्रे कारक- उपपदविभक्तियुतानाम् वाक्यानाम् प्रस्तुतीकरणम् ,</p>

अक्तूबर	9.सिकतासेतुः	लोटलकारः , उपसर्गाः,	तपोबलेन विद्या-प्राप्तयै प्रयत्नशीलबालकस्य हृदय परिवर्तनस्य कथायाः वर्णनम्, अध्ययनम् प्रति बोधः ।  लोटलकारस्य प्रयोगे सक्षमाः स्युः, उपसर्गैः नवीनशब्दनिर्माणे सक्षमाः स्युः	कथायाः माध्यमेनविद्या-प्राप्तयै समुचितप्रयत्नम् कर्तुम् चर्चा- परिचर्चा, समस्तपद-निर्माणस्य विग्रहस्य च ज्ञानम् ।  लोटलकारस्य उचितप्रयोगस्य ज्ञानम् ,नियमानाम् स्पष्टीकरणम् उचितप्रयोगः च।	कक्षायाम् नाट्यप्रस्तुतिः।  तालिकायाम् उपसर्गैः नवीनशब्दनिर्माणम्
नवम्बर	11. पर्यावरणम्	विधिलिङ्लकारः , शतृ, शानच् प्रत्यय- प्रयोगाः, उपसर्गाः,	पर्यावरणस्य शुद्धतायाः अवबोधनम्, वायु-जल- प्रदूषणम् प्रतिचितनम्, पर्यावरणस्य संरक्षणार्थम् विविधोपायनाम् चितनम्, वृक्षाणाम् उपादेयतायाः ज्ञानम्, नदीकूपतडागादीनाम् निर्माणम् तेषाम् च रक्षणार्थम् प्रयत्नाः।  विधिलिङ्लकारस्य उचितप्रयोगे सक्षमाः स्युः, उपसर्गैः नवीनशब्दनिर्माणे सक्षमाः,	<b>कला-एकीकृत गतिविधि – विज्ञानेन /सामाजिकविज्ञानेन च सह एकीकरणम् -</b> गृहेषु पादपारोपणम्, पर्यावरणस्य संरक्षणार्थम् प्रयत्नेषु चर्चा । जल-वायु-वृक्षादीनाम् प्रकृतेः उपादानानाम् उपयोगिता- <b>अस्मिन् विषये चर्चा-परिचर्चा, संवादः।</b>  विधिलिङ्लकारस्य नियमानाम् स्पष्टीकरणम् उचितप्रयोगः च।	गृहेषु पादपारोपणम्।  तालिकायाम् उपसर्गैः नवीनशब्दनिर्माणम्

दिसंबर	10. जटायोः शौर्यम्		जटायोः वीरतायाः ज्ञानम्, श्लोकानाम् शुद्धोच्चारणम्, आरोह-अवरोहपूर्वकम् गायनम्। श्लोकानाम् अन्वयस्य ज्ञानम्, विलोम-पर्यायशब्दैः शब्द-भंडारे अभिवृद्धिः, विशेषण-विशेष्यस्य नियम-स्पष्टीकरणम् उचितप्रयोगः च ।	रामायणे सीता-हरणस्य प्रसंगे रावणेन सह युद्धरतस्य जटायोः वीरतायाः वर्णनम्, विशेषण-विशेष्यस्य नियमानाम् स्पष्टीकरणम् उचितप्रयोगः च ।	स्वरसंधेः अन्तर्गतम् संधिच्छेदस्य संधेः च तालिकायाम् प्रस्तुतीकरणम् ।
		संख्यावाचकशब्दाः (1-100)	संख्यावाचकशब्दानाम् नियमानाम् स्पष्टीकरणम् उचितप्रयोगः च ।		
जनवरी		पुनरावृत्ति -			

## SUBJECT: FRENCH

Books:

Entre Jeunes 9 'Coursebook'

SetRite 9 'Assignment Workbook'

MONTH	LESSON	LEARNING OBJECTIVES	GRAMMAR	ACTIVITIES WITH ART INTEGRATION	LEARNING OUTCOMES
April	L - 1. La famille  L - 2. Au lycée	<ul style="list-style-type: none"><li>• se présenter / présenter quelqu'un</li><li>• s'informer sur les liens familiaux</li><li>• donner / demander des informations</li><li>• décrire une personne</li><li>• identifier quelqu'un</li></ul>	<ul style="list-style-type: none"><li>• Er et Ir verbes, nombres, articles définis et indéfinis, préposition,</li><li>• l'adjectif démonstratif, accord des adjectifs et adjectif possessif</li></ul>	<ul style="list-style-type: none"><li>• Jeu de rôle (à l'école) (Role play among friends at school)</li></ul>	Les étudiants pourront se présenter, s'informer sur les liens familiaux et décrire une personne.
May	L - 3. Une journée de Pauline	<ul style="list-style-type: none"><li>• les activités quotidiennes</li><li>• l'heure</li><li>• exprimer l'ordre</li><li>• proposer quelque chose</li><li>• les repas</li></ul>	<ul style="list-style-type: none"><li>• les articles contractes et partitifs</li><li>• les verbes pronominaux</li><li>• les verbes irréguliers</li></ul>	<ul style="list-style-type: none"><li>• Parler des preferences a l'aide de la peinture (Students to explain their preferences through drawing)</li></ul>	Les étudiants pourront parler des activités quotidiennes et des repas français, dire l'heure et exprimer l'ordre.
July	L - 4. Les saisons	<ul style="list-style-type: none"><li>• parler du temps / de la météo / des activités</li><li>• donner des conseils</li><li>• couleurs</li></ul>	<ul style="list-style-type: none"><li>• futur simple et proche</li><li>• impératif</li></ul>		Les étudiants pourront utiliser futur simple, futur proche et impératif.



August	L – 5. Les voyages  L – 6. Les loisirs et les sports	<ul style="list-style-type: none"> <li>• Poser des questions</li> <li>• Décrire des habitudes au passe</li> <li>• Carte postale / itinéraire</li> <li>• Sports et loisirs</li> <li>• Raconter ses vacances et réserver une place</li> </ul>	<ul style="list-style-type: none"> <li>• Passe compose et imparfait</li> <li>• Verbes pronominaux</li> <li>• Prépositions</li> <li>• Interrogation</li> <li>• Expressions avec être et avoir</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Decrivez votre sport favoris. (Students to describe their favorite sport in French.)</b></li> </ul>	Les étudiants pourront poser des questions, décrire des habitudes au passe et écrire une carte postale.
September	Révision				
October	L - 7. L'argent de poche  L - 8. Faire des achats	<ul style="list-style-type: none"> <li>• Exprimer son point de vue, son désir et son intention</li> <li>• Exprimer la quantité et la qualité</li> <li>• Gagner / dépenser son argent de poche</li> </ul>	<ul style="list-style-type: none"> <li>• Pronoms personnels (direct et indirect)</li> <li>• Négations</li> <li>• Conditionnel present</li> </ul>		Les étudiants pourront exprimer son point de vue, son désir et son intention et parler de l'argent de poche.
November	L - 9. Un diner en famille  L – 10. La mode	<ul style="list-style-type: none"> <li>• Exprimer les souhaits et les vœux</li> <li>• Donner l'avis / l'opinion</li> <li>• Interviewer un mannequin</li> </ul>	<ul style="list-style-type: none"> <li>• pronoms y &amp; en</li> <li>• pronoms interrogatifs</li> <li>• passe récent</li> <li>• pronoms toniques</li> </ul>	<ul style="list-style-type: none"> <li>• Jeu de rôle au restaurant (Role play at restaurant)</li> <li>• L'interview (Role play - Interview)</li> </ul>	Les étudiants pourront exprimer les souhaits et les vœux et donner l'avis / l'opinion.
December	L - 11. Les fêtes	<ul style="list-style-type: none"> <li>• Exprimer la condition</li> <li>• Parler d'une fête</li> </ul>	<ul style="list-style-type: none"> <li>• Pronoms relatifs simples</li> <li>• Phrases conditionnelles</li> </ul>	<ul style="list-style-type: none"> <li>• Decrivez une fete. (Students to describe their favorite festival.)</li> </ul>	Les étudiants pourront utiliser pronoms relatifs simples et parler d'une fête.
January	L - 12. La francophonie	<ul style="list-style-type: none"> <li>• Décrire un pays francophone (Sénégal)</li> </ul>	<ul style="list-style-type: none"> <li>• La récapitulation générale</li> </ul>		Les étudiants sauront du mot 'francophone'.
February	Revision				

**ART INTEGRATED ACTIVITY**

Chapter	Une journee de Pauline
Subject Integrated	French and Visual Art
Learning Objectives	Students will learn to express their preferences.
Description	Students will make a poster in which they will show their preferences with the help of drawing and describing them in French language.

**SPORTS INTEGRATED ACTIVITY**

Chapter	Les loisirs et les sports
Subject Integrated	French and Sports
Learning Objectives	Students will learn about sports.
Description	Students will describe their favorite sport in French language.

**ART INTEGRATED PROJECT WORK UNDER EK BHARAT SHRESHTHA BHARAT PROGRAMME**

State Paired With	Meghalaya / Arunachal Pradesh
Topic of the Project	Any Art form of the above mentioned states.
Subjects Integrated	French, Art and History
Learning Objectives	<ul style="list-style-type: none"><li>• Students will learn about the diverse culture of our country.</li><li>• They will learn different art forms.</li><li>• They will be able to integrate French with different art forms.</li></ul>
Description	Students will have to select any one of the art forms of the above mentioned states. They will have to describe it in French language with the help of a PPT or a video.



## SUBJECT : MATHEMATICS

MONTH	UNIT/TOPIC	PRACTICALS/ ACTIVITIES/INNOVATIVE PEDAGOGY	LEARNING OUTCOMES
APRIL	Number system	<b>Lab activity:</b> <ul style="list-style-type: none"> <li>To construct square root spiral.</li> <li>To verify identity <math>(a+b+c)^2 = a^2 + b^2 + c^2 + 2ab + 2bc + 2ca</math>.</li> </ul> <b>Worksheets:</b> <ul style="list-style-type: none"> <li>MCQ based.</li> <li>Hots questions.</li> <li>Questions based on simple concepts.</li> </ul> <b>Audio Visual teaching aids:</b> <ul style="list-style-type: none"> <li>Smart class module.</li> </ul>	<b>Students would be able to –</b> <ul style="list-style-type: none"> <li>Represent natural numbers, integers, rational numbers on the number Line and terminating / non-terminating recurring decimals on the number Line through successive magnification.</li> <li>Recall of Laws of exponents with integral powers. Rational exponents with positive real bases.</li> <li>Method of Rationalization.</li> <li>find Factors and multiples. Zeros of a polynomial.</li> <li>State the Remainder Theorem with examples. Statement and proof of the Factor Theorem.</li> <li>Recall of algebraic expressions and identities.</li> </ul>
	Polynomials		
MAY	Introduction to Euclid's Geometry Lines and angles	<b>Lab activity:</b> <ul style="list-style-type: none"> <li>To find the area of triangle when its base and height are given.</li> </ul> <b>Worksheets:</b> <ul style="list-style-type: none"> <li>MCQ based.</li> <li>Hots questions.</li> <li>Questions based on simple concepts.</li> <li>Interior angles</li> <li>Exterior angles</li> </ul>	<b>Students will be able to-</b> <ul style="list-style-type: none"> <li>Define common/obvious notions, axioms/postulates and theorems. The five postulates of Euclid.</li> <li>Recall if a ray stands on a Line, then the sum of the two adjacent angles so formed is <math>180^\circ</math> and the converse.</li> <li>Recall if two Lines intersect, vertically opposite angles are equal.</li> <li>Results on corresponding angles, alternate angles, interior angles when a transversal intersects two parallel lines.</li> </ul>
	Lines and angles		

JULY	Lines and angles(contd.)	<p><b>Lab activity/ Art Integrated activity:</b> To verify Pythagoras theorem and condition of congruency by paper cutting method</p> <p><b>Worksheets:</b></p> <ul style="list-style-type: none"> <li>• MCQ based.</li> <li>• Hots Questions</li> <li>• Questions based on simple concepts.</li> </ul> <p><b>Quiz based on different concept can be organize.</b></p> <p><b>Audio Visual teaching aids:</b></p> <ul style="list-style-type: none"> <li>• Smart class module.</li> <li>• Different software can be used like Geo Gebra.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Recall The sum of the angles of a triangle is <math>180^\circ</math>.</li> <li>• If a side of a triangle is produced, the exterior angle so formed is equal to the sum of the two interior opposite angles.</li> <li>• Recall rules of congruency i.e. SSS, ASA, SAS and RHS.</li> <li>• Prove of the angles opposite to equal sides of a triangle are equal and vice versa.</li> <li>• Define triangle inequalities and relation between 'angle and facing side' inequalities in triangles.</li> </ul>
	Triangles		
AUGUST	Coordinate geometry	<p><b>Lab activity:</b></p> <ul style="list-style-type: none"> <li>• To verify that sum of external angles of aregular polygon is <math>360^\circ</math>.</li> </ul> <p><b>Geo gebra as a tool can be used for Coordinate geometry.</b></p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Define the Cartesian plane, coordinates of a point, names and terms associated with the coordinate plane, notations, plotting points in the plane.</li> <li>• Prove that diagonal divides a parallelogram into two congruent triangles.</li> <li>• Recall in a parallelogram opposite sides are equal, and conversely. If a pair of its opposite sides is parallel and equal.</li> </ul>
	Quadrilateral		

SEPTEMBER	Quadrilateral(contd.)	<p><b>Lab activity:</b></p> <ul style="list-style-type: none"> <li>To verify mid-point theorem.</li> <li>To verify that the quadrilateral obtained by joining the mid points of the sides of the quadrilateral is a parallelogram.</li> </ul> <p><b>Worksheets:</b></p> <ul style="list-style-type: none"> <li>MCQ based.</li> <li>Hots question based.</li> <li>Based on simple concepts.</li> </ul> <p><b>Audio Visual teaching aids:</b></p> <ul style="list-style-type: none"> <li>Smart class module.</li> <li>Different software can be used like Geo Gebra.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Proof of Midpoint theorem i.e. in a triangle, the Line segment joining the mid points of any two sides is parallel to the third side and in half of it and its converse.</li> <li>Understand that a Linear equation in two variables has infinitely many solutions.</li> <li>Draw graph of Linear equations in two variables.</li> <li>Find area of a triangle using Heron's formula (without proof) and its application in finding the area of a quadrilateral.</li> </ul>
	Linear equation in two variables		
	Heron's formula		
OCTOBER	Surface area and volume	<p><b>Lab /Sports Integrated activity:</b></p> <ul style="list-style-type: none"> <li>To find the area of a right circular cylinder.</li> <li>To transform a square into a triangle both having equal area.</li> <li>To find the area of basketball court and badminton court</li> </ul> <p><b>Worksheets:</b></p> <ul style="list-style-type: none"> <li>MCQ based.</li> <li>Hots question based.</li> <li>Based on simple concepts.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Find surface areas and volumes of cubes, cuboids, spheres (including hemispheres) and right circular cylinders/cones.</li> </ul>

	<p>Statistics</p>	<p><b>Lab activity:</b></p> <ul style="list-style-type: none"> <li>To transform a square into a triangle both having equal area.</li> <li>To prove that triangle with same base and between same parallel have equal area.</li> </ul> <p><b>Worksheets:</b></p> <ul style="list-style-type: none"> <li>MCQ based.</li> <li>Hots question based.</li> <li>Based on simple concepts.</li> </ul>	<p><b>Students would be able to:</b></p> <ul style="list-style-type: none"> <li>Understand the concept of collection of data, presentation of data — tabular form, ungrouped / grouped, bar graphs, histograms (with varying base Lengths), frequency polygons. Mean, median and mode of ungrouped data.</li> <li>Proof of parallelograms on the same base and between the same parallels have the same area.</li> </ul>
	<p>Area of parallelogram and triangles</p>		
DECEMBER	<p>Area of parallelogram and triangle(contd.)</p>	<p><b>Lab activity:</b></p> <ul style="list-style-type: none"> <li>To verify the following properties of cyclic quadrilateral</li> </ul> <ol style="list-style-type: none"> <li>Sum of interior opposite angles is 180.</li> <li>Exterior angle is equal to opposite interior angle.</li> </ol>	<p><b>Students would be able to:</b></p> <ul style="list-style-type: none"> <li>Proof of triangles on the same (or equal base) base and between the same parallels are equal in area.</li> <li>Proof of the angle subtended by an arc at the center is double the angle subtended by it at any point on the remaining part of the circle.</li> <li>Angles in the same segment of a circle are equal.</li> </ul>
	<p>Circles</p>		
JANUARY	<p>Construction</p>	<p><b>Worksheets:</b></p> <ul style="list-style-type: none"> <li>MCQ based.</li> <li>Hots question based.</li> <li>Based on simple concepts.</li> </ul> <p><b>Audio Visual teaching aids:</b></p> <ul style="list-style-type: none"> <li>Smart class module.</li> <li>Different software can be used like Geo Gebra.</li> </ul>	<p><b>Students would be able to:</b></p> <ul style="list-style-type: none"> <li>Construct bisectors of Line segments and angles of measure <math>60^\circ</math>, <math>90^\circ</math>, <math>45^\circ</math> etc., equilateral triangles.</li> <li>Construct triangle given its base, sum/difference of the other two sides and one base angle.</li> <li>Construct triangle of given perimeter and base angles.</li> <li>Understand experiments and observed frequency approach to probability. Focus is on empirical probability.</li> </ul>
	<p>Probability</p>		
FEBRUARY	<p>REVISION</p>		

## SUBJECT :PHYSICS

TEXTBOOK: SCIENCE (NCERT)

MONTHS	CHAPTER	SUB TOPICS	LEARNING OUTCOMES	PRACTICAL / PROJECTS
April & May	Motion	<ul style="list-style-type: none"> <li>Describing motion, motion along a straight line,</li> <li>uniform and non-uniform motion,</li> <li>rate of change of motion, velocity &amp; acceleration,</li> <li>graphical representation of motion, equations of motion (graphical method).</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate between scalar and vector quantities</li> <li>Explain the difference between distance and displacement, speed and velocity with examples</li> <li>Derive the three equations of motion graphically.</li> <li>analyses and interprets graphs and figures such as, distance-time and velocity-time graphs.</li> </ul>	<p>To observe, analyse and plot the graph for different values of position, velocity and acceleration. Link for the simulation: <a href="https://ophysics.com/k4.html">https://ophysics.com/k4.html</a> <a href="https://ophysics.com/k4b.html">https://ophysics.com/k4b.html</a></p>
June	Motion  Force and Laws of Motion	<ul style="list-style-type: none"> <li>Numerical based on equations of motion</li> <li>Uniform Circular motion.</li> <li>Balanced and unbalanced forces,</li> <li>first law of motion,</li> <li>inertia and mass,</li> </ul>	<ul style="list-style-type: none"> <li>explain uniform circular motion, and reason out that why it is known as an accelerated motion</li> <li>critically analyse the different types of motion.</li> <li>State Newton's First Law of Motion with the help of real-life examples</li> </ul>	
July	Force and Laws of Motion	<ul style="list-style-type: none"> <li>second law of motion,</li> <li>mathematical formulation of second law of motion.</li> <li>Third law of motion</li> <li>Conservation of momentum.</li> </ul>	<ul style="list-style-type: none"> <li>State Newton's Laws of Motion with the help of real-life examples</li> <li>Formulate the laws mathematically and solve numerical based on them</li> </ul>	<p><b><u>EXPERIMENT</u></b> To study the third law of motion using two spring balances.  <a href="http://amrita.olabs.edu.in/?sub=1&amp;brch=1&amp;sim=105&amp;cnt=1">http://amrita.olabs.edu.in/?sub=1&amp;brch=1&amp;sim=105&amp;cnt=1</a></p>



November	Work & Energy	<ul style="list-style-type: none"> <li>• Potential energy,</li> <li>• potential energy of an object at a height,</li> <li>• law of conservation of energy.</li> <li>• Rate of doing work,</li> <li>• commercial unit of energy- kWh.</li> </ul>	<ul style="list-style-type: none"> <li>• explain the concept of potential energy with the help of examples and derive its expression.</li> <li>• State the law of conservation of energy</li> <li>• Define power and give its SI unit.</li> <li>• Establish the relation between commercial unit of energy kWh and joules.</li> </ul>	<p><b><u>EXPERIMENT</u></b> Establishing the relation between the loss in weight of a solid when fully immersed in a) Tap water b) Strongly salty water with the weight of water displaced by it by taking at least two different solids</p>
December	Sound	<ul style="list-style-type: none"> <li>• Production of sound,</li> <li>• propagation of sound,</li> <li>• sound requires a medium to travel,</li> <li>• sound waves as longitudinal waves,</li> <li>• characteristics of a sound wave.</li> <li>• reflection of sound;</li> <li>• echo and SONAR.</li> <li>• Structure of the Human Ear (Auditory aspect only)</li> </ul>	<ul style="list-style-type: none"> <li>• Visualize sound as waves and explain that sound cannot produce without a vibrating object.</li> <li>• Explain the different characteristics of sound waves.</li> <li>• draws labelled diagrams of human ear.</li> <li>• explains processes and phenomena how bats use ultrasonic waves to catch prey</li> </ul>	<p><b><u>EXPERIMENT</u></b> Verification of the Laws of reflection of sound.</p> <p><a href="http://amrita.olabs.edu.in/?sub=1&amp;brch=1&amp;sim=1&amp;cnt=1">http://amrita.olabs.edu.in/?sub=1&amp;brch=1&amp;sim=1&amp;cnt=1</a></p>
January	Revision			

## SUBJECT: CHEMISTRY

Text Book: Science and Technology (NCERT)

Month	UNIT/ TOPIC	LEARNING OBJECTIVES	PRACTICAL/ACTIVITY	LEARNING OUTCOMES
APRIL/MAY	Matter in our Surroundings	<ul style="list-style-type: none"><li>➤ To understand the physical nature of matter.</li><li>➤ To comprehend the characteristics features and nature of particle.</li><li>➤ To understand the state of matter.</li><li>➤ To make the learner understand that matter can change its state.</li></ul>	<p>To determine the boiling point of water.</p> <p>To determine the melting point of ice.</p>	<p>Students will be able to-</p> <ul style="list-style-type: none"><li>➤ Perceive the physical nature of matter.</li><li>➤ Analyse the nature of particle.</li><li>➤ To Interpret the existence of three states of matter.</li><li>➤ Derive an understanding that states are interchangeable.</li></ul>
JULY	Matter in our Surroundings	<ul style="list-style-type: none"><li>➤ To analyse the effect of change of temperature and pressure on states.</li><li>➤ To understand the phenomenon of evaporation.</li><li>➤ To make the learner understand about the factors effecting evaporation.</li></ul>	<p>To see the rate of evaporation in change of conditions</p>	<p>Students will be able to-</p> <ul style="list-style-type: none"><li>➤ Analyse that state change takes place due to change of temperature and pressure</li><li>➤ Know the concept of evaporation</li><li>➤ Perceive the factors that effect on evaporation e.g Temp., Wind, Humidity and Surface area.</li></ul>



AUGUST	Is matter Around us Pure	<ul style="list-style-type: none"> <li>➤ To know about elements, compounds and mixtures</li> <li>➤ To know the types of mixtures</li> <li>➤ To define solution and its types</li> <li>➤ To compare the properties of Solution</li>   <li>➤ To be able to calculate the concentration of solution</li> <li>➤ Sublimation and its examples</li> <li>➤ Separation technique as sublimation</li> </ul>	<p>To prepare</p> <p>(a) a mixture b) compound using ion fillings , sulphur powder</p> <p>c) distinguish on basis of :</p> <p>Appearance i.e. homogeneity and Heterogeneity. Behavior towards Magnets. Behavior towards carbon sulphide as solvent. Effect of heat. To separate components like sand, ammonium chloride and salt by sublimation.</p>	<p>Students will be able to-</p> <ul style="list-style-type: none"> <li>➤ Identify elements, compounds and mixtures.</li> <li>➤ Identify types of mixtures</li> <li>➤ Compare types of solution on basis of its features.</li>   <li>➤ Calculate the concentration of solution.</li> <li>➤ Understand the use of sublimation as separation technique in case of Sand, ammonium chloride and salt</li> </ul>
SEPTEMBER	Is matter Around us Pure	<ul style="list-style-type: none"> <li>➤ To understand properties of colloidal solution, suspension and true solution</li> <li>➤ Physical and chemical changes</li> </ul>	<p>Prepare solutions like chalk solution, sugar/ salt solution and starch solution.</p> <p>Compare properties on basis of – Transparency, filterability, tyndall effect and stability</p>	<p>To compare the features of different solutions like transparency, filterability, Tyndall effect To carry out the following reactions and classify them as physical chemical changes. (a) Iron with <math>\text{CuSO}_4</math> solution in water, Burning Of Mg in air, Zn with dilsulphuric acid, heating Of <math>\text{CuSO}_4</math>, Sodium sulphate and Barium chloride</p>
OCTOBER	Atoms and molecules	<ul style="list-style-type: none"> <li>➤ Laws of chemical combination</li> <li>➤ Atom, Molecule, Compound</li> <li>➤ Atomic mass, Molecular Mass, Ions, Formula writing.</li> </ul>	<p>Experiment law of conservation of mass</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>➤ Understand law of chemical combination and Daltons atomic theory</li> <li>➤ Know atom, molecule, atomic mass and calculate molecular mass</li> <li>➤ Arrive at different chemical formulas</li> <li>➤ Solve mole concept problems</li> </ul>

		➤ Atomicity, Mole Concept		
NOVEMBER	Structure of Atom	➤ Structure of an atom, Thomson model, Rutherford Model of an atom and its drawbacks, Bohr's Model of an atom		Students will be able to ➤ Understand the different models proposed by chemists and their failures
DECEMBER	Structure of an Atom	<ul style="list-style-type: none"> <li>➤ Filling up of electrons in shells of atom</li> <li>➤ Distribution of electrons in different orbits</li> <li>➤ Valency, Atomic number, Mass number</li> <li>➤ Isotopes and its applications</li> </ul>		Students will be able to <ul style="list-style-type: none"> <li>➤ Know the presence of electrons in each shell of K, L, M, N</li> <li>➤ Define valency, atomic number and mass number</li> <li>➤ Understand Isotopes and know about its application</li> </ul>
JANUARY/ FEBRUARY			REVISION/PRACTICAL EVALUATION ANNUAL EXAMINATION	

## SUBJECT: BIOLOGY

Book: Science and Technology (NCERT)

MONTH	TOPICS	SUB-TOPICS	LEARNING OUTCOMES	INNOVATIVE PEDAGOGY	PRACTICALS
April	Improvement in food resources	Crop yield, variety/production improvement, manures and fertilizers	<ul style="list-style-type: none"> <li>• To analyse the types of crops used and to make a record about the nutrient they have.</li> <li>• To make them aware about different steps necessary to grow crops and harvest.</li> </ul>	<ul style="list-style-type: none"> <li>• Collecting information of crops and variety improvement</li> <li>• Research on the types of nutrients</li> <li>• Distinguish between manure and fertilizers.</li> <li>• Visualization of cropping pattern with diagram</li> <li>• Interactive discussion about animal husbandry.</li> </ul>	<p>To determine the mass percentage of water imbibed by raisins.</p> <p>To prepare stained temporary mount of onion peel.</p>
May	Improvement in food resources	cropping patterns, crop protection, animal husbandry, cattle farming, fish and bee keeping	<ul style="list-style-type: none"> <li>• To get knowledge about the various aspects of animal husbandry like Feeding, Breeding, Weeding and weeding</li> </ul>	<ul style="list-style-type: none"> <li>• To observe various varieties, keep a static record of the products in terms of input and output</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a ppt taking variety of crops grown, methods of growing and tools used in the form of pictures, statics, graphs etc.</li> </ul>
	Integration with Economics	Types of crops in various states specially in Palampur	<ul style="list-style-type: none"> <li>• To Get Knowledge about the crops and various practices used to grow them in Palampur</li> </ul>		

<p><b>July</b></p>	<p>Cell - the fundamental unit of life</p>	<p>Compound microscope, discovery of cell, osmosis, plasmolysis, Deplasmolysis, prokaryotic cell, Eukaryotic cell, plant cell, animal cell, cell organelles, and their functions</p>	<ul style="list-style-type: none"> <li>• To make them comfortable in understanding the concept of using microscope.</li> <li>• To help them in developing idea about primitive cell and the cell evolved.</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive discussion on discovery of cell, osmosis, plasmolysis and comparison between prokaryotic and Eukaryotic cell.</li> <li>• Making diagrams of plant cell animal cell with visualization of organelles structure and their function.</li> </ul>	<p>To prepare stained temporary mount of human cheek cells to record the observations and draw their labelled diagram.</p>
<p><b>August</b></p>	<p>Tissues</p> <p><b>Art Integration</b></p>	<p>Plant tissues, meristematic tissues, permanent tissues Simple parenchyma, collenchyma, Sclerenchyma complex tissues - xylem and phloem.</p> <p><b>Structure of Plants and animal tissue</b></p>	<ul style="list-style-type: none"> <li>• To make understanding about various categories of plant tissues and their location structure and function.</li> <li>• <b>To develop skill of making drawing of various tissues and study their functions</b></li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration of tissue with the help of diagram drawn on board.</li> <li>• Display of types of tissue with the help of charts.</li> <li>• <b>Use different vegetables casting to design Plant tissues and comment upon their structure and function</b></li> </ul>	<p>To study permanent slides of plant/Animal tissues - parenchyma and Sclerenchyma.</p> <ul style="list-style-type: none"> <li>• <b>Chart making</b></li> <li>• <b>Poster making</b></li> <li>• <b>Scrap Book</b></li> </ul>
<p><b>September</b></p>	<p>Tissues</p>	<p>Animal tissues, epithelial tissues, connective tissue - blood, lymph, tendons ligaments, bone, cartilage muscular tissue, nervous tissue.</p>	<ul style="list-style-type: none"> <li>• To help them in understanding complex structure of animal tissues with the help of live examples of their body actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Using visual aid through smart board.</li> <li>• Hands on activity to observe slide of various tissues under microscope</li> </ul>	<p>To study permanent slides of Striped muscle fibers and nerve cells. Record their observations draw labeled diagrams</p>

<p><b>October</b></p>	<p>Diversity in living organism</p>	<p>Classification bases, relation between classification and evolution, Five kingdom classification, Kingdom Monera, Protista, Fungi, Plantae And Kingdom Animalia. Binomial Nomenclature</p>	<ul style="list-style-type: none"> <li>• To develop skill to relate evolution and classification.</li> <li>• To give technique to learn classification in a simple way</li> <li>• To arrange all phylum and division of plant kingdom in a chart which help them in learning process faster</li> </ul>	<p>Classification analysis with the help of few common features and examples of organism help them to collect data to learn.</p>	<p>To study the external features of root, stem, leaf &amp; flower of Monocot and Dicot Plant.</p> <ul style="list-style-type: none"> <li>• To study the characters of spirogyra/agaricus, moss/fern, Pines and an angiospermic plant.</li> <li>• Draw and give two identifying features of the groups they belong to.</li> </ul>
<p><b>November</b></p>	<p>Why do we fall ill</p>	<p>Signs and Symptoms, Organ and Tissue Specific Manifestation, Principles Of Treatment, Antibiotics and Vaccines, Immunization.</p>	<ul style="list-style-type: none"> <li>• To help them out in distinguishing between Sign and Symptom and acute and chronic diseases.</li> <li>• To make them to think and research about infectious and non-infectious diseases.</li> </ul>	<p>The survey of family case history and discussion about various diseases are used</p>	<ul style="list-style-type: none"> <li>• To make a case study of any one Communicable and Non communicable diseases.</li> </ul> <p><b>A group of four students will script a role play for an diseases and will act to show the symptoms and sign.</b></p>
<p><b>December</b></p>	<p>Why do we fall ill?  Art Integration</p>	<p><b>Role Play to learn Symptoms of various types of diseases</b></p>	<ul style="list-style-type: none"> <li>• <b>To develop skill of observing diseases and their symptoms with the help of Role play.</b></li> </ul>	<p><b>The distinction between Various topics like symptoms and sign and acute and chronic diseases.</b></p>	

<b>January</b>	Natural Resources	Air, role of atmosphere, air pollution, water - a wonder liquid, water pollution, minerals and soil, bio – geochemical cycle	<ul style="list-style-type: none"> <li>To develop skill of observing and drawing Bio-geochemical cycles</li> </ul>	Drawing various biogeochemical cycles and discussion about nutrient cycling.	To Study the characteristics of Earth worm, Cockroach, Bony fish and Bird. Draw diagram and record identifying features.
<b>January</b>	Revision/Periodic Test-III	Assignments and Sample Papers.			
<b>February</b>	Final Exam				

## SUBJECT :HISTORY

MONTH	UNIT/ CHAPTER	SUB TOPICS	LEARNING OUTCOMES	INNOVATIVE PEDAGOGY/ART INTEGRATION/INTER DISCIPLINARY APPROACH	ACTIVITY/PRACTICAL/ PROJECT
<b>April</b>	The French Revolution	French Society during the Late Eighteenth Century <ul style="list-style-type: none"> <li>• The struggle to survive</li> <li>• Growing middle class</li> <li>• The Outbreak of the Revolution</li> <li>• France becomes a Constitutional Monarchy.</li> <li>• France abolishes Monarchy and becomes a Republic</li> <li>• The Reign of Terror</li> <li>• A Directory rules France</li> </ul>	<ul style="list-style-type: none"> <li>• Students would get familiarize with distinct ideologies, extracts of speeches, political declarations as well as the politics of caricatures, posters and engravings.</li> <li>• Students will learn to interpret these kinds of historical evidences.</li> </ul>	Map skills: on an outline map of France label locate or identify the following: <ul style="list-style-type: none"> <li>• Bordeaux</li> <li>• Nantes</li> <li>• Paris</li> <li>• Marseilles</li> </ul>	Activity: Make a timeline of the important events of French Revolution
<b>May</b>	The French Revolution (Contd.)	Role of Women in Revolution The Abolition of Slavery The Revolution and everyday life	<ul style="list-style-type: none"> <li>• Familiarize with the names of people involved the different types of ideas that inspired the revolution, the wider forces that shaped it.</li> <li>• Know the use of written, oral and visual material to recover the history of revolutions.</li> </ul>	Group discussion on the ideas and philosophies of Rousseau, Montesquieu.	

<b>July</b>	Russian Revolution	The age of Social change - Coming of socialism in Europe Russian Revolution - The course of event	<ul style="list-style-type: none"> <li>• Identify about the Social Changes that took place as a result of Industrialization.</li> <li>• Describe the emergence of socialism in Europe</li> </ul>	Make a project on Impact of Russian Revolution and emergence of socialism on Indian freedom fighters and discussed the same in class.	Map skills: on an outline map of World label ,locate or identify the following: Major Countries of First World war.
<b>August</b>	Russian Revolution (Contd.)	Changes after October Revolution - The First War The Global influence of the Russian Revolution and the USSR	<ul style="list-style-type: none"> <li>• Explain the important factors leading to the Russian Revolution.</li> <li>• List the impact of Russian Revolution</li> </ul>		Central Powers- Germany, Austria-Hungary, Turkey Allied Powers- France, England, Russia and U.S.A.
<b>September</b>	Nazism and the Rise of Hitler  <b>MID TERM EXAM</b>	Establishment of the Racial State and the Racial Utopia Birth of the Weimar Republic Effects of War, Political Radicalism and Economic Crisis Years of Depression	<ul style="list-style-type: none"> <li>• Analyze the personality of Adolf Hitler</li> <li>• Describe the Birth of Weimar Republic</li> <li>• List the factors responsible for economic crises in Germany in 1923.</li> </ul>	Map skills: on an outline map of World label, locate or identify the following; Major Countries of Second World war. Axis Powers- Germany, Italy and Japan. Allied Powers- UK, France, Former USSR, U.S.A.	Students to draw a comparison between the condition of women in Nazi Germany and women in France during French Revolution.
<b>October</b>	Nazi	Hitler's Rise to Power <ul style="list-style-type: none"> <li>• The destruction of Democracy and Reconstruction</li> <li>• The Nazi World View</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the causes for the rise of Hitler</li> <li>• Criticize the condition of Germany during the Nazi rule.</li> </ul>		



<p><b>November</b></p>	<p>Nazi</p>	<ul style="list-style-type: none"> <li>• Youth in Nazi Germany</li> <li>• The Nazi Cult of Motherhood and the art of Propaganda</li> <li>• Ordinary People and the crimes against Humanity</li> <li>• Knowledge about the Holocaust</li> <li>• Internal Assessment : Assignments and notebook</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the critical significance of Nazism in shaping the politics of modern world.</li> <li>• Familiar with the speeches and writings of Nazi leaders.</li> </ul>	<p>Territories under German Expansion-(Nazi Power) - Austria, Poland, Czechoslovakia (Slovakia), Denmark, Lithuania, France and Belgium.</p>	<p>Make a presentation on holocaust survivors, their experience about Nazi Cult.</p>
<p><b>December</b></p>	<p>Forest society and colonialism</p>	<p>Why Deforestation? Land to be Improved, Sleepers on the tracks and Plantations The Rise of Commercial Forestry How were the lives of people affected, how did Forest Rules affect Cultivation, who could hunt New Trades, New Employments and New Services</p>	<ul style="list-style-type: none"> <li>• List the causes for deforestation in India</li> <li>• Recognize the rise of commercial forestry</li> </ul>	<p>Presentation on uses of forests and its conservation using charts, posters etc.</p>	<p>Students to gather information on other forest rebellion in colonial India and discuss the causes for the same.</p>

<b>January</b>	Forest society and colonialism (Contd.)	Rebellion in the Forest <ul style="list-style-type: none"> <li>• Bastar Rebellion</li> </ul> Forest Transformations in Java <ul style="list-style-type: none"> <li>• Dutch Scientific Theory, Samin's Challenge</li> <li>• War and Deforestation</li> <li>• New Developments in Forestry</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how the life of the people was affected due to commercial forestry.</li> <li>• recall the rebellion of Bastar</li> <li>• Analyze the forest transformation which took place in Java due to the influence of the Dutch</li> </ul>		
<b>February</b>	<b>Revision</b>				
<b>March</b>	<b>Annual Exam.</b>				

TEXT BOOK: India and contemporary world –I (Textbook in History for Class IX)

## SUBJECT: DEMOCRATIC POLITICS

MONTH	UNIT/ CHAPTER	SUB TOPICS	LEARNING OUTCOMES	INNOVATIVE PEDAGOGY/ART INTEGRATION/INTER DISCIPLINARY APPROACH	ACTIVITY/ PRACTICAL/ PROJECT
April	What is Democracy? Why Democracy?	Features of Democracy Arguments for and against Democracy Broader Meaning of Democracy	<ul style="list-style-type: none"> <li>• Develop conceptual skills of defining democracy.</li> <li>• Understand how different historical processes and forces have promoted democracy.</li> <li>• Develop a sophisticated defence of Democracy against common prejudices.</li> </ul>	<ul style="list-style-type: none"> <li>• Organizing a Debate on Positive and negative aspects of Democracy.</li> <li>• <b>Art Integration: Showcasing the significance of Democracy through cartoon Illustrations.</b></li> </ul>	
May	Constitutional Design	Apartheid in South Africa Constitution of South Africa Comparison between preamble of India, South Africa and America.		Project: Draw the comparison among the constitution of various democratic countries.	
July	Constitutional Design (Contd)	Making of the Indian Constitution Guiding Values of the Indian Constitution, Philosophy of Constitution, Institutional Design	<ul style="list-style-type: none"> <li>• Understand the process of Constitution making.</li> <li>• Develop respect for the constitution and appreciation for Constitutional values.</li> <li>• Recognize Constitution as a dynamic and living document.</li> </ul>		Activity :Making of Preamble

<b>August</b>	Electoral Politics	Need for Election, Conditions for Democratic Elections, Political Competition, System of Elections in India, Electoral Constituencies, Reserved Constituencies, Voter's List, Nomination of Candidates	<ul style="list-style-type: none"> <li>• Understand representative democracy via competitive party politics.</li> <li>• Familiarize with Indian electoral system.</li> <li>• Reason out for the adoption of present Indian Electoral system.</li> </ul>	Make a video using adobe spark on conducting Elections in India.	Students to form a political party and prepare manifesto, from cabinet and present their plan and policies
<b>September</b>	Revision Mid-Term	Internal Assessment : Assignment and notebook			
<b>October</b>	Electoral Politics (Contd.)	Election Campaigns Polling and counting of Votes Independent Election Commission Challenges to free and fair Elections	<ul style="list-style-type: none"> <li>• Develop an appreciation of citizen's increased participation in electoral politics.</li> <li>• Recognize the significance of the Election Commission.</li> </ul>		Activity: organizing Mock Elections in classroom taking following points into consideration: <ul style="list-style-type: none"> <li>• Voter's List</li> <li>• Nomination of candidates</li> <li>• Election Campaigns</li> </ul> Polling and counting of votes.
<b>November</b>	Working of Institutions	How is major policy decision taken Decision Makers : Parliament, Prime Minister and President Independent Election Commission Challenges to free and fair Elections	<ul style="list-style-type: none"> <li>• Get an overview of central governmental structures.</li> <li>• Identify the role of parliament and its procedures.</li> <li>• Distinguish between political and permanent executive authorities and functions.</li> </ul>	Presentation on the Powers of President, Prime Minister, Parliament and Judiciary.	

<b>December</b>	Working of Institutions (Contd.)	Political Executives and Permanent Executives Powers of Prime Minister and President The Judiciary Internal Assessment: Assignment, notebook and enrichment activity.	<ul style="list-style-type: none"> <li>• Understand the parliamentary system of executive's accountability to the legislature.</li> <li>• Understand the working of the Indian Judiciary.</li> </ul>	Power Point Presentation on fundamental Rights and Duties.	Debate on "Is Democratic Rights given to all in India."
<b>January</b>	Democratic Rights	Need for Rights Rights in Democracy Rights in the Indian Constitution (Six fundamental Rights) Expanding Scope of Rights	<ul style="list-style-type: none"> <li>• Recognize the need for rights in one's life.</li> <li>• Identify and be able to comprehend the Fundamental Rights given by the Indian Constitution to its citizens.</li> <li>• Create awareness regarding the process of safeguarding rights.</li> </ul>		
<b>February</b>	<b>Revision</b>				
<b>March</b>	<b>Annual Exam.</b>				

TEXT BOOK: DEMOCRATIC POLITICS –I

## SUBJECT: GEOGRAPHY

MONTH	UNIT/ CHAPTER	SUB TOPICS	LEARNING OUTCOMES	INNOVATIVE PEDAGOGY/ART INTEGRATION/INTER DISCIPLINARY APPROACH	ACTIVITY/PRACTICAL/ PROJECT
APRIL	Ch-1. India—Size and Location	<ul style="list-style-type: none"> <li>• Location and size</li> <li>• India and world</li> <li>• India's Neighbours</li> </ul>	Students will be able to Identify the location of India and the Indian subcontinent		Map work as per NCERT list
MAY	Ch-2. Physical features of India	The Evolution of Himalayas; <ul style="list-style-type: none"> <li>• Major Physiographic division</li> <li>• The Himalayan Mountains</li> </ul>	Students will be able to Understand the major landform, features and the underlying geological structure; their association with various rocks and minerals as well as nature of soil types.	Videos of movement of plates, mountain building can be shown to the students.	Map work as per NCERT list
JULY	Ch-2. Physical features of India (Contd.)	<ul style="list-style-type: none"> <li>• The Norther Plains,</li> <li>• The Peninsular Plateau,</li> <li>• The Indian Desert,</li> <li>• The Coastal Plains,</li> <li>• The Island Groups</li> </ul>			<b>DISASTER MANAGEMENT PROJECT</b>
AUGUST	Ch-3. Drainage	<ul style="list-style-type: none"> <li>• The Drainage system in India</li> <li>• Difference between Himalayas and peninsular rivers.</li> </ul>	Students will be able to Identify the river systems of India and explain the role of rivers in the human society	Maps and satellite images can be shown to the students.	Map work as per NCERT list

		<ul style="list-style-type: none"> <li>• The Himalayan River system</li> <li>• The Peninsular River system</li> <li>• Role of Rivers and Lakes in the Economy.</li> <li>• River Pollution and causes and measures</li> <li>• National River Conservation Plan</li> </ul>			
SEPTEMBER	Ch-4. Climate	<ul style="list-style-type: none"> <li>• Weather and climate.</li> <li>• Climatic controls.</li> <li>• Factors affecting India's Climate</li> <li>• The Indian Monsoon</li> </ul>	<p>Students should be able to</p> <p>Identify various factors influencing the climate and explain the climatic variation of our country and its impact on the life of the people.</p> <p>Explain the importance and unifying role of monsoons.</p>	<p>Maps and satellite images can be shown to the students.</p> <p>Making of Rain Gauge.</p>	Map work as per NCERT list
<b>MID TERM EXAMINATION</b>					
OCTOBER	Ch-4. Climate(Contd.)	<ul style="list-style-type: none"> <li>• <b>Seasons:</b> Hot weather season, Cold weather season, Advancing Monsoon and Retreating monsoons.</li> <li>• Distribution of Rainfall</li> <li>• Monsoon as a Unifying Bond</li> </ul>		Graphical Representation and Interpretation of 10n yrs Temperature Data .	

NOVEMBER	Ch-5. Natural Vegetation and Wildlife	<ul style="list-style-type: none"> <li>• Factors affecting distribution of Natural Vegetation.</li> <li>• Ecosystem and Biomes.</li> <li>• Types of Natural vegetation</li> <li>• Wildlife</li> <li>• Conservation measures.</li> </ul>	<p>Students should be able to Understand the nature of diverse flora and fauna as well as their distribution.</p> <p>Develop concern about the need to protect the biodiversity of our country.</p>	Make an advertisement on the conservation of trees/wild animals.	Map work as per NCERT list
DECEMBER	Ch-6. Population	<ul style="list-style-type: none"> <li>• Population size and distribution by numbers and density</li> <li>• Population growth and Processes of Population change</li> <li>• Age composition, Sex ratio Literacy Rate.</li> <li>• Occupational structure, Health and Adolescent</li> <li>• Population.</li> <li>• National population policy 2000</li> </ul>	<p>Students will be able to analyze the uneven nature of population distribution and show concern about the large size of our population.</p> <p>Identify the different occupations of people and explain various factors of population change.</p> <p>Explain various dimensions of National Population Policy and understand the needs of adolescents</p>	<p>Graphical data presentation of density of population, sex ratio, literacy rate.</p> <p>Introduction of thematic mapping by directing student to do shading method.</p>	<p>Project work (To be done in Winter Break)</p> <p>Student will collect the data from the census of India website <a href="https://censusofindia.gov.in">https://censusofindia.gov.in</a> on sex ratio of India , density of population of India and literacy rate of India and will make a map .</p> <p>Map work as per NCERT list</p>
JANUARY	REVISION/ASSIGNMENT				
FEBURARY	<b>ANNUAL EXAMINATION</b>				



## SUB : ECONOMICS

TEXT BOOK: ECONOMICS TEXTBOOK FOR CLASS IX (NCERT)

MONTH	CHAPTER	SUB-TOPIC	INNOVATIVE PEDAGOGY	LEARNING OUTCOMES	ACTIVITY/ PRACTICAL/ PROJECT
April –	<b>The Story of Village Palampur</b>	<ul style="list-style-type: none"> <li>• Organization of production</li> <li>• Farming in Palampur</li> <li>• Land is Fixed</li> <li>• Is there a way one can grow more from the same land?</li> <li>• Will the land sustain?</li> <li>• How is land distributed between the farmers of Palampur?</li> <li>• Who will provide the labour?</li> <li>• The capital needed in farming</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Interactive discussion on Non-Farm activities in Uttar Pradesh</b> (Case studies on Gur – making, shops, bullock cart for transport, etc.)</li> </ul>	<p><b>Students will be able to</b></p> <ul style="list-style-type: none"> <li>• Be aware of non-farm activities in rural sector.</li> <li>• Know about the benefits of non-farm activities for rural economy.</li> <li>• Have critical thinking to understand the relationship between non-farm activities and holistic development in a village.</li> </ul>	_____
May –	<b>The Story of Village Palampur (Continuation)</b>	<ul style="list-style-type: none"> <li>• Non-Farming activities</li> <li>• Dairy, small-scale manufacturing in Palampur, shopkeepers and transport</li> </ul>	_____	_____	_____
July / August	PRE-TERM <b>People as Resource</b>	<ul style="list-style-type: none"> <li>• Story of Sakal and Vilas</li> <li>• Economic activities by Men and Women</li> <li>• Quality of population</li> <li>• Education and Health</li> <li>• Unemployment</li> <li>• Story of a Village</li> </ul>	_____	<p><b>Students will be able to</b></p> <ul style="list-style-type: none"> <li>• Have awareness about the different types of urban unemployment.</li> <li>• Improve their communication skill and confidence.</li> </ul>	<p><b>Students to find out the different types of unemployment found in Noida. Presentation of any two types of unemployment found here in the form of a talk show.</b></p>
September	Mid Term				

October	<b>Poverty as A Challenge</b>	<ul style="list-style-type: none"> <li>• Two Typical Cases of Poverty</li> <li>• Poverty as Seen by Social Scientists</li> <li>• Social Exclusion and Vulnerability</li> <li>• Poverty Line</li> <li>• Poverty Estimates</li> <li>• Inter-State Disparities</li> </ul>	<b>Preparation of Graphs on Vulnerable groups of India and Inter-State Disparity</b>	<b>Students will be able to</b> <ul style="list-style-type: none"> <li>• Estimate and perceive the rate of poverty amongst various communities of India like the Scheduled castes, scheduled Tribes, etc.</li> <li>• Find out reasons of poverty in states like Orissa, Bihar, Uttar Pradesh, etc.</li> <li>• Analyze reduction in poverty in states like Goa, Delhi, West Bengal, Punjab, etc.</li> </ul> <p>Know steps taken by the government to minimize poverty in various states.</p>	_____
November	<b>Poverty As A Challenge (Continuation)</b>	<ul style="list-style-type: none"> <li>• Global Poverty Scenario</li> <li>• Causes of Poverty</li> <li>• Anti – Poverty Measures</li> <li>• The Challenges Ahead</li> </ul>	_____	_____	_____
December	<b>Food Security In India</b>	<ul style="list-style-type: none"> <li>• What Is Food Security?</li> <li>• Who Is Food-Insecure?</li> <li>• Food Security in India</li> <li>• What is Buffer Stock?</li> <li>• What Is the Public Distribution System?</li> <li>• Current Status of Public Distribution System</li> <li>• Role of Co-operatives in Food Security</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Collecting information on 'subsidies' provided by the government to the farmers.</b></li> <li>• (How are these subsidies helping to ensure food security in India?) (In the notebooks make a write-up in 200-250 words supported with relevant data which may be collected from a suitable source. Mention the source.)</li> </ul>	<b>Students will be able to</b> <ul style="list-style-type: none"> <li>• Understand the need of subsidies given to farmers.</li> <li>• Develop critical thinking on how with the help of subsidies, farmers can improve their income and lifestyle</li> </ul> <p>Realize the source of subsidies, i. e. the revenue of the government.</p>	_____
	POST - TERM				
January	<b>Revision</b>				
February	<b>Annual Exam</b>				

## SUBJECT: FMM

**TEXT BOOK** : **CONCEPTS OF MONEY MANAGEMENT –NSQF LEVEL-1 (CLASS IX)**

**EMPLOYABILITY SKILLS (CLASS IX)**

**STUDY MATERIAL** : **CBSE STUDY MATERIAL OF EMPLOYABILITY (CLASS IX)**

MONTH	TOPIC	SUB TOPICS	LEARNING OUTCOMES	PEDAGOGIES	ACTIVITY/ PRACTICAL / PROJECT
<b><u>APRIL</u></b>	<b><u>MONEY-WHAT IS IT?</u></b>	<ul style="list-style-type: none"> <li>➤ History of money</li> <li>➤ Evaluation of money</li> <li>➤ Currencies</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students learn about the concept of money and its evolution</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explanation of the History of Money and its Evolution</li> </ul>	<ul style="list-style-type: none"> <li>➤ Introduction to NSE NSMART software (NSE Learn to trade)</li> </ul>
	<b><u>COMMUNICATION SKILLS</u></b>	<ul style="list-style-type: none"> <li>➤ Methods of communication</li> <li>➤ Meaning and Importance of Communication skills</li> <li>➤ Elements of Communication</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstrate knowledge of various methods of communication</li> <li>➤ Identify elements of Communication cycle</li> </ul>	<ul style="list-style-type: none"> <li>➤ Listing dos and don'ts of appropriate methods of communication</li> </ul>	<ul style="list-style-type: none"> <li>- Trading Skill Accelerator</li> <li>- Function Key Accelerator</li> </ul>
<b><u>MAY</u></b>	<b><u>MONEY- EXCHANGE SYSTEM</u></b>	<ul style="list-style-type: none"> <li>➤ Basics of Money</li> <li>➤ Division of Labour</li> <li>➤ Money as Currency</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students gain knowledge of financial skills and investments</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discussion of Division of labour, Specialisation and Money</li> </ul>	Numeric Speed Accelerator <ul style="list-style-type: none"> <li>➤ Lesson 1 to 25 (Level 1)</li> </ul>
	<b><u>COMMUNICATION SKILLS</u></b>	<ul style="list-style-type: none"> <li>➤ Perspectives in Communication</li> <li>➤ Factors affecting perspectives in Communication</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifying the factors our perspectives in Communication</li> </ul>	<ul style="list-style-type: none"> <li>➤ Group discussion on factors affecting communication</li> </ul>	

		<ul style="list-style-type: none"> <li>➤ Visual Perception</li> <li>➤ Writing Skills</li> </ul>		<ul style="list-style-type: none"> <li>➤ Demonstration and practice of writing sentences and paragraphs on topics related in the subject</li> </ul>	
<b><u>JULY</u></b>	<b><u>KEY CHARACTERISTICS OF MONEY</u></b>	<ul style="list-style-type: none"> <li>➤ Medium of Exchange</li> <li>➤ Standard of Value</li> <li>➤ Store of Value</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learners learn about the significance of Money and its vital functions</li> </ul>	<ul style="list-style-type: none"> <li>➤ General discussion of Money as a medium</li> </ul>	Numeric Speed Accelerator ➤ Lesson 1 to 25 (Level 2)
	<b><u>WHAT IS FINANCIAL PLANNING?</u></b>	<ul style="list-style-type: none"> <li>➤ Setting Goals</li> <li>➤ Analysing Information</li> <li>➤ Creating and implementing a Plan</li> <li>➤ Monitoring and Modifying a Plan</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students build foundation for money management</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explanation of Financial planning using examples</li> </ul>	
	<b><u>SELF MANAGEMENT SKILLS</u></b>	<ul style="list-style-type: none"> <li>➤ Self Management</li> <li>➤ Self Management Skills</li> <li>➤ Self Confidence-factors and tips</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students understand the meaning of self management and its factors</li> </ul>	<ul style="list-style-type: none"> <li>➤ Role play exercises on self building confidence</li> </ul>	
<b><u>AUGUST</u></b>	<b><u>WHAT IS INCOME</u></b>	<ul style="list-style-type: none"> <li>➤ Incoming Money</li> <li>➤ Income</li> <li>➤ Taxes</li> <li>➤ Deductions from Income</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learners learn about the meaning of income and its relevance in financial planning</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explanation of the topic with calculations</li> </ul>	Numeric Speed Accelerator ➤ Lesson 1 to 25 (Level 3)
	<b><u>ICT SKILLS</u></b>	<ul style="list-style-type: none"> <li>➤ Introduction to ICT</li> <li>➤ Role and Importance of ICT in daily life</li> <li>➤ ICT tools</li> <li>➤ Basic components of computer System</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students learn to identify various components of computer system</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discussion of importance of ICT by preparing, collages and posters.</li> </ul>	

		<ul style="list-style-type: none"> <li>➤ Hardware, Software, Input, Output and Storage</li> </ul>			
<b><u>SEPTEMBER</u></b>	<b><u>WHAT IS EXPENSES</u></b>	<ul style="list-style-type: none"> <li>➤ Fixed Expenses</li> <li>➤ Variable Expenses</li> <li>➤ Building your Own Budget</li> <li>➤ Pay Yourself First(P.Y.F.)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learners learn about the speed and accuracy for financial market operations while working on nlt software</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discussion of the topic with their meaning</li> </ul>	Numeric Speed Accelerator Lesson 1 to 25 (Level 4)
	<b><u>ICT SKILLS</u></b>	<ul style="list-style-type: none"> <li>➤ Peripheral Devices</li> <li>➤ Operating System</li> <li>➤ Files and Folders</li> <li>➤ Common Desktop Operations</li> <li>➤ Connecting with the world using Internet and its applicaions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students learn about computer system and basic computer operations .</li> </ul>	<ul style="list-style-type: none"> <li>➤ Practicals based on various computer operations and their usage</li> </ul>	
<b><u>OCTOBER</u></b>	<b><u>WHAT IS BANK?</u></b>	<ul style="list-style-type: none"> <li>➤ What is Bank?</li> <li>➤ What does it do?</li> <li>➤ How to open a Bank Account?</li> <li>➤ How to deposit and withdraw cash from a bank?</li> <li>➤ What are bank account holder's documents?</li> <li>➤ Types of bank accounts? What is electronic banking?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students learn how to work in Banks and how Banks operate</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discussion on different types of Bank accounts</li> </ul>	<ul style="list-style-type: none"> <li>➤ How to write details on a cheque</li> </ul>
	<b><u>ENTREPRENEURIAL SKILLS</u></b>	<ul style="list-style-type: none"> <li>➤ Types of Business</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learners learn about business ,</li> </ul>	<ul style="list-style-type: none"> <li>➤ Group Discussion on</li> </ul>	

		<ul style="list-style-type: none"> <li>➤ Entrepreneurship- Meaning, characteristics, role and rewards</li> </ul>	and entrepreneurship	role and features of Entrepreneurship	
<b><u>NOVEMBER</u></b>	<b><u>WHY SAVE?</u></b>	<ul style="list-style-type: none"> <li>➤ What is Disposable Income and Saving?</li> <li>➤ How to calculate Simple interest and Compound Interest</li> <li>➤ The Rule of 72</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students learn the importance of Saving</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discussion in class about various methods of saving</li> </ul>	Function Key Accelerator Lesson 1 to 25 (Level 1)
	<b><u>GREEN SKILLS</u></b>	<ul style="list-style-type: none"> <li>➤ Environment – Introduction</li> <li>➤ Relationship of society and environment, ecosystem and factors causing imbalance</li> <li>➤ Natural resource conservation</li> <li>➤ Environment protection and conservation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learners learn about the protection and conservation of our economy</li> </ul>	<ul style="list-style-type: none"> <li>➤ Group discussion on hazards of deteriorating environment</li> </ul>	
<b><u>DECEMBER</u></b>	<b><u>SETTING GOALS</u></b>	<ul style="list-style-type: none"> <li>➤ Goal</li> <li>➤ How to Set a Goal?</li> <li>➤ SMART Goals</li> <li>➤ How to achieve Goals</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students learn how to set goals and achieve them effectively</li> </ul>	<ul style="list-style-type: none"> <li>➤ View of students and their group discussion</li> </ul>	Function Key Accelerator Lesson 1 to 25 (Level 2)
	<b><u>SYSTEMATIC SAVINGS AND INVESTMENTS</u></b>	<ul style="list-style-type: none"> <li>➤ What is Savings</li> <li>➤ Investments and Types of Investments</li> <li>➤ Time Value of Money</li> <li>➤ SIP</li> <li>➤ Net Asset Value</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students learn about the various investments available in the market</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explanation method on savings and investment</li> </ul>	

	<b><u>GREEN SKILLS</u></b>	<ul style="list-style-type: none"> <li>➤ Definition of Green Economy</li> <li>➤ Importance of Green Economy</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students learn about the importance of green economy</li> </ul>	<ul style="list-style-type: none"> <li>➤ Preparing a poster using computer skills on green economy</li> </ul>	
<b><u>JANUARY</u></b>	➤ <b><u>MAKING A BUDGET</u></b>	<ul style="list-style-type: none"> <li>➤ Budgeting</li> <li>➤ Household Budgeting</li> <li>➤ Tips for preparing a Household Budget</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learners become technically and financially aware of the BFSI sector</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explanation for making a budget</li> </ul>	<ul style="list-style-type: none"> <li>➤ Function Key Accelerator Lesson 1 to 25 (Level 3)</li> </ul>
<b><u>FEBRUARY</u></b>	➤ <b><u>MAKING A BUDGET</u></b>	<ul style="list-style-type: none"> <li>➤ Personal Budget</li> <li>➤ How to Adhere to your Budget</li> <li>➤ Types of Expenses</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students are aware of Planning and Budgeting</li> </ul>	<ul style="list-style-type: none"> <li>➤ Preparation of household budget</li> </ul>	<ul style="list-style-type: none"> <li>➤ Function Key Accelerator Lesson 1 to 25 (Level 4)</li> <li>➤ Plan a budget for your class party</li> </ul>

### **SUBJECT: ARTIFICIAL INTELLIGENCE**

<b>MONTH</b>	<b>CHAPTER</b>	<b>SUB TOPICS</b>	<b>INNOVATIVE PEDAGOGIES</b>	<b>LEARNING OUTCOMES</b>	<b>AI LAB ACTIVITY</b>
March/ April	Introduction to AI	Excite Introduction to AI Three Domains of AI	Worksheet 1- Identify domains of Artificial Intelligence based on (Computer Vision) images of some experiments/Apps/Games	After completion of the unit, learners will be able to describe: The relation and application of AI in their daily life	Teachable Machine
May	Introduction to AI	Domains of AI- Computer Vision, Natural Language Processing	Worksheet 2- Identify domains of Artificial Intelligence based on		Rock, Paper & Scissor

		Types of AI Artificial Narrow Intelligence Artificial General Intelligence	(data) images of some experiments/Apps/Games		
July	Introduction to AI	Relate Data Science Datasets	Worksheet 3- Identify domains of Artificial Intelligence based on (Natural Language Processing) images of some experiments/Apps/Games	Identify the 3 domains of AI	Google Assistant Activity- Based on Data -Semantis
August	Introduction to AI	Purpose Sustainable Development Goals Social Issues may be Interlinked and Integrated across SDGs Using AI to help Achieve SDGs	Go Goals Activity Art Integrated Activity- Data Visualization	Learners will be able to identify and develop awareness for SDGs using AI solutions	AI Project Cycle- Data Visualization
September	Introduction to AI	<b>1.4: Possibilities</b> AI in daily life Uses of AI in our daily life	Quiz	Learners will be able to describe and explore the application of AI in different fields and various industries	Activity- LUIS
October		<b>1.5: Ethics</b>	Group Discussion on AI Ethics	Learners will be able to describe some ethical concerns of AI with respect to inclusion, bias, and privacy	
November	AI Project Cycle	Steps of AI Project Cycle Problem Scoping Data Acquisition Data Exploration	Group Discussion on Kimchi – Rising Prices	After completion of the AI project cycle learners will be able to:	Loopy



		Modelling Evaluation		Describe, explain and apply the different stages in project cycle Enquire about and state the problem for the project cycle and create a system map	
December	Neural Network	Artificial Neural Network- Deep Learning	Case Study- Sports Integrated Activity	Learners will be able to develop an understanding of Neural Networks	
January	Introduction to Python Programming	Python Basics	Programming through Colabs	Learners will be able to write programs in Python	
February	Revision				

**\*Art Integrated Activities**

**1.Topic:** AI Project Cycle- SDGs

Chapter Topic	AI Project Cycle
Subject integrated	Maths and Visual art.
Art form integrated	Sketching on graphs
Learning objectives	<ul style="list-style-type: none"> <li>Analyzing the data</li> <li>Understanding of dataset</li> <li>Visualization of Data</li> </ul>

Procedure	<ol style="list-style-type: none"> <li>1. Selecting the SDG topic</li> <li>2. Applying AI Project Cycle</li> <li>3. Downloading the dataset</li> <li>4. Analyzing the dataset</li> <li>5. Data Visualization of SDG problem stated</li> </ol>
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## 2. AI Project Cycle

Topic	Kimchi- Rising Prices
Subjects integrated.	Maths, Science and Visual art.
Art form integrated	
Learning objectives	<ul style="list-style-type: none"> <li>• Predicting the prices</li> <li>• Analyzing the data</li> <li>• Understanding of dataset</li> </ul> Visualization of Data
Procedure	<ol style="list-style-type: none"> <li>1. AI Project Cycle to Kimchi – Rising Prices</li> </ol> Applying AI Project Cycle Downloading the dataset Analyzing the dataset Data Visualization

## 3. Sports Integrated activity

Chapter	Neural Network
Subject integrated	Maths, Sports and Visual art.
Learning Objectives	How to select student for sports team
Procedure	Applying Neural Network

## **Art Integrated Project work under Ek Bharat Shrestha Bharat Programme**

Topic of the project	AI Project Cycle on SDG
Subjects integrated	Maths, Art and Social Studies
Time duration	August

Learning Objectives	<ul style="list-style-type: none"> <li>Analyzing the data</li> <li>Understanding of dataset</li> </ul> Visualization of Data
Basic Knowledge of the project:	<ol style="list-style-type: none"> <li>Selecting the SDG topic</li> <li>Applying AI Project Cycle</li> <li>Downloading the dataset</li> <li>Analyzing the dataset</li> </ol> Data Visualization of SDG problem stated
Knowledge of the terms:	<ul style="list-style-type: none"> <li>Data Visualization</li> </ul>
About the activity	Sustainable Development Goals
Project Presentation	Presentation of the data collected could be through PPT or by video.

## SUBJECT : VISUAL ART

MONTH	SUBJECT AND MEDIUM	ASSIGNMENT	LEARNING OBJECTIVES	PRACTICALS/ ACTIVITIES/ INNOVATIVE PEDAGOGY	LEARNING OUTCOMES
APRIL	<ul style="list-style-type: none"> <li>• INTRODUCTION- ELEMENTS OF ART</li> <li>• COLOUR THEORY</li> <li>• INTRODUCTION HUMAN FIGURE(STRUCTURE)</li> </ul>	<ul style="list-style-type: none"> <li>• DRAW COLOUR WHEEL</li> </ul>	<p>- To make students identify Critical evaluation and aesthetic judgment applied.</p> <p>- To make the student aware about our domains and principles of growth and development of art in India.</p>	<ul style="list-style-type: none"> <li>➤ <b>Pedagogy-cross over learning by linking the various group processes with the daily life of the learner.</b></li> <li>➤ The student develops the ability to:               <ul style="list-style-type: none"> <li>*Respect, appreciate and demonstrate an open mind towards the artistic expression of others meaning.</li> </ul> </li> <li>➤ <b>Pedagogy-cross over learning by linking the various group processes with the daily life of the learner.</b></li> </ul>	<p><b>Students would be able to –</b></p> <ul style="list-style-type: none"> <li>-Comprehend about domains and principles of growth and development.</li> <li>-demonstrate their skill, evidence of process and the exploration of a wide range of subjects.</li> <li>-Display Skills:Aesthetic judgement and organizational.</li> </ul>

<p><b>MAY</b></p>	<ul style="list-style-type: none"> <li>• FUN WITH FRIENDS(SITTING GESTURE -2/3,1/2 &amp; PROFILE FIGURE</li> <li>• VILLAGE SCENE (CYCLING FIGURE)</li> <li>• FOLK ART OF INDIAN</li> </ul>	<p><b>SUMMER HOLIDAY HOMEWORK</b>  PAINTING- 4 LANDSCAPES (MEDIUM-WATER COLOURS OR POSTER COLOURS)</p>	<p>- To make the student understand the amalgamation of style ,tradition and custom leads to new art form.</p>	<p>The learner develops the ability to:</p> <ul style="list-style-type: none"> <li>• Appears enthusiastic and willing to study artistic expressions from other cultures or regions of the world that are very different from own.</li> <li>• Accept different forms and styles and tries to explore their art form.</li> </ul>	<p><b>Students would be able to –</b></p> <p>Display Skills:</p> <p>Aesthetic judgement and organizational skills should be demonstrated in the process of work presented by a candidate.</p>
<p><b>JULY</b></p>	<ul style="list-style-type: none"> <li>• STILL LIFE (DRAWING)- INTRODUCING DIFFERENT SHAPES &amp; FORM</li> <li>• STILL LIFE SHADING (PENCIL)</li> </ul>	<p>STILL LIFE STUDY-4 SHEETS</p>	<p>- To make the students understand and learn about the usage of shapes and form in art.</p> <p>- To make the student achieve emotional, cognitive, social, cultural maturity.</p>	<p>➤ <b>Pedagogy-cross over learning by linking the various group processes with the daily life of the learner.</b></p> <p>➤ The learner develops the ability to:</p> <ul style="list-style-type: none"> <li>*Be sensitive towards other’s creations.</li> <li>*Be ready to research and transfer his/her learning to his / her own art</li> </ul>	<p><b>It is expected that the students skills:-</b> will demonstrate evidence of process and the exploration of a wide range of subjects.</p> <p>-will use different range of media</p>

				<p>The student develops the ability to:</p> <ul style="list-style-type: none"> <li>• Apply theoretical knowledge in practical contexts.</li> </ul>	<p>and material in order to express themselves.</p>
<b>AUG</b>	<ul style="list-style-type: none"> <li>• FOLIAGE STUDY(PENCIL)</li> <li>• FOLIAGE STUDY(PENCIL)</li> </ul>	FOLIAGE STUDY-2SHEETS	<p>- To make the student understand the amalgamation of style, tradition and custom leads to new art form.</p> <p>-To foster creativity and self expression (basic understanding of colour concept and application in relation to colour and texture of the material used by the student).</p>	<p>➤ The learner develops the ability to:</p> <ul style="list-style-type: none"> <li>*Be sensitive towards other's creations.</li> <li>*Be ready to research and transfer his/her learning to his / her own art</li> </ul> <p>➤ <b>Pedagogy-Learning by Doing</b></p>	<p><b>It is expected that the students skills:</b></p> <ul style="list-style-type: none"> <li>- will demonstrate evidence of process and the exploration of a wide range of subjects.</li> <li>-will use different range of media and material in order to express themselves.</li> <li>- Possess information and communication technology skills.</li> </ul>
<b>SEP</b>	<ul style="list-style-type: none"> <li>• INTRODUCING WATER COLOUR-LANDSCAPE</li> </ul>	LANDSCAPE-2 SHEETS	<p>- To make the student understand the</p>	<p>➤ The learner develops the ability to:</p>	<p><b>It is expected that the students</b></p>

	<ul style="list-style-type: none"> <li>LANDSCAPE(WATER COLOUR)</li> </ul>		<p>amalgamation of style, tradition and custom leads to new art form.</p> <p>-To foster creativity and self expression (basic understanding of colour concept and application in relation to colour and texture of the material used by the student).</p>	<p>*Be sensitive towards other's creations.</p> <p>*Be ready to research and transfer his/her learning to his / her own art</p> <p>➤ <b>Pedagogy-Learning by Doing</b></p>	<p><b>skills:</b></p> <p>- will demonstrate evidence of process .</p> <p>-will use different range of media and material in order to express themselves.</p>
OCT	<ul style="list-style-type: none"> <li>COMPOSITION (DIWALI)</li> </ul>	<p><b>AUTUMN HOLIDAY HOMEWORK</b></p> <p>-</p> <p>REPLICATE ANY 2 BENGAL SCHOOL PAINTING- 2SHEETS(A3) MEDIUM – POSTER OR ACRYLIC</p>	<p>- To make the student understand the evolution of art in Bengal.</p> <p>-To make the students understand and learn about artist Involved in National Freedom Movement.</p> <p>-To foster creativity and self expression (basic understanding of colour concept and application in relation to colour and texture of the material used by the student).</p>	<p>➤ <b>Pedagogy-cross over learning by linking the various group processes with the daily life of the learner.</b></p> <p>➤ The learner develops the ability to:</p> <p>*Be sensitive towards other's creations.</p> <p>*Be ready to research and transfer his/her learning to his / her own art.</p>	<p><b>It is expected that the students skills:</b></p> <p>- will demonstrate evidence of process and the exploration of a wide range of subjects.</p> <p>-will use different range of media and material in order to express themselves.</p>

				➤ <b>Pedagogy-Learning by Doing</b>	- Possess information and communication technology skills.
<b>NOV</b>	<ul style="list-style-type: none"> <li>COMPOSITION(WATER-COLOUR)</li> </ul>	COMPOSITION- 2SHEETS(TOPIC WILL BE PROVIDED)	<p>To make the students understand and learn about the composition in art.</p> <p>- To make students identify Critical evaluation and aesthetic judgement applied.</p>	<p>➤ <b>Pedagogy-cross over learning by linking the various group processes with the daily life of the learner.</b></p> <p>➤ The students develop the ability to:</p> <p>*Respect, appreciate and demonstrate an open mind towards the artistic expression of others meaning.</p> <p>Be sensitive towards other's creations.</p>	<p><b>Students would be able to –</b></p> <p>-Comprehend about domains and principles of growth and development.</p> <p>-demonstrate their skill, evidence of process and the exploration of a wide range of subjects.</p>
<b>DEC</b>	<ul style="list-style-type: none"> <li>COLLAGE WITH MAGAZINE(MOSAIC TECHNIQUE)</li> </ul>	<b>WINTER HOLIDAY HOMEWORK ANY TWO FOLK ART OF INDIA</b>	<p>To make the students understand and learn about the Moscaic Technique.</p> <p>- To make students identify Critical evaluation and aesthetic judgement</p>	<p>➤ <b>Pedagogy-Use of technology PPT and Images related to the topic will be shown.</b></p> <ul style="list-style-type: none"> <li>Appears enthusiastic and willing to study artistic expressions from other</li> </ul>	<p><b>It is expected that the students skills:</b></p> <p>-will use different range of media and material in</p>



			<p>applied.</p> <p>Students are required to produce evidence that demonstrates a creative approach to problem- solving. Evidence should also include the ability to interpret a given brief and original approaches to produce a solution.</p>	<p>cultures or regions of the world that are very different from own.</p>	<p>order to express themselves.</p> <p>- Possess information and communication technology skills</p> <p>Step by step development of the work will be assessed in all process.</p>
JAN	<ul style="list-style-type: none"> <li>NATURE STUDY(PENCIL &amp; PEN )</li> </ul>	<p>REALISTIC CHARACTER FROM MAGAZINE-1 SHEET(ANY MEDIUM)</p>	<p>To make the students understand and learn about the Pen &amp; Ink Technique.</p> <p>- To make students identify Critical evaluation and aesthetic judgement applied.</p> <p>Students are required to produce evidence that demonstrates a creative approach to problem- solving. Evidence should also include the ability to interpret a given</p>	<p>➤ <b>Pedagogy-Use of technology PPT and Images related to the topic will be shown.</b></p> <ul style="list-style-type: none"> <li>Appears enthusiastic and willing to study artistic expressions from other cultures or regions of the world that are very different from own.</li> </ul>	<p><b>It is expected that the students skills:</b></p> <p>-will use different range of media and material in order to express themselves.</p> <p>- Possess information and communication technology skills</p> <p>Step by step</p>

			brief and original approaches to produce a solution.		development of the work will be assessed in all process.
<b>FEB</b>	<ul style="list-style-type: none"> <li>NATURE STUDY(WATER-COLOUR)-OUTDOOR</li> </ul>	Nature Study	<p>To make the students understand and learn about the Pen &amp; Ink Technique.</p> <p>- To make students identify Critical evaluation and aesthetic judgement applied.</p> <p>Students are required to produce evidence that demonstrates a creative approach to problem- solving. Evidence should also include the ability to interpret a given brief and original approaches to produce a solution.</p>	<p>➤ <b>Pedagogy-Use of technology PPT and Images related to the topic will be shown.</b></p> <ul style="list-style-type: none"> <li>Appears enthusiastic and willing to study artistic expressions from other cultures or regions of the world that are very different from own.</li> </ul>	<p><b>It is expected that the students skills:</b></p> <p>-will use different range of media and material in order to express themselves.</p> <p>- Possess information and communication technology skills</p> <p>Step by step development of the work will be assessed in all process.</p>