



SCHOOL MOTTO

‘विद्ययाऽमृतमश्नुते’

विद्या से अमृत की प्राप्ति होती है ।’

'Through knowledge one attains immortality.'

The Vedas have declared that attainment of immortality is possible for those who attain knowledge, so one must always strive to acquire learning by staying with one's preceptor or the ‘Guru’



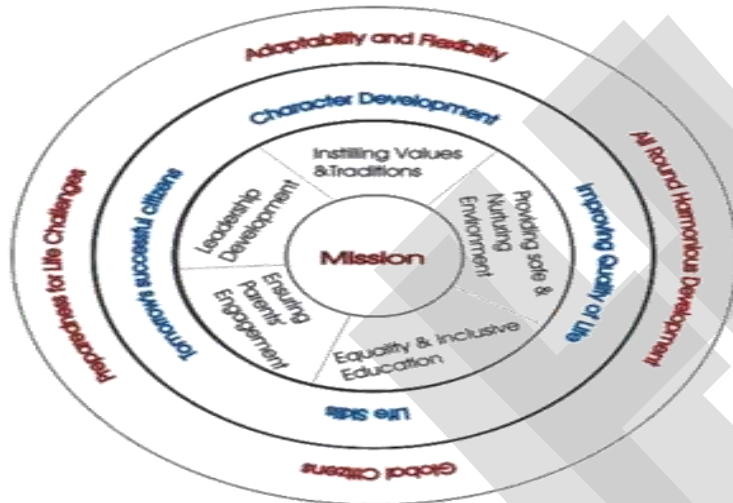
Hansraj - Vision & Mission

Vision

To inspire young students to be confident, considerate good human beings who would be lifelong learners with global attitude and responsible citizens.

Mission

HPS is committed to promote human values, provide a nurturing environment and engaging parents towards all round harmonious development of our students. To achieve this, the workforce at HPS:

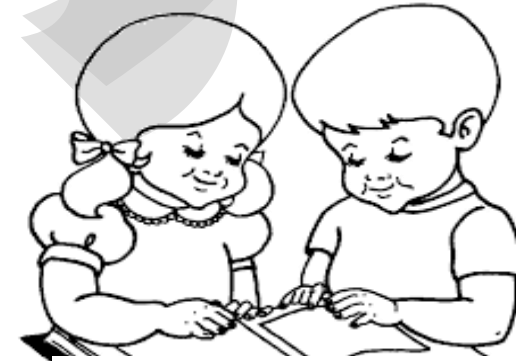


- ☐ Ensures that each student acquires the knowledge, humane values and skills to achieve personal success and enrich community at national and international level.
- ☐ Prepares them to be responsible global citizens.
- ☐ Empowers learners to cope with both success and failure and prepares them to face the challenges of life.
- ☐ Instills the virtue of adaptability and

flexibility to enable students to excel in complex and interconnected changing world.

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**The capacity to learn is a gift;
the ability to learn is a skill ;
the willingness to learn is a choice**

Brian Herbert

GENERAL GUIDELINES FOR STUDENTS REGARDING NOTEBOOKS AND ASSIGNMENTS

1. Maintain the index of the notebook diligently. Fill in all the columns.
2. Label the work done properly.
3. Be careful about spellings while working in the notebooks.
4. Do corrections after the notebook is corrected by the teacher.
5. Don't scribble on the pages at the back of your notebook.
6. Don't tear pages from the notebook for any reason.
7. Maps/Graphs/diagrams should be marked neatly. Labeling of maps/graphs/diagrams should be done with pencil and in block letters.
8. Worksheet / assignments to be pasted in the notebooks.

***Success is no accident.
It is hard work, perseverance, learning, studying, sacrifice
And most of all, love of what you are doing or learning to do.***

Pele

ENGLISH

1. Objectives

- 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 develop sensitivity towards, and appreciation for, other varieties of English like Indian English and the culture they reflect
- To enable the learners 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

2. Month wise division of syllabus

Lesson No./Topic	Name of the lesson	Month
1/Beehive/Prose	The Fun They Had	April
2/Beehive/Poetry	The Road Not Taken	
3/ Beehive /Prose	The Sound Of Music	

4/Beehive/Poetry 5/Moments/Prose 6/Moments/Prose 7 Grammar 8. Writing	Wind The Lost Child The Adventures of Toto Tenses Diary Writing	
1/Beehive/Prose 2/Beehive/Poetry 3/Moments/Prose 4/Grammar 5/Writing	The Little Girl Rain on The Roof Iswaran The Story Teller Modals Story Writing	May
1/Beehive/Prose 2/Beehive/Poetry 3/Moments/Prose 4/Grammar 5/Writing	A Truly Beautiful Mind The Lake Isle Of Innisfree A Legend of the Northland The Kingdom Of Fools Reported Speech Determiners Article Writing	July

1/Beehive/Prose 2/Beehive/Prose 3/Beehive/Poetry 4/Moments/Prose 5/Moments/Prose 6/ Grammar	The Snake And The Mirror My Childhood No Men Are Foreign The Happy Prince Weathering the Storm in Ersama Prepositions	August
1/Beehive/Prose 2/Beehive/Poetry 3/Moments/Prose 4/ Grammar	Packing The Duck and The Kangaroo The Last Leaf Integrated Grammar	September
1/Beehive/Prose 2/Beehive/Poetry 3/Beehive/Prose 4/Beehive/Poetry 4/ Moments/Prose 5/Moments/Prose 6/Writing	Reach for the top On Killing A Tree The Bond of Love The Snake Trying A House Is Not A Home The Accidental Tourist Descriptive Paragraph	October

7/Grammar	Passive Voice	
1/Beehive/Prose 2/Beehive/Poetry 3/Beehive/Prose 4/Moments/Prose 5/ Grammar	Kathmandu A Slumber Did My Spirit Seal If I Were You The Beggar Integrated Grammar	November
Literature Grammar Writing	Revision	December
Literature Grammar Writing	Revision	January

3. (a) Chapter wise Activities(miscellaneous activities other than the three enrichment activities to be taken up during the teaching learning process): Give Details in *brief* as per the headings below:

Name of the activity	Learning Objectives	Learning outcomes	Mode (Individual /pair/group p)	Methodology /Procedure	Skills developed
Debate The Fun They Had	<ul style="list-style-type: none"> • To enable the learners to communicate effectively in English • To enable the learners to use language fluently appropriately and confidently in real life situations 	<ul style="list-style-type: none"> • Speak with accuracy, fluency and clarity following the overall rhythm of spoken English • Express ideas and opinions with confidence 	Group	A debate on the topic Mechanical Teachers versus Human Teachers will be held in the class	Oratory Comparison understanding
Collage Making The Sound Of Music Art Integrated	<ul style="list-style-type: none"> • To review, organize and edit their own work and work done by peers 	<ul style="list-style-type: none"> • Plan, organize and present ideas coherently 	Individual	The students will be asked to prepare a collage on musical instruments	Collecting and Presenting information logically

Learning					
<p>Article Writing</p> <p>The Lost Child & The Little Girl</p>	<ul style="list-style-type: none"> To enable the learners to use grammar structures and other grammatical forms accurately and appropriately To review, organize and edit their own work and work done by peers 	<ul style="list-style-type: none"> Express ideas clearly, concisely, correctly and appropriately Plan, organize and present ideas coherently 	Individual	The students will be guided to write an article on parental bonding	Understanding Reading & Writing
<p>Collating Information</p> <p>A Truly Beautiful Mind</p>	<ul style="list-style-type: none"> To develop an interest in and appreciation of literature To develop curiosity and creativity through extensive reading 	<ul style="list-style-type: none"> Read for information and understanding Analyze, interpret and evaluate the ideas in a text 	Individual	The students will be guided to find out articles published on Einstein in newspapers and magazines and paste the same in their notebooks	Reading VARK MI
Inspirational Quoting	<ul style="list-style-type: none"> To develop curiosity and creativity through 	<ul style="list-style-type: none"> Read for information and understanding 	Individual	The students will be asked to search and write inspirational	Reading

My Childhood	extensive reading			quotes given by Dr. Kalam	
Elocution Reach For The Top	<ul style="list-style-type: none"> To enable the learners to communicate effectively in English To enable the learners to use language fluently appropriately and confidently in real life situations 	<ul style="list-style-type: none"> Speak with accuracy, fluency and clarity following the overall rhythm of spoken English Express ideas and opinions with confidence 	Group	The class will be divided into groups and each group will be asked to gather and speak on the life of sports personalities that inspire them	Oratory
Descriptive Paragraph The little Girl	<ul style="list-style-type: none"> To enable the learners to use grammar structures and other grammatical forms accurately and appropriately To review, organize and edit their own work and work done by peers 	<ul style="list-style-type: none"> Express ideas clearly, concisely, correctly and appropriately Plan, organize and present ideas coherently 	Individual	The students will be asked to write a paragraph describing one of their parents/their country	Reading /Writing

Poetry Composition	<ul style="list-style-type: none"> To enable the learners to use grammar structures and other grammatical forms accurately and appropriately 	<ul style="list-style-type: none"> Express ideas clearly, concisely, correctly and appropriately 	Group	The class will be divided into groups and each group will be asked to compose a poem on any of the aspects of nature	Creativity
The Wind & Rain on the roof	<ul style="list-style-type: none"> To review, organize and edit their own work and work done by peers 	<ul style="list-style-type: none"> Plan, organize and present ideas coherently 			
AIL					
Elocution	<ul style="list-style-type: none"> To enable the learners to communicate effectively in English To enable the learners to use language fluently appropriately and confidently in real life situations 	<ul style="list-style-type: none"> Speak with accuracy, fluency and clarity following the overall rhythm of spoken English Express ideas and opinions with confidence 	Individual	The students will be asked to speak on any of the following topics: My favourite animal/ Follies in Me/ If I Were...	Oratory
The Bond of LOve					

Story Writing	<ul style="list-style-type: none"> To enable the learners to use grammar structures and other grammatical forms accurately and appropriately To review, organize and edit their own work and work done by peers 	<ul style="list-style-type: none"> Express ideas clearly, concisely, correctly and appropriately Plan, organize and present ideas coherently 	Individual	The students will be asked to write an extension in the form of a story, taking clues from the chapters read by them	Understanding Logical Creativity
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3 (b) Assessment parameters & Rubrics for respective Activity:

LISTENING SKILLS

Assessment Parameters	Excellent	V. Good	Good	Fair	Needs Improvement
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Listening with focus	Completely attentive to the ideas, tone and purpose of the speech	Attentive to the ideas, tone and purpose of the speech	Partially attentive to the ideas, tone and purpose of the speech	Easily distracted, unable to receive ideas easily	Totally distracted and uninvolved in the activity
General understanding	In depth understanding of the information provided	Complete understanding of the information provided.	Faced a few difficulties while understanding the information provided	Faced many difficulties but was able to partially understand the information provided	Completely unable to understand the information provided
Listening for details	Includes all the specific information and details in his/her answers.	Includes most of the specific information and details in his/her answers	Specific information was occasionally included.	Unable to comprehend the specific details, and couldn't answer correctly.	Completely unable to grasp specific details while listening, and couldn't include them in the answers

Accuracy of answers	Completely accurate answers with no grammatical errors	Answers with few grammatical errors.	Answers with some grammatical errors	Answers with many grammatical errors	Most of the answers were grammatically incorrect
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SPEAKING SKILLS

Assessment Parameters	Excellent	V. Good	Good	Fair	Needs Improvement
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Content	<p>Highly relevant content, replete with required references, data and examples</p> <p>Frequently uses complex forms and sentence structures with good vocabulary</p>	<p>Mostly relevant content with required references, data and examples</p> <p>Demonstrates ability to use complex forms and sentence structures most of the time</p>	<p>Partially relevant content, replete with required references and examples</p> <p>Sometimes uses complex forms and sentence structures</p>	<p>Impaired content lacks relevance</p> <p>Rare use of complex forms and sentence structures</p>	<p>Completely irrelevant content</p> <p>Uses very basic vocabulary to express viewpoints</p>
Pronunciation	<p>Correct pronunciation and articulation</p> <p>Uses appropriate intonation and voice modulation</p>	<p>Largely correct pronunciation and clear articulation</p> <p>Few phonological errors</p>	<p>Mostly correct pronunciation and clear articulation except occasional errors</p>	<p>Mostly incorrect pronunciation and clear articulation</p> <p>Frequent phonological errors</p>	<p>Lacks accuracy in pronunciation; many grammatically errors</p>

Fluency & Accuracy	Speaks fluently almost with no repetition & minimal hesitation No grammatical errors	Speaks without noticeable effort, with a little repetition Few grammatical errors	Speaks at length, however repetition is noticeable Some grammatical errors	Hesitant while speaking; lot of repetition Many grammatical errors	Extremely hesitant while speaking with noticeably long pauses Rate of speech is slow with many grammatical errors
Time taken	Effectively delivers the required content within the stipulated time period	Manages to deliver the required content within the stipulated time period	Takes a little extra time to deliver the required content	Takes a lot of extra time to deliver the required content	Unable to deliver the required content despite being given extra time

Body language and gestures	Effective use of body language and gestures adds to the overall presentation Confidence is quite evident	Able to use effective and appropriate body language and gestures Displays confidence	Body language and gestures are not used as an impactful tool at times Displays a fair degree of confidence	Most of the times body language and gestures are not used as an impactful tool which is quite evident Falters and fumbles evidently	No use of body language and gestures Lacks confidence
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READING SKILLS

Assessment Parameters	Excellent	V. Good	Good	Fair	Needs Improvement
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Reading for understanding	<p>Focused and able to read without distraction</p> <p>Could easily draw inferences</p>	<p>Able to read without distraction</p> <p>Able to draw inferences</p>	<p>Slightly distracted</p> <p>Able to draw inferences</p>	<p>Distracted reader</p> <p>Couldn't draw inferences</p>	<p>Completely distracted reader</p> <p>Lacks understanding</p>
Scanning and skimming	<p>Thoroughly followed scanning as well as skimming</p>	<p>Followed scanning and skimming</p>	<p>Partially followed scanning and skimming</p>	<p>Couldn't follow scanning and skimming</p>	<p>Couldn't follow scanning and skimming at all</p>
Ability to differentiate between referential and inferential	<p>Completely able to differentiate between referential and inferential questions</p>	<p>Able to differentiate between referential and inferential questions</p>	<p>Partially able to differentiate between referential and inferential questions</p>	<p>Couldn't differentiate between referential and inferential questions</p>	<p>Couldn't differentiate between referential and inferential questions at all</p>

Task completion within stipulated time	Easily completed the task within stipulated time	Completed the task within stipulated time	Able to complete the task with a little extra time	Unable to complete the task even with extra time	Couldn't complete the task at all
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WRITING SKILLS

Long Composition: Story Writing, Article, Descriptive Paragraph

Assessment Parameters	Excellent	V. Good	Good	Fair	Needs Improvement
Format	Correct format with complete accuracy	The format is mostly correct	Few errors In the format	Mostly inaccurate format	Completely inaccurate
Relevance of the content	Completely relevant answer	Relevant answer with good explanation	Answer is relevant with a fair degree of explanation	Answer has a limited degree of relevance	Answer has a very limited degree of relevance

Accuracy	No grammatical errors and good sentence structure with no spelling mistakes	Most of the content contains no grammatical errors and good sentence formation	Few grammatical errors and no spelling mistakes	Evident grammatical errors affecting sentence formation	Replete with Grammatical errors and spelling mistakes
Fluency and coherence	Complete fluency and coherence	Fluency and coherence in writing	Partial fluency	Lacks fluency	No fluency

Word limit in relation to marks and Completion of work within the stipulated time	Word limit is fully met and Completed very well in time	Word limit is met and Almost completed in given time	Word limit is partially met but Took extra time	Word limit is not partially met and Little late to submit the given task	Word limit is not met Too late to submit the given task
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4.Number of Worksheets planned per chapter: 1 for each prose, 1 for each poem and one for each topic of grammar

5.Syllabus for periodic tests

- Periodic -I (May) 40 marks

BEEHIVE	Prose : Chapter-1,2,3 Poetry: Chapter-1,2,3
MOMENTS	Chapter-1,2,3
GRAMMAR	Tenses, Modals, Integrated Grammar
WRITING	Diary Entry

- Periodic -II (September first week) 80 marks

BEEHIVE	Prose : Chapter-1 to 6 Poetry: Chapter-1 to 6
MOMENTS	Chapter-1 to 6
GRAMMAR	Reported Speech, Topics like Prepositions, Determiners, Modals to be tested in the form of Integrated Grammar
WRITING	Story Writing, Diary Entry, Article Writing

- Periodic-III (November for VII to XII)

BEEHIVE	Prose : Chapter-7,8,9 Poetry: Chapter-7,8,9
MOMENTS	Chapter-7,8,9
GRAMMAR	Passive Voice, Integrated grammar covering all topics
WRITING	Descriptive Paragraph

Complete syllabus will be assessed in final exams

6.(a) Enrichment Activity

Minimum One activity per periodic to be given with details as under:

Name of the activity	Learning Objectives	Learning Outcomes	Mode (Individual	Methodology	Skills developed
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			/pair/group)	/Procedure	
a. Research work (Presentation) ITC VARK	<ul style="list-style-type: none"> To enhance organizing skills To express ideas clearly, concisely and coherently. 	<ul style="list-style-type: none"> Plan, organize and present ideas coherently Learning how to integrate usage of ICT with literature 	Group	<ul style="list-style-type: none"> The class will be allotted topics of literature roll number wise and each group will be asked to submit a presentation on the same 	ICT, Organizing, Comprehension, Presentation
Listening Activity ASL	<ul style="list-style-type: none"> Listen understand the topic and its main points Distinguish main from supporting ideas 	<ul style="list-style-type: none"> Extract relevant information with clarity and accuracy Acquiring the ability to listen to the given information with concentration 	Individual	<ul style="list-style-type: none"> The students will complete a given worksheet based on their listening to a recorded script The worksheets will be assessed based on the Rubrics 	Listening ASL Concentration, Comprehension
b. Class debate	<ul style="list-style-type: none"> To enhance speaking skills of the students To express 	<ul style="list-style-type: none"> Speak with accuracy, fluency and clarity following 	Group	<ul style="list-style-type: none"> The class will be divided into groups for speaking in favour or against 	Oratory, Reading, Organizing, Coherence, Fluency

	<p>ideas clearly, concisely and coherently.</p> <ul style="list-style-type: none"> • To speak with confidence and correct pronunciation and diction 	<p>the overall rhythm of spoken English</p> <ul style="list-style-type: none"> • Express ideas and opinions with confidence 		<p>the following topics:</p> <ul style="list-style-type: none"> • Every Home Should Have A Pet • Homework Should Be Banned • Voting Age Should be Lowered • Only Girls/ Boys Schools Are Better For Education 	
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7.(b) Assessment parameters & Rubrics for respective Enrichment Activity:

LISTENING SKILLS

Listening Activity

Assessment Parameters	Excellent (5)	V. Good (4)	Good (3)	Fair (2)	Needs Improvement (1)
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1. Understanding of the content	<ul style="list-style-type: none"> • Accuracy in comprehension 	<ul style="list-style-type: none"> • Displayed accuracy in comprehension and interpretation 	<ul style="list-style-type: none"> • Limited ability to differentiate between relevant and irrelevant 	<ul style="list-style-type: none"> • Distracted listener 	<ul style="list-style-type: none"> • Unable to comprehend
2. Ability to comprehend	<ul style="list-style-type: none"> • Ability to recollect the main points 			<ul style="list-style-type: none"> • Paid attention to irrelevant content 	<ul style="list-style-type: none"> • Distracted listener
3. Recollection of the content	<ul style="list-style-type: none"> • Spontaneity in reaction 	<ul style="list-style-type: none"> • Listened without distraction 	<ul style="list-style-type: none"> • Impulsive listener 		<ul style="list-style-type: none"> • Lacks the ability to interpret and recollect the main points
4. Interpretation	<ul style="list-style-type: none"> • Successful in differentiating between relevant and irrelevant 	<ul style="list-style-type: none"> • Able to differentiate between relevant and irrelevant 	<ul style="list-style-type: none"> • Listened with interruption 	<ul style="list-style-type: none"> • Reduced ability to interpret and recollect the main point 	<ul style="list-style-type: none"> • Couldn't differentiate between relevant and irrelevant
5. Usage of linguistic and non-linguistic features (Cohesion, Keywords)	<ul style="list-style-type: none"> • Identification of the theme and message of the delivered speech 	<ul style="list-style-type: none"> • Lacks spontaneity in discourse of action 	<ul style="list-style-type: none"> • Accuracy couldn't be achieved perfectly 	<ul style="list-style-type: none"> • Didn't follow instructions 	<ul style="list-style-type: none"> • Didn't follow instructions
6. Listening for specific purpose (Radio, broadcast, Announcements,	<ul style="list-style-type: none"> • Listened without distraction 				

Commentaries etc.)					
7. Ability to differentiate between relevant and irrelevant					
8. Spontaneous discourse of action					

SPEAKING SKILLS

Debate

Assessment Parameters	Excellent (5)	V. Good (4)	Good (3)	Fair (2)	Needs Improvement (1)
1. Originality of idea	<ul style="list-style-type: none"> Correct pronunciation with effective intonation Clarity of speech 	<ul style="list-style-type: none"> Correct pronunciation Clarity of speech 	<ul style="list-style-type: none"> Limited clarity of speech Limited knowledge of the content 	<ul style="list-style-type: none"> Lacks fluency and coherence in the presentation of ideas Lacks 	<ul style="list-style-type: none"> Lack of confidence Incorrect pronunciation Irrelevant content
2. Pronunciation					
3. Intonation					

4. Confidence	<ul style="list-style-type: none"> • Vast knowledge with impressive presentation 	<ul style="list-style-type: none"> • Fair degree of confidence 	<ul style="list-style-type: none"> • Not prompt enough 	confidence of public speaking	<ul style="list-style-type: none"> • No clarity in speech
5. Content accuracy		<ul style="list-style-type: none"> • Unable to use effective vocabulary 	<ul style="list-style-type: none"> • Needs to work on body language 	<ul style="list-style-type: none"> • Lacks knowledge of content 	<ul style="list-style-type: none"> • Lacks coherence and fluency
6. Vast knowledge	<ul style="list-style-type: none"> • Fluency and accuracy in delivering the ideas 	<ul style="list-style-type: none"> • Didn't adhere to the time limit 			
7. Promptly answered					
8. Body language	<ul style="list-style-type: none"> • Relevant vocabulary 				
9. Voice modulation					
10. Appropriate gestures					
11. Coherence and fluency					
12. Clarity in the usage					

of active vocabulary					
13. Time bound delivery of speech					

WRITING SKILLS

Presentation

Assessment Parameters	Excellent (5)	V. Good (4)	Good (3)	Fair (2)	Needs Improvement (1)
1. Relevance of the content 2. Accuracy 3. Length of the answer according to marks	<ul style="list-style-type: none"> Correct format Completely relevant answer Sentence structure is accurate 	<ul style="list-style-type: none"> Relevant answer with good explanation Word limit is met Fluency and coherence in writing 	<ul style="list-style-type: none"> Answer is relevant with a fair degree of explanation Word limit is partially met Presentation requires 	<ul style="list-style-type: none"> Answer has a limited degree of relevance Word limit is partially met Presence of grammatical 	<ul style="list-style-type: none"> Answer has a very limited degree of relevance Sentence structure lacks accuracy Word limit is not met

4. Presentation		<ul style="list-style-type: none"> • Sentence structure is correct 	orderly organization	errors	
5. Fluency	<ul style="list-style-type: none"> • Word limit is fully met 	<ul style="list-style-type: none"> • Vocabulary is less effective 	<ul style="list-style-type: none"> • Lacks fluency 	<ul style="list-style-type: none"> • No coherence in writing 	<ul style="list-style-type: none"> • No coherence and fluency in writing
6. Coherence	<ul style="list-style-type: none"> • Fluency and coherence in presentation of ideas 	<ul style="list-style-type: none"> • Less spelling errors 	<ul style="list-style-type: none"> • Average usage of effective vocabulary 	<ul style="list-style-type: none"> • Presentation is not orderly organized 	<ul style="list-style-type: none"> • Presentation is not orderly
7. Format					<ul style="list-style-type: none"> • Multiple spelling errors
8. Completion of work within the stipulated time	<ul style="list-style-type: none"> • Effective vocabulary • No spelling errors 		<ul style="list-style-type: none"> • Some spelling errors 	<ul style="list-style-type: none"> • Multiple spelling errors 	<ul style="list-style-type: none"> • Unable to comprehend the question's answer
9. Effective vocabulary					
10. Correct spellings					

8.Chapter/ unit wise allocation of marks

9. Question paper design: (Typology of questions with respective weightage)

Section		Total Weightage 80	No. of Periods
A	Reading Comprehension	20	40
B	Writing Skills with Grammar	20	40
C	Literature Textbook and Supplementary Reading Text	40	50
	TOTAL	80	

BLUE PRINT OF EXAM PAPER**PART A****Reading:-****Unseen Passage (20 Marks)**

I. Multiple Choice Questions based on a Discursive passage of 400-450 words to test inference, evaluation and vocabulary. Ten out of twelve questions to be answered. (10x1=10)

II. Multiple Choice Questions based on a Case-based factual passage (with visual input statistical data, chart etc.) of 200-250 words to test analysis and interpretation. Ten out of twelve questions to be answered. (10x1=10)

(Total length of two passages to be 600-700 words)

Literature Textbooks (10 Marks)

III. Multiple Choice Questions based on an extract from drama/prose to test inference, evaluation and vocabulary. Any 1 out of 2 extracts to be done. (5x1=5)

IV. Multiple Choice Questions based on an extract from poetry to test analysis and interpretation. Any 1 out of 2 extracts to be done (5x1=5)

Grammar

V. Ten Multiple Choice Questions, out of twelve, to be answered. Questions shall be based on the following

- i. Tenses
- ii. Modals
- iii. Subject – verb concord
- iv. Reported speech
 - a. Commands and requests
 - b. Statements
 - c. Questions
- v. Determiners

Deleted:

- **Use of Passive Voice**
- **Clauses: Noun, Adverb Clauses of condition and time, Relative**
- **Prepositions**

PART B

Writing 10 marks

- I. Writing a Descriptive Paragraph (word limit 100-120 words) on a person or a diary entry based on visual or verbal cue/s. One out of two questions is to be answered. (5 marks)
- II. Writing a story (word limit 100-120 words) on the basis of given cue/s . One out of two questions is to be answered. (5 marks)

Deleted:

- **Letter on a situation**
- **Descriptive Paragraph on a place/event**

Literature 30 Marks

- III. Four out of six Short Answer Type Questions to be answered in 20-30 words each from BEEHIVE and MOMENTS (two out of three from BEEHIVE and two out of three from MOMENTS). (2x4=8 marks)
- IV. Four out of six Short Answer Type Questions to be answered in 40-50 words each from BEEHIVE and MOMENTS (two out of three from BEEHIVE and two out of three from MOMENTS). (3x4=12 marks)
- V. One out of two Long Answer Type Questions from BEEHIVE to be answered in about 100- 120 words each to assess creativity, imagination and extrapolation beyond the text and across the texts. This can be a passage-based question taken from a situation/plot from the texts. (5 marks)

VI. One out of two Long Answer Type Questions from MOMENTS on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch to be answered in about 100-120 words. (5 marks)

Prescribed books: Published by NCERT, New Delhi

BEEHIVE- Text for class IX

MOMENTS-Supplementary reader for class IX

Suggested Reading

Literary Companion by BBC

The suggested stories, poems and articles mentioned at the end of each chapter

<https://mycbseguide.com/blog/ncert-solutions-for-class-9-english/>

<https://www.youtube.com/watch?v=flJJXqMaasY>

HINDI

1. Objectives – Approximately 8-10

- दैनिक जीवन में हिंदी में बोलने समझने के साथ-साथ लिखने की क्षमता का विकास करना ।
- हिंदी के किशोर साहित्य अखबार व पत्रिकाओं को पढ़कर समझ पाना और उसका आनंद उठाने की क्षमता का विकास करना ।
- औपचारिक विषयों और संदर्भों में बातचीत में भाग ले पाने की क्षमता का विकास करना हिंदी के जरिए अपने अनुभव संसार को लेकर सहज अभिव्यक्ति कर पाने में सक्षम बनाना।

- संचार के विभिन्न माध्यमों में प्रयुक्त हिंदी के विभिन्न रूपों को समझने की योग्यता का विकास करना ।
- कक्षा में बहुभाषिक बहु सांस्कृतिक संदर्भों के प्रति संवेदनशील सकारात्मक सोच बनाना।
- अपनी मातृभाषा और परिवेश गत भाषा को साथ रखकर हिंदी की रचनाओं की समझ बनाना ।
- श्रवण और वाचन की योग्यताएं ।
- प्रवाह के साथ बोली जाती हुई हिंदी को अर्थबोध के साथ समझना ।
- हिंदी हिंदी शब्दों का ठीक उच्चारण करना तथा हिंदी के स्वाभाविक अनुतान का प्रयोग करना ।
- सामान्य विषयों पर बातचीत करना और परिचर्चा में भाग लेना ।
- हिंदी की कविताओं को उचित लय,आरोह और भाव के साथ पढ़ना। हिंदी के प्रति रुचि जागृत करना।
- व्याकरण का समुचित ज्ञान व्याकरण भाषा का प्रयोग करने की क्षमता का विकास करना।
- शब्द भंडार में वृद्धिकरना ।
- स्वाध्याय की प्रवृत्ति का विकास करना। मौलिक लेखन हेतु प्रेरित करना ।
- पाठ्य वस्तु से संबंधित विचारों की सहज अभिव्यक्ति एवं उसके व्यवहारिक प्रयोग की क्षमता का विकास करना।

2. Month wise division of syllabus

Lesson No./Topic	Name of the lesson	Month
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स्पर्श (गद्य खंड)		
पाठ 1	पाठ1 दुख का अधिकार	अप्रैल
पाठ 2	पाठ2 एवरेस्ट मेरी शिखर यात्रा	
स्पर्श (काव्य खंड)	पाठ 7 पद	
पाठ 7	संचयन	
संचयन	पाठ 1 गिल्लू	
पाठ 1	व्याकरण	
व्याकरण	अपठित गद्यांश, पत्र, अनुच्छेद, अनुस्वार - अनुनासिक, शब्द और पद में अंतर , उपसर्ग और प्रत्यय	मई
स्पर्श (गद्य खंड)	पाठ 3 तुम कब जाओगे, अतिथि	
पाठ 3	पाठ 8 दोहे	
स्पर्श (काव्य खंड)	व्याकरण	
पाठ 8	संदेशलेखन, संवादलेखन, पर्यायवाची , विलोम शब्द।	

व्याकरण	पाठ 4 कीचड़ का काव्य	
	पाठ 9 आदमी नामा	
स्पर्श (गद्य खंड)	पाठ 10 एक फूल की चाह	
पाठ 4		
स्पर्श (काव्य खंड)	संचयन	
पाठ 9	पाठ 2 स्मृति	
पाठ 10	व्याकरण	जुलाई
संचयन	नारा लेखन	
पाठ 2	अनुच्छेद , पत्र , संवाद , अपठित गद्यांश।	
व्याकरण	श्रुतिसमभिन्नार्थक शब्द	अगस्त
	स्पर्श (गद्य खंड)	
स्पर्श (गद्य खंड)	पाठ 5 धर्म की आड़	

पाठ 5	स्पर्श (काव्य खंड)	
स्पर्श (काव्य खंड)	पाठ 11 अग्नि पथ	
पाठ 11	संचयन	
संचयन	हामिद खाँ	
पाठ 3	व्याकरण	
	अपठित गद्यांश, पत्र, अनुच्छेद, नारा लेखन, उपसर्ग प्रत्यय, संवाद लेखन।	सितंबर
	अर्थ के आधार पर वाक्य भेद।	
	अपठित गद्यांश, अनुच्छेद, पत्र, संवाद, नारा लेखन, संदेश लेखन	
व्याकरण	व्यावहारिक व्याकरण	अक्टूबर
	अर्ध वार्षिक परीक्षाएँ	

3. (a) Chapter wise Activities(miscellaneous activities other than the three enrichment activities to be taken up during the teaching learning process): Give Details in *brief* as per the headings below:

Name of the activity	Learning Objectives	Learning outcomes	Mode (Individual /pair/group)	Methodology /Procedure	Skills developed
पाठ 1 कहानी लेखन	कल्पना शक्ति का विकास	छात्रों की कल्पना शक्ति का विकास	व्यक्तिगत(individual)	दुख का अधिकार पाठ कहानी के आधार पर कहानी लेखन करवाया जाएगा	1. लेखन कौशल का विकास 2.कल्पना शक्ति का विकास 3.श्रवण वाचन कौशल का विकास 4.भाषा का विकास
	श्रवण वाचन कौशल का विकास	शब्दों का ज्ञान भाषा का विकास		सर्वप्रथम अध्यापक कहानी पढ़ाते पढ़ाते किसी रोचक मोड़पर आकर रुक जाएंगे	
	नए शब्द भंडार से परिचय	लेखन कौशल का विकास	व्यक्तिगत	तत्पश्चात छात्रों को अपनी कल्पना के आधार पर कहानी को आगे बढ़ाना होगा	
	1.'मन के हारे हार है मन के	लेखन कौशल का विकास		छात्रों को विषय पर विचार करने हेतु 15 से 20 मिनट का समय दिया जाएगा तत्पश्चात कहानी	1. लेखन कौशल का विकास 2.शब्द भंडार में वृद्धि

<p>पाठ 2</p> <p>परिचर्चा व अनुच्छेद लेखन</p>	<p>जीते जीत 'अनुच्छेद लेखन के माध्यम से लेखन कौशल का विकास</p> <p>2. शब्द भंडार में वृद्धि</p> <p>3.सकारात्मक दृष्टिकोण का विकास</p> <p>4.भाषा का विकास</p> <p>रैदास के पदों के माध्यम से आध्यात्मिक मूल्यों का विकास</p> <p>नैतिक मूल्यों का विकास</p>	<p>नए शब्दों का ज्ञान</p> <p>भाषा का विकास</p> <p>सकारात्मक दृष्टिकोण का विकास</p> <p>नैतिक मूल्यों का विकास संगीत आत्मक शैली का विकास भक्ति भाव से जुड़ाव</p>	<p>सामूहिक</p>	<p>पूरी करने के उपरांत छात्र कक्षा में कहानी का वाचन करेंगे</p> <p>सर्वप्रथम छात्रों को ऐसे उदाहरण दिए जाएंगे जहां मनुष्य दृढ़ संकल्प के माध्यम से जीवन में लगातार आगे बढ़ते रहे हैं ऐसे महान व्यक्तियों को उदाहरण प्रस्तुत किए जाएंगे जिन्होंने समाज में आत्मनिर्भर होकर सामान्य स्थान प्राप्त</p>	<p>3.भाषा का विकास</p> <p>4.नये शब्दों का ज्ञान</p> <p>शुद्ध उच्चारण वाचन व गायन कौशल का विकास</p> <p>नैतिक मूल्यों का विकास</p> <p>कविता के प्रति रुचि उत्पन्न होना</p>
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<p>पाठ 7 रैदास के पदों का सस्वर वाचन</p> <p>पाठ 4 विराम चिह्न संवाद लेखन</p>	<p>भक्ति भाव से जुड़ाव भावाभिव्यक्ति का विकास</p> <p>कविता के प्रति रुचि उत्पन्न होना</p> <p>1.विराम चिन्हों का उचित प्रयोग</p> <p>2.संवाद शैली का ज्ञान व प्रयोग कल्पनाशीलता का विकास 3.लेखन कौशल का विकास</p> <p>4.शब्द चयन सटीक वाक्य रचना उपयुक्त विराम चिन्ह का प्रयोग सीखना</p>	<p>सही व शुद्ध उच्चारण का विकास</p> <p>1. विराम चिन्ह के प्रयोग के माध्यम से विराम चिन्हों की उपयोगिता और महत्व को समझना</p> <p>2.संवाद लेखन के माध्यम से सटीक शब्द चयन वाक्य संरचना सशक्त होना</p>	<p>सामूहिक</p>	<p>किया तत्पश्चात छात्र दिए गए विषय पर अपने विचार व्यक्त करेंगे</p> <p>सर्वप्रथम अध्यापक द्वारा आदर्श वाचन छात्रों को 4से5के दल में विभक्त कर कक्षा में सस्वर वाचन करवाया जाएगा।</p> <p>विद्यार्थियों को विषय विस्तार से समझाते हुए संवाद लेखन संबंधी निर्देश देना प्रत्येक दल में 5 से 6 विद्यार्थी होंगे इस कार्य के लिए 10:15 मिनट का समय</p>	<p>लेखन कौशल का विकास भावपूर्ण अभिव्यक्ति का विकास आत्मविश्वास में वृद्धि संवादों की प्रस्तुति और शुद्ध उच्चारण</p> <p>लेखन कौशल का विकास रचनात्मकता का विकास शब्द चयन सटीक वाक्य रचना का विकास नए शब्दों का ज्ञान भाषा का विकास</p>
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पाठ 5	<p>चित्र वर्णन के माध्यम से रचनात्मक लेखन का विकास कल्पनाशीलता का विकास</p> <p>शब्द भंडार में वृद्धि</p> <p>बुद्धि कौशल भाषा शब्दकोश ज्ञान वृद्धि</p> <p>विषय राजनीति में धर्म का</p>	<p>3.कल्पनाशीलता का विकास लेखन कौशल का विकास</p> <p>चित्र वर्णन में विद्यार्थी अपनी कल्पना व भावनाओं के आधार पर चित्र वर्णन करता है कल्पनाशीलता बुद्धि कौशल शब्द ज्ञान</p> <p>तार्किक क्षमता का विकास भाषाई</p>	व्यक्तिगत	<p>दिया जाएगा संवाद लेखन के उपरांत प्रत्येक समूह संवाद प्रस्तुति के लिए 2 से 3 मिनट का समय दिया जाएगा</p> <p>स्मार्ट पोर्ट के माध्यम से छात्रों को चित्र दिखाया जाएगा चित्र के आधार पर उसके महत्वपूर्ण बिंदुओं पर चर्चा के उपरांत चित्र में दिखाई देने वाली वस्तुओं के आधार पर अपने हाव-भाव तथा</p>	<p>तार्किक क्षमता का विकास</p> <p>भाषाएं क्षमता का विकास</p> <p>अभिव्यक्ति व प्रस्तुतीकरण</p> <p>नए शब्दों का ज्ञान भाषा का विकास</p> <p>समाचार पत्रों के प्रति जागरूकता रचनात्मकता का विकास लेखन कौशल का विकास शब्द भंडार में वृद्धि भाषा का विकास</p>
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चित्र वर्णन	हस्तक्षेप विचार विश्लेषण की क्षमता का विकास तार्किक आलोचनात्मक दृष्टि का विकास सांप्रदायिक सद्भावना का विकास मंच भय से मुक्ति	क्षमता का विकास अभिव्यक्ति पर प्रस्तुतीकरण		चित्र को गहराई से समझते हुए छात्र कल्पना शक्ति का प्रयोग कर चित्र वर्णन लिखे	
पाठ5 वाद विवाद	समाचार पत्रों के प्रति जागरूकता जनसंचार माध्यम के प्रति रुझान रचनात्मकता का विकास लेखन कौशल का विकास शब्द भंडार में वृद्धि सामान्य ज्ञान में वृद्धि।	रचनात्मकता काव्य का लेखन कौशल का विकास शब्द भंडार में वृद्धि जिज्ञासु प्रवृत्ति का विकास सामान्य ज्ञान में वृद्धि	दो वर्ग	संपूर्ण कक्षा को 2 वर्ग एक पक्ष और विपक्ष में बांटा जाएगा चाचा विद्यार्थियों का एक समूह होगा एक समूह पक्ष में और दूसरा विपक्ष में तैयारी करेगा देखे विषय पर अपने विचार लिखित रूप में तैयार कर प्रस्तुति का समय 1 से 2 मिनट का समय दिया जाएगा।	रचनात्मकता का विकास भाषाई कौशल का विकास लेखन कौशल का विकास शब्दों में सही नुक्ता लगाकर

<p>पाठ 6 समाचार पत्र निर्माण</p>	<p>रचनात्मकता का विकास कल्पना शक्ति का विकास नए शब्दों वाक्य संरचना व भाषा का विकास संचार के विभिन्न माध्यमों से अवगत होना</p>	<p>लेखन कौशल बौद्धिक विकास भाषाई कौशल का विकास</p>	<p>सामूहिक कार्य</p> <p>व्यक्तिगत</p>	<p>5 से 6 विद्यार्थियों का एक समूह बनाकर संपूर्ण कक्षा को समूहों में विभाजित किया जाएगा। एक समाचार पत्र दिखाकर छात्रों को कार्य के स्वरूप के विषय में समझाया जाएगा समाचार निर्माण के संदर्भ में राष्ट्रीय समाचार ,विज्ञान समाचार ,खेल समाचार ,विज्ञापन आदि की जानकारी दी जाएगी विद्यार्थी अपनी इच्छा अनुसार विषय चुनकर समाचार निर्माण का कार्य करेंगे।</p> <p>पर्यावरण के प्रति जागरूकता</p>	<p>सही उच्चारण का ज्ञान भाषाई कौशल का विकास नए शब्दों का ज्ञान</p> <p>शुद्ध उच्चारण वाचन गायन कौशल का विकास प्रवाहशीलता आत्मविश्वास मे वृद्धि।</p> <p>बौद्धिकता का विकास लेखन</p>
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<p>पाठ 8</p> <p>नारा लेखन</p> <p>जल संरक्षण</p>	<p>भाषा ज्ञान में वृद्धि</p> <p>शब्द भंडार में वृद्धि</p> <p>उच्चारण क्षमता का विकास</p> <p>भाषा प्रयोग का अभ्यास</p>	<p>नुक्ता के प्रयोग के महत्व को समझना</p> <p>भाषाई कौशल का विकास</p> <p>लेखन कौशल का विकास</p>		<p>उत्पन्न करना नारा लेखन की विधि पर चर्चा</p> <p>कार्य से संबंधित जानकारी विद्यार्थियों को देना नुक्ता वाले शब्दों का परिचय नुक्ता के सही प्रयोग संबंधी शब्दों का ज्ञान कार्यतालिका करवाई जाएगी</p>	<p>श्रवण वाचन कौशल विकसित</p> <p>शब्द वाचन कौशल का विकास लेखन कौशल का विकास अभिनय कला का विकास प्रस्तुतीकरण शैली का विकास</p>
<p>पाठ 9</p> <p>नुक्ता संबंधित कार्य तालिका</p>	<p>कविता के प्रति रुचि उत्पन्न करना स्वर्ग के उतार-चढ़ाव का ज्ञान सही शुद्ध उच्चारण धाराप्रवाह अभिव्यक्ति आत्मविश्वास का विकास</p>	<p>श्रवण वाचन कौशल का विकास शुद्ध उच्चारण सर के उतार-चढ़ाव का ज्ञान स्वर की स्पष्टता</p>	<p>व्यक्तिगत</p>	<p>कविता के संपूर्ण मनोभावों को स्वरों के उतार-चढ़ाव के साथ प्रस्तुत करना बताया जाएगा विद्यार्थियों को तैयारी के लिए कुछ समय दिया जाएगा</p>	

<p>पाठ10 कविता पाठ</p>	<p>साहित्यकारों से परिचित करवाना ज्ञान का विस्तार हिंदी साहित्य के प्रति रुचि उत्पन्न करना परिचय प्रस्तुतीकरण का अभ्यास स्वाध्याय के लिए प्रेरित करना</p>	<p>वाचन एवं श्रवण कौशल का विकास अन्य कवियों और लेखकों के जीवन से परिचित होना श्रवण वाचन कौशल का विकास</p>	<p>व्यक्तिगत</p>	<p>तत्पश्चात सस्वर वाचन</p> <p>सर्वप्रथम छात्रों को एक या दो लेखक अथवा कवि के जीवन परिचय को संक्षिप्त में प्रस्तुत किया जाएगा अन्य लेखकों व कवियों का परिचय विद्यार्थी कहां से प्राप्त करें जानकारी दी जाएगी स्वाध्याय हेतु प्रेरित मुख्य बिंदुओं के आधार पर लिखकर कक्षा में पढ़ कर सुनाया जाएगा</p>	
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<p>पाठ 11</p> <p>लेखक का संक्षिप्त परिचय प्रस्तुतिकरण</p>	<p>समाज में व्याप्त बाल श्रम के प्रति जागरूकता नाटक विधा के विशेषताओं का ज्ञान संवाद लेखन क्षमता का विकास अभिनय क्षमता का विकास प्रस्तुतीकरण शैली का विकास वाचन एवं श्रवण क्षमता का विकास</p>	<p>अभिनय कला का विकास प्रस्तुतीकरण शैली का विकास संवाद लेखन क्षमता का विकास वाचन श्रवण कौशल का विकास</p>	<p>व्यक्तिगत</p>	<p>विद्यार्थियों से नुक्कड़ नाटक के विषय पर चर्चा विभिन्न समूहों में बांटकर प्रत्येक समूह में 6 से 7 छात्र शामिल किए जाएंगे नाटक प्रस्तुति के लिए 1 सप्ताह का समय दिया जाएगा</p>	
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पाठ12

सामूहिक

बाल श्रम पर
लघु नाटिका

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3 (b) Assessment parameters & Rubrics for respective Activity: लेखन तथा वाचन कौशल संबंधित गतिविधियों हेतु

प्रकार	अति उत्तम 5	उत्तम 4	सराहनीय 3	अच्छा प्रयास 2	सुधार वंचित 1
विषय सामग्री का चयन (लेखन तथा वाचन)	विषय सामग्री रोचक तथा प्रभावशाली	विशेष सामग्री रोचक व प्रभावशाली	विषय सामग्री प्रभावशाली	विषय सामग्री रोचक	विषय सामग्री अनुकूल नहीं
विचार विश्लेषण तत्वों का संकलन, प्रभावशाली भाषा	तथ्य विषय के अनुसार, शब्दावली तथा भाषा प्रभावशाली	तथ्य विषय के अनुसार, शब्दावली तथा भाषा प्रभावशाली	तथ्य और जोड़े जा सकते हैं, भाषा प्रभावशाली	मुख्य तत्वों का अभाव, भाषा शैली में सुधार वांछित	विषय संबंधी तथ्यों का नितांत अभाव, भाषा में सुधार वांछित
आत्मविश्वास	आत्मविश्वास सहित	आत्मविश्वास में कुछ कमी	आत्मा विश्वास में कमी प्रस्तुति प्रभावशाली नहीं	आत्मविश्वास की कमी प्रस्तुति प्रभावशाली नहीं	आत्मविश्वास में कमी भाषा में सुधार वांछित
रचनात्मकता व	सामग्री हस्तलिखित	रोचक हस्तलिखित	हस्तलिखित परंतु	रचनात्मकता का	प्रस्तुतीकरण पर ध्यान

कलात्मकता मौलिकता, प्रस्तुतिकरण	अति आकर्षक/प्रभावशाली प्रस्तुति	सामग्री/प्रभावशाली प्रस्तुति	कलात्मकता और मौलिकता का अभाव	अभाव/मौलिकता का अभाव	आवश्यक/मौलिकता का अभाव
समय सीमा	निर्धारित समय सीमा पर पूर्ण	समय सीमा का ध्यान नहीं	निर्धारित समय सीमा से अधिक समय लिया गया	समय सीमा का ध्यान नहीं रखा गया	निर्धारित समय सीमा का ध्यान नहीं रखा गया विषय संबंधी तथ्यों का नितांत अभाव

4.Number of Worksheets planned per chapter: एक कार्यतालिका प्रति पाठ

5.Syllabus for periodic tests

- Periodic -I (May)

सामायिक परीक्षा 1 हेतु पाठ्यक्रम। कुल अंक 40

स्पर्श

1. दुख का अधिकार

2. रैदास के पद

संचयन

गिल्लू

अपठित गद्यांश (5अंक)

व्याकरण

अनुस्वार - अनुनासिक(1अंक)

शब्द और पद (2अंक)

उपसर्ग प्रत्यय (2अंक)

पर्यायवाची (2 अंक)

विलोम शब्द (2 अंक)

लेखन---पत्र(5अंक) संदेश लेखन (5अंक)

पाठ्य पुस्तक पर आधारित प्रश्न 15 अंक के होंगे

- Periodic -II (September first week)

सामायिक परीक्षा दो हेतु पाठ्यक्रम कुल अंक 80

1.अपठित गद्यांश। (10अंक)

2. व्यवहारिक व्याकरण। (16 अंक)

- अनुस्वार अनुनासिक

- शब्द और पद
- पर्यायवाची ,विलोम
- उपसर्ग प्रत्यय
- श्रुतिसमभिन्नार्थक
- अर्थ के आधार पर वाक्य भेद

3. पाठ्यपुस्तक स्पर्श भाग 1 पूरक पाठ्य पुस्तक संचयन भाग 1 (28अंक)

स्पर्श (गद्य खंड)

- दुख का अधिकार
- एवरेस्ट मेरी शिखर यात्रा
- तुम कब जाओगे अतिथि
- कीचड़ का काव्य

स्पर्श (काव्य खंड)

- रैदास के पद
- दोहे
- आदमी नामा

- एक फूल की चाह

संचयन

- गिल्लू
- स्मृति

4.लेखन। कुल अंक 26

- अनुच्छेद लेखन। (6अंक)
- पत्र लेखन। (5अंक)
- संदेश लेखन (5अंक)
- संवाद लेखन। (5अंक)
- नारा लेखन (5अंक)

- Periodic -III (november(7th to 12th) (December for rest of the classes)

सामायिक परीक्षा 3 हेतु पाठ्यक्रम। कुल अंक 40

1.अपठित गद्यांश। (5अंक)

2. व्याकरण (10अंक)

- शब्द और पद
- उपसर्ग प्रत्यय
- श्रुतिसमभिन्नार्थक
- अर्थ के आधार पर वाक्य भेद
- पर्यायवाची ,विलोम शब्द

3. पाठ्यपुस्तक स्पर्श भाग 1 तथा पूरक पाठ्य पुस्तक संचयन भाग 1 (16अंक)

स्पर्श गद्य खंड

- धर्म की आड़
- शुक्र तारे के समान

काव्य खंड

- अग्निपथ

संचयन

- हमिद खां
- दिए जल उठे

4. लेखन

- नारा लेखन
- संवाद लेखन

Note: Mention the percentage of syllabus to be tested in final examination. (Specific for each class)

विशेष:- वार्षिक परीक्षा में संपूर्ण पाठ्यक्रम सम्मिलित किया जाएगा ।

6.(a) Enrichment Activity

Minimum One activity per periodic to be given with details as under:

Name of the activity	Learning Objectives	Learning Outcomes	Mode (Individual /pair/group)	Methodology /Procedure	Skills developed
1.भाषण	उच्चारण या वाचन कौशल में सक्षम होना श्रवण कौशल का विकास तार्किकता का विकास भाषा की औपचारिक अनौपचारिक शैलियों का ज्ञान	आत्मविश्वास में वृद्धि उच्चारण स्पष्ट होना विषय अनुसार भावों को अभिव्यक्त करना बोलने की सामान्य गति ले उतार-चढ़ाव अनुदान मौखिक	व्यक्तिगत	भाषण से पूर्व विषय निर्धारित कर दिया जाएगा भाषण को सहज गति और प्रवाह के साथ बोलने का अभ्यास कराया जाएगा तैयारी के उपरांत छात्र कक्षा में एक-एक कर अपना	वाचन कौशल का विकास आत्मविश्वास में वृद्धि भाषा का विकास

2.नारालेखन	<p>नारा लेखन के अत्यंत व्यापक क्षेत्र के महत्व को समझना</p> <p>लेखन श्रवण वाचन कौशल का विकास</p>	<p>भाषा की युक्तियों का ज्ञान</p> <p>सृजनात्मकता तथा कलात्मकता का विकास</p> <p>भाषा में रोचकता</p> <p>शब्दों का ज्ञान</p> <p>संचार के माध्यमों के बढ़ते कदमों ने नारा</p>	<p>व्यक्तिगत</p>	<p>भाषण प्रस्तुत करेंगे जिसके लिए प्रत्येक प्रतिभागी को 1 से 2 मिनट का समय दिया जाएगा</p> <p>कक्षा में नारा के अनेक उदाहरण प्रस्तुत किए जाएंगे स्मार्ट बोर्डपर भी नारा दिखाया जाएगा तत्पश्चात विषय अनुसार छात्र आकर्षक नारा तैयार करेंगे</p>	<p>सृजनात्मकता कलात्मकता का विकास नए शब्दों का ज्ञान भाषा का विकास</p>
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	<p>कलात्मकता का विकास</p> <p>सृजनात्मकता का विकास</p> <p>नए शब्दों का ज्ञान व भाषा का विकास।</p>	<p>जगत को शीर्ष पर पंचायत उसके महत्व को समझकर भाषा में रुचि उत्पन्न होना।</p>		<p>पात्रा अनुकूल भावों को अभिव्यक्ति प्रदान करना</p> <p>सृजनात्मकता का विकास नए शब्दों का ज्ञान भाषा काव्य का लेखन श्रवण वाचन कौशल का विकास</p>	<p>सामूहिक गतिविधि के लिए छात्रों को चार या पांच के दल में विभाजित किया जाएगा अलग-</p>
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3. वार्तालाप उच्चारण	कल्पनाशीलता का विकास भाषा सशक्त लेखन कौशल का विकास वाचन व श्रवण कौशल का विकास		सामूहिक	अलग विषय दिए जाएंगे 10 से 15 मिनट का समय विषय को तैयार करने के लिए दिया जाएगा तत्पश्चात कक्षा में संवाद लेखन करने के उपरांत पर लिख संवाद का अभिनय कर दिखाएंगे	लेखन कौशल के साथ-साथ वाचन कौशल का विकास अभिनय कला का विकास
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7.(b) Assessment parameters & Rubrics for respective Enrichment Activity:

प्रकार	अतिउत्तम 5	उत्तम 4	सराहनीय 3	अच्छा प्रयास 2	सुधार वांछित 1
विशेष सामग्री का चयन	विषय सामग्री रोचक प्रभावशाली	विषय सामग्री रोचक तथा प्रभावशाली	विषय सामग्री प्रभावशाली	विषय सामग्री प्रभावशाली कुछ और रोचक हो सकती थी	विषय सामग्री अनुकूल नहीं
विचार विश्लेषण तथ्यों का संकलन	तथ्य विषय के अनुसार	तथ्य विषय के अनुसार	तथ्य और जोड़े जा सकते हैं	मुख्य तत्वों का अभाव	विषय संबंधित तथ्यों का नितांत अभाव
शब्द चयन प्रभावशाली	विषय अनुसार शब्दावली	विषय के अनुसार	विषय के अनुसार	भाषा शैली में सुधार	शब्द चयन व भाषा में

भाषा	वाक्य संरचना	शब्दावली	शब्दावली का प्रयोग	वांछित	सुधार वांछित
रचनात्मकता व कलात्मकता मौलिक प्रस्तुति	आकर्षक प्रस्तुति प्रभावशाली भाषा	विषय सामग्री हस्तलिखित आकर्षक	कलात्मकता में मौलिकता का अभाव	रचनात्मकता का अभाव	विषय की प्रस्तुति पर ध्यान की आवश्यकता
समय सीमा	निर्धारित समय सीमा में पूर्ण	समय सीमा का ध्यान नहीं रखा गया	समय अवधि का ध्यान नहीं रखा गया	निर्धारित समय सीमा का ध्यान रखें	समय अवधि का ध्यान रखा जाए

8.Chapter/ unit wise allocation of marks

Chapter/ Unit	Allocation of Marks
<p>(खण्ड क)</p> <p>पठन कौशल ,गद्यांश पर शीर्षक का चुनाव विषय वस्तु का बोध भाषिक बिंदु संरचना आदि पर अति लघु प्रश्न उत्तर</p> <p>1 अपठित गद्यांश (दो) [5+5 =10]</p>	<p>10 अंक</p> <p>16 अंक</p>

<ul style="list-style-type: none"> • विस्तृत प्रश्न (अंक 4) • संचयन (3 × 2=6) <p>4.लेखन</p> <p>क) अनुच्छेद लेखन। (6अंक)</p> <p>ख) पत्र लेखन। (5अंक)</p> <p>ग) नारा लेखन। (5अंक)</p> <p>घ) संवाद लेखन (5अंक)</p> <p>इ:) संदेश लेखन। (5अंक)</p>	
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9. Question paper design: (Typology of questions with respective weightage)

क्रम सं०	प्रश्नों का प्रारूप	दक्षता परीक्षण अधिगम परिणाम	अति लघु प्रश्न 1अंक	लघु प्रश्न-1 2अंक	लघु प्रश्न-2 3अंक	निबंधात्मक प्रश्न-1 5अंक	निबंधात्मक प्रश्न-2 6अंक	कुल योग
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क)	अपठित अंश	अवधारणा आत्मक अंश अर्थ ग्रहण अनुमान लगाना विश्लेषण करना शब्द ज्ञान व भाषाई कौशल	02	04				10
ख)	व्यवहारिक व्याकरण	व्यवहारिक संग रचनाओं का बोध और प्रयोग विश्लेषण एवं भाषिक कौशल	16					16
ग)	पाठ्यपुस्तक	अर्थ ग्रहण लेखक के मनोभावों को समझना शब्दों का प्रसंग अनुकूल अर्थ समझना आलोचनात्मक चिंतन तार्किकता सराहना साहित्यिक परंपराओं के परिपेक्ष में मूल्यांकन विश्लेषण सृजनात्मकता		6	2	2		28

		कल्पनाशीलता कार्य कारण संबंध स्थापित करना समिति एवं अंतरों की पहचान अभिव्यक्ति में मौलिकता एवं जीवन मूल्यों की पहचान						
घ)	रचनात्मक लेखन कौशल	संकेत बिंदुओं का विस्तार अपने मत की अभिव्यक्ति उदाहरण सहित समझाना और चित्र निर्धारण भाषा में प्रवाह मेहता सटीक शैली उचित प्रारूप का प्रयोग अभिव्यक्ति की मौलिकता सृजनात्मकता एवं जीवन मूल्यों की पहचान			4		1	26

10. Prescribed Books

पाठ्यपुस्तक स्पर्श भाग 1

पाठ्य पूरक पुस्तक संचयन भाग 1

व्याकरण पुस्तक

11. Suggested Books (If Applicable)

व्याकरण पुस्तक

व्याकरण परिचय

व्याकरण अयन

12. Links for extended learning: (Related to curriculum)

MATHS

1. GENERAL OBJECTIVES

The broad objectives of Teaching of Mathematics at secondary stage are to help the learner to:

1. Consolidate the Mathematical knowledge and skills acquired at the secondary stage.
2. To develop positive ability to think, analyze and articulate logically.
3. To develop interest in mathematics as problem solving tool in various fields.
4. To acquaint students with different aspects of mathematics in daily life.
5. To develop an interest in student to study Mathematics as a discipline.
6. To develop necessary skills to work with modern technological devices and mathematical software.
7. To develop reverence and respect towards great Mathematicians (e.g. Euclid) for their contribution in the field of Mathematics.
8. To apply appropriate identities and techniques to solve algebraic problems.
9. To understand and apply the formulae of surface area and volume of a cube, cuboids, right circular cylinder, cone and sphere.
10. To develop abstract, logical and critical thinking through various topics of Geometry.
11. To integrate the knowledge of Mathematics in Art

2. Month wise division of syllabus

Chapter No.	Name of The Chapter	Month
1	Number Systems	April
3	Coordinate Geometry	April
13	Heron's Formula	April
5	Euclid's Geometry	May
6	Lines and Angles	May

2	Polynomials	July
7	Triangles	July
13	Surface Areas and Volumes	August
4	Linear Equations	October
8	Quadrilaterals	October
14	Statistics	November
15	Probability	November
11	Constructions	November
10	Circles	December
9	Areas of Parallelograms and Triangles	December

3. (a) Chapter wise Activities(miscellaneous activities other than the three enrichment activities to be taken up during the teaching learning process): Give Details in *brief* as per the headings below:

Name of the activity	Learning Objectives	Learning outcomes	Mode (Individual /pair/group)	Methodology /Procedure	Skills developed
Square root spiral	To construct a square root spiral of natural numbers	Understanding of irrational numbers on the number line	Individual	Drawing by using compass and ruler	Creativity and application skills

To write the coordinates of a given figure on the graph paper	To understand and apply the concepts learnt in coordinate geometry	The students will get practice to write the coordinates accurately.	Individual	A figure drawn on the graph sheet will be given to the students.	Critical thinking, decision making and application skills
Paper folding activities	To locate the incentre and circumcentre of the three triangles by paper folding	The students will be able to understand the concept of incentre and circumcentre	Individual	By folding acute, right and obtuse triangles and marking the incentre or circumcentre.	Creativity and clarity of the concept
Quiz based on syllabus of periodic 1 & 2	Knowledge, understanding and revision of all the topics.	Students will be able to revise fast and will know their weak areas	Group	Quiz will be held by dividing the class in six groups.	Interpersonal skill, critical thinking, decision making
To verify the theorem related to chapter Quadrilaterals	To verify that a diagonal of a parallelogram divides it into two congruent triangles	Students will learn the easy verification of the theorem by activity method.	Individual	By paper cutting and pasting the parallelogram into two congruent triangles.	Logical reasoning and application of the knowledge of congruence.

To verify the angle properties of circles	To verify the properties of circles related to segments and angles at the centre.	The students will understand and learn the properties easily.	Individual	By drawing and measuring the angles using a protractor.	Drawing and measuring skills. Clarity of the concepts.
Paper folding activity	To make a parallelogram by paper folding	The students will learn to form a parallelogram by activity method	Individual	By folding a rectangular sheet, making six creases and identifying the parallelogram.	Creativity, application skills.

3 (b) Assessment parameters & Rubrics for respective Activity:

	4	3	2	1
NEATNESS	Activity is orderly done and is incredibly neat, with no smudges and tears	Activity is orderly done and is neat with a few smudges and tears	Activity is not done very orderly. There are several smudges and tears	Activity is not done orderly with lots of smudges and tears.
COMPLETION	All of the assigned work is complete.	Most of the assigned work is complete	Some of the assigned work is complete	The child did not complete the assigned work.
TIMELINE	Activity is completed well on time	Assigned activity is one day late	Assigned activity is two days late	Activity is not completed even after 3

days

ACCURACY

Activity is accurately done and labelled properly.

Most of the steps are correct and labelled.

Some of the steps are incorrect and not labelled.

Most of the steps are incorrect and not labelled also.

4. Number of Worksheets planned per chapter:

- Number Systems – 2
- Polynomials – 1
- Coordinate Geometry – 1
- Heron’s Formula – 1
- Lines and Angles, Triangles – 1
- Surface Areas and Volumes – 1
- Linear Equations – 1
- Statistics – 1
- Probability – 1
- Circles – 1

5.Syllabus for periodic tests

Periodic -I (May)

Name of the Chapters

- Number Systems (1)
- Coordinate Geometry (3)
- Heron’s Formula (12)

- Euclid's Geometry (5)
- Lines and Angles (6)

Periodic -II (September first week)

- Polynomials (2)
- Triangles (7)
- Surface Areas and Volumes (13)
- Chapters Covered for Periodic I

Periodic -III (November(7th to 12th) (Decemberfor rest of the classes)

- Linear Equations (4)
- Quadrilaterals (8)
- Statistics (14)
- Probability (15)

Annual Examination
Marks 80

Chapters 1 to 15

Units	Unit Name	Marks
I	Number Systems	08
II	Algebra Polynomials, Linear Equations	17
III	Coordinate Geometry	04
IV	Geometry Lines & Angles, Triangles, Quadrilaterals, Areas of Parallelograms & Triangles, Circles,	28

Constructions

V	Mensuration	13
	Heron's Formula	
VI	Surface Area & Volumes	10
	Statistics and Probability	
Total		80

Internal Assessment

20 marks

Division of Marks :

Periodic Test

5 marks Subject Enrichment Activity

5 marks

Portfolio

Note: Mention the percentage of syllabus to be tested in final examination. (Specific for each class)**6.(a) Enrichment Activity**

Minimum One activity per periodic to be given with details as under:

Name of the activity	Learning Objectives	Learning Outcomes	Mode (Individual /pair/group)	Methodology /Procedure	Skills developed
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Art integration activity

To integrate the knowledge of geometry with art.

The students will learn to relate Geometry and art.

Individual

The students will be asked to create a geometric design using circles.

Creativity , drawing skills

To establish the formula to calculate surface area of a cone

The students will learn to derive the formula by activity method

Individual

By paper folding, to form a cone using sector of a circle

Critical thinking, logical reasoning and creativity

Statistics

To draw the bar graph and histogram of the marks obtained in periodic 1 & 2

The students will learn to apply the concepts learnt in statistics

Individual

Students will prepare their own report card using bar graph histogram and frequency polygon.

Creativity, art integration , application skills, clarity of the concepts

7.(b) Assessment parameters & Rubrics for respective Enrichment Activity:

	4	3	2	1
NEATNESS	Activity is orderly done and is incredibly neat, with no smudges and tears	Activity is orderly done and is neat with a few smudges and tears	Activity is not done very orderly. There are several smudges and tears	Activity is not done orderly with lots of smudges and tears.
COMPLETION/ ACCURACY	All of the assigned work is complete and accurate	Most of the assigned work is complete and accurate	Some of the assigned work is complete and accurate	The assigned work is incomplete and not accurate
TIMELINE	Activity is completed well on time	Assigned activity is one day late	Assigned activity is two days late	Activity is not completed even after 3 days

8. Chapter/ unit wise allocation of marks

Chapter/ Unit	Allocation of Marks
Number Systems	08
Algebra Polynomials, Linear Equations	17
Coordinate Geometry	04

Geometry Lines & Angles, Triangles, Quadrilaterals, Areas of Parallelograms & Triangles, Circles, Constructions	28
Mensuration Heron's Formula Surface Area & Volumes	13
Statistics and Probability	10
Total	80

INTERNAL ASSESSMENTS**20****DIVISION OF MARKS :****Periodic test – 5marks****Notebook submission- 5 marks****Subject enrichment and lab activities – 5 marks****Portfolio****5marks****9. Question paper design: (Typology of questions with respective weightage)****Total questions 36****One mark questions 16**

Case study based (4 marks) 4

Two marks questions 6

Three marks questions 7

Five marks questions 3

Total marks 80

5 marks Multiple assessment

5 marks

10. Prescribed Books NCERT Book and NCERT Exemplar

Note : Some prescribed activities will be done in mathematics laboratory manual.

10. Prescribed Books

NCERT Class IX Mathematics. Exemplar Problems Class IX NCERT

11. Suggested Books (If Applicable)

Self study in Mathematics by Manjit Singh

R. D. Sharma Class IX Mathematics

Mathematics Class IX by RD Sharma

12. Links for extended learning: (Related to curriculum)

SCIENCE & TECHNOLOGY

GENERAL OBJECTIVES

The objectives of study of sciences are to encourage and enable students to acquire , develop and inculcate the following Skills :

- To Develop Process scientific skills of Observing ,Classifying ,Measuring ,Making inferences ,Predicting , Using and handling science apparatus correctly and safely.
- 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
- Acquire knowledge, conceptual understanding and skills to solve problems and make informed decisions in scientific and other contexts
- Think analytically, critically and creatively to solve problems, judge arguments and make decisions in scientific and other contexts
- 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.
- Develop well-defined abilities in cognitive, affective and psychomotor domains in children which augments the spirit of enquiry, creativity, objectivity and aesthetic sensibility.
- Be effective in quantitative reasoning so as to occupy a more central place in the teaching and learning of Science.
- Develop the skill of aesthetic presentation of art integration.
- The present syllabus has been around **seven** broad themes viz.

Materials ,

The World of The Living ,

How Things Work, Moving Things,

Causes of motion ,

People and Ideas; Natural Phenomenon and Natural Resources.


2. MONTH WISE SPLIT OF SYLLABUS


Chapter Number	Name of the Chapter	Month
PHYSICS		
8	Motion	April
9	Force and laws of Motion (till 3 rd law)	May
9	Force and laws of Motion	July-August
10	Gravitation	October
11	Work and energy	November
12	Sound	December
CHEMISTRY		
1	Matter in our surroundings	April
2	Is matter around us pure	May to July
3	Atoms and Molecules	August – October
4	Structure of Atom	November-December

BIOLOGY		
5	Fundamental unit of life	April
6	Tissues	May
15	Improvement in food resources	July-August
13	Why do we fall ill?	
7	Diversity in living organisms	October-November
14	Natural Resources	December

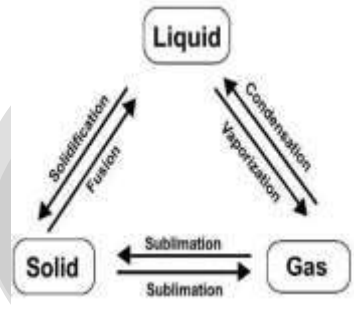

3 (a) CHAPTERWISE ACTIVITIES

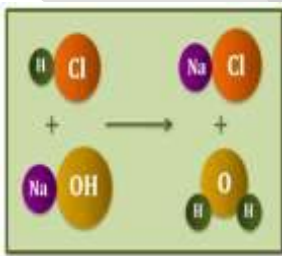
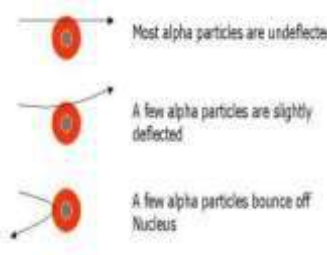
Chapter (No. , Name) Activity / mode (Individual/ Group)	Learning Objective	Learning Outcome	Methodology	Skills Develop
8,Motion Individual	Students will understand Direction of an object in circular motion	To observe and conclude Direction of an object in circular motion	Demonstration Activating Prior Knowledge by : Random Questioning Introducing the activity to be accomplish after getting the expected response from the	Scientific Aptitude, Knowledge , Thinking skills, Reasoning Skills


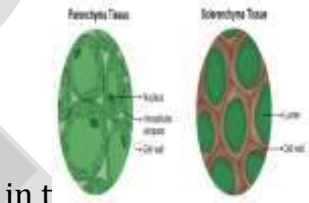
			<p>students.</p> <p>To whirl a pebble in a circle and releasing it at 3-4 different directions</p>	<p>Attentiveness, Listening Skills</p> <p>Observatory skill</p>
<p>9, Force and laws of Motion</p> <p>3rd laws of motion group</p>	<p>Students will understand Third Law of Motion</p>	<p>To study the Third Law of Motion using walking</p>	<p>Demonstration</p> 	<p>Scientific Aptitude, Knowledge, Presentation, Thinking skills, Reasoning Skills, Attentiveness, Listening Skills</p> <p>Observatory skill</p>
<p>10, Gravitation</p> <p>Group</p>	<p>Students will understand and establish the relation between Loss in weight of the body = Weight of water displaced by the body = Buoyant Force or up-thrust exerted by water on the body.</p>	<p>To establish Relationship between the loss in weight of a solid and weight of water displaced when the solid is fully immersed in the following solutions:</p>	<p>Experimentation</p> <p>Activating Prior Knowledge by : Random Questioning</p> <p>Introducing the activity to see the volume of liquid displaced by an immersed object .</p>	<p>Scientific Aptitude, Knowledge, Presentation, Thinking skills, Reasoning Skills, Attentiveness, Listening Skills</p> <p>Observatory skill</p>


	Volume of the water displaced = Volume of the part the body immersed in water/ fluid.		 <p>(to report in Practical file)</p>	
11, Work and energy Individual	Students will calculate Work done at different orientation if force and displacement are non zero or otherwise and able to justify their responses	To study the nature of work done with varying orientation of force and displacement	Demonstration Activating Prior Knowledge by : Random Questioning Introducing the activity to be accomplish after getting the expected response from the students. Teacher stand / drawer in school or home Stepping at right angle on the surface	Scientific Aptitude, Knowledge, Presentation , Thinking skills, Reasoning Skills Attentiveness, Listening Skills Observatory skill
12, Sound Vibrations are essential for	Students will infer that Vibrations are essential for producing sound	To verify that Vibrations are essential for producing	Demonstration / experiential iron scale , spoon, plastic scale	Scientific Aptitude, Knowledge, Presentation, , Thinking skills, Reasoning

producing sound		sound		Skills, Attentiveness, Listening Skills Observatory skill
Individual				
1, Matter in our surroundings Different physical states of the water	Student will analyze that the energy is required during inter- conversion of the states of matter	To verify the energy is required during inter- conversion of the states of matter	Demonstration Activating Prior Knowledge by : Random Questioning Introducing the activity to be accomplish after getting the expected response from the students. By setting up the arrangement using ice , source of heat students will observe melting point of ice and latent heat of fusion .	Scientific Aptitude, Knowledge, Presentation , Thinking skills, Reasoning Skills, Attentiveness, Listening Skills Observatory skill
Group				

				
<p>2, Is matter around us pure</p> <p>separate a mixture of two immiscible liquids</p> <p>separate mixture of colors in a dye. (Chromatography)</p> <p>Individual</p>	<p>Students will understand various separating techniques of a mixture.</p> <p>They will understand that chromatography can be used to separate the colours soluble in the same solvent..</p> <p>They will understand that colour which is more soluble in the solvent will rise more</p>	<p>To enhance the zone of proximal development of the learners.</p> <p>To find the best method for separation of components of a given mixture.</p>	<p>Activating Prior Knowledge by : Random Questioning Introducing the activity to be accomplish after getting the expected response from the students.</p> <p>Developing hypothesis by : Brain storming , Discussion of in text questions</p>  <p>Experimentation by setting the set up shown.</p>	<p>Scientific Aptitude, Knowledge, Presentation, , Thinking skills, Reasoning Skills, Attentiveness, Listening Skills Observatory skill</p>

	faster.			
3, Atoms and Molecules Conservation of Mass Group	<p>Students will identify the chemicals required for the verification of the Law of Conservation of Mass.</p> <p>Students will be able to do the experiment quicker and more accurately in the real lab after 1st trial</p>	To verify the Law of Conservation of Mass during a chemical reaction.	<p>Experimentation / Demonstration using the following chemicals</p> 	<p>Scientific Aptitude, Knowledge, Presentation, , Thinking skills, Reasoning Skills, Attentiveness, Listening Skills Observatory skill</p>
4, Structure of Atom Nuclear model of atom. Group	Students will tabulate observations and their conclusions .	To execute the scattering of alpha particles by gold foil.	<p>Exhibit Making : students will make the exhibit by using spherical balls / marbles on a rigid base</p> 	<p>Scientific Aptitude, Knowledge, Presentation , Thinking skills, Reasoning Skills Attentiveness, Listening Skills Observatory skill</p>

<p>5, Fundamental unit of life</p> <p>Temporary mounts of onion peel</p> <p>Group</p>	<p>Students will understand the different organelles inside the cell and their functions.</p>	<p>To prepare stained temporary mounts of onion peel and to record the observations.</p>	 <p>Demonstration using onion peel and observing it under microscope and Draw the same</p>	<p>Scientific Aptitude, Knowledge, Presentation, Thinking skills, Reasoning Skills Attentiveness, Listening Skills Observatory skill</p>
<p>6, Tissues</p> <p>Individual</p>	<p>Students will understand the terms parenchyma tissue, sclerenchyma tissue, striped muscle fiber and nerve cells.</p>	<p>Identify parenchyma and sclerenchyma tissues in plants from the permanent slides.</p>	<p>Microscopic slide / Draw the Diagrams after Observation</p>  <p>in t</p>	<p>Assimilation , accomodation , Presentation, Thinking skills, Reasoning Skills, Attentiveness, Listening Skills Observatory skill , Drawing skill</p>
<p>15, Improvement in food resources</p> <p>individual</p>	<p>Students will understand the ways to improvement in different food resources</p>	<p>To connect all the terminology of the chapter for better and quick revision</p>	<p>Tracking the information by making</p> <p>Mind map of the Chapter</p>	<p>Knowledge, Presentation , Thinking skills, Reasoning Skills</p> <p>Attentiveness, Listening</p>

				Skills Observatory skill
7, Diversity in living organisms individual	Students will understand terms like thallophytes, bryophytes, pteridophytes, gymnosperms, angiosperms.	To Study the characteristics of spirogyra, agaricus, moss, fern, pinus (either with male or female cones) and an angiosperm (White Orchid-tree).	<p>Demonstration</p> <p>Characteristics feature of plants by showing the parts of specific plants</p> 	<p>Knowledge, Presentation</p> <p>, Thinking skills, Reasoning Skills</p> <p>Attentiveness, Listening Skills Observatory skill</p>
13, Why do we fall ill? Individual	Students will understand the diseases ,symptoms and causes , ways to control	To connect all the terminology of the chapter for better and quick revision	Students will make Mind map of the full Chapter	<p>Knowledge, Presentation</p> <p>, Thinking skills, Reasoning Skills</p> <p>Attentiveness, Listening Skills Observatory skill , Drawing</p>
14. Natural Resources	Students will understand the Natural resources and their judicious use.	To connect all the terminology of the chapter for better and	Debate and Discussion on judicious use of natural	Knowledge, aesthetic presentation of art

Individual		quick revision	resources . 1. Essential Art Integration: Learners will represent "The Natural resources and their judicious use" by integrating one or other form of art ranging from use of pencils, crayons, different kinds of paper surfaces, collage etc.	integration skill , , oratory skill , Thinking skills, Reasoning Skills, Attentiveness, Listening Skills Observatory skill .
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3 (B)Assessment parameters and Rubrics

Rubric for Demonstration / Hands on Activity/ Experimentation [Chapters: 1, 2,3, 5 ,6, 7, 8 ,9 ,10, 11 ,12]					
ASSESSMENT PARAMETERS	Excellent	Very good	Good	Fair	Needs Improvement
Organization	All materials present and easily assessable.	Have all materials present and mostly organized so the demonstration can	Have all materials present, but not organized in a way that the demonstration can run	Have some materials present, but not organized in a way that the	Did not bring all materials to complete lab demonstration

	Demonstration runs smoothly.	run smoothly. Minor problems that do not hinder the overall effectiveness of the demonstration.	smoothly.	demonstration can run smoothly.	
Science Content	Demonstration is relevant to material discussed in class. Student shows a complete understanding of topic.	Demonstration is relevant to material discussed in class, but student show partial understanding of topic.	Demonstration is relevant to material discussed in class, but student show limited understanding of topic.	Demonstration is relevant to material discussed in class, but student does not show understanding of topic at all.	Demonstration has little relevance to classroom discussions and material. student shows no understanding of topic.
Presentation Skills	Good eye contact and voice projection maintained throughout the entire presentation.	Eye Contact and Voice Projection maintained through the majority of the presentation.	Eye Contact and Voice Projection maintained frequently during the presentation.	Eye Contact and Voice Projection limited.	Does not make eye contact or project voice so that people can hear it.
Explanation	Detailed explanation of demonstration topic to audience	Minor lapses in explanation of demonstration topic to audience. Overall effectiveness not affected.	Many lapses in explanation of demonstration topic to audience.	Limited explanation of demonstration topic to audience.	Does not explain demonstration topic to audience
Ability To	Able to Complete	Able to complete	Able to complete the task	Able to complete	Could Not Complete The

Complete The Task In a Stipulated time	The Task In a Stipulated Time	the task in a stipulated time	in a stipulated time	the task in a stipulated time	Task In a Stipulated Time
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Rubric for Exhibit Presentation [Chapters: 4]					
ASSESSMENT PARAMETERS	Excellent	Very good	Good	Fair	Needs Improvement
Principle	Completely Focused and organized around one clearly defined principle	Mostly Focused and organized around one clearly defined principle	Several unrelated Principles are used.	Principle not clearly defined	Un- Focused , Principle not mentioned
Illustration	3D working exhibit/ activity with drawing or photo	No exhibit but has drawing/ photo	Few parts of exhibit are assembled / parts of presentation	Insufficient presentation	No exhibit , no drawing, no explanation no presentation
Display	Neatly organized Logical and easy to understand	Mostly organized Logical and easy to understand	Fairly organized Fairly Logical and easy to understand	Incomplete and some accurate	Un- organised
Oral skill	Speak clearly , easily understood	Mostly prepared , enjoy sharing	Makes fair eye contact , can mostly be	Prepared some , hesitate	Un- prepared

	Make eye contact		understood	to share	
Oral Knowledge	Strong knowledge , able to extend beyond activity/ exhibit	Explain how most principle relate to the demonstration	Good knowledge	fair knowledge	In sufficient Knowledge

Rubric for Mind map [Chapters: 13 , 15]

ASSESSMENT PARAMETERS	Excellent	Very good	Good	Fair	Needs Improvement
.Effectiveness Of Presentation	The main idea is supported by details, all the categories make sense, and the reader is able to follow and understand what is written.	The main idea is supported by details, some categories do not make sense, and at times the reader is not able to follow what is written	The main idea is supported by details, most of the categories do not make sense, and at times the reader is not able to follow what is written	The main idea is not supported by details, all most all the categories do not make sense, and the reader is not able to follow what is written	There is no recognizable pattern to the ideas. They seem to be a list of thoughts that confuse the reader.
Content Accuracy / depth	The map has at least 4 subtopics and a minimum of 2 ideas under each subtopic.	Most of the content is appropriate and The map has 3 subtopics	The map has only two subtopics and/or is missing ideas under each subtopic. Limited content accuracy	Missing some of the components of the topic	Missing most or all of the required elements

		and/or is missing the required amount of ideas under each subtopic			
. Sequencing Of Information And Design	Correct and neat Sequencing Of Information	Correct and neat Sequencing Of Information	To some extent demonstrates the understanding of concept	Needs improvement in design or Neatness	The layout is poor and difficult to read
.Depth of Coverage	Important keywords clearly connects to central image of the mind map	Links to meaningful clarify Connections for all aspects of mind maps	Clearly uses all the aspects of mind map	Shows a basic level of Content coverage	Insufficient coverage of content covered coverage
Ability To Complete The Task In A Stipulated Time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Could Not Complete The Task In a Stipulated Time
Rubric for Diagram/s [All Chapters]					
ASSESSMENT PARAMETERS	Excellent	Very good	Good	Fair	Needs Improvement
Presentation And	Well-presented and	Well	To some extent	The diagram is	The map is missing all the

Accuracy	Appropriate size	Presented. In - Appropriate size	presentation is good.	missing most of the important elements.	important elements. Presentation is not clear at all.
Identification /Labeling	Correct Identification and labeled correctly.	Most of the identification and partially te	Most of the identification and labeling on the diagram is not accurate but it is legible.	Most of the identifications and labeling on the diagram are not accurate.	Almost all identifications and labeling on the diagram are not correct.
Use Of Symbols / block pencil Shading	Appropriate Use Of Symbols	almost all symbols are marked correctly	few symbols are marked incorrect	Limited use of symbols	Rarely Uses Symbols
. Spelled/ Capitalized Correctly	All words are Spelled and Capitalized Correctly	.Nearly every word is Spelled/ Capitalized Correctly	Spelling errors Most words are spelled/ Capitalized Correctly	Few words spelled/ Capitalized Correctly	Rarely any word found correct
Ability To Complete The Task In A Stipulated Time	Able to Complete The Task In a Stipulated Time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Could Not Complete The Task In a Stipulated Time

RUBRICS FOR DEBATE & CLASS DISCUSSION [Chapters: 14]					
ASSESSMENT PARAMETERS	Excellent	Very good	Good	Fair	Needs Improvement
Presentation & Style	Tone of voice , Clarity of expression contribute to keeping audience's attention	Mostly clear and orderly in all parts	Tone of voice is good but clarity of expression not clear	Few style features were used convincingly	Counter-arguments were not accurate and/or relevant
Relevance Of The Content	Very strong and persuasive arguments given throughout	Many good arguments given, with only minor problems	Most counter-arguments were accurate and relevant, but several were weak	Very Few arguments were accurate and supportive with the facts	All points were not supported with the facts
Confidence	Appears Very confident, poised and comfortable. Excellent use of appropriate hand gestures to emphasize points	Good cross-exam and rebuttals, with only minor slip-ups. Occasionally use of meaningful hand gestures.	Occasionally refers to notes to notes and appears to be slightly nervous	Appears nervous or distractive , poor use of hand gestures and very frequently refers to notes	Unclear and disorganized throughout. No eye contact with the audience

Research Work/ Word choice	Excellent cross-exam and defense against opponent team's objections& excellent word choice	No inappropriate language , word choice is good ,sources cited appropriately	Word choice illustrate grasp of content & sources cited appropriately	To some extent word choice is not appropriate , lack of appropriate source citations	Abrupt transition from one topic from other. Word choice is inappropriate
Ability To Complete The Task In a Stipulated Time	Able to Complete The Task In a Stipulated Time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Could Not Complete The Task In a Stipulated Time

Rubric for Group (work) Activity

ASSESSMENT PARAMETERS	Excellent	Very good	Good	Fair	Needs Improvement
leadership	Contributed exceptional effort to the group's project and showed leadership in to organising group efforts.	Contributed great effort to the group's project and helped organise group efforts.	Contributed fair effort to the group's project	Contributed little effort to the group's project.	Contributed no effort to the group's project.
Group Contribution	Exhibited positive, supportive attitude	Exhibited positive, supportive attitude toward	Exhibited positive,	Exhibits negative	Exhibits negative attitudes toward

	toward group members. Completed share of work with great effort.	group members. Completed share of work with great effort.	supportive attitude toward group members. Completed share of work with fair effort.	attitudes toward group members. Did not complete his or her share of work.	group members. Did not complete his or her share of work.
Directions	Student independently follows all directions as written cleans up as directed	Student follows written directions.	Student needs constant assistance, may leave materials out	Student attempts to perform activity without reading or following directions, does not clean up	Student did not attempt to perform activity.
Ability To Complete The Task In a Stipulated time	Able to Complete The Task In a Stipulated Time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Could Not Complete The Task In a Stipulated Time
Oral Knowledge	Strong knowledge , able to extend beyond activity/ exhibit	Explain how most principle relate to the demonstration	Good knowledge	fair knowledge	In sufficient Knowledge
Rubric for Lab Report Activity [for all Practical]					

ASSESSMENT PARAMETERS	Excellent	Very good	Good	Fair	Needs Improvement
Materials / Setup	All materials and setup used in the experiment are clearly and accurately described.	Almost all materials and the setup used in the experiment are clearly and accurately described.	Most of the materials and the setup used in the experiment are accurately described.	Some of the materials and the setup used in the experiment are accurately described.	Many materials are described inaccurately OR are not described at all.
Purpose / Question	The purpose of the lab or the question to be answered during the lab is clearly identified and stated.	The purpose of the lab or the question to be answered during the lab is identified, but is stated in a somewhat unclear manner.	The purpose of the lab or the question to be answered during the lab is partially identified, and is stated in a somewhat unclear manner.	The purpose of the lab or the question to be answered during the lab is partially identified, and is stated in a somewhat unclear manner.	The purpose of the lab or the question to be answered during the lab is erroneous or irrelevant.
Procedures	Procedures are listed in clear steps. Each step is numbered and is a complete sentence.	Procedures are listed in a logical order, but steps are not numbered and/or are not in complete sentences.	Procedures are listed but are not in a logical order	Procedures are listed but are not in a logical order and are difficult to follow.	Procedures do not accurately list the steps of the experiment.
Participation	Used time well	Used time pretty	Did the lab but did appear	Did the lab but did not	Participation was

	in lab and focused attention on the experiment.	well. Stayed focused on the experiment most of the time.	very interested. Focus was lost on several occasions.	appear interested. Focus was lost on several occasions.	minimal OR student was hostile about participating.
Variables / Conclusion	<p>The relationship between the variables is discussed and trends/patterns logically analyzed. Predictions are made about what might happen if part of the lab were changed or how the experimental design could be changed. Or</p> <p>relationship between the variables and the predicted results is clear and reasonable based on what</p>	<p>The relationship between the variables is discussed and trends/patterns logically analyzed. Or</p> <p>relationship between the variables and the predicted results is clear without any justification</p> <p>Or</p> <p>Conclusion includes whether the findings supported the results and what</p>	<p>The relationship between the variables is discussed but no patterns, trends or predictions are made based on the data. Or</p> <p>relationship between the variables and the predicted results has been stated, but appears to be based on flawed logic.</p> <p>Or</p> <p>Conclusion includes what was learned from the experiment in logical sequence</p>	<p>The relationship between the variables is partially discussed but no patterns, trends or predictions are made based on the data. Or</p> <p>relationship between the variables and the predicted results has been stated partially, but appears to be based on flawed logic.</p> <p>Or</p> <p>Conclusion includes what was learned from the experiment haphazardly.</p>	<p>The relationship between the variables is not discussed.</p>

	has been performed. Or Conclusion includes whether the findings supported the results, possible sources of error, and what was learned from the experiment.	was learned from the experiment			
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Rubric for Notebook [All Chapters]

ASSESSMENT PARAMETERS	Excellent	Very good	Good	Fair	Needs Improvement
Notebook appearance / presentation	Clear, accurate, indexed dated notes are taken regularly.	Dated, indexed , clear, accurate	Dated, notes are taken occasionally, but accuracy of notes might be questionable.	Dated, notes are taken occasionally, but accuracy of notes might be questionable and are recorded in a questionable manner.	Notes rarely taken or of little use.
Drawings / Diagrams	Clear,	Diagrams are	Diagrams are included	Diagrams are	Needed diagrams are

	accurate diagrams are included and make the concept t easier to understand. Diagrams are labeled neatly and accurately.	included and are labeled neatly and accurately.	and are labeled.	included and are labeled.	missing OR are missing important labels.
Components of the Report	All required elements are present and additional elements that add to the report (e.g., thoughtful comments, graphics) have been added.	All required elements are present.	One required element is missing, but additional elements that add to the report (e.g., thoughtful comments, graphics) have been added.	Two –three required elements are missing, but additional elements that add to the report (e.g., thoughtful comments, graphics) have been added.	Several required elements are missing.
Calculations for numerical	All calculations are shown and the	Some calculations are shown and the results are correct and labeled	Some calculations are shown and the results labeled appropriately.	Very few calculations are shown and the results labeled	No calculations are shown OR results are inaccurate or mislabeled.

	results are correct and labeled appropriately.	appropriately.		appropriately.	
Handwriting	Is neatly handwritten and uses headings and subheadings to visually organize the material.	is readable handwritten and uses headings and subheadings to visually organize the material.	is readable handwritten written but formatting does not help visually organize the material.	Shabby hand written or typed, but formatting does not help visually organize the material.	Is handwritten and looks sloppy with cross-outs, multiple erasures and/or tears and creases.

SYLLABUS FOR PERIODIC TESTS

PERIODIC 1(May)

M.M 40

Physics: Motion Lesson No. 8

Chemistry: Matter in our surroundings Lesson No. 1

Biology: Fundamental unit of life Lesson No. 5

PERIODIC 2 / TERM I (September)

M.M 80

Physics: Force and laws of Motion Lesson No. 9

1st Half of gravitation Lesson No. 10

Chemistry: Is matter around us pure Lesson No. 2
 Biology: Tissues Lesson No. 6
 Improvement in food resources Lesson No. 15

Topics already assessed in periodic I will be tested again in periodic II for limited weightage.

PERIODIC 3 (December)

M.M 40

Physics: 2nd Half of Gravitation (Floatation) Lesson No. 10
 Work and energy Lesson No. 11
 Chemistry: Atoms and Molecules Lesson No. 3
 Biology: Diversity in living organisms Lesson No. 7

ENRICHMENT ACTIVITIES

Name of the Activity and Mode of the activity (Individual/ Group)	Learning Objective	Learning Outcome	Methodology	Skills Develop
<u>PERIODIC 1</u>	Students will understand zero error , least count and able	To record accurate measurement	Demonstration*	Identification of devices/ apparatus

Physics Zero Error and least count of the device : scale Individual	find accurate measurement	scientifically	Scale and watches	Scientific Aptitude, Knowledge, Presentation , Thinking skills, Reasoning Skills, Attentiveness, Listening Skills Observatory skill
PERIODIC II Biology osmosis using a potato Group	Students will understand the concept of osmosis and the importance of osmosis in plant and animal cells.	To study osmosis using a potato	Demonstration* Potato , water , salt	Scientific Aptitude, Knowledge, Presentation , Thinking skills, Reasoning Skills, Attentiveness, Listening Skills Observatory skill
PERIODIC III Chemistry Individual	Students understand electronic configuration and able to draw , write the same	To prepare exhibit of different atoms according to electronic configuration	Exhibit** To make exhibit using beads and thread on a rigid base	Scientific Aptitude, Knowledge, Presentation , Thinking skills, Reasoning Skills, Attentiveness, Listening Skills Observatory skill , Experiential

*For Assessment : Refer the rubric of Demonstration

** For Assessment Refer the rubric of Exhibit

PRACTICALS

For Assessment : Refer the rubric of Lab Report Activity

Practical to be conducted alongside the concepts taught in theory classes

List of Experiments

PERIODIC - I

Chemistry:

- (1) To prepare:- a) A true solution of common salt, sugar b) A suspension of soil, chalk powder and fine sand in water.
 c) Colloidal solution of starch in water and distinguish between these on the basis of transparency filtration criteria and stability.

Biology:

- 1) To test : (a) the presence of starch. b) The presence of adulterant metanil in yellow dal.
 2) To prepare stained temporary mounts of (a) onion peel (b) human cheek cells.

PERIODIC - II

Biology:

- 1) To identify parenchyma and sclerenchyma tissues in plants, striped muscle fibers and nerve cells in animals from prepared slides and to draw their labeled diagrams.

Chemistry:

- 1) To determine the melting point of ice and boiling point of water.
 2) To prepare a mixture and a compound using iron filings and Sulphur powder and distinguish between these on the basis of
 a) Appearance i.e. homogeneity and heterogeneity b) Behavior towards a magnet.
 c) Behavior towards carbon disulphide d) Effect of heat.

3) To separate the components of a mixture of sand, common salt and ammonium chloride or camphor by sublimation.

PERIODIC - III

Physics:

Determination of the density of solid (denser than water) by using a spring balance and a measuring cylinder.

Establishing the relation between the loss in weight of a solid when fully immersed in

(a) Tap water and (b) strongly salty water, with the weight of water displaced by it by taking at least two different solids.

Chemistry:

To verify law of conservation of mass in a chemical reaction.

Biology:

To study the characteristics of spirogyra/agaricus, Moss/Fern, Pinus and an angiosperm plant. Draw and give two identifying features

PRACTICALS to be conducted after PERIODIC 3

Physics

Verification of the Laws of reflection of sound.

Determination of the speed of a pulse propagated through a stretched string / slinky.

MARKS DISTRIBUTION & BLUE PRINT FOR FINAL ASSESMENT
ALLOCATION OF MARKS

LESSON NUMBER	NAME OF THE LESSON	Marks
1 to 4	Matter in our surroundings Is matter around us pure Atoms and Molecules Structure of Atom	23
5 to 7,13	Fundamental unit of life Tissues Diversity in living organisms Why do we fall ill?	20
8 to 12	Motion Force and laws of Motion Gravitation Work and energy Sound	27
14	Natural Resources	06

15	Improvement in food resources	04
	Total	80

MARKS DISTRIBUTION

Nature of the Question	Number of Questions	Total Marks
<i>Section–A</i> Very Short- Answer Questions (1 mark each)	20 (with 4 questions each of 5parts out of which any four are to be attempted)	32Marks
<i>Section– B</i> Short Answer Questions (2 marks each)	6	12Marks
<i>Section– C</i> Long Answer Questions (3marks each)	7	21Marks
<i>Section– D</i>	3	15 Marks

Very Long Answer Questions (5marks each)		
Total	36	80 Marks

Prescribed Books:

Science -Textbook for class IX -NCERT Publication

Assessment of Practical Skills in Science - Class IX - CBSE Publication

Laboratory Manual - Science - Class IX - NCERT Publication

Suggested Books:

Exemplar Problems Class IX - NCERT Publication

SOCIAL SCIENCE**1. OBJECTIVES :**

- To develop an understanding of the processes of change and development-both in terms of time and space, through which human societies have evolved.
- To make learners realize that the process of change is continuous and any event or phenomenon or issue cannot be viewed in isolation but in a wider context of time and space.
- To develop an understanding of contemporary India with its historical perspective, of the basic framework of the goals and policies of national development in independent India, and of the process of change with appropriate connections to world development.
- To deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented, and to develop an appreciation of the contributions made by people of all sections and regions of the country.
- To help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.
- To deepen the knowledge and understanding of India's environment in its totality, their interactive processes and effects on the future quality of people's lives.
- To facilitate the learners to understand and appreciate the diversity in the land and people of the country with its underlying unity.
- To develop an appreciation of the richness and variety of India's heritage-both 2 natural and cultural and the need for its preservation.
- To promote an understanding of the issues and challenges of contemporary India environmental, economic and social, as part of the development process.
- To help pupils acquire knowledge, skills and understanding to face the challenges of contemporary society as individuals and groups

and learn the art of living a confident and stress-free life as well as participating effectively in the community.

- To develop scientific temper by promoting the spirit of enquiry and following a rational and objective approach in analyzing and evaluating data and information as well as views and interpretations.
- To develop academic and social skills such as critical thinking, communicating effectively both in visual and verbal forms-cooperating with others, taking initiatives and providing leadership in solving others' problems.
- To develop qualities clustered around the personal, social, moral, national and spiritual values that make a person humane and socially effective.

2.Month wise division of syllabus

LESSON NO.	LESSON NAME	MONTH
History		
1	THE FRENCH REVOLUTION	APRIL
2	SOCIALISM IN EUROPE AND THE RUSSIAN REVOLUTION	MAY/JULY
3	NAZISM AND RISE OF HITLER	JULY /AUGUST
5	PASTORALISTS IN THE MODERN WORLD	OCTOBER/ NOVEMBER
Political Science		

1	WHAT IS DEMOCRACY? WHY DEMOCRACY?	APRIL
2	CONSTITUTIONAL DESIGN	JULY
3	ELECTORAL POLITICS	JULY/AUGUST
4	WORKING OF INSTITUTIONS	OCTOBER
5	DEMOCRATIC RIGHTS	NOVEMBER/DECEMBER
Economics		
1	THE STORY OF VILLAGE OF PALAMPUR	APRIL
2	PEOPLE AS RESOURCE	JULY
3	POVERTY AS A CHALLENGE	AUGUST
4	FOOD SECURITY IN INDIA	OCTOBER/ NOVEMBER
Geography		
1	INDIA : SIZE AND LOCATION	APRIL
2	PHYSICAL FEATURES OF INDIA	APRIL/JULY
3	DRAINAGE	JULY/AUGUST
4	CLIMATE	OCTOBER
5	NATURAL VEGETATION	NOVEMBER
6	POPULATION	NOVEMBER / DECEMBER

3.(a) CHAPTER WISE ACTIVITIES (miscellaneous activities other than the three enrichment activities to be taken up during the teaching learning process)

UNIT 1: HISTORY

<u>NAME AND MODE OF THE ACTIVITY</u>	<u>LEARNING OBJECTIVES</u>	<u>LEARNING OUTCOMES</u>	<u>METHODOLOGY/ PROCEDURE</u>	<u>SKILLS DEVELOPED</u>
LESSON-1 (History) Timeline/ Flowchart Individual	Children will be able to learn: -chronological sequence of events along a drawn line. -also provides visual prompt to activate students' prior knowledge.	Children are able to: Develop a long range understanding of historic chronology. Understand overall development of the events.	Children will write the sequence of events along a drawn line and then analyse the causes and effects, comprehend information and understand event occurring sequence. Children will also make a flowchart on the causes and consequences of French Revolution.	Understanding, Analytical.

LESSON-2 (History) Picture Comprehension Individual	This activity will enable the students to: -Explore the ideas behind artist's imagination. -Understand the relationship between painting and theme.	After studying the picture given in the chapter, children are able to: Know the importance of February and October Revolution in the Russian Revolution	Children will analyse the picture given in the chapter and explain it in their own words.	Comparison, Analytical, reasoning.
LESSON-3 (History) Map work Individual	Children will be able to: -Identify various countries under the category of Allied, Axis and Central powers.	Children are able to mark the exact location of the countries on the Political map of Europe and the World.	Children will mark the countries on the political map of Europe and the world with different colours. After completion, they will paste the maps in their fair notebook. There is an active involvement of children in this activity.	Understanding.

<p>LESSON-5</p> <p>(History)</p> <p>Class Discussion</p> <p>Group</p>	<p>Children will be able to understand:</p> <p>-the hardships faced by the pastoral communities of India and Africa during colonial rule.</p>	<p>Children gained wider knowledge about the various acts implemented by the British and their impact on the lives of the pastoralists of India and Africa.</p> <p>After listening to each group discussion on the similarities and differences between Indian and African pastoralists.</p>	<p>Children will be given the topic in advance to prepare for the group discussion.</p> <p>TOPICS=</p> <p><i>-“Effects of the colonial laws on the Indian pastoralists.”</i></p> <p><i>-“Effects of the colonial laws on the African pastoralists.”</i></p> <p>Class will be divided into groups and each group will collect the information on the given topic.</p>	<p>Understanding, Comparison, Oratory.</p>
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<p>LESSON 1</p> <p>(GEOGRAPHY)</p> <p>MAP WORK</p> <p>Individual</p>	<p>To develop the skill of locating places/area on maps</p>	<p>Students are be able to understand the location of India on the globe and will be able to locate India in terms of latitude and longitude</p>	<p>A political map of India will be given to the students with the following questions :</p> <p>Locate and label</p> <p>Latitudinal and longitudinal extent of India,</p> <p>Standard meridian</p> <p>82° 30'E and North -south and East- west extent of India</p>	<p>Observation and practical skill</p>
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<p>Lesson 2</p> <p>(GEOGRAPHY)</p> <p>Presentation</p> <p>Individual</p>	<p>Students will be able to:</p> <p>Recognize major physical features of India on Physical map of India</p> <p>Identify the geographical regions of India</p> <p>Identify the exact relative locations of India</p> <p>Appreciate the diversity of India</p> <p>Compare all states of India with their physical features</p>	<p>Students are able to:</p> <p>gain knowledge about movement of tectonic plates the influence the physical characteristics of mountains</p> <p>Familiarize about the ranges of Himalaya, Comparing mountain ranges in the world</p> <p>Locating and understanding the Ghats and narrow coastal plains with Islands of India</p>	<p>Students will be given a week's time to prepare for this activity regarding location and giving a brief description on the physical features of India.</p> <p>They will be sharing collected information about the major physiographic divisions on the map of India in the lab.</p> <p>Later they will be given time to mark these features on their maps individually and further pasting them in their notebooks. They will also write brief notes about each physical feature n their respective notebooks.</p>	<p>Understanding ,Analytical and Reasoning</p>
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LESSON 3 GEOGRAPHY FLOW CHART Individual	To give knowledge about the Himalayan and Peninsular rivers of India	Students are able to classify the rivers on the basis of their origin, length & tributaries.	Students will prepare a flow chart in tabular form explaining the Indian river system	Develop organizing and presentation skills
Lesson 4 Geography PICTURES ANALYSIS Individual	This activity will enable the students to: -Explore the ideas behind artist's imagination.	By doing this activity children are able to understand the relation between climate and pattern of livelihood	Children will analyse the picture given in the chapter and explain it in their own words.	Comparison, Analytical, reasoning.

LESSON 5 Geography Collage making Group	<p>Students will be able to understand the significance of Natural vegetation for human existence in the environment and how would life be without the natural vegetation</p>	<p>By doing This activity students gained knowledge about the correlation between climate and vegetation.</p>	<p>The class will be divided into six groups</p> <p>Each group will be allotted a particular region of India, they will collect information and pictures about the climate of the region, types of trees and wildlife</p> <p>They will paste the pictures in the form of collage</p>	<p>Skill of collecting and present information logically</p>
LESSON 6 Geography Map work Individual	<p>To develop the skill of locating places/area on maps</p>	<p>Students are able to understand the factors responsible for uneven distribution of population in India</p>	<p>A political map of India will be given to the students with the following questions :</p> <p>Label and locate Areas of high population density</p> <p>Areas of moderate population density</p> <p>Areas of low population density</p>	<p>Observation and practical skill</p>

LESSON-1 (Political Science) Debate Group	Students will gain knowledge on the Representative form of government and wider acceptance of this form of government worldwide..	While doing this activity children gained knowledge on advantages and disadvantages of Democratic form of government.	Class will be divided in the groups .They will be given the topic in advance to prepare for the debate. TOPIC=“ DEMOCRACY IS CONSIDERED TO BE THE BEST FORM OF THE GOVERNMENT. ” Children will be speaking for and against this topic.	Oratory, Reasoning, Comparison.
LESSON -2 (Political Science) Mind Map Individual	Students will have the understanding of the Ideals mentioned in the Constitution.	While doing this activity children are able to know the various Ideals mentioned in the Preamble.	Students will be making mind maps in a creative manner on an A-4 sized sheet mentioning all the ideals of the Constitution.	Creativity, Understanding.

LESSON-3 (Political Science) Photo Analysis Individual	<p>This activity will enable the students to:</p> <ul style="list-style-type: none"> -Explore the ideas behind artist's imagination. -Understand the relationship between caricature and theme. 	<p>After studying the caricature, children gained knowledge on the importance of elections, the acceptance of election outcomes and challenges to free and fair elections.</p>	<p>Children will analyse the caricature given in the chapter and explain it in their own words.</p>	<p>Comparison, Analytical, reasoning.</p>
LESSON-4 (Political Science) Caricature Individual	<p>Students will gain knowledge on various Lok Sabha and Rajya Sabha members.</p>	<p>Students are able to know various names of Indian politicians under Lok Sabha and Rajya Sabha category.</p>	<p>Children will collect caricatures of Indian political leaders from newspapers and magazines and paste it on an A4 size sheet. They will also write in brief about each political leader and the party they belong to.</p> <p>Also, mention the house of Parliament they belong to.</p>	<p>Creativity, Analytical.</p>

LESSON-5 (Political Science) Crossword puzzle Individual	Students will be able to develop the skill of evaluating the various provisions mentioned in each Fundamental Right.	Students gained knowledge on Fundamental Rights mentioned in our Constitution. It creates an ability to think creatively. It also provide them with an opportunity to evaluate their level of knowledge.	Students will be given printed sheet to complete the empty crossword with clues provided below the crossword to solve it.	Understanding.
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UNIT 4 ECONOMICS

LESSON-1 Economics Group discussion Group	Children will be able to understand: The importance factors of production in producing a commodity They will be familiarize with the basic concepts like yield , surplus etc.	Children gained wider knowledge about the various occupations in a village with special reference to farm and non-farm activities.	Children will be given the topic in advance to prepare for the group discussion. TOPICS Factors of production Or Positive and negative impact of Green Revolution Class will be divided into	Understanding, Comparison, Oratory.
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			groups and each group will collect the information on the given topic.	
LESSON2 (Economics) Graph analysis Topic:Literacy rates in India Individual	To enable the students to distinguish between different variables shown in the graph read the values correctly identify the source of the data mention causes leading to gender disparity in literacy	After the task students are able to: compare growth on literacy rate of men and women over time	Each student will be given a structured worksheet Students will answer the questions in the given time period Later a class discussion will be held on the worksheet	Remembering & Recall skills Organizing(comparison) skills
LESSON 3 Economics Group Discussion Group	To enable the students to understand Poverty as a challenge	Children are able to : Develop the organisation of facts with effective communication skills. -comparison of ideas which verify the concepts.	The class will be divided into 5-6 groups and each group will collect the information on the given topic: “ Major Reasons For Poverty In India”	Oratory, Logical, Reasoning.

		-effective critical thinking into primary issues of the given topic.		
Lesson 4 Economics Picture Comprehension Individual	Understand the reasons behind the development of a slum They will be able to relate poverty , unemployment , hunger	Students are able to identify the picture of the slum Articulate their ideas imaginatively and interestingly	Each child will analyze the picture keeping the learning objectives in mind. They will Include the following topics while explaining Topics: Possible problems that lead to the picture Relevant solution to solve the problems that are highlighted in the picture	Comparison, Analytical, reasoning

3 (B) ASSESSMENT PARAMETERS & RUBRICS FOR RESPECTIVE ACTIVITY:

RUBRICS FOR *PICTURE COMPREHENSION/ PHOTO ANALYSIS*

ASSESSMENT PARAMETERS	EXCELLENT	VERY GOOD	GOOD	FAIR	NEEDS IMPROVEMENT
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OBSERVATIONS	Student makes detailed description with extra information on the elements seen in the photo.	Student makes a complete and detailed description of the subject matter and/or elements seen the photo.	Student makes a detailed description of most of the subject matter and/or elements seen the photo	Student makes a detailed description of some of the subject matter and/or elements seen the photo.	Student descriptions are not detailed or complete.
IMPORTANT DETAILS	Student very accurately describes several other important elements in the photo and gives supporting details with evidence as to why they are important.	Student accurately describes several of the important elements in the photo and gives supporting details as to why these elements are important.	Student accurately describes a few of the important elements in the photo and gives supporting details as to why these elements are important.	Student describes a couple of the important elements in the photo.	Student has trouble picking out the important elements in the photo.

HISTORICAL CONTENT	Student perfectly places the photo in an historical context and gives supporting details accurately.	Student places the photo in an historical context and gives supporting details.	Student attempts to place the photo in an historical time frame.	Student can relate how the photo makes him/her feel personally.	Student finds it difficult to interpret the meaning of the photo.
QUESTIONS RAISED	Student lists five or more questions raised by the photo.	Student lists three or more questions raised by the photo.	Student lists two questions raised by the photo.	Student lists a question that is only tangentially related to the photo graph.	Student does not list any questions raised by the photo.
ABILITY TO COMPLETE THE TASK IN A STIPULATED TIME	Able to Complete The Task In a Stipulated Time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Could Not Complete The Task In a Stipulated Time

RUBRICS FOR POSTER/ COLLAGE

ASSESSMENT PARAMETERS	EXCELLENT	VERY GOOD	GOOD	FAIR	NEEDS IMPROVEMENT
Drawing/Pictures Used To Develop Main Idea.	Neat and effective drawing/ excellent variety of pictures used.	Neat and effective drawing/ good variety of	Neat but limited drawing/ some pictures used.	Drawing neat but not effective/ few pictures used.	Drawing neither neat nor effective/ very less pictures used with lots of repetition.

		pictures used.			
Relevancy Of The Idea To The Topic	Original ideas, absolutely meeting the demand of the topic.	Original ideas, mostly related to the topic.	Several original ideas, meeting the demand of the topic.	Some original ideas but not completely meeting the demand of the topic.	Few original ideas, rarely connected to the main topic.
Visual Impact/ Overall Presentation	Overall presentation is outstanding.	Overall presentation is very effective.	Overall presentation is effective.	Overall presentation is somewhat effective.	Overall presentation needs improvement.
Ability To Complete The Task In A Stipulated Time	Able to Complete The Task In a Stipulated Time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Could Not Complete The Task In a Stipulated Time

RUBRICS FOR DEBATE & CLASS DISCUSSION

ASSESSMENT PARAMETERS	EXCELLENT	VERY GOOD	GOOD	FAIR	NEEDS IMPROVEMENT
Presentation & Style	Tone of voice , Clarity of expression contribute to keeping audience's attention	Mostly clear and orderly in all parts	Tone of voice is good but clarity of expression not clear	Few style features were used convincingly	Counter-arguments were not accurate and/or relevant

Relevance Of The Content	Very strong and persuasive arguments given throughout	Many good arguments given, with only minor problems	Most counter-arguments were accurate and relevant, but several were weak	Very Few arguments were accurate and supportive with the facts	All points were not supported with the facts
Confidence	Appears Very confident, poised and comfortable. Excellent use of appropriate hand gestures to emphasize points	Good cross-exam and rebuttals, with only minor slip-ups. Occasionally use of meaningful hand gestures.	Occasionally refers to notes to notes and appears to be slightly nervous	Appears nervous or distractive , poor use of hand gestures and very frequently refers to notes	Unclear and disorganized throughout. No eye contact with the audience
Research Work/ Word choice	Excellent cross-exam and defense against opponent team's objections& excellent word choice	No inappropriate language , word choice is good ,sources cited appropriately	Word choice illustrate grasp of content & sources cited appropriately	To some extent word choice is not appropriate , lack of appropriate source citations	Abrupt transition from one topic from other. Word choice is inappropriate
Ability To Complete The Task In a Stipulated Time	Able to Complete The Task In a Stipulated Time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Could Not Complete The Task In a Stipulated Time

RUBRICS FOR CROSSWORD PUZZLE

ASSESSMENT PARAMETERS	EXCELLENT	VERY GOOD	GOOD	FAIR	NEEDS IMPROVEMENT
Words	All words in the crossword are marked correctly with equal number of words across and down.	All words in the crossword are marked correctly but did not have equal number of words across and down.	2/3 of the words are marked correctly in the crossword with equal number of words across and down.	Less than 1/2 of the words are marked correctly in their crossword puzzle.	Very few words are marked correctly in the crossword.
Clues	Clear and concise clues which enable a person to figure out the word.	Clear clues which enable a person to figure out the word.	Clues were not clear enough to enable a person to figure out the word.	Clues were not clear enough or matching the words to enable a person to figure out the word.	Clues were not at all clear to find the correct word.

Application	Crossword puzzle has the correct number of spaces for the letters of all the words.	Crossword puzzle has the correct number of spaces for the letters of all but two of the words.	Crossword puzzle has the correct number of spaces for the letters of all but five of the words.	Crossword puzzle has less than half of the words with the correct number of spaces for the letters of the words.	Very few words with the correct number.
Spelling	Crossword puzzle has all words and clues spelled correctly.	Crossword puzzle has three mistakes in the words and/or clues.	Crossword puzzle has five mistakes in the words and/or clues.	Crossword puzzle has ten or more mistakes in the words and/or clues.	Crossword puzzle has many mistakes in the words.
ABILITY TO COMPLETE THE TASK IN A STIPULATED TIME	Able to Complete The Task In a Stipulated Time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Could Not Complete The Task In a Stipulated Time

RUBRICS FOR CARICATURE

ASSESSMENT PARAMETERS	Excellent	Very Good	Good	Fair	Needs Improvement
Content	High degree of knowledge and understanding of the meaning and subject or main theme of the political cartoon.	Authentically achieved the purpose ,shows the understanding of the concept	Shows some understanding of the concepts	Little knowledge and understanding of the meaning and subject or main theme of the political cartoon.	Consistently misses the point of the assignment
Cartoon quality	Pictures are expressive and detailed , effort is apparent	Pictorial presentation is good ,but not given much details	To some extent Lacks details & pictorial presentation not much impressive	Pictorial presentation is not good ,effort is lacking	Overall Poor Presentation
Creativity	Demonstrates high level of creativity and originality	Demonstrates good level of creativity and originality	Caricature only demonstrates creativity	Limited creativity is evident in the caricature	Layout is confusing and Inappropriate& Text is not effective

Required Elements	Final work includes all the required elements Well written reflection on the creative process submitted in order	Final work includes most of the required elements	Main required elements are missing	Most of the required elements are missing	All-important required elements are missing
Ability To Complete The Task In a Stipulated Time	Able to Complete The Task In a Stipulated Time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Could Not Complete The Task In a Stipulated Time

RUBRICS FOR MAP WORK

ASSESSMENT PARAMETERS	EXCELLENT	VERY GOOD	GOOD	FAIR	NEEDS IMPROVEMENT
Presentation And Accuracy	Well-presented and high degree of accuracy	Well Presented and clear	To some extent presentation is good.	The map is missing most of the important elements.	The map is missing all the important elements. Presentation is not clear at all.
Identification /Labeling	Correct Identification and Labeling of maps	Most of the identification and labeling on the map is accurate	Most of the identification and labeling on the map is not accurate but it is	Most of the identifications and labeling on the map are not accurate.	Almost all identifications and labeling on the map are not correct.

			legible.		
Use Of Symbols Colors	Appropriate Use Of Symbols and Colors. Making map very colorful	Varieties Of colors are used and almost all symbols are marked correctly	Same color is used and few symbols are marked incorrect	Limited use of colors and symbols are not marked	Rarely Uses Colors And Symbols
Spelled/ Capitalized Correctly	All words on the map are Spelled/ Capitalized Correctly	4.Nearly every word on the map is Spelled/ Capitalized Correctly	Spelling errors Most words on the map are spelled/ Capitalized Correctly	Few words on the map are spelled/ Capitalized Correctly	Rarely any word on the map found correct
Ability To Complete The Task In A Stipulated Time	Able to Complete The Task In a Stipulated Time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Could Not Complete The Task In a Stipulated Time

RUBRICS FOR MIND MAP, FLOW CHART & TIME LINE

ASSESSMENT	EXCELLENT	VERY GOOD	GOOD	FAIR	NEEDS
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PARAMETERS					IMPROVEMENT
Effectiveness Of Presentation	Very Effective Presentation	Effective Presentation	Not much creativity is involved	Not eye catching or memorable	Not clear and difficult to separate from other information
Content Accuracy	Accurate content	Most of the content is appropriate	Limited content accuracy	Missing some of the components of the topic	Missing most or all of the required elements
Sequencing Of Information And Design	Correct and neat Sequencing Of Information	Correct and neat Sequencing Of Information	To some extent demonstrates the understanding of concept	Needs improvement in design or Neatness	The layout is poor and difficult to read
Depth of Coverage	Important keywords clearly connects to central image of the mind map	Links to meaningful clarify Connections for all aspects of mind maps	Clearly uses all the aspects of mind map	Shows a basic level of Content coverage	Insufficient coverage of content covered coverage
Ability To Complete The Task In A Stipulated Time Complete The Task In Time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Could Not Complete The Task In a Stipulated Time

4. Number of Worksheets planned per chapter: Minimum one worksheet per chapter

5. Syllabus for periodic tests

- Periodic -I (May)

- History – L1
- Political Science – L1
- Geography - L1
- Economics - L1

- Periodic -II (September first week)

- History –L1, L2 & L3
- Political Science – L1, L2 and L3
- Geography – L1, L2 and L3
- Economics L1& L2

- Periodic -III November

- History - L 5
- Political Science - L4
- Geography – L4
- Economics - L4

NOTE: FULL SYLLABUS WILL BE TESTED IN FINAL EXAMINATION

6. (A) Enrichment Activity

PERIODIC-1(Geography)

Name of the activity	Learning Objectives	Learning Outcomes	Methodology /Procedure	Skills developed
Physical features of India (Oral Presentation) INDIVIDUAL	Students will be able to: Recognize major physical features of India on Physical map of India Identify the geographical regions of India Identify the exact relative locations of India Appreciate the diversity of India Compare all states of India with their physical features	Children gained knowledge about movement of tectonic plates the influence the physical characteristics of mountains Knowledge about the ranges of Himalaya, Comparing mountain ranges in the world Locating and understanding the Ghats and narrow coastal plains with Islands of India	Students will be given a week's time to prepare for this activity regarding location and giving a brief description on the physical features of India. They will be sharing collected information about the major physiographic divisions on the map of India in the lab. Later they will be given time to mark these features on their maps individually and further	Understanding ,Analytical and Reasoning

			pasting them in their notebooks. They will also write brief notes about each physical feature n their respective notebooks.	
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RUBRICS FOR ORAL PRESENTATION

ASSESSMENT PARAMETERS	EXCELLENT	VERY GOOD	GOOD	FAIR	NEEDS IMPROVEMENT
Presentation & Style	Tone of voice , Clarity of expression contribute to keeping audience's attention	Mostly clear and orderly in all parts	Tone of voice is good but clarity of expression not clear	Few style features were used convincingly	Counter-arguments were not accurate and/or relevant
Relevance Of The Content	Very strong and persuasive arguments given throughout	Many good arguments given, with only minor problems	Most counter- arguments were accurate and relevant, but several were weak	Very Few arguments were accurate and supportive with the facts	All points were not supported with the facts
Confidence	Appears Very confident, poised and comfortable.	Good cross-exam and rebuttals, with only minor slip-	Occasionally refers to notes to notes and appears to be	Appears nervous or distractive , poor use of hand	Unclear and disorganized throughout. No eye

	Excellent use of appropriate hand gestures to emphasize points	ups. Occasionally use of meaningful hand gestures.	slightly nervous	gestures and very frequently refers to notes	contact with the audience
Research Work/ Word choice	Excellent cross-exam and defense against opponent team's objections& excellent word choice	No inappropriate language , word choice is good ,sources cited appropriately	Word choice illustrate grasp of content & sources cited appropriately	To some extent word choice is not appropriate , lack of appropriate source citations	Abrupt transition from one topic from other. Word choice is inappropriate
Ability To Complete The Task In a Stipulated Time	Able to Complete The Task In a Stipulated Time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Could Not Complete The Task In a Stipulated Time

PERIODIC-2(Economics)

Name of the activity	Learning Objectives	Learning Outcomes	Methodology /Procedure	Skills developed
Graph analysis	To enable the students to distinguish between	After the task students are able	Each student will be given	Remembering & Recall skills

Topic: Literacy rates in India	different variables shown in the graph	to: compare growth on literacy rate of men and women over time	a structured worksheet Students will answer the questions in the given time period Later a class discussion will be held on the worksheet	Organizing(comparison) skills
INDIVIDUAL	read the values correctly identify the source of the data mention causes leading to gender disparity in literacy			

RUBRIC FOR GRAPH ANALYSIS

ASSESSMENT PARAMETERS	EXCELLENT	VERY GOOD	GOOD	FAIR	NEEDS IMPROVEMENT
Identification	Correct Identification	Al most all identifications are accurate	Limited accuracy	Very Few identifications are correct	All identifications are wrong

Analysis (Interpretation of data ,numbers &tables)	Exemplary work , no mistakes , well – organized and excellent understanding	Adequate level of work , Several minor mistakes and Organized	Minimum acceptable work and many minor mistakes ,Unorganized and some understanding	Several major mistakes ,Unorganized &Limited Understanding	Mostly wrong and major mistakes in graph analysis
REQUIRED ELEMENTS	Included more information than was required	Included all the information that was required	Included most information that was required included	Included some information that required	All required information missing
Ability To Complete The Task In A Stipulated Time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Could Not Complete The Task In a Stipulated Time

PERIODIC-3

LESSON-6 (Political Science) Crossword puzzle	Students will be able to develop the skill of evaluating the various provisions mentioned in each Fundamental Right.	Students will gain knowledge on Fundamental Rights mentioned in our Constitution. It creates an ability to think creatively. It also provide them with an opportunity to evaluate their level of knowledge.	Individual	Students will be given printed sheet to complete the empty crossword with clues provided below the crossword to solve it.	Understanding.
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RUBRICS FOR CROSSWORD PUZZLE

ASSESSMENT PARAMETERS	EXCELLENT	VERY GOOD	GOOD	FAIR	NEEDS IMPROVEMENT
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Words	All words in the crossword are marked correctly with equal number of words across and down.	All words in the crossword are marked correctly but did not have equal number of words across and down.	2/3 of the words are marked correctly in the crossword with equal number of words across and down.	Less than 1/2 of the words are marked correctly in their crossword puzzle.	Very few words are marked correctly in the crossword.
Clues	Clear and concise clues which enable a person to figure out the word.	Clear clues which enable a person to figure out the word.	Clues were not clear enough to enable a person to figure out the word.	Clues were not clear enough or matching the words to enable a person to figure out the word.	Clues were not at all clear to find the correct word.
Application	Crossword puzzle has the correct number of spaces for the letters of all the words.	Crossword puzzle has the correct number of spaces for the letters of all but two of the words.	Crossword puzzle has the correct number of spaces for the letters of all but five of the words.	Crossword puzzle has less than half of the words with the correct number of spaces for the letters of the words.	Very few words with the correct number.

ABILITY TO COMPLETE THE TASK IN A STIPULATED TIME	Able to Complete The Task In a Stipulated Time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Could Not Complete The Task In a Stipulated Time

PROJECT WORK
CLASS IX (2020-21)

1. Every student has to compulsorily undertake **one project on Disaster Management.**

(5 Marks)

2. Objectives: The main objectives of giving project work on Disaster Management to the students are to:

- (a) Create awareness in them about different disasters, their consequences and management
- (b) Prepare them in advance to face such situations
- (c) Ensure their participation in disaster mitigation plans
- (d) Enable them to create awareness and preparedness among the community.

3. The project work should also help in enhancing the Life Skills of the students.

4. If possible, various forms of art may be integrated in the project work.

5. In order to realize the expected objectives completely, it would be required of the Principals / teachers to muster support from various local authorities and organizations like the Disaster Management Authorities, Relief, Rehabilitation and the Disaster Management Departments of the States, Office of the District Magistrate/ Deputy Commissioners, Fire Service, Police, Civil Defense etc. in the area where the schools are located

6. The distribution of marks over different aspects relating to Project Work is as follows:

S.NO.	ASPECTS	MARKS
1.	Content accuracy, originality and analysis	2
2.	Presentation and creativity	2
3.	Viva Voce	1

7. The project carried out by the students should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc.

8. All documents pertaining to assessment under this activity should be meticulously maintained by the concerned schools.

9. A Summary Report should be prepared highlighting:

- Objectives realized through individual or group interactions;
- Calendar of activities;
- Innovative ideas generated in this process;
- List of questions asked in viva voce.

10. It is to be noted here by all the teachers and students that the projects and models prepared should be made from eco-friendly products without incurring too much expenditure.

11. The Project Report should be handwritten by the students themselves.

RUBRICS FOR PROJECT WORK

	Excellent	Good	Fair	Average	Needs Improvement
PARAMETERS	5	4	3	2	1
CONTENT RELEVANCY	The project includes all information relevant to the topic in an organized form.	Project includes a little information but in organized form.	Does not have all of the information. Information is quite organised.	The project is lacking in required information and is not wellorganised.	There are many gaps in information presented.
CONTENT ACCURACY	The effort put into this task is the best it can be by the learner. Little or no spelling/grammar errors.	Work is done with good effort that shows the capability of the learner. It is evident that time was put into this project. Some spelling errors noticed.	Work is done with fair effort, but the quality is not what the learner is capable of. It is evident that the work was rushed or not given appropriate time and attention. Spelling/grammatical errors noticed.	Work is done with little effort, shows lack of quality, and may be incomplete. It is evident little time was spent on the final product. Spelling/grammar errors.	Work shows lack of quality and is incomplete. Many spelling/ grammatical errors.

Verbal PRESENTATION	Information is presented in a clear manner with full understanding of the subject.	Information is clear with fair understanding of the subject.	The shows information is partially clear and has a bit understanding of the subject matter, but contains errors. .	The information does not reveal a clear understanding of the subject matter and there are many errors. It lacks neatness and clarity.	The information is not well organised, does not reveal understanding of the content by the learner.
Team Work	Each group member make efforts and participated as per the roles assigned.	Most group members contributed to the project and was good.	Some group members contributed to the project.	Hardly few group members contributed to the completion of the project.	Work was mainly on shoulders of one or two children
Time Duration	Was completed very well in time.	Was almost completed on the given time.	Took extra time to complete on the allotted time.	Was little late in completing their task.	Was too late in completing their task.

8. Chapter/ unit wise allocation of marks

Chapter/ Unit	Allocation of Marks
UNIT 1(HISTORY)	20
UNIT 2 GEOGRAPHY	20
UNIT 3 POLITICAL SCIENCE	20

UNIT 4 ECONOMICS	20
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9. Question paper design: (Typology of questions with respective weightage)

Type Of Question	Number Of Questions	Total Weightage
OBJECTIVE TYPE QUESTIONS (1 MARK EACH) SECTION- A	16	16
SHORT ANSWER TYPE QUESTIONS (3 MARKS EACH)SECTION -B	06	18
SOURCE BASED / CASE BASED QUESTIONS (4MARKS EACH) SECTION -C	04	16
LONG ANSWER TYPE QUESTIONS (5 MARKS EACH)SECTION -D	05	25
MAP SKILL (SECTION- E)	02	2((History)+3(Geography)=5

10PRESCRIBED BOOKS:

1. India and the Contemporary World - I History - Published by NCERT
2. Contemporary India - I Geography - Published by NCERT
3. Democratic Politics - I Published by NCERT
4. Economics - Published by NCERT

5.(SUGGESTIVE READING) Together, Towards a Safer India - Part II, a textbook on Disaster Management for Class IX - Published by CBSE

12. Links for extended learning: (Related to curriculum)

DIKSHA PLATFORM FOR SCHOOL EDUCATION

www.excellup.com

<https://schools.aglasem.com>

<https://www.topperlearning.com>

SANSKRIT

1. Objectives – Approximately 8-10

- विविध -भाषा -कौशलानां विषयक- ज्ञानवर्धनम्
- लेखनशक्ते विकासः भविष्यति ।
- शब्द -भण्डार –वृद्धिः ।
- आधुनिक -सहायक -सामग्रीनां विषयक- ज्ञानं एवं तासां उपयोगे नैपुण्यम् ।
- संभाषण- क्षमतायाः विकासः भविष्यति येन छात्राः भाषा - विकासं कर्तुं अधिक सक्षमाः स्युः।
- गतिविधिषु द्वारा शिक्षणं रुचिकरं भविष्यति ।
- बालकानां विषये रुचिभविष्यति ।
- ते व्यावहारिक- व्याकरणस्य प्रयोगे निपुणता प्राप्स्यन्ति ।
- विविध - कौशलानां विकासः भविष्यति ।
- जीवनकौशलानां कृते प्रेरणां प्राप्स्यन्ति ।

2. Month wise division of syllabus



Lesson No./Topic	Name of the lesson	Month
1	• शुचिपर्यावरणं	• मार्च
2	• बुद्धिर्बलवतीसदा	• अप्रैल
3	• व्यायामसर्वदापथ्य	• अप्रैल
4	• शिशुलालनम्	• मई
5	• जननीतुल्यवत्सला	• जुलाई
6	• सुभाषितानि	• जुलाई
7	• सौहार्दप्रकृतेःशोभा	• अगस्त
8	• विचित्रःसाक्षी	• अगस्त
9	• सूक्तयः	• अक्टूबर
10	• भूकंप विभीषिका	• नवम्बर
व्याकरण- शेमुषीपुस्तकंआधारितं	• प्राणेभ्योःअपिप्रियःसुहृद्	
	व्यञ्जन- संधि विसर्ग-संधि- तत्पुरुष- समासविभक्तिक बहुव्रीहि- समास अवयवीभाव- समास द्वन्द्व- समास मत्तुप्, ठक् त्व, तल् टाप्, डीप् वाच्य-परिवर्तनं समयवाची- विशेषणम् अव्ययपदानि-उच्चैः, च, श्वः, ह्यः, अद्य, अत्र-तत्र, यत्र, कुत्र, इदानीं, अधुना, संप्रति, साम्प्रतं, यदा-कदा, सहसा, वृथा, शनैः, अपि, कुतः, इतस्ततः अशुद्धि- संशोधनंवचन - लिङ्ग - पुरुष - लकार- विभक्ति - दृष्ट्या	• मार्च • अप्रैल • अप्रैल • मई • जुलाई • जुलाई • अगस्त • अगस्त • अक्टूबर • नवम्बर
अभ्यास पुस्तिकायां अपठित गद्यांश आधारितानि प्रश्नोत्तराणि पत्र लेखनम् चित्रवर्णनं अनुवादकार्यं पूर्ण सत्रे चलिष्यति		• मार्च • अप्रैल • अप्रैल • मई • जुलाई • जुलाई • अगस्त • अगस्त • अक्टूबर • नवम्बर

3. (a) Chapter wise Activities(miscellaneous activities other than the three enrichment activities to be taken up during the teaching learning process): Give Details in *brief* as per the headings below:

Name of the activity	Learning Objectives	Learning outcome	Mode (Individual /pair/group)	Methodology /Procedure	Skills developed
<ul style="list-style-type: none"> सामूहिकरूपेणश्लोकानांसस्वरवाचनं चित्रवर्णन भारतस्यमानचित्रेप्रमुखानदीदर्शयित्वातासांनाम लेखनम् कक्षायांमहर्षिदयानन्दविषयकचर्चा संस्कृत -ग्रन्थानांविषयकवर्गप्रहेलिका सामूहिकरूपेण श्लोकोच्चारणं चित्रवर्णन/परोपकारविषयेपञ्चवाक्यलेखनं भारतस्यपूर्वराष्ट्रपतिनांछायाचित्रमसंगृहीत्वातेषांविषयकसूचना-संग्रहणं नीतिकथनानांसंकलनं पाठातकामअपिएकांसुक्तिंआधृत्यतस्याभावस्य ण्टीकुर्वन्चित्रनिर्माणं वेदेभ्यपञ्चउपदेशात्मकवाक्यानिचित्वाकक्षायांश्रावणम् 	<ul style="list-style-type: none"> विविध -भाषा -कौशलानां विषयक- ज्ञानवर्धनम् अध्यापन- कौशलानां विकासः भविष्यति । लेखनशक्ते विकासः भविष्यति । शब्द -भण्डार -वृद्धिः । आधुनिक -सहायक - सामग्रीनां विषयक- ज्ञानं एवं तासां उपयोगे नैपुण्यम् । प्रशिक्षणम् संभाषण- क्षमतायाः विकासः भविष्यति येन ते छात्राणाम् विकासं कर्तुं अधिकं सक्षमाः स्युः। 	<p>ते बालकानां विषये रुचिं उत्पन्ना कर्तुं सक्षमाः भविष्यन्ति ।</p> <p>गतिविधिषु द्वारा शिक्षणं रुचिकरं कर्तुं अपि ते सक्षमाः भविष्यन्ति ।</p> <p>ते व्यावहारिक- व्याकरणस्य प्रयोगे निपुणता प्राप्स्यन्ति ।</p> <p>ते अष्टमी , नवमी दशमी – कक्षाभ्यः नवीन पाठ्यक्रम - विषये परिचिताः भविष्यन्ति।</p>	<p>सामूहिक</p> <p>व्यक्तिगत</p> <p>व्यक्तिगत</p> <p>सामूहिक</p> <p>व्यक्तिगत</p> <p>सामूहिक</p> <p>व्यक्तिगत</p> <p>व्यक्तिगत</p> <p>व्यक्तिगत</p> <p>व्यक्तिगत</p> <p>व्यक्तिगत</p> <p>व्यक्तिगत</p>	<ul style="list-style-type: none"> व्यक्तिगतगतिविधिः सर्वेछात्रानिजीरूपेण करिष्यन्ति सामूहिकगतिविधिः कृतेछात्रानाम्द्वयोः वर्गयोः विभाजनंभविष्यति। 	<ul style="list-style-type: none"> भाषायाः चत्वारिसोपानानिभवन्ति - श्रवणं वाचनं पाठनं एवंलेखनं । एताभिः गतिविधिभिचतुर्णांकौशलानां विकासः भविष्यति। विविध - कौशलानां विकासः भविष्यति । जीवनकौशलानांकृतेप्रेरणां प्राप्स्यन्ति ।

3 (b) Assessment parameters & Rubrics for respective Activity:

श्रवनाधारितगतिविधे:मूल्यांकनस्यबिन्दवः -गतिविधिसंख्या -1, 3, 10

मूल्यांकनस्य अङ्काः	मूल्यांकनस्य बिन्दवः
अत्युत्तम (5)	श्रवणम्
उत्तम(4)	ग्रहणम्
मध्यम्(3)	अवधारणम्
सामान्यम् (2)	मननम्/चिन्तनम्
निम्न (1)	विषयस्य बोधम्

दर्शन-आधारितगतिविधे:मूल्यांकनस्यबिन्दवः -गतिविधिसंख्या -2,5,7

मूल्यांकनस्य अङ्काः	मूल्यांकनस्य बिन्दवः

अत्युत्तम (5)	रुचि
उत्तम(4)	एकाग्रता / धैर्य
मध्यम्(3)	ग्रहण / धारण
सामान्यम् (2)	मननम्/चिन्तनम्
निम्न (1)	अर्थविज्ञानम्

पाठन/वाचन-कौशल आधारित गतिविधि: मूल्यांकनम् - गतिविधिसंख्या -4,9

मूल्यांकनस्य अङ्काः	मूल्यांकनस्य बिन्दवः
अत्युत्तम (5)	माधुर्यं,
उत्तम(4)	अक्षरव्यक्तिः, उच्चारणम्
मध्यम्(3)	लयसामर्थ्यः, धैर्यः
सामान्यम् (2)	भाषा-प्रवाहः

निम्न (1)	पदच्छेदः
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लेखनकौशल आधारितगतिविधि:मूल्यांकनमृगतिविधिसंख्या -6, 2, 8

मूल्यांकनस्य अङ्काः	मूल्यांकनस्य बिन्दवः
अत्युत्तम (5)	सुलेखं /प्रस्तुती
उत्तम(4)	अक्षरव्यक्तिः
मध्यम्(3)	भावाभिव्यक्तिः
सामान्यम् (2)	भाषा-प्रवाहः
निम्न (1)	शब्दावली

4.Number of Worksheets planned per chapter: पाठस्यविषयानुसारं

5. Syllabus for periodic tests

- Periodic -I (May)

पाठ 1 -3 व्यञ्जन- संधि

विसर्ग-संधि-
 तत्पुरुष- समासविभक्तिक
 बहुव्रीहि- समास
 अवयवीभाव- समास
 द्वन्द्व- समास
 मतुप्, ठक्, थक्
 त्व, तल्
 टाप्, डीप्
 वाच्यपरिवर्तनं
 समयवाची- विशेषणम्
 अव्ययपदानि- उच्चैः, च, श्वः, ह्यः, अद्य, अत्र -तत्र, यत्र, कुत्र, इदानीं, अधुना, संप्रति,
 साम्प्रतं, यदा-कदा, सहसा, वृथा, शनैः, अपि, कुतः, इतस्ततः
 अशुद्धि- संशोधनवचन - लिङ्ग - पुरुष - लकार- विभक्ति - दृष्ट्या

• Periodic -II (September first week)

• पाठ 1-7

व्यञ्जन- संधि
 विसर्ग-संधि-
 तत्पुरुष- समासविभक्तिक
 मतुप्
 त्व, तल्
 समयवाची- विशेषणम्
 अव्ययपदानि- उच्चैः, च, श्वः, ह्यः, अद्य, अत्र -तत्र, यत्र, कुत्र, इदानीं, अधुना, संप्रति,
 साम्प्रतं, यदा-कदा, सहसा, वृथा, शनैः, अपि, कुतः, इतस्ततः

• Periodic -III (November(7th to 12th) (December for rest of the classes)

• पाठ 8 , 12

व्यञ्जन- संधि

विसर्ग-संधि-
 तत्पुरुष- समासविभक्तिक
 बहुव्रीहि- समास
 अवयवीभाव- समास
 द्वन्द्व- समास
 मतुष्ठक, थक्
 त्व, तल्
 टाप्, डीप्
 वाच्यपरिवर्तनं
 समयवाची- विशेषणम्
 अव्ययपदानि- उच्चैः, च, श्वः, ह्यः, अद्य, अत्र -तत्र, यत्र, कुत्र, इदानीं, अधुना, संप्रति,
 साम्प्रतं, यदा-कदा, सहसा, वृथा, शनैः, अपि, कुतः, इतस्ततः

अशुद्धि- संशोधनवचन - लिङ्ग - पुरुष - लकार- विभक्ति - दृष्ट्या

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Note: Mention the percentage of syllabus to be tested in final examination. (Specific for each class) As per DAV Board

6.(a) Enrichment Activity

Minimum One activity per periodic to be given with details as under:

Name of the activity	Learning Objectives	Learning Outcomes	Mode (Individual /pair/group) व्यक्तिगत	Methodology /Procedure	Skills Developed
1.संभाषणं/वार्ता/ समाचारवाचनम्	छात्रानाम् वाचनशक्तेः विकासः भविष्यति। शब्दावलीवृद्धिः भविष्यति।	छात्रानाम्लेखनशक्तेः विकास-भविष्यति।		व्यक्तिगतगतिविधिः सर्वे छात्राः निजीरूपेण करिष्यन्ति	उच्चारणम् प्रस्तुती

2.प्रश्नोत्तरी	छात्रानाम् चिन्तनएवंसमीक्षणशक्तेः विकासः भविष्यति । शब्दावलीवृद्धिः भविष्यति । छात्रानाम् चिन्तन -मनन - वाचनशक्तेः विकासः भविष्यति । शब्दावलीवृद्धिः भविष्यति ।	छात्रानाम् चिन्तनमनन - लेखनशक्तेः विकासः भविष्यति ।	सामूहिक	सामूहिकगतिविधिः कृतेछात्रानाम्द्वयोः वर्गयोः विभाजनंभविष्यतिक्रमेणद्वेदलेप्रश्नमप्रक्षयन्तिएवंउत्तरंदास्यन्ति छात्रा व्यक्तिगतप्रश्ननिर्माणं निजीरूपेनकरिष्यन्ति	वाचनं/ पाठनं भाषा-प्रवाहः समीक्षणम् श्रवणं ग्रहणम् वाचनं सुलेखं /प्रस्तुती समीक्षणम् एवंलेखनं अर्थविज्ञानम्
3.प्रश्ननिर्माणं		छात्रानाम् चिन्तन - मनन-वाचनशक्तेः विकासः भविष्यति ।	व्यक्तिगत		

7.(b) Assessment parameters & Rubrics for respective Enrichment Activity:
श्रवनाधारितगतिविधिः मूल्यांकनस्य बिन्दवः

मापदण्डस्य बिन्दवः	अत्युत्तम	उत्तम	मध्यम	साधारण	ध्यातव्यम्
विषय वस्तु/ प्रस्तुतीकरण/	संपूर्ण कार्यं शोभनरूपेण प्रस्तुतं । कार्यतालिका अपि स्पष्टा अस्ति।	कार्यं शोभनरूपेण प्रस्तुतं । कार्यतालिका अपि स्पष्टा अस्ति यत्र तत्र काचित् अशुद्धि अस्ति ।	कार्यं उचित रूपेण कृतं। कार्यतालिका अपि स्पष्टा अस्ति	कार्यं संपूर्ण नास्ति कार्यतालिका अपि स्पष्टा न अस्ति ।	कार्यस्य औपचारिकता मात्रं कृता।

सुलेख/ संकलन/ स्पष्टता	कापि अशुध्यः न सन्ति ।		परन्तु कार्ये कानिचित् अति सरला वर्तनी-अशुध्यः सन्ति ।	परन्तु कार्ये कानिचित् बहवः वर्तनी-अशुध्यः सन्ति ।	कार्यतालिका अपि न लिखिता ।
स्पष्टता	कार्यं सम्यक् कृतं । सुलेखं वर्तते । अक्षर- पठने स्पष्टता भवति ।	कार्यं सम्यक् कृतं । यत्र तत्र अक्षराणां पठने स्पष्टता न अस्ति।	केचन् अक्षराणां पठने काठिन्यं भवति	कार्यं बहुधा स्वयं न कृतम् ।	पठने स्पष्टता न अस्ति
मौलिकता / विचाराणां अभिव्यक्ति	संपूर्ण कार्यं स्वयं कृतम् । कार्यं विना अवबोधं कृतम् ।	एक प्रश्नं सहपाठिन उत्तरपुस्तिकाया दृष्टम् ।	द्वि/त्रि प्रश्नाः स्वयं न कृतम् ।		संपूर्ण कार्यं स्वयं न कृतम् ।

दर्शन-आधारितगतिविधेः मूल्यांकनस्य बिन्दवः

लेखन कार्य (चित्र वर्णन , पत्रं इत्याद्य, गृह कार्य) कृते मापदण्डः

मापदण्डस्य बिन्दवः	अत्युत्तम	उत्तम	मध्यम	साधारण	ध्यातव्यम्
विषय वस्तु/ प्रस्तुतीकरण/	संपूर्ण कार्यं शोभनरूपेण प्रस्तुतं । कार्यतालिका अपि स्पष्टा अस्ति।	कार्यं शोभनरूपेण प्रस्तुतं । कार्यतालिका अपि स्पष्टा अस्ति यत्र तत्र काचित् अशुद्धि अस्ति ।	कार्यं उचित रूपेण कृतं। कार्यतालिका अपि स्पष्टा अस्ति	कार्यं संपूर्ण नास्ति कार्यतालिका अपि स्पष्टा न अस्ति ।	कार्यस्य औपचारिकता मात्रं कृता।

सुलेख/ संकलन/ स्पष्टता	कापि अशुध्यः न सन्ति ।		परन्तु कार्ये कानिचित् अति सरला वर्तनी-अशुध्यः सन्ति ।	परन्तु कार्ये कानिचित् बहवः वर्तनी-अशुध्यः सन्ति ।	कार्यतालिका अपि न लिखिता ।
स्पष्टता	कार्यं सम्यक् कृतं । सुलेखं वर्तते । अक्षर- पठने स्पष्टता भवति ।	कार्यं सम्यक् कृतं । यत्र तत्र अक्षराणां पठने स्पष्टता न अस्ति।	केचन् अक्षराणां पठने काठिन्यं भवति	कार्यं बहुधा स्वयं न कृतम् ।	पठने स्पष्टता न अस्ति
मौलिकता / विचाराणां अभिव्यक्ति	संपूर्ण कार्यं स्वयं कृतम् । कार्यं विना अवबोधं कृतम् ।	एक प्रश्नं सहपाठिन उत्तरपुस्तिकाया दृष्टम् ।	द्वि/त्रि प्रश्नाः स्वयं न कृतम् ।		संपूर्ण कार्यं स्वयं न कृतम् ।

लेखनकौशल आधारितगतिविधेःमूल्यांकनम्

मापदण्डस्य बिन्दवः	अत्युत्तम	उत्तम	मध्यम	साधारण	ध्यातव्यम्
विषयवस्तु –ज्ञानं	विषय वस्तु ज्ञानं पूर्णं अस्ति। शब्दज्ञानम् सम्यक् अस्ति ।	विषय वस्तु ज्ञानं पूर्णं अस्ति । शब्दज्ञानम् सम्यक् न अस्ति ।	विषय वस्तु ज्ञानं पूर्णं न अस्ति। शब्दज्ञानम् सम्यक् न अस्ति ।	विषय वस्तु ज्ञानं पूर्णं न अस्ति। शब्दज्ञानम् त्रुटिपूर्णं अस्ति ।	न विषय वस्तु ज्ञानं न शब्दज्ञानम् अस्ति ।

उच्चारणं	उच्चारणं सदैव शुद्धं , कर्णाभ्यां सुखदं , भाषाप्रवाहम् उचितं अस्ति	उच्चारणं यदाकदा अशुद्धं , कर्णाभ्यां सुखदं, भाषाप्रवाहम् उचितं अस्ति	उच्चारणं यदाकदा अशुद्धं , कर्णाभ्यां सुखदं, भाषायाः प्रवाहम् उचितं अस्ति	उच्चारणं यदाकदा अशुद्धं, कर्णाभ्यां सुखदं, भाषाप्रवाहे परिमार्जनस्य आवश्यकता	उच्चारणं सर्वथा अशुद्धं, कर्णाभ्यां कटु, भाषाप्रवाहे परिमार्जनस्य आवश्यकता ।
मौलिकता / विचाराणां सम्यक् अभिव्यक्ति	विचारा मौलिकाः। विना अवरोधं वदिताः।	विचारा बहुधा मौलिकाः। विना अवरोधं वदिताः।	विचारा मौलिकाः न। विना अवरोधं वदिताः।	विचारा मौलिकाः न। अवरोधयुक्तं वक्तव्यम्।	विचारा मौलिकाः न। अवरोधयुक्तं सर्वथा वक्तव्यम्।

वाचन / पाठन (संवाद, संभाषन, अभिनय इत्याद्य) कार्यं कृते मापदण्डः

मापदण्डस्य बिन्दवः	अत्युत्तम	उत्तम	मध्यम	साधारण	ध्यातव्यम्
विषयवस्तु –ज्ञानं	विषय वस्तु ज्ञानं पूर्णं अस्ति। शब्दज्ञानम् सम्यक् अस्ति।	विषय वस्तु ज्ञानं पूर्णं अस्ति । शब्दज्ञानम् सम्यक् न अस्ति।	विषय वस्तु ज्ञानं पूर्णं न अस्ति। शब्दज्ञानम् सम्यक् न अस्ति ।	विषय वस्तु ज्ञानं पूर्णं न अस्ति। शब्दज्ञानम् त्रुटिपूर्णं अस्ति।	न विषय वस्तु ज्ञानं न शब्दज्ञानम् अस्ति।
उच्चारणं	उच्चारणं सदैव शुद्धं , कर्णाभ्यां सुखदं , भाषाप्रवाहम् उचितं अस्ति	उच्चारणं यदाकदा अशुद्धं , कर्णाभ्यां सुखदं, भाषाप्रवाहम् उचितं अस्ति	उच्चारणं यदाकदा अशुद्धं , कर्णाभ्यां सुखदं, भाषायाः प्रवाहम् उचितं अस्ति	उच्चारणं यदाकदा अशुद्धं, कर्णाभ्यां सुखदं, भाषाप्रवाहे परिमार्जनस्य आवश्यकता	उच्चारणं सर्वथा अशुद्धं, कर्णाभ्यां कटु, भाषाप्रवाहे परिमार्जनस्य आवश्यकता ।
मौलिकता / विचाराणां सम्यक्	विचारा मौलिकाः। विना अवरोधं वदिताः।	विचारा बहुधा मौलिकाः। विना अवरोधं वदिताः।	विचारा मौलिकाः न। विना अवरोधं वदिताः।	विचारा मौलिकाः न। अवरोधयुक्तं वक्तव्यम्।	विचारा मौलिकाः न। अवरोधयुक्तं सर्वथा वक्तव्यम्।

अभियक्ति					
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8. Chapter wise allocation of marks. – As per CBSE.

Chapter/Unit	Allocation of Marks
1 अपठितअवबोधनं	10
2 रचनात्मकं लेखनम्	15
अनु प्रयुक्त व्याकरणम्	25
4 पठितअवबोधनं	30

9. Question paper design: (Typology of questions with respective weightage) -As per specification by DAV BOARD

खण्ड -क-अपठितगद्यान्शाधारितानिप्रश्नाः-अपठितगद्यान्शाधारितानिप्रश्नानां उत्तराणि दातव्यानि । 10

खण्ड -ख-रचनात्मकं -कार्यं- अस्मिन् खण्डे प्रदत्तमंजूषायाः सहायतया एकंपत्रं, एकस्य चित्रस्य वर्णनं एवं पञ्चवाक्यानां संस्कृते अनुवादं कर्तव्यं। 15

खण्ड ग-अनुप्रयुक्तव्याकरणात-अस्मिन्खण्डेव्याकरणात संधि,समास,वाच्यपरिवर्तनं,काललेखनं,प्रत्यय,अव्ययः,अशुद्धिसन्शोधनंइत्याद्यःकर्तव्यं । 25

खण्ड घ- अस्मिन् खण्डे पाठ्यपुस्तकात एकं पद्यान्शं एकं गद्यान्शं एकं नाट्यांशंआधारितानां प्रश्नानां उत्तराणि दातव्यानि।

अन्वयप्रश्ननिर्माणं, कथाक्रमलेखन, शब्दार्थः अपि कर्तव्यम् । 30

10. Prescribed Books शेमुषी-भाग2

अभ्यासवानभव –भाग 2 (अभ्यासपुस्तिका)

11. Suggested Books (If Applicable) Any book on grammar

.व्याकरणवीथि

12. Links for extended learning: (Related to curriculum) cbseacademic.nic.in

ART & CRAFT

1. Objectives – Approximately 8-10

To enable the students to:

- *help learners to consolidate past experiences and knowledge.
- *provide opportunities for development of awareness about folk arts, local specific arts and other cultural components leading to appreciation of national heritage.
- *assist learners to use artistic and aesthetic sensibility in day to day life situation.
- *refine the sense of appreciation towards the beauty of nature through the basic elements of art forms.

2. Month wise division of syllabus

Lesson No./Topic

Poster Making

Slogan Writing

Best out of waste

Name of the lesson

Poster Making

Slogan Writing

Best out of waste

Month

April, May

July, August

September, October

November, December

Jan

Folk art

Flower Making

Folk art

Flower Making

3. (a) Chapter wise Activities(miscellaneous activities other than the three enrichment activities to be taken up during the teaching learning process): Give Details in *brief* as per the headings below:

Name of the activity	Learning Objectives	Learning outcomes	Mode(Individual/pair/group)	Methodology /Procedure	Skills developed
1)Poster making	*To enable students to develop interpersonal and intrapersonal skills by working	*To develop students'interpersonal and intrapersonal skills by working together in groups. *To gain application, analysis and synthesis skills *To think out of the box and	Individual	Students will be guided to make a poster and use all the the format precision areas and then they will also be shown some sample posters for further clarity .Topic for poster making will be given to them.	*Creative skills *Aesthetic skills *Time management skills

	<p>together in groups.</p> <p>*To enhance their aesthetic sense.</p> <p>*To enhance their creative skills.</p> <p>*To put and express their thoughts in artistic way.</p>	<p>to inculcate the idea in the most effective way.</p> <p>*To innovate on different means and ways of putting across the topic in a poster.</p>			
Slogan Writing	<p>To enhance their creative skills.</p> <p>*To put and express their thoughts in artistic way.</p> <p>*To write neatly in a meaningful way.</p>	<p>*Enhance their thinking skills.</p> <p>*Enhance their imagination and creativity</p> <p>*Enhance their calligraphy skills.</p>	Individual	<p>Students will be guided to write a slogan and writing styles will also be taught. Then they will also be shown some sample slogans for further clarity .Topic for Sloganwriting will be given to them.</p>	<p>*Interpersonal skills</p> <p>*Kinesthetic skills</p> <p>*aesthetic sense</p>
Best out of waste	<p>*To develop conservative attitude.</p> <p>*To enhance</p>	<p>*Development of innovation and creativity.</p> <p>*Development of aesthetic appreciation.</p> <p>*To develop the ability to think and organize the</p>	Group	<p>Students will be guided to make different type of items from waste material and then they will also be shown some samples of best out of waste for further clarity .They will be asked to make some useful objects in group. .</p>	<p>*Motor skills</p> <p>*Creative skills</p>

Folk Art	<p>their creative skills. *To put and express their thoughts in artistic way.</p> <p>*To develop conservative attitude. *To enhance their creative skills. *To put and express their thoughts in artistic way.</p>	<p>thinking to create something useful. *Helping the society in conservation of resources.</p> <p>Students will be able to: *Appreciate their cultural heritage * know the difference between various art forms like Warli Painting, Madhubani, Miniature art and Tribal art *Learn about traditional colours and dyes.</p> <p>*Development of innovation and creativity. *Development of aesthetic appreciation. Enhance their imagination and creativity.</p>	Individual	<p>Students will be guided to draw and paint different type of artwork in traditional way and then they will also be shown some samples of folk art painting .They will be asked to choose any folk art of their choice and make it on an Ivory sheet .</p> <p>Students will be given demonstration to make flowers from duplex sheets and arrangement of flowers will also be taught. Then they will also be shown some sample flowers for further</p>	<p>*aesthetic skills</p> <p>*Creative skills *aesthetic skills *Time management.</p>
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Flower making	*To enable students to develop an attitude for teamwork. *To enhance their aesthetic sense. *To enhance their creative skills. *To put and express their thoughts in artistic way.		Group	clarity Students will be asked to make flowers in groups and then arrange it.	*Creative skills *aesthetic skills *Time management.
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3 (b) Assessment parameters & Rubrics for respective Activity:

4.Number of Worksheets planned per chapter:

5.Syllabus for Half yearly and Final Exam

Half Yearly : Poster making and slogan writing

Final Exam: Best out of waste and folk art

.(a) Enrichment Activity

Minimum One activity per periodic to be given with details as under:

Name of the	Learning Objectives	Learning Outcomes	Mode	Methodology	Skills
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activity Poster Making (Save Electricity)	*To sensitize students about the importance of saving electricity and to improve their creative skills.	Students will learn ways to conserve electricity in an artistic manner.	(Individual /pair/group) Individual	/Procedure Ideas for poster making will be discussed in the class. Students will be guided to make a poster on Save Electricity and then they will also be asked to make a caption for the poster.	developed Skills developed *Creative skills *Aesthetic skills *Time management skills
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7.(b) Assessment parameters & Rubrics for respective Enrichment Activity:

RUBRICS FOR POSTER MAKING					
	Excellent	Good	Fair	Average	Needs improvement
PARAMETERS	5	4	3	2	1
Drawing/pictures used to develop main idea.	Neat and effective drawing/ excellent variety of pictures used.	Neat and effective drawing/ good variety of pictures used.	Neat but limited drawing/ some pictures used.	drawing neat but not effective/ few pictures used.	Drawing neither neat nor effective/ very less pictures used with lots of repetition.
Relevancy of the idea to the topic	Original ideas, absolutely meeting the demand of the topic.	Original ideas, mostly related to the topic.	Several original ideas, meeting the demand of the topic.	Some original ideas but not completely meeting the demand of the topic.	Few original ideas, rarely connected to the main topic.
Visual Impact/ overall	Overall presentation	Overall	Overall	Overall	Overall presentation

presentation	is outstanding.	presentation is very effective.	presentation is effective.	presentation is somewhat effective.	needs improvement.
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RUBRICS FOR SLOGAN WRITING

	Excellent	Good	Fair	Average	Needs improvement
PARAMETERS	5	4	3	2	1
Slogan used to develop main idea.	Neat and effective calligraphy / excellent variety of pictures used.	Neat and effective calligraphy / good variety of pictures used.	Neat but limited font style/ some pictures used.	drawing neat but not effective slogan.	Writing style neither neat nor effective/ very less pictures used are not relevant.
Relevancy of the idea to the topic	Original ideas, absolutely meeting the demand of the topic.	Original ideas, mostly related to the topic.	Several original ideas, meeting the demand of the topic.	Some original ideas but not completely meeting the demand of the topic.	Few original ideas, rarely connected to the main topic.
overall presentation font style and colour scheme	Overall presentation is outstanding.colour scheme is excellent .	Overall presentation is very effective.	Overall presentation is effective.	Overall presentation is somewhat	Overall presentation needs improvement.

				effective.	
RUBRICS FOR BEST OUT OF WASTE					
	Excellent	Good	Fair	Average	Needs improvement
PARAMETERS	5	4	3	2	1
creativity	Clearly explored and expressed multiple ideas in a unique way.	Explored and expressed multiple ideas in an original way.	Craft work is original and idea is also good.	Craft work is Original but mostly based on an existing idea.	Followed a set of directions but did not explore new ways to alter the idea.
Usefulness	Craft work is very useful.	Craft work is useful.	Craft work can be used	Craft work is not very useful.	Craft work is not useful.
Presentation	Overall presentation is outstanding.	Overall presentation is very effective.	Overall presentation is effective.	Overall presentation is somewhat effective.	Overall presentation needs improvement.

RUBRICS FOR FOLK ART

	Excellent	Good	Fair	Average	Needs improvement
PARAMETERS	5	4	3	2	1
Drawing/pictures used to develop main idea↓	Neat and effective drawing/ excellent variety of pictures used.	Neat and effective drawing/ good variety of pictures used.	Neat but limited drawing/ some pictures used.	drawing neat but not effective/ few pictures used.	Drawing neither neat nor effective/ very less pictures used with lots of repetition.
Traditional colour scheme and detail work	Traditional colours are used and minute details are also given.	Traditional colours are used but less use of dyes and minute details are done neatly.	Traditional colours are less used and minute details are not given properly.	Traditional colours are very less used and minute details less given.	Traditional colours are not used and minute details are also not given.
Visual Impact/ overall presentation	Overall presentation is outstanding.	Overall presentation is very effective.	Overall presentation is effective.	Overall presentation is somewhat effective.	Overall presentation needs improvement.

	Excellent	Good	Fair	Average	Needs improvement
PARAMETERS	5	4	3	2	1
creativity	Clearly explored and expressed multiple ideas in a unique way.	Explored and expressed multiple ideas in an original	Flowers are original and idea is also good.	Flowers are original but mostly based on an existing idea.	Followed a set of directions but did not explore new ways to

		way.			alter the idea.
Neatness	Flowers made are very neat	Flowers made are neat.	Flowers made are good	Less neat	Not at all neat.
Presentation	Overall presentation is outstanding	Overall presentation is very effective.	Overall presentation is effective.	Overall presentation is somewhat effective.	Overall presentation needs improvement.

8.Chapter/ unit wise allocation of marks

Chapter/ Unit

Grading is applicable

9. Question paper design: (Typology of questions with respective weightage)

10. Prescribed Books

11. Suggested Books (If Applicable)

12. Links for extended learning: (Related to curriculum)

Allocation of Marks

FINANCIAL MARKET MANAGEMENT

Learning Objectives

1. To develop financial skills.
2. To build foundation for money management.
3. To develop basic understanding of money as a medium of exchange and role of bank in financial market.
4. To build speed and accuracy for financial market operations.
5. To gain knowledge of green skills for environment protection.
6. To develop computer skills required for financial market.
7. To learn communication (oral & written) skills to deal with clients.
8. To understand the concept of income, expense, saving and goals..

Learning Outcomes

1. Students will understand the evolution of money as a medium of exchange.
2. They will develop the basic understanding of income, expenses and savings to meet financial goals.
3. Understanding the importance of PYF (pay yourself first)
4. Banks as a financial market intermediary.
5. Making a budget.
6. Developing communication and employability skills along with the green skills.

Month wise division of syllabus

Month	Unit/ Lesson No.	Name of the unit/ lesson
April	L 1	Money- what it is?
	Employability skill (ES)	
	Unit 1	Communication skills
May	L 2& 3	Money exchange mechanism

	ES: Unit 2	Key characteristics of money Self-management skills
July	L 4 L 5 ES: Unit 3	What is financial planning? What is income? Information & communication technology skills
August & September	L 6 ES: Unit 4	What is expense? Entrepreneurship skills
October	L 7 L 8	What is bank? Why save? Green skills
November	ES: Unit 5 L 9 L 10 L 11	Setting goals Systematic savings and investments Making a budget

No. of worksheets planned per chapter: One worksheet per chapter.

Syllabus for periodic test:

- **Periodic test I (May): L: 1 and ES: unit 1**
- **Periodic test II (September): L: 1, 2, 3, 4, 5 & 6 and ES: unit 1, 2, 3 & 4**
- **Periodic test III (November): L: 7, 8 and 9**

Practical Work (50 marks)

- **Project: 10 marks**
- **Viva: 05 marks**
- **Practical file: 10 marks**
- **Demonstration of skill competency via Lab activities: 25 marks**

(Practical details will be shared by NSE via NSMART software)

Marks Split up:

PART	UNITS/ LESSONS	MAXIMUM MARKS
A Employability Skills	Unit 1 to 5	10
B Subject Specific Skills	L 1 to 11	40
C Practical Work	NSMART Software	50

Prescribed book: Introduction to financial market by CBSE

Links for extended learning:

cbseacademic.nic.in

psscive.ac.in

[nseknowledgehub \(mobile app\)](#)

ARTIFICIAL INTELLIGENCE

OBJECTIVES OF THE COURSE:

The objective of this module/curriculum - which combines both Inspire and Acquire modules is to develop a readiness for understanding and appreciating Artificial Intelligence and its application in our lives. This module/curriculum focuses on:

1. Helping learners understand the world of Artificial Intelligence and its applications through games, activities and multi-sensorial learning to become AI-Ready.
2. Introducing the learners to three domains of AI in an age appropriate manner.
3. Allowing the learners to construct meaning of AI through interactive participation and engaging hands-on activities.
4. Introducing the learners to AI Project Cycle.
5. Introducing the learners to programming skills - Basic python coding language.

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 analysing 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.
6. Research and develop awareness of skills required for jobs of the future.
7. Gain awareness about AI bias and AI access and describe the potential ethical considerations of AI.
8. Develop effective communication and collaborative work skills.
9. Get familiar and motivated towards Artificial Intelligence and Identify the AI Project Cycle framework.
10. Learn problem scoping and ways to set goals for an AI project and understand the iterative nature of problem scoping in the AI project cycle.
11. Brainstorm on the ethical issues involved around the problem selected.
12. Foresee the kind of data required and the kind of analysis to be done, identify data requirements and find reliable sources to obtain relevant data.
13. Use various types of graphs to visualise acquired data.
14. Understand, create and implement the concept of Decision Trees.
15. Understand and visualise computer's ability to identify alphabets and handwritings.
16. Understand and appreciate the concept of Neural Network through gamification and learn basic programming skills through gamified platforms.
17. Acquire introductory Python programming skills in a very user-friendly format.

UNIT 1:

MONTH	SUB-UNIT	LEARNING OUTCOMES	SESSION / ACTIVITY / PRACTICAL
APRIL	Excite	To identify and appreciate	Session: Introduction to AI and setting up the context of the curriculum

		Artificial Intelligence and describe its applications in daily life.	Ice Breaker Activity: Dream Smart Home idea <ul style="list-style-type: none"> Learners to design a rough layout of floor plan of their dream smart home.
		To 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.	Recommended Activity: The AI Game <ul style="list-style-type: none"> Learners to participate in three games based on different AI domains. <ul style="list-style-type: none"> Game 1: Rock, Paper and Scissors (based on data) Game 2: Mystery Animal (based on Natural Language Processing - NLP) Game 3: Emoji Scavenger Hunt (based on Computer Vision - CV)
		To undergo an assessment for analysing progress towards acquired AI-Readiness skills.	Recommended Activity: <ul style="list-style-type: none"> AI Quiz (Paper Pen/Online Quiz)
		To imagine, examine and reflect on the skills required for futuristic job opportunities.	Recommended Activity: To write a letter Writing a Letter to one's future self <ul style="list-style-type: none"> Learners to write a letter to self-keeping the future in context. They will describe what they have learnt so far or what they would like to learn someday
MAY	Relate	Learners to relate to application of Artificial Intelligence in their daily lives.	Video Session: To watch a video <ul style="list-style-type: none"> Introducing the concept of Smart Cities, Smart Schools and Smart Homes
		To unleash their imagination towards smart homes and build an interactive story around it. To relate, apply and reflect on the	Recommended Activity: Write an Interactive Story <ul style="list-style-type: none"> Learners to draw a floor plan of a Home/School/City and write an interactive story around it using Story Speaker extension in Google docs.

	Human-Machine Interactions.	
Purpose	To understand the impact of Artificial Intelligence on Sustainable Development Goals to develop responsible citizenship.	Session: <ul style="list-style-type: none"> Introduction to Sustainable Development Goals
		Recommended Activity: Go Goals Board Game <ul style="list-style-type: none"> Learners to answer questions on Sustainable Development Goals
Possibilities	<p>To research and develop awareness of skills required for jobs of the future.</p> <p>To imagine, examine and reflect on the skills required for the futuristic opportunities.</p> <p>To develop effective communication and collaborative work skills.</p>	Session: Theme-based research and Case Studies <ul style="list-style-type: none"> Learners will listen to various case-studies of inspiring start-ups, companies or communities where AI has been involved in real-life. Learners will be allotted a theme around which they need to search for present AI trends and have to visualise the future of AI in and around their respective theme.
		Recommended Activity: Job Ad Creating activity <ul style="list-style-type: none"> Learners to create a job advertisement for a firm describing the nature of job available and the skill-set required for it 10 years down the line. They need to figure out how AI is going to transform the nature of jobs and create the Ad accordingly.

JULY	AI Ethics	To understand and reflect on the ethical issues around AI.	Video Session: Discussing about AI Ethics Recommended Activity: Ethics Awareness <ul style="list-style-type: none"> Students play the role of major stakeholders and they have to decide what is ethical and what is not for a given scenario.
		To gain awareness around AI bias and AI access.	Session: AI Bias and AI Access <ul style="list-style-type: none"> Discussing about the possible bias in data collection Discussing about the implications of AI technology
		To let the students analyse the advantages and disadvantages of Artificial Intelligence.	Recommended Activity: Balloon Debate <ul style="list-style-type: none"> Students divide in teams of 3 and 2 teams are given same theme. One team goes in affirmation to AI for their section while the other one goes against it. They have to come up with their points as to why AI is beneficial/ harmful for the society.

UNIT 2: AI PROJECT CYCLE:

MONTH	SUB-UNIT	LEARNING OUTCOMES	SESSION / ACTIVITY / PRACTICAL
AUGUST & SEPTEMBER	Problem Scoping	Identify the AI Project Cycle framework.	Session: Introduction to AI Project Cycle <ul style="list-style-type: none"> Problem Scoping Data Acquisition Data Exploration Modelling Evaluation

		Learn problem scoping and ways to set goals for an AI project.	<p>Activity: Brainstorm around the theme provided and set a goal for the AI project.</p> <ul style="list-style-type: none"> • Discuss various topics within the given theme and select one. • List down/ Draw a mind map of problems related to the selected topic and choose one problem to be the goal for the project.
		Identify stakeholders involved in the problem scoped. Brainstorm on the ethical issues involved around the problem selected.	<p>Activity: To set actions around the goal.</p> <ul style="list-style-type: none"> • List down the stakeholders involved in the problem. • Search on the current actions taken to solve this problem. • Think around the ethics involved in the goal of your project.
		Understand the iterative nature of problem scoping for in the AI project cycle. Foresee the kind of data required and the kind of analysis to be done.	<p>Activity: Data and Analysis</p> <ul style="list-style-type: none"> • What are the data features needed? • Where can you get the data? • How frequent do you have to collect the data? • What happens if you don't have enough data? • What kind of analysis needs to be done? • How will it be validated? • How does the analysis inform the action?
		Share what the students have discussed so far.	Presentation: Presenting the goal, actions and data.
	Data Acquisition	Identify data requirements and find reliable sources to obtain	<p>Activity: Introduction to data and its types.</p> <ul style="list-style-type: none"> • Students work around the scenarios given to them and think of ways to acquire data.

		relevant data.	
	Data Exploration	To understand the purpose of Data Visualisation	Session: Data Visualisation <ul style="list-style-type: none"> • Need of visualising data • Ways to visualise data using various types of graphical tools.
		Use various types of graphs to visualise acquired data.	Recommended Activity: Let's use Graphical Tools <ul style="list-style-type: none"> • To decide what kind of data is required for a given scenario and acquire the same. • To select an appropriate graphical format to represent the data acquired. • Presenting the graph sketched.
	Modelling	Understand, create and implement the concept of Decision Trees.	Session: Decision Tree <ul style="list-style-type: none"> • To introduce basic structure of Decision Trees to students.
			Recommended Activity: Decision Tree <ul style="list-style-type: none"> • To design a Decision Tree based on the data given.
		Understand and visualise computer's ability to identify alphabets and handwritings.	Recommended Activity: Pixel It <ul style="list-style-type: none"> • To create an "AI Model" to classify handwritten letters. • Students develop a model to classify handwritten letters by dividing the alphabets into pixels. • Pixels are then joined together to analyse a pattern amongst same alphabets and to differentiate the different ones.

UNIT 3: NEURAL NETWORK:

MONTH	LEARNING OUTCOMES	SESSION / ACTIVITY / PRACTICAL
OCTOBER	Understand and appreciate the concept of Neural Network through gamification.	Session: Introduction to neural network <ul style="list-style-type: none"> • Relation between the neural network and nervous system in human body • Describing the function of neural network.
		Recommended Activity: Creating a Human Neural Network <ul style="list-style-type: none"> • Students split in four teams each representing input layer (X students), hidden layer 1 (Y students), hidden layer 2 (Z students) and output layer (1 student) respectively. • Input layer gets data which is passed on to hidden layers after some processing. The output layer finally gets all information and gives meaningful information as output.

UNIT 4: INTRODUCTION TO PYTHON:

NOTE: Python will be assessed through Practicals only and should not be assessed with the Theory Exam.

MONTH	LEARNING OUTCOMES	SESSION / ACTIVITY / PRACTICAL
NOVEMBER	Learn basic programming skills through gamified platforms.	Recommended Activity: <ul style="list-style-type: none"> • Introduction to programming using Online Gaming portals like Code Combat.
	Acquire introductory Python programming skills in a very user-	Session: <ul style="list-style-type: none"> • Introduction to Python language • Introducing python programming and its applications

	friendly format.	<p>Practical: Python Basics</p> <ul style="list-style-type: none"> Students go through lessons on Python Basics (Variables, Arithmetic Operators, Expressions, Data Types - integer, float, strings, using print() and input() functions) Students will try some simple problem solving exercises on Python Compiler. <p>Practical: Python Lists</p> <ul style="list-style-type: none"> Students go through lessons on Python Lists (Simple operations using list) Students will try some basic problem solving exercises using lists on Python Compiler.
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SYLLABUS FOR PERIODIC TEST:

- Periodic test I (May): L: 1 & 2 and ES: unit 1
- Periodic test II (September): L: 1, 2, 3, 4, 5 & 6 and ES: unit 1, 2, 3 & 4
- Periodic test III (December): Full syllabus (PAT)

SCHEME OF PERIODIC TEST II / FINAL EXAM

Total Marks: 100 (Theory-50 + Practical-50)

कक्षा—नवमीं

उद्देश्य:—

- 1) विद्यार्थियों को स्वर ज्ञान करवाना।
- 2) राग पहचानने की क्षमता।
- 3) एकाग्रता में वृद्धि।
- 4) राष्ट्रीय गान के प्रति सम्मान की भावना।
- 5) संगीत के माध्यम से आत्मविश्वास में वृद्धि।
- 6) समूह में कार्य करने से सहभागिता की प्रवृत्ति का विकास।
- 7) मंच मय से मुक्ति।
- 8) प्रस्तुतिकरण की शैली का विकास।
- 9) भारतीय संगीत व पाश्चात्य संगीत में समानता व असमानता का ज्ञान।

पाठ्यक्रम:—

- 1) सप्तक, लोकगीत, शास्त्रीय संगीत, गीत ; अप्रैल, मई
- 2) स्वागत गीत, भजन ; जुलाई
- 3) देशभक्ति अभिनय गीत, प्रार्थना ; हर तरफ हर जगह
- 4) परिभाषित करें
स्वर, भाव, लय, भँगड़ा लोक नृत्य ; 8 सितम्बर, अक्टूबर
- 5) नृत्य ; बज्रमञ्जरी ताल श्रवण कंदम कतंठ ; नवम्बर

गतिविधि:—

छंदम वी। बजपअपजल	स्मंतदपदह व्हरमबजपअम	डवकम	स्मंतदपदह वनज बवउमे
देश भक्ति गीत अभिनय सहित करवाना	देशभक्ति गीत अभिनय सहित किया	समूह	भाव में वृद्धि
भँगड़ा लोक नृत्य करवाया जाएगा। ; ढोल और रिकार्डिंग पर	भँगड़ा लोक नृत्य किया	समूह	लय का ज्ञान समूह में कार्य करने से सहभागिता का विकास
तीनताल लिखवाई व हाथ पर करवाई जाएगी।	तीनताल लिखवाई व करवाई।	एकल/समूह	लय का ज्ञान होने से आर्वातन की पहचान होगी।

आंकलन बिंदु

मूल्यांकन अंक

स्वर ज्ञान, आत्मविश्वास, प्रस्तुतिकरण, सामाग्री, भाव व लय

मूल्यांकन अंक

- 1) अति उत्तम — 5
- 2) उत्तम — 4
- 3) मध्यम — 3
- 4) सामान्य — 2
- 5) निम्न — 1