

D.A.V. PUBLIC SCHOOL
UPPAL'S SOUTHEND
SECTOR 49, GURUGRAM



ACADEMIC PLANNER
2022-2023

TABLE OF CONTENTS

	SUBJECT	PAGE NUMBER
1	ENGLISH	1
2	HINDI	10
3	SANSKRIT	25
4	MATHEMATICS	38
5	SCIENCE	53
6	SOCIAL SCIENCE	64

ACADEMIC PLANNER 2022-2023

CLASS - IX

ENGLISH

EXAMINATION SPECIFICATIONS

Maximum Marks: 80

Time- 3 hrs

The question paper is divided into three sections:

Section A:	Reading	20 marks
Section B:	Writing Skills and Grammar	20 marks
Section C:	Literature	40 marks

Outcomes:

- build greater confidence and proficiency in oral and written communication
- develop the ability and knowledge required in order to engage in independent reflection and inquiry
- use appropriate English to communicate in various social settings
- equip learners with essential language skills to question and to articulate their point of view
- build competence in the different registers of English
- develop sensitivity to, and appreciation of, other varieties of English, like Indian English, and the culture they reflect
- enable the learner to access knowledge and information through reference skills (consulting a dictionary / thesaurus, library, internet, etc.)
- develop curiosity and creativity through extensive reading
- facilitate self-learning to enable them to become independent learners
- review, organise and edit their own work and work done by peers
- build listening and speaking into the curriculum. At the end of this stage, learners will be able to do.

Sub topic: Prose- Vocabulary, plot, theme, message, characters, reference to context

Poem- Vocabulary, theme, message, about the poet, literary devices, rhyming scheme

Creative Writing Skills: I. Descriptive Paragraph (Word Limit 100-120 words) on a person/event/situation based on visual or verbal cue/s. One out of two questions is to be answered. **5 marks.**

II. Writing a Diary Entry / Story on a given title in 100-120 words. One out of two questions is to be answered. **5 marks.**

Grammar : Tenses, Modals, Subject – verb concord,
Reported Speech: (i) Commands and request (ii) Statements (iii) Questions,
Determiners

Teaching Aid: PPT, Text book, videos, flash cards, assignment

Assessment Strategy: Student Reflection Checklist, Mind Map, Quiz, Group Discussion, Oral Test, Pen and Paper Test, Graphic Organiser

TERM-I

APRIL-MAY

Vocabulary Enhancement:

Feeling words and Idioms

(Periods-3)

Learning outcomes-

The student are able to :-

- express themselves.
- improve vocabulary skills.
- use idioms and feeling words.

Skill Enhanced: vocabulary skills, speaking skills, reading skills.

BEEHIVE

PROSE

The Fun They Had

(Periods-3)

Learning outcome:

- The learners are able to understand the message/ theme.
- They are able to retain the events in a chronological order.

Art Integration: Design a model of 'A School You Dream For'

Skill Enhanced: Social skill, Aesthetic Skill

The Sound of Music (Part- I & II)

(Periods-3+3)

Learning outcome:

The students are able to:-

- understand and comprehend the text.
- summarize the text properly
- formulate the answers

Art integration: Prepare a piece of music using beat boxing

Skill Enhanced: Performing Art, Team Art

The Little Girl

(Periods-3)

Learning outcome:

The students are able to:-

- understand and comprehend the text.
- summarize the text properly
- formulate the answers

Art Integration: Design A birthday card for your father on his birthday

Skill Enhanced: Social Skill, Artistic skill

POEM

The Road not Taken

(Periods-3)

Learning outcome:

The students are able to:-

- read and enjoy the poem.
- comprehend the poem.

Art integration: Graphic Organiser

Skill Enhanced: Decision Making, Poetic Skill

Wind

(Periods-3)

Learning outcome:

The students are able to:-

- respond to comprehension questions related to the poem, in one word/phrase, orally.
- Identify rhyming words at the end of separate lines in the Poem.

Art integration: Poem versification- Write a self- composed poem expressing the power of wind.

Skill Enhanced: Critical thinking

Rain on the Roof

(Periods-3)

Learning outcome:

The students are able to understand the poem, its theme, its message, difficult words, style and technique

Art integration: Illustrate your own view of 'Rain' on an A4 size sheet beautifully.

Sample



Skill Enhanced: Appreciating the beauty of nature, Aesthetic skill

MOMENTS

The Lost Child

(Periods-3)

Learning outcome:

The students are able to:-

- express the central idea of the passage orally and in writing.
- understand the importance of the parents in their life.

Art integration: Story telling- Narrate the story in your own words with a different ending.

Skill Enhanced: Social skill, Speaking skill

The Adventures of Toto

(Periods-3)

Learning outcome:

The students are able to:-

- express the central idea of the passage orally and in writing
- enjoy the humour in the story.

Art integration: ‘Hot Seat’ Activity- The class will be divided into groups and one child will play the role of the main character ie ‘Grandfather’ and the rest members of the groups will interview him.

Skill Enhanced: Kindness towards animals and fellow beings, Team work

WRITING

Diary Entry

(Periods-2)

Learning outcome: Expressions of the learners is enhanced.

Art Integration: Make a post card illustration –Express your feelings in it.

(Sorrow/Happiness/Fear)

Skill Enhanced: Writing skill, creative thinking

Short Story

(Periods-3)

Learning outcome: Expression of the learners is enhanced.

Art Integration: Weave A Yarn

Skill Enhanced: Writing skill, creative thinking

GRAMMAR

Tenses

(Periods-2)

Modals

(Periods-2)

Subject-verb concord

(Periods-2)

Reported Speech

(Periods-3)

Learning outcome: Understanding of Grammar is strengthened.

Art Integration: Design a cartoon strip, write dialogues abiding by the rules of grammar.

Skill Enhanced: Listening, speaking, reading and writing are enhanced.

JULY- AUGUST

BEEHIVE

PROSE

A Truly Beautiful Mind

(Periods-3)

Learning outcome:

The students are able to:-

- identify the genre to which the story belongs.
- express the theme of the story

Art Integration: Explain the theory of relativity through real life situation.

Skill Enhanced: Scientific skill,

The Snake and the Mirror

(Periods-3)

Learning outcome:

The students are able to:

- understand and comprehend the text.
- summarize the text properly

Art Integration: A video of the story will be shown.

Skill Enhanced: Never be proud of one's beauty, strength or achievements, Visual Art

My Childhood

(Periods-3)

Learning outcome:

The students are able to:-

- tell about the life of Dr APJ Abdul Kalam.
- face the difficult circumstances with patience.

Art Integration: Graphic Organiser About APJ Abdul Kalam – Life Span, Photo, Education, Family, Awards and Recognition.

SAMPLE



Skill Enhanced: Tolerance, acceptance, broadmindedness and brotherhood are essential for an all-round growth

POEM

The Lake Isle of Innisfree

(Periods-3)

Learning outcome:

The students are able to:-

- respond to comprehension questions related to the poem, in one word/phrase, orally.
- identify rhyming words at the end of separate lines in the Poem.

Art Integration: Make a beautiful drawing of a coastal area which you want to visit.

Skill Enhanced: Critical thinking, Poetic skill, Aesthetic skill

A Legend of the Northland

(Periods-3)

Learning outcome:

The students are able to:-

- respond to comprehension questions related to the poem, in one word/phrase, orally.
- identify rhyming words at the end of separate lines in the Poem.

Art Integration: Ballad to Folktale- Covert the poem in the form of a folktale.

Skill Enhanced: Social skill, Reasoning skill

MOMENTS

Iswaran the Story Teller

(Periods-3)

Learning outcome:

The students are able to:-

- express the central idea of the passage orally and in writing.
- enjoy the humour in the story.

Art Integration: Story teller Within- Narrate the given the paragraph by adding fantastical elements.

Skill Enhanced: Creative skill, Oratory skill

In the Kingdom of Fools

(Periods-3)

Learning outcome:

The students are able to express the central idea of the passage orally and in writing.

Art Integration: Video on Tale of Mellon City by Vikram Seth

Skill Enhanced:Using common sense and presence of mind, Visual, Auditory and Inferential skill

The Happy Prince

(Periods-3)

Learning outcome:

The students are able to express the central idea of the passage orally and in writing.

Art Integration:Clay Moulding- Make a statue of Happy Prince

Skill Enhanced:Love, kindness, Psycho-motor skill

WRITING

Description Writing on a person/event/situation

(Periods-3)

Learning outcome: Expressions of the learners is enhanced.

Art Integration: News paper Activity

Skill Enhanced: Writing skill, creative thinking

GRAMMAR

Tenses

(Periods-3)

Modals

(Periods-2)

Subject-verb concord

(Periods-2)

Reported Speech(Commands and requests, Statements, Questions)

(Periods-3)

Determiners

(Periods-2)

Learning outcome: Understanding of Grammar is strengthened.

Art Integration: The Passive: Process Writing- Write the recipe of your favourite dish.

Modals: Finding Your Way- Giving directions using modals

Skill Enhanced: Listening, speaking, reading and writing are enhanced.

TERM - II

SEPTEMBER- OCTOBER

BEEHIVE

PROSE

Reach For the Top (Part-I & II)

(Periods-3+3)

Learning outcome:

The students are able to:-

- understand the importance of ambitions in one's life.
- acquire the importance of strong will.

Art Integration: Video- On top of the world Arunima Sinha

Skill Enhanced: One must set one's eyes on the stars and strive hard to achieve the goal through hard work, determination, and constant and persistent efforts, Visual and Auditory skill

POEM

No Men are Foreign

(Periods-3)

Learning outcome:

The students are able to:-

- respond to comprehension questions related to the poem, in one word/phrase, orally.
- identify rhyming words at the end of separate lines in the Poem.

Art Integration:Let's All Join Hands and Take an Oath- Oath Writing on 'Brotherhood'

Skill Enhanced: Social skill, stop all wars and look upon humanity as a unified entity.

On Killing Tree

(Periods-3)

Learning outcome:

The students are able to:-

- respond to comprehension questions related to the poem, in one word/phrase, orally.
- identify rhyming words at the end of separate lines in the Poem.

Art Integration: Slogan writing on 'Save Trees'

Skill Enhanced: Preservation of nature, Belongingness

MOMENTS

The Last Leaf

(Periods-3)

Learning outcome: Optimistic approach of the students is enhanced.

Art Integration: Jam Session on Hope

Skill Enhanced: Oratory skill, creative thinking, Friendship, sacrifice, fraternal love

NOVEMBER – DECEMBER

BEEHIVE

PROSE

Kathmandu

(Periods-3)

Learning outcome: The students are able to appreciate the aesthetic beauty of places.

Art Integration: Collage Making- make of collage of all the important places of Kathmandu

Skill Enhanced: Creative skill, Enjoy the serenity of places

If I were You

(Periods-3)

Learning outcome: The students are able to understand the importance of presence of mind.

Art Integration: Role Play

Skill Enhanced: Dramatisation skill, Over-confidence can lead to disastrous results

POEM

A Slumber did My Spirit Seal

(Periods-3)

Learning outcome: Students are able to understand the poem, its theme, its message, difficult words, style and technique.

Art Integration: Poem Versification on Goodbye

Skill Enhanced: Emotional skill, expression, writing skill, Love others.

MOMENTS

A House is not a Home

(Periods-3)

Learning outcome: Students are able to understand the importance of being compassionate and helping others.

Art Integration: Home Sweet Home- Free talk on the topic

Skill Enhanced: Oratory skill, emotional skill, Love for family and home

The Beggar

(Periods-3)

Learning outcome: Students are able to understand the plight of beggars and importance of being compassionate to others.

Art Integration: Twist the Tale: Reconstruct the story in different light.

Skill Enhanced: Creative thinking, imagination, Dignity of labour, helping others selflessly

JANUARY- FEBRUARY

Beehive

Revision

Moments

Revision

Grammar

Revision

Writing

Revision

Preparing for Class X

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वार्षिक पाठ्यक्रम योजना 2022-2023

कक्षा - नवीं
विषय - हिंदी
प्रथम सत्र
अप्रैल

पाठ - दुःख का अधिकार

कालांश- 6

अपेक्षित अधिगम प्राप्ति -

- पाठ के माध्यम से छात्रों में चिंतन कौशल का विकास हुआ ।
- छात्र समाज में फैली रूढ़ियों व ऊँच-नीच की भावना से ऊपर उठकर सोच सके और आत्मीयता का विकास हुआ ।
- छात्र गरीबों की मजबूरी व अमीरों की अमानवीयता को समझ पाए ।

सहायक सामग्री - पाठ्य-पुस्तक(स्पर्श), चलचित्र, कहानी सुनाना, अभ्यास अधिन्यास ।

<https://youtu.be/V6um9kkIFOM>

मूल्यांकन पद्धति - प्रश्नोत्तरी, आत्मनिरीक्षण सूची, समूह चर्चा, शिक्षण आरेख, कक्षा परीक्षा, बहिर्गमन प्रपत्र (एगिजट कार्ड)|

कौशल वृद्धि - चिंतन कौशल, सामाजिक कौशल ।

कला एकीकरण - शिक्षण आरेख, तुलनात्मक आरेख|



पाठ - 'रैदास' के पद

कालांश - 4

अपेक्षित अधिगम प्राप्ति -

- छात्र विभिन्न प्रकार के गुणों को ग्रहण कर उदार बनना सीख सके ।
- सभी जातियों के लोगों को समान समझते हुए समदर्शी बन सके और संगीतात्मकता का विकास हुआ ।

सहायक सामग्री - पाठ्य-पुस्तक(स्पर्श), पी पी टी, अभ्यास अधिन्यास |
मूल्यांकन पद्धति - प्रश्नोत्तरी, आत्मनिरीक्षण सूची, समूह चर्चा, शिक्षण आरेख, कक्षा परीक्षा, बहिर्गमन प्रपत्र (एग्जिट कार्ड)|
कौशल वृद्धि - चिंतन कौशल, सामाजिक कौशल |
कला एकीकरण - पदों का गायन

मई

सामान्य व्याकरण (शब्द और पद, अनुस्वार, अनुनासिक, उपसर्ग- प्रत्यय, विलोम शब्द)

कालांश - 6

अपेक्षित अधिगम प्राप्ति -

- प्रस्तुत व्याकरण विषयों के माध्यम से विद्यार्थी अपनी लेखन क्षमता का विकास कर पाए |
- विद्यार्थियों की वर्तनी संबंधी अशुद्धियाँ दूर हो सकी |
- विद्यार्थी शब्द निर्माण के विषय में जान पाए |

सहायक सामग्री - व्याकरण(पुस्तक), चार्ट, माइंड मैप, अभ्यास अधिन्यास |

मूल्यांकन पद्धति - आत्मनिरीक्षण सूची, कक्षा परीक्षा |

कौशल वृद्धि - वाचन कौशल, लेखन कौशल, श्रवण कौशल |

कला एकीकरण - शिक्षण आरेख |

विराम चिह्न (व्याकरण)

कालांश - 2

अपेक्षित अधिगम प्राप्ति -

- विद्यार्थी विराम चिह्नों का उचित प्रयोग करना सीख पाए|

सहायक सामग्री - व्याकरण(पुस्तक), माइंड मैप, अभ्यास अधिन्यास |

मूल्यांकन पद्धति - आत्मनिरीक्षण सूची, कक्षा परीक्षा |

लेखन अभिव्यक्ति (पत्र लेखन)-

कालांश - 3

अपेक्षित अधिगम प्राप्ति -

- विद्यार्थी पत्र लेखन की कला में दक्षता प्राप्त कर पाए |
- विद्यार्थी पत्र लेखन के महत्त्व को समझ पाए |

सहायक सामग्री - व्याकरण(पुस्तक), पत्र प्रारूप, अभ्यास अधिन्यास |

मूल्यांकन पद्धति - आत्मनिरीक्षण सूची, कक्षा परीक्षा |

कौशल वृद्धि - लेखन कौशल |

कला एकीकरण - भावाभिव्यक्ति |

संवाद लेखन -

कालांश - 2

अपेक्षित अधिगम प्राप्ति -

- विद्यार्थी संवाद लेखन की कला में दक्षता प्राप्त कर पाए |
- विद्यार्थियों ने विभिन्न विषयों पर जागरूकता फैलाने वाले विषयों पर संवाद लिखना सीखा |

सहायक सामग्री - अखबार, चलचित्र, पी पी टी, अभ्यास अधिन्यास |

मूल्यांकन पद्धति - आत्मनिरीक्षण सूची, समूह चर्चा, कक्षा परीक्षा |

कौशल वृद्धि - चिंतन कौशल, लेखन कौशल, अभिव्यक्ति कौशल |

कला एकीकरण - अभिनय के माध्यम से चित्र संवाद वाचन |

पाठ - गिल्लू (संचयन)

कालांश - 5

अपेक्षित अधिगम प्राप्ति -

- प्रस्तुत पाठ के माध्यम से विद्यार्थियों में जीवों के प्रति संवेदनशीलता का विकास हुआ |
- विद्यार्थियों में सकारात्मक दृष्टिकोण एवं प्रकृति प्रेम में वृद्धि हुई |

सहायक सामग्री - पाठ्य-पुस्तक(स्पर्श), चार्ट, चलचित्र, पी पी टी, अभ्यास अधिन्यास |

<https://youtu.be/oO5GDYCdIhw>

मूल्यांकन पद्धति - प्रश्नोत्तरी, आत्मनिरीक्षण सूची, समूह चर्चा, शिक्षण आरेख, कक्षा परीक्षा, बहिर्गमन प्रपत्र (एग्जिट कार्ड)|

कौशल वृद्धि - चिंतन कौशल, सामाजिक कौशल |

कला एकीकरण - विभिन्न पालतू पशु-पक्षियों का कॉलाज निर्माण|

जुलाई

पाठ - एवरेस्ट: मेरी शिखर यात्रा

कालांश - 7

अपेक्षित अधिगम प्राप्ति -

- पाठ के माध्यम से छात्र पहाड़ी जीवन में उत्पन्न होने वाली कठिनाइयों से परिचित हो पाए |

- विद्यार्थियों में आत्मविश्वास, परिश्रम व मनन एवं चिंतन कौशल का विकास हुआ ।

सहायक सामग्री - पाठ्य-पुस्तक(स्पर्श), चलचित्र, पी.पी.टी.,फ्लो चार्ट, कहानी सुनाना, अभ्यास अधिन्यास |

<https://youtu.be/BbBeaeCSz-c>

मूल्यांकन पद्धति - प्रश्नोत्तरी, आत्मनिरीक्षण सूची, समूह चर्चा, कक्षा परीक्षा, बहिर्गमन प्रपत्र (एग्जिट कार्ड)|

कौशल वृद्धि - चिंतन कौशल, सामाजिक कौशल, साहसिक कौशल |

कला एकीकरण - फ्लो चार्ट|

पाठ - रहीम के दोहे

कालांश - 7

अपेक्षित अधिगम प्राप्ति -

- छात्रों में तर्कशक्ति का विकास हुआ ।
- छात्रों में तुलनात्मक अध्ययन का विकास हुआ ।

सहायक सामग्री - पाठ्य-पुस्तक(स्पर्श), चलचित्र, कहानी सुनाना, अभ्यास अधिन्यास |

<https://youtu.be/u-wlhTsyq-l>

मूल्यांकन पद्धति - प्रश्नोत्तरी, आत्मनिरीक्षण सूची, समूह चर्चा, कक्षा परीक्षा, बहिर्गमन प्रपत्र (एग्जिट कार्ड)|

कौशल वृद्धि - चिंतन कौशल, सामाजिक कौशल |

कला एकीकरण - दोहा गायन |

अगस्त

सामान्य व्याकरण - अर्थ के आधार पर वाक्य भेद

कालांश - 4

अपेक्षित अधिगम प्राप्ति -

- विद्यार्थी वाक्यों में अंतर करना सीख पाए ।

सहायक सामग्री - व्याकरण(पुस्तक), चार्ट, माइंड मैप, अभ्यास अधिन्यास |

मूल्यांकन पद्धति - आत्मनिरीक्षण सूची, कक्षा परीक्षा |

कौशल वृद्धि - लेखन कौशल, शब्द निर्माण |

कला एकीकरण - शिक्षण आरेख |

सामान्य व्याकरण - स्वर संधि

कालांश - 4

अपेक्षित अधिगम प्राप्ति -

- विद्यार्थी संधि एवं संधि विच्छेद करना सीख पाए |

सहायक सामग्री - व्याकरण(पुस्तक), चार्ट, माइंड मैप, अभ्यास अधिन्यास |

मूल्यांकन पद्धति - आत्मनिरीक्षण सूची, कक्षा परीक्षा |

कला एकीकरण - शिक्षण आरेख |

अनुच्छेद लेखन

कालांश - 2

अपेक्षित अधिगम प्राप्ति -

- विद्यार्थियों में अनुच्छेद लेखन की क्षमता विकसित हो पाई |

सहायक सामग्री - अभ्यास अधिन्यास |

मूल्यांकन पद्धति - कक्षा परीक्षा |

कौशल वृद्धि - लेखन कौशल |

सितम्बर

चित्र वर्णन

कालांश - 2

अपेक्षित अधिगम प्राप्ति -

- विद्यार्थी चित्र वर्णन की कला में पारंगत हो पाए |

सहायक सामग्री - व्याकरण(पुस्तक), अभ्यास अधिन्यास |

मूल्यांकन पद्धति - आत्मनिरीक्षण सूची, समूह चर्चा, कक्षा परीक्षा |

कौशल वृद्धि - लेखन तथा तार्किक कौशल |

- पाठ्यक्रम पुनरावृत्ति |

- प्रथम सत्रीय परीक्षा |

अक्तूबर

पाठ - स्मृति

कालांश - 7

अपेक्षित अधिगम प्राप्ति -

- प्रस्तुत पाठ को पढ़कर छात्रों में आत्मविश्वास बढ़ा व चिंतन मनन की क्षमता का विकास हुआ |

- विद्यार्थी अपने जीवन में कल्पनाशीलता, सकारात्मक व आलोचनात्मक दृष्टिकोण का प्रयोग करना सीख पाए |

सहायक सामग्री - पाठ्य-पुस्तक(स्पर्श), चलचित्र, फ्लो चार्ट, अभ्यास अधिन्यास |

<https://youtu.be/UgJQJWozTdA>

मूल्यांकन पद्धति - प्रश्नोत्तरी, आत्मनिरीक्षण सूची, समूह चर्चा, कक्षा परीक्षा, बहिर्गमन प्रपत्र (एग्जिट कार्ड)|

कौशल वृद्धि - चिंतन कौशल, सामाजिक कौशल, साहसिक कौशल |

कला एकीकरण - प्रस्तुत कहानी का चित्रांकन|

पाठ - अतिथि तुम कब जाओगे

कालांश - 6

अपेक्षित अधिगम प्राप्ति -

- पाठ के माध्यम से विद्यार्थियों में समालोचनात्मक दृष्टि का विकास हो पाया |
- प्रस्तुत पाठ विद्यार्थियों को समीक्षा विधा से परिचित करवाता है |
- पाठ के द्वारा विद्यार्थी विचार विश्लेषण की क्षमता का विकास कर पाए |

सहायक सामग्री - पाठ्य-पुस्तक(स्पर्श), चलचित्र,फ्लो चार्ट, कहानी सुनाना, अभ्यास अधिन्यास |

<https://youtu.be/MgYe4X2xUTA>

मूल्यांकन पद्धति - प्रश्नोत्तरी, आत्मनिरीक्षण सूची, समूह चर्चा, कक्षा परीक्षा, बहिर्गमन प्रपत्र (एग्जिट कार्ड)|

कौशल वृद्धि - चिंतन कौशल, सामाजिक कौशल |

कला एकीकरण - पाठ का एकांकी के रूप में अभिनय, विपरीतदर्शी आरेख



नवंबर

पाठ - गीत-अगीत (कविता)

कालांश - 6

अपेक्षित अधिगम प्राप्ति -

- गीत और अगीत की अवधारणा से विद्यार्थी अवगत हुए।
- अगीत में भी अभिव्यक्ति की क्षमता होती है, विद्यार्थी इससे अवगत हो पाए।

सहायक सामग्री - पाठ्य-पुस्तक(स्पर्श), चलचित्र,फ्लो चार्ट, अभ्यास अधिन्यास |

<https://youtu.be/MgYe4X2xUTA>

मूल्यांकन पद्धति - प्रश्नोत्तरी, आत्मनिरीक्षण सूची, समूह चर्चा, कक्षा परीक्षा, बहिर्गमन प्रपत्र (एग्जिट कार्ड)|

कौशल वृद्धि - चिंतन कौशल, सामाजिक कौशल |

कला एकीकरण - विभिन्न पक्षियों की ध्वनी को सुनाकर विद्यार्थियों द्वारा उनकी ही आवाज़ में ध्वनी निकलते हुए वार्तालाप करने का प्रयास करना।

दिसम्बर

पाठ - अग्निपथ

कालांश - 3

उद्देश्य -

- विद्यार्थियों को जीवन में सुख रूपी छाँव की चाह न करके अपनी मंजिल की ओर कर्मठतापूर्वक बढ़ते जाने की प्रेरणा देना |
- विद्यार्थियों को संघर्षमय जीवन को 'अग्निपथ' के समान समझने के लिए प्रेरित करना |

सहायक सामग्री - पाठ्य पुस्तक (स्पर्श),चलचित्र, कहानी सुनाना, अभ्यास अधिन्यास |

<https://youtu.be/C4zRMYQuLw>

मूल्यांकन पद्धति - प्रश्नोत्तरी, आत्मनिरीक्षण सूची, समूह चर्चा, कक्षा परीक्षा, बहिर्गमन प्रपत्र (एग्जिट कार्ड)|

कौशल वृद्धि - गायन कौशल, चिंतन कौशल |

कला एकीकरण - कविता गायन |

अपेक्षित अधिगम प्राप्ति -

- विद्यार्थी जीवन में संघर्ष के महत्व को समझ पाए |
- विद्यार्थी अपने लक्ष्य को प्राप्त करने के लिए निरंतर प्रयत्नशील बनना सीख पाए |

पाठ - कल्लू कुम्हार की उन्नाकोटी

कालांश - 6

अपेक्षित अधिगम प्राप्ति -

- विद्यार्थी यात्रा वृत्तांत विधा से अवगत हो पाए।

- विद्यार्थी आदिवासियों की जीवन शैली तथा उन्नाकोटी की विशेषताओं से अवगत हो पाए।

सहायक सामग्री - पाठ्य-पुस्तक(स्पर्श), चलचित्र, फ्लो चार्ट, कहानी सुनाना, अभ्यास अधिन्यास |

<https://youtu.be/MgYe4X2xUTA>

मूल्यांकन पद्धति - प्रश्नोत्तरी, आत्मनिरीक्षण सूची, समूह चर्चा, कक्षा परीक्षा, बहिर्गमन प्रपत्र (एग्जिट कार्ड)|

कौशल वृद्धि - चिंतन कौशल, सामाजिक कौशल |

कला एकीकरण - दन्त कथा वाचन|

पाठ - शुक्रतारे के समान

कालांश - 6

अपेक्षित अधिगम प्राप्ति -

- विद्यार्थी ईमानदारी जैसे गुणों को अपने जीवन में अपना सके |
- विद्यार्थी अपने इतिहास से संबंधित कुछ घटनाओं व तथ्यों को जान पाए |

सहायक सामग्री - पाठ्य पुस्तक (स्पर्श), कहानी सुनाना, अभ्यास अधिन्यास |

मूल्यांकन पद्धति - प्रश्नोत्तरी, आत्मनिरीक्षण सूची, कक्षा परीक्षा, बहिर्गमन प्रपत्र (एग्जिट कार्ड)|

कौशल वृद्धि - तार्किक कौशल, सामाजिक कौशल |

कला एकीकरण - सौरमंडल का निर्माण करके , उसमें क्रम के अनुसार ग्रहों का नाम लिखकर दर्शाना|

जनवरी

पाठ - 'नए इलाके में'

कालांश - 3

अपेक्षित अधिगम प्राप्ति -

- विद्यार्थी परिवर्तनशील दुनिया में प्रतिदिन होने वाले बदलावों के विषय में समझ सके।
- विद्यार्थी समाज की वास्तविकता से परिचित हो पाए |

सहायक सामग्री - पाठ्य पुस्तक (स्पर्श), कहानी सुनाना, अभ्यास अधिन्यास |

मूल्यांकन पद्धति - प्रश्नोत्तरी, आत्मनिरीक्षण सूची, शिक्षण आरेख, कक्षा परीक्षा, बहिर्गमन प्रपत्र (एग्जिट कार्ड)|

कौशल वृद्धि - तार्किक कौशल, सामाजिक कौशल |

कला एकीकरण - घर से विद्यालय तक के एक नक्शे का निर्माण |

पाठ - 'खुशबू रचते हैं हाथ'

कालांश - 3

अपेक्षित अधिगम प्राप्ति -

- विद्यार्थियों के मन में श्रमिक वर्ग के प्रति आदर का भाव उत्पन्न हुआ |
- विद्यार्थियों में कल्पनाशीलता व नैतिकता की भावना का समावेश हो सका |

सहायक सामग्री - पाठ्य पुस्तक (स्पर्श), कहानी सुनाना, अभ्यास अधिन्यास |

मूल्यांकन पद्धति - प्रश्नोत्तरी, आत्मनिरीक्षण सूची, शिक्षण आरेख, कक्षा परीक्षा, बहिर्गमन प्रपत्र (एग्जिट कार्ड)|

कौशल वृद्धि - तार्किक कौशल, सामाजिक कौशल |

कला एकीकरण - हस्त निर्मित वस्तुओं के चित्रों का प्रयोग करते हुए कालार्ज निर्माण |

फरवरी

पाठ्यक्रम पुनरावृत्ति

मार्च

द्वितीय सत्रीय परीक्षा

ई-पाठ योजना

डी . ए . वी . पब्लिक स्कूल, उप्पल साउथएंड, सेक्टर – 49, गुरुग्राम

विषय - हिंदी

कक्षा - नौवीं

उपविषय – एक फूल की चाह

कालांशों की संख्या - 7

1. हिंदी शिक्षण के सामान्य उद्देश्य :

- हिंदी साहित्य के प्रति रुचि उत्पन्न कर सकेंगे |
- कविता में वर्णित मूल्यों को विद्यार्थी अपने मन - मस्तिष्क में अंतर्निविष्ट कर सकेंगे |
- विद्यार्थी अपने शब्द भंडार में वृद्धि कर सकेंगे |
- सार ग्रहण, संक्षेपण व विस्तारीकरण की क्षमता उत्पन्न कर सकेंगे |
- दैनिक जीवन में हिंदी में समझने - बोलने के साथ - साथ लिखने की क्षमता का विकास कर सकेंगे |
- औपचारिक विषयों और संदर्भों में बातचीत में भाग ले पाने की क्षमता का विकास सकेंगे |

2. विशिष्ट उद्देश्य :

- अस्पृश्यता जैसी सामाजिक समस्या की जानकारी देते हुए जातिगत समानता उत्पन्न कर सकेंगे |
- विद्यार्थियों को सभी लोगों को समान रूप से देखने एवं उनके साथ समानता का व्यवहार करने के लिए प्रेरित करना | अस्पृश्यता जैसी सामाजिक समस्या की जानकारी देते हुए जातिगत समानता उत्पन्न कर सकेंगे |
- विद्यार्थी सभी लोगों को समान रूप से देखने एवं उनके साथ समानता का व्यवहार करना सीख सकेंगे |

3. सह शिक्षण सामग्री :

- ई-बोर्ड, श्यामपट्ट, चाक, झाडन, पाठ्य-पुस्तक-स्पर्श (भाग-1), तकनीकी सामग्री (e-content), अधिन्यास |

<https://youtu.be/dtgg2kB2DYQ>

4. काव्य सौंदर्य :

शिल्प सौंदर्य:

- प्रस्तुत कविता तत्कालीन समय के प्रसिद्ध कवि सिया राम शरण गुप्त जी द्वारा रचित है | इन्होंने अपनी कविताओं के माध्यम से सामाजिक कुरितियों पर करारी चोट की है | इनके काव्य की पृष्ठभूमि अतीत हो या वर्तमान, उनमें आधुनिक मानवता की करुणा, यातना और द्वंद्व समन्वित रूप में उभरा है | प्रस्तुत कविता 'एक फूल की चाह' में कवि ने प्रचंड, कृश, रुदन, दिवस आदि तत्सम शब्दों का प्रयोग किया है | कवि ने संपूर्ण कविता में सरल एवं सुबोध भाषा का प्रयोग किया है |

भाव सौंदर्य :

- प्रस्तुत कविता 'एक फूल की चाह' में कवि ने भारतीय समाज के एक नकारात्मक पक्ष की करुण अभिव्यक्ति की है। पूरी कविता छुआछूत की समस्या पर केन्द्रित है। एक अछूत कन्या महामारी के प्रकोप से बचने के लिए अपने पिता को मंदिर से एक फूल लाने को कहती है। जब पिता अपनी पुत्री की इच्छा पूरी करने के लिए मंदिर जाता है तो तथाकथित समाज के ठेकेदार उसे मंदिर में घुसने पर दण्डित करते हैं। वह अपनी पुत्री की इच्छा पूरी नहीं कर पाता एवं कारावास का दंड भोगने के बाद आने पर अपनी पुत्री की बुझी हुई चिता ही पाता है। वह एक विवश पिता बन कर रह जाता है। इसके लिए सम्पूर्ण समाज उत्तरदायी है। इस कविता में तत्कालीन युग-बोध का कटु यथार्थ झलकता है।

5. दिवसानुसार कार्य योजना :

दिनांक	योजना	शिक्षण आरेख	टिप्पणी
	कविता परिचर्चा के माध्यम से कविता परिचय, कवि सिया राम शरण गुप्त का जीवन व कृतित्व, कविता प्रवेश एवं कविता का आदर्श वाचन।	परिचर्चा- पूर्वज्ञान परीक्षण। यथासंभव विद्यार्थियों से कविता का सस्वर वाचन करवाया जाएगा। तत्पश्चात छात्रों से ही उसका स्पष्टीकरण कराते हुए मूलभाव को स्पष्ट किया जाएगा।	
	कविता पर आधारित संक्षिप्त प्रश्नों पर चर्चा।	छात्रों को सम्मिलित करते हुए प्रश्नों पर चर्चा की जाएगी।	
	कविता पर आधारित विस्तृत प्रश्नों पर चर्चा।	छात्रों को सम्मिलित करते हुए प्रश्नों पर चर्चा की जाएगी।	
	'प्रथाओं का पालन करना कहा तक उचित' वाद-विवाद	चर्चा विधि	
	अभ्यास अधिन्यास	चर्चा विधि	

6. शिक्षण विधि :

- व्याख्यात्मक स्पष्टीकरण, विश्लेषणात्मक तथा प्रश्नोत्तर विधि का प्रयोग करते हुए कक्षा में कविता का उच्च स्तर में पठन करने के पश्चात छात्रों को व्याख्यात्मक विधि का प्रयोग करते हुए कविता में निहित उद्देश्यों को समझाना तथा कविता में आए व्याकरण सम्बन्धी शब्दों से छात्रों को अवगत करना।

7. सृजनात्मक कार्य :

- 'अस्पृश्यता' विषय पर एक अनुच्छेद लिखिए।

8. प्रेरणात्मक पद्धति :

- छात्रों को उत्तम प्रदर्शन करने पर उत्तम, अतिउत्तम एवं सर्वोत्तम जैसे शब्दों से प्रेरित करना।

9. कला एकीकरण -

- काव्य मंचन
- शिक्षण आरेख



10. अधिगम प्राप्ति :

- विद्यार्थी समाज में फैले छुआछूत व जाति-पाँति के भेदभाव के विषय में समझ पाए। विद्यार्थी तत्कालीन समाज की वास्तविकता से परिचित हो पाए और आत्मचिंतन कर सके।

11. हस्ताक्षर :

अध्यापिका	मुख्याध्यापिका

एक फूल की चाह – (सियारामशरण गुप्त)

1 निम्नलिखित पद्यांश को पढ़कर पूछे गए प्रश्नों के उत्तर दीजिए।

दंड भोगकर जब मैं छूटा,
 पैर न उठते थे घर को
 पीछे ठेल रहा था कोई
 भय-जर्जर तनु पंजर को।
 पहले की-सी लेने मुझको
 नहीं दौड़कर आई वह

उलझी हुई खेल में ही हा!
अबकी दी न दिखाई वह।

- (क) सुखिया का पिता किस बात के लिए दंड भोगकर आया था?
 (ख) सुखिया के पिता के कदम अपने घर की ओर क्यों नहीं बढ़ रहे थे?
 (ग) पिता के घर लौटने पर सुखिया क्या करती थी? इस बार घर लौटने पर सुखिया के पिता को क्या परिवर्तन दिखाई दे रहा है?
 (घ) पीछे ठेल रहा था कोई, भय-जर्जर इस पंक्ति का भाव स्पष्ट कीजिए।
- 2 सुखिया के पिता को जेल के सात दिन सदियों की भाँती क्यों लगे?
 3 इस कविता में देवी के भक्तों पर क्या व्यंग्य किया गया है?

आत्मनिरीक्षण सूची

निरीक्षण बिंदु	ज्ञात है	जानने की आवश्यकता है
क्या आप कवि का नाम जानते हैं ?		
कविता का मूल भाव		
कविता में प्रयुक्त कठिन शब्दों के अर्थ		
कविता में प्रयुक्त भाषा शैली का बोध		
कविता द्वारा प्रेषित मुख्य संदेश		
कविता की विस्तृत व्याख्या		

कक्षा परीक्षा

एक फूल की चाह

कुल अंक-10

प्र.1 निम्नलिखित प्रश्नों की उत्तर दीजिए :-

- (क) सुखिया ने अपने पिता से क्या माँगा और क्यों ? (2)
 (ख) जब सुखिया के पिता को दंड सुनाया गया, तो वह चुप खड़ा रहा | उसने ऐसा क्यों किया ? (2)
 (ग) मंदिर कहाँ पर स्थित था तथा वहाँ किसकी सुगंध व्याप्त थी ? (1)

प्र.2 निम्नलिखित शब्दों के वर्ण-विच्छेद लिखिए :- (5)

- (क) उज्ज्वल (ख) उग्र (ग) प्रखर (घ) नश्वर (ङ) दुर्गम

बहुविध मूल्यांकन गतिविधि - 2022-23
(SUBJECT ENRICHMENT ACTIVITY)

हिन्दी , कक्षा - नौवीं

	गतिविधि	पाठ के नाम	कौशल	अधिगम प्राप्ति
1.	आप अपने पुराने कपड़ों और पुस्तकों का इस्तेमाल किस प्रकार करते हैं। यदि किसी को दान दिया है तो उससे जुड़े अपने अनुभव को फोटो सहित लिखिए।	दुख का अधिकार	सहयोग, संवेदनशीलता	विद्यार्थी समाज में फैली आर्थिक विषमता के विषय में जागरूक हो पाए।
2.	अपनी किसी रोमांचक यात्रा अथवा पर्वतीय यात्रा के अनुभवों का चित्र सहित वर्णन अथवा आपके पास कोई फोटो है तो उनका प्रयोग कीजिए।	एवरेस्ट: मेरी शिखर यात्रा	अनुभव से सीखना, तार्किक चिंतन	विद्यार्थी स्वयं की यात्रा के अनुभवों के विषय में सोचकर बचेंद्री पाल की यात्रा की कठिनाइयों को समझ पाए।
3.	किसी ऐसे प्राणी की कल्पना कीजिए जिसमें वे सभी गुण हो जो आप अपने पालतू प्राणी में चाहते हो और उसका चित्र सहित वर्णन कीजिए।	गिल्लू	कल्पनाशीलता तार्किक चिंतन, कलात्मकता	विद्यार्थी कल्पनाशीलता के महत्त्व को समझ पाए।
4.	गाँधी जी प्रसिद्ध नारों का कॉलाज निर्माण कीजिए।	दिये जल उठे	कलात्मकता, रचनात्मकता	विद्यार्थी नारों के माध्यम से जीवन मूल्य सीख पाए।
5.	लघु उद्योग अथवा कुटीर उद्योग से जुड़े लोगों के जीवन के	खुशबू रचते हैं हाथ	रचनात्मकता, चिंतन, सहयोग	विद्यार्थी इस उद्योग से जुड़े लोगों के प्रति संवेदनशीलता एवं

	संघर्ष को समझते हुए उनके प्रति आभार प्रकट करते हुए आभार पत्र निर्माण कीजिए।		की भावना	कृतार्थ भाव रखते हुए आभार व्यक्त कर पाए।
6.	आगजनी की घटना की खबर के बाद लेखक और हामिद खाँ के बीच में यदि फ़ोन पर बातचीत होती तो वे क्या बात करते इसे संवाद रूप में लिखिए।	हामिद खाँ	कल्पनाशीलता, अभिव्यक्ति,	विद्यार्थी धार्मिक सौहार्द के विषय में समझ पाए।

SUBJECT ENRICHMENT ACTIVITY

(विषय संवर्धन गतिविधि)

श्रवण कौशल एवं वाचन कौशल

ART INTEGRATION ACTIVITY

(कला समेकन गतिविधि)

भारत देश अपनी विविधताओं के लिए विश्वभर में प्रसिद्ध है। भारत की हस्त कला तथा हथकरघा उद्योग दुनिया भर में बोल-बाला है। ऐसे ही तेलंगाना राज्य के किसी एक कुटीर उद्योग के बारे में जानकारी एकत्रित करते हुए आकर्षक कॉलाज बनाइए।

पोर्टफोलियो

उत्तर पुस्तिका मूल्यांकन, कक्षा में खेले जाने वाले मूल्यांकन खेल एवं अन्य गतिविधि

वार्षिक-परियोजना (2022-23)

कक्षा-नवमी

विषय: – संस्कृतम्

प्रथमसत्रम्

मार्च/ अप्रैल

प्रथमः पाठः--अविवेकः परमापदां

संभावितकालांशाः – पञ्च

उपविषयः– कठिनशब्दानां संधिविच्छेदः ।

सहायिका-सामग्री-पाठ्यपुस्तकम् चलचित्रं, अभ्यासः, अधिन्यासः इत्यादयः ।

मूल्याङ्कनविधिः–आत्मनिरीक्षणसूची, माइंड मैप, कक्षा-परीक्षा, प्रश्नोत्तरविधिः, 'विवेकेन किं किं भवितुम् अर्हति' इत्यस्मिन् विषये चर्चा अपि च अधिन्यासे चर्चा ।

कौशलानि- चिन्तन-कौशलम्, तार्किक-कौशलम् ।

कला-एकीकरणम् –अपूर्ण-कथायाः पूरणम् ।

अधिगम-प्राप्तिः – विचार्य कर्म कर्तव्यम् इति ज्ञानम्, विवेकतायाः महत्त्वं, व्याकरणज्ञानम्, नैतिकमूल्यानि, स्पष्टोच्चारणेनिपुणता, चिन्तनशक्तेः वर्धनम् इत्यादि ।

उच्चारणस्थानानि -

संभावितकालांशाः – त्रयः

उपविषयः – कण्ठतालुमूर्धा-इत्यादयः ।

सहायक-सामग्री– अभ्यासपत्रम्, अधिन्यासः इत्यादयः

मूल्याङ्कनविधिः-प्रश्नोत्तरविधिना, अभ्यासपत्रैः च।

कौशलानि-शुद्धोच्चारणम्, वाचन-कौशल- वर्धनम् ।

कला-एकीकरणम् –वर्णानाम् उच्चारणस्थानानि चित्रमाध्यमेन प्रदर्शयत ॥

अधिगम-प्राप्तिः- शब्दानां शुद्ध-उच्चारणे समर्थाः भविष्यन्ति।

स्वरसन्धिः

संभावितकालांशाः – त्रयः

उपविषयः –दीर्घ, गुण

सहायक-सामग्री–अभ्यासपत्रम्, आदर्शप्रश्नपत्रं

मूल्याङ्कनविधिः- आत्मनिरीक्षणसूची, माइंड मैप, कक्षा-परीक्षा, प्रश्नोत्तरविधिः, अधिन्यासेचर्चा प्रश्नोत्तरविधिना, अभ्यासपत्रैःच।

कौशलानि- शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोःविकासः,
स्मरणकौशलस्य वर्धनम् |

कला-एकीकरणम् – जी. ओ निर्माणम् (नियमोल्लेखनेन सह उदाहरण प्रदर्शनम् |)

अधिगम-प्राप्तिः– संधि एवं संधि-विच्छेदे निपुणाः भवन्ति | नूतनशब्दान् ज्ञास्यन्ति | वाक्यनिर्माणे
समर्थाः भविष्यन्ति |

शब्दरूपाणि

संभावितकालांशाः – त्रयः

उपविषयः –अकारान्तपुल्लिंगशब्दाः बालकवत् (काक, मानव, बाल, भीमसेन, तपोदत्त आदयः)

आकारान्त-पुल्लिंगशब्दाः लतावत् (तरु, अभिमन्यु, जटायु, आदयः)

सहायक-सामग्री– अधिन्यासः, जी.ओ, चार्टपत्रम् |

मूल्याङ्कनविधिः– आत्मनिरीक्षण सूची, वाक्यनिर्माणद्वारा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च |

कौशलानि- स्वरणशक्तेः विकासः, वाक्यनिर्माण कौशलम्, शुद्धोच्चारणम्, चिन्तनकौशलस्यविकासः,
वाचन-लेखनकौशलयोःविकासः |

कला-एकीकरणम् –लयबद्धतया शब्दरूपाणां उच्चारणम् |

अधिगम-प्राप्तिः –समुचित समये समुचित शब्दचयनं कर्तुं पारयन्ति, नूतनशब्दान् ज्ञास्यन्ति |
वाक्यनिर्माणे समर्थाः भविष्यन्ति|

मई

द्वितीयः पाठ :-पाथेयम्

संभावितकालांशाः – चत्वारः

उपविषयः –विभिन्न लकारयुक्तानि धातुरूपाणि |

सहायिका-सामग्री-पाठ्यपुस्तकम्, अभ्यासः, अधिन्यासःइत्यादयः|

मूल्याङ्कनविधिः– प्रश्नोत्तरविधिः | अभ्यासे विद्यमानानि प्रश्नोत्तराणि एवञ्च अधिन्यासः|

कौशलानि - स्व-कर्तव्य पालने चिन्तनम्, स्पष्टोच्चारणं, सद्भवहारः, लेखनकौशलम्, चिन्तनशक्तेः
वर्धनम् इत्यादि |

कला-एकीकरणम् – कोलाज निर्माणम् (सूक्तिनां भावार्थानाम् चित्रमाध्यमेन प्रस्तुतीकरणं)

अधिगम-प्राप्तिः –परोपकारः करणीयः, अन्येषां दुःखस्य निवारणाय सर्वदा किमपि करणीयं,
धर्मस्य मार्गं गन्तव्यम्, इत्यादिज्ञानम् धैर्यम्, मानवीयगुणानां वर्धनम्, दानशीलतायाः
भावना,व्याकरणज्ञानम्,नैतिकमूल्यानि, स्पष्टोच्चारणेनिपुणता, इत्यादि |

धातुरूपाणि -

संभावितकालांशौ – द्वौ

उपविषयः - भू गम् (पञ्चसु लकारेषु)

सहायक-सामग्री- अधिन्यासः, जी.ओ, चार्टपत्रम्

मूल्याङ्कनविधिः - माइंड मैप, कक्षा-परीक्षा, वाक्यनिर्माणद्वारा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च ।

कौशलानि - शुद्धोच्चारणम्, चिन्तनकौशलस्यविकासः, वाचन-लेखनकौशलयोः विकासः

कला-एकीकरणम् - लयबद्धतया धातुरूप-उच्चारणम् ।

अधिगम-प्राप्तिः- समुचित समये समुचित धातुरूपाणां चयनं कर्तुं पारयन्ति छात्राः क्रियापदस्य समुचित प्रयोगं कर्तुं प्रभवन्ति, छात्राणां शब्दकोशस्य विकासः भविष्यति । नूतनशब्दान् ज्ञास्यन्ति|वाक्यनिर्माणे समर्थाः भविष्यन्ति|

जुलाई

तृतीयः पाठः -विजयतां स्वदेशः

संभावितकालांशाः – त्रयः

उपविषयः- देशभक्तिः सद्भवहारः च ।

सहायिका-सामग्री- पुस्तकम्, अधिन्यासः कथा इत्यादयः ।

मूल्याङ्कनविधिः - आत्मनिरीक्षणसूची, कक्षा-परीक्षा, प्रश्नोत्तरविधिः, सामूहिक

चर्चा | प्रश्नोत्तरविधिः | अपि च अधिन्यासे चर्चा ।

कौशलानि - स्मरणशक्तिः, चिन्तनम्, स्पष्टोच्चारणं, सद्भवहारः, लेखनकौशलम्, इत्यादि ।

कला-एकीकरणम् - नाटकाभिनयम्

अधिगम- प्राप्तिः - देशभक्तेः विकासः, उत्तमगुणानां वर्धनम्, अनुशासनम्, उत्तमचरित्र निर्माणं, व्याकरणज्ञानम्, नैतिकमूल्यानि, स्पष्टोच्चारणे निपुणता, चिन्तनशक्तेः वर्धनम् इत्यादि ।

चतुर्थः पाठः- विद्यया भान्ति सद्गुणाः

संभावितकालांशाः – पञ्च

उपविषयः- नीतिश्लोकाः ।

मूल्याङ्कनविधिः - सामूहिक चर्चा, प्रश्नोत्तरविधिः, अपि च अधिन्यासे चर्चा ।

कौशलानि - स्पष्टोच्चारणं, स्व-कर्तव्यपालने जागरूकता इत्यादि ।

सहायिका-सामग्री- पाठ्य-पुस्तकम्, अधिन्यासः, आलस्यस्योपरि कथा इत्यादि ।

कला-एकीकरणम् - अव्ययपदानि (जी.ओ निर्माणम्)

अधिगम- प्राप्तिः - व्याकरणज्ञानम्, स्पष्टोच्चारणे निपुणता, चिन्तनशक्तेः वर्धनम् इत्यादि ।

प्रत्ययः

संभावितकालांशौ – द्वौ

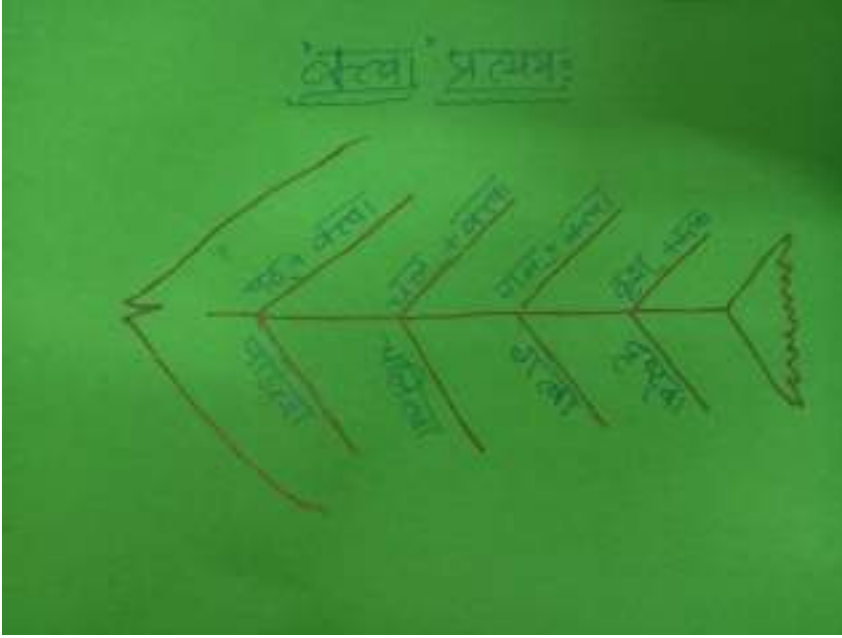
उपविषयः – क्त्वा तुमुन्

सहायक-सामग्री – अभ्यासपत्रम्

मूल्याङ्कनविधिः – माइंड मैप, कक्षा-परीक्षा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च ।

कौशलानि – शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः स्मरणशक्तेः तर्कशक्तेः आत्मविश्वासस्य च विकासः।

कला-एकीकरणम् – मत्स्य-अस्थिका आकृति निर्माणम् (फ्रिश् बोन डैग्राम) एकस्मिन् पार्श्वे प्रकृति-प्रत्ययौ विभज्य, अन्यस्मिन् पार्श्वे संयोज्य लेखनम् ।



अधिगम-प्राप्तिः – प्रकृति-प्रत्ययोः विभाजनं मेलनं च कर्तुं प्रभवन्ति, नूतनशब्दान् ज्ञास्यन्ति । वाक्यनिर्माणे समर्थाः भविष्यन्ति।

शब्दरूपाणि

संभावित-कालांशाः – त्रयः

उपविषयः – उकारान्त- शब्दाः गुरुवत् (भानु, साधु, आदयः)

-सर्वनामशब्दाः - अस्मद्, युष्मद्

सहायक-सामग्री – अधिन्यासः, जी.ओ, चार्टपत्रम् ।

मूल्याङ्कनविधिः – आत्मनिरीक्षण सूची, वाक्यनिर्माणद्वारा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च।

कौशलानि – स्वरणशक्तेः विकासः, वाक्यनिर्माण कौशलम्, शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः वाक्यनिर्माणे समर्थाः भविष्यन्ति।

कला-एकीकरणम् – उच्चैः लयबद्धतया शब्दरूपाणाम् उच्चारणम् ।

अधिगम-प्राप्तिः – समुचित समये समुचित शब्दचयनं कर्तुं पारयन्ति, नूतनशब्दान् ज्ञास्यन्ति ।

कारक-उपपदविभक्तयः

सम्भावित-कालांशाः – त्रयः

उपविषयः - द्वितीया- परितः, समया, निकषा, प्रति, विना, उभयतः

तृतीया - सह, , समम्, सार्धम्, विना, अलम्, हीनः

चतुर्थी – रुच्, दा(यच्छ), नमः, कुप्, अलं (सामर्थ्ये)

सहायक-सामग्री- माइंड मैप, पाठ्यपुस्तकम्, अभ्यासपत्रम् च ।

मूल्याङ्कनविधिः- प्रश्नोत्तरविधिना, अभ्यासपत्रैः च।

जीवनकौशलानि- शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, विकासः स्मरणशक्त्याः तर्कशक्तेः

विकासः, आत्मविश्वासस्य च विकासः।

कला-एकीकरणम् – जी.ओ निर्माणम्



अधिगम-प्राप्तिः- उपपदविभक्तेः ज्ञानात् शब्दरूपाणां समुचित प्रयोगं कुर्वन्ति, विभक्तिचयनं समीचीनतया कुर्वन्ति, नूतनशब्दान् ज्ञास्यन्ति । वाक्यनिर्माणे समर्थाः भविष्यन्ति।

अगस्त

पञ्चमः पाठः – कर्मणा याति संसिद्धिः

संभावित कालांशाः – पञ्च

उपविषयः- कथा

सहायिका-सामग्री- पाठ्यपुस्तकम्, चित्राधारिता नीतियुक्ताः कथाः इत्यादयः ।

मूल्याङ्कनविधिः - प्रश्नोत्तरविधिः, कक्षापरीक्षा, अभिनयः, अपि च अधिन्यासे चर्चा ।

कौशलानि - चिन्तनम्, स्पष्टोच्चारणं, वाचनकौशलम्, लेखनकौशलम्, ज्येष्ठानाम् आदरः गौरवः च ।

कला-एकीकरणम् – नीतियुक्तकथानां शीर्षकाणां संग्रहकरणम् ।

अधिगम- प्राप्तिः – भारतीय साहित्येषु रुच्युत्पादनम्, सेवाभावः, भ्रातृत्वभावना,

व्याकरणज्ञानम्, नैतिकमूल्यानि, स्पष्टोच्चारणे निपुणता, चिन्तनशक्तेः वर्धनम् इत्यादि ।

धातुरूपाणि -

संभावितकालांशः – त्रयः

उपविषयः –अस्, क्षाल्, नी (पञ्चसु लकारेषु) सेव् लभ् (लट्लृटलकारयोः)

सहायक-सामग्री– अधिन्यासः, जी.ओ, चार्टपत्रम्

मूल्याङ्कनविधिः - माइंड मैप, कक्षा-परीक्षा, वाक्यनिर्माणद्वारा, प्रश्नोत्तरविधिना, अभ्यासपत्रैःच।

कौशलानि - शुद्धोच्चारणम्, चिन्तनकौशलस्यविकासः, वाचन-लेखनकौशलयोःविकासः।

कला-एकीकरणम् –लयबद्धातया धातुरूपाणां उच्चैः उच्चारणम् ।

अधिगम-प्राप्तिः– समुचित समये समुचित धातुरूपाणां चयनं कर्तुं पारयन्ति छात्राः क्रियापदस्य समुचित प्रयोगं कर्तुं प्रभवन्ति, छात्राणां शब्दकोशस्य विकासः भविष्यति | नूतनशब्दान् ज्ञास्यन्ति| वाक्यनिर्माणे समर्थाः भविष्यन्ति।

स्वरसन्धिः

संभावितकालांशः – त्रयः

अधिगम-उद्देश्यानि-वाक्येषु सन्धिप्रयोगः, संधिविच्छेदः संधिकार्ये च सामर्थ्यं, संधियुक्तशब्देषु नियमान् द्रष्टुं सामर्थ्यं, नूतनशब्दज्ञानम्, भाषायांदक्षता।

उपविषयः –वृद्धि, यण्, अयादि

सहायक-सामग्री– माइंड मैप, अभ्यासपत्रम्, आदर्शप्रश्नपत्रं, संधियुक्तपदचयनायपाठ्यपुस्तकम् ।

मूल्याङ्कनविधिः- आत्मनिरीक्षणसूची, माइंड मैप, कक्षा-परीक्षा, प्रश्नोत्तरविधिः, अधिन्यासे चर्चा प्रश्नोत्तरविधिना, अभ्यासपत्रैःच।

कौशलानि- शुद्धोच्चारणम्, चिन्तनकौशलस्यविकासः, वाचन-लेखनकौशलयोःविकासः, स्मरणकौशलस्य वर्धनम् ।

कला-एकीकरणम् – नियमोदाहरणेन सह जी. ओ निर्माणम्

अधिगम-प्राप्तिः– संधि एवं संधि-विच्छेदे निपुणाः भवन्ति | नूतनशब्दान् ज्ञास्यन्ति | वाक्यनिर्माणे समर्थाः भविष्यन्ति।

संख्या

संभावितकालांशौ – द्वौ

अधिगम-उद्देश्यानि-वाक्येषु सङ्ख्यापदानां प्रयोगः, लिङ्गानुसारमपि संख्याचयनम् ।

उपविषयः - 1-50

सहायक-सामग्री– कक्षायां विद्यमानानि वस्तूनि, छात्राः, पुस्तकानि, अभ्यासपत्रम्, चित्राणि पी. पी. टी. च।

मूल्याङ्कनविधिः- संख्या क्रीडा, अभ्यासपत्रैःच।

कौशलानि-शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, स्मरणशक्तेः, तर्कशक्तेः आत्मविश्वासस्य च विकासः।

कला-एकीकरणम् – संख्या क्रीडा

अधिगम-प्राप्तिः—एकाग्रतायाः वर्धनम्, (संख्याक्रीडया) संख्या ज्ञानम्,समये तस्य प्रयोगश्च ।

प्रत्ययः

संभावितकालांशाः – एकः

अधिगम-उद्देश्यानि—विभिन्न स्थानेषु विभिन्न प्रत्यायान्तशब्दान् चुन्वन्ति अपि च समये तेषां प्रयोगम् अपि कुर्वन्ति, वाक्येषु प्रत्ययप्रयोगः नूतनशब्दज्ञानम्, भाषायां दक्षता।

उपविषयः –तुमुन्

सहायक-सामग्री—अभ्यासपत्रम्

मूल्याङ्कनविधिः—माइंड मैप, कक्षा-परीक्षा, प्रश्नोत्तरविधिना, अभ्यासपत्रैःच।

कौशलानि—शुद्धोच्चारणम्, चिन्तनकौशलस्यविकासः, वाचन-लेखनकौशलयोःस्मरणशक्तेः तर्कशक्तेः आत्मविश्वासस्य च विकासः।

कला-एकीकरणम् - मत्स्य-अस्थिका आकृति निर्माणम् (फ्रिश् बोन डैग्राम)

एकस्मिन् पार्श्वे प्रकृति-प्रत्ययौ विभज्य, अन्यस्मिन् पार्श्वे संयोज्य लेखनम् ।

अधिगम-प्राप्तिः— प्रकृति-प्रत्ययोः विभाजनं मेलनं च कर्तुं प्रभवन्ति, नूतनशब्दान् ज्ञास्यन्ति । वाक्यनिर्माणे समर्थाः भविष्यन्ति ।

सितम्बर

- पुनरावृत्तिः

प्रथमसत्रम् (पाठ्यक्रमः)

(क) खंडः- अपठित-अवबोधनम् –

अपठितगद्यांश-आधारितानिप्रश्नोत्तराणि

(ख) खंडः – रचनात्मकं कार्यम् –

पत्रलेखनम्, चित्रवर्णनम्

(ग) खंडः – अनुप्रयुक्त-व्याकरणम् –

स्वरसन्धिः - दीर्घ, गुण, वृद्धि, यण्, अयादि

शब्दरूपाणि -

- अकारान्तपुल्लिंगशब्दाः बालकवत् (काक, मानव, बाल, भीमसेन, तपोदत्तआदयः)
- उकारान्तपुल्लिंगशब्दाः साधुवत् (तरु, अभिमन्यु, जटायु, आदयः)
- आकारान्तस्त्रीलिंगशब्दाः लतावत् (बालिका, पाठशाला, तुला, सीता, आदयः)
- सर्वनामशब्दाः - अस्मद्, युष्मद्

धातुरूपाणि-

- भू,गम्, अस्, क्षाल्, नी (पञ्चलकारेषु) सेव् लभ् (लट्लृट्लकारयोः)

कारक-उपपदविभक्तयः

- द्वितीया- परितः, समया, निकषा, प्रति, विना, उभयतः
- तृतीया - सह, समम्, सार्धम्, विना, अलम्, हीनः

- चतुर्थी – रुच्, दा(यच्छ), नमः, कुप्, अलम्
प्रत्ययाः – क्त्वा, तुमन्
उच्चारणस्थानानि

अव्ययपदानि –स्थानबोधकानि ,कालबोधकानि

संख्या - 1-50

(खंडः - घ ,पठित-अवबोधनम्)

पाठ्यपुस्तिका –

प्रथमः पाठः – अविवेकः परमापदां पदं

द्वितीयः पाठः – पाथेयम्

तृतीयः पाठः – विजयतां स्वदेशः

चतुर्थः पाठः – विद्यया भान्ति सद्गुणाः

पञ्चमः पाठः- कर्मणा याति संसिद्धिम्

अक्टूबर

षष्ठः पाठः – तत् त्वम् असि

संभावित-कालांशः – पञ्च

उपविषयः– शब्दरूपाणि

सहायिका-सामग्री–अभ्यासः, अधिन्यास, पाठ्यपुस्तकम्, इत्यादयः |

मूल्याङ्कनविधिः - सामूहिकचर्चा, कक्षापरीक्षा, प्रश्नोत्तरविधिः, अपि च अधिन्यासे चर्चा |

कौशलानि –चिन्तनम्, स्पष्टोच्चारणं, सद्भावहारः, लेखनकौशलम्, इत्यादि |

कला-एकीकरणम् –नाट्याभिनयः|

अधिगम- प्राप्तिः –आध्यात्मिकतायाः ज्ञानं ,व्याकरणज्ञानम्, नैतिकमूल्यानि, स्पष्टोच्चारणे निपुणता,

चिन्तनशक्तेः वर्धनम् इत्यादि |

व्यञ्जनसन्धिः विसर्गः च

संभावितकालांशः – चत्वारः

उपविषयः –वर्गीयप्रथमवर्णस्य तृतीये वर्णे परिवर्तनम् , म् स्थाने अनुस्वारः ,उत्वं, शत्वं ,षत्वं, सत्वं

सहायक-सामग्री– माइंड मैप, अभ्यासपत्रम्, आदर्शप्रश्नपत्रं, संधियुक्तपदचयनाय पाठ्यपुस्तकम् |

मूल्याङ्कनविधिः– आत्मनिरीक्षणसूची, माइंड मैप, कक्षा-परीक्षा, प्रश्नोत्तरविधिः, अधिन्यासे चर्चा

प्रश्नोत्तरविधिना, अभ्यासपत्रैः च |

कौशलानि- शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः,

स्मरणकौशलस्य वर्धनम् |

कला-एकीकरणम् – जी.ओ (नियमोदाहरणलेखनम्)

अधिगम-प्राप्तिः– संधि एवं संधि-विच्छेदे निपुणाः भवन्ति | नूतनशब्दान् ज्ञास्यन्ति | वाक्यनिर्माणे समर्थाः भविष्यन्ति|

शब्दरूपाणि

संभावित-कालांशः – त्रयः

उपविषयः – हलन्त- भवत्
अकारान्त –नपुंसकलिङ्ग –फलवत्
सर्वनाम –तत् किम् (त्रिषु लिङ्गेषु)

सहायक-सामग्री– अधिन्यासः, जी.ओ, चार्टपत्रम् |

मूल्याङ्कनविधिः– आत्मनिरीक्षण सूची, वाक्यनिर्माणद्वारा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः
च।

कौशलानि- स्वरणशक्तेः विकासः, वाक्यनिर्माण कौशलम्, शुद्धोच्चारणम्, चिन्तनकौशलस्य
विकासः, वाचन-लेखनकौशलयोः विकासः वाक्यनिर्माणे समर्थाः भविष्यन्ति।

कला-एकीकरणम् – लयबद्धरूपेण शब्दरूपाणाम् उच्चारणम्

अधिगम-प्राप्तिः –समुचित समये समुचित शब्दचयनं कर्तुं पारयन्ति, नूतनशब्दान् ज्ञास्यन्ति |

धातुरूपाणि -

संभावितकालांशः – त्रयः

अधिगम-उद्देश्यानि-वाक्येषु धातुरूपाणां प्रयोगः, नूतनशब्दज्ञानम्, भाषायां दक्षता |

उपविषयः –नम् ,प्रच्छ ,कृ ,ज्ञा (पञ्चसु लकारेषु) रुच् (लट्लृट्लकारयोः)

सहायक-सामग्री– अधिन्यासः, जी.ओ, चार्टपत्रम्

मूल्याङ्कनविधिः - माइंड मैप, कक्षा-परीक्षा, वाक्यनिर्माणद्वारा, प्रश्नोत्तरविधिना, अभ्यासपत्रैःच।

कौशलानि - शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोःविकासः।

कला-एकीकरणम् – धातुरूपोच्चारण क्रीडा |

अधिगम-प्राप्तिः– समुचित समये समुचित धातुरूपाणां चयनं कर्तुं पारयन्ति छात्राः क्रियापदस्य
समुचित प्रयोगं कर्तुं प्रभवन्ति, छात्राणां शब्दकोशस्य विकासः भविष्यति | नूतनशब्दान्
ज्ञास्यन्ति|वाक्यनिर्माणे समर्थाःभविष्यन्ति।

नवम्बर

सप्तमः पाठः – तरवे नमोऽस्तु |

संभावित- कालांशः – पञ्च

उपविषयः– संधिः

सहायिका-सामग्री–पाठ्यपुस्तकम्, अधिन्यासः इत्यादयः |

मूल्याङ्कनविधिः - कक्षापरीक्षा, प्रश्नोत्तरविधिः, अभ्यासः अपि च अधिन्यासे चर्चा |

कौशलानि –चिन्तनम्, स्पष्टोच्चारणं, लेखनकौशलम्, इत्यादि |

कला-एकीकरणम् – श्लोकगायनम्

अधिगम- प्राप्तिः – व्याकरणज्ञानम्, नैतिकमूल्यानि, स्पष्टोच्चारणे निपुणता, चिन्तनशक्तेः वर्धनम् इत्यादि |

अष्टमः पाठः – न धर्मवृद्धेषु वयः समीक्ष्यते

संभावितकालांशाः – चत्वारः

उपविषयः – नीतिपरकतथ्यानि

सहायिका-सामग्री – पुस्तकम्, चित्राधारिता कथा, इत्यादयः |

मूल्याङ्कनविधिः – सामूहिक चर्चा, कक्षापरीक्षा, प्रश्नोत्तरविधिः अपि च अधिन्यासे चर्चा |

कौशलानि – क्षमताचिन्तनम्, स्पष्टोच्चारणं, सद्भवहारः, लेखनकौशलम्, इत्यादि |

कला-एकीकरणम् – ध्रुवादिनां चित्राणां संकलनम् |

अधिगम- प्राप्तिः – सुजनता, व्याकरणज्ञानम्, नैतिकमूल्यानि, स्पष्टोच्चारणे निपुणता, चिन्तनशक्तेः वर्धनम् इत्यादि |

कारक-उपपदविभक्तयः

संभावित-कालांशाः – त्रयः

उपविषयः – पञ्चमी – विना, बहिः, भी, रक्ष

षष्ठी – उपरि, अधः, पुरतः, पृष्ठतः, वामतः, दक्षिणतः

सप्तमी – स्निह, निपुणः, विश्वस्, कुशल

सहायक-सामग्री – माइंड मैप, पाठ्यपुस्तकम्, अभ्यासपत्रम् |

मूल्याङ्कनविधिः – प्रश्नोत्तरविधिना, अभ्यासपत्रैः च |

जीवनकौशलानि – शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, विकासः स्मरणशक्त्याः तर्कशक्तेः विकासः, आत्मविश्वासस्य च विकासः |

कला-एकीकरणम् – जी.ओ निर्माणम्

अधिगम-प्राप्तिः – उपपदविभक्तेः ज्ञानात् शब्दरूपाणां समुचित प्रयोगं कुर्वन्ति, विभक्तिचयनं समीचीनतया कुर्वन्ति, नूतनशब्दान् ज्ञास्यन्ति | वाक्यनिर्माणे समर्थाः भविष्यन्ति |

प्रत्ययः

संभावितकालांशः – द्वौ

उपविषयः – ल्यप्, शतृ

सहायक-सामग्री – अभ्यासपत्रम्

मूल्याङ्कनविधिः – माइंड मैप, कक्षा-परीक्षा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च |

कौशलानि – शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः स्मरणशक्तेः तर्कशक्तेः आत्मविश्वासस्य च विकासः |

कला-एकीकरणम् – मत्स्य-अस्थिका आकृति निर्माणम् (फ्रिश् बोन डैग्राम)

एकस्मिन् पार्श्वे प्रकृति-प्रत्ययौ विभज्य, अन्यस्मिन् पार्श्वे संयोज्य लेखनम् ।

अधिगम-प्राप्तिः- प्रकृति-प्रत्ययोः विभाजनं मेलनं च कर्तुं प्रभवन्ति, नूतनशब्दान् ज्ञास्यन्ति ।
वाक्यनिर्माणे समर्थाः भविष्यन्ति।

दिसंबर

नवमः पाठः –कवयामि, वयामि, यामि

संभावित कालांशाः – पञ्च

उपविषयः– कवितां प्रति रुचिजागरणम् ।

सहायिका-सामग्री-चलच्चित्रं, पुस्तकम् इत्यादि ।

जीवनमूल्यानि–ऐतिहासिकतथ्यानि प्रति रुच्युत्पादनम् ।

मूल्याङ्कनविधिः-प्रश्नोत्तरविधिः, चर्चा माध्यमेन, कोलाज निर्माणेन अपि च अधिन्यासे चर्चा ।

कौशलानि - व्याकरणज्ञानम्, स्पष्टोच्चारणेनिपुणता, चिन्तनशक्तेः वर्धनम् इत्यादि।

कला-एकीकरणम् – चार्टपत्रे सूक्तिनां संचयनम् ।

अधिगम- प्राप्तिः–व्याकरणज्ञानम्, स्पष्टोच्चारणेनिपुणता, चिन्तनशक्तेः वर्धनम् इत्यादि ।

अव्ययपदानि

संभावितकालांशाः – द्वौ

उपविषयः – प्रश्नबोधकानि ,अन्यानि

सहायक-सामग्री– अभ्यासपत्रम् पाठ्यपुस्तकम् च

मूल्याङ्कनविधिः-प्रश्नोत्तरविधिना, अभ्यासपत्रैःच।

कौशलानि-शुद्धोच्चारणम्, चिन्तनकौशलस्यविकासः, वाचन-लेखनकौशलयोः वर्धनम् ।

कला-एकीकरणम् – अव्ययशब्दान् पाठ्यपुस्तके वर्णितं कुर्वन्ति ।

अधिगम-प्राप्तिः- अव्ययपदानां विभिन्न स्थानेषु विभिन्न अर्थैः सह अवगमनम्, नूतनशब्दान् ज्ञास्यन्ति । वाक्यनिर्माणे समर्थाः भविष्यन्ति।

संख्या

संभावितकालांशौ – द्वौ

अधिगम-उद्देश्यानि-वाक्येषु सङ्ख्यापदानां प्रयोगः, लिङ्गानुसारमपि संख्याचयनम् ।

उपविषयः–51-100

सहायक-सामग्री– कक्षायां विद्यमानानि वस्तूनि, छात्राः, पुस्तकानि, अभ्यासपत्रम्, चित्राणिपी. पी. टी. च।

मूल्याङ्कनविधिः- संख्या क्रीडा, अभ्यासपत्रैःच।

कौशलानि-शुद्धोच्चारणम्, चिन्तनकौशलस्यविकासः, स्मरणशक्तेः, तर्कशक्तेः आत्मविश्वासस्य च विकासः।

कला-एकीकरणम् – संख्या क्रीडा (विभिन्न प्रकारेण संख्या क्रीडा)

अधिगम-प्राप्तिः–एकाग्रतायाः वर्धनम्, (संख्याक्रीडया) संख्या ज्ञानम्,समये तस्य प्रयोगश्च ।

जनवरी -

- पुनरावृत्तिः

द्वितीयसत्रम् (पाठ्यक्रमः)

(क) खंडः- अपठित-अवबोधनम् –

अपठितगद्यांश-आधारितानि प्रश्नोत्तराणि

(ख) खंडः – रचनात्मकं कार्यम् –

पत्रलेखनम्, चित्रवर्णनम्, संवादपूर्तिः/कथापूर्तिः

(ग) खंडः - अनुप्रयुक्तव्याकरणम् –

स्वरसन्धिः - दीर्घ, गुण, वृद्धि, यण्, अयादि ।

व्यञ्जन-सन्धिः-वर्गीयप्रथमवर्णस्य तृतीये वर्णे परिवर्तनम् , म् स्थाने अनुस्वारः

विसर्ग सन्धिः- उत्वं, शत्वं, षत्वं, सत्वं

शब्दरूपाणि – हलन्त- भवत्

- अकारान्त पुल्लिङ्ग शब्दाः बालकवत् (काक, मानव, बाल, भीमसेन, तपोदत्त आदयः)
- उकारान्त पुल्लिङ्ग शब्दाः साधुवत् (तरु, अभिमन्यु, जटायु, आदयः)
- आकारान्त स्त्रीलिङ्ग शब्दाः लतावत् (बालिका, पाठशाला, तुला, सीता, आदयः)
- सर्वनामशब्दाः - अस्मद्, युष्मद्
- सर्वनाम –तत् किम् (त्रिषु लिङ्गेषु)
- अकारान्त –नपुंसकलिङ्ग –फलवत्

धातुरूपाणि – नम्, प्रच्छ, कृ, ज्ञा भू, गम्, अस्, क्षाल्, नी (पञ्चसु लकारेषु)

सेव् लभ्, रुच् (लट्लृट्लकारयोः)

कारक-उपपदविभक्तयः-

- द्वितीया- परितः, समया, निकषा, प्रति, विना, उभयतः
- तृतीया - सह, समम्, सार्धम्, विना, अलम्, हीनः
- चतुर्थी – रुच्, दा(यच्छ), नमः, कुप्, अलम्
- पञ्चमी –विना, बहिः, भी, रक्ष
- षष्ठी – उपरि, अधः, पुरतः, पृष्ठतः, वामतः, दक्षिणतः
- सप्तमी – स्निह्, निपुणः, विश्वस्, कुशल

प्रत्ययाः – क्त्वा, तुमन्, ल्यप्, शतृ,

उच्चारणस्थानानि

संख्या – 1-100

अव्ययपदानि – स्थानबोधकानि, कालबोधकानि, प्रश्नबोधकानि, अन्यानि

(घ) खंडः- पठित-अवबोधनम् –

पाठ्यपुस्तिका –

प्रथमः पाठः – अविवेकः परमापदां पदं

द्वितीयः पाठः – पाथेयम्

तृतीयः पाठः – विजयतां स्वदेशः

चतुर्थः पाठः – विद्यया भान्ति सद्गुणाः

पञ्चमः पाठः- कर्मणा याति संसिद्धिम्

षष्ठः पाठः – तत् त्वम् असि

सप्तमः पाठः – तरवे नमोऽस्तु |

अष्टमः पाठः – न धर्मवृद्धेषु वयः समीक्ष्यते |

नवमः पाठः – कवयामि, वयामि, यामि |

दशमः पाठः – भारतीयविज्ञानम् (केवलम् आन्तरिकमूल्यांकनम्)

एकादश पाठः – भारतेनास्ति मे जीवनं (केवलम् आन्तरिकमूल्यांकनम्)

श्रवण/वाचन-मूल्याङ्कन-गतिविधिः

वार्षिक-परीक्षायै संपूर्ण-पाठ्यक्रमः आगच्छति |

ACADEMIC PLANNER (2022-2023)

MATHEMATICS

CLASS - IX

MONTH: APRIL

NUMBER OF PERIODS: 12

TOPIC: CH -1, NUMBER SYSTEMS

SUBTOPICS:

1. Rational and irrational numbers.
2. Terminating and non-terminating decimal expansions.
3. Representation of real numbers on number line.
4. Rationalization of irrational denominators.
5. Laws of Exponents for real numbers.

TEACHING AID: E board, Text book, Assignment, Mind map

LAB ACTIVITY: To represent irrational numbers ($\sqrt{2}, \sqrt{5}, \sqrt{7}$) etc. on number line.

ASSESSMENT STRATEGY: Pen paper test, Student Reflection checklist, Geometry box

ART INTEGRATION: Square root spiral

SKILL ENHANCED: Problem solving,
Creative thinking



LEARNING OUTCOMES:

The learner:

- ◆ Understands the concept of rational numbers and irrational numbers.
- ◆ Recalls Real numbers and their decimal expansion.
- ◆ Represents real numbers on the number line.
- ◆ Solves questions using operations on real numbers.
- ◆ Recognizes laws of exponents for real numbers.

MONTH: APRIL

NUMBER OF PERIODS: 8

TOPIC: CH – 3, COORDINATE GEOMETRY

SUB TOPICS

1. Cartesian plane and coordinate axes.
2. Quadrants
3. To locate a point in four quadrants, X – axis and Y – axis.

TEACHING AID: E board, Text book, Assignment, Mind map, Student Reflection Check list, Graph paper.

ART INTEGRATION: Foldable

EXPERIENTIAL LEARNING: Crossword

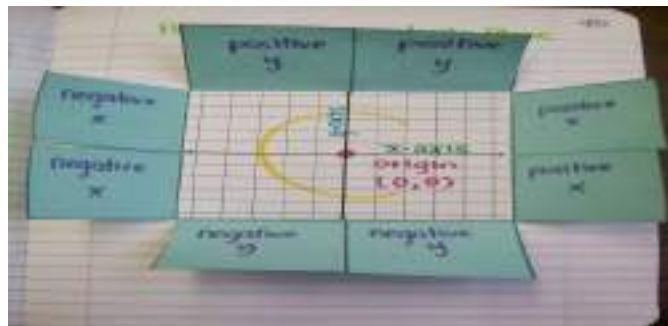
ASSESSMENT STRATEGY: Pen paper test, Student Reflection checklist

SKILL ENHANCED: Plotting of coordinates on graph paper, Graphical and interpreting skills

LEARNING OUTCOMES:

The learner:

- ◆ Understands the concept of Cartesian system.
- ◆ Recalls and plots a point in the plane if its coordinates are given.



MONTH: MAY

NUMBER OF PERIODS: 18

TOPIC: CH – 2, POLYNOMIALS

SUB TOPICS:

1. Definition of a polynomial.
2. Classification of polynomial on the basis of terms and degree.
3. Zero of a polynomial.
4. Remainder theorem.
5. Factor theorem.
6. Factorization of Polynomials.
7. Algebraic Identities.

TEACHING AID: E board, Text book, Assignment, Mind map, Frayer’s model

LAB ACTIVITY: To interpret geometrically the factors of quadratic equation of the type $x^2 + bx + c$ using square grids, strips and paper slips.

ART INTEGRATION: Frayer’s Model ➔

ASSESSMENT STRATEGY: Pen paper test, Student Reflection checklist

SKILL ENHANCED: Problem solving, Quantitative reasoning, Critical thinking

LEARNING OUTCOMES:

The learner:

- ◆ Recalls the concept of polynomials.
- ◆ Defines and identifies types of polynomials.
- ◆ Finds the Zeros of polynomials.
- ◆ States and applies Remainder theorem.
- ◆ States and applies Factor theorem.
- ◆ Solves questions using Factorisation of polynomials.
- ◆ Identifies Algebraic identities and solves questions using algebraic identities.



MONTH: JULY

NUMBER OF PERIODS: 13

TOPIC: CH-4, LINEAR EQUATIONS IN TWO VARIABLES

SUB TOPICS:

1. Finding solution of linear equation in two variables.
2. Analyzing graph of linear equation.
3. Graph of a Linear equation in two variables

TEACHING AID: E board, Text book, Assignment, Graph paper, Mind map

ASSESSMENT STRATEGY: Pen paper test, Student reflection check list

SKILL ENHANCED: Problem solving, critical thinking, Graphical and interpreting skills.

LEARNING OUTCOMES:

The learner:

- ◆ Recalls Linear Equations in one variables
- ◆ Defines Linear Equations in two variables
- ◆ Identifies the general form of Linear Equations in two variables
- ◆ Frames Linear Equations in two variables according to given situation
- ◆ Finds number of solutions of Linear Equations in two variables
- ◆ Finds different solutions of Linear Equations in two variables
- ◆ Finds Geometrical Representation of Linear Equations in two variables
- ◆ Sketches the graph of Linear Equations in two variables.

MONTH: JULY

NUMBER OF PERIODS: 7

TOPIC: CH – 5, INTRODUCTION TO EUCLID’S GEOMETRY

SUB TOPICS:

1. Euclid’s definitions
2. Axioms and Postulates

TEACHING AID: E board, Text book, Assignment, Foldable



ART INTEGRATION: Foldable 

SKILL ENHANCED: Problem solving, Creative thinking

LEARNING OUTCOMES:

The learner:

- ◆ Recognizes point, line segment and surface in the given objective shape.
- ◆ Learns about various terms like axioms, postulates and theorems.
- ◆ Applies the basic definition, axiom and postulate to solve the questions.
- ◆ Identifies equivalent Versions of Euclid's fifth postulate.

MONTH: JULY - AUGUST

NUMBER OF PERIODS: 14

TOPIC: CH – 6, LINES AND ANGLES

SUB TOPICS:

1. Basic geometrical terms – lines, angles, line segments, point, plane, collinear and non-collinear points, types of angles, vertically opposite angles and linear pair.
2. Parallel lines and transversal.
3. Angle sum property of a triangle and exterior angle property of a triangle.

TEACHING AID: E board, Text book, Assignment, Lab activity, Mind map, Geometry box

ASSESSMENT STRATEGY: Pen paper test, Student Reflection Checklist, Word search

EXPERIENTIAL LEARNING: Word search 

SKILL ENHANCED: Problem solving, critical thinking, analytical thinking

LEARNING OUTCOMES:

The learner:

- ◆ Recalls basic geometrical terms – lines, angles, line segments, point, plane, collinear and non-collinear points.
- ◆ Classifies types of angles.
- ◆ Identifies pairs of angles.
- ◆ Applies the knowledge of parallel lines and transversal.
- ◆ Applies theorems related to angles and parallel lines to solve questions.



MONTH: AUGUST

NUMBER OF PERIODS: 17

TOPIC: CH – 7, TRIANGLES

SUB TOPICS:

1. Congruent figures.
2. Different congruence conditions of Triangles viz. SSS, SAS, ASA, AAS and RHS.
3. Some properties of a triangle.

TEACHING AID: E board, Text book, Assignment, Lab activity, Mind map

LAB ACTIVITY: The experimental verification of- “The longer side of the triangle has the greater angle opposite to it.”

EXPERIENTIAL LEARNING: Activity on Congruence of Triangles

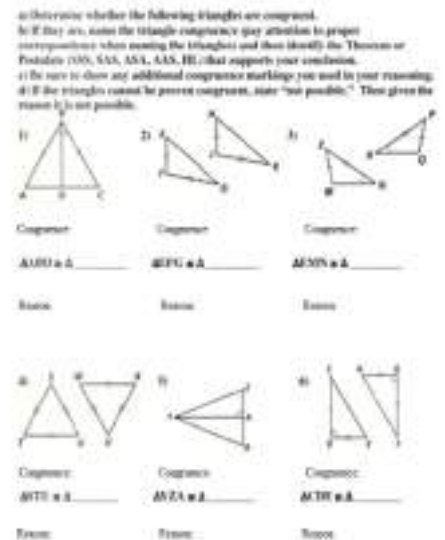
ASSESSMENT STRATEGY: Pen Paper test, Student Reflection Checklist, Assignment, Activity on congruence of triangles.

SKILL ENHANCED: Problem solving, analytical thinking

LEARNING OUTCOMES:

The learner:

- ◆ Uses concept of congruency of triangles.
- ◆ Applies criteria for congruence of triangles viz. SSS, SAS, ASA, AAS and RHS.
- ◆ Applies properties of triangle.
- ◆ Demonstrates isosceles triangle property.



SEPTEMBER REVISION FOR TERM I AND TERM 1 EXAM SYLLABUS FOR TERM I

I. NUMBER SYSTEMS

Ch – 1, Number Systems

II. ALGEBRA

Ch – 4, Linear equations in two variables

III. COORDINATE GEOMETRY

Ch – 3, Coordinate Geometry

IV. GEOMETRY

Ch – 6, Lines and Angles

Ch – 7, Triangles

SUBJECT ENRICHMENT ACTIVITY – MATHEMATICS LAB ACTIVITIES

TERM – II

MONTH: OCTOBER

NUMBER OF PERIODS: 17

TOPIC: CH – 8, QUADRILATERALS

SUB TOPICS:

1. Types of quadrilaterals.
2. Properties of a parallelogram.
3. Mid–point theorem.

TEACHING AID: E board, Text book, Assignment, Lab activity, Different type of papers, Foldable

LAB ACTIVITY: To verify mid- point theorem for a triangle by paper cutting.

ASSESSMENT STRATEGY: Pen paper test, Student Reflection Checklist, Mind map

SKILL ENHANCED: Problem solving, critical thinking, Analytical thinking

LEARNING OUTCOMES:

The learner:

- ◆ Recalls and identifies types of quadrilateral and their properties.
- ◆ Explores that the sum of interior angles of a quadrilateral is 360° .
- ◆ Understands the properties of different types of quadrilaterals with reference to their sides and angles.
- ◆ Applies the knowledge attained about quadrilaterals in solving problems related to quadrilaterals.
- ◆ Defines and proves mid-point theorem.

MONTH: NOVEMBER

NUMBER OF PERIODS: 17

TOPIC: CH – 10, CIRCLES

SUB TOPICS:

1. Circles and its related terms.
2. Angle subtended by a chord at a point.
3. Perpendicular from the centre to a chord.
4. Circle through three points.
5. Equal chords and their distances from the centre.
6. Angle subtended by an arc of a circle.
7. Cyclic Quadrilaterals.

TEACHING AID: E board, Text book, Assignment, Foldable, Lab activity, Mind map

LAB ACTIVITY: 1. To verify that the angle subtended by an arc of a circle at the centre is double the angle subtended by it at any point on the remaining part of the circle.

2. To verify that opposite angles of a cyclic quadrilateral are supplementary.

ASSESSMENT STRATEGY: Pen paper test, Student Reflection Checklist

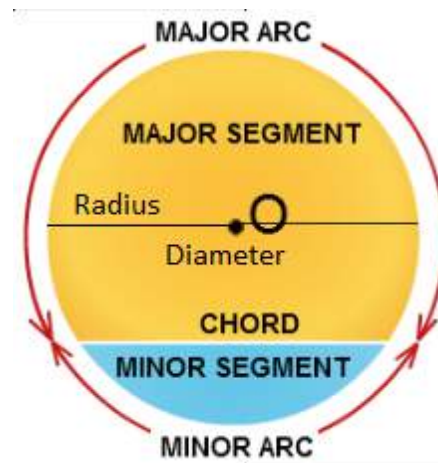
ART INTEGRATION: To locate centre, radius, diameter, segment, arc etc. by paper folding.

SKILL ENHANCED: Problem solving, Analytical thinking, Critical thinking.

LEARNING OUTCOMES:

The learner:

- ◆ Recalls and reviews the basic terms and definitions related to circles.
- ◆ Proves the theorems related to circles and their converse.
- ◆ Understands the concept of cyclic quadrilateral and its properties.



MONTH: NOVEMBER - DECEMBER

NUMBER OF PERIODS: 6

TOPIC: CH -12, HERON'S FORMULA

SUB TOPICS:

Heron's Formula for finding the area of triangles.

TEACHING AID: E board, Text book, Assignment, Mind map

ASSESSMENT STRATEGY: Pen paper test, Student Reflection Checklist

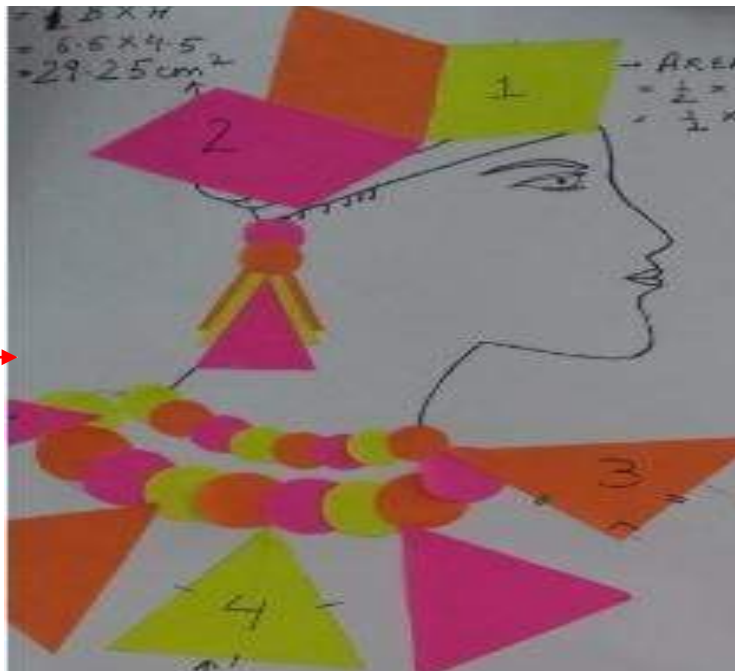
ART INTEGRATION: Deco wear 

SKILL ENHANCED: Problem solving, Ability to manipulate, precise and intricate ideas

LEARNING OUTCOMES:

The learner:

- ◆ Recalls the knowledge of basic concept required for finding the area of triangles.
- ◆ Develops the skill of finding the areas.



MONTH: DECEMBER

NUMBER OF PERIODS: 13

TOPIC: CH – 13, SURFACE AREAS AND VOLUMES

SUB TOPICS:

- 1.Surface area of cone and sphere including hemisphere.
- 2.Volume of cone, sphere including hemisphere.

TEACHING AID: E board, Text book, Assignment, Mind map, Foldable

ASSESSMENT STRATEGY: Pen paper test, Student Reflection Checklist, Crossword

ART INTEGRATION: Foldable

EXPERIENTIAL LEARNING: CROSSWORD

SKILL ENHANCED: Problem solving, Analytical thinking, critical thinking, Ability to manipulate, precise and intricate ideas

LEARNING OUTCOMES:

The learner:

- ◆ Defines the total surface area of cone and sphere.
- ◆ Identifies the kind of area required according to the problem.
- ◆ Defines the volume of cone and sphere.

MONTH: JANUARY

NUMBER OF PERIODS: 10

TOPIC: CH – 14, STATISTICS

SUB TOPICS:

Graphical representation of Data: Bar graph, histogram with varying base lengths and frequency polygon

TEACHING AID: E board, Text book, Assignment, Lab activity, Mind map

ASSESSMENT STRATEGY: Pen paper test, Student Reflection Checklist

ART INTEGRATION: To draw frequency polygons without histogram of the scores of two teams in one day international or of the marks scored in PA1 and PA2 of all subjects.

SKILL ENHANCED: Problem solving, Analytical thinking

LEARNING OUTCOMES:

The learner:

- ◆ Recalls the meaning of the term STATISTICS.
- ◆ Collects data and presents the data in tabular form.
- ◆ Classifies data into ungrouped and grouped.
- ◆ Represents data using bar graphs, histograms and frequency polygons.

FEBRUARY

REVISION FOR FINAL TERM AND FINAL TERM EXAM

SYLLABUS FOR TERM II

I. NUMBER SYSTEMS

Ch – 1, Number Systems

II. ALGEBRA

Ch – 4, Linear equations in two variables

III. COORDINATE GEOMETRY

Ch – 3, Coordinate Geometry

IV. GEOMETRY

Ch – 6, Lines and Angles

Ch – 7, Triangles

Ch – 8, Quadrilaterals

Ch – 10, Circles

V. MENSURATION

Ch - 12, Heron's formula

Ch – 13, Surface areas and Volumes

VI. STATISTICS AND PROBABILITY

Ch - 14, Statistics

SUBJECT ENRICHMENT ACTIVITY – MATHEMATICS PRACTICAL EXAM

CLASS 9 CHEMISTRY:

MONTH	CHAPTER	NO. OF PERIOD
APRIL-MAY	CH 1 Matter in Our Surroundings	11 periods
Learning Outcomes	<ul style="list-style-type: none"> • The learner : • differentiates materials / objects / phenomena / processes based on diffusion and other characteristics of matter • classifies materials/ objects// phenomena/ processes based on classification of matter based on their states (solids/ liquids/ gases) and their composition. • plans and conducts investigations/ experiments to arrive and verify the phenomena and to seek answers of effect of heat on state of substances and effect of compression on different states of matter. • calculates using the data given such as conversion of Celsius scale to kelvin scale and vice versa • explains process and phenomena like melting, boiling, freezing, condensation, sublimation stc. • draws labelled diagrams/ flow charts/ concept maps/ graphs of classification of matter, effect of change of temperature, pressure and determine melting point of ice and boiling point of water. • measures physical quantities like temperature using thermometer (scale of temperature) 	
Sub Topics	<ul style="list-style-type: none"> • Matter is made of Particles. • Evidence for Particles in Matter and Characteristics of Particles of Matter. • Classification of Matter as Solids, Liquids and Gases. • Properties of Solids Liquids and Gases. • Diffusion in Gases, Liquids and Solids. • Change of State of matter – Melting, Boiling, Condensation, and Freezing. • Latent Heat, latent Heat of Fusion, Latent Heat of vaporization. • Sublimation • Effect of Changes of pressure and temperature on state change. • Evaporation • Cooling caused by Evaporation. 	
Lab Activity	<ol style="list-style-type: none"> 1) To determine melting point of ice. 2) To determine boiling point of water. 	

Teaching Aid	E content, Wipro strategies, Hands on activities, Av aid- YouTube videos.	
Art integration/ Multiple assessment	Students were asked to color the earthen pots with two kind of paint that is water colors and acrylic colors and they were asked to differentiate between the two on the basis of open pore- like acrylic paint closes the pores so cooling will be slower and water colors do not close the pores so cooling will be more and art integration was done with bright patterns of colors on earthen pots.	
Assessment strategy	Class assignments, Oral response, Class tests, Mind Maps, G.O. Student Reflection Checklist, Class discussions.	
Skill enhanced	<ul style="list-style-type: none"> • Scientific aptitude • Knowledge • Reasoning Skills • Observational skills • Analytical Thinking 	
MONTH	CHAPTER	NO. OF PERIOD
May-JULY	CH 2 Is Matter around Us Pure	14 periods
Expected Learning Outcomes	<p>The learner :</p> <ul style="list-style-type: none"> • Differentiates materials / objects / phenomena / processes based on element, compound and mixture, solution, suspension and colloid. • Classifies materials / objects / phenomena / processes based on composition (element / compound / mixture), etc. • Plans and conducts investigations / experiments to arrive at and verify the differences between compounds and mixtures. • Calculates using the data given such as concentration of solution in terms of mass by mass percentage of substances. • Draws labelled diagrams / flow charts / concept map of various processes like distillation / sublimation, etc. • Analyses and interprets graphs / figures etc. such as properties of components of a mixture to identify the appropriate method of separation. • Applies scientific concepts in daily life and solving problems, such as separation of mixtures. • Draws conclusion, such as elements combine chemically in a fixed ratio to form compounds. 	

<p>Sub topics</p>	<ul style="list-style-type: none"> • Pure substances (Element and Compound) • Classification of Elements as metals. Non-Metals and Metalloids. • Properties of Metal and Non-Metals. • Compounds and their properties. • Mixture, Types of Mixture as homogeneous and heterogeneous Mixture. • Differences between Compound and Mixture. • Solution, Properties of a Solution, Concentration of a Solution • Effect of Heating and cooling on a saturated solution • Effect of temperature and pressure on solubility. • Colloid and Suspension and their properties. • To distinguish between a colloid Solution and a suspension. • Physical and chemical changes
<p>Lab work/Activities</p>	<ol style="list-style-type: none"> 1. To prepare a true solution of common salt, sugar and alum 2. To prepare a suspension of soil, chalk powder and fine sand in water. 3. To prepare a colloidal solution of starch in water and egg albumin/milk in water. 4. To prepare a true solution of common salt, sugar and alum and distinguish between these on the basis of: (i) transparency (ii) filtration criterion (iii) Stability 5. To prepare a) a mixture b) a compound using iron filings and sulphur powder and distinguish between these on the basis of: <ol style="list-style-type: none"> i. Appearance, i.e., homogeneity and heterogeneity ii. Behavior towards a magnet iii. Behavior towards carbon disulphide as a solvent iv. Effect of heat 6. To carry out the reaction of Iron with copper sulphate solution in water and classify it as physical or chemical changes. 7. To carry out the Burning of magnesium ribbon in air and classify it as physical or chemical changes. 8. To carry out the Reaction of Zinc with dilute sulphuric acid and classify it as physical or chemical changes. 9. To carry out the Heating of copper sulphate crystals and

	<p>classify it as physical or chemical changes.</p> <p>10. To carry out the reaction of Sodium sulphate with barium chloride in the form of their solutions in waters it as physical or chemical changes.</p>
Teaching Aid	E content, Wipro strategies, Hands on activities, Av aid- YouTube videos, Sample mobile kit.
Art integration/ Multiple assessment	To perform different separating techniques like filtration, boiling, evaporation, chromatography, centrifugation using lab kit (mobile kit)
Assessment strategy	Class assignments, Oral response, Class tests, Mind Maps, G.O. Student Reflection Checklist, Class discussions, hands on learning worksheets
Skill enhanced	Observation skills, Communicating skills, Inferring skills, Critical thinking skills, creative skills, Experimentation, Psychomotor skill , Drawing, Presentation, Questioning.

AUGUST- SEPTEMBER- REVISION OF TERM I

SUBJECT ENRICHMENT: PRACTICALS

SYLLABUS OF FIRST TERM

1. MATTER IN OUR SURROUNDINGS
2. IS MATTER AROUND US PURE

MONTH	CHAPTER	NO. OF PERIOD
AUGUST- OCTOBER	CH 3 ATOMS AND MOLECULES	11 periods
Expected Learning Outcomes	<p>The learner :</p> <ul style="list-style-type: none"> • plans and conducts investigations / experiments to arrive at and verify the laws of chemical composition. • explains processes and phenomena such as conservation laws. • calculates using the data given to find out molecular mass of compounds and number of moles in a given mass of substance. 	

	<ul style="list-style-type: none"> • uses scientific conventions symbols of elements, formulae of simple compounds. • derives formulae of different chemical substances. • describes scientific discoveries experiments of Lavoisier and Dalton 	
Sub Topics	<ul style="list-style-type: none"> • Law of conservation of Mass. • Law of Constant Proportion • Dalton's Atomic theory: Atoms, Symbols of elements. • Atomic Mass of an Element. • Molecules : a) Molecules of Elements b) Molecules of Compounds • Ions, Ionic compounds and Formula Mass • Chemical Formula, Writing of Formulae of Molecular compounds • Valency of Ions, Writing of Formulae of ionic Compounds. • Gram Atomic Mass and Gram Molecular Mass. • Mole Concept: Problems based on mole of Atoms. 	
Lab Activity	To show conservation of mass in a chemical reaction.	
Teaching Aid	E content, Wipro strategies, Hands on activities, Av aid- YouTube videos.	
Art integration/ Multiple Assessment	<ol style="list-style-type: none"> 1. To make wall hangings of different elements (1 to 20) depicting their Atomic number, mass number, Electronic configuration. 2. Formula making where students become familiar with cations and anions to make formulas of different compounds. 	
Assessment strategy	Class assignments, Oral response, Class tests, Mind Maps, G.O. Student Reflection Checklist, Class discussions.	
Skill enhanced	<ul style="list-style-type: none"> • Scientific aptitude • Knowledge • Reasoning Skills • Observational skills • Analytical Thinking 	
MONTH	CHAPTER	NO. OF PERIOD
NOVEMBER- DECEMBER	CH 4:STRUCTURE OF ATOM	10

Expected Learning Outcomes	<p>The learner:</p> <ul style="list-style-type: none"> • differentiates between isotopes and isobars • calculates using the data given, such as number of neutrons in an atom from atomic number and mass number. • draws labelled diagrams such as distribution of electrons in different orbits. • uses scientific conventions /symbols / equations to represent various quantities / symbols of elements, formulae of simple compounds. • describes scientific discoveries / inventions, such as discovery of various atomic models.
Sub topics	<ul style="list-style-type: none"> • Discovery of Electrons, Protons and Neutrons. <ul style="list-style-type: none"> ▪ Thomson’s Model of the Atom ▪ Rutherford’s Experimental, Discovery of Nucleus, Rutherford’s Model of the Atoms ▪ Bohr’s Model, Atomic Number, Mass Number, Arrangement of Electrons in the Atoms. ▪ Valence Electrons ▪ Valencies of Element. ▪ Isotopes of an element have identical chemical properties. ▪ Radioactive isotopes ▪ Isobars ▪ Fractional atomic masses of isotopes
Lab work/Activities	To make electronic configuration of different elements on A3 size sheets with help of colored threads (to make shell) and colored bindi (to depict electrons).
Teaching Aid	E content, Wipro strategies, Hands on activities, Av aid- YouTube videos, Sample mobile kit.
Assessment strategy	Class assignments, Oral response, Class tests, Mind Maps, G.O. Student Reflection Checklist, Class discussions, hands on learning worksheets

Skill enhanced	Observation skills, Communicating skills, Inferring skills, Critical thinking skills, creative skills, Experimentation, Psychomotor skill , Drawing, Presentation, Questioning.
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JANUARY- REVISION

SUBJECT ENRICHMENT ACTIVITY: PRACTICALS

SYLLABUS OF FINAL TERM

1. MATTER IN OUR SURROUNDINGS
2. IS MATTER AROUND US PURE
3. ATOMS AND MOLECULES
4. STRUCTURE OF ATOM

CLASS IX
SCIENCE
ACADEMIC PLANNER: 2022-23

PHYSICS

MONTH	CHAPTER	NO. OF PERIOD
April, May	CH- 8 MOTION	17
Learning outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> • differentiate materials / objects / organisms / phenomena / processes • explain processes and phenomena. • calculate using the data given • draw labelled diagrams, flow charts, concept maps, graphs • analyse and interpret graphs and figures • derive formulae, equations, and laws 	
Sub-topics	<ul style="list-style-type: none"> • Rest & motion – Definition with Examples • Scalar and vector quantities • Motion along a straight line • Distance, Displacement • Uniform motion • Non uniform motion • Speed, Average speed • Speed with direction • Average velocity • Acceleration and retardation • Uniform acceleration and non -uniform acceleration • Graph: concept and importance • Graphical representation of motion by distance- time graph • Calculation of speed from distance-time graph. • Graphical representation of motion by v - t graph • Calculation of acceleration and distance from v-t graph • Equation for velocity time relation, position time relation and position velocity relation (Numerical only) • Uniform circular motion 	
Teaching Aid	<ul style="list-style-type: none"> • Smart class modules. • Physics lab Apparatus 	
Art integration	<ul style="list-style-type: none"> • Thread activity to make differences between distance and displacement clear • Draw a Distance- time graph of your journey of 30 min in your car. 	
Assessment Strategy	<ul style="list-style-type: none"> • Class +Homework Assignments • Class Tests 	

Skills Enhanced	<ul style="list-style-type: none"> • Data representation • Critical thinking • Interpretation of the graphs • Numerical solving ability • Listening skills

MONTH	CHAPTER	NO. OF PERIOD
July	CH 9- Force and Laws of Motion	12
Learning Outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> • differentiate materials / objects / organisms / phenomena / processes • relate processes and phenomena with causes and effects • explain processes and phenomena • calculate using the data given • measure physical quantities using appropriate apparatus, instruments, and devices • apply scientific concepts in daily life and solving problems • derive formulae, equations, and laws • use scientific conventions /symbols / equations to represent various quantities 	
Sub Topics	<ol style="list-style-type: none"> 1. Force – Definition, effects 2. Types of force 3. Balanced and unbalanced forces. 4. Newton’s first law of motion 5. Definition of inertia 6. Momentum 7. Newton’s second law of motion. 8. Newton’s third law of motion 	
Activities	<ul style="list-style-type: none"> • When the card is flicked with finger, the coin placed over it falls in the tumbler. • To show how the direction of action and reaction forces related using a spring Balance. 	
Teaching Aid	<ul style="list-style-type: none"> • Material required for above mentioned activities. • Smart class modules. • Physics lab Apparatus 	
Art integration	<ul style="list-style-type: none"> • Compose a rap song/poem on laws of motion • Crossword Puzzle 	
Assessment strategy	<ul style="list-style-type: none"> • Class +Homework Assignments • Class tests 	

Skill enhanced	<ul style="list-style-type: none"> • Scientific aptitude • Knowledge • Reasoning Skills • Observational skills • Analytical Thinking
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MONTH	CHAPTER	NO. OF PERIOD
August	CH 10- GRAVITATION (Part -1)	10
Learning Outcomes	<p>The learner will be able to:</p> <ul style="list-style-type: none"> • plan and conduct investigations or experiments to arrive at and verify the facts, principles, phenomena or to seek answers to queries on their own • relate processes and phenomena with causes and effects • explain processes and phenomena • calculate using the data given • use scientific conventions, symbols, and equations to represent various quantities, elements, and units • measure physical quantities using appropriate apparatus, instruments, and devices • apply learning to hypothetical situations • apply scientific concepts in daily life and solving problems 	
Sub-Topics	<ul style="list-style-type: none"> • Introduction -Newton's Law of gravitation • Free fall • Difference between 'g' and 'G'. • Derive formula of 'g' • Value of 'g' on earth. • Factors on which 'g' depends. • Equations of motion during free fall. • Numerical based on free fall • Difference between mass and weight. • Weight of an object on moon 	
Activities	<ul style="list-style-type: none"> • To show that acceleration due to gravity does not depend upon the mass of the object. • To determine the weight of an object using spring balance. 	
Teaching Aid	<ul style="list-style-type: none"> • Material required for above mentioned activities. • Smart class modules. • Physics lab Apparatus 	
Art Integration	<ul style="list-style-type: none"> • Concept map • Power point presentation 	
Assessment strategy	<ul style="list-style-type: none"> • Class +Homework Assignments • Class tests 	

Skill enhanced	<ul style="list-style-type: none"> • Scientific aptitude • Knowledge • Reasoning Skills • Observational skills • Analytical Thinking
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SEPTEMBER: REVISION OF TERM I

SYLLABUS OF TERM I

1. CH 8- MOTION
2. CH 9 -FORCE AND LAWS OF MOTION
3. CH 10- GRAVITATION TILL MASS AND WEIGHT

TERM II

MONTH	CHAPTER	NO. OF PERIOD
Oct	CH 10- GRAVITATION (Part -2)	5
Learning Outcomes	<p>The learner will be able to:</p> <ul style="list-style-type: none"> • plan and conduct investigations or experiments to arrive at and verify the facts, principles, phenomena or to seek answers to queries on their own • relate processes and phenomena with causes and effects • explain processes and phenomena • calculate using the data given • use scientific conventions, symbols, and equations to represent various quantities, elements, and units • measure physical quantities using appropriate apparatus, instruments, and devices • apply learning to hypothetical situations • apply scientific concepts in daily life and solving problems 	
Sub-Topics	<ul style="list-style-type: none"> • Thrust • Pressure • Applications • Numerical on Thrust and pressure • Upthrust • Buoyancy • Why do objects float and sink? • Archimedes' Principle • Density 	
Lab work	<ol style="list-style-type: none"> 1. Determination of the density of solid (denser than water) by using a spring balance and a measuring cylinder. 2. Establishing the relation between the loss in weight of a solid when fully immersed in <ol style="list-style-type: none"> a) tap water b) strongly salty water, with the weight of water displaced by it by taking at least two different solids. 	

Teaching Aid	<ul style="list-style-type: none"> • Material required for above mentioned activities. • Smart class modules. • Physics lab Apparatus
Art integration	<ul style="list-style-type: none"> • Concept map • Word search
Assessment strategy	<ul style="list-style-type: none"> • Class +Homework Assignments • Class tests
Skill enhanced	<ul style="list-style-type: none"> • Scientific aptitude • Knowledge • Reasoning Skills • Observational skills • Analytical Thinking

MONTH	CHAPTER	NO. OF PERIOD
October-November	CH 11-Work, Power and Energy	13
Learning Outcomes	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • plan and conduct investigations or experiments to arrive at and verify the facts, principles, phenomena or to seek answers to queries on their own • relate processes and phenomena with causes and effects • explain processes and phenomena • calculate using the data given • use scientific conventions, symbols, and equations to represent various quantities, elements, and units • measure physical quantities using appropriate apparatus, instruments, and devices • apply learning to hypothetical situations • apply scientific concepts in daily life and solving problems 	
Sub Topics	<ul style="list-style-type: none"> • Work done by constant force • Positive and negative work • Energy and its forms • Kinetic energy, Derive the expression for KE • Potential energy, Derive the expression for PE • Transformation of energy • Law of conservation of energy • Conversion of PE to KE during a free fall • Power 	

Activities	1. Inter conversion of potential and kinetic energies by using a large size Yo-Yo. 2. To determine human power while climbing staircase.	
Teaching Aid	<ul style="list-style-type: none"> • Smart Board • Physics lab apparatus 	
Art integration	<ul style="list-style-type: none"> • Concept map • Simple pendulum painting activity 	
Assessment strategy	<ul style="list-style-type: none"> • Class +Homework Assignments • Class Tests 	
Skill enhanced	<ul style="list-style-type: none"> • Scientific aptitude • Knowledge • Reasoning Skills • Observational skills • Analytical Thinking 	
MONTH	CHAPTER	NO. OF PERIOD
December- January	CH 12- Sound	19
Learning Outcome	<p>The learner is able to:</p> <ul style="list-style-type: none"> • explain properties/ characteristics in order to differentiate materials/ objects/ organisms/ phenomena/ processes • plan and conducts investigations / experiments to arrive at and verify the facts / principles / phenomena or to seek answers to queries on their own • relate processes and phenomena with causes / effects • explain processes and phenomena • draw labelled diagrams / flow charts / concept map /graphs • analyse and interprets graphs / figures etc., 	
Sub topics	<ul style="list-style-type: none"> • Production of Sound, • Propagation of sound, • Sound need a material medium to travel, • sound waves are longitudinal, • characteristics of sound wave, • Characteristics of sound, • speed of sound in different media, • Reflection of sound- Echo, • reverberation, • uses of multiple reflection of sound, • Range of hearing, • Application of ultrasound, • Sonar 	
Lab work/Activities	<ol style="list-style-type: none"> 1. To show that sound is produced due to vibrations 2. Can sound make a light spot dance? (using laser light, mirror, balloon, plastic bottle, rubber band) 3. To verify laws of reflection of sound. 	

	<p>5. To make a glass xylophone.</p> <p>6. Determination of the speed of a pulse propagated through a stretched string / slinky.</p>
Teaching Aid	<ul style="list-style-type: none"> • Smart Board modules • Physics lab Apparatus
Art integration	<ul style="list-style-type: none"> • Concept map • To make water glass xylophone to learn how different pitches are produced • Word Search
Assessment strategy	<ul style="list-style-type: none"> • Class + Homework Assignments • Class Tests
Skill enhanced	<ul style="list-style-type: none"> • Scientific aptitude • Knowledge • Reasoning Skills • Observational skills

Practical to be taken under subject enrichment activity

FEBRUARY: REVISION OF FINAL TERM

SYLLABUS OF FINAL TERM

1. CH 8- MOTION
2. CH 9- FORCE AND LAWS OF MOTION
3. CH 10- GRAVITATION
4. CH 11- WORK AND ENERGY
5. CH 12- SOUND

CLASS 9 Biology:

MONTH	CHAPTER	NO. OF PERIOD
APRIL	The fundamental unit of life	18 periods
Learning Outcomes	<ul style="list-style-type: none"> ● differentiates objects/organisms on the basis of their cellular/ molecular structures. ● classifies different types of cells on the basis of their shape, size; unicellular, multicellular; prokaryotic, eukaryotic. ● relates process of osmosis & diffusion with causes & effects. ● analyses & interprets the different cell organelle with their structures and functions ● draws labelled diagrams, flow charts& concept maps related to the lesson. ● Applies learning of osmosis to different types of hypothetical /real life situations. ● handles laboratory equipment & conducts experiments to study temporary mount of plant(onion) cell & animal(cheek) cells. ● takes initiative to explore more about the invention of microscope. ● exhibits creativity in designing model of cell. ● 	
Sub Topics	<ul style="list-style-type: none"> • What are living organisms made up of? • Osmosis, Diffusion • What is a cell made up of? • Structural organization- Cell membrane, Cell wall, Nucleus, Cytoplasm & Cell organelles • Organization in the living world • Cell Division- Mitosis & Meiosis 	
Lab Activity	<ul style="list-style-type: none"> ● To prepare and observe temporary mount of onion peel. ● To observe temporary mount of human cheek cell 	
Teaching Aid	E content, Power point presentation, Assignment, Bio visual charts, cut – outs of different cell organelles	
Art integration/ Multiple assessment	Preparation of well- labeled colorful cut-outs of different cell organelles.	

Assessment strategy	Class discussion, Class tests, One minute paper, 5 why's	
Skill enhanced	Identification skills, Observational skills, Critical thinking skills	
MONTH	CHAPTER	NO. OF PERIOD
JULY -AUGUST	Tissues	22 periods
Expected Learning Outcomes	<p>The learner :</p> <ul style="list-style-type: none"> ● differentiates between the characteristics of plants and animals as living organisms. ● differentiates between different types of plant tissues on the basis of their characteristic features and functions. ● relates the phenomenon of stomatal opening & closing with the change in osmotic pressure. ● relates the definition of different types of animal tissues with their functions. ● draws labelled diagrams, flow charts& concept maps related to the lesson. ● applies learning of different tissue types in daily life and solving problems. ● Investigates the permanent slides of various plant & animal tissues to develop better understanding & to recall the features of tissues. 	
Sub topics	<ul style="list-style-type: none"> ● Plant Tissues- Meristematic and Permanent tissues ● Simple and Complex Permanent tissues ● Animal tissues 	
Lab work/Activities	Identification of Parenchyma, Collenchyma and Sclerenchyma tissues in plants, striped, smooth and cardiac muscle fibers and nerve cells in animals from prepared slides. Drawing of their labeled diagrams	

Teaching Aid	E content, Power point presentation, Assignment, Bio visual charts, permanent slides in lab, clay models
Art integration/ Multiple assessment	Model of neuron using clay
Assessment strategy	Class discussion, Class tests, One minute paper, discussion of assignment
Skill enhanced	Identification skills, Observational skills, Interpretation, Psycho-motor skills

SEPTEMBER: REVISION FOR FIRST TERM

SYLLABUS FOR FIRST TERM

CH- THE FUNDAMENTAL UNIT OF LIFE

CH- TISSUES

SUBJECT ENRICHMENT: PRACTICALS

MONTH	CHAPTER	NO. OF PERIOD
December	Improvement in food resources	14 periods
Expected Learning Outcomes	<p>The learner :</p> <ul style="list-style-type: none"> ● identifies the different nutrients present in crops ● applies scientific concepts in daily life and solving problems of increasing crop variety improvement like intercropping, mixed cropping and crop rotation. ● draws conclusion how does the deficiency of nutrients affects physiological processes in plants. ● applies how the knowledge of plant & animal husbandry helps in meeting the food requirement of masses. 	

	<ul style="list-style-type: none"> ● draws labelled diagrams, flow charts& concept maps related to the lesson.
Sub Topics	<ul style="list-style-type: none"> ● Improvement in crop yields. ● Crop variety improvement, production management, protection management ● Cropping patterns ● Storage of grains ● Animal Husbandry – Cattle, poultry, fish production, bee keeping
Teaching Aid	E content, Power point presentation, Assignment and Videos
Art integration/ Multiple Assessment	Role play on cropping patterns
Assessment strategy	Class discussion, Class tests, Oral test
Skill enhanced	Observation, Problem solving

January & February- REVISION OF COMPLETE SYLLABUS FOR FINAL EXAMS.

- Model test papers to be discussed.
- All activities mentioned in NCERT BOOK will be taken up as class activities
- Practical work will be taken up as subject enrichment activities (NCERT Chapter 14: Portfolio)

SOCIAL SCIENCE

CLASS IX

Social Science Class 9 Syllabus

Course Structure

Unit	Topic	Term I	Term II
I	India and the Contemporary World - I	20	20
II	Contemporary India - I	20	20
III	Democratic Politics - I	20	20
IV	Economics	20	20
V	Disaster Management	-	-
	Total	80	80

TERM- I

CHAPTER 1- The French Revolution

CHAPTER 2- Socialism in Europe and Russian Revolution

CHAPTER 1-India-size and location

CHAPTER 2-Physical features of India

CHAPTER 3- Drainage

CHAPTER 2- What is Democracy? Why Democracy?

CHAPTER 3- Constitutional Design

CHAPTER 1- The story of village Palampur

CHAPTER 2- People as a Resource

TERM- II

CHAPTER 3-Nazism and the rise of Hitler

CHAPTER 4- Forest Society and Colonialism

CHAPTER 5- Pastoralists in the Modern World

CHAPTER 4- Climate

CHAPTER 5- Natural vegetation and wildlife

CHAPTER 6- Population

CHAPTER 4- Electoral Politics

CHAPTER 5- Working of Institutions

CHAPTER 6- Democratic Right

CHAPTER 3- Poverty as a challenge

CHAPTER 4- Food Security in India

SUGGESTED ACTIVITIES

ACTIVITIES	SUGGESTED ACTIVITIES
ACTIVITY 1	Story development- Problems faced by rural migrants
ACTIVITY 2	This is my India- A group presentation on Physical features of India
ACTIVITY 3	Dialogue writing- Exchange of dialogue between Hitler & Gandhiji
ACTIVITY 4	Group presentation on 'Drainage system of India'
ACTIVITY 5	Poster highlighting Apartheid Policy as practiced by the South African Government
ACTIVITY 6	Collect information on instruments used to measure atmospheric conditions
ACTIVITY 7	Prepare a banner of your own political party
ACTIVITY 8	Depict state poverty trends in India through bar graph
ACTIVITY 9	Prepare a scrap file on 'Migratory Birds'

SESSION 2022-2023

TERM I

HISTORY/POLITICAL SCIENCE/ECONOMICS

MONTH	CHAPTER	No. of periods
APRIL	CH-1(E) - THE STORY OF VILLGE PALAMPUR	8

TOPICS:


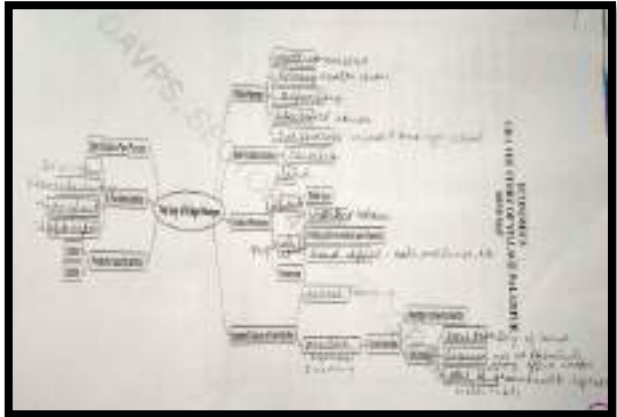
- Definition of Economy
- Major factors of production
- Features of village of a modern village
- Techniques to increase production
- Green Revolution – Definition, Merits, Demerits
- Distribution of land
- Arranging of Capital for farming
- Sale of surplus produce
- Promoting non farming activities should be encouraged
- Role of Govt in encouraging non farming activitie

TOOLS / AIDS / RESOURCES:

- A.V.aids
- Pictures
- Video
- Library resource
- Mind map
- Diagram
- Flowcharts.
- Textbook
- PPT
- E board
- Blackboard

ASSESSMENT STRATEGY:

Extract based questions/ Case study SRC, Mind map

STUDENTS REFLECTION CHECKLIST	MIND MAP
	

ART INTEGRATION:

Nukkad Natak on the problems face by people in the rural areas due to poor economic condition.

SKILL ENHANCED:

Social Skills, analytical skills

LEARNING OUTCOMES:

Students would be able to-

- Familiarize themselves with the basic concepts like factors of production, yield, surplus etc.
- Appreciate the importance of mechanized means of production in producing a commodity.

- Correlate dairy farming, transport services to non-farming activities.
- understand the life of the people in the villages
- appreciate the development that has taken place in the villages
- understand that production of goods and services require factors of production
- identify the basic factors of production

MONTH	CHAPTER	No. of periods
APRIL	CH-2(P.SC)- WHAT IS DEMOCRACY? WHY DEMOCRACY?	9

TOPICS:

- What is democracy?
- Features of democracy
- Free and fair elections
- Why democracy?
- Merits & demerits of Democracy
- Broader meaning of Democracy,
- Conclusion

TOOLS / AIDS / RESOURCES:

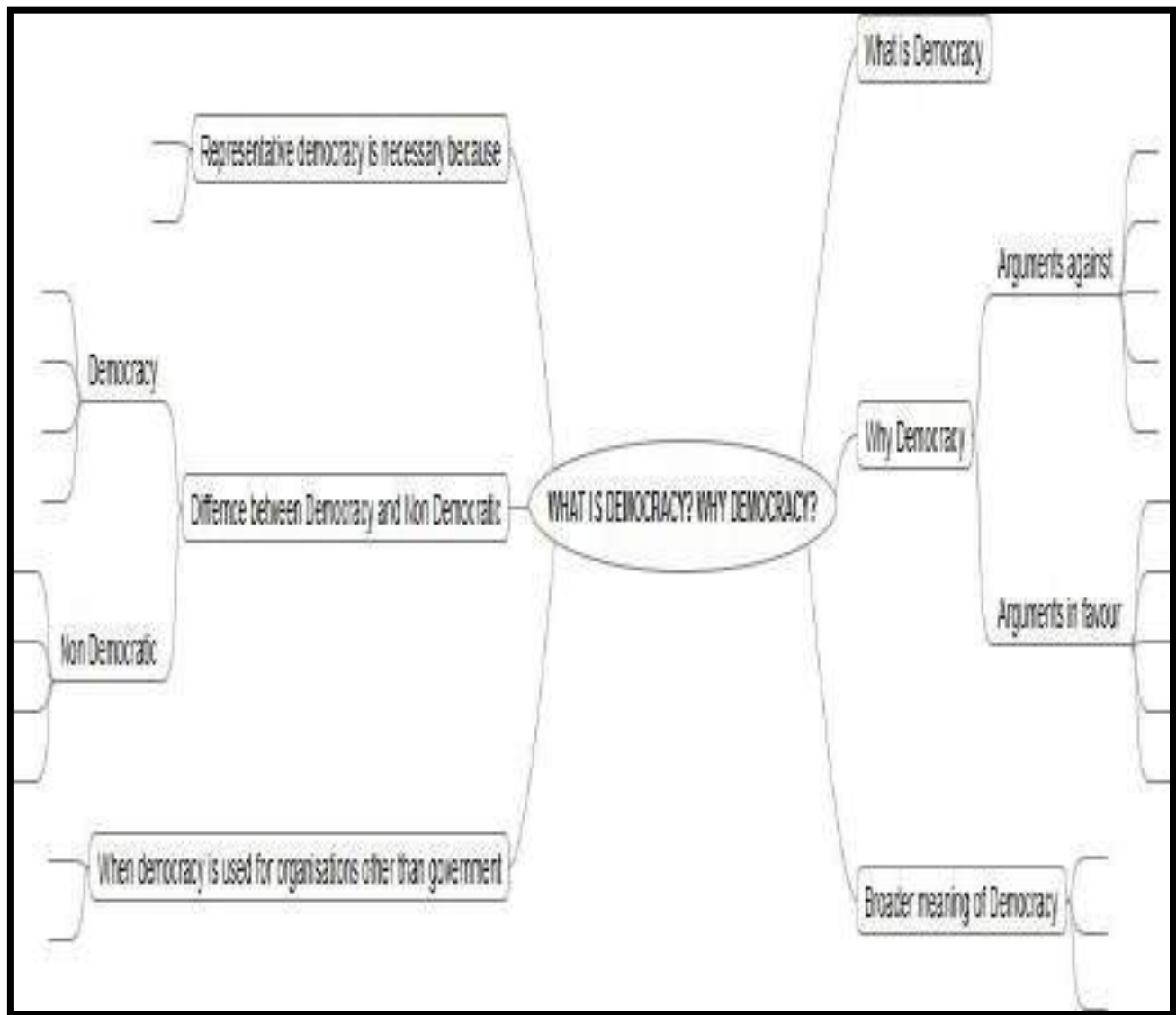
- A.V.aids
- Pictures
- Video
- Library resource
- mind map
- diagram
- Flowcharts.
- Textbook
- PPT
- Eboard
- Blackboard

ASSESSMENT STRATEGY:

Student Reflection Checklist and Mind maps

ART INTEGRATION:

MIND MAP



SKILL ENHANCED:

Social Skills, analytical skills

LEARNING OUTCOMES:

Students will be able to:

- Appreciate the broader meaning of democracy.
- Develop conceptual skills of defining democracy.
- Understand the main features of democracy.

MONTH	CHAPTER	No. of periods
APRIL-MAY	CH-1(H)- THE FRENCH REVOLUTION	4+11

TOPICS :

- French society during the late 18th century, the outbreak of the Revolution

- The Ancient Regime and its crisis.
- The social forces that led to the revolution
- Constitutional Monarchy in France
- France becomes a Republic
- The Reign of Terror
- Directory rules France
- Role of women in the Revolution
- Abolition of Slavery
- Revolution in everyday life
- The legacy

TOOLS / AIDS / RESOURCES:

- A.V.aids
- Pictures
- Video
- Library resource
- mind map
- diagram
- Flowcharts.
- Textbook
- PPT
- Eboard
- Blackboard

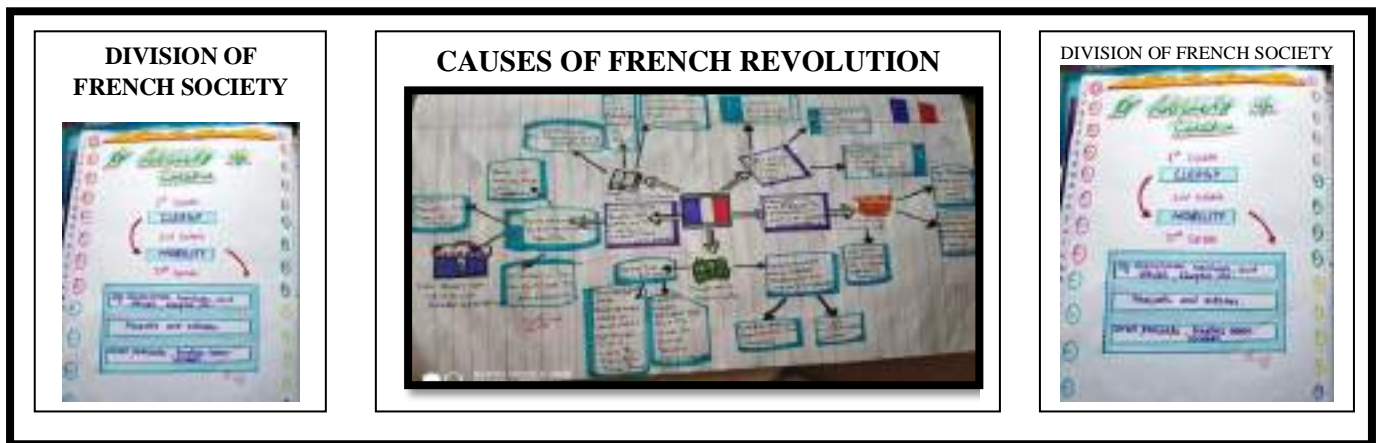
ASSESSMENT STRATEGY:

Cartoon interpretation, Four Corners

Label the three figures in the cartoon by writing in the spaces provided:

ART INTEGRATION:

<https://www.youtube.com/watch?v=PIQSEq6tEVs> (Video of French Anthem Marseillaise)



SKILL ENHANCED:

Social skills, critical thinking, art integration

LEARNING OUTCOMES:

Students will be able to:

Students would be able to-

- Understand the French Society
- Get familiarized with various personalities involved in the course of the French Revolution.
- Get acquainted with the events leading to the outbreak of the revolution.
- Analyse the reasons for the establishment of constitutional monarchy followed by republic.

MAP WORK:

Outline map of France (For locating and labelling/Identification)

- Bordeaux
- Nantes
- Paris
- Marseilles



MONTH	CHAPTER	No. of periods
JULY	CH-2(E)- PEOPLE AS A RESOURCE	10

TOPICS :

- People as resource
- Economic activities- primary, secondary & tertiary
- Quality of Population- education, health & employment
- Unemployment - seasonal & disguised unemployment
- Disadvantages of unemployment
- Economic Activities by Men and Women
- Quality of Population

TOOLS / AIDS / RESOURCES:

- A.V.aids
- Pictures
- Video
- Library resource
- mind map
- diagram
- Flowcharts.
- Textbook
- PPT
- Eboard
- Blackboard

ASSESSMENT STRATEGY:

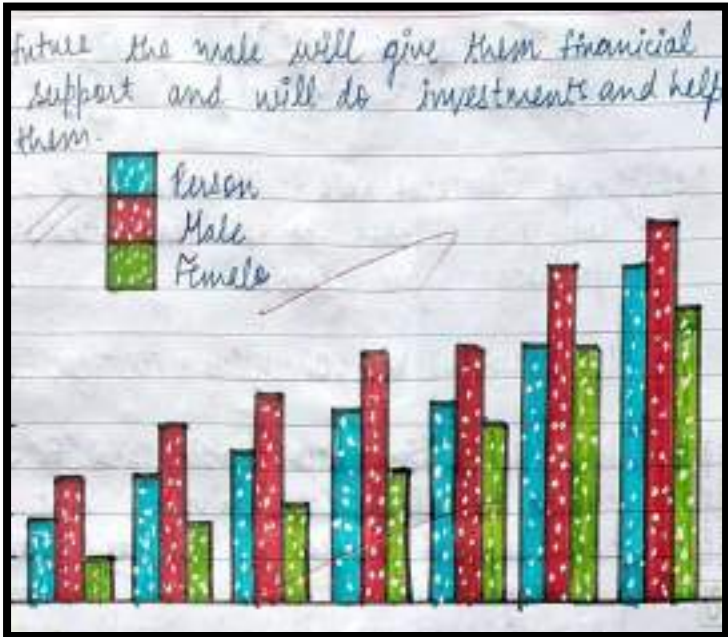
Graph Analysis

ART INTEGRATION:

DATA ANALYSIS AND GRAPH INTERPRETATION

No. of colleges	Year	STUDENTS	...
750	20	2,62,000	24,200
7,200	377	14,15,000	3,72,000
17,020	258	74,77,000	3,44,000
18,027	523	18,70,000	3,14,000
27,207	628	33,84,000	9,28,000
42,760	771	25,85,000	12,67,500
111,428	793	2,80,74,000	14,38,000

Q. Discuss
 Has the literacy rate of population increase since 1951?
 Yes.
 In which year India has the highest literacy rate?
 2011 ya. the literacy rate is highest.
 Why literacy rate is highest among the states of India?
 Preference for male child is more over the girl child because parents think that in



SKILL ENHANCED:

Art integration, data interpretation.

LEARNING OUTCOMES:

Students would be able to-

- Familiarize with the concept of human capital formation, economic activities & types of unemployment.
- Classify economic activities into market & non-market activities.
- Understand the role of education & health in the growth of human beings,
- Identify the causes of disparities in our economy.

MONTH	CHAPTER	No. of periods
JULY	CH-3(P.SC)- CONSTITUTIONAL DESIGNS	8

TOPICS:

- Democratic Constitution in South Africa
- Towards a new constitution
- Why do we need a constitution?
- Making of the Indian Constitution
- The Constituent Assembly.
- Guiding values of the Indian Constitution.
- Philosophy of the constitution.
- Institutional Design

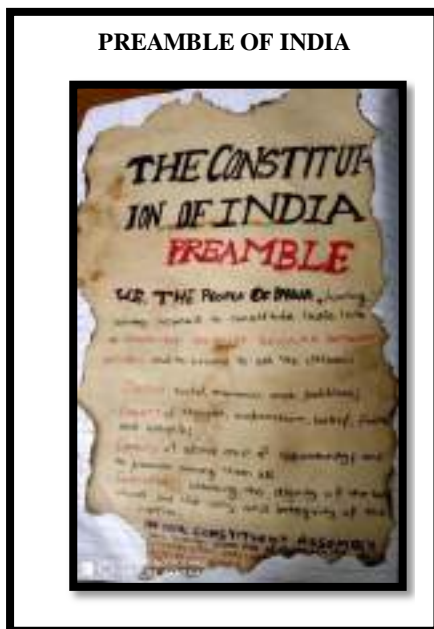
TOOLS / AIDS / RESOURCES:

- A.V.aids
- Pictures
- Video
- Libraryresource
- mind map
- diagram
- flowcharts.
- Textbook
- PPT
- Eboard
- Blackboard

ASSESSMENT STRATEGY:

Exit Card, Reciprocal teaching

Learning and Reciting the India Preamble (in the form of a song, rap etc)



SKILL ENHANCED:

Interpersonal skills

LEARNING OUTCOME:

Students would be able to-

- Realise the need & importance of the Constitution
- Understand the formation of the Constituent Assembly.
- Develop respect for the Constitution & appreciation for Constitutional values.
- Recognise that the Constitution is a living document.

MONTH	CHAPTER	No. of periods
AUGUST	CH-2 (HIST)- SOCIALISM IN EUROPE AND RUSSIAN REVOLUTION	15

TOPICS:

- The Age of Social Change. Liberals, Radicals and Conservatives,
- Industrial society and social change,
- The coming of socialism to Europe , Support for socialism .
- The Russian Revolution. The Russian Empire in 1914
- Economy and Society
- Socialism in Russia, A Turbulent time: The 1905 Revolution
- The First World War and the Russian Empire.
- The February Revolution in Petrograd. After February
- The Revolution of October 1917
- What Changed after October?
- The civil war , Making a Socialist Society
- Stalinism and Collectivization.
- The Global Influence of the Russian Revolution and the USSR.

TOOLS / AIDS / RESOURCES:

- A.V.aids
- Pictures
- Video
- Library resource
- mind map
- diagram
- Flowcharts.
- Textbook
- PPT
- E board
- Blackboard

ASSESSMENT STRATEGY:

Maze – find the word with the given clues

ART INTEGRATION:

Role Play on any one revolution

**SKILL ENHANCED:**

Creative thinking

LEARNING OUTCOMES:

After studying this chapter the students will be able to:

- Familiarize themselves with extracts of speeches, political declarations, as well as the politics of caricatures, posters and engravings.
- Analyse the different types of ideas that inspired the revolution, the wider forces that shaped it.
- Explain oral and visual material can be used to recover the history of revolutions.

MAP WORK:

Outline map of World (For locating and labelling/Identification)

Major countries of First World War:

- Central Powers - Germany, Austria-Hungary, Turkey (Ottoman Empire);
- Allied Powers - France, England, (Russia), America



MONTH	CHAPTER	No. of periods
SEPTEMBER	REVISION FOR TERM I	11

TERM II

MONTH	CHAPTER	No. of periods
OCTOBER	CH-3(H)- NAZISM & THE RISE OF HITLER	17

TOPICS:

- Birth of the Weimer Republic- the effects of the war
- Political Radicalism & Economic crises
- The years of depression
- Hitler's rise to power- the destruction of democracy
- Reconstruction; the Nazi worldview- the racial utopia
- Youth in Nazi Germany
- The Nazi cult of motherhood
- The art of Propaganda
- Ordinary people& the crimes against humanity
- Holocaust

TOOLS / AIDS / RESOURCES:

- A.V.aids
- Pictures
- Video
- Library resource
- mind map
- diagram
- Flowcharts.
- Textbook
- PPT
- Eboard
- Blackboard

ASSESSMENT STRATEGY:

Response Cards

ART INTEGRATION:

Dialogue writing, emotional identification with the character, logical explanation of facts.

SKILL ENHANCED:

Creative writing skills

LEARNING OUTCOME

Students would be able to-

- Comprehend the factors responsible for the growth of Nazism & the disastrous nature of Nazi ideology.
- Explain the impact of Nazism in shaping the politics of modern world.
- Understand the discriminatory treatment of the Jews & the holocaust.

MAP WORK:

Outline map of World (For locating and labelling/Identification)

- Major countries of Second World War: Axis Powers – Germany, Italy, Japan; Allied Powers – UK, France, Former USSR, USA
- Territories under German expansion (Nazi power): Austria, Poland, Czechoslovakia (only Slovakia shown in the map), Denmark, Lithuania, France, Belgium

MONTH	CHAPTER	No. of periods
OCTOBER	CH-4(H)-ELECTORAL POLITICS	5+8

TOPICS:

- Why elections?
- Why do we need elections?
- What makes an election democratic?
- Is it good to have political competition?
- Indian system of election- electoral constituencies, reserved Constituencies
- Voters' list, nomination process
- Election campaign
- Polling & counting of votes
- What makes elections in India democratic?
- Independent Election Commission
- Popular participation, acceptance of election outcome
- challenges to free & fair election

TOOLS / AIDS / RESOURCES:

- A.V.aids
- Pictures
- Video
- Library resource
- mind map
- diagram
- Flowcharts.
- Textbook
- PPT
- Eboard
- Blackboard

ASSESSMENT STRATEGY:

Socratic seminar.

ART INTEGRATION:

Designing a political party banner, Voters Id Card or EVM, Caricature.

POLITICAL PARTY BANNER



VOTER'S ID CARD



EVM MACHINE



SKILL ENHANCED:

Creative thinking skills, Multiple Intelligences.

LEARNING OUTCOME:

Students would be able to-

- Comprehend the concept of representative democracy.
- Recognize the importance & necessity of elections in a democracy.
- Appreciate the power it gives the citizens to choose their representatives in electoral politics.
- Familiarize with our system of elections.
- Acknowledge the challenges of free and fair elections

MONTH	CHAPTER	No. of periods
OCT-NOV	CH-3(E)- POVERTY AS A CHALLENGE	10

TOPICS:

- Definition of poverty
- Poverty as seen by social scientists, social exclusion, vulnerability
- Poverty line, poverty estimates
- Vulnerable groups
- Inter-state disparities, global poverty scenario
- Causes of poverty

- Anti-poverty measures
- Challenges to poverty

TOOLS / AIDS / RESOURCES:

- A.V.aids
- Pictures
- Video
- Library resource
- mind map
- diagram
- Flowcharts.
- Textbook
- PPT
- Eboard
- Blackboard

ASSESSMENT STRATEGY:

Pose-pause-pounce-bounce

ART INTEGRATION:

Bar Graph Analysis

SKILL ENHANCED:

Analytical skills

LEARNING OUTCOME:

Students would be able to-

- Comprehend the concept of poverty through the concept of poverty line.
- Realise there are disparities among different states regarding poverty.
- Comprehend the global poverty scenario.
- Discuss anti-poverty measures taken by the government.

MONTH	CHAPTER	No. of periods
NOVEMBER	CH- 4(H)- FOREST SOCIETY AND COLONIALISM	12

TOPICS:

- Disappearing forests
- Commercial Forestry
- How were the lives of people affected?
- Impact of forest rules on cultivation
- Impact on hunting
- New trade, new employment and new services
- Rebellion in forest, Forest movement – Bastar
- Forest movement in java – a case study and Wars and deforestation.

TOOLS / AIDS / RESOURCES:

- A.V.aids
- Pictures
- Video
- Library resource
- mind map
- diagram
- Flowcharts.
- Textbook
- PPT
- Eboard
- Blackboard

ASSESSMENT STRATEGY:

Debate on **FORESTS THE BREATHING LUNGS OF THE WORLD.**

ART INTEGRATION:

Collage on the uses of Forests, Tree Plantation Drive and Making Compost

**SKILL ENHANCED:**

Team Spirit, Creative expression, Art integration, Multiple Intelligence

LEARNING OUTCOME:

Students would be able to-

- Understand the relationship between forests and livelihood
- Comprehend the changes in forest societies under colonialism
- Use case study as source material and to compare the effects of colonialism in India and Indonesia

MONTH	CHAPTER	No. of periods
NOVEMBER	CH- 5(H)- Pastoralists in the Modern World	6

TOPICS:

- Pastoral Nomads and their Movements
- Colonial Rule and Pastoral Life
- Pastoralism in Africa

TOOLS / AIDS / RESOURCES:

- A.V.aids
- Pictures
- Video
- Library resource
- Flowcharts.

ASSESSMENT STRATEGY:Debate on **FORESTS THE BREATHING LUNGS OF THE WORLD.**

MONTH	CHAPTER	No. of periods
NOV-DEC	CH-5(P.SC))- WORKING OF INSTITUTIONS	6+4

TOPICS:

- How is a major decision taken?
 - Government order
 - The Decision Makers
 - Need for Political Institutions
 - Parliament
 - Why do we need a Parliament?
-

- Two Houses of Parliament
- Political Executive
 - Political and Permanent Executive
 - Prime Minister and Council of Ministers
 - Powers of the Prime Minister
 - The President
- The Judiciary.

TOOLS / AIDS / RESOURCES:

- A.V.aids
- Pictures
- Video
- Library resource
- mind map
- Diagram
- Flowcharts.
- Textbook
- PPT
- Eboard
- Blackboard

ASSESSMENT STRATEGY:

Classification Game

ART INTEGRATION:

Visit to Patiala House Court



SKILL ENHANCED:

Multiple Intelligence

LEARNING OUTCOME

Students would be able to-

- Provide an overview of the Central governmental structures.
- Understand how a major policy decision is taken in the Parliament.
- Appreciate the difference between Permanent Executive & Political Executive.
- Comprehend the powers of President & PM.
- Explain the independent character of the Indian judiciary.

MONTH	CHAPTER	No. of periods
DEC-JAN	CH-4I- FOOD SECURITY	4+2

TOPICS:

- Definition of Food Security
- Need of food security
- cases across the nation
- famines in the past/ present
- The need for self –sufficiency
- Case studies
- procurement of food
- overflowing granaries and people without food
- Buffer stock
- role of PDS and cooperatives in food security
- Role of government in food security
- , AAY, role of cooperatives

TOOLS / AIDS / RESOURCES:

- A.V.aids
- Pictures
- Video
- Library resource
- mind map
- diagram

- Flowcharts.
- Textbook
- PPT
- Eboard
- Blackboard

ASSESSMENT STRATEGY:

QAXP, PMI

ART INTEGRATION:

Picture reading and story telling

SKILL ENHANCED:

Multiple Intelligences

LEARNING OUTCOME:

Students would be able to-

- Recall terms such as availability, accessibility & affordability in the context of food security.
- Understand the circumstances in which the government decides to move towards self-sufficiency in food grains.
- Critically appraise the PDS.
- Discuss anti-poverty measures taken by the government.

MONTH	CHAPTER	No. of periods
JANUARY	CH-6(P.SC))- DEMOCRATIC RIGHTS	10

TOPICS

- Life without Rights
- Rights in a Democracy
- Rights in the Indian Constitution
- Expanding scope of rights

TOOLS / AIDS / RESOURCES:

- A.V.aids
- Pictures
- Video
- Library resource
- mind map
- diagram
- Flowcharts.
- Textbook
- PPT
- Eboard
- Blackboard


ASSESSMENT STRATEGY:

Muddiest point, one minute test

ART INTEGRATION:


Cartoon interpretation, Etnin Board Display

1. Read the cartoon given below carefully. Write the message of it in your own words.

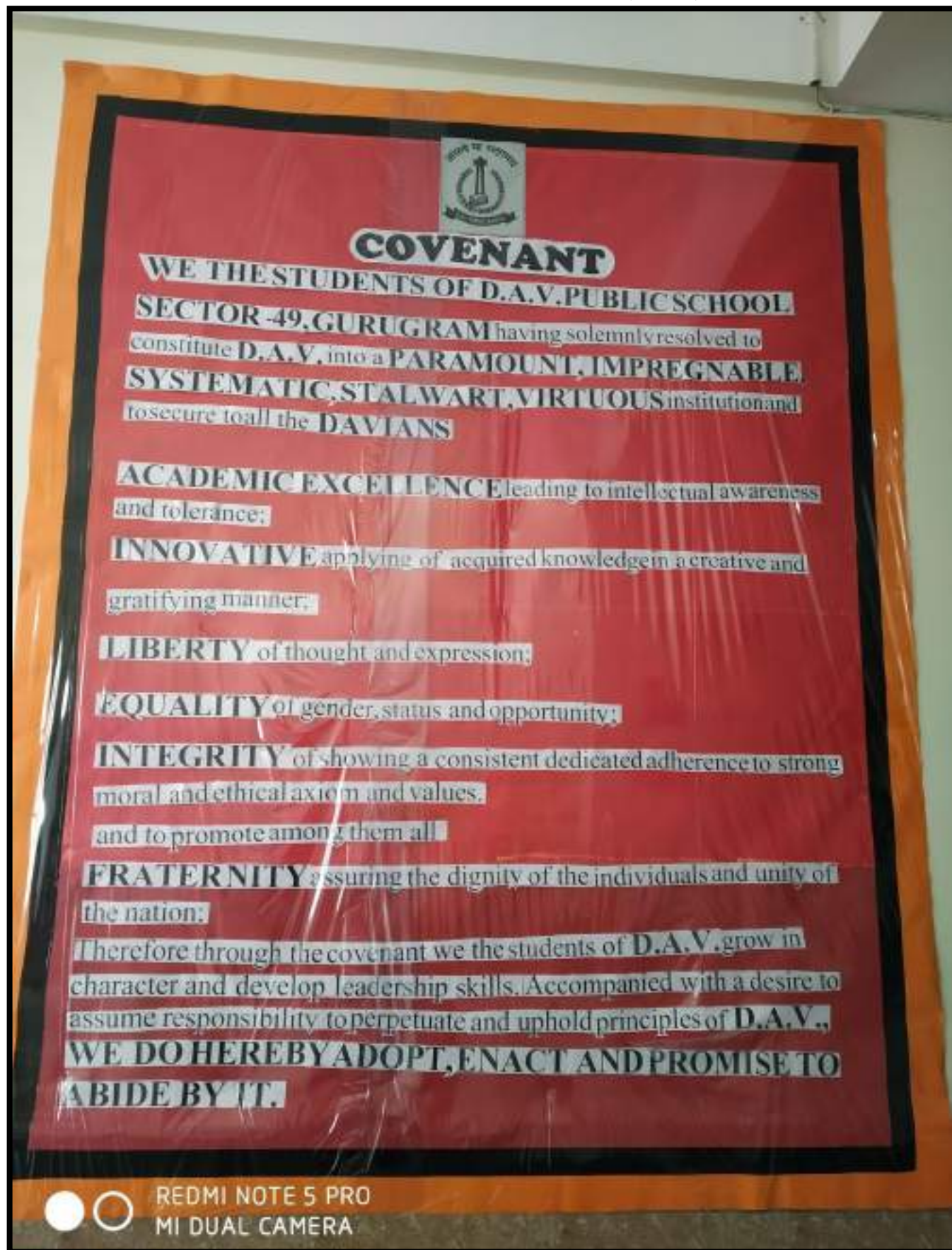


⇒ In an electoral competition, the real power lies in the hands of common man.

2. Read the cartoon given below carefully. Write the message of it in your own words.



⇒ During electoral competition, the political leaders make false promises to the common man & the common man who is the voter gets used up by the false promises of the leaders.



SKILL ENHANCED:
Multiple Intelligences

LEARNING OUTCOME:

Students would be able to-

- Develop the citizen's awareness of their rights.
- Learn and appreciate the Fundamental Rights.
- Recognise the ways in which the Fundamental Rights are exercised & denied in real life situation.

MONTH	CHAPTER	No. of periods
FEBURARY	REVISION FOR TERM II	11

GEOGRAPHY**TERM I**

MONTH	CHAPTER	No. of periods
MARCH-APRIL	CH-1- INDIA-SIZE & LOCATION	10

TOPICS:

- Location & size of India
- India & the world
- India's neighbours

TEACHING AID

- Globe
- Political map of India

ASSESSMENT STRATEGY:

Quiz

ART INTEGRATION:

BUILDING AS LEARNING AID (BALA)



SKILL ENHANCED:

Reading and interpreting tables, charts, graphs and map

LEARNING OUTCOME

Students would be able to-

- Appreciate the vast extent of the country & its advantageous location.
- Compare our country with the other countries of the world.

MAP WORK

India- states with capitals, Tropic of Cancer, Standard Meridian, Southern most, Northern most, Eastern most & Western most point of India.

MONTH	CHAPTER	No. of periods
APRIL-MAY-JUNE	CH-2- PHYSICAL FEATURES OF INDIA	25

TOPICS:

- Tectonic plates- their meaning, types & movements
- Major physiographic divisions of India

- How the physical features of India are complementary to each other?

TEACHING AID:

- Political map of India

ASSESSMENT STRATEGY:

PMI

ART INTEGRATION:

Diagrammatic Representation, Graphic Organisers

SKILL ENHANCED:

Reading and interpreting tables, charts, graphs and map.

LEARNING OUTCOME:

Students would be able to-

- Identify the relief from the local environment.
- Comprehend the concept of different relief features and their formation.

MAP WORK:

- Mountain Ranges: The Karakoram, The Zasker, The Shivalik, The Aravali, The Vindhya, The Satpura, Western & Eastern Ghats
- Mountain Peaks – K2, Kanchan Junga, Anai Mudi
- Plateau -Deccan Plateau, Chotta Nagpur Plateau, Malwa Plateau
- Coastal Plains- Konkan, Malabar, Coromandal & Northern Circar (Location and Labelling)

MONTH	CHAPTER	No. of periods
AUGUST	CH-3-DRAINAGE	15

TOPICS

- Major rivers and tributaries
- lakes and seas
- role of rivers in the economy

- pollution of rivers
- measures to control river pollution

TEACHING AID

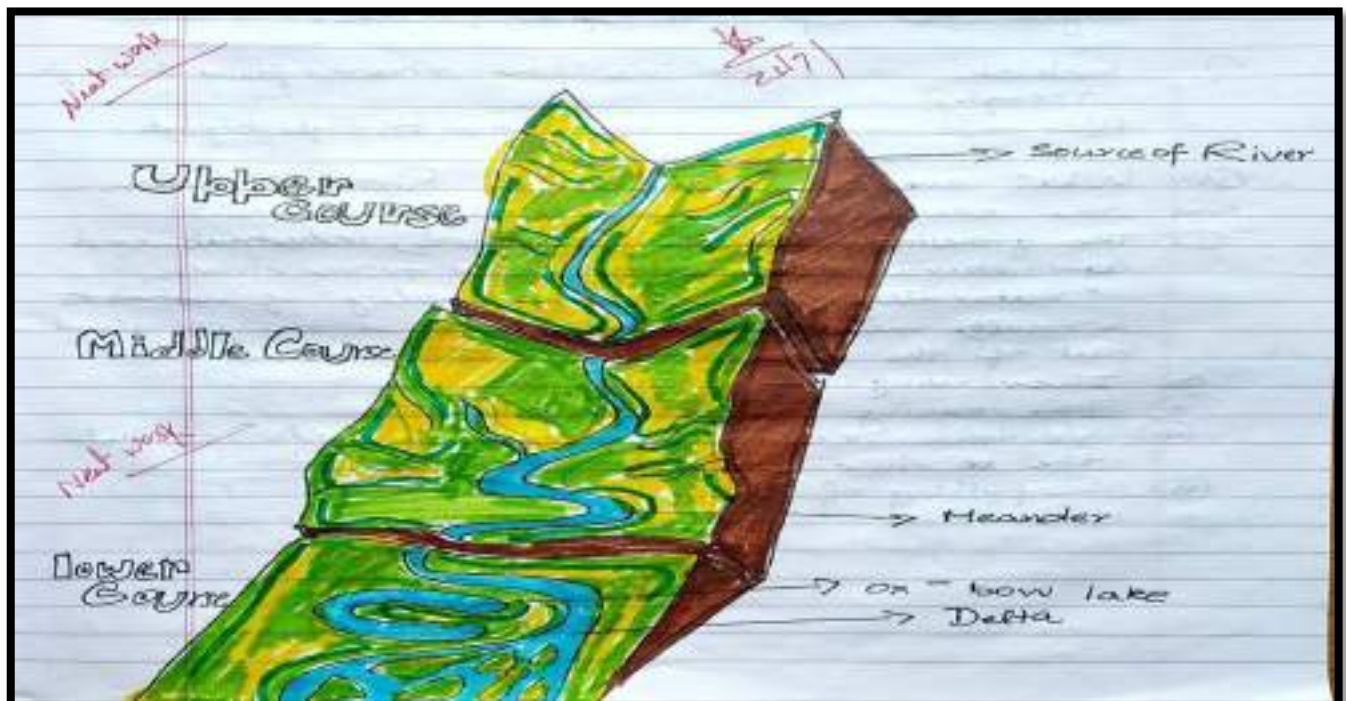
Political map of India and a Video showing drainage system of India

ASSESSMENT STRATEGY:

Map Test Crossword



ART INTEGRATION: Diagram of Course of the river.



SKILL ENHANCED

Interpreting Visual and audio sources

LEARNING OUTCOME

- Know more about the course of river and understand its significance
- Appreciate its contribution to mankind
- Locate rivers on map

MAP WORK:

- Rivers:(Identification only)
 - The Himalayan River Systems-The Indus,The Ganges, and TheSatluj
 - The Peninsular rivers-The Narmada, The Tapi, The Kaveri, The Krishna,The Godavari, The Mahanadi
- Lakes: Wular, Pulicat, Sambhar, Chilika, Vembanad, Kolleru

LEARNING OUTCOME:

Students would be able to-

- To understand the river systems of the country
- To explain the role of rivers in the evolution of human society
- To locate the main rivers on the outline map of India

MAP WORK (3 marks)

Important rivers of India

Revision for Term II

TERM II

MONTH	CHAPTER	NO. OF PERIODS
OCT- NOV	CH-4- CLIMATE	25

TOPICS COVERED

- General climatic controls
- Factors influencing the climate
- Monsoon- its characteristics,
- Rainfall and Temperature distribution;
- Seasons;
- Climate and human life

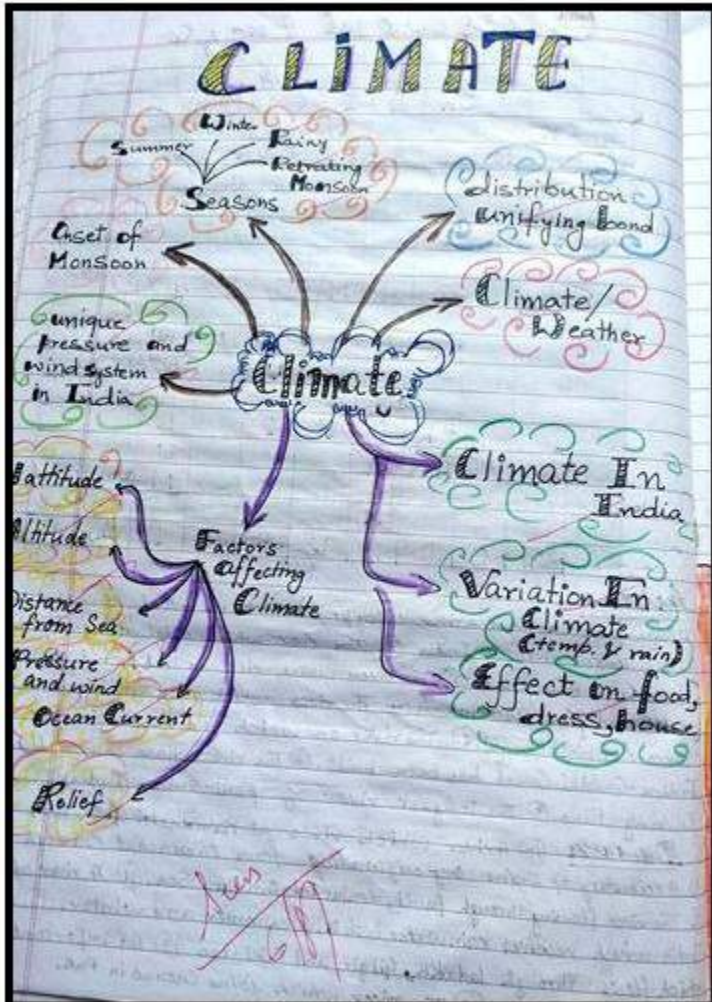
- Monsoon as a unifying bond

TEACHING AID: Video, Political map of India & political map of world

ASSESSMENT STRATEGY: Group discussion

ART INTEGRATION:

Concept Map



SKILL ENHANCED:

Analytical thinking

LEARNING OUTCOME:

- Understand and identify natural weather conditions in their own region.

MAP WORK:

- Cities to locate: Thiruvananthapuram, Chennai, Jodhpur, Bangalore, Mumbai, Kolkata, Leh, Shillong, Delhi, Nagpur (Location and Labelling)
- Areas receiving rainfall less than 20 cm and over 400 cm (Identification only)

MONTH	CHAPTER	NO. OF PERIODS
OCT-DEC	CH-5- NATURAL VEGETATION & WILD LIFE	12

TOPICS :

- Factors responsible for the diversity of natural vegetation
- Various types of vegetation
- Wild life & the need for conservation

TEACHING AID: Ppt**ASSESSMENT STRATEGY:** Crossword Puzzle**ART INTEGRATION:**

Map skill

SKILL ENHANCED:

Problem solving

LEARNING OUTCOME

- Understand the co- relationship between climate and vegetation
- Understands the importance of the natural habitat and the living organisms.

MAP WORK

- Vegetation Type : Tropical Evergreen, Forest, Tropical, Deciduous Forest, Thorn Forest, Montane Forests and Mangrove- (For identification only)
- National Parks: Corbett, Kaziranga, Ranthambor, Shivpuri, Kanha, Simlipal & Manas
- Bird Sanctuaries : Bharatpur and Ranganthitto
- Wild life Sanctuaries : Sariska, Mudumalai, Rajaji, Dachigam

(Location and Labelling)

MONTH	CHAPTER	NO. OF PERIODS
JAN	CH-6- POPULATION	12

TOPICS:

- Population: Size & distribution
- Age composition
- Population change-migration as a determinant of population change
- Sex ratio, literacy rate, health, occupational structure
- National Population Policy: adolescents as under-served population group with special needs.

TEACHING AID: Primary and secondary sources of data related to population

ART INTEGRATION:

Data Interpretation.

ASSESSMENT STRATEGY: Bulletin Board

LEARNING OUTCOME:

- Make a comparison of number of boys and girls.
- Represent data collected using diagrams, graph etc.
- Different occupational structure and the standard of living of the people

MAP WORK:

- The state having highest and lowest density of population
- The state having highest and lowest sex ratio
- Largest and smallest state according to population are

LEARNING OUTCOME:

Students would be able to-

- To understand size & distribution of population
- To reason out variation in population distribution
- To analyse population growth
- To recognize the processes involved in population change
- To relate with the problems faced by adolescents

MAP WORK:

1. The state having the highest & the lowest density of population
2. The state having the highest & the lowest sex ratio
3. The largest & the smallest state (area wise)

DISASTER MANAGEMENT

Project Work

- 1. Introduction to Disaster Management (Chapter 1)
- 2. Common Hazards - Prevention and Mitigation (Chapter 2)
- 3. Manmade disasters - Nuclear, Biological and Chemical. (Chapter 3)
- 4. Community Based Disaster Management (Chapter 4)

Revision for TERM II
