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## **PREFACE**

Curriculum planning is a continuous process. It is crucial in the context of education and plays an important role in bringing out desirable social, economic and cultural changes. By designing relevant and detailed syllabi for different stages of school education an important link is established between educational objectives and the expected developmental goals in a systematic and graded manner.

It is imperative to consider the various issues and concerns in education and relate them to social, economic and cultural issues along with numerous other issues related to environment, industry, agriculture conservation of natural resources, defence, health, nutrition and population and give fresh look to these issues while designing syllabus in an integrated manner. There is also an urgent need to address some other educational concerns like eliminating imbalances, facing the impact globalization, meeting the challenges of information and communication technology, linking education with life-skills and harnessing education for value development. Emphasis is laid on the process of learning and developing necessary academic and social skills more than acquisition of facts.

The prescribed syllabus is an excellent course designed under the new norms of the NCERT Syllabus and guidelines. It holds a modern approach of teaching for the development of a young and creative mind. The illustrations and fun filled activities along with the class room teaching facilitates the learners to develop power of thinking and analyzing. The syllabus is designed so that the assessment system, child's psychology, period distribution quality grasping and activities goes hand in hand systematically.

## **GENERAL GUIDELINES FOR THE STUDENTS**

1. Students should be present in the class at the start of the period and reach in time for all other activities and functions.
2. Attendance on the last day of school before vacation and first day of the school after vacation is absolutely essential.
3. Students are required to behave politely at all times and should not use indecent languages or, indulge in fights and quarrels with other children in the school. Any behaviour likely to cause hurt to others in the matter of language, religion or community is strictly prohibited.
4. Children should refrain themselves from the following activities :  
Spitting in or near the school building, disfiguring or otherwise damaging the school property, any form of rowdyism and rude behaviour.
5. No students should scratch or damage the school property or write or draw on the walls or cause damage in any way to any item belonging to the school or to others in the school. Any damage done will render the students liable for recovery of damages.
6. In the absence of the teacher from the classroom students are required to observe silence and obey the monitor of the class.
7. Every student should have his/her own textbook, stationery and other material required for studies. Articles should not be exchanged, nor should money be borrowed or lent.
8. A student who uses unfair means in the examination will render himself/herself liable to such punishment as is considered necessary by the Principal/Co-ordinator.
9. The general behaviour of students should be good not only within the school but also outside. Any reported objectionable conduct within or outside the school will make the student liable for disciplinary action.
10. Every student should take care of his/her personal belongings. School authorities will not be responsible for loss of such belongings.
11. It is the duty of all students to keep their classrooms and other places in and around the school clean and in order. All waste paper and other discardable materials should be thrown in the dustbin.
12. No student is allowed to write on the black board unless asked to do so by the teacher.
13. Before leaving the class room at the end of the day they should arrange the desks and chairs in proper order, put off the lights and fans, close the windows, throw the waste and unwanted materials into the dustbin and then leave the class room.
14. A student should come to the school in proper uniform which should be properly washed & ironed.
15. A student should greet/wish everybody with a pleasant smile.
16. Violation of the rules and regulations of the school and the code of conduct will render the concerned student liable to punishment including removal from the rolls of the school.
17. ASL (assessment of speaking and listening skill) of 20 marks will be a part of summative assessment-I and II of English subject.

**UNIT WISE DISTRIBUTION OF THE SYLLABUS (2025-2026)****CLASS IX**

Unit	Dates		No. of Days
	From	To	
Unit 1	02.04.2025	19.04.2025	11
Unit 2	21.04.2025	03.05.2025	11
Unit 3	05.05.2025	16.05.2025	09
Unit 4	19.05.2025	30.05.2025	10 (Block Teaching)
<b>Summer Vacation</b>	<b>31.05.2025</b>	<b>21.06.2025</b>	
Unit 5	23.06.2025	05.07.2025	11
Unit 6	07.07.2025	18.07.2025	10
Unit 7	21.07.2025	02.08.2025	11
Unit 8	04.08.2025	22.08.2025	14
Unit 9 & Rev.	25.08.2025	12.09.2025	15
<b>Half Yearly Exams</b>	<b>15.09.2025</b>	<b>29.09.2025</b>	
Unit 10	03.10.2025	17.10.2025	11
Unit 11	24.10.2025	07.11.2025	11
Unit 12	10.11.2025	21.11.2025	11
Unit 13	24.11.2025	05.12.2025	11
Unit 14	08.12.2025	26.12.2025	14
<b>Winter Break</b>	<b>29.12.2025</b>	<b>03.01.2026</b>	
Unit 15 & Rev.	05.01.2026	31.01.2026	20
<b>Annual Exam</b>	<b>02.02.2026 onwards (Tentative)</b>		

**ASSESSMENT SCHEDULE :**

Assessment	Dates	
	From	To
Periodic Assessment-1	28.04.2025	03.05.2025
<b>Extra Classes</b>	<b>19.05.2025</b>	<b>30.05.2025</b>
Periodic Assessment-2	05.07.2025	11.07.2025
<b>Half Yearly Exams</b>	<b>15.09.2025</b>	<b>29.09.2025</b>
Periodic Assessment-3	03.11.2025	11.11.2025
Periodic Assessment-4	08.12.2025	15.12.2025
<b>Annual Exams</b>	<b>02.02.2026 onwards (Tentative)</b>	

## ENGLISH LANGUAGE & LITERATURE

### Prescribed Books :

1. LITERATURE READER
2. MAIN COURSE BOOK
3. WORKBOOK

### General Objectives :

The general objectives at this stage are :

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

**At the end of this stage, learners will be able to do the following :**

- give a brief oral description of events / incidents of topical interest.
- retell the contents of authentic audio texts

- (weather reports, public announcements; simple advertisements, short interviews, etc.).
- participate in conversations, discussions, etc., on topics of mutual interest in non-classroom situations.
  - narrate the story depicted pictorially or in any other non-verbal mode.
  - respond in writing to business letters, official communications.
  - read and identify the main points / significant details of texts like scripts of audio-video interviews, discussions, debates, etc.
  - write without prior preparation on a given topic and be able to defend or explain the position taken / views expressed in the form of article, speech, or a debate.
  - write a summary of short lectures on familiar topics by making / taking notes.
  - write an assessment of different points of view expressed in a discussion / debate
  - read poems effectively (with proper rhythm and intonation).
  - transcode information from a graph / chart to a description / report and write a dialogue, short story or report.

**Subject to minor changes due to unavoidable circumstances :**

**Unit 1      02.04.2025 to 19.04.2025      (11)**

Revision

**Writing** : Free speech, Translations, Creative writings.

Speaking Activities

**Grammar** : Tenses, Determiners  
Reported Speech

**Art Integration and Activities :**

- One minutes Speaking activities
- Weave a story

**Unit 2      21.04.2025 to 03.05.2025      (11)**

**Literature** : How I taught my grandmother to read

**Grammar** : Parts of Speech, Tense

**Writing** : Paragraph writing -

**Art Integration and Activities :**

- Enactment on favorite part of the story
- Interview of your grandmother

**Grammar** : Parts of Speech, Tense – Flash Cards, Sing it aloud

**Unit 3      05.05.2025 to 16.05.2025      (09)**

**Literature** : Poem The Brook

**Lesson** : The man who knew too much

**Grammar** : Determiners, Integrated exercise for error correction

**Writing** : Notice Writing

**Art Integration and Activities :**

**Literature** :

- Draw a stream
- Pictorial Representation of the story/lesson

**Grammar** : Determiners, Integrated exercise for error correction- Role Play

**Writing** : Informal Letter

**Unit 4      19.05.2025 to 30.05.2025      (10)**

**Literature** : The Man who knew too much (cont)

**Poem** : The Road Not Taken

**MCB** : UNIT 1 People

**Grammar** : Subject Verb Concord

**Writing** : Informal Letter writing

**Art Integration and Activities :**

Grammar exercises

**Grammar** : Subject Verb Concord

**Writing** : Informal Letter

**Unit 5      23.06.2025 to 05.07.2025      (11)**

**Literature** : Lesson - Keeping it from Harold

**Grammar** : Reported speech

- Commands and requests

<ul style="list-style-type: none"> <li>• Statements</li> <li>• Questions</li> </ul> <p><b>Writing</b> : Notice</p> <p><b>Art Integration and Activities :</b></p> <p><b>Literature</b> : Compose an advertisement jingle for a dog show.</p> <p><b>Grammar</b> : Reported speech</p> <ul style="list-style-type: none"> <li>• Commands and requests</li> <li>• Statements</li> <li>• Questions</li> </ul> <p><b>Writing</b> : Notice</p> <p><b>Unit 6</b> <b>07.07.2025 to 18.07.2025</b> (10)</p> <p><b>Literature</b> : Poem-The Seven Ages Poem- The Solitary Reaper</p> <p><b>Grammar</b> : Determiners and use of passives integrated grammar practices with all topics covered so far.</p> <p><b>Art Integration and Activities :</b></p> <p><b>Literature</b> : Pictorial representation of poems</p> <p><b>Grammar</b> : Determiners and use of passives integrated grammar practices with all topics covered so far.</p> <p><b>Unit 7</b> <b>21.07.2025 to 02.08.2025</b> (11)</p> <p><b>Literature</b> : A Dog Named Duke</p> <p><b>Writing Skills</b> : Formal Letters, Analytical Paragraph</p> <p><b>Grammar</b> : Integrated Grammar practice</p> <p><b>Art Integration and Activities :</b></p> <p><b>Writing Skills</b> : Formal Letters, Story Writing</p> <p><b>Grammar</b> : Integrated Grammar practice</p> <p><b>Unit 8</b> <b>04.08.2025 to 22.08.2025</b> (14)</p> <p><b>Literature</b> : The Bishop's Candlesticks Drama Integrated grammar practice.</p> <p><b>Grammar</b> : Voice, Subject Verb Accord</p> <p><b>Writing</b> : Dialogue writing</p> <p><b>Art Integration and Activities :</b></p> <p><b>Literature</b> : Make a web chart of story's sequences</p>	<p><b>POETRY</b></p> <p><b>Grammar</b> : Voice, Subject Verb Accord - The dialogue game</p> <p><b>Writing</b> : Dialogue writing</p> <p><b>Unit 9 &amp; Rev.</b> <b>25.08.2025 to 12.09.2025</b> (15)</p> <p><b>MCB-2</b> : Adventure</p> <p><b>Grammar</b> : Reported Speech; Statements, commands and requests, interrogative sentences.</p> <p><b>Writing</b> : Paragraph</p> <p><b>Art Integration and Activities :</b></p> <p><b>MCB-2</b> : Adventure activities</p> <p><b>Grammar</b> : Reported Speech; Statements, commands and requests, interrogative sentences.</p> <p><b>Unit 10</b> <b>03.10.2025 to 17.10.2025</b> (11)</p> <p><b>Literature</b> : Villa for Sale Unit Children</p> <p><b>Grammar</b> : Integrated Grammar</p> <p><b>Literature</b> : Visual Depiction</p> <p><b>Grammar</b> : Editing, Omission and Jumbled sentences</p> <p><b>Unit 11</b> <b>24.10.2025 to 07.11.2025</b> (11)</p> <p><b>Literature</b> : Oh! I wish I'd looked after my teeth</p> <p><b>MCB</b> : UNIT 4 Radio Show</p> <p><b>Literature</b> : Poster making : 'Education is the weapon to change the World'</p> <p><b>Unit 12</b> <b>10.11.2025 to 21.11.2025</b> (11)</p> <p><b>Literature</b> : The Best Seller</p> <p><b>MCB</b> : Children</p> <p><b>Grammar</b> : Integrated grammar practice, Dialogue Writing</p> <p><b>Art Integration and Activities :</b></p> <ul style="list-style-type: none"> <li>• Books vs Digital Books (Debate)</li> </ul> <p><b>Unit 13</b> <b>24.11.2025 to 05.12.2025</b> (11)</p> <p><b>MCB</b> : Mystery</p>	<p><b>MCB</b> : Sports and Games</p> <p><b>Unit 14</b> <b>08.12.2025 to 26.12.2025</b> (14)</p> <p><b>MCB</b> : ADVENTURE</p> <p><b>Poem</b> : Song of the Rain</p> <p><b>Unit 15 &amp; Rev.</b> <b>05.01.2026 to 31.01.2026</b> (20)</p> <p><b>Topic</b> : Revision</p> <p><b>Periodic Asst.-1</b> <b>28.04.2025 to 03.05.2025</b></p> <p><b>Reading</b> : Unseen comprehensions</p> <p><b>Writing skills</b> : Letter to the Editor/Gap Filling</p> <p><b>Grammar</b> : Integrated Grammar</p> <p><b>Literature</b> : How I taught my Grandmother to read</p> <p><b>Periodic Asst.-2</b> <b>05.07.2025 to 11.07.2025</b></p> <p><b>Reading</b> : Unseen Comprehensions</p> <p><b>Writing Skills</b> : Enquiry and Complaint letters,</p> <p><b>Grammar</b> : Integrated Grammar</p> <p><b>Literature</b> : The Seven Ages/Solitary Reaper</p> <p><b>Half Yearly Exams</b> <b>15.09.2025 to 29.09.2025</b></p> <p><b>Reading</b> : Unseen Comprehensions</p> <p><b>Writing skills</b> : Informal letter, Paragraph</p> <p><b>Grammar</b> : Integrated Grammar</p> <p><b>Literature</b> : The Best Seller, Solitary Reaper</p> <p><b>Periodic Asst.-3</b> <b>03.11.2025 to 11.11.2025</b></p> <p><b>Reading</b> : Unseen Comprehensions</p> <p><b>Writing skills</b> : Informal Letters, Paragraph</p> <p><b>Grammar</b> : Integrated Grammar</p> <p><b>Literature</b> : Song of the Rain</p> <p><b>Periodic Asst.-4</b> <b>08.12.2025 to 15.12.2025</b></p> <p><b>Reading</b> : Unseen Comprehensions</p> <p><b>Writing skills</b> : Dialogue writing, Paragraph Writing</p> <p><b>Grammar</b> : Integrated Grammar</p> <p><b>Literature</b> : Villa for Sale</p> <p><b>Annual Exams</b> <b>02.02.2026 onwards (Tenta.)</b></p>
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## हिन्दी

प्रस्तावित पुस्तकें :

1. स्पर्श गद्य/काव्य भाग-1 एन.सी.आर.टी.
2. संचयन भाग-1 एन.सी.आर.टी.

हिन्दी भाषा शिक्षण के उद्देश्य :

भारतेन्दु हरिश्चंद्र का कहना है-

‘निज भाषा उन्नति अहै, सब उन्नति को मूल ।

बिनु निज भाषा ज्ञान के मिटे न हिय को मूल’ ।  
हिन्दी भारत की राज भाषा है । भारतीय होने के नाते अपनी राजभाषा का ज्ञान हम सबको होना ही चाहिए । भाषा के सही ज्ञान द्वारा ही हम अपने मन के भावों को प्रकट करने में सक्षम हो सकते हैं । हिन्दी भाषा शिक्षण के चार कौशल-श्रवण कौशल, पाठन कौशल, वाचन कौशल एवं लेखन कौशल हैं । इन सभी कौशलों का प्रयोग हिन्दी शिक्षण में आवश्यक है । अतः छात्रों में भावाभिव्यक्ति का कौशल भरना शुद्ध व साहित्यिक भाषा का प्रयोग सिखाना तथा इसी भाषा के माध्यम से छात्रों को राजनैतिक, साहित्यिक, सामाजिक व समसामयिक विषयों की जानकारी देकर ऐसा युवावर्ग तैयार करना जो समाज, देश व विश्व की प्रगति में अपना अभूतपूर्व योगदान दे सके ।

नई शिक्षा नीति 2020 भारत सरकार द्वारा लागू की गई है और इसका मुख्य उद्देश्य भारतीय शिक्षा तंत्र को मोड़ना और सुधारना है । यह नीति शिक्षा के कई पहलुओं में सुधार करने का प्रयास कर रही है, जैसे कि

सामाजिक समानताएं उत्कृष्टता को प्रोत्साहन, उत्कृष्टता को प्रोत्साहन, और नौकरी कौशल की बढ़ोतरी । यदि आप इस पर विचार कर रहे हैं तो निम्नलिखित कुछ सुझाव आपकी मदद कर सकते हैं :

- ❖ सामाजिक समानता : नई शिक्षा नीति यह सुनिश्चित करने का प्रयास कर रही है कि सभी छात्रों को समान अवसर मिले, चाहे वे जिस भी क्षेत्र से हों । इसमें समाज में असमानता को कम करने के लिए कई पहलुओं को मजबूती देने का प्रयास है ।
- ❖ नौकरी कौशल विकास : शिक्षा को नौकरी कौशलों के साथ मिलाकर और अधिक प्रासंगिक बनाने का प्रयास किया जा रहा है । ताकि छात्र विद्यार्थी सीधे रूप से रोजगार में शामिल हो सकें ।
- ❖ अधिगम में तकनीकी सुधार : नई शिक्षा नीति तकनीकी उपयोग को बढ़ावा देने का प्रयास कर रही है ताकि छात्र विद्यार्थियों को आधुनिक तकनीकी ज्ञान का अधिगम हो सके ।
- ❖ अभिवृद्धि-केंद्रित शिक्षा : नई शिक्षा नीति यह मानती है कि छात्रों को गहराई से समझाया जाना चाहिए और उन्हें सिर्फ याद करने के लिए नहीं, बल्कि समझने के लिए भी शिक्षा मिलनी चाहिए ।
- ❖ स्वयंसेवी और समर्थ नागरिक : शिक्षा का उद्देश्य एक स्वयंसेवी और समर्थ नागरिक बनाना है, जो समाज में योगदान कर सकें और समस्याओं का समाधान निकाल सकें ।

Unit 1	02.04.2025 to 19.04.2025	(11)
स्पर्श गद्य	: पाठ: 1 दुख का अधिकार	
व्याकरण	: अनुस्वार अनुनासिक, शब्द और पद, संधि व उसके भेदों का संक्षिप्त परिचय	
रचनात्मक	: संवाद लेखन ।	
गतिविधि	:	
1.	'दुख' विषय से संबंधित कबीर दास जी द्वारा रचित दस दोहों का संकलन कीजिए । लय के साथ समूह गान कीजिए ।	
2.	छात्र वृद्ध आश्रमों में जाकर दीन-हीन, दुखियों की जानकारी प्राप्त कीजिए व लिखिए कि भारत में कितने प्रतिशत वृद्ध अनाथ आश्रम में रहने के लिए मजबूर हैं ।	
3.	पाठ 'दुख का अधिकार' की अवधारणा मानचित्र कॉपी में बनाइए ।	
4.	दस मित्रों के ऐसे नाम लिखिए जिसमें अनुस्वार, अनुनासिक का प्रयोग किया गया हो ।	
अधिगम के प्रतिफल :		
1.	छात्र/छात्राओं ने वर्तमान समय के अनुसार निर्णय लेना सीखा । गरीब व दीन-दुखियों के प्रति संवेदना जाग्रत हुई । अन्न को बचाना सीखा ।	
2.	भाषा में उच्चारण संबंधी दोषों को स्वयं दूर करना सीखा ।	
3.	विराम चिह्नों का सही स्थान पर प्रयोग करना संवाद लेखन के माध्यम से सीखा ।	

<p>4. खेल-खेल में अनुस्वार व अनुनासिक युक्त मित्रों के नाम की खोज करना सीखा ।</p> <p>Unit 2      21.04.2025 to 03.05.2025      (11)</p> <p>स्पर्श गद्य/काव्य : पाठ: 1 पद (रैदास) पहला पद</p> <p>व्याकरण : संधि पुनरावृत्ति</p> <p>संचयन : पाठ: 1 गिल्लू</p> <p>रचनात्मक : पत्र लेखन (अर्नोपचारिक), अपठित गद्यांश प्रथम ईकाई परीक्षा हेतु पुनरावृत्ति</p> <p>गतिविधि :</p> <ol style="list-style-type: none"> <li>1. रैदास जी के बारे में पुस्तकें पढ़िए व प्रेरक बिन्दुओं के बारे में लिखिए ।</li> <li>2. गलियों में घूमते हुए पशुओं की देखभाल कीजिए व लोगों को प्रेरित करने के लिए सूचना लिखिए ।</li> <li>3. 'मन के हारे हार है, मन के जीते जीत' अनुच्छेद लिखिए ।</li> <li>4. पाठ: रैदास के पद, गिल्लू का अवधारणा मानचित्र कापी में बनाइए ।</li> </ol> <p>अधिगम के प्रतिफल :</p> <ol style="list-style-type: none"> <li>1. अबारा घूमने वाले जानवरों को किस संस्था द्वारा देखभाल की जाती है, इंटरनेट के माध्यम से संस्थाओं के बारे में जाना ।</li> <li>2. अपने मित्रों की अलग-अलग भाषाओं को जानने में रूचि दिखाई ।</li> <li>3. रैदास के पदों द्वारा छात्र/छात्राओं ने विनम्र होकर भक्ति-भावना करना सीखा ईश्वर के सामर्थ्य के</li> </ol>	<p>बारे में जाना, जाति-पाँति, छुआछूत की भावना दूर कर एकता, प्रेम, सद्भाव से जीना सीखा ।</p> <p>Unit 3      05.05.2025 to 16.05.2025      (09)</p> <p>स्पर्श गद्य : : पाठ एवरेस्ट मेरी शिखर यात्रा</p> <p>स्पर्श काव्य : : पाठ रैदास के पद संख्या 2</p> <p>व्याकरण : : उपसर्ग व प्रत्यय</p> <p>संचयन पाठ : : स्मृति</p> <p>रचनात्मक : : पुनरावृत्ति, पत्र लेखन</p> <p>गतिविधि : :</p> <ol style="list-style-type: none"> <li>1. आगे बढ़ती भारतीय महिलाओं से संबंधित जानकारी समाचार पत्रों से प्राप्त कीजिए व लिखिए</li> <li>2. पढ़े हुए पाठों के प्रश्न निर्माण कीजिए ।</li> <li>3. ग्रीष्मावकाश में पहाड़ी इलाकों में जाकर पहाड़ों के बारे में विभिन्न प्रकार की जानकारी प्राप्त कीजिए व मित्र को पत्र लिखिए ।</li> </ol> <ol style="list-style-type: none"> <li>2. पाठ के लेखकों व कवियों के नाम याद कीजिए ।</li> <li>3. सामूहिक गतिविधि : : पाँच नीतिपरक दोहे अर्थ सहित याद कीजिए व कक्षा में गाकर सुनाइए ।</li> </ol> <p>अधिगम के प्रतिफल :</p> <ol style="list-style-type: none"> <li>1. इंटरनेट के माध्यम से छात्र/छात्राओं ने शोध कार्य करना सीखा । छात्राओं में साहस, वीरता, व आगे बढ़ने का उत्साह जाग्रत हुआ । भारत की महान महिलाओं के बारे में जानकारी प्राप्त हुई ।</li> <li>2. पठित पाठों के आधार पर प्रश्न निर्माण करने के लिए छात्र स्वमूल्यांकन करने में सक्षम हुए ।</li> <li>3. दोहा समूह गान में आरोह व अवरोह सीखा, दोहे की सी.डी. सुनकर अर्थ बताने में सक्षम हुए ।</li> </ol>	<p>Unit 4      19.05.2025 to 30.05.2025      (10)</p> <p>स्पर्श काव्य : : पाठ तुम कब जाओगे अतिथि</p> <p>स्पर्श काव्य : : पाठ दोहे</p> <p>रचनात्मक : : संवाद लेखन</p> <p>पाठन : : अपठित गद्यांश</p> <p>गतिविधि : :</p> <ol style="list-style-type: none"> <li>1. दोहों को लूपीटूल के माध्यम से समझाने की कोशिश कीजिए ।</li> <li>2. सामाजिक जागरूकता हेतु संवाद लेखन अधिगम के प्रतिफल :</li> </ol> <ol style="list-style-type: none"> <li>1. बोध संबंधी प्रश्नों के उत्तर लिखना ।</li> <li>2. <u>सब ईश्वर की संतान हैं</u> की भावना का समाज में प्रचार व प्रसार करना ।</li> <li>3. दूसरों के मनोभावों को समझकर स्थिति को संभालना ।</li> </ol> <p>Unit 5      23.06.2025 to 05.07.2025      (11)</p> <p>स्पर्श गद्य : : पाठ: 4 तुम कब जाओगे अतिथि</p> <p>संचयन : : पाठ: स्मृति</p> <p>रचनात्मक : : पत्र लेखन, संवाद लेखन, अनुच्छेद लेखन</p> <p>गतिविधि : :</p> <ol style="list-style-type: none"> <li>1. तुम कब जाओगे अतिथि फिल्म की समीक्षा कीजिए । फिल्म के माध्यम से अभिनय द्वारा समीक्षा कीजिए ।</li> <li>2. तुम कब जाओगे, अतिथि कहानी का मंचन कीजिए</li> <li>3. तुम कब जाओगे, अतिथि व दोहे का अवधारणा</li> </ol>
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<p>मानचित्र कॉपी में दर्शाइए ।</p> <p>अधिगम के प्रतिफल :</p> <ol style="list-style-type: none"> <li>1. हास्य दृश्यों का सफलतापूर्वक अभिनय किया जिसमें बोलना, संवाद, नाटक लिखना हाव-भाव के साथ प्रस्तुतीकरण देना सीखा, जिसमें उनका शब्द-भंडार व वाक्य निर्माण शुद्ध करना सीखा</li> <li>2. कक्षा में दोहों के समूह-गान प्रतियोगिता के फोटो छात्रों द्वारा लेने से रचनात्मक प्रतिभा विकसित हुई ।</li> <li>3. अच्छे अतिथि के गुणों को अपने अंदर ढालने का प्रयास किया ।</li> </ol> <p>Unit 6      07.07.2025 to 18.07.2025      (10)</p> <p>स्पर्श काव्य: : गीत अगीत</p> <p>व्याकरण: : दीर्घ स्वर संधि</p> <p>संचयन : स्मृति</p> <p>रचनात्मक: : अनुच्छेद लेखन, व समाचार पत्र से चित्र-वर्णन</p> <p>द्वितीय इकाई परीक्षा हेतु पुनरावृत्ति</p> <p>गतिविधि :</p> <ol style="list-style-type: none"> <li>1. बालक के भोलेपन में की गई चुनौती भरे साहसिक कार्यों का वर्णन कीजिए ।</li> <li>2. गणतंत्र दिवस पर मिलने वाले साहसिक कार्य हेतु पुरस्कृत विजेताओं के जीवनियों का संग्रह कीजिए</li> <li>3. नाटक के माध्यम से गीत अगीत कविता का मंचन कीजिए ।</li> </ol> <p>अधिगम के प्रतिफल :</p> <ol style="list-style-type: none"> <li>1. घटना के माध्यम से शुद्ध बोलना सीखा ।</li> </ol>	<p>2. अच्छे व्यक्ति के आंतरिक व बाह्य गुणों पर आधारित एक कथा लिखिए ।</p> <p>Unit 7      21.07.2025 to 02.08.2025      (11)</p> <p>स्पर्श गद्य: : वैज्ञानिक चेतना के वाहक चंद्रशेखर वेंकट रामन</p> <p>स्पर्श काव्य: : पाठ: पुनरावृत्ति</p> <p>व्याकरण : वाक्य व विराम चिह्न</p> <p>संचयन : पाठ: पुनरावृत्ति</p> <p>रचनात्मक: : पुनरावृत्ति</p> <p>गतिविधि:</p> <ol style="list-style-type: none"> <li>1. एडीसन, आइस्टाइन, लिंकन जैसे व्यक्ति जीवन में सफल कैसे बने, इसकी जानकारी प्राप्त कीजिए व लिखिए ।</li> <li>2. विज्ञान के क्षेत्र में मिलने वाले पुरस्कारों की जानकारी व पुरस्कृत व्यक्तियों की सूची तैयार कीजिए ।</li> </ol> <p>अधिगम के प्रतिफल :</p> <ol style="list-style-type: none"> <li>1. देश सेवा व देश विकास हेतु कार्य करना ।</li> <li>2. भविष्य कि लिए स्वयं को तैयार करना ।</li> <li>3. मुखरित और मौन भावों के महत्व को जानना ।</li> </ol> <p>Unit 8      04.08.2025 to 22.08.2025      (14)</p> <p>स्पर्श गद्य: : वैज्ञानिक चेतना के वाहक चंद्रशेखर वेंकट रामन पुनरावृत्ति</p> <p>स्पर्श काव्य: : अग्नि पथ</p> <p>व्याकरण: : वाक्य पुनराभ्यास</p> <p>संचयन : पुनरावृत्ति</p> <p>रचनात्मक: : अनुच्छेद लेखन, संवाद लेखन,</p>	<p>लेखन अभ्यास, चित्र वर्णन, पत्र गतिविधि :</p> <ol style="list-style-type: none"> <li>1. प्रश्नोत्तरी तैयार करना ।</li> <li>2. जीवनपथ पर अडिग रहने की प्रेरणा देते हुए दो कविताओं को कंठस्थ कीजिए ।</li> </ol> <p>अधिगम के प्रतिफल :</p> <ol style="list-style-type: none"> <li>1. पुनः मूल्यांकन हेतु प्रत्येक पाठ के मुख्य केंद्र बिंदुओं को ध्यान में रखकर 'माइंड-मैप' बनाया । जिससे पाठ समझने में आसानी हुई ।</li> <li>2. छात्र/छात्राएँ पाठन, वाचन व बोलने की कला में पारंगत हुए ।</li> </ol> <p>Unit 9 &amp; Rev. 25.08.2025 to 12.09.2025      (15)</p> <p>अर्द्ध वार्षिक परीक्षा हेतु पुनरावृत्ति एवं आदर्श प्रश्न-पत्र के माध्यम से आंतरिक मूल्यांकन मौखिक व लिखित परीक्षा द्वारा मूल्यांकन तथा अभ्यास प्रश्न पत्रों द्वारा पुनरावृत्ति जारी रहेगी ।</p> <p>श्रवण कौशल परीक्षा ।</p> <p>परियोजना कार्य : पठित पाठों में से किसी भी एक पाठ का सामूहिक प्रस्तुतिकरण कीजिए ।</p> <p>अधिगम के प्रतिफल : समस्या समाधान, समय प्रबंधन, लेख सुधार संबंधी और परीक्षा में आने वाली समस्याओं का समाधान करना सीखा ।</p> <p>Unit 10      03.10.2025 to 17.10.2025      (11)</p> <p>स्पर्श गद्य: : पाठ: शुक्र तारे के समान</p> <p>स्पर्श काव्य: : नए इलाके में</p> <p>व्याकरण: : संपूर्ण पिछले कार्य की पुनरावृत्ति</p>
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<p>संचयन : कल्लू कुम्हार की उन्नाकोटि</p> <p>रचनात्मक : अनुच्छेद लेखन, अपठित गद्यांश</p> <p>गतिविधि :</p> <ol style="list-style-type: none"> <li>गाँधीजी के प्रेरक प्रसंग एकत्रित कीजिए व कक्षा में सुनाइए ।</li> <li>दांडी मार्च की विस्तृत जानकारी प्राप्त कीजिए ।</li> <li>शुक्रतारे के समान, अग्नि पथ दिए जल उठे पाठ व कविता का अवधारणा मानचित्र कॉपी में दर्शाइए ।</li> </ol> <p>अधिगम के प्रतिफल :</p> <ol style="list-style-type: none"> <li>महान व्यक्तित्व के व्यक्तियों के कार्यों को देखकर अच्छे कार्य करने की प्रेरणा जाग्रत हुई ।</li> <li>गाँधीजी के आंदोलनों की पी.पी.टी. द्वारा तकनीकी ज्ञान सीखा ।</li> <li>महान व्यक्तियों के संघर्ष के बारे में जानकर कुछ बनने की जिज्ञासा उत्पन्न होना ।</li> <li>अपठित बोध के माध्यम से बौद्धिक व काल्पनिक शक्ति का विकास ।</li> </ol> <p>Unit 11 24.10.2025 to 07.11.2025 (11)</p> <p>स्पर्श गद्य : पुनरावृत्ति तृतीय ईकाई परीक्षा हेतु पुनरावृत्ति करवाना</p> <p>स्पर्श काव्य : खुशबू रचते हैं हाथ</p> <p>व्याकरण : पुनराभ्यास</p> <p>संचयन : कल्लू कुम्हार की उन्नाकोटी पुनरावृत्ति</p> <p>रचनात्मक : पत्र लेखन, संवाद लेखन</p> <p>गतिविधि : समाज में फैली आर्थिक असमानता</p>	<p>के कारण और उनके समाधान पर एक वृत्तचित्र बनाए (Documentary)</p> <p>अधिगम के प्रतिफल : अपनी पसंद के आदर्श व्यक्तित्व के स्वामी के गुणों पर चर्चा से तर्क/वितर्क की शक्ति का विकास ।</p> <p>Unit 12 10.11.2025 to 21.11.2025 (11)</p> <p>स्पर्श गद्य/काव्य : पाठ:-3, 4 पुनरावृत्ति</p> <p>व्याकरण : संपूर्ण पिछले कार्य की पुनरावृत्ति</p> <p>रचनात्मक : अनुच्छेद लेखन, अपठित गद्यांश</p> <p>गतिविधि : अपने जीवन की महत्वपूर्ण घटनाओं को लिपिबद्ध कीजिए ।</p> <p>अधिगम प्रतिफल : महान व्यक्तियों की भूमिका अदा की जिससे बच्चों में सकारात्मक गुणों की प्रवृत्ति बढ़ी ।</p> <p>Unit 13 24.11.2025 to 05.12.2025 (11)</p> <p>चतुर्थ ईकाई की परीक्षा हेतु पुनरावृत्ति</p> <p>व्याकरण : संपूर्ण पिछले कार्य की पुनरावृत्ति</p> <p>संचयन : मेरी छोटा सा निजी पुस्तकालय पुनरावृत्ति</p> <p>रचनात्मक : अनुच्छेद लेखन व संपूर्ण पिछले कार्य की पुनरावृत्ति ।</p> <p>गतिविधि :</p> <ol style="list-style-type: none"> <li>कक्षा पत्रिका तथा कक्षा का एक साप्ताहिक समाचार पत्र तैयार कीजिए ।</li> <li>हिन्दी महीनों के नाम क्रम से लिखिए ।</li> </ol> <p>अधिगम प्रतिफल :</p> <ol style="list-style-type: none"> <li>छात्रों द्वारा विद्यालय का कलैंडर बनाया गया</li> </ol>	<p>जिससे उनके अंदर अंकीय ज्ञान, हिन्दी के अंकों को जानने की उत्सुकता बढ़ी ।</p> <ol style="list-style-type: none"> <li>विभिन्न कार्यक्रमों की सूची को बनाना सीखा ।</li> </ol> <p>Unit 14 08.12.2025 to 26.12.2025 (14)</p> <p>वार्षिक परीक्षा हेतु पुनरावृत्ति एवं आदर्श प्रश्न-पत्र के माध्यम से आंतरिक मूल्यांकन</p> <p>मौखिक व लिखित परीक्षा द्वारा मूल्यांकन तथा अभ्यास प्रश्न पत्रों द्वारा पुनरावृत्ति जारी रहेगी ।</p> <p>श्रवण कौशल परीक्षा ।</p> <p>गतिविधि :</p> <ol style="list-style-type: none"> <li>सामाजिक समस्याओं पर एक लघु नाटिका लिखिए ।</li> <li>सामाजिक परिवेश में हो रहे परिवर्तनों पर चर्चा</li> <li>साक्षात्कार लेना सिखाया जाएगा ।</li> <li>प्रश्नोत्तरी प्रतियोगिता आयोजित की जाएगी ।</li> <li>नए इलाके में, खुशबू रचते हैं हाथ कविता का अवधारणा मानचित्र कॉपी में दर्शाइए ।</li> </ol> <p>अधिगम के प्रतिफल :</p> <ol style="list-style-type: none"> <li>सामाजिक समस्याओं से अवगत हुए । नाटक लिखने से संबंधित संवाद, प्रस्तुतीकरण, हाव-भाव, अभिनय कला की क्षमता का विकास ।</li> <li>अपनी व्यक्तिगत डायरी बनाने की रुचि उत्पन्न हुई</li> <li>व्याकरण कार्य का सामान्यीकरण करके व्यावहारिक उदाहरणों द्वारा जोड़ने का प्रयास ।</li> </ol> <p>Unit 15 &amp; Rev. 05.01.2026 to 31.01.2026 (20)</p> <p>स्पर्श गद्य/काव्य : पुनरावृत्ति</p> <p>संचयन : पुनरावृत्ति</p>
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<p>व्याकरण : पुनरावृत्ति  रचनात्मक : पुनरावृत्ति  गतिविधि : पाठ्यक्रम की पुनरावृत्ति रोचक विधि से करवाई जाएगी।</p> <p>अधिगम के प्रतिफल : सभी पाठों के व व्याकरण के मुख्य केंद्र बिंदुओं को ध्यान में रखकर प्रत्येक पाठ का माइंड-मैप चर्चों ने स्वयं तैयार किया जिससे पाठ के कठिन बिंदु भी सरल हो गए और पाठ को समझने में आसानी अनुभव की।</p> <p><b>ASSESSMENT SCHEDULE :</b>  <b>Periodic Asst.-1</b> 28.04.2025 to 03.05.2025  स्पर्श गद्य : पाठ: 1  स्पर्श काव्य : पाठ 1</p> <p>व्याकरण : अनुस्वार अनुनासिक, विराम चिह्न  संचयन : पाठ 1  रचनात्मक : संवाद लेखन, अपठित गद्यांश  गतिविधि : दोहा गायन।</p> <p><b>Periodic Asst.-2</b> 05.07.2025 to 11.07.2025  स्पर्श गद्य : पाठ: 2  स्पर्श काव्य : पाठ दोहे</p> <p>व्याकरण : उपसर्ग, प्रत्यय, अनुस्वार अनुनासिक  संचयन : पाठ: 2  रचनात्मक : अनुच्छेद लेखन,  पाठन : अपठित गद्यांश  गतिविधि : 'अतिथि देवो भव' पर चर्चा।</p> <p><b>Half Yearly Exams</b> 15.09.2025 to 29.09.2025  स्पर्श गद्य : पाठ: 1, 2, 3  स्पर्श काव्य : पाठ: 1, 2, 3</p>	<p>व्याकरण : संपूर्ण  संचयन : पाठ 1, 2  रचनात्मक : अनुच्छेद लेखन, पत्र लेखन, संवाद लेखन व चित्र वर्णन।</p> <p>पाठन : अपठित गद्यांश  <b>Periodic Asst.-3</b> 03.11.2025 to 11.11.2025  स्पर्श गद्य : पाठ: 4  स्पर्श काव्य : पाठ: 4</p> <p>व्याकरण : संपूर्ण  संचयन : पाठ 4  रचनात्मक : अनुच्छेद लेखन, पत्र लेखन, संवाद लेखन, चित्र वर्णन</p> <p>पाठन : अपठित गद्यांश  गतिविधि : वैज्ञानिकों की सूची बनाइए व किसी मनपसन्द वैज्ञानिक के बारे में लिखिए।</p> <p><b>Periodic Asst.-4</b> 08.12.2025 to 15.12.2025  स्पर्श गद्य : पाठ शुक तारे के समान  स्पर्श काव्य : पाठ नए इलाके में</p> <p>व्याकरण : संपूर्ण  संचयन : पाठ मेरा छोटा सा निजी पुस्तकालय  रचनात्मक : संवाद लेखन, अनुच्छेद लेखन, पत्र लेखन</p> <p>पाठन : अपठित गद्यांश  गतिविधि : सामाजिक समस्या पर नुक्कड़ नाटक</p> <p><b>Annual Exams</b> 02.02.2026 onwards (Tenta.)  स्पर्श गद्य/काव्य : संपूर्ण पाठ्यक्रम  व्याकरण : संपूर्ण पाठ्यक्रम</p>	<p>संचयन : संपूर्ण पाठ्यक्रम  रचनात्मक : संपूर्ण पाठ्यक्रम</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px 0;"> <b>MATHEMATICS</b> </div> <p><b>Prescribed Books :</b>  1. Mathematics Text Book-IX (NCERT)  2. Reference Book : Exemplar Problems by NCERT, DOE Support Material</p> <p><b>Teaching Objective of School Mathematics :</b>  The broad objective of teaching of Mathematics at secondary stage is to help the learners to :</p> <ul style="list-style-type: none"> <li>❖ Consolidate the Mathematics knowledge and skill acquired at the upper primary stage.</li> <li>❖ Acquire knowledge and understanding particularly by way of motivation and visualization of basic concepts, terms principles and symbols and underlying processes and skills.</li> <li>❖ Develop mastery of basic algebraic skills.</li> <li>❖ Develop drawing skills.</li> <li>❖ Feel the flow of reasons while proving a result or solving a problem.</li> <li>❖ Apply the knowledge and skill required to solve problems and wherever possible, by more than one method.</li> <li>❖ To develop positive ability to think, analyse and articulate logically.</li> <li>❖ Children see mathematics as something to talk about, to communicate, to discuss among themselves, to work together on.</li> <li>❖ They pose and solve meaningful problems.</li> <li>❖ They use abstractions to perceive relationship, to see structure, to reason out things, to argue the truth or falsity of statements.</li> </ul>
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<p><b>Unit 1</b>      <b>02.04.2025 to 19.04.2025</b>      <b>(11)</b></p> <p><b>Chapter : Number System</b></p> <p>Representation of natural numbers, integers, rational numbers, terminating / non terminating recurring decimals on the number line.</p> <p>Show existence of irrational numbers, and their representation on the number line. Rationalization of irrational numbers. Laws of exponents.</p> <p><b>Learning Outcomes :</b></p> <p>Students will be able to understand how to represent irrational numbers on number line and how to rationalize them.</p> <p>Solve problems using law of exponents. Evaluate powers with integral bases (excluding base 0) and whole-number exponents</p> <p><b>Art Integration/Lab Activity :</b></p> <ol style="list-style-type: none"> <li>To represent an irrational number on the number line. (<math>\sqrt{2}</math>, <math>\sqrt{3}</math>, <math>\sqrt{5}</math> etc.) and to make square root spiral.</li> <li>To find value of <math>\pi</math> and show it is an irrational number.</li> </ol>	<p>kinds of polynomials types and able to find zeroes of linear polynomials.</p> <p>They will be able to use remainder theorem for finding remainder and use factor theorem for determining divisibility and doing factors of polynomials.</p> <p><b>Art Integration/Lab Activity :</b></p> <ol style="list-style-type: none"> <li>To verify the identity <math>(a + b)^2 = a^2 + 2ab + b^2</math> by paper cutting and pasting.</li> <li>To verify the identity <math>a^2 - b^2 = (a + b)(a - b)</math> by paper cutting and pasting.</li> </ol> <p><b>Unit 3</b>      <b>05.05.2025 to 16.05.2025</b>      <b>(09)</b></p> <p><b>Chapter : Polynomials (contd)</b></p> <p><b>Heron's formula</b></p> <p>Area of a triangle using Heron's formula (without proof) and its application in finding the area of a quadrilateral.</p> <p><b>Chapter : Introduction to Euclid's Geometry</b></p> <p>History-Geometry in India and Euclid's geometry. Euclid's method of formalizing observed phenomenon into rigorous Mathematics with definitions, common/obvious notions, axioms / postulates and theorems. The five postulates of Euclid. Equivalent versions of the fifth postulate. Showing the relationship between axiom and theorem.</p> <p><b>Learning Outcomes :</b></p> <p>Students will be able to find area using sides of triangles and hence find height of triangle.</p> <p><b>Art Integration/Lab Activity :</b></p> <p>To find area of given shape by dividing it into smaller triangles.</p>	<p>alternate angles, interior angles when a transversal intersects two parallel lines. (Prove) The sum of the angles of a triangle is 180.</p> <p>If a side of a triangle is produced, the exterior angle so formed is equal to the sum of the two interior opposite angles.</p> <p><b>Chapter : Coordinate Geometry</b></p> <p>The Cartesian plane, coordinates of a point, associated terms and plotting points in the plane.</p> <p><b>Learning Outcomes :</b></p> <p>Students will be able to learn and various result related to lines and angles made between them including angles made by transversal with parallel lines.</p> <p>They will prove angle sum property of triangle and do problem related to exterior angle property. &amp;</p> <p>Students will be able to understand plotting of point on Cartesian plane and understand signs of points in different quadrants.</p> <p><b>Art Integration/Lab Activity :</b></p> <p>To find the mid-point of a line segment and the perpendicular bisector of a line segment by using paper folding. &amp;</p> <p>To obtain the mirror image of a given geometrical figure with respect to x-axis and y-axis.</p>
<p><b>Unit 2</b>      <b>21.04.2025 to 03.05.2025</b>      <b>(11)</b></p> <p><b>Chapter : Polynomials &amp; Revision for PA 1</b></p> <p>Polynomial in one variable, Coefficients, Degree of a polynomial, zero polynomial, Types of polynomials. Zeros of a polynomial. Remainder Theorem and proof of the Factor Theorem.</p> <p>Factorization of quadratic and of cubic polynomials using the Factor Theorem. Algebraic expressions and identities. Verification of identities.</p> <p><b>Learning Outcomes :</b></p> <p>Students will be able to understand different</p>	<p><b>Unit 4</b>      <b>19.05.2025 to 30.05.2025</b>      <b>(10)</b></p> <p><b>Chapter : Lines and Angles</b></p> <p>Linear pair of angles, vertically opposite angles, Results on corresponding angles,</p>	<p><b>Unit 5</b>      <b>23.06.2025 to 05.07.2025</b>      <b>(11)</b></p> <p><b>Chapter : Linear equation in two variables</b></p> <p>Introduction to the equation in two variables. Focus on linear equations of the type <math>ax + by + c = 0</math>. Explain that a linear equation in two variables has infinitely many solutions and justify their being written as ordered pairs of real numbers, plotting them and showing that they lie on a line. Graph of linear equations in</p>



<p>two variables. Examples, problems from real life, including problems on Ratio and Proportion and with algebraic and graphical solutions being done simultaneously.</p> <p>&amp; Revision for PA-2</p> <p><b>Learning Outcomes :</b></p> <p>Students will be able to make linear equations from given situation, they will understand standard form of linear equation in two variables and will be able to graphically represent linear equations in one variable and two variables.</p> <p><b>Art Integration/Lab Activity :</b></p> <p>To obtain a linear equation and draw a graph which represents the linear equation.</p> <p><b>Unit 6      07.07.2025 to 18.07.2025      (10)</b></p> <p><b>Chapter    : Triangles</b></p> <ol style="list-style-type: none"> <li>(Motivate) Two triangles are congruent if any two sides and the included angle of one triangle are equal to any two sides and the included angle of the other triangle (SAS Congruence).</li> <li>(Prove) Two triangles are congruent if any two angles and the included side of one triangle are equal to any two angles and the included side of the other triangle (ASA Congruence).</li> <li>(Motivate) Two triangles are congruent if the three sides of one triangle are equal to three sides of the other triangle (SSS Congruence).</li> <li>(Motivate) Two right triangles are congruent if the hypotenuse and a side of one triangle are equal (respectively) to the hypotenuse and a side of the other triangle. (RHS Congruence)</li> <li>(Prove) The angles opposite to equal sides of a triangle are equal.</li> <li>(Motivate) The sides opposite to equal angles of a triangle are equal.</li> <li>(Motivate) Triangle inequalities and relation</li> </ol>	<p>between 'angle and facing side' inequalities in triangles.</p> <p><b>Learning Outcomes :</b></p> <ul style="list-style-type: none"> <li>Students will be able to define congruence and various ways triangles can be proved to be congruent.</li> <li>They will be able to solve geometrical problems using congruence.</li> <li>They will learn relation between equal/unequal sides and opposite angles and converse.</li> </ul> <p><b>Art Integration/Lab Activity :</b></p> <p>To verify that a triangle is possible only if the sum of any two sides of triangle is always greater than the third side and difference of any two sides is always less than the third side.</p> <p><b>Unit 7      21.07.2025 to 02.08.2025      (11)</b></p> <p><b>Chapter    : Triangles (contd)</b></p> <p><b>Quadrilateral</b></p> <ol style="list-style-type: none"> <li>(Prove) The diagonal divides a parallelogram into two congruent triangles.</li> <li>(Motivate) In a parallelogram opposite sides are equal, and converse.</li> <li>(Motivate) In a parallelogram opposite angles are equal, and converse.</li> </ol> <p><b>Learning Outcomes :</b></p> <p>Students will be able to understand properties of parallelogram and its properties, they will be able to prove the given quadrilateral a parallelogram using different condition.</p> <p>They will learn midpoint theorem and converse and use the result to show quadrilateral formed by joining mid points of any quadrilateral always a parallelogram.</p> <p><b>Art Integration/Lab Activity :</b></p> <ol style="list-style-type: none"> <li>To show that the quadrilateral formed by</li> </ol>	<p>joining the mid-points of the adjacent sides of a quadrilateral is a parallelogram by paper folding.</p> <ol style="list-style-type: none"> <li>To verify that in a triangle, the line joining the mid-points of any two sides is parallel to the third side and half of it by paper folding and pasting.</li> </ol> <p><b>Unit 8      04.08.2025 to 22.08.2025      (14)</b></p> <p><b>Chapter    : Quadrilateral (contd.)</b></p> <ol style="list-style-type: none"> <li>(Motivate) A quadrilateral is a parallelogram if a pair of its opposite sides is parallel and equal.</li> <li>(Motivate) In a parallelogram, the diagonals bisect each other and conversely.</li> <li>(Motivate) In a triangle, the line segment joining the mid points of any two sides is parallel to the third side and in half of it.</li> </ol> <p><b>Unit 9 &amp; Rev. 25.08.2025 to 12.09.2025      (15)</b></p> <p><b>Chapter    : Areas of parallelograms and triangles</b></p> <ol style="list-style-type: none"> <li>(Prove) Parallelograms on the same base and between the same parallels have equal area.</li> <li>(Motivate) Triangles on the same base (or equal bases) and between the same parallels are equal in area.</li> </ol> <p>Revision</p> <p><b>Learning Outcomes :</b></p> <p>Students will be able solve geometrical problems related to area of parallelogram and triangles using relation of common base and given height.</p> <p><b>Art Integration/Lab Activity :</b></p> <p>To show that the parallelograms on the same base and between the same parallel lines are equal in area by paper cutting and pasting.</p> <p><b>Unit 10    03.10.2025 to 17.10.2025      (11)</b></p> <p><b>Chapter    : Constructions</b></p> <ol style="list-style-type: none"> <li>Construction of angles of measure <math>60^\circ</math>, <math>90^\circ</math>,</li> </ol>
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- 45° etc., equilateral triangles.
2. Construction of a triangle given its base, sum/difference of the other two sides and one base angle.
  3. Construction of a triangle of given perimeter and base angles.

**Learning Outcomes :**

Students will be able to extend knowledge of constructions to draw triangles when perimeter or sum/ difference of two sides and one angle is given.

**Chapter : Statistics**

Introduction to Statistics: Collection of data, presentation of data — tabular form, ungrouped / grouped, bar graphs, histograms (with varying base lengths), frequency polygons. Mean, median and mode of ungrouped data.

**Learning Outcomes :**

Students will be able to enhance knowledge of grouping of data and their graphical representation, will find mean & median. They will be able to find mean for grouped data as well.

**Unit 11 24.10.2025 to 07.11.2025 (11)****Chapter : Probability**

Repeated experiments and observed frequency approach to probability. Focus is on empirical probability. (A large amount of time to be devoted to group and to individual activities to motivate the concept; the experiments to be drawn from real - life situations, and from examples used in the chapter on statistics).

**Chapter : Circles**

Definition of circle, radius, circumference, diameter, chord, arc, secant, sector, segment, subtended angle.

1. (Prove) Equal chords of a circle subtend equal angles at the center and (motivate) its converse.
2. (Motivate) The perpendicular from the center of a circle to a chord bisects the chord and conversely, the line drawn through the center of a circle to bisect a chord is perpendicular to the chord.
3. (Motivate) There is one and only one circle passing through three given non-collinear points.
4. (Motivate) Equal chords of a circle (or of congruent circles) are equidistant from the center (or their respective centers) and conversely.
5. (Prove) The angle subtended by an arc at the center is double the angle subtended by it at any point on the remaining part of the circle & Revision of PA-3.

**Learning Outcomes :**

1. Students will be able to use concept of probability for given data values in grouped/ ungrouped form.
2. Students will be able to understand relation of chords, arcs, and their angles on center of circle or on two congruent circles.
3. They will be able to apply alternate segment theorem, angle in semicircle and properties of opposite angles in cyclic quadrilaterals in problems.

**Art Integration/Lab Activity :**

1. To verify that the angle subtended by an arc at the centre of circle is double the angle subtended at any point on the remaining part of the circle, experimentally.
2. To verify that the opposite angles of a cyclic quadrilateral are supplementary by paper folding activity.

**Unit 12 10.11.2025 to 21.11.2025 (11)****Chapter : Circles (contd.)**

6. (Motivate) Angles in the same segment of a circle are equal.
7. (Motivate) If a line segment joining two points subtends equal angle at two other points lying on the same side of the line containing the segment, the four points lie on a circle.
8. (Motivate) The sum of either of the pair of the opposite angles of a cyclic quadrilateral is 180° and its converse.

**Unit 13 24.11.2025 to 05.12.2025 (11)****Chapter : Surface areas and volumes**

Surface areas and volumes of cubes, cuboids, spheres (including hemispheres) and right circular cylinders/cones.

**Learning Outcomes :**

Students will be able to do extend knowledge of surface areas and volumes to cone and hemisphere and solve complex problems.

**Unit 14 08.12.2025 to 26.12.2025 (14)****Topic : Ch: Surface areas and volumes (contd.)**

Revision for PA-4

**Unit 15 & Rev. 05.01.2026 to 31.01.2026 (20)****Topic : Revision for Annual Exams****SCIENCE****Prescribed Book :**

Textbook of Science Class IX (NCERT)

**Objectives :**

- ❖ To develop understanding of some basic principles and laws of science.
- ❖ To familiarize the learners with life processes, health and wellness, nutrition and human diseases.



- ❖ To provide scientific and technological literacy to the learners.
- ❖ To understand the processes that underline simple scientific technological principles.
- ❖ To develop measurement and manipulative skills.
- ❖ To make learners capable of applying basic scientific principles.
- ❖ To develop problem solving and decision making skills.

## PHYSICS

**Unit 1**      **02.04.2025 to 19.04.2025**      **(11)**

**Topic** : CH-8 MOTION

### Introduction

- Rest & motion – Definition with Examples
- Scalar and vector quantities
- Motion along a straight line
- Distance
- Displacement
- Uniform motion
- Non uniform motion

### Learning Outcomes :

The learners would be able to :

- Understand that rest and motion are relative
- Understand and evaluate the numerical value of different quantities and also associate it with their units.
- Correlate various physical quantities like distance, displacement, average speed, acceleration and retardation etc with day to day observations.

**Art Integration** : Measure Distance and displacement by drawing different paths

**Competency Based Learning** : Questions based on distance and displacement to

develop numerical competency among students

**Unit 2**      **21.04.2025 to 03.05.2025**      **(11)**

**Topic** : CH-8 MOTION

- Graphical representation of motion by v - t graph
- Calculation of acceleration and distance from v-t graph
- Equations of motion
- Numericals based on graphs

### Learning Outcomes :

- Understand and evaluate speed, acceleration and distance from various graphs.
- Represent motion of given situation in graphical manner

### Art Integration :

- Graphs for representing different types of motion.
- Identify the type of motion from d-t graph and v-t graph.

**Competency Based Learning** : Graph based questions to calculate distance, displacement, speed and velocity using graphs

**Unit 3**      **05.05.2025 to 16.05.2025**      **(09)**

**Topic** : CH-8 MOTION

**CH-9 FORCE AND LAWS OF MOTION**

- Uniform circular motion
- Force – Definition , effects
- Types of force
- Balanced and unbalanced forces.

### Learning Outcomes :

- Evaluate speed in circular motion
- Differentiate between balanced and unbalanced forces

### Art Integration :

- To show circular motion by diagram
- Draw Balanced and unbalanced forces.

### Competency Based Learning :

- Demonstration based on circular motion to understand the concept of circular motion
- Self-directed activity to show the nature of balanced and unbalance force.

**Unit 4**      **19.05.2025 to 30.05.2025**      **(10)**

**Topic** : CH-9 FORCE AND LAWS OF MOTION

- Definition of inertia
- Reasoning questions based on first law
- Newton's second law of motion.
- Derive  $F = ma$
- Momentum, impulse – definition and unit

### Learning Outcomes :

The learners would be able to

- Evaluate the numerical value of force and momentum.
- Explain the laws of motion in various situations

### Art Integration :

- Role play
- Puzzle

### Competency Based Learning :

- Utilization of activities to give the concept of inertia.
- Numerical based on momentum

**Unit 5**      **23.06.2025 to 05.07.2025**      **(11)**

**Topic** : CH-9 FORCE AND LAWS OF MOTION

- Reasoning questions and numerical based on second law.
- Newton's third law of motion

### Learning Outcomes :

- Evaluate the numerical
- Explain the laws of motion in various situations

**Art Integration** : Role play on Newton's laws and their applications in daily life.

<p><b>Competency Based Learning :</b></p> <ul style="list-style-type: none"> <li>Numerical based on laws of motion</li> <li>Knowledge utilization to show laws of motion</li> </ul> <p><b>Unit 6      07.07.2025 to 18.07.2025      (10)</b></p> <p><b>Topic      : CH-10 GRAVITATION</b></p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Newton's Law of gravitation</li> <li>Importance</li> <li>Numericals</li> </ul> <p><b>Learning Outcomes :</b></p> <p>The learners would be able to :</p> <ul style="list-style-type: none"> <li>Explain the laws of gravitation in various situations</li> <li>Evaluate the numerical</li> </ul> <p><b>Art Integration :</b> To show Newton's Law of gravitation by diagram</p> <p><b>Competency Based Learning :</b> Numerical based on Newton's Law of gravitation</p> <p><b>Unit 7      21.07.2025 to 02.08.2025      (11)</b></p> <p><b>Topic      : CH-10 GRAVITATION</b></p> <ul style="list-style-type: none"> <li>Free fall</li> <li>Difference between 'g' and 'G'.</li> <li>Derive formula of 'g'</li> <li>Value of 'g' on earth</li> <li>Derive formula of 'g'</li> <li>Factors on which 'g' depends:</li> <li>Equations of motion during free fall.</li> </ul> <p><b>Learning Outcomes :</b> Evaluate the numerical value of g at different places like earth and moon.</p> <p><b>Art Integration :</b></p> <ul style="list-style-type: none"> <li>Role play of free fall</li> <li>Variation of 'g' on earth by diagram</li> </ul> <p><b>Competency Based Learning :</b></p> <ul style="list-style-type: none"> <li>Analytical process to give the idea of free fall</li> <li>Evaluate the numerical value of g at different places like earth and moon.</li> </ul> <p><b>Unit 8      04.08.2025 to 22.08.2025      (14)</b></p> <p><b>Topic      : CH-10 GRAVITATION</b></p>	<ul style="list-style-type: none"> <li>Numerical based on free fall</li> <li>Difference between mass and weight.</li> <li>Weight of an object on moon</li> </ul> <p><b>Learning Outcomes :</b></p> <ul style="list-style-type: none"> <li>Calculate the weight of given object on moon and earth.</li> <li>Evaluate the numerical</li> </ul> <p><b>Art Integration :</b></p> <ul style="list-style-type: none"> <li>Role play of mass and weight</li> <li>Lab activity measurement of density of a given solid</li> </ul> <p><b>Competency Based Learning :</b></p> <ul style="list-style-type: none"> <li>Numerical based on free fall</li> <li>Activities which give the idea of mass and weight at different places</li> </ul> <p><b>Unit 9 &amp; Rev. 25.08.2025 to 12.09.2025      (15)</b></p> <p><b>Topic      : CH-10 GRAVITATION &amp; REV.</b></p> <ul style="list-style-type: none"> <li>Thrust</li> <li>Pressure</li> <li>Applications</li> <li>Numericals on Thrust and pressure</li> <li>Up thrust / Buoyancy</li> <li>Archimedes Principle</li> <li>Numericals</li> </ul> <p><b>Learning Outcomes :</b></p> <p>The learners would be able to :</p> <ul style="list-style-type: none"> <li>Understand thrust and pressure</li> <li>Understand up thrust and Archimedes Principle</li> <li>Understand Density and Relative density</li> <li>Solve numerical problems based on different situation</li> </ul> <p><b>Art Integration :</b></p> <ul style="list-style-type: none"> <li>Lab activity to show different pressure</li> <li>Lab activity of verification of Archimedes Principle</li> <li>Lab activity to calculate density of solid</li> </ul> <p><b>Competency Based Learning :</b></p> <ul style="list-style-type: none"> <li>Numerical based on Thrust and pressure</li> </ul>	<ul style="list-style-type: none"> <li>Activities to show Buoyant force and Archimedes principle</li> <li>Numerical based on density and relative density</li> </ul> <p><b>Unit 10      03.10.2025 to 17.10.2025      (11)</b></p> <p><b>Topic      : CH-11 WORK AND ENERGY</b></p> <ul style="list-style-type: none"> <li>Introduction</li> <li>Work done by constant force</li> <li>Positive and negative work</li> <li>Energy and its forms</li> <li>Kinetic energy</li> <li>Derive the expression for KE</li> <li>Numericals on KE</li> <li>Potential energy</li> <li>Derive the expression for PE</li> <li>Numericals on PE</li> <li>Transformation of energy</li> </ul> <p><b>Learning Outcomes :</b></p> <p>The learners would be able to :</p> <ul style="list-style-type: none"> <li>Understand work and its types</li> <li>derive expression of KE and PE</li> <li>understand different types of energy.</li> <li>comprehend various examples showing transformation of energy.</li> <li>Solve numerical problems based on different situation</li> </ul> <p><b>Art Integration :</b></p> <ul style="list-style-type: none"> <li>Flow chart for types of work</li> <li>Flow chart for types of energy</li> </ul> <p><b>Competency Based Learning :</b></p> <ul style="list-style-type: none"> <li>Utilization of activities to show different types of work</li> <li>Numerical based on work</li> <li>Numerical based on K.E and P.E</li> <li>Demonstration to show transformation of energy</li> </ul> <p><b>Unit 11      24.10.2025 to 07.11.2025      (11)</b></p> <p><b>Topic      : CH-11 WORK AND ENERGY</b></p>
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- Law of conservation of energy
- Power
- Commercial unit of electrical energy
- Relation between SI unit and commercial unit energy
- Numericals

**Learning Outcomes :**

- Explain Law of conservation of energy and power
- Understand Commercial unit of electrical energy
- Solve numerical problems based on different situation

**Art Integration :** Role play to show conservation of energy

**Competency Based Learning :**

- Practical application to show conservation of energy
- Numerical based on power and commercial unit energy

**Unit 12** 10.11.2025 to 21.11.2025 (11)

**Topic** : CH-12 SOUND

- Introduction
- Production of sound
- Propagation of sound
- Sound needs medium to travel
- Types of waves – Longitudinal and transverse waves

**Learning Outcomes :**

The learners would be able to :

- Understand how the sound is produced and propagates
- Understand different types of waves and their characteristics

**Art Integration :** Lab activity to show how sound is produced and propagates

**Competency Based Learning :**

- Utilization of activities to show production of sound and propagation of sound

- Demonstrate Types of waves – Longitudinal and transverse waves

**Unit 13** 24.11.2025 to 05.12.2025 (11)

**Topic** : CH-12 SOUND

- Characteristics of wave – Wavelength, speed, amplitude and frequency
- Numericals
- Speed of sound in different media

**Learning Outcomes :**

- Understand Characteristics of wave
- Solve numerical problems based on different situation

**Art Integration :**

- Lab activity to measure velocity of pulse
- Lab activity to show – Wavelength, speed, amplitude and frequency

**Competency Based Learning :** Numerical based on velocity, wavelength and frequency of sound waves

**Unit 14** 08.12.2025 to 26.12.2025 (14)

**Topic** : CH-12 SOUND

- Reflection of sound
- Echo
- Numericals based on echo
- Range of Hearing
- Applications of ultrasound
- Echo, Reverberation
- Numericals based on Echo

**Learning Outcomes :**

The learners would be able to :

- Understand Reflection of sound and its applications
- Understand Echo and its working
- Solve numerical problems based on different situation

**Art Integration :**

- Lab activity to show Reflection of sound
- Role play to show Echo, Reverberation

**Competency Based Learning :** Practical application of reflection of sound

**Unit 15 & Rev.** 05.01.2026 to 31.01.2026 (20)

**Topic** : Revision

**Learning Outcomes :** Range of Hearing echo, Reverberation

**Art Integration :** Lab activity to show Range of Hearing

**Competency Based Learning :**

- Practical application of range of Hearing echo, Reverberation

**ASSESSMENT SCHEDULE :**

**Periodic Asst.-1** 28.04.2025 to 03.05.2025

**Topic** : Ch. Motion (till acceleration)

**Periodic Asst.-2** 05.07.2025 to 11.07.2025

**Topic** : Ch. Motion

**Half Yearly Exams** 15.09.2025 to 29.09.2025

**Topic** : Ch. Motion, Force and laws of motion, Ch. Gravitation

**Periodic Asst.-3** 03.11.2025 to 11.11.2025

**Topic** : Ch. Work and Energy

**Periodic Asst.-4** 08.12.2025 to 15.12.2025

**Topic** : Ch. Sound

**Annual Exams** 02.02.2026 onwards (Tenta.)

**Topic** :

**CHEMISTRY**

**Prescribed Book :**

**Science Text Book Class IX (NCERT)**

**Unit 1** 02.04.2025 to 19.04.2025 (11)

**Chapter-1** : Matter in our surroundings

**Topics** : 1. Introduction  
2. Characteristics of matter

**CPD** : To identify that matter is made up of small particles

**Art Integration** : Drawing flow chart showing

<p>interconversion of states of matter</p> <p><b>Learning Outcomes :</b> Describe particle nature of matter.</p> <p><b>Unit 2</b>      <b>21.04.2025 to 03.05.2025</b>      <b>(11)</b></p> <p><b>Chapter-1 : Matter in our surroundings</b></p> <p><b>Topic</b>      : 3. States of matter And its characteristic-shape, volume, density; change of state. Melting (absorption of heat), freezing,</p> <p><b>CPD</b>      : To determine the melting point of ice and boiling point of water.</p> <p><b>Art Integration :</b> Designing activity to understand effect of heat and pressure on states of matter</p> <p><b>Learning Outcomes :</b> Classifies materials, objects, phenomena, and processes, based on properties or characteristics, such as, classification of matter based on their states (solid/liquid/gas).</p> <p><b>Unit 3</b>      <b>05.05.2025 to 16.05.2025</b>      <b>(09)</b></p> <p><b>Chapter-1 : Matter in our surroundings</b></p> <p><b>Topic</b>      : Evaporation (cooling by evaporation), condensation,</p> <p><b>CPD</b>      : To relates process of evaporation with cooling effect.</p> <p><b>Art Integration :</b> Drawing mind map of factors affecting evaporation</p> <p><b>Learning Outcomes :</b> Plans and conducts investigations or experiments to arrive at and verify the facts, principles, phenomena or to seek answers to queries on their own, such as, why evaporation is faster in summer ? What is the effect of heat on the state of substances ? Relates processes and phenomena with causes and effects, process of evaporation with cooling effect,</p> <p><b>Unit 4</b>      <b>19.05.2025 to 30.05.2025</b>      <b>(10)</b></p> <p><b>Chapter-2 : Is matter around us pure</b></p> <p><b>Topic</b>      : Elements, compounds and mixtures.</p>	<p><b>CPD</b>      : To prepare : 1. a mixture 2. a compound using iron filings and sulphur powder</p> <p><b>Art Integration :</b> Collage making of pure and impure substances</p> <p><b>Learning Outcomes :</b> Classifies materials, objects, phenomena, and processes, based on properties or characteristics, such as composition (element/compound/mixture), etc.</p> <p><b>Unit 5</b>      <b>23.06.2025 to 05.07.2025</b>      <b>(11)</b></p> <p><b>Chapter-2 : Is matter around us pure</b></p> <p><b>Topic</b>      : Heterogeneous and Homogenous mixtures.</p> <p><b>CPD</b>      : To classify given mixture as homogenous or heterogeneous mixture.</p> <p><b>Art Integration :</b> Flowchart to show homogenous and heterogeneous us mixture,</p> <p><b>Learning Outcomes :</b> Analyses and interprets the differences between different types of mixture.</p> <p><b>Unit 6</b>      <b>07.07.2025 to 18.07.2025</b>      <b>(10)</b></p> <p><b>Chapter 2 : Is matter around us pure</b></p> <p><b>Topic</b>      : Solutions Colloids and suspensions:</p> <p><b>CPD</b>      :</p> <p>To prepare :</p> <ol style="list-style-type: none"> <li>1. a true solution of common salt, sugar and alum in water.</li> <li>2. a suspension of soil, chalk powder and fine sand in water.</li> <li>3. a colloidal solution of starch in water and egg albumin in water and distinguish between these on the basis of : <ul style="list-style-type: none"> <li>• transparency</li> <li>• filtration criterion</li> </ul> </li> </ol>	<p>• stability</p> <p><b>Art Integration :</b> Diagram of different mixture and effects shown by them</p> <p><b>Learning Outcomes :</b></p> <ul style="list-style-type: none"> <li>• Differentiates materials, objects, organisms, phenomena, and processes, based on properties or characteristics, such as, elements, compound and mixture, solution, suspension and colloid</li> </ul> <p><b>Unit 7</b>      <b>21.07.2025 to 02.08.2025</b>      <b>(11)</b></p> <p><b>Chapter-2 : Is matter around us pure</b></p> <p><b>Topic</b>      : Physical and chemical changes</p> <p><b>CPD</b>      :</p> <p>To carry out the following chemical reactions and classify them as physical or chemical changes.</p> <ol style="list-style-type: none"> <li>1. Iron with copper sulphate solution in water.</li> <li>2. Burning of magnesium ribbon in air.</li> <li>3. Zinc with dilute sulphuric acid.</li> <li>4. Heating of copper sulphate.</li> <li>5. Sodium sulphate with barium chloride in the for of their solutions in water.</li> </ol> <p><b>Art Intergration :</b> Table of differences</p> <p><b>Learning Outcomes :</b> Applies scientific concepts in daily life and solving problems, such as reversible and irreversible changes in daily life</p> <p><b>Unit 8</b>      <b>04.08.2025 to 22.08.2025</b>      <b>(14)</b></p> <p><b>Chapter-2 : Is matter around us pure</b></p> <p><b>Topic</b>      : Metals and Non metals</p> <p><b>CPD</b>      : To compare properties of metals and non-metals</p> <p><b>Art Integration :</b> Activity to demonstrate differences between metals and non metals</p> <p><b>Learning Outcomes :</b> Differentiate between metal and non metal</p> <p><b>Unit 9 &amp; Rev. 25.08.2025 to 12.09.2025</b>      <b>(15)</b></p> <p><b>Topic</b>      : REVISION</p> <p><b>Unit 10</b>      <b>03.10.2025 to 17.10.2025</b>      <b>(11)</b></p> <p><b>Chapter-4 : Structure of Atom</b></p>
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**Topic** : Electrons, protons and neutrons and their discoveries.

**CPD** : To demonstrate that opposite charge attracts each other.

**Art Integration** : Drawing mind map to show differences between sub atomic particles

**Learning Outcomes** : Describes scientific discoveries and inventions, such as, discovery of various atomic models, sub atomic particles.

**Unit 11 24.10.2025 to 07.11.2025 (11)**

**Chapter-4 : Structure of Atom**

**Topic** : Model of atom

**CPD** : To compare different models of atom.

**Art Integration** : Drawing different models of structure of atoms

**Learning Outcomes** : Draws labelled diagrams, flow charts, concept maps, such as distribution of electrons in different orbits in an atom, development of model of atom

**Unit 12 10.11.2025 to 21.11.2025 (11)**

**Chapter-4 : Structure of Atom**

**Topic** : Valency, chemical formula of common compounds, isotopes and Isobars

**CPD** : To find chemical formula of common compounds.

**Art Integration** : Collage on uses of radioactive isotopes

**Learning Outcomes** : Uses scientific conventions, symbols, and equations to represent various quantities, elements, and units, such as, SI units, symbols of elements, formulae of simple compounds, chemical equations, etc.

**Unit 13 24.11.2025 to 05.12.2025 (11)**

**Chapter-3 : Atoms and Molecules**

**Topic** : Atoms and molecules,

Law of constant proportions

**CPD** : To verify the law of conservation of mass in a chemical reactions.

**Art Integration** :

- Presentation on life of Lavoisier and Proust

**Learning Outcomes** : Draws conclusion, such as elements combine chemically in a fixed ratio to form compounds

**Unit 14 08.12.2025 to 26.12.2025 (14)**

**Chapter-3 : Atoms and Molecules**

**Topic** : Atomic and molecular masses, cations and anions, polyatomic ions and formulae making

**CPD** : To find molecular mass of given compounds

**Art Integration** : Pla card of anion and cation

**Learning Outcomes** :

- Uses scientific conventions, symbols, and equations to represent various quantities, elements, and units, such as, SI units, symbols of elements, formulae of simple compounds, chemical equations, etc.

**Unit 15 & Rev. 05.01.2026 to 31.01.2026 (20)**

**Topic** : Revision

**ASSESSMENT SCHEDULE :**

**Periodic Asst.-1 28.04.2025 to 03.05.2025**

**Chapter-1** : Matter in our surroundings

**Periodic Asst.-2 05.07.2025 to 11.07.2025**

**Chapter-1** : Is matter around us pure.

**Half Yearly Exams 15.09.2025 to 29.09.2025**

**Chapter-1** : Matter in our surroundings

**Chapter-2** : Is matter around us pure.

**Periodic Asst.-3 03.11.2025 to 11.11.2025**

**Chapter-4** : Structure of Atom

**Periodic Asst.-4 08.12.2025 to 15.12.2025**

**Chapter-3** : Atoms and Molecules

**Annual Exams 02.02.2026 onwards (Tenta.)**

**Chapter-1** : Matter in our surroundings

**Chapter-2** : Is matter around us pure.

**Chapter-4** : Structure of Atom

**Chapter-3** : Atoms and Molecules

## BIOLOGY

**Prescribed Books :**  
**Science Textbook Class IX NCERT**

**Objectives :**

- ◆ Develop inquiring minds and curiosity about science and the natural world
- ◆ Acquire knowledge, conceptual understanding and skills to solve problems and make informed decisions in scientific and other contexts
- ◆ Develop skills of scientific inquiry to design and carry out scientific investigations and evaluate scientific evidence to draw conclusions
- ◆ Communicate scientific ideas, arguments and practical experiences accurately in a variety of ways
- ◆ Think analytically, critically and creatively to solve problems, judge arguments and make decisions in scientific and other contexts
- ◆ Appreciate the benefits and limitations of science and its application in technological developments
- ◆ Understand the international nature of science and the interdependence of science, technology and society, including the benefits, limitations and implications imposed by social, economic, political, environmental, cultural and ethical factors
- ◆ Demonstrate attitudes and develop values of honesty and respect for themselves, others, and their shared environment.

<p><b>Unit 1</b>      <b>02.04.2025 to 19.04.2025</b>      <b>(11)</b>  <b>Ch-5</b>      : <b>FUNDAMENTAL UNIT OF LIFE</b>  <b>Topic</b> : Cell theories, diffusion and osmosis, function of cell wall and membrane, cell organelles: structure and functions  <b>CPD</b> : Perform Activity of study of diffusion and osmosis in various fruits and vegetables;  <b>Art Integration</b> :  <ul style="list-style-type: none"> <li>• Diagram of cell membrane</li> <li>• Deduction of result of Group activity.</li> </ul> <b>Learning Outcomes</b> : Students will understand the complexity of life and their role of various organs. They will appreciate the work done in the field of cytology.</p> <p><b>Unit 2</b>      <b>21.04.2025 to 03.05.2025</b>      <b>(11)</b>  <b>Ch-5</b>      : <b>FUNDAMENTAL UNIT OF LIFE</b>  <b>Topic</b> : Types of Organisms on the basis of types and number of cells, study of Nucleus  <b>CPD</b> :  <ul style="list-style-type: none"> <li>• Study of structure of Nucleus by model.</li> <li>• Video of structure of cell.</li> </ul> <b>Art Integration</b> :  <ul style="list-style-type: none"> <li>• Drawing: Nucleus and prokaryotic cell</li> <li>• Slide making: plant and animal cell</li> </ul> <b>Learning Outcomes</b> : Student to apply the knowledge to differentiate between the types of organisms and cells.</p> <p><b>Unit 3</b>      <b>05.05.2025 to 16.05.2025</b>      <b>(09)</b>  <b>Topics</b> : <b>Ch-5: FUNDAMENTAL UNIT OF LIFE</b>  <b>Topic</b> : Cell Organelle: Structure and Function  <b>CPD</b> : SEM of various cell Organelles  <b>Art Integration</b> :  <ul style="list-style-type: none"> <li>• Drawing : Cell Organelles.</li> <li>• Role play of cell Organelle and their functions</li> </ul> <b>Learning Outcomes</b> : Students will understand and explain the structure of cell organelles and correlate with their functions.</p>	<p><b>Unit 4</b>      <b>19.05.2025 to 30.05.2025</b>      <b>(10)</b>  <b>Ch-5</b>      : <b>FUNDAMENTAL UNIT OF LIFE</b>  <b>Topic</b> : Methods of cell division.  <b>CPD</b> : Video presentation and observation  <b>Art Integration</b> :            Flow chart making of steps of cell division  <b>Learning Outcomes</b> : Student will develop and classify the model of cell division and types.</p> <p><b>Unit 5</b>      <b>23.06.2025 to 05.07.2025</b>      <b>(11)</b>  <b>CH-6</b>      : <b>TISSUE</b>  <b>Topic</b> :  <ul style="list-style-type: none"> <li>• Introduction of concept of tissue and</li> <li>• Difference between plant and animal tissue</li> <li>• Meristematic Tissue and differentiation</li> </ul> <b>CPD</b> : Role Play of Growth of plants  <b>Art Integration</b> :  <ul style="list-style-type: none"> <li>• Drawing: Location of meristematic tissue in plants,</li> <li>• Flow chart of types of Meristems</li> </ul> <b>Learning Outcomes</b> :  <ul style="list-style-type: none"> <li>• Students will define tissue and compare various tissues and cells.</li> <li>• Differentiate between plant and animal tissue.</li> </ul> <p><b>Unit 6</b>      <b>07.07.2025 to 18.07.2025</b>      <b>(10)</b>  <b>CH-6</b>      : <b>TISSUE</b>  <b>Topic</b> : Complex Permanent tissue  <b>CPD</b> :  <ul style="list-style-type: none"> <li>• Activity of coloured water movement in plants</li> <li>• Video of action of Xylem and Phloem</li> </ul> <b>Art Integration</b> :  <ul style="list-style-type: none"> <li>• Diagram: Xylem and Phloem components</li> <li>• Tabulation of observation of activity</li> </ul> <b>Learning Outcomes</b> : Students will to understand and learn the material movement in plants and the tissue involved in it.</p> <p><b>Unit 7</b>      <b>21.07.2025 to 02.08.2025</b>      <b>(11)</b>  <b>CH-6</b>      : <b>TISSUE</b></p> </p>	<p><b>Topic</b> : Simple Permanent and protective tissue  <b>CPD</b> :  <ul style="list-style-type: none"> <li>• Study of various plant tissue using permanent slides</li> <li>• Field trip to school Ground</li> </ul> <b>Art Integration</b> :  <ul style="list-style-type: none"> <li>• Diagram: Simple permanent tissue</li> <li>• Tabulation of differences in various tissues.</li> </ul> <b>Learning Outcomes</b> : Students will Compare various simple tissue in plants and conclude the functions performed.</p> <p><b>Unit 8</b>      <b>04.08.2025 to 22.08.2025</b>      <b>(14)</b>  <b>CH-6</b>      : <b>TISSUE</b>  <b>Topic</b> : Animal tissues: Introduction and comparison from plant tissue.  <b>CPD</b> : Video of animal tissue and Study of Pictures of animal tissue  <b>Art Integration</b> : Making flow charts of various animal tissue.  <b>Learning Outcomes</b> : Students will recognize the role of various Tissue present in their body and correlate the role of tissue</p> <p><b>Unit 9 &amp; Rev.</b> <b>25.08.2025 to 12.09.2025</b>      <b>(15)</b>  <b>Topic</b> : Revision</p> <p><b>Unit 10</b>      <b>03.10.2025 to 17.10.2025</b>      <b>(11)</b>  <b>CH-6</b>      : <b>TISSUE</b>  <b>Topic</b> : Animal tissues: Epithelial Tissue, Muscular Tissue  <b>CPD</b> : Study of animal tissue using epithelial and muscular tissue slides and pictures.  <b>Art Integration</b> : Diagram and making flow charts for various animal tissue  <b>Learning Outcomes</b> : Students will analyze and compare the structure of various epithelial and muscular tissue and explain their functions based on their location in body</p>
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<b>Unit 11</b>	<b>24.10.2025 to 07.11.2025</b>	<b>(11)</b>
<b>CH-6</b>	<b>: TISSUE</b>	
<b>Topic</b>	: Animal tissues: Connective and Nervous Tissue	
<b>CPD :</b>	<ul style="list-style-type: none"> <li>Study of animal tissue using Connective and nervous tissue slides and pictures.</li> <li>Blood group testing</li> </ul>	
<b>Art Integration :</b>	Diagram and making flow charts for various animal tissue	
<b>Learning Outcomes :</b>	Students will analyze and compare the structure of various epithelial and muscular tissue and explain their functions based on their location in body	
<b>Unit 12</b>	<b>10.11.2025 to 21.11.2025</b>	<b>(11)</b>
<b>CH-15</b>	<b>: IMPROVEMENT IN THE FOOD RESOURCES</b>	
<b>Topic</b>	: Importance of improvement in food resources: plants, crop variety and production method improvements	
<b>CPD</b>	: Class discussion	
<b>Art Integration :</b>	Visual presentation in form of poster, PPT or articles	
<b>Learning Outcomes :</b>	Students will understand the sources of food and their need for improvement	
<b>Unit 13</b>	<b>24.11.2025 to 05.12.2025</b>	<b>(11)</b>
<b>CH-15</b>	<b>: IMPROVEMENT IN THE FOOD RESOURCES</b>	
<b>Topic</b>	: Cropping patterns, Organic and sustainable farming practices.	
<b>CPD :</b>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Video presentation</li> </ul>	
<b>Art Integration :</b>	Visual presentation in form of poster, PPT or articles	
<b>Learning Outcomes :</b>	Students will understand the Importance of selection of various	

	cropping patterns and organic farming.	
<b>Unit 14</b>	<b>08.12.2025 to 26.12.2025</b>	<b>(14)</b>
<b>CH-15</b>	<b>: IMPROVEMENT IN THE FOOD RESOURCES</b>	
<b>Topic</b>	: Importance of animal husbandry, different animal rearing, breeding and challenges.	
<b>CPD</b>	: Case study	
<b>Art Integration :</b>	Visual presentation in form of poster, PPT or articles	
<b>Learning Outcomes :</b>	Students will compile a report on various animal husbandry practices in India and their advantages and limitations.	
<b>Unit 15 &amp; Rev.</b>	<b>05.01.2026 to 31.01.2026</b>	<b>(20)</b>
<b>Topic</b>	: Revision	
<b>ASSESSMENT SCHEDULE :</b>		
<b>Periodic Asst.-1</b>	<b>28.04.2025 to 03.05.2025</b>	
<b>Chapter</b>	: FUNDAMENTAL UNIT OF LIFE: Cell Theory, Concept of Diffusion and Osmosis.	
<b>Extra Classes</b>	<b>19.05.2025 to 30.05.2025</b>	
<b>Topic</b>	: BLOCK TEACHING	
<b>Periodic Asst.-2</b>	<b>05.07.2025 to 11.07.2025</b>	
<b>Chapter</b>	: FUNDAMENTAL UNIT OF LIFE: Cell Organelles and their structure and function.	
<b>Half Yearly Exams</b>	<b>15.09.2025 to 29.09.2025</b>	
<b>Chapters</b>	: CELL, PLANT TISSUE.	
<b>Periodic Asst.-3</b>	<b>03.11.2025 to 11.11.2025</b>	
<b>Chapter</b>	: ANIMAL TISSUE: Muscular and Epithelial Tissue	
<b>Periodic Asst.-4</b>	<b>08.12.2025 to 15.12.2025</b>	
<b>Chapter</b>	: ANIMAL TISSUE : Nervous and Connective Tissue.	
<b>Annual Exams</b>	<b>02.02.2026 onwards (Tenta.)</b>	
<b>Topic</b>	: COMPLETE SYLLABUS	

## SOCIAL SCIENCE

### General Objective of Social Science :

- ❖ To bring students closer to one's environment, society and the intricacies of the geographical, social, economic and political processes in order to enable them to understand the process of social change and the role that they can play towards this change.

### Learning Objectives of Social Science :

- ❖ To focus on diverse forces and development that have shaped the history of the contemporary world.
- ❖ To enable students to understand and appreciate the diversity, the process of economic and social change, the importance of judicious utilization of resources and the urgent need for their conservation as well.
- ❖ To deal with the central theme of democratic politics emphasizing the role of conflict and resolution in the expansion and evolution of democratic principles.
- ❖ To illustrate the changing pattern of the economy through significant economic themes and institutions such as poverty, food security, globalization, money and banking system, and the role of the service sector.
- ❖ To offer students an insight into how they can handle some of the natural and human-made disasters that occur during the course of everyday life.

## HISTORY / POLITICAL SCIENCE

### Prescribed Books :

1. Democratic Politics-I (Political Science) : NCERT

<p><b>2. India and the Contemporary World-I (History) : NCERT</b></p> <p><b>Unit 1      02.04.2025 to 19.04.2025      (11)</b>  <b>Civics</b> : Ch-1 What is democracy ?  Why democracy ?</p> <p><b>Learning outcomes :</b></p> <ol style="list-style-type: none"> <li>1. Define Democracy and enumerate its features.</li> <li>2. Evaluate the authenticity of the voting rights of the Indian population versus the population of Iran.</li> <li>3. Summarize the features and benefits of democracy.</li> </ol> <p><b>Art Integration/Activities :</b> Class discussion on 'Democratic and Non-Democratic form of government'.</p> <p><b>Unit 2      21.04.2025 to 03.05.2025      (11)</b>  <b>Civics</b> : Ch- 1 What is democracy ?  Why democracy ? (Contd.)</p> <p><b>Art Integration/Activities :</b>  Analyze the difference between written or unwritten constitutions with reference to India and USA.</p> <ol style="list-style-type: none"> <li>1. Describe the situations that led to creation of Indian Constitution.</li> <li>2. Compare and contrast between Preamble of South African constitution with the preamble of Indian constitution.</li> <li>3. Enumerate the roles and responsibilities as citizens of India.</li> </ol> <p><b>Art Integration/Activities :</b></p> <ol style="list-style-type: none"> <li>1. Students will prepare a flow chart on Democratic &amp; Non Democratic countries.</li> </ol> <p><b>Unit 3      05.05.2025 to 16.05.2025      (09)</b>  <b>Civics</b> : Ch-2 Constitutional Design</p>	<p><b>Learning Outcomes :</b>  Analyze the difference between written or unwritten constitutions with reference to India and USA.</p> <ol style="list-style-type: none"> <li>1. Describe the situations that led to creation of Indian Constitution.</li> <li>2. Compare and contrast between Preamble of South African constitution with the preamble of Indian constitution.</li> <li>3. Enumerate the roles and responsibilities as citizens of India.</li> </ol> <p><b>Art Integration/Activities :</b></p> <ol style="list-style-type: none"> <li>1. Group discussion to comprehend the purpose of constitution</li> <li>2. Poster making/wall magazine for comparing and contrasting between Preamble of South African constitution with the preamble of Indian constitution</li> <li>3. Role play strategy for creation of Indian constitution</li> </ol> <p><b>Unit 4      19.05.2025 to 30.05.2025      (10)</b>  <b>History</b> : Ch-2 The French Revolution</p> <p><b>Learning Outcomes :</b></p> <ol style="list-style-type: none"> <li>1. Students will be able to trace the causes and consequences of the French Revolution.</li> <li>2. Students will be able to know the role of philosophers in the French Revolution</li> </ol> <p><b>Art Integration/Activities :</b> An interactive session will be conducted on the status of women in the French Society</p> <p><b>Unit 5      23.06.2025 to 05.07.2025      (11)</b>  <b>History</b> : Ch-2 The French Revolution (contd.)</p> <p><b>Unit 6      07.07.2025 to 18.07.2025      (10)</b>  <b>History</b> : Ch-2 Socialism in Europe and The Russian Revolution</p> <p><b>Learning Outcomes :</b> Students will know the social movements between 1905-1917 and</p>	<p>foundation of the Soviet States.</p> <p><b>Art Integration/Activities :</b> Students will be asked to prepare a time line on the Russian Revolution</p> <p><b>Unit 7      21.07.2025 to 02.08.2025      (11)</b>  <b>History</b> : Ch-2 Socialism in Europe and The Russian Revolution (contd.)</p> <p><b>Unit 8      04.08.2025 to 22.08.2025      (14)</b>  <b>Civics</b> : Ch-3 Electoral Politics</p> <p><b>Learning Outcomes :</b> Students will get to know the procedure of conducting election in India.</p> <p><b>Art Integration/Activities :</b></p> <ol style="list-style-type: none"> <li>1. Mock Election for Class Monitor</li> <li>2. Project on 2025 Delhi Legislative Assembly election</li> </ol> <p><b>Unit 9 &amp; Rev. 25.08.2025 to 12.09.2025      (15)</b>  <b>Civics</b> : Ch-3 Electoral Politics (contd.)</p> <p><b>Learning Outcomes :</b> Students will become familiar with crisis in Germany and impact of Nazism across Europe.</p> <p><b>Art Integration/Activities :</b></p> <ol style="list-style-type: none"> <li>1. English movie Schindler's List would be screened</li> <li>2. Watch Video clipping from the last days of Adolf Hitler and discuss the reasons for rise and fall of Hitler</li> </ol> <p><b>Unit 10      03.10.2025 to 17.10.2025      (11)</b>  <b>History</b> : Ch-3. Nazism and Rise of Hitler</p> <p><b>Learning Outcomes :</b> Students will become familiar with crisis in Germany and impact of Nazism across Europe.</p> <p><b>Art Integration/Activities :</b></p> <ol style="list-style-type: none"> <li>1. English movie Schindler's List would be screened</li> <li>2. Watch Video clipping from the last days of Adolf Hitler and discuss the reasons for rise and fall of Hitler</li> </ol>
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<b>Unit 11</b>	<b>24.10.2025 to 07.11.2025</b>	<b>(11)</b>
<b>History</b>	: Ch-4 Nazism and Rise of Hitler (contd.)	
<b>Learning Outcomes</b> : Students will study about the changes in the forest society under the colonialism		
<b>Art Integration/Activities</b> :		
1. Cartoon interpretation/ Image interpretation		
2. Dramatize the Nazi Propaganda / racial discrimination against Jews		
<b>Unit 12</b>	<b>10.11.2025 to 21.11.2025</b>	<b>(11)</b>
<b>Civics</b>	: Ch-5 Working of Institutions	
<b>Learning Outcomes</b> : Students will be briefed about the composition and the working of the Indian Parliament.		
<b>Art Integration/Activities</b> : To watch parliament session on TV, high profile judicial cases will be discussed during teaching the chapter.		
<b>Unit 13</b>	<b>24.11.2025 to 05.12.2025</b>	<b>(11)</b>
<b>Civics</b>	: Ch-4 Working of Institution (Contd)	
<b>Learning Outcomes</b> : Students will be briefed about the composition and the working of the Indian Parliament.		
<b>Art Integration/Activities</b> : To watch parliament session on TV, high profile judicial cases will be discussed during teaching the chapter.		
<b>Unit 14</b>	<b>08.12.2025 to 26.12.2025</b>	<b>(14)</b>
<b>Civics</b>	: Ch-5 Democratic Rights	
<b>Learning Outcomes</b> : Students will become familiar with their fundamental rights and how the judiciary protects them.		
<b>Art Integration/Activities</b> :		
1. Flow chart on 'Fundamental Rights'		
2. Discussion on Fundamental Rights of Indian Citizens		
<b>Unit 15 &amp; Rev.</b>	<b>05.01.2026 to 31.01.2026</b>	<b>(20)</b>
Revision through sample papers, conducting written class tests, holding doubt class etc.		

**ASSESSMENT SCHEDULE :**

**Holiday Home Work : Interdisciplinary Project on the Forest, Society and Colonialism**  
**Subject Enrichment Activity : Map Skills**

**GEOGRAPHY**

**Prescribed Book :****CONTEMPORARY INDIA-I (NCERT)****General Objective of Social Science :**

- ❖ To bring students closer to one's environment, society and the intricacies of the geographical, social, economic and political processes in order to enable them to understand the process of social change and the role that they can play towards this change.

**Learning Objectives of Social Science :**

- ❖ To focus on diverse forces and development that have shaped the history of the contemporary world.
- ❖ To enable students to understand and appreciate the diversity, the process of economic and social change, the importance of judicious utilization of resources and the urgent need for their conservation as well.
- ❖ To deal with the central theme of democratic politics emphasizing the role of conflict and resolution in the expansion and evolution of democratic principles.
- ❖ To illustrate the changing pattern of the economy through significant economic themes and institutions such as poverty, food security, globalization, money and banking system, and the role of the service sector.
- ❖ To offer students an insight into how they can handle some of the natural and human-made

disasters that occur during the course of everyday life.

**Unit 1**      **02.04.2025 to 19.04.2025**      **(11)**

**Topic**      : **India : Size and Location**

- Size and location of India

**Learning Outcomes :**

- Identify the location of India in the subcontinent
- To examine how the location of an area impacts its climate and time with reference to longitude and latitude

**Art Integration :**

- Map Work: States and Capitals
- Diagram of
- Mnemonic Activity: To remember seven sisters of India

**Unit 2**      **21.04.2025 to 03.05.2025**      **(11)**

**Topic**      : **India: Size and Location**

- India and the World
- India's Neighbours

**Learning Outcomes :**

- 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.
- Justify the selection of 82.5E\* longitude as Time meridian of India
- Critically analyse the role of opening of Suez Canal in improvement of trade
- Examine how location of India enables its position as a strategic partner in the subcontinent

**Art Integration : Map Work :**

- Neighbouring Countries of the World
- Longitudinal and Latitudinal extent of India
- Standard Meridian of India

**Topic**      : **Physical Features of India :**

- Introduction

<p><b>Learning Outcomes :</b></p> <ul style="list-style-type: none"> <li>Justify India is a subcontinent</li> <li>Examine the geological process that played a crucial role in the formation of diverse physical features of India</li> </ul> <p><b>Unit 3      05.05.2025 to 16.05.2025      (09)</b></p> <p><b>Topic        : Physical Features of India</b></p> <ul style="list-style-type: none"> <li>The Himalayan Mountains</li> <li>The Northern Plains</li> <li>The Peninsular Plateau</li> </ul> <p><b>Learning Outcomes :</b></p> <ul style="list-style-type: none"> <li>To analyse the importance of Himalayas as Climate Divide and assess the role of Northern plains as food bowl of India</li> <li>To infer the difference between Western Ghats and Eastern Ghats</li> <li>Analyse the conditions and relationships of the people living in different physiographic areas.</li> </ul> <p><b>Art Integration :</b></p> <ul style="list-style-type: none"> <li>Map Work : Mountain Ranges, Mountain Peaks</li> <li>Collage Making : Indo-Gangetic Plain</li> </ul> <p><b>Unit 4      19.05.2025 to 30.05.2025      (10)</b></p> <p><b>Topic        : Physical Features of India</b></p> <ul style="list-style-type: none"> <li>The Indian Desert</li> <li>The Coastal Plains</li> <li>The Islands</li> </ul> <p><b>Learning Outcomes :</b></p> <ul style="list-style-type: none"> <li>To examine diverse physical features of India</li> <li>Relate the importance of Relief features in terms Economic Development of our country</li> <li>Enumerate the different environmental issues in India and propose solutions for these issues. environmental issues in India and propose solutions for these issues</li> </ul> <p><b>Art Integration :</b></p> <ul style="list-style-type: none"> <li>Map Work : Plateau, Coastal Plains</li> </ul>	<ul style="list-style-type: none"> <li>Role Play: Depicting Lives and Relationships amongst physiographic features of India</li> </ul> <p><b>Unit 5      23.06.2025 to 05.07.2025      (11)</b></p> <p><b>Topic        : Drainage</b></p> <ul style="list-style-type: none"> <li>The Himalayan Rivers</li> <li>The Peninsular Rivers</li> </ul> <p><b>Learning Outcomes :</b></p> <ul style="list-style-type: none"> <li>To identify the river system of the country</li> <li>To analyse the flow of different rivers of India and their impact on livelihood</li> <li>Distinguish between rivers in North and South</li> </ul> <p><b>Art Integration :</b></p> <ul style="list-style-type: none"> <li>Map Work : Himalayan Rivers and Peninsular Rivers</li> <li>Role Play : Himalayan and Peninsular Rivers</li> </ul> <p><b>Unit 6      07.07.2025 to 18.07.2025      (10)</b></p> <p><b>Topic        : Drainage</b></p> <ul style="list-style-type: none"> <li>Lakes</li> </ul> <p><b>Learning Outcomes :</b> Examine the information about different lakes and infer on their contribution to Indian ecology</p> <p><b>Art Integration :</b> Map Work: Important Lakes</p> <p><b>Unit 7      21.07.2025 to 02.08.2025      (11)</b></p> <p><b>Topic        : Drainage</b></p> <ul style="list-style-type: none"> <li>Role of Rivers in the Economy</li> </ul> <p><b>Learning Outcomes :</b> Examine the role of rivers in society and justify the statement that rivers are lifeline of the economy</p> <p><b>Art Integration :</b> Poster Making : Save Rivers</p> <p><b>Unit 8      04.08.2025 to 22.08.2025      (14)</b></p> <p><b>Topic        : Climate-Concept Climatic Controls India's climate</b></p> <p><b>Learning Outcomes :</b></p> <ul style="list-style-type: none"> <li>To exhibit clear understanding of difference between weather and climate</li> <li>To Examine and analyse the Factors that affect climate of any place and India</li> </ul>	<p><b>Art Integration :</b> Collect weather Reports from newspaper</p> <p><b>Unit 9 &amp; Rev. 25.08.2025 to 12.09.2025      (15)</b></p> <p><b>Topic        : Revision</b></p> <p><b>Unit 10      03.10.2025 to 17.10.2025      (11)</b></p> <p><b>Topic        : Climate : The Seasons</b></p> <ul style="list-style-type: none"> <li>Cold Weather Season</li> <li>Hot Weather Season</li> <li>Advancing Monsoon</li> </ul> <p><b>Learning Outcomes :</b></p> <ul style="list-style-type: none"> <li>To understand the seasonal cycle of India.</li> <li>To understand the mechanism and effect of monsoon in Indian subcontinent.</li> </ul> <p><b>Art Integration :</b></p> <ul style="list-style-type: none"> <li>Map Work : Annual Rainfall in India Monsoon Wind Directions</li> <li>PPT: Seasons of India</li> </ul> <p><b>Unit 11      24.10.2025 to 07.11.2025      (11)</b></p> <p><b>Topic        : Climate</b></p> <ul style="list-style-type: none"> <li>Retreating Monsoon</li> <li>Distribution of Rainfall</li> <li>Monsoon as a Unifying Bond</li> </ul> <p><b>Learning Outcomes :</b></p> <ul style="list-style-type: none"> <li>To analyze and infer the reasons behind the wide difference between day and night temperatures at different geographical locations of India</li> <li>To interpret how monsoon act as a Unifying bond</li> </ul> <p><b>Art Integration :</b> Poster: Global Warming</p> <p><b>Unit 12      10.11.2025 to 21.11.2025      (11)</b></p> <p><b>Topic        : Natural Vegetation and Wildlife Population : Introduction</b></p> <p><b>Learning Outcomes :</b></p> <ul style="list-style-type: none"> <li>Inter Disciplinary project with chapter no. IV of 'Forest, Society and Colonialism'</li> <li>To know about the population and distribution of population in India</li> </ul>
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**Art Integration** : Project Work : Natural Vegetation and Wildlife

**Unit 13** 24.11.2025 to 05.12.2025 (11)

**Topic** : Population

- Population Growth and Processes of Population Change

**Learning Outcomes** : To examine the reasons behind the uneven distribution of population in India with specification to UP and Rajasthan and Mizoram and Karnataka

**Art Integration** :

- Map Work : Population Densities of all states
- The state having highest and lowest density of population
- Declamation: Quality of Population matters not Quantity

**Unit 14** 08.12.2025 to 26.12.2025 (14)

**Topic** : Population

**Revision**

**Learning Outcomes** : To know about adolescent population and National Population Policy 2000

**Art Integration** :

- Poster making: Population Explosion

**Unit 15 & Rev.** 05.01.2026 to 31.01.2026 (20)

**Topic** : Revision

**ASSESSMENT SCHEDULE :**

**Periodic Asst.-1** 28.04.2025 to 03.05.2025

**Topic** : Unit-1 & Map work

**Periodic Asst.-2** 05.07.2025 to 11.07.2025

**Topic** : Unit-3 & Map work

**Half Yearly Exams** 15.09.2025 to 29.09.2025

**Topic** : Ch-1, 2, 3 & Map work

**Periodic Asst.-3** 03.11.2025 to 11.11.2025

**Topic** : Unit-10

**Periodic Asst.-4** 08.12.2025 to 15.12.2025

**Topic** : Unit-11 & 13

**Annual Exams** 02.02.2026 onwards (Tenta.)

**Topic** : Ch-1, 2, 3, 4 & 6

## ECONOMICS

**Prescribed Book :**

**Economics Class IX (NCERT)**

**General Objective of Social Science :**

- To bring students closer to one's environment, society and the intricacies of the geographical, social, economic and political processes in order to enable them to understand the process of social change and the role that they can play towards this change.

**Learning Objectives of Social Science :**

- To focus on diverse forces and development that have shaped the history of the contemporary world.
- To enable students to understand and appreciate the diversity, the process of economic and social change, the importance of judicious utilization of resources and the urgent need for their conservation as well.
- To deal with the central theme of democratic politics emphasizing the role of conflict and resolution in the expansion and evolution of democratic principles.
- To illustrate the changing pattern of the economy through significant economic themes and institutions such as poverty, food security, globalization, money and banking system, and the role of the service sector.
- To offer students an insight into how they can handle some of the natural and human-made disasters that occur during the course of everyday life.

**Unit 1** 02.04.2025 to 19.04.2025 (11)

**Topic** : The Story of Village Palampur

**Learning Outcomes :**

- Familiarize with basic economic concepts

through an imaginary story of a village.

**Art Integration :**

Write about own imaginary village

**Unit 2** 21.04.2025 to 03.05.2025 (11)

**Topic** : The Story of Village Palampur (contd.)

**Learning Outcomes :**

- Familiarize with basic Economic Concepts through an imaginary story of a village.

**Art Integration** : Model making using waste material: Factors of production

**Unit 3** 05.05.2025 to 16.05.2025 (09)

**Topic** : The Story of Village Palampur (contd.)

**Learning Outcomes :**

- Familiarize with basic concepts Economics through an imaginary story of village.

**Art Integration** : PPT: Role play of small scale industry in an Indian Economy

**Unit 4** 19.05.2025 to 30.05.2025 (10)

**Topic** : People as Resource

**Learning Outcomes :**

- Understand the demographic concepts

**Art Integration** : Debate on the topic: "Large population is an asset or liability" ?

**Unit 5** 23.06.2025 to 05.07.2025 (11)

**Topic** : People as Resource (contd.)

**Learning Outcomes :**

- Understand the demographic concepts

**Unit 6** 07.07.2025 to 18.07.2025 (10)

**Topic** : People as Resource (contd.)

**Learning Outcomes :**

- Understand how population can be as asset or liability for the nation.

**Unit 7** 21.07.2025 to 02.08.2025 (11)

**Topic** : People as Resource (contd.)

**Learning Outcomes :**

- Understand how population can be as asset

or liability for the nation.		
<b>Unit 8</b>	<b>04.08.2025 to 22.08.2025</b>	<b>(14)</b>
<b>Topic</b>	: People as Resource (contd.) Revision	
<b>Learning Outcomes :</b>		
• Understand how population can be as asset or liability for the nation.		
<b>Art Integration :</b>		
<b>Unit 9 &amp; Rev.</b>	<b>25.08.2025 to 12.09.2025</b>	<b>(15)</b>
<b>Topic</b>	: Revision	
<b>Unit 10</b>	<b>03.10.2025 to 17.10.2025</b>	<b>(11)</b>
<b>Topic</b>	: Poverty as a Challenge	
<b>Learning Outcomes :</b>		
• Understand Poverty as a Challenge.		
<b>Art Integration/Activities :</b> A letter to the Prime Minister telling him about the plight as an unemployed urban youth.		
<b>Unit 11</b>	<b>24.10.2025 to 07.11.2025</b>	<b>(11)</b>
<b>Topic</b>	: Poverty as a Challenge (contd.)	
<b>Learning Outcomes :</b>		
• Understand Poverty as a Challenge.		
<b>Art Integration :</b> Data analysis on Current Poverty situation in India		
<b>Unit 12</b>	<b>10.11.2025 to 21.11.2025</b>	<b>(11)</b>
<b>Topic</b>	: Poverty as a Challenge (contd.)	
<b>Learning Outcomes :</b> Appreciate the initiatives of the government to alleviate poverty.		
<b>Art Integration :</b>		
• Flow Chart of Public Distribution System		
<b>Unit 13</b>	<b>24.11.2025 to 05.12.2025</b>	<b>(11)</b>
<b>Topic</b>	: Food Security in India	
<b>Learning Outcomes :</b> Understand the concept of food security		
<b>Art Integration :</b> Documentary: Famined in India		
<b>Unit 14</b>	<b>08.12.2025 to 26.12.2025</b>	<b>(14)</b>
<b>Topic</b>	: Food Security in India (contd.) Revision for Annual Examination	

**Learning Outcomes :**

- Appreciate and analyse the role of government in ensuring food supply.

**Art Integration :**

- Poster making: Poverty and Hunger
- Flowchart: Public distribution of India

**Unit 15 & Rev. 05.01.2026 to 31.01.2026 (20)****Topic** : Revision of all topics**ASSESSMENT SCHEDULE :****Periodic Asst.-1 28.04.2025 to 03.05.2025****Topic** : Ch-1 The Story of Village Palampur**Holiday Homework 31.05.2025 to 21.06.2025****Topic** : Model making : Factors of Production**Periodic Asst.-2 05.07.2025 to 11.07.2025****Topic** : Unit-5 People as Resource**Half Yearly Exams 15.09.2025 to 29.09.2025****Topic** : Ch-1 The Story of Village Palampur  
Ch-2 People as Resource**Periodic Asst.-3 03.11.2025 to 11.11.2025****Topic** : Unit-11 Poverty as a Challenge**Periodic Asst.-4 08.12.2025 to 15.12.2025****Topic** : Unit-13 Food Security of India**Subject Enrichment Activity****Topic** : Project: Poverty as a Challenge**Annual Exams 02.02.2026 onwards (Tenta.)****Topic** : Ch-1, 2, 3 and 4**DATA SCIENCE****Prescribed Book :****Learning Outcomes :**

The objective of this curriculum is to lay the foundation for Data Science, understanding how data is collected, analyzed and, how it can be used in solving problems and making decisions. It will also cover ethical issues with data including data governance and builds foundation for AI based

applications of data science.

**Unit 1 02.04.2025 to 19.04.2025 (11)****Topic** : Introduction, Data, IT Act-2000 and IT**Activity** : PPT on IT Act**Unit 2 21.04.2025 to 03.05.2025 (11)****Topic** : DIKW Model, Data Footprints**Activity** : Find digital footprints of yourself**Unit 3 05.05.2025 to 16.05.2025 (09)****Topic** : Data Collection**Activity** : Collection of Data of 50 motor vehicles**Unit 4 19.05.2025 to 30.05.2025 (10)****Topic** : Types of Data communication skills**Activity** : Document making**Unit 5 23.06.2025 to 05.07.2025 (11)****Topic** : Big Data**Activity** : Project on Big Data**Unit 6 07.07.2025 to 18.07.2025 (10)****Topic** : Data Visualization**Activity** : Charts in MS Excel**Unit 7 21.07.2025 to 02.08.2025 (11)****Topic** : Plotting Data, Charts and Revision**Activity** : Charts in MS Excel**Unit 8 04.08.2025 to 22.08.2025 (14)****Topic** : ICT Skills**Activity** : ICT Skills

(Word document, excel, PPT)

**Unit 9 & Rev. 25.08.2025 to 12.09.2025 (15)****Topic** : Operating System**Activity** : Document on OS**Unit 10 03.10.2025 to 17.10.2025 (11)****Topic** : Data Ethics**Activity** : Handbook of Ethical guidelines**Unit 11 24.10.2025 to 07.11.2025 (11)****Topic** : Data Quality Problems**Activity** : Project on Data collection and analyzing



<p><b>Unit 12</b>    <b>10.11.2025 to 21.11.2025</b>    <b>(11)</b>  <b>Topic</b> : Ethical Guidelines  <b>Activity</b> : Report on data ethics</p> <p><b>Unit 13</b>    <b>24.11.2025 to 05.12.2025</b>    <b>(11)</b>  <b>Topic</b> : Self Management Skills  <b>Activity</b> : PPT on Self Management</p> <p><b>Unit 14</b>    <b>08.12.2025 to 26.12.2025</b>    <b>(14)</b>  <b>Topic</b> : Entrepreneurial Skills  <b>Activity</b> : Document writing</p> <p><b>Unit 15 &amp; Rev.</b> <b>05.01.2026 to 31.01.2026</b>    <b>(20)</b>  <b>Topic</b> : Green Skills  <b>Activity</b> : Report on Green Skills</p> <p><b>Holiday Homework :</b>  Create a Bar Graph or dot plot using classmates' personal information, like their birthday month. You put tally marks next to the months for each student's birthday. You can then come together and make a Dot plot of your class's birthday based on the numbers you collected. You can discuss words like the most, the least, the total number of students, and so on. Then you can hang the plot up in the classroom all year as a reference point about data collection and bar graphs or using bars vertically or horizontally to show data.</p>	<p>3. To understand the utility of STP of marketing (i.e. Segmentation, Targeting, Positioning)  4. To have an elementary knowledge of marketing mix, consumer behavior, and other preliminary concepts and roles of marketing in society</p> <p><b>Unit 1</b>    <b>02.04.2025 to 19.04.2025</b>    <b>(11)</b>  <b>Topic</b> : Employability Skills  <b>Learning Outcomes</b> : After going through this unit, the student would be able to :  • Communication Skills  • Self-Management Skills</p> <p><b>Unit 2</b>    <b>21.04.2025 to 03.05.2025</b>    <b>(11)</b>  <b>Topic</b> : Introduction to Marketing and Sales  <b>Learning Outcomes</b> : After going through this unit, the student would be able to :  <b>Session 1 : Definition of Marketing</b>  a) Definition and the meaning of term Marketing  b) Concepts associated with Marketing management  <b>Session 2 : Importance of Marketing in Business</b>  a) How is marketing important in business ?  <b>Art Integration :</b>  <b>Activity 1</b> : Interactive lecture  <b>Activity 2</b> : Power point presentation</p> <p><b>Unit 3</b>    <b>05.05.2025 to 16.05.2025</b>    <b>(09)</b>  <b>Topic</b> : Introduction to Marketing  <b>Learning Outcomes</b> : After going through this unit, the student would be able to :  <b>Session 3 : Sales as a function</b>  a) Why sales is important ?  b) Sales as a function  <b>Session 4 : Importance of Selling Function</b>  a) Understand how is selling important  <b>Art Integration :</b>  <b>Activity 1</b> : Interactive lecture</p>	<p><b>Activity 2</b> : Power point presentation</p> <p><b>Unit 4</b>    <b>19.05.2025 to 30.05.2025</b>    <b>(10)</b>  <b>Topic</b> : Project work and Employability Skills  <b>Learning Outcomes</b> : After going through this unit, the student would be able to :  • Pamphlet making  • Product review / Role play  <b>Employability Skills</b>  • ICT Skills  <b>Art Integration :</b>  <b>Activity 1</b> : Pamphlet making on Product for sale.  <b>Activity 2</b> : Role play on selling a product and product review.</p> <p><b>Unit 5</b>    <b>23.06.2025 to 05.07.2025</b>    <b>(11)</b>  <b>Topic</b> : Concept of Market  <b>Learning Outcomes</b> : After going through this unit, the student would be able to :  <b>Session 1 : Concept of Market</b>  a) Define the meaning of concept market  b) Understand the importance of exchange.  <b>Session 2 : Competitions</b>  a) Definition of competition.  b) Need for a competition market in a market place  <b>Art Integration :</b>  <b>Activity-1</b> : Interactive lecture  <b>Activity-2</b> : Power point presentation direct and indirect competition</p> <p><b>Unit 6</b>    <b>07.07.2025 to 18.07.2025</b>    <b>(10)</b>  <b>Topic</b> : Concept of Market  <b>Learning Outcomes</b> : After going through this unit, the student would be able to :  <b>Session 3 : Product Market</b>  a) Definition and meaning of product market.  b) Understanding difference in product market and service market.</p>
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## MARKETING AND SALES (412)

**Prescribed Book : NCERT/CBSE handouts**

**Objectives :**

1. To understand the classical marketing perspectives and contrasts these with newer views from relational and service-based schools of marketing
2. To understand the dynamics of various environmental factors on marketing so as that students can think about a feasible marketing plan (process)

<p><b>Session 4 : Service Market</b>  a) Definition and meaning of service market  b) Understand the features of service market  <b>Art Integration :</b>  <b>Activity-1 :</b> Interactive lecture  <b>Activity-2 :</b> Power point presentation  <b>Unit 7 21.07.2025 to 02.08.2025 (11)</b>  <b>Topic :</b> Entrepreneurial Skills  <b>Learning Outcomes :</b> After going through this unit, the student would be able to :  • Entrepreneurial Skills  <b>Unit 8 04.08.2025 to 22.08.2025 (14)</b>  <b>Topic :</b> Activity and Revision  <b>Learning Outcomes :</b> After going through this unit, the student would be able to :  • Project file  • Revision  <b>Art Integration :</b>  <b>Activity-1 :</b> Project on the topics given by CBSE  <b>Unit 9 &amp; Rev. 25.08.2025 to 12.09.2025 (15)</b>  <b>Topic :</b> Revision  <b>Unit 10 03.10.2025 to 17.10.2025 (11)</b>  <b>Topic :</b> Basic Concept of Sales and Selling  <b>Learning Outcomes :</b> After going through this unit, the student would be able to :  <b>Session 1 : Concept of Selling</b>  a) Describe the concept of Selling  b) Identify the characteristics of Selling  <b>Session 2 : Types of Selling</b>  a) Describe the concept of types of selling  b) State the various types of selling used to sell products and services in the market.  <b>Session 3 : Selling Tasks</b>  a) Describe the concept of Selling tasks  b) State the various selling tasks  <b>Session 4 : Intermediaries of Selling</b>  a) Explain the concept of intermediaries  b) State the various types of selling</p>	<p>intermediaries  <b>Art Integration :</b>  <b>Activity-1 :</b> Make a Power point presentation of selling of product in market  <b>Activity-2 :</b> Give a list of product to the student and ask them to identify different selling types used in selling the product  <b>Activity-3 :</b> Choose a product or services of your choice and identify what kind of intermediaries are selling the product in the market.  <b>Unit 11 24.10.2025 to 07.11.2025 (11)</b>  <b>Topic :</b> Understanding Customer and Consumer  <b>Learning Outcomes :</b> After going through this unit, the student would be able to :  <b>Session 1 : Understanding Consumer and Customer</b>  <b>Session 2 : Types of Customer</b>  <b>Session 3 : Buyer's behaviour</b>  <b>Session 4 : Factors influencing buyer's behaviour</b>  <b>Art Integration :</b>  <b>Activity-1 :</b> Power point presentation on difference between consumer and customer and types of customer.  <b>Unit 12 10.11.2025 to 21.11.2025 (11)</b>  <b>Topic :</b> Activities in Sales Marketing  <b>Learning Outcomes :</b> After going through this unit, the student would be able to :  <b>Session 1 : Sales task</b>  a) Methodical classification of various sales tasks-Order getting and order taking-Order processing  <b>Session 2 : Money collection and sales reporting</b></p>	<p>a) Money collection in different types of sales i.e.-Over the counter sales-Business to Business sales-Online sales  b) Sales report preparation  <b>Session 3 : Role of marketing</b>  a) Conceptual understanding of Marketer and his role in Marketing  <b>Session 4 : Role of Salesman</b>  a) Conceptual understanding of Sales Professional and his role in Marketing  <b>Art Integration :</b>  <b>Activity-1 :</b> Make a Power point presentation on different activities in order processing of direct sale and online sale.  <b>Activity-2 :</b> Collect few specimens of invoices and payment instrument used by buyers in selling  <b>Activity-3 :</b> Prepare production plan of a product of your choice keeping in view role of Marketer.  <b>Activity-4 :</b> Enlist support Personnel Activities at a Shopping Mall  <b>Unit 13 24.11.2025 to 05.12.2025 (11)</b>  <b>Topic :</b> Employability Skills  <b>Learning Outcomes :</b> After going through this unit, the student would be able to :  a) Green Skills  <b>Unit 14 08.12.2025 to 26.12.2025 (14)</b>  <b>Topic :</b> Practical work and Revision  <b>Learning Outcomes :</b> After going through this unit, the student would be able to :  • PPT making  • Revision  <b>Unit 15 &amp; Rev. 05.01.2026 to 31.01.2026 (20)</b>  <b>Topic :</b> Revision</p>
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## INTRODUCTION TO FINANCIAL MARKETS MANAGEMENT

**Prescribed Book : Concepts of Money Management (by CBSE)**

**Teaching Objectives :**

**The main objectives of this syllabus are to :**

1. To develop financial skills
2. To build foundation for money management and equity market
3. To develop basic understanding of mutual funds, capital and derivative market
4. To build speed and accuracy for financial market operations
5. To develop business acumen and entrepreneurial skills for financial markets
6. To gain knowledge of green skills for environment protection
7. To develop computer skills required for financial market.
8. To learn oral and written communication skills to deal with clients
9. To understand regulatory requirements while working in financial markets

**Unit 1      02.04.2025 to 19.04.2025      (11)**

**Topic      : Money – What it is ?**

**Employability Skills :** Ch-1 Communication Skills-I

**Unit 2      21.04.2025 to 03.05.2025      (11)**

**Topic      : Money exchange systems**

**Employability Skills :** Ch-1 Communication Skills-I

**Unit 3      05.05.2025 to 16.05.2025      (09)**

**Topic      : Key characteristics of money**

**Employability Skills :** Ch-2 Self-management Skills-I

**Unit 4      19.05.2025 to 30.05.2025      (10)**

**Topic      : What is Financial Planning ?**

**Employability Skills :** Ch-2 Self-management Skills-I

**Unit 5      23.06.2025 to 05.07.2025      (11)**

**Topic      : What is Financial Planning ? (contd.)**

**Employability Skills :** Ch-3 Information and Communication Technology Skills

**Unit 6      07.07.2025 to 18.07.2025      (10)**

**Topic      : What is income ?**

**Employability Skills :** Ch-3 Information and Communication Technology Skills

**Unit 7      21.07.2025 to 02.08.2025      (11)**

**Topic      : What is expenses ?**

**Employability Skills :** Ch-3 Information and Communication Technology Skills

**Unit 8      04.08.2025 to 22.08.2025      (14)**

**Topic      : What is expenses ? (contd)**

**Unit 9 & Rev. 25.08.2025 to 12.09.2025      (15)**

**Topic      : What is bank ?**

**Employability Skills :** Ch-4 Entrepreneurial Skills-I

**Unit 10      03.10.2025 to 17.10.2025      (11)**

**Topic      : What is bank ?**

**Unit 11      24.10.2025 to 07.11.2025      (11)**

**Topic      : Why save ?**

**Employability Skills :** Ch-5 Green Skills-I

**Unit 12      10.11.2025 to 21.11.2025      (11)**

**Topic      : Setting Goals**

**Employability Skills :** Ch-5 Green Skills-I

**Unit 13      24.11.2025 to 05.12.2025      (11)**

**Topic      : Systematic saving and investments**

**Employability Skills :** Ch-5 Green Skills-I

**Unit 14      08.12.2025 to 26.12.2025      (14)**

**Topic      : Making a budget**

**Employability Skills :** Ch-5 Green Skills

**Unit 15 & Rev. 05.01.2026 to 31.01.2026      (20)**

**Topic      : Making a budget**

**Employability Skills :** Ch-5 Green Skills

**ASSESSMENT SCHEDULE :**

**Periodic Asst.-1    28.04.2025 to 03.05.2025**

**Topic      : Ch-1, 2, 3**

**Extra Classes    19.05.2025 to 30.05.2025**

**Topic      : Ch-4**

**Periodic Asst.-2    05.07.2025 to 11.07.2025**

**Topic      : Ch-5, 6**

**Half Yearly Exams 15.09.2025 to 29.09.2025**

**Topic      :**

**Periodic Asst.-3    03.11.2025 to 11.11.2025**

**Topic      : Ch-7 to Ch-9**

**Periodic Asst.-4    08.12.2025 to 15.12.2025**

**Topic      : Ch-9 to Ch-11**

**Annual Exams    02.02.2026 onwards (Tenta.)**

**Topic      :**

## ARTIFICIAL INTELLIGENCE

**Prescribed Books :**

**Learning Outcomes :** Learners will be able to :

1. Identify and appreciate Artificial Intelligence and describe its applications in daily life.
2. Relate, apply and reflect on the Human-Machine Interactions to identify and interact with the three domains of AI: Data, Computer Vision and Natural Language Processing and Undergo assessment for analyzing their progress towards acquired AI-Readiness skills.
3. Imagine, examine and reflect on the skills required for futuristic job opportunities.
4. Unleash their imagination towards smart homes and build an interactive story around it.
5. Understand the impact of Artificial Intelligence

on Sustainable Development Goals to develop responsible citizenship.			identified in the community/society		
<b>Unit 1</b>	<b>02.04.2025 to 19.04.2025</b>	<b>(11)</b>	<b>Unit 10</b>	<b>03.10.2025 to 17.10.2025</b>	<b>(11)</b>
<b>Topic</b>	: AI Reflection, Project Cycle		<b>Topic</b>	: Introduction to Python	
<b>Activity/Art Integration :</b>	Games for introducing Data, NLP and CV		<b>Activity/Art Integration :</b>	Coding	
<b>Unit 2</b>	<b>21.04.2025 to 03.05.2025</b>	<b>(11)</b>	<b>Unit 11</b>	<b>24.10.2025 to 07.11.2025</b>	<b>(11)</b>
<b>Topic</b>	: AI Reflection, Project Cycle		<b>Topic</b>	: Introduction to Python	
<b>Activity/Art Integration :</b>	Project Cycle		<b>Activity/Art Integration :</b>	Coding	
<b>Unit 3</b>	<b>05.05.2025 to 16.05.2025</b>	<b>(09)</b>	<b>Unit 12</b>	<b>10.11.2025 to 21.11.2025</b>	<b>(11)</b>
<b>Topic</b>	: Data Literacy		<b>Topic</b>	: Introduction to Python	
<b>Activity/Art Integration :</b>	Impact of News Articles		<b>Activity/Art Integration :</b>	Coding	
<b>Unit 4</b>	<b>19.05.2025 to 30.05.2025</b>	<b>(10)</b>	<b>Unit 13</b>	<b>24.11.2025 to 05.12.2025</b>	<b>(11)</b>
<b>Topic</b>	: Data Literacy		<b>Topic</b>	: Generative AI	
<b>Activity/Art Integration :</b>	Interactive Data Dash Board		<b>Activity/Art Integration :</b>	GAN Paint	
<b>Unit 5</b>	<b>23.06.2025 to 05.07.2025</b>	<b>(11)</b>	<b>Unit 14</b>	<b>08.12.2025 to 26.12.2025</b>	<b>(14)</b>
<b>Topic</b>	: Employability Skills		<b>Topic</b>	: Generative AI	
<b>Activity/Art Integration :</b>	Diagram of communication cycle		<b>Activity/Art Integration :</b>	Generative AI tools	
<b>Unit 6</b>	<b>07.07.2025 to 18.07.2025</b>	<b>(10)</b>	<b>Unit 15 &amp; Rev.</b>	<b>05.01.2026 to 31.01.2026</b>	<b>(20)</b>
<b>Topic</b>	: Employability Skills		<b>Topic</b>	: Revision	
<b>Activity/Art Integration :</b>	Role play on confidence		<b>ASSESSMENT SCHEDULE :</b>		
<b>Unit 7</b>	<b>21.07.2025 to 02.08.2025</b>	<b>(11)</b>	<b>Periodic Asst.-1</b>	<b>28.04.2025 to 03.05.2025</b>	
<b>Topic</b>	: Math for AI		<b>Topic</b>	: Unit-1	
<b>Activity/Art Integration :</b>	Observing Number Patterns		<b>Periodic Asst.-2</b>	<b>05.07.2025 to 11.07.2025</b>	
<b>Unit 8</b>	<b>04.08.2025 to 22.08.2025</b>	<b>(14)</b>	<b>Topic</b>	: Unit-2	
<b>Topic</b>	: Math for AI		<b>Half Yearly Exams</b>	<b>15.09.2025 to 29.09.2025</b>	
<b>Activity/Art Integration :</b>	Use of Statistics in daily life		<b>Topic</b>	: Unit-1, 2 & Employability Skills	
<b>Unit 9 &amp; Rev.</b>	<b>25.08.2025 to 12.09.2025</b>	<b>(15)</b>	<b>Periodic Asst.-3</b>	<b>03.11.2025 to 11.11.2025</b>	
<b>Topic</b>	: Math for AI		<b>Topic</b>	: Unit-3	
<b>Activity/Art Integration :</b>	Application of Probability		<b>Periodic Asst.-4</b>	<b>08.12.2025 to 15.12.2025</b>	
			<b>Topic</b>	: Unit-4	
			<b>Annual Exams</b>	<b>02.02.2026 onwards (Tenta.)</b>	
			<b>Topic</b>	: Full Syllabus	
			<b>Topic</b>	: Date : 31.10.2025	
			<b>Subject :</b>		
			Problem Scoping Activity : Brainstorm around the theme provided and set a goal for AI project.		
			Discuss various topics within the given theme and select one.		
			Fill in the 4Ws problem canvas and a problem statement to learn more about the problem		

**MULTI MEDIA STUDIES (415)**

**Prescribed Book :**

**Learning Outcomes :**

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

1. Communicate effectively and manage tasks efficiently.
2. Identify computer components and demonstrate basic computer skills.
3. Develop entrepreneurial and self management skills.
4. Understand green skills for sustainability.
5. Apply color theory, digital design, composition, and lighting principles.
6. Describe surfaces, materials, and 3D modeling fundamentals.

### MULTI MEDIA STUDIES (415)

**Prescribed Book :**

**Learning Outcomes :**

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

1. Communicate effectively and manage tasks efficiently.
2. Identify computer components and demonstrate basic computer skills.
3. Develop entrepreneurial and self management skills.
4. Understand green skills for sustainability.
5. Apply color theory, digital design, composition, and lighting principles.
6. Describe surfaces, materials, and 3D modeling fundamentals.



<p>7. Demonstrate shading, texturing, and rendering techniques.</p> <p>8. Utilize Photoshop for texturing and shading.</p> <p>9. Provide excellent customer service and manage client needs.</p> <p>10. Analyze mass media's role and explore future media trends.</p>	<p><b>Unit 5</b>      <b>23.06.2025 to 05.07.2025</b>      <b>(11)</b></p> <p><b>Topic</b> : Demonstrate the use of different drawing and painting tools</p> <p><b>Demonstration :</b></p> <ul style="list-style-type: none"> <li>• Paint the desired shape using the appropriate drawing tool</li> </ul>	<p><b>Demonstration :</b></p> <ul style="list-style-type: none"> <li>• Demonstration of the knowledge of the following : • Leading lines • Symmetry • Patterns • Viewpoint</li> </ul>
<p><b>Unit 1</b>      <b>02.04.2025 to 19.04.2025</b>      <b>(11)</b></p> <p><b>Topic</b> :</p> <ul style="list-style-type: none"> <li>• Identify the principles for using color theory</li> <li>• Demonstrate the use of an artistic color wheel</li> <li>• Demonstrate the use of digital wheel colour</li> </ul> <p><b>Demonstration :</b></p> <ul style="list-style-type: none"> <li>• Principles of color theory</li> <li>• Different terms of colors, available on texturing software</li> <li>• Digital color wheel</li> <li>• Print media colour wheel</li> <li>• Transparency and (Alpha) X Channel for background transparency Pixel</li> </ul>	<p><b>Unit 6</b>      <b>07.07.2025 to 18.07.2025</b>      <b>(10)</b></p> <p><b>Topic</b> : Describe the use of color correction</p> <p><b>Demonstration :</b></p> <ul style="list-style-type: none"> <li>• Demonstration of the use of the following colour modes : <ul style="list-style-type: none"> <li>• Index • Grey scale • Bitmap • RGB • CMYK</li> </ul> </li> <li>• Tabulation of the difference between various colour modes</li> </ul>	<p><b>Unit 12</b>      <b>10.11.2025 to 21.11.2025</b>      <b>(11)</b></p> <p><b>Topic</b> : Demonstrate Composition-2</p> <p><b>Demonstration :</b></p> <ul style="list-style-type: none"> <li>• Use of background and depth</li> <li>• Framing and cropping</li> <li>• Use of CRAP Designing Technique for Pattern and Textures: C-Contrast, Repetition, A Alignment, Proximity in lines, colors, fonts, and shapes</li> </ul>
<p><b>Unit 2</b>      <b>21.04.2025 to 03.05.2025</b>      <b>(11)</b></p> <p><b>Topic</b> : Describe the RGB display mechanism</p> <p><b>Demonstration :</b></p> <ul style="list-style-type: none"> <li>• Resolution Analogous, monochromatic and complimentary colour schemes</li> </ul>	<p><b>Unit 7</b>      <b>21.07.2025 to 02.08.2025</b>      <b>(11)</b></p> <p><b>Topic</b> : Identify the steps for Digital Painting and Matte Painting</p> <p><b>Demonstration :</b></p> <ul style="list-style-type: none"> <li>• Use of RGB for texturing of objects and models</li> </ul>	<p><b>Unit 13</b>      <b>24.11.2025 to 05.12.2025</b>      <b>(11)</b></p> <p><b>Topic</b> : Use effective lighting for photography-1</p> <p><b>Demonstration :</b></p> <ul style="list-style-type: none"> <li>• Significance and importance of lighting in photography</li> <li>• Main objectives of lighting in photography</li> <li>• Key Light</li> <li>• Fill Light</li> <li>• High Light</li> <li>• Back Light</li> </ul>
<p><b>Unit 3</b>      <b>05.05.2025 to 16.05.2025</b>      <b>(09)</b></p> <p><b>Topic</b> : Use different colours schemes</p> <p><b>Demonstration :</b> Colour Harmony</p>	<p><b>Unit 8</b>      <b>04.08.2025 to 22.08.2025</b>      <b>(14)</b></p> <p><b>Topic</b> : Use different Blending modes</p> <p><b>Demonstration :</b></p> <ul style="list-style-type: none"> <li>• Paint a shape using Digital Painting</li> </ul>	<p><b>Unit 14</b>      <b>08.12.2025 to 26.12.2025</b>      <b>(14)</b></p> <p><b>Topic</b> : Use effective lighting for photography-2</p> <p><b>Demonstration :</b></p> <ul style="list-style-type: none"> <li>• Identification of types of lighting and their effect in photography</li> <li>• Preparation of a chart showing different types of lighting and their effects on photography</li> </ul>
<p><b>Unit 4</b>      <b>19.05.2025 to 30.05.2025</b>      <b>(10)</b></p> <p><b>Topic</b> : Demonstrate the use of Adobe Photoshop</p> <p><b>Demonstration :</b></p> <ul style="list-style-type: none"> <li>• Demonstration of customizing the workspace of Photoshop</li> <li>• Draw paint tool for any specific design</li> <li>• Draw the desired shape using the appropriate drawing tool</li> </ul>	<p><b>Unit 9 &amp; Rev.</b> <b>25.08.2025 to 12.09.2025</b>      <b>(15)</b></p> <p><b>Topic</b> : Describe various color modes</p> <p><b>Demonstration :</b></p> <ul style="list-style-type: none"> <li>• paint a shape using Matte Painting</li> <li>• Demonstration of the use of brush pallet</li> </ul> <p><b>Unit 10</b>      <b>03.10.2025 to 17.10.2025</b>      <b>(11)</b></p> <p><b>Topic</b> : Describe Composition-I</p> <p><b>Demonstration :</b></p> <ul style="list-style-type: none"> <li>• Purpose of composition</li> <li>• Rule of third and balancing element</li> <li>• Golden Point Rule</li> </ul>	<p><b>Unit 15 &amp; Rev.</b> <b>05.01.2026 to 31.01.2026</b>      <b>(20)</b></p> <p><b>Topic</b> : Use effective lighting for photography-2</p> <p><b>Demonstration :</b> Digital Photo Editing-retouching composing, manipulating RAW file, removing</p>

Green Screen for Background Transparency  
in Adobe Photoshop

#### ASSESSMENT SCHEDULE :

**Periodic Asst.-1** 28.04.2025 to 03.05.2025

**Topic** : Unit-1

**Extra Classes** 19.05.2025 to 30.05.2025

**Topic** : Unit-1

**Periodic Asst.-2** 05.07.2025 to 11.07.2025

**Topic** : Unit-2

**Half Yearly Exams** 15.09.2025 to 29.09.2025

**Topic** : Unit-1, 2 & Employability Skills

**Periodic Asst.-3** 03.11.2025 to 11.11.2025

**Topic** : Unit-3

**Periodic Asst.-4** 08.12.2025 to 15.12.2025

**Topic** :

**Annual Exams** 02.02.2026 onwards (Tenta.)

**Topic** :

**Topic** : Date : 31.10.2025

**Project** :

Project Title : "Creating a Textured 3D Model  
Using Photoshop"

**Activities** : Unit Wise

Students will explore Photoshop by customizing the workspace, capturing real-world textures, and practicing digital painting. They will apply color correction, experiment with blending modes, and create 3D textures. Through Texture Remix, they will modify textures creatively, and in Texture Storytelling, they will use textures to enhance narratives. These activities will sharpen both technical and creative skills.

**Subject Enrichment : Unit Wise**

Students will enhance their understanding of digital texturing through hands-on activities in Photoshop focusing on workspace customization, texture creation, color correction, and blending modes. They will apply these skills to 3D modeling, digital painting, and creative texture

remixes, while developing a storytelling approach using textures. This will build both technical proficiency and creativity in digital design.

**Holiday Home Work :**

Composing work

### PHYSICAL EDUCATION

**Unit 1** 02.04.2025 to 19.04.2025 (11)

**Topic** : Introduction to physical education, Warming up, Jogging, Walking, Jumping, Free movement exercise, Commands

**Unit 2** 21.04.2025 to 03.05.2025 (11)

**Topic** : Introduction of games, Basic skills- Cricket, Basketball, Volleyball

**Unit 3** 05.05.2025 to 16.05.2025 (09)

**Topic** : Athletics, Track event, Field event, Minor game

**Unit 4** 19.05.2025 to 30.05.2025 (10)

**Topic** : Free Movement exercise, forward and backward roll

**Unit 5** 23.06.2025 to 05.07.2025 (11)

**Topic** : Physical fitness assessment, Body composition (BMI), Strength, Flexibility, Speed and Endurance

**Unit 6** 07.07.2025 to 18.07.2025 (10)

**Topic** : Introduction of games, Fundamental skills- Cricket, Kabaddi, Lawn Tennis, Football, Badminton,

**Unit 7** 21.07.2025 to 02.08.2025 (11)

**Topic** : Basic and fundamental skills- Short distance race

**Unit 8** 04.08.2025 to 22.08.2025 (14)

**Topic** : Basic and fundamental skills- Short distance race

**Unit 9 & Rev.** 25.08.2025 to 12.09.2025 (15)

**Topic** : Basic and fundamental skills- Short distance race

**Unit 10** 03.10.2025 to 17.10.2025 (11)

**Topic** : Physical fitness assessment test continuous

**Unit 11** 24.10.2025 to 07.11.2025 (11)

**Topic** : Basic and fundamental skills- Short distance race

**Unit 12** 10.11.2025 to 21.11.2025 (11)

**Topic** : Basic and fundamental skills- Short distance race

**Unit 13** 24.11.2025 to 05.12.2025 (11)

**Topic** : Basic and fundamental skills- Badminton and Football

**Unit 14** 08.12.2025 to 26.12.2025 (14)

**Topic** : Basic and fundamental skills- Badminton and Football

**Unit 15 & Rev.** 05.01.2026 to 31.01.2026 (20)

**Topic** : Physical fitness assessment test

### LIFE SKILLS

#### Learning Objectives :

1. Learners to develop a diverse set of life skills, including self awareness, empathy, critical thinking, decision making and effective communication. Fostering their holistic personal growth, positive interpersonal relationship and the ability to navigate challenges in life.
2. Learners through sewa project will cultivate strong emotional and social skills, engaging in activities that nurture creative and critical thinking, fostering global awareness, sense of social responsibility and innate commitment to giving back to society.