

DAV PUBLIC SCHOOL BRIJ VIHAR GHAZIABAD

CURRICULUM (2023 – 2024)

CLASS IX

SUBJECT- COMMUNICATIVE ENGLISH

(Code No. 101)

Prescribed Books: Interact in English Series by CBSE (Available on www.cbseacademic.nic.in)

- Main Course Book (Revised Edition)
- Literature Reader (Revised Edition)
- Workbook (Revised Edition)

The overall aims of the course are to:

- (a) Enable the learner to communicate effectively and appropriately in real-life situations;
- (b) Use English effectively for study purposes across the curriculum;
- (c) Develop and integrate the use of the four language skills, i.e., listening, speaking, reading and writing;
- (d) Develop interest in and appreciation of literature;
- (e) Revise and reinforce structures already learnt.

To develop creativity, Students should be encouraged to think on their own and express their ideas using their experience, knowledge and imagination, rather than being text or teacher dependent. Students should be encouraged to monitor their progress, space out their learning, so they should be encouraged to see language not just as a functional tool, but as an important part of personal development and inculcation of values.

II. Objectives

READING

By the end of the course, students should be able to:

- Read silently at varying speeds depending on the purpose of reading;
- Adopt different strategies for different types of text, both literary and non-literary;
- Recognize the organization of a text;
- Identify the main points of a text;
- Understand relations between different parts of a text through lexical and grammatical cohesion devices;
- Anticipate and predict what will come next in a text;*
- Deduce the meaning of unfamiliar lexical items in a given context;
- Consult a dictionary to obtain information on the meaning and use of lexical items;*
- Analyze, interpret, infer (and evaluate) the ideas in the text;
- Select and extract, from a text, information required for a specific purpose (and record it in note form);
- Transcend information from verbal to diagrammatic form;
- Retrieve and synthesize information from a range of reference materials using study skills such as skimming and scanning;
- Interpret texts by relating them to other material on the same theme (and to their own experience and knowledge);
- Read on their own extensively.

WRITING

By the end of the course, students should be able to:

- Express ideas in clear and grammatically correct English, using appropriate punctuation and cohesion devices;
- Write in a style appropriate for communicative purposes;
- Plan, organize and present ideas coherently by introducing, developing and concluding a topic;
- Write a clear description (e.g., of a place, a person, an object or a system);
- Write a clear account of events (e.g., a process, a narrative, a trend or a cause-effect relationship);
- compare and contrast ideas and arrive at conclusions;
- present an argument, supporting it with appropriate examples;
- use an appropriate style and format to write letters (formal and informal), biographical sketches, dialogues, speeches, reports, articles, e-mails and diary entries;
- monitor, check and revise written work;
- expand notes into a piece of writing;
- summarise or make notes from a given text; and
- decode information from one text type to another (e.g., diary entry to letter, advertisement to report, diagram to verbal form)

LISTENING

By the end of the course, students should be able to:

- adopt different strategies according to the purpose of listening (e.g., for pleasure, for general interest, for specific information);
- use linguistic and non-linguistic features of the context as clues to understanding and interpreting what is heard (e.g., cohesion devices, key words, intonation, gesture, background noises);
- listen to a talk or conversation and understand the topic and main points;
- listen for information required for a specific purpose, e.g., in radio broadcast, commentaries, airport and railway station announcements;
- distinguish main points from supporting details, and relevant from irrelevant information;
- understand and interpret messages conveyed in person or by telephone;
- understand and respond appropriately to directive language, e.g., instruction, advice, requests and warning;
- understand and interpret spontaneous spoken discourse in familiar social situations.

SPEAKING

By the end of the course, students should be able to:

- speak intelligibly using appropriate word stress, sentence stress and intonation patterns;
- adopt different strategies to convey ideas effectively according to purpose, topic and audience (including the appropriate use of polite expressions);
- narrate incidents and events, real or imaginary in a logical sequence;
- present oral reports or summaries; make announcements clearly and confidently;
- express and argue a point of view clearly and effectively;
- take active part in group discussions, showing ability to express agreement or disagreement, to summarize ideas, to elicit the views of others, and to present own ideas;
- express and respond to personal feelings, opinions and attitudes;

- convey messages effectively in person or by telephone;
- frame questions so as to elicit the desired response, and respond appropriately to questions;
- Participate in spontaneous spoken discourse in familiar social situations.

GRAMMAR

By the end of the course, students should be able to use the following accurately and appropriately in context:

1. Verbs:-

- present/past forms
- simple/continuous forms
- perfect forms
- future time reference
- modals
- active and passive voice
- subject-verb concord
- non-finite verb forms (infinitives and participles)

2. Sentence Structure:-

- Connectors
- Types of sentences
- Affirmative/interrogative sentences negation
- Exclamations
- Types of phrases and clauses
 - Finite and non-finite subordinate clauses
 - Noun clauses and phrases
 - Adjective clauses and phrases
 - Adverb clauses and phrases
- Indirect speech
- Comparison
- Nominalization

3. Other Areas :-

- Determiners
- Pronouns
- prepositions

LITERATURE

By the end of the course, students should be able to understand, interpret, evaluate and respond to the following features in a literary text:

1 Character as revealed through

- appearance and distinguishing features
- socio-economic background
- action/events
- expression of feelings
- speech and dialogues

2 Plot/Story/Theme emerging through main events

- progression of events and links between them
- sequence of events denoting theme

3 Setting, as seen through time and place, socio-economic and cultural background, people, beliefs and attitudes.

4 form

- rhyme
- rhythm
- simile
- metaphor
- pun
- repetition

SECTION-WISE WEIGHTAGE

Section		Total Weight age
A	Reading Skills	20
B	Writing Skills	25
C	Grammar	10
D	Literature Textbook	25
	TOTAL	80

The practice of listening and speaking skills will be done throughout the academic year.

The final assessment of the skills will be done as per the convenience and schedule of the school.

MONTH & DAYS	TOPIC	PORTFOLIO ACTIVITIES
<p align="center">April 18 days</p>	<p>Reading: Comprehension passage/ poem</p> <p>Writing:</p> <ul style="list-style-type: none"> • Notice Writing • b. Dialogue Writing • c. Informal Letter • d. diary entry • e. speech writing • f. Picture Composition – Bio Sketch <p>Grammar: Tenses, Gap filling, editing, omission, Subject- verb Concord ,</p> <p>Reader: Unit- 1 People</p> <p>Literature: FICTION - How I Taught my Grandmother to read.</p>	<p align="center">Competency based activities</p> <p>1 Speaking skill activity – a) Debate b) Declamation</p> <p>2 Listening skill activity – Answering questions on the basis of the text listened.</p>
<p align="center">May 16 days</p>	<p>Literature Reader POEM - Brook FICTION - A Dog Named Duke POEM - The road not taken</p>	<p align="center">HOLIDAYS HOME WORK ART INTEGRATED LEARNING & PROJECT WORK PAIRING OF STATES & UNION TERRITORIES</p>
<p align="center">July 22 days</p>	<p>Grammar: Workbook :</p> <ul style="list-style-type: none"> • UNIT – 1 VERB FORMS, • UNIT – 2 DETERMINERS • UNIT – 4 MODALS <p>Integrated Grammar</p> <p>Reader: Unit-2 Adventure , Unit -3 Environment</p> <p>Writing : Paragraph and Article Writing Literature</p> <p>POEM - The solitary Reaper</p>	<p>1 Speaking skill activity – a) Extempore b) Story Narration</p> <p>2 Listening skill activity – Answering questions on the basis of the text listened.</p>
<p align="center">August 23 days</p>	<p>Grammar: Workbook : UNIT – 3 FUTURE TIME REFERENCE</p> <p>Reader: Unit 4 Class IX Radio and Video show</p> <p>Literature:</p> <p>DRAMA - Villa for sale</p> <p>FICTION - The Man Who Knew Too Much</p> <p>POEM : The seven Ages</p>	<p>1 Speaking skill activity – a) Situational stories b) Reporting</p> <p>2 Listening skill activity – Answering questions on the basis of the text listened.</p>

**SEPTEMBER
&
REVISION
WORKSHEETS
23 days**

**LITERATURE READER
FICTION: Keeping it from Harold
WORKBOOK
UNIT – 5 CONNECTORS
UNIT – 8 PREPOSITIONS**

HALF YEARLY SYLLABUS:

Reading: Comprehension passage/ poem MCQ and
Descriptive

Writing:

- Notice Writing
- Dialogue Writing,
- Informal Letter ,
- Article Writing
- Picture Composition – Bio Sketch
- diary entry
- speech writing
- Paragraph on verbal or visual clues from Main Course Book

Grammar: Integrated Grammar

Reader: Unit-1 People
Unit – 2 Adventure
Unit -3 Environment
Unit -4 Class IX Radio and Video show

Literature:

- How I taught my Grandmother to read.
- Brook
- A Dog Named Duke
- The road not taken
- Villa for sale
- The solitary Reaper
- The seven Ages
- The man who knew too much
- Keeping it from Harold

INTERNAL ASSESSMENT

- ASL
- Multiple Assessment
- Written work
- Subject enrichment
- Art Integration
Activity, H.H.W, H.W &
C.W

<p>OCTOBER 20 days</p>	<p>Grammar: WORKBOOK</p> <p>UNIT – 6 THE PASSIVE</p> <p>Reader Unit- 5 Mystery</p> <p>Literature:</p> <p>FICTION: Best Seller</p> <p>POEM: Oh! I Wish I Looked After me Teeth</p>	<p>1 Speaking skill activity – a)Extempore</p> <p>b) Story completion</p> <p>2 Listening skill activity – Answering questions on the basis of the text listened</p>
<p>NOVEMBER 19 days</p>	<p>Writing Reader</p> <p>UNIT – 6 CHILDREN</p> <p>Grammar: Integrated Grammar</p> <p>Reader: Unit- 7 Sports and Games</p> <p>Literature:</p> <p>POEM : Song of the Rain</p>	<p>1 Speaking skill activity – a)Debate</p> <p>b) Personality Description</p> <p>2 Listening skill activity – Answering questions on the basis of the text listened</p>
<p>DECEMBER 22 days</p>	<p>Grammar:</p> <p>UNIT – 7 REPORTED SPEECH</p> <p>Literature:</p> <p>PLAY : The Bishop’s Candlesticks</p> <p>Revision Worksheets</p>	<p>1 Speaking skill activity – a)Extempore</p> <p>b) Story Narration</p> <p>2 Listening skill activity – Answering questions on the basis of the text listened.</p>
<p>JANUARY 18 days</p>	<p>Reading: Comprehension passage/ poem</p> <p>Writing: Article writing, Notice, Messages</p> <p>Grammar: Revision- All parts of Speech</p> <p>Reader: Revision Worksheets</p> <p>Literature: Revision Worksheets</p>	
<p>FEBRUARY 15 days</p>	<p>REVISION OF ANNUAL EXAMINATION</p>	<p>INTERNAL ASSESSMENT</p> <ul style="list-style-type: none"> • ASL • Multiple Assessment • Written work • Subject enrichment • Art Integration <p>Activity, H.H.W, H.W & C.W</p>

		<ul style="list-style-type: none">• Pen & Paper Test
MARCH 15 days	FINAL TERM EXAMS	

SUBJECT : SOCIAL SCIENCE (087)

Objectives :

The main objectives of this syllabus are to:

- develop an understanding of the processes of change and development over a period of time, through which human societies have evolved.
- make learners infer that the process of change is continuous and any event or phenomenon or issue cannot be viewed in isolation but in a wider context of time and space.
- develop an understanding of contemporary India with its historical perspective, of the basic framework of the goals and policies of national development in independent India, and of the process of change in connections to world development
- deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented, and appreciate the contributions made by people of all sections and regions of the country.
- help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.
- deepen the knowledge and understanding of India's environment in its totality on people's life.
- facilitate the learners to understand and appreciate the diversity in the land and people of the country with its underlying unity.
- develop an appreciation of the richness and variety of India's heritage-both natural and cultural and the need for its preservation.
- promote an understanding of the issues and challenges of contemporary India- environmental, economic and social, as part of the development process.
- develop competencies; Analytical skills/ critical thinking skills, creative skills help pupils acquire knowledge, skills and understanding to face the challenges of contemporary society as individuals and groups and learn the art of living a confident and stress-free life as well as participating effectively in the community.
- enable students to correlate the social science subjects through an interdisciplinary approach.
- explore their creativity and innovation through experiential and art integrated learning.
- develop scientific temperament by promoting the spirit of enquiry and following a rational and objective approach in analysing and evaluate data and information as well as views and interpretations.
- develop academic and social skills such as critical thinking, communicating effectively both in

visual and verbal forms - cooperating with others, taking initiatives and providing leadership in solving others' problem.

- develop qualities clustered around the personal, social, moral, national and spiritual values that make a person humane and socially effective.

Month : April 2023

No. of working days : 18

CHAPTER	METHODOLOGY	LEARNING OUTCOMES
<p>GEOGRAPHY</p> <p>Chap.1 India - Size and Location</p>	<p>Use GeoGebra, Google earth to represent and justify the reasons for the differences in climatic conditions, local and standard time.</p> <p>Carousel brainstorming strategy for inferring conditions and relationships of the people living in states that are sharing border with the neighbouring countries impact trade and culture.</p> <p>On map of India hypothetically design two to four alternate longitudes on either side of 82.5*E and conclude on the selection</p> <p>Draw out the rationale/ reasons behind fixing (82.5E) as a time meridian for India</p>	<p>Justify the reasons for the differences in climatic conditions, local and standard time.</p> <p>To Infer how the conditions and relationships of the people living in states that are sharing border with the neighbouring countries impact trade and culture.</p> <p>Justify the selection of 82.5E* longitude as Time meridian of India. (IST)</p> <p>Critically analyse the role of opening of Suez Canal in improvement of foreign trade.</p> <p>Propose alternative solution for the problems that arise due to the size & location.</p>
<p><u>DP</u></p> <p>Chap. 1:What is Democracy? Why Democracy?</p>	<ul style="list-style-type: none"> • World café and Café conversations strategies for introduction of concepts of " Democracy, & features of Democracy • 4 corners strategy to discuss "What & why of democracy?" 	<ul style="list-style-type: none"> • Compare and Contrast working of democracies of India and North Korea and infer on their differences and significance in each country. • Define Democracy and enumerate its features. • Evaluate the authenticity of the voting rights of the

	<ul style="list-style-type: none"> • students create democratic governance model in the class. • Cartoon interpretation to summarize the benefits of democracy. 	<p>Indian population versus the population of Iran.</p> <ul style="list-style-type: none"> • Interpret the statement “Democracy provides a • method to deal with differences and conflicts” with reference to India. • Summarize the features and benefits of democracy
<p><u>ECONOMICS</u></p> <p><u>Chap1.The Story of VillagPalampur</u></p>	<ul style="list-style-type: none"> • Visit a nearest village, interview a farmer/ visit local markets and interview farmers and present it in the class. (Experiential learning strategy) • Poster making/ Concept map and gallery walk to Enlist the requirements of production and summarize the interdependence of these requirements. • Present a business plan for non-farm activities by using the four factors of production. 	<ul style="list-style-type: none"> • Analyse and infer how the prevailing farming conditions impact economic development of different states • Enlist the requirements of production and summarize the interdependence of these requirements. • Enlist non-farm activities and depict the link with economic growth

Month : May 2023

No. of working days : 16

<p><u>HISTORY</u></p> <p><u>Chap. 1.The French Revolution:</u></p>	<ul style="list-style-type: none"> • Class room discussions to compare and contrast the conditions prevailed in France that led to revolution with the conditions that led to the first war of Indian Independence. (1857). 	<ul style="list-style-type: none"> • Compare and contrast the conditions prevailed in France that led to revolution with the conditions that led to the first war of Indian Independence. (1857). • Critically Examine the situations that made the
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	<ul style="list-style-type: none"> • Graphic Organisers to critically examine the situations that made the raise in demand of Voting Rights by passive citizens as well as women • Debates to propose solutions to address such imbalances and discriminations that lead to revolutions • Inquiry based learning to appraise the impact of the French revolution on the world. Conclude with group Presentations 	<p>raise in demand of Voting Rights by passive citizens as well as women</p> <ul style="list-style-type: none"> • Propose solutions to address such imbalances and discriminations that lead to revolutions • Appraise the impact of the French revolution on the world
<p><u>HISTORY</u></p> <p><u>Chap.5 Pastoralists in the Modern World</u></p>	<ul style="list-style-type: none"> • T charts and similar graphic organizers to compare and contrast the lives of Pastoralists pre & post colonialism. • Art integration to depict the evolution of nomadic society. • Research based presentations using resources provided to compare and contrast the lives and the reasons for poverty of pastoral nomads of India with African Pastoral Nomadic tribes. • Think- Pair- Share and summarize the reading of resources to analyse and infer varying patterns of developments within pastoral societies in different places in India 	<ul style="list-style-type: none"> • Compare and contrast the lives of Pastoralists pre & post colonialism • Analyse the situations that have created Nomadic society • Compare and contrast the lives and the reasons for poverty of pastoral nomads of India with African Pastoral Nomadic tribes. • Analyse and infer varying patterns of developments within pastoral societies in different places in India. • Analyse the impact of colonialism on forest societies leading to scientific forestry. • Enumerate the different processes through which transformation of

		livelihood occur in the modern world.
<p><u>GEOGRAPHY</u></p> <p>Chap.2 Physical Features of India</p>	<ul style="list-style-type: none"> • Use Art integrated strategies like gallery walk/Model making to demonstrate how physical features make India a sub-continent. • Role play to depict the lives and relationships amongst physiographic areas. • Collaborative brainstorming and presentation using different modes such as flipped books, Journals, Collage and other suitable presentations. 	<ul style="list-style-type: none"> • Conclude why India is a subcontinent based on study of different physical features. • Analyse the conditions and relationships of the people living in different physiographic areas. • Enumerate the different environmental issues in India and propose solutions for these issues.

Month : July 2023

No. of working days : 22

<p><u>HISTORY</u></p> <p>Chap.2</p> <p>Socialism in Europe and the Russian Revolution</p>	<ul style="list-style-type: none"> • Interactive Textual interpretations to compare and contrast the situations that led to the rise of Russian& French Revolutions • Student led seminar to cite the impact of Collaboration and communication rendered by the philosophers and 	<ul style="list-style-type: none"> • To compare and contrast the situations that led to the rise of Russian& French Revolutions. • Cite the impact of Collaboration and communication rendered by the philosophers and leaders in creating awareness amongst the common people
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	<p>leaders in creating awareness amongst the common people</p> <ul style="list-style-type: none"> • World café’ strategy to evaluate the situations that enabled Lenin’s Communism. • Socratic Discussions to Interpret the different ideas of philosophers and leaders that shaped the revolution 	<ul style="list-style-type: none"> • Evaluate the situations that enabled Lenin’s Communism. • Interpret the different ideas of philosophers and leaders that shaped the revolution.
<p><u>GEOGRAPHY</u></p> <p>Chap.3 Drainage</p>	<ul style="list-style-type: none"> • Choice Board strategy where each group to take up one river and focus on the areas they serve and the impact on Economy of that area. • Students will prepare a PPT on lakes. • Street play strategy/poster making/save River songs/ to present awareness on water pollution and suggest solutions. 	<ul style="list-style-type: none"> • Enlist the different rivers, the areas they serve and their impact on the economy of That area. • Enumerate the different lakes and describe their contribution to the Indian ecology. • Present creative solutions to overcome the water pollution also to increase the contribution of water bodies to Indian economy • Identify the river systems of the country and explain the role of rivers in human society
<p><u>DP</u></p> <p>Chap.2Constitutional Design</p>	<ul style="list-style-type: none"> • Group Discussion to comprehend the purpose of constitution • Poster making/ wall magazine for Comparing and contrasting between Preamble of South African constitution with the preamble of Indian constitution 	<ul style="list-style-type: none"> • Analyse the difference between written or unwritten constitutions with reference to India and USA. • Describe the situation that led to creation of Indian Constitution.

	<ul style="list-style-type: none"> • Role play strategy for creation of Indian constitution • Declamation strategy for roles and responsibilities of citizens 	<ul style="list-style-type: none"> • Compare and contrast between Preamble of South African constitution with the preamble of Indian constitution. • Enumerate the roles and responsibilities as citizens of India
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Month : August 2023

No. of working days : 23

<p><u>GEOGRAPHY</u></p> <p><u>Chap.4 Climate</u></p>	<p>Collect and Read the Weather reports and have a class room discussion to conclude about the factors controlling climate</p> <p>Watch videos and summarize the findings</p> <p>Use Mind map/graphic organizers to Enumerate and summarize the reasons for the wide difference between the day and night temperatures at different geographical locations of India</p> <p>Read Newspapers, prepare and present mock drills on protocols as preventive action for various disasters</p>	<p>Infer how the factors determine the climate of India.</p> <p>Analyse and infer the effect of monsoon winds on rainfall of the Indian subcontinent.</p> <p>Analyse the temperatures between plateau region, Himalayan region, desert region and coastal region.</p> <p>Enumerate and summarize the reasons for the wide difference between temperatures at different geographical locations of India</p> <p>☑ Propose protocols as preventive action for various disasters</p>
<p>ECONOMICS</p> <p>Chap.2 People as Resource</p>	<ul style="list-style-type: none"> • Case study on quality of population. (Class room discussion) • Collect sources from Newspaper/ Media and present the findings in the form of a collage or an album • Neighbourhood survey on employment /employability in neighbourhood, analyse 	<ul style="list-style-type: none"> • Analyse and infer the reasons that contribute to the quality of population • Enumerate the different schemes of Government in some states and infer on the quality of people there by. • Propose solutions to resolve unemployment problem

	the quality of neighbourhood and present in PPT format	
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Month : September 2023

No. of working days : 23

<p>HISTORY</p> <p>Chap.3 Nazism and the Rise of Hitler</p>	<ul style="list-style-type: none"> • Watch Video clipping from the last days of Adolf Hitler and discuss the reasons for rise and fall of Hitler • Dramatize the Nazi Propaganda /racial discrimination against Jews • Cartoon interpretation/ Image interpretation • Read passages from “Dairy of Anne frank “and other related literature and discuss the impact of Nazism • Jig saw strategy to critique the genocidal war waged against Jews by the Nazis 	<ul style="list-style-type: none"> • Citing the events that helped Hitler’s rise to power • Evaluate various character traits of Hitler • Compare and contrast the characteristics of Bismarck and Hitler • Analyse the role of “Treaty of Versailles in the rise of Nazism and Hitler • Critique the genocidal war waged against Jews by the Nazis. • Discuss the critical significance of Nazism in shaping the politics of modern world
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Month : October 2023

No. of working days : 20

<p><u>GEOGRAPHY</u></p> <p><u>Chap.5 Natural Vegetation and Wild life</u></p>	<p>Inter disciplinary project with History chapter no IV “Forest Society and Colonialism “</p>	<ul style="list-style-type: none"> • Enumerate how conservation of forests and wildlife are interdependent in nature and in maintain the ecology of India. • Analyse and infer how some of the developmental works, grazing wood cutting have impacted on the survival or otherwise of the forests. • Summarizes the reasons for conservation of biodiversity in India under sustainable development.
<p><u>DP</u></p> <p><u>Chap.3 Electoral Politics</u></p>	<ul style="list-style-type: none"> • Role play /have school council elections. • Design and present election manifesto • Create multiple parties and create symbols for elections • Use street play to create awareness about the right to vote. 	<ul style="list-style-type: none"> • Evaluate the role of political parties to adhere to electoral promises. • Create a solution for eradication of malpractices in elections • Differentiate between representative democracy and competitive party politics. • Summarize the essential features of the Indian Electoral system. • Examine the rationale for adopting the present Indian Electoral System.
<p><u>DP</u></p> <p><u>Chap.4 Working of Institutions</u></p>	<ul style="list-style-type: none"> • Watch videos of Parliament and discuss the importance of question hour • Present Moot court to evaluate the rule of Law 	<ul style="list-style-type: none"> • Analyse and infer how the three organs are interdependent and independent to execute their roles

	<ul style="list-style-type: none"> • Examine the relevant case studies to evaluate the rule of law • Present Mock Parliament session to convert a bill into law 	<ul style="list-style-type: none"> • Summarize and evaluate the rule of law in India. • Represent the role of Parliament and its procedures. • Distinguish between political and permanent executive authorities and functions. • Understand the parliamentary system of executive's accountability to the legislature. • Understand the working of Indian Judiciary.
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Month : November 2023

No. of working days : 19

<p><u>GEOGRAPHY</u></p> <p>Chap.6 Population</p>	<ul style="list-style-type: none"> • Research based learning/ art integration strategy (4 grid analysis) to analyse and infer the reasons behind the uneven distribution of population in India with specification to UP & Rajasthan and Mizoram and Karnataka 	<ul style="list-style-type: none"> • Analyse and infer the reasons behind the uneven distribution of population in India with specification to UP & Rajasthan and Mizoram and Karnataka. • Enlist the factors that affect the population density.
<p><u>DP</u></p> <p>Chap.5 Democratic Rights</p>	<ul style="list-style-type: none"> • Declamation on need to have rights and the importance of performing duties. • Debate the need to have rights in the light of study of Saudi Arabia. • Case study to analyse the role of citizens when the 	<ul style="list-style-type: none"> • Analyse the need of having rights and categorize the rights. • Evaluate the statement "Democracy is meaningless without rights" • Analyse their role as responsible citizens.

	<p>rights are exercised or otherwise.</p> <ul style="list-style-type: none"> • 6 thinking hats to discuss the current issues. • Organize a moot court to discuss the violation of individual rights. • Graphic organizer to summarize the coexistence of <i>rights vs duties</i> 	<ul style="list-style-type: none"> • Summarize the flipped coexistence of rights versus duties • Apply the process available to citizens for safeguarding rights.
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Month : December 2023

No. of working days : 22

<p>HISTORY</p> <p>Chap.4 Forest Society and Colonialism</p>	<ul style="list-style-type: none"> • Interdisciplinary project • Teachers can make use of the pedagogies in facilitating the students in completion of Inter Disciplinary Project • Constructivism • Inquiry based learning • Cooperative learning • Research based learning. • Experiential learning. • Art integration 	<ul style="list-style-type: none"> • compare the forest situations prevailed at pre-colonial, colonial and post-colonial era. • Analyse and evaluate the growth & role of commercial forestry in different types of Vegetation.
<p>ECONOMICS</p> <p>Chap.3 Poverty as a Challenge</p>	<ul style="list-style-type: none"> • PPT presentation using case study given in NCERT text on the reasons of rural and urban poverty. • Declamation with data to Evaluate the efficacy of government to eradicate poverty • Debate whether education can remove poverty 	<ul style="list-style-type: none"> • Analyse and infer the reasons of poverty in the rural and urban areas. • Evaluate the efficacy of government to eradicate poverty. • Compare how poverty estimates have transformed from 1993-94 to 2011-12 Examine the link between education and poverty.

<p>ECONOMICS Chap.4 Food Security in India</p>	<ul style="list-style-type: none"> • • Case study and group discussion to substantiate the link between a well-structured • continuity of supply to masses. • Invite relevant Govt. officials to speak on FSI &PDS. • Panel discussion/seminar on the impact of the green revolution and PDS. 	<ul style="list-style-type: none"> • • Enumerate various aspects of food security that will ensure • continuity of supply to the masses. • Examine, analyse and infer various sources of data that point to the rationale of FSI. • Enumerate different features of PDS that directly address FSI. • Analyse and infer the impact of Green revolution in strengthening the PDS.
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Month : January 2024

No. of working days : 18

Practice from old CBSE board papers	Practice Exam	
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Month : February 2024

No. of working days : 15

Discussion of doubts		
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SUBJECT : MATHEMATICS

Objectives :

The broad objectives of teaching of Mathematics at secondary stage are to help the learners to :

- * consolidate the Mathematical knowledge and skills acquired at the upper primary stage
- * acquire knowledge and understanding, particularly by way of motivation and visualization, of basic concepts, terms, principles and symbols and underlying processes and skills;
- * develop mastery of basic algebraic skills;
- * develop drawing skills;
- * feel and flow of reason while proving a result or solving a problem;
- * apply the knowledge and skills acquired to solve problems and wherever possible, by more than one method;
- * to develop ability to think, analyze and articulate logically;
- * to develop awareness of the need for national integration, protection of environment, observance of small family norms, removal of social barriers, elimination of gender biases;
- * to develop necessary skills to work with modern technological devices and mathematical software's.
- * to develop interest in mathematics as a problem-solving tool in various fields for its beautiful structures and patterns, etc.
- * to develop reverence and respect towards great mathematicians for their contributions to the field of mathematics;
- * to develop interest in the subject by participating in related competitions;
- * to acquaint students with different aspects of mathematics used in daily life;
- * to develop an interest in students to study mathematics as a discipline.

Month : April 2023

No. of working days : 18

CHAPTER	METHODOLOGY	LEARNING OUTCOMES
<p><u>Chap.1: Number Systems</u></p> <ul style="list-style-type: none">* Irrational numbers* Real Numbers and their Decimal Expansions* Operations on Real Numbers* Laws of Exponents for Real Numbers	<p>The class would start with a discussion on what the students have already learnt in the previous classes and hence what it they would learn now.</p> <p>Techniques to be used :</p> <p>Daily practice problem</p> <p>M C Qs.</p> <p>Peer Assessment</p> <p>Case studies</p> <p>Lab activities</p> <p>HOTS</p> <p>For slow learners :</p> <ol style="list-style-type: none">1. Basic questions2. peer help to be provided <p><u>Activity</u> : Spiral square root</p>	<p>After studying this lesson students will be able to :</p> <ul style="list-style-type: none">* to write the rational and irrational numbers between given two rational numbers* to represent different rational and irrational numbers on the number line* to rationalize the denominator of the given real number* to solve the problems with exponent and redicals
<p><u>Chap. 2: Polynomials</u></p> <ul style="list-style-type: none">* Polynomials in one variable* Zeroes of a polynomial* Factorization of Polynomials By Remainder theorem By Factor theorem* Algebraic Identities	<p>Demonstration method</p> <p>Participatory method</p> <p>Discussion</p> <p>Black-board and Chalk</p> <p>SRC</p> <p>Find the error worksheet</p> <p>Cross word puzzle</p> <p>Assignment sheets</p>	<p>After studying this lesson students will be able to :</p> <ul style="list-style-type: none">* differentiate between algebraic expression and polynomials, types of polynomials on the basis of terms and on the basis of their degrees, zeroes and coefficients of polynomials, remainder and factor theorem and at least ten algebraic identities.

	Lab activity	
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Month : May 2023

No. of working days : 16

<p><u>Chap. 3: Co-ordinate Geometry</u></p> <ul style="list-style-type: none"> * The cartesian plane * Coordinates of a point * Names and terms associated with the coordinate plane * Notations 	<p>Chart of Cartesian Plane</p> <p>Graph sheets</p> <p>Cross word puzzle</p> <p>Find the error worksheet</p> <p>Method of evaluation:</p> <ol style="list-style-type: none"> 1. Review questions 2. Class tests 3. Assignments 4. Discussions 	<p>After studying this lesson students will be able to understand the cartesian coordinate plane, x-axis, y-axis, horizontal line, vertical line, origin, abscissa, ordinate and different quadrants.</p> <p>Students also know the representation of different points in the cartesian coordinate plane</p>
<p><u>Chap.4 Linear Equations in two variables :</u></p> <ul style="list-style-type: none"> * Linear Equations * solution of linear equation 	<p>Demonstration and lecture method</p> <p>Assessment :</p> <p>Class test</p> <p>Oral discussion</p> <p>Oral test</p> <p>Worksheets and assignments of extra questions.</p>	<ol style="list-style-type: none"> 1. After studying this lesson students will know and understand the concept of linear equation in one variable and linear equation in two variables. 2. students should know the method of finding the points on the number line and able to draw its graph

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Month : July 2023

No. of working days : 22

<p><u>Chap.5: Introduction to Euclid's Geometry :</u></p> <p>* Euclid's Definitions, Axioms and Postulates</p>	<p>Demonstration and Lecture method</p> <p>Black-board and Chalk</p> <p>Assignment sheet</p> <p>Cross word puzzle</p> <p>Class test</p>	<p>After studying this lesson students are able to understand the term geometry and its origin.</p> <p>Students should know about the great mathematician Euclid and his contributions in mathematics. Students should also know about the axioms and postulates of Euclid Geometry</p>
<p><u>Chap.6: Lines and Angles :</u></p> <p>* Basic terms and Definitions</p> <p>* Intersecting lines and non-intersecting lines</p> <p>* Pairs of angles</p> <p>* Lines parallel to the same line</p>	<p>Inductive-Deductive, Demonstrative and Activity</p> <p>Models</p> <p>Black-board and Chalk</p> <p>Class-test</p> <p>Assignment sheets</p>	<p>After studying this lesson students will be able to understand</p> <ol style="list-style-type: none"> 1. the different types of angles with their diagrams 2. linear pair of angles, supplementary angles, complementary angles, adjacent angles. 3. different types of lines 4. concept of parallel lines and transversal 5. properties of triangles with Proof

Month : August 2023

No. of working days : 23

<p><u>Chap.7: Triangles :</u></p> <ul style="list-style-type: none">* Congruence of triangles* Criteria for congruence of Triangles* Some properties of a triangle* Some more criteria for congruence of triangles	<p>Method of teaching :</p> <ul style="list-style-type: none">Inductive methodDeductive methodInteractive methodGroup discussion method <p>Chart paper</p> <p>Method of evaluation :</p> <ul style="list-style-type: none">Oral quizSlip testAssignmentUnit test	<p>After studying this lesson students will be able to understand the :</p> <ol style="list-style-type: none">1. different types of triangles2. different congruence conditions3. proof of the important theorems
<p><u>Chap. 8: Quadrilaterals :</u></p> <ul style="list-style-type: none">* Properties of a parallelogram* The mid-point theorem	<ul style="list-style-type: none">Inductive methodDeductive methodInteractive methodGroup discussion method <p>Chart paper</p> <p>Method of evaluation :</p> <ul style="list-style-type: none">Oral questionsSlip testAssignmentPeriodic written test	<p>After studying this lesson students will be able to understand the</p> <ol style="list-style-type: none">1. different types of quadrilaterals and their properties2. Relationship between different types of quadrilaterals3. able to apply different theorems in the problems4. able to draw different types of quadrilaterals

Month : September 2023

No. of working days : 23

<p><u>Chap. 9: Circles</u></p> <p>* Angle subtended by a chord at a Point</p> <p>* Perpendicular from the centre to a chord</p> <p>* Equal chords and their distances from the centre</p> <p>* Angles subtended by an arc of a circle</p> <p>* Cyclic quadrilaterals</p>	<p>Inductive method</p> <p>Deductive method</p> <p>Interactive method</p> <p>Group discussion method</p> <p>Evaluation :</p> <p>Class test</p> <p>Extra questions</p> <p>Oral questions</p> <p>Lab manual activity</p> <p>Cross word puzzle</p>	<p>After studying this lesson students should :</p> <ol style="list-style-type: none">1. able to understand the definition of centre, radius, diameter, chord, sector and segment of a circle.2. Understand the theorems and their applications in different problems3. understand the cyclic quadrilateral and their properties and their applications in different problems.
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Month : October 2023

No. of working days : 20

<p><u>Chap. 10: Heron's Formula</u></p> <p>* Area of a triangle-by heron's formula</p>	<p>Inductive method</p> <p>Deductive method</p> <p>Interactive method</p> <p>Group discussion method</p> <p>Evaluation :</p>	<p>After studying this lesson students will be able to understand different types of triangles</p> <ol style="list-style-type: none">1. method of finding perimeter of different types of triangles2. method of finding the area of different triangles by using different methods
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	Asking questions, assignments, unit test. SRC Cross word puzzle Find the error worksheet	3. students should know the Heron's formula and its applications in finding the area of triangle .
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Month : November 2023

No. of working days : 19

<u>Chap. 11: Surface areas and volumes :</u> * Surface area of a right circular cone * Surface area of a sphere * Volume of a right circular cone * Volume of a sphere	Think pair and share, inductive and deductive learning, brain storming, discussion of muddiest point. Quiz Daily practice problem MCQ Peer assessment Case studies Lab activities Class test Assignments	After studying this lesson students will be able to understand 1. different types of solid figures, their vertices, edges and faces 2. all the formulas of surface area and volume of solid figures 3. the application of the different formulas in finding the surface area and volume of different solid figures and in the combination of the solid figures.
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Month : December 2023

No. of working days : 22

<u>Chap. 12: Statistics</u>	Inductive method Deductive method	After studying this lesson students will be able to understand
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* Bar graphs	Interactive method	1. different types of data
	Group discussion method	2. frequency distribution table
* Histogram (with varying base lengths)	Assignment sheet	3. different geometrical methods of representing the data
	Class test	Bar graph,
* Frequency polygon		Histogram,
		Frequency polygon

Month : January 2024

No. of working days : 18

Practice from revision assignment sheets	Pre-board exam	
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Month : February 2024

No. of working days : 15

Discussion of doubts		
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SCIENCE

Learning objectives: -

- Strengthen the concepts developed at the secondary stage to provide a firm foundation for further learning in the subject.
- Expose the learner to different processes in science-related industrial and technological applications.
- Develop process skills and experimental, observational, manipulative, decision making and investigatory skills in the learners.
- Promote problem-solving abilities and creative thinking in learners.
- Develop conceptual competence in learners and make them realize and appreciate the interface of science with other disciplines.

Month – April

No. of working days - 18

CHAPTER	METHODOLOGY	LEARNING OBJECTIVE
Matter in Our Surroundings States of matter	Lecture method/ Experimental method	Students will be able to understand states of matter (Solid, liquid and gas) Characteristics of Solid, Liquid and Gas
Is Matter Around Us Pure Pure Substances Mixture Element Compound	Lecture Method/ Demonstration method	Students will be able to know Difference between pure substance and mixture Solution, Suspensions and Colloids Elements and Compounds Physical and Chemical change

Month – May

No. of working days - 16

CHAPTER	METHODOLOGY	LEARNING OBJECTIVE
Motion Uniform motion Non-uniform motion Acceleration Equations of motion	Lecture method/ Experimental method	Students will be able to Differentiate between Scalar and Vector quantities Uniform and Non-uniform motion. Numericals based on Three Equations of Motion

Improvement in Food Resources Food from plants Animal Husbandry	Lecture method/ Group Discussion	Students will be able to know different practices of agriculture Animal Husbandry Poultry Farm Beekeeping

Month – July

No. of working days - 22

CHAPTER	METHODOLOGY	LEARNING OBJECTIVE
The Fundamental Unit of Life Cell	Lecture method/ Group Discussion	Students will be able to know Structure and function of Cell Organelles Plant cell and Animal cell Cell division
Tissue Plant tissue Animal tissue	Lecture method/ Group discussion	Students will be able to know Different types of Plant tissues Meristematic tissue, Permanent tissue, etc. Animal tissue Nervous tissue, Connective tissue, etc.

Month – August

No. of working days - 23

CHAPTER	METHODOLOGY	LEARNING OBJECTIVE
Force and Laws of Motion	Lecture method/ Group discussion	Students will be able to know Definition and types of Force Three Laws of Motion Momentum

Gravitation	Lecture method/ Group discussion	Students will be able to know Universal Law of Gravitation Free-fall Change of Gravitational force
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Month – September

Revision

Half-yearly Exam

Month – October

No. of working days - 20

CHAPTER	METHODOLOGY	LEARNING OBJECTIVE
Atoms and Molecules	Lecture method/ Group Discussion	Students will be able to know Laws of Chemical Combination Dalton's Atomic Theory Atoms, Ions, Atomicity Atomic mass & Molecular mass
Structure of Atom	Lecture method/ Chart/ Group Discussion	Students will be able to Appreciate the efforts of Scientists Ions, Valency and Electronic Configuration Isotopes and Isobars

Month – November

No. of working days – 19

Revision

CHAPTER	METHODOLOGY	LEARNING OBJECTIVE
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Work and Energy	Lecture method/ Experimentalmethod	Students will be able to know Work done in different conditions Types of Energy Relation between Mass and Velocity Numericals problems
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Month – December

No. of working days – 22

Revision

CHAPTER	METHODOLOGY	LEARNING OBJECTIVE
Sound	Lecture method/ Group Discussion	Students will be able to know Production of Sound Wave Characteristics of Wave Ultrasound SONAR

Month – January

Practice Exam

Month – February

Final Exam

		आत्मनेपदिनः, कारकपरिचयः, उपपदविभक्तयः च ।
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SUBJECT : ICT CODE NO -402

LEARNING OBJECTIVES

- To know about the various employability skills
- How one can cope with the self management skills
- Understand the need of Information Technology
- Digital Presentation of the work to be assessed

MONTH :- APRIL (WORKING DAYS 18)

S.NO	CHAPTER'S NAME	METHODOLOGY	LEARNING OUTCOMES
1	Communication Skills -I	<ul style="list-style-type: none">• Explanation Through Web Charts• Interaction Method• Discussion of exercise• Lab – Creation of web charts using different shapes	<ul style="list-style-type: none">• Meaning of Communication• Perspectives of communication• Methods of communication• Writing skills
2	Self Management Skills	<ul style="list-style-type: none">• Explanation through web charts• Interaction method• Lab- Creation of web charts using shapes	<ul style="list-style-type: none">• The meaning of self Management Self Confidence

MONTH: MAY (WORKING DAYS 16)

S.NO	CHAPTER'S NAME	METHODOLOGY	LEARNING OUTCOMES
3	Introduction to IT-IT es Industry	<ul style="list-style-type: none">• Explanation through PPT• Web Charts• Interaction method	<ul style="list-style-type: none">• To make the students aware of the keywords• Come to know about cloud computing,digital transaction• IT- BPM Industry

4	<ul style="list-style-type: none"> Information and Communication Technology 	<ul style="list-style-type: none"> Explanation in classroom DEMONSTRATION OF VARIOUS DEVICES IN LAB 	<ul style="list-style-type: none"> ICT tools Basic components of a computer and peripherals Basic computer operations
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MONTH – JULY (WORKING DAYS 22)

S.NO	CHAPTER'S NAME	METHODOLOGY	LEARNING OUTCOMES
5.	Information and Communication technology	<ul style="list-style-type: none"> Explanation of the chapter (contd) 	<ul style="list-style-type: none"> Will be able to correlate the keywords used Working of IBM industry
6	Data Entry and Keyboarding skills	<ul style="list-style-type: none"> Explanation of chapter through discussion method 	<ul style="list-style-type: none"> Types of keys Keyboarding skills Positioning of fingers on the keyboard

MONTH –AUGUST(WORKING DAYS 23)

S.NO	CHAPTER'S NAME	METHODOLOGY	LEARNING OUTCOMES
7.	Digital Documentation	Explanation of chapter with the help of webcharts and discussion method	<ul style="list-style-type: none"> Creating a document Applying editing features Applying formatting features Creating and working with tables in Word

MONTH – SEPTEMBER (WORKING DAYS 23)

Practical and written exam revision to be conducted

MONTH -OCTOBER (WORKING DAYS 20)

S.NO	CHAPTER'S NAME	METHODOLOGY	LEARNING OUTCOMES
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8.	Entrepreneurship Skills - I	Explanation of chapter through discussion method and lab class	<ul style="list-style-type: none"> • Distinguishing characteristics of Entrepreneurship • Roles and rewards of Entrepreneurship • Types of Businesses
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MONTH – NOVEMBER (WORKING DAYS 19)

S.NO	CHAPTER'S NAME	METHODOLOGY	• LEARNING OUTCOMES
9.	Green Skills - I	<ul style="list-style-type: none"> • Explanation of the chapter by discussion methods ,web charts and Lab Session 	<ul style="list-style-type: none"> • The Security and the environment • Conservation • Green Economy
10	Electronic Spreadsheet	<ul style="list-style-type: none"> • Explanation of Chapter by a interactive session • Demonstration of spreadsheet in the lab and then students will create their own 	<ul style="list-style-type: none"> • Creating Spreadsheet • Applying Formula and functions in a spreadsheet • Formatting data in a spreadsheet

MONTH- DECEMBER (Working days 22)

S.NO	CHAPTER'S NAME	METHODOLOGY	• LEARNING OUTCOMES
11	Digital Presentation	<ul style="list-style-type: none"> • Explanation of the chapter by discussion methods ,web charts and Lab Session 	<ul style="list-style-type: none"> • Understanding the characteristics of a good presentation • Creating a Presentation • Working with slides • Working with tables

MONTH – JANUARY (WORKING DAYS 18)

Revision of Entire Syllabus

MONTH – FEBRUARY (WORKING DAYS 15)

Practical exam and Viva to be taken .

SUBJECT-ART AND CRAFT AND HOME SCIENCE (ACTIVITY)

Learning Objective

Art and craft

To create love for the environment by making the best out of waste with the help of recyclable things, create awareness for the waste reduction and promote reuse of bottles, cans, paper etc.

Use of vegetable dyes instead of chemical dyes which were used earlier in India.

Culinary Art

It is to have effective multi dimensional growth of students which will impact physically, intellectually and enhance knowledge techniques ,ethics and nutritive values of food and the presentation skill also. These activities help the students to choose their career in future.

1st Term

April	May	July	August	September
Flower Vase with Pepsi bottle	Tie and Dye	Candle stand with disposable spoons	Rug with dupattas(old)	Lippon Art
Flowers with paper and glitter sheets	News paper art	Wall paintings with glue sticks	Bottle decoration	Diwali Diyas

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-	-	-	-	-

Culinary Arts

2nd Term

October	November	December	January
Dhokla	Steamed Sandesh / almond chocolate	Tomato Soup	Pav Bhaji
swiss samosa	Biscuit Cake	Vegetable potli	-
-	-	Practical	-
-	-	-	-

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SUBJECT-YOGA

<p>April 18 days</p>	<p>Om Chanting Sukshma vayama <u>Asana :</u></p> <ul style="list-style-type: none"> • Tadaasana • Virikshasana • Hastottanasana • Padahastasana <p><u>Pranayama</u></p> <ul style="list-style-type: none"> • <u>Bhramari</u> <p>Mediatation</p>
<p>May 16 days</p>	<p>Om Chanting Sukshma vayama Asana :</p> <ul style="list-style-type: none"> • Tadaasana • Trikonasana • Virikshasana • Hastottanasana • Tritadaasana • Halasana • Paschimotanasana <p><u>Pranayama</u></p> <ul style="list-style-type: none"> • <u>Bhramari</u> <p><u>Neytra Shakti Vikashak</u> Mediatation</p>
<p>June</p>	<p>Summer Vacation</p>
<p>July 22 days</p>	<p>Om Chanting Surya Namaskar <u>Asana :</u></p> <ul style="list-style-type: none"> • Tadaasana • Virikshasana • Hastottanasana • Padahastasana • Padmasana • Baddha konasana • Chakki chalanasana • Nauka chalanasana

	<ul style="list-style-type: none"> • <u>Vajrasana</u> <u>Pranayama</u> <ul style="list-style-type: none"> • <u>Bhramari</u> • <u>Sitali pranayama</u> <u>Neytra Shakti Vikashak</u> Mediatation
August 23 days	Practical
September 23 days	Om Chanting Surya Namaskar <u>Asana :</u> <ul style="list-style-type: none"> • <u>Gomukhasana</u> • <u>Dandasan</u> • <u>Arda matsyendrasana</u> • <u>Makarasana</u> • <u>Pavanmuktasana</u> • <u>Bhunamasana</u> <u>Bhairava Mudra</u> <u>Pranayama</u> <ul style="list-style-type: none"> • <u>Bhramari</u> • <u>Sitali pranayama</u> • Anuloma viloma Mediatation
October 20 Days	Om Chanting Surya Namaskar <u>Asana :</u> <ul style="list-style-type: none"> • <u>Sarvangasana</u> • <u>Rajakapotsan</u> • <u>Ustrasana</u> • <u>Viprit naukasan</u> • <u>Setu bandhasan</u> Mediatation <u>Pranayama</u> <ul style="list-style-type: none"> • <u>Bhramari</u> • <u>Surya Bhedana pranayama</u> • Anuloma Viloma Mediatation

<p>November 19 Days</p>	<p>Om Chanting Surya Namaskar <u>Asana :</u></p> <ul style="list-style-type: none"> • <u>Sarvangasana</u> • <u>Rajakapotasana</u> • <u>Ustrasana</u> • <u>Viprit naukasan</u> • <u>Setu bandhasana</u> <p><u>Tratak Kiya</u> <u>Pranayama</u></p> <ul style="list-style-type: none"> • <u>Bhramari</u> • <u>Surya Bhedana pranayama</u> • Kapalbhathi pranayam <p>Mediatation</p>
<p>December 22 Days</p>	<p>Om Chanting Surya Namaskar <u>Asana :</u></p> <ul style="list-style-type: none"> • Practice of all asanas <p><u>Tratak Kiya</u></p> <p><u>Pranayama</u></p> <ul style="list-style-type: none"> • <u>Bhramari</u> • <u>Surya Bhedana pranayama</u> • <u>Sitali pranayama</u> • Kapalbhathi pranayam
<p>January 18 Days</p>	<p>Om Chanting Surya Namaskar <u>Asana :</u></p> <ul style="list-style-type: none"> • Practice of all asanas <p><u>Pranayama</u></p> <ul style="list-style-type: none"> • <u>Bhramari</u> • <u>Surya Bhedana pranayama</u> • <u>Sitali pranayama</u> • Kapalbhathi pranayam
<p>February</p>	<p>Practical</p>