# KENDRIYA VIDYALAYA SANGATHAN

## SPLIT UP SYLLABUS FOR SUMMER STATION KENDRIYA VIDYALAYAS ACADEMIC SESSION 2026-27

*Academic Excellence through Innovation, Assessment Reform and Skill Integration*

# CLASS III

# Kendriya Vidyalaya Sangathan (HQs)
# Split-Up of Syllabus for the Academic Session 2026–27

# CLASS-3

## <u>हिंदी- वीणा</u>

| क्रम संख्या | माह | कार्य दिवसों की संख्या | पढ़ाए जाने वाले पाठ / विषय का नाम | शिक्षण सहायक सामग्री / ई-सामग्री लिंक/अपनाई जाने वाली नवाचारी शिक्षण विधियाँ | आयोजित किए जाने वाले मूल्यांकन / परीक्षण / परीक्षा |
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| 1 | अप्रैल – मई | 24 | 1.सीखो | **<u>सीखो</u>**<br>**शिक्षण सहायक सामग्री -**<br>• प्राकृतिक और मानव निर्मित वस्तुओं पर चार्ट ।<br>• पर्यायवाची कार्ड ।<br>• चित्र कार्ड ।<br>• "सीखो" पाठ से मिलने वाली अच्छी आदतों या सीख का चार्ट ।<br>**नवाचार शिक्षण विधियाँ-**<br>• सीख का पेड़- पेड़ के पत्तों पर प्रत्येक बच्चा एक सीख लिखेगा ।<br>• प्रकृति भ्रमण द्वारा प्राकृतिक और मानव निर्मित वस्तुओं को अलग अलग करें का खेल। | • लैट<br>• बहुविकल्पीय प्रश्न<br>• पठन कौशल का मूल्यांकन<br>• पद्यांश कार्यपत्रिका<br>• नैतिक मूल्य लेखन |

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| | | | | • प्रकृति से सीखी किसी सीख को रंगीन कागज पर लिखना ।<br>**ई-सामग्री**<br>https://epathshala.nic.in/topicc.php?id=0331CH01 | |
| | | | **2.चींटी** | **चींटी**<br>**शिक्षण सहायक सामग्री -**<br>• मोल्डेड क्ले द्वारा चींटी और चींटी की सेना के सदस्यों के चित्र।<br>• तुकान्त शब्द कार्ड ।<br>• कठिन शब्दों के फ्लैश कार्ड ।<br>**नवाचार शिक्षण विधियाँ-**<br>• मोल्डेड क्ले द्वारा चींटी व चींटियों की सेना के सदस्यों को तैयार करना ।<br>• आस -पास पाए जाने वाले कीड़ों के चित्र बनाकर लाना।<br>• अवलोकन गतिविधि - बच्चों से कहें कि वे स्कूल या घर के आसपास चींटी और अन्य कीड़ों मकोड़ों को देखें और उनकी विशेषता बताएं।<br>**ई-सामग्री** | • लैट<br>• अधूरी कविता को आगे बढ़ाकर पूरा करना ।<br>• तुकांत शब्द कार्यपत्रिका<br>• पद्यांश कार्यपत्रिका |

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| | | | | https://epathshala.nic.in/topicc.php?id=0331CH02 | |
| 2 | जून | 7 | **3.कितने पैर**<br><br>**दोस्त के जूते (पठन हेतु)** | **<u>कितने पैर</u>**<br><br>**शिक्षण सहायक सामग्री -**<br>• विभिन्न जानवरों के चित्र ।<br>• कौन जानवर कितने पैर- खेल चार्ट ।<br>• जानवरों के छोटे-छोटे खिलौने या मॉडल ।<br>**नवाचार शिक्षण विधियाँ-**<br>• जानवरों के मुखौटे ।<br>• भिन्न -भिन्न पैरों वाले जानवरों के नाम बताओ का खेल ।<br>• खेल - "पैर गिनो" - विद्यालय से घर जाने के रास्ते में मिलने वाले जानवरों के नाम व पैरों की संख्या लिखो।<br>**ई-सामग्री**<br><br>https://epathshala.nic.in/topicc.php?id=0331CH03 | • लैट<br>• गतिविधियों का अवलोकन ।<br>• बहुविकल्पीय प्रश्न<br>• पठन कौशल का मूल्यांकन |

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| 3 | जुलाई | 26 | **4. बया हमारी चिड़िया रानी** | **<u>बया हमारी चिड़िया रानी</u>**<br><br>**शिक्षण सहायक सामग्री -**<br>• बया पक्षी का चित्र ।<br>• गुब्बारे की मदद से बना घोंसला ।<br>• घोंसले को बनाते हुए बया पक्षी का वीडियो।<br>**नवाचार शिक्षण विधियाँ-**<br>• तिनकों, पत्तों व नारियल के खोल आदि से चिड़िया का घोंसला बनाना1<br>• रंगीन कागज से चिड़िया बनाना।<br>• चिड़िया की शारीरिक संरचना का चार्ट तैयार करना ।<br>**ई-सामग्री**<br>http://epathshala.nic.in/QR/?id=0331CH04 | • लैट<br>• लघु अनुच्छेद लेखन,<br>• अध्याय से शब्दावली को पूछना,<br>• कविता पठन मूल्यांकन<br><br>**पुनरावृत्ति**<br><br>**प्रथम आवधिक परीक्षा** |
| | | | | **<u>आम का पेड़</u>**<br><br>**शिक्षण सहायक सामग्री -** | • लैट |

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| | | | **5. आम का पेड़** | • पेड़ के भागों का चार्ट।<br>• विशेषण कार्ड।<br>• *वास्तविक वस्तु - आम के पेड़, बीज, आम के फल, पत्ते और फूल आदि को प्रत्यक्ष प्रस्तुत करें।<br>**नवाचार शिक्षण विधियाँ-**<br>• उद्यान भ्रमण ।<br>• पेड़ लगाने की प्रक्रिया दिखाना * आम से बना हुआ कोई खाद्य पदार्थ लेकर आना।<br>• गुठली और बिना गुठली वाले फलों को खोजकर लिखें।<br>**ई-सामग्री**<br>https://epathshala.nic.in/topicc.php?id=0331CH05 | • गतिविधियों का अवलोकन ।<br>• बहुविकल्पीय प्रश्न<br>• पठन कौशल का मूल्यांकन |
| **4** | **अगस्त** | **23** | **6.बीरबल की खिचड़ी** | **<u>बीरबल की खिचड़ी</u>**<br>**शिक्षण सहायक सामग्री -**<br>• अकबर बीरबल के चित्र।<br>• कहानी का नाटकीय रूपान्तरण।<br>• अकबर के नौ रत्नों के चित्र । | • लैट<br>• बहुविकल्पीय प्रश्न<br>• पठन कौशल का मूल्यांकन<br>• गद्यांश कार्यपत्रिका |

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| | | | | **नवाचार शिक्षण विधियाँ-**<br>• अकबर और बीरबल की एक कहानी घर से तैयार करके आएं और उसे कक्षा में सुनाएं ।<br>• बच्चे विविध प्रकार के अनाजों से बनी हुई खिचड़ी लेकर आयेंगे ।<br>• चटपटी भेलपूरी ।<br>**ई-सामग्री**<br>https://epathshala.nic.in/topicc.php?id=0331CH06 | |
| | | | **7.मित्र को पत्र** | **<u>मित्र को पत्र</u>**<br>**शिक्षण सहायक सामग्री -**<br>• विभिन्न प्रकार के पत्रों का चार्ट ।<br>• भारत का नक्शा ।<br>• पोस्ट कार्ड स्टेम्प ।<br>**नवाचार शिक्षण विधियाँ-**<br>• पोस्टब्रॉक्स बनायें।<br>• अपने मित्र को एक पत्र लिखें ।<br>• पत्र हेतु एक लिफाफा तैयार करें। | • लैट<br>• गतिविधियों का अवलोकन ।<br>• बहुविकल्पीय प्रश्न<br>• पठन कौशल का मूल्यांकन |

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| | | | | **ई-सामग्री**<br>https://epathshala.nic.in/topicc.php?id=0331CH07 | |
| | | | **8.चतुर गीदड़** | **<u>चतुर गीदड़</u>**<br>**शिक्षण सहायक सामग्री -**<br>• गीदड़, मगरमच्छ और कछुए के मुखौटे ।<br>• नाटकीय रूपान्तरण ।<br>• जलचर, थलचर और नभचर जीवों का चार्ट।<br>**नवाचार शिक्षण विधियाँ-**<br>• दोने (कटोरी) से कछुआ तैयार करना ।<br>• जल व थल मे पाये जाने वाले जीवों को एक कागज पर अलग-अलग लिखकर लाना ।<br>**ई-सामग्री**<br>http://epathshala.nic.in/QR/?id=0331CH08 | • लैट<br>• गतिविधियों का अवलोकन ।<br>• बहुविकल्पीय प्रश्न<br>• पठन कौशल का मूल्यांकन |

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| 5 | सितंबर | 24 | 9.प्रकृति पर्व ' फूलदेई '<br><br>सुनो भई गप्प<br>(पठन हेतु) | **<u>प्रकृति पर्व 'फूलदेई '</u>**<br><br>**शिक्षण सहायक सामग्री -**<br>• विविध प्रकार की फूलों की टोकरी<br>• भारत का नक्शा ।<br>• उत्तराखंड की प्रसिद्ध वस्तुओं और विशेषताओं पर एक चार्ट ।<br>**नवाचार शिक्षण विधियाँ-**<br>• फूलदेई का त्योहार अपनी कक्षा में मनाना ।<br>• फूल और पत्तों से तोरण बनाना ।<br>• फूलों की रंगोली प्रतियोगिता ।<br>**ई-सामग्री**<br>https://epathshala.nic.in/topicc.php?id=0331CH09 | • लैट<br>• गतिविधियों का अवलोकन ।<br>• बहुविकल्पीय प्रश्न<br>• पठन कौशल का मूल्यांकन |
| | | | | **पुनरावृत्ति** | **अर्धवार्षिक परीक्षा** |
| 6 | अक्टूबर | 16 | 10.रस्साकशी | **<u>रस्साकशी</u>**<br><br>**शिक्षण सहायक सामग्री -**<br>• रस्सी द्वारा रस्साकशी खेल का प्रत्यक्ष प्रदर्शन । | • लैट |

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| | | | **ट्रैफिक जाम (पठन हेतु)**<br><br>**11.जादुई पिटारा** | • विभिन्न भारतीय खेलों के चित्र ।<br>• विद्यालय में स्थित प्राथमिक उपचार पेटी का प्रदर्शन ।<br>**नवाचार शिक्षण विधियाँ-**<br>• अन्य भारतीय खेलों को खोजकर उनके चित्र बनाना।<br>• स्वयं प्राथमिक उपचार पेटी तैयार करना<br>• एक नेतृत्व कर्ता के रूप में अपनी भूमिका पर एक अनुच्छेद लिखें।<br>**ई-सामग्री**<br>https://epathshala.nic.in/topicc.php?id=0331CH10<br><br>**<u>जादुई पिटारा</u>**<br><br>**शिक्षण सहायक सामग्री -**<br>• विद्यालय में स्थित जादुई पिटारे का प्रदर्शन।<br>• अध्यापक के कार्य में प्रयुक्त सामग्री के लिए बने किसी बॉक्स (जादुई पिटारे) का प्रदर्शन ।<br>• कठिन शब्दों के फ्लैश कार्ड्स ।<br>**नवाचार शिक्षण विधियाँ-**<br>• जानवरों के पुतले बनाना ।<br>• कठपुतली बनाना।<br>• अपना स्वयं का एक जादुई पिटारा तैयार करना।<br>**ई-सामग्री** | • अधूरी कविता को आगे बढ़ाकर पूरा करना ।<br>• तुकांत शब्द कार्यपत्रिका<br>• पद्यांश कार्यपत्रिका<br><br>• लैट<br>• अधूरी कविता को आगे बढ़ाकर पूरा करना ।<br>• तुकांत शब्द कार्यपत्रिका<br>• पद्यांश कार्यपत्रिका |

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| | | | | https://epathshala.nic.in/topicc.php?id=0331CH11 | |
| 7 | नवंबर | 23 | 12.अपना अपना काम | **<u>अपना अपना काम</u>**<br>**शिक्षण सहायक सामग्री -**<br>• संज्ञा कार्ड ।<br>• सिमरन के चित्र द्वारा कहानी का नाटकीय रूपान्तरण करना ।<br>• शिक्षक द्वारा किए जाने वाले कामों का चार्ट।<br>**नवाचार शिक्षण विधियाँ-**<br>• घर के सदस्यों द्वारा किये जाने वाले कामों की सूची तैयार करें।<br>• भिन्न - भिन्न कामों में लगने वाला समय लिखो ।<br>**ई-सामग्री**<br>https://epathshala.nic.in/topicc.php?id=0331CH12 | • लैट<br>• गतिविधियों का अवलोकन ।<br>• बहुविकल्पीय प्रश्न<br>• पठन कौशल का मूल्यांकन |
| | | | 13.पेड़ो की अम्मा ' थिमक्का ' | **<u>पेड़ो की अम्मा , थिमक्का</u>**<br>**शिक्षण सहायक सामग्री -**<br>• भारत के सर्वोच्च पुरस्कारों के चित्र ।<br>• द्वित्व व्यंजन शब्द कार्ड । | • लैट<br>• बहुविकल्पीय प्रश्न<br>• पठन कौशल का मूल्यांकन<br>• गद्यांश कार्यपत्रिका |

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| | | | | • पेड़ों से होने वाले लाभों का चार्ट।<br>• पेड़ के भागों को प्रदर्शित करता एक चार्ट<br>**नवाचार शिक्षण विधियाँ-**<br>• थिमक्का का चित्र स्वयं बनाओ ।<br>• थिमक्का के बारे में बताता हुआ एक प्रोजेक्ट तैयार करें।<br>• वृक्षारोपण गतिविधि ।<br>**ई-सामग्री**<br>**https://epathshala.nic.in/topicc.php?id=0331CH13** | |
| 8 | **दिसंबर** | 18 | **14.किसान की होशियारी** | **किसान की होशियारी**<br>**शिक्षण सहायक सामग्री -**<br>• भूमि के नीचे , पत्ते के रूप में , फल के रूप में और फली के रुप में उगने वाली सब्जियों का चार्ट ।<br>• किसानी में प्रयोग होने वाले उपकरणों के चित्र।<br>• पौधारोपण और उसके बड़े होने के प्रक्रिया का चार्ट।<br>**शिक्षण विधियाँ-**<br>• मुहावरों का खेल ( आपस में बातचीत मुहावरों के प्रयोग से )<br>• भिन्न-भिन्न जीवों के प्रिय भोजन खोजो।<br>• वृक्षारोपण गतिविधि ।<br>**ई-सामग्री** | • लैट<br>• बहुविकल्पीय प्रश्न<br>• पठन कौशल का मूल्यांकन<br>• गद्यांश कार्यपत्रिका |

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| | | | **15. भारत** | https://epathshala.nic.in/topicc.php?id=0331CH14<br><br>**<u>भारत</u>**<br><br>**शिक्षण सहायक सामग्री -**<br>• भारत का नक्शा ।<br>• चित्र कार्ड - राष्ट्रीय प्रतीक, तिरंगा, राष्ट्रीय पशु, राष्ट्रीय पक्षी आदि के चित्र ।<br>• ग्लोब ।<br>**शिक्षण विधियाँ-**<br>• मुकुट बनाना।<br>• भारत का नक्शा बनाना व उस पर राज्यों और संघ शासित प्रदेशों को दर्शाना।<br>• भारत की विशेषताओं पर 10 वाक्य लिखकर लाना ।<br>**ई-सामग्री**<br><br>**https://epathshala.nic.in/topicc.php?id=0331CH15** | • लैट<br>• अधूरी कविता को आगे बढ़ाकर पूरा करना ।<br>• तुकांत शब्द कार्यपत्रिका<br>• पद्यांश कार्यपत्रिका |

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| | | | | **पुनरावृत्ति** | **द्वितीय आवधिक परीक्षा** |
| **9** | **जनवरी** | **22** | **16. चंद्रयान** | **<u>चंद्रयान</u>**<br><br>**शिक्षण सहायक सामग्री -**<br>• चंद्रयान का चित्र<br>• चंद्रयान मॉडल।<br>• वीडियो द्वारा चंद्रयान की जानकारी देना ।<br>• पर्यायवाची कार्ड्स ।<br>**शिक्षण विधियाँ-**<br>• चंद्रयान का मॉडल तैयार करें।<br>• चाँद पर जाने वाले व्यक्तियों के नाम व चित्र खोजकर लाएं।<br>**ई-सामग्री**<br>https://epathshala.nic.in/topicc.php?id=0331CH16 | • लैट<br>• अध्याय से जुड़े कुछ वाक्य बनाना,<br>• अपने शब्दों में कहानी कथन |

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| 9 | जनवरी | | 17.बोलने वाली माँद | **<u>बोलने वाली माँद</u>**<br>**शिक्षण सहायक सामग्री -**<br>• कहानी के पात्रों के चित्र या मुखौटे।<br>• कहानी का नाटकीय रूपान्तरण।<br>• विभिन्न जानवरों के चित्र या खिलौने।<br>**शिक्षण विधियाँ-**<br>• सियार और शेर का मुखौटा बनाना।<br>• विभिन्न जानवरों के पदचिन्ह बनाना।<br>• आवाजों का खेल - विद्यार्थी विभिन्न जीवों की आवाज निकालकर बताएंगे ।<br>**ई-सामग्री**<br>https://epathshala.nic.in/topicc.php?id=0331CH17 | • लैट<br>• अध्याय से जुड़े कुछ वाक्य बनाना,<br>• अपने शब्दों में कहानी कथन |
| 10 | फरवरी | 23 | 18.हम अनेक किन्तु एक<br><br>हिन्द देश के निवासी | **<u>हम अनेक किन्तु एक</u>**<br>**शिक्षण सहायक सामग्री -**<br>• राज्यों को प्रदर्शित करता मानचित्र।<br>• विभिन्न राज्यों में बोली जाने वाली भाषाओं और खाए जाने वाले मुख्य भोजन का चार्ट ।<br>**शिक्षण विधियाँ-** | • लैट<br>• मौखिक मूल्यांकन<br>• नैतिक मूल्य लेखन |

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| | | | **(पठन हेतु)** | • विद्यार्थी अपने राज्यों के परिधान पहनकर व अपने राज्य का प्रमुख भोजन लेकर आयेंगे।<br>• अपनी मातृभाषा में अभिवादन और अपना परिचय देना ।<br>**ई-सामग्री**<br>**https://epathshala.nic.in/topicc.php?id=0331CH18** | |
| **11** | **मार्च** | | **वार्षिक परीक्षा** | **पुनरावृत्ति** | |

# ENGLISH - SANTOOR

| Sr. No. | Month | Working days | Name of the Chapter/ Topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test /Examination to be Conducted |
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| **1** | **April-May** | **24** | **Colours** | **Teaching Aids**<br>• Cards showing different colours (red, blue, yellow, green, etc.).<br>• Students identify and name the colours.<br>• Story sequence cards, Chart papers<br>• Smart board- PPT slides.<br>• A large chart showing the rainbow colours.<br>• Short videos about colours and colour mixing.<br>• Matching colours, colouring pictures, or identifying objects<br>**Innovative Practices**<br>Helps students learn **primary and secondary colours**.<br>Shows how colours mix together.<br>Demonstrates **red + yellow = orange**, **blue + yellow = green**, etc.<br>**Colour Mixing Activity** 🎨<br>• Give students red, blue, and yellow paints.<br>• Ask them to mix colours and discover new ones.<br>**Colour Sorting Game**<br>Provide coloured objects and ask students to group them by colour.<br><br>**E-Content** | • Picture comprehension,<br>• Worksheet<br>• Speaking Activity<br>• Writing a short note on favourite colour.<br>• Intonation of voice- dialogue delivery during role play.<br>• MCQs<br>• Story retelling in student's own words.<br><br>LAT, DICTATION |

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| | | | | https://drive.google.com/file/d/13PWZdAGoWEB0eu0JD8US9vqJqTT8iiDZ/view?usp=sharing<br>https://drive.google.com/file/d/1OLU5Wa3dL2gsjLlp3wRcd579ZH_ZVm6O/view?usp=sharing | |
| **2** | **June** | **7** | **<u>Badal and Moti</u>** | **Teaching Aids**<br>• Pictures of **Badal (boy)** and **Moti (dog)**.<br>• Helps students visualize the characters in the story.<br>• **Story Chart / Posters Short Video / Audio Story**<br>• A simple animated story or audio narration for better understanding.<br>• Activities like **matching characters, sequencing events, or colouring animals**.<br>• Charts showing important scenes from the story.<br>• Helps students understand the sequence of events.<br>**Puppets**<br>• Hand puppets of ANIMALS<br>• Used to act out the story in class.<br><br>**Innovative Practices**<br>• Role play showing the scooter journey, traffic safety<br>• Awareness discussion, story sequencing activity, draw and describe your<br>• Favourite vehicle<br>**Animal Sound Game**<br>• Teacher plays or imitates animal sounds, and students guess the animal.<br><br>**E-Content**<br>https://drive.google.com/file/d/13X00zuq-lUud6_MFvyoyxOjGbIF7pyXs/view?usp=sharing<br>https://drive.google.com/file/d/1OMk3U7gzKzbxvk3VqiR8CioQoBMjy7p8/view?usp=sharing | **Assessment** –<br>• Comprehension worksheet,<br>• Vocabulary test from the lesson,<br>• Group storytelling activity,<br>• MCQs,<br>• write five sentences about a favourite animal<br><br>Group discussion<br>LAT ,<br>DICTATION |

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| **3** | **July** | **26** | **<u>Best Friends</u>** | **Teaching Aids**<br>• **Puppets** of the characters from the story to explain the lesson through role play.<br>• **Short Video or Animation**-A short animated video about friendship to help students understand the theme.<br>• Helps students understand the concept of friendship.<br>**Innovative Practices** –<br>• **Friendship Tree Activity**<br>• Students write qualities of a good friend on paper leaves and paste them on a tree chart.<br>• **Group Discussion**<br>• What makes someone a good friend?<br>• How can we help our friends?<br>• **Pair Activity (My Best Friend)**<br>• Students talk about their best friend and why they like them.<br><br>**E-Content**<br>https://drive.google.com/file/d/1EMXHJLLM5ebKahzryKmQE-xfwuhIAkBW/view?usp=sharing<br>https://drive.google.com/file/d/1OgGz_UT90qMCKJ4kaCRqah_YqaQUG_YF/view?usp=sharing | **Assessment** –<br>• worksheet on rhyming words,<br>• evaluation<br>• short comprehension worksheet,<br>• MCQ questions,<br>• write three sentences about friends<br>• Oral<br><br>LAT, DICTATION |
| | | | **<u>Out in the Garden</u>** | • Pictures of **flowers, butterflies, bees, trees, and insects** found in a garden.<br>• A colourful chart showing different plants, flowers, and animals in a garden. | **Assessment** –<br>• Poem recitation evaluation, |

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| | | | | • Leaves, flowers, seeds, or small plants brought to the classroom.<br>• **Flash Cards**-Words related to the garden such as **plant, flower, butterfly, bee, leaf, soil**.<br>• **Short Video or Slide Show**-A simple video showing a garden and the living things in it.<br>**Innovative Teaching Practices**<br><br>• **Outdoor Learning Activity-**Take students to the **school garden or nearby park** to observe plants and insects.<br>• **Nature Walk**-Students identify different flowers, leaves, and small animals in the garden.<br>• **Drawing and Colouring Activity** -Students draw their own **garden scene** with plants and animals.<br>• **Role Play Activity**<br>• Students act as **flowers, butterflies, bees, or gardeners**.<br>• **Planting Activity**<br>• Students plant a **seed in a pot** and observe its growth.<br>**E-Content**<br>https://drive.google.com/file/d/1EO5oEsKmB3_KhyMIJovZJBFAFdkXgCH8/view?usp=sharing<br>https://drive.google.com/file/d/1OoOMU8wS8Vg4VDz1HZqMrdljkHDh1s6k/view?usp=sharing | worksheet on rhyming words,<br>• short comprehension worksheet,<br>• MCQ questions,<br>• write three sentences about garden<br><br>LAT , DICTATION<br><br>**PERIODIC TEST - I** |
| **4** | **August** | **23** | **<u>Talking toys</u>** | **Teaching Aids** –<br>**Real Toys**<br>• Bring different toys like **dolls, teddy bears, cars, robots, and balls** to the classroom.<br>**Picture Cards**<br>• Hand puppets to act out the story of talking toy<br>• Picture story, chart papers, flashcards showing characters, smart board slides<br>• Flashcards showing characters | **Assessment** –<br>• Write the moral of the story<br>• Comprehension worksheet<br>• MCQ test<br>• Oral question– |

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| | | | | • Smart board slides<br><br>**Innovative Practices**<br>• **Toy Conversation Activity**<br>• Students imagine what toys would say if they could talk.<br>• **5. Drawing and Colouring Activity** 🎨<br>• Students draw and colour their favourite toy.<br>• **Group Discussion**<br>• **Creative Writing Activity**<br>Students write **2–3 sentences about their favourite toy**.<br>**E-Content**<br>https://drive.google.com/file/d/1EP8uuANHtBzez9Oggt3xTWqJvMcw6EtJ/view?usp=sharing<br>https://www.youtube.com/watch?v=y_vBl0j6Nfs | answer session<br>• Story retelling in own words.<br><br>LAT , DICTATION |
| **5** | **September** | **24** | **<u>Paper Boats</u>** | **Teaching Aids** –<br>• **Real Paper Boats**-Teacher shows **paper boats made from paper** to students.<br>• **Flash Cards**-Words related to the chapter such as **boat, river, rain, water, sail, paper**.<br>• **Pictures**-Pictures of **boats floating in water, rainy scenes, and children playing with paper boats**.<br>• **Short Video**-A simple video showing **how to make a paper boat**.<br>• **Origami Materials**-Colourful papers for students to make their own boats.<br>• Activities like **colouring boats, matching words with pictures,**<br><br>**Innovative Practices**<br>• **Water Floating Experiment**-Place paper boats in a bowl of water to see how they float. | **Assessment** –<br>• Write ways to save water, comprehension worksheet,<br>• Objects that sink or float<br>• MCQ •<br>• Short paragraph writing.<br><br>LAT, DICTATION |

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| | | | | • **Storytelling Method** -Teacher narrates the story of children making and sailing paper boats.<br>• **Drawing and Colouring Activity**<br>• Students draw a **rainy day scene with paper boats**.<br>• **Role Play Activity** 🎭<br>• Students act as children playing with paper boats in the rain.<br>• **Group Discussion**<br>• **Outdoor Activity** -Students can float their boats in **a small tub of water or puddle** (under supervision)<br>**E-Content**<br>https://drive.google.com/file/d/1EZmTfT8iJ0mY_2Ol-l-P_2RWJSOGpV8C/view?usp=sharing<br>https://drive.google.com/file/d/1OxSVHhcvrYrtxJrnG5NmbWJbXbz1AWpH/view?usp=sharing | |
| | | | | **REVISION**<br>**HALF YEARLY EXAM** | |
| **6** | **October** | **16** | **<u>The Big Laddoo</u>** | **Teaching Aids** –<br>• **Real Model Laddoo-**Show a **real laddoo or a picture/model of a laddoo** to attract students attention.<br>• **Picture Cards-** Pictures related to the story such as **laddoo, children, sharing food, sweets**.<br>• **Flash Cards-**Important words from the chapter like **sweet, share, big, happy, friends**.<br>• **Story Chart / Poster-** A chart showing the **main events of the story**.<br>**Innovative Practices**<br>• **Storytelling Method-** Teacher narrates the story with expressions to make it interesting.<br>• **Role Play Activity** -Students act out scenes from the story, pretending to share the big laddoo.<br>• **Sharing Activity** -Teacher brings small sweets and explains the **importance of sharing**. | **Assessment** –<br>• Types of food categories<br>• comprehension worksheet,<br>• poster presentation,<br>• MCQ questions,<br>• short paragraph creative writing. |

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| | | | | • **Drawing and Colouring Activity** -Students draw and colour a **big laddoo or their favourite sweet**.<br>• **Moral Value Discussion**-Explain the values of **sharing, kindness, and friendship**.<br>**E-Content**<br>https://drive.google.com/file/d/1Ec7rwzab1YUUjjvy6COtqRD1XzoI6u3H/view?usp=sharing<br>https://drive.google.com/file/d/1OxbZQWtQKUv4-1sc3mPKPPyhwBQ7BpVb/view?usp=sharing | LAT , DICTATION |
| **7** | **November** | **23** | **Thank God** | **Teaching Aids** –<br>• Pictures showing people **praying, helping others, or showing gratitude**.<br>• **Flash Cards**-Important words such as **thankful, grateful, kindness, help, blessings**.<br>• **Story Chart / Poster**-A chart showing the **main events or message of the story**.<br>• **Short Video / Animation**-A small video about **gratitude and saying thank you**.<br>• **Blackboard Drawings**-Teacher can draw simple scenes related to **people thanking God or helping others**.<br><br>**Innovative Teaching Practices**<br>• **Storytelling Method** -Teacher narrates the story with expressions to keep students engaged.<br>• **Gratitude Activity**- Students say **"thank you"** for things they are grateful for (family, food, friends, nature).<br>• **Role Play Activity**-Students act out situations where they **help others and say thank you**.<br>• **Thank You Card Activity**-Students make a **thank-you card for parents, teachers, or friends**.<br>• **Group Discussio***n*- Why should we say thank you? What are we thankful for?<br>**E-Content** | **Assessment**–<br>• Paragraph writing on gratefulness towards nature and farmer, vocabulary worksheet,<br>• Oral discussion activity,<br>• MCQ<br>• Story retelling<br><br>LAT , DICTATION |

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| | | | | https://drive.google.com/file/d/1EdhYpqzNMB-9tBorPzQIkI09WlWam95D/view?usp=sharing<br>https://drive.google.com/file/d/1P-fSRp0rhoXceQzzynjFiBGAIxG7g0SO/view?usp=sharing | |
| **8** | **December** | **18** | **Madhu's Wish** | **Teaching Aids** –<br>• Pictures of **Madhu, family members, and scenes related to wishes or dreams**.<br>• **Flash Cards-**Important words from the chapter such as **wish, dream, hope, happy, family**.<br>• **Story Chart / Poster-** A chart showing the **main events of the story in sequence**.<br>• **Short Video / Slide Show-**A small animation or slide show explaining the story theme<br>**Innovative Practices**<br>• **Drawing Activity** -Students draw a picture of **their dream or wish**.<br>• **Storytelling /summarising activity**<br>• **Role Play Activity - characters** and perform the story.<br>• **"My Wish" Activity**<br>**E-Content**<br>https://drive.google.com/file/d/1Ets4eeY1r_VUzQdnNymNglr3jOyDsTJ2/view?usp=sharing<br>https://www.youtube.com/watch?v=JpaEnY8LFZc | **Assessment**–<br>• Case study (mind mapping)<br>• Discussion, comprehension worksheet,<br>• MCQ<br>• activity sheets<br>• Oral questioning session,<br>• Write the moral or message of the story.<br><br>LAT , DICTATION |
| **9** | **January** | **22** | **Night** | **Teaching Aids**<br>• **Picture Cards-** Pictures of the **moon, stars, planets, and night sky**. **Sky Chart / Poster**<br>• A chart showing **stars, constellations, and phases of the moon**.<br>• **Flash Cards**-Words related to the chapter such as **sky, moon, stars, night, twinkle**.<br>• **Globe or Solar System Model**- Helps students understand **Earth, Moon, and stars**. | **Assessment**<br>• Vocabulary matching worksheet,<br>• MCQ questions, |

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| | | | | **Innovative Practices**<br>• **Observation Activity**<br>• Ask students to **observe the sky at night** and share what they see.<br>• **Role Play Activity**<br>• Students act as **stars, moon, or clouds**.<br>• **Drawing and Colouring Activity**<br>• Students draw a **beautiful night sky with stars and the moon**.<br>• Students make **stars using coloured paper or glitter**.<br><br>**E-Content**<br>https://drive.google.com/file/d/1Ev7T6jmuIiCNd9s2Y7avcMXWH5k6A15b/view?usp=sharing<br>https://drive.google.com/file/d/1PBLva3KTwBSXPBOBR-ftZpiQLOqN-PDD/view?usp=sharing | • Poem recitation<br><br>LAT , DICTATION<br><br>**PERIODIC TEST - II** |
| | | | **Chanda Mama Counts the Stars** | **Short Video / Animation**<br>• A simple video showing the **night sky and stars**.<br>• **Blackboard Drawings**<br>• Teacher can draw the moon**, stars, and clouds** on the board while explaining.<br>• **Real Observation**<br>• Students observe the **sky during the day and night**.<br>• **Craft Materials**-Use **cotton for clouds, yellow paper for sun, silver paper for stars** to make sky models.<br>• Activities like **colouring the night sky, matching pictures, or filling blanks**.<br>**Innovative Practices**<br>• **Storytelling Method**<br>• Teacher tells a story about **stars and the moon**. | **Assessment**<br>• Short Quiz<br>• Match the Following<br>• Picture Identification-<br>• Show pictures of moon, stars, clouds, and sun<br>• Activity sheets<br>• worksheets |

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| | | | | • **Night Sky Project**<br>• Students create a **small chart showing stars and the moon**.<br>**E-Content**<br>https://drive.google.com/file/d/1EyQjTe54tlN_I_ZymDVg8z5lCJveJ0nw/view?usp=sharing<br>https://www.youtube.com/watch?v=f5IqVcBhrGA | |
| **10** | **February** | **23** | **Chandrayaan** | **Teaching Aids**<br>• **Pictures and Charts**<br>• Pictures of **the Moon, rockets, and Chandrayaan spacecraft**.<br>• **Model of Rocket or Spacecraft**<br>• A simple model made from **paper or cardboard** to explain how rockets go to space.<br>• **Globe and Moon Model**<br>• Helps students understand the<br>• **Earth–Moon relationship**.<br>• **Short Video / Animation**<br>• A simple video showing **how Chandrayaan reached the Moon**.<br>• **Space Poster / Solar System Chart**<br>• Shows planets and the position of the **Moon near Earth**.<br>• Video-Based Learning<br>• Show a short rocket launch or Moon mission video<br>**Innovative Practices**<br>• Storytelling Method -Teacher tells the story of India sending Chandrayaan to the Moon.<br>• Role Play Activity -Students act as scientists, astronauts, or rocket engineers.<br>• Rocket Craft Activity -Students make a rocket using paper or recycled materials.<br>• Space Imagination Activity -Ask students to imagine what they would see on the Moon.<br>• Group Discussion-Why do scientists explore space? | **Assessment**–<br>• Picture Identification- Identify **rocket, moon, and spacecraft** from pictures<br>• Character description creative writing<br>• Comprehension worksheet,<br>• MCQ questions,<br>• Facts finding<br><br>**(Final Examination)**<br>LAT , DICTATION |

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| | | | | • Space Corner in Classroom<br>• Create a small display with space pictures, models, and charts<br>**E-Content**<br>https://drive.google.com/file/d/1EykRpLDaQTdPgCmLYVuXi8EAqh_9G5mp/view?usp=sharing<br>https://drive.google.com/file/d/1PHmj66yvyJdj39Qp2_bUPa6YrghiHG_7/view?usp=sharing<br>**REVISION** | |
| **11** | **March** | | | **SESSION ENDING EXAMINATION** | |

# MATHEMATICS – MATHS MELA

| S.No. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
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| 1 | April-May | 24 | 1.What's in a name? | **As per NEP**<br>**Innovative Teaching practices:**<br>• Integration with ARTS<br>• Make a chart with your names<br>• Integration with PE<br>• Name game (Golaap –togor)<br>• Teaching aids-Sticks, Name slips, number cards & picture<br>• Cards from JADUI PITARA<br>**E-content-**<br>https://www.youtube.com/watch?v=-GFqA9Z9Ce8&list=PLUgLcpnv1YidlEmBM3X3ZhdTA2tnN-l89&index=27 | • LAT<br>• Worksheet<br>• Oral assessment |
| 2 | June | 7 | 2.Toy Joy | **Innovative Teaching practices:**<br>• Integration with ARTS<br>• Mask making | • LAT |

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| | | | | • shapes making<br>• Integration with PE<br>• Let's play page no. 12-13<br>• Jump on shapes<br>• Teaching aids- 2D and 3D shapes<br>• Cardboard for mask making, toys, Classroom objects., feely<br>• Bag from JADUI PITARA, Blocks, Rangometry shapes<br>**E-content-**<br>https://www.youtube.com/watch?v=B0Z17UFjmFE&list=PLUgLcpnv1YidlEmBM3X3ZhdTA2tnN-l89&index=26 | • Worksheet<br>• Model based assessment |
| **3** | **July** | **26** | **3.Double Century** | **Innovative Teaching practices:**<br>• Integration with ARTS<br>• Making number cards<br>• Integration with PE<br>• Snake and ladder, flip the stick<br>• Jump on the number mat<br>• Jump your toy on the given number<br>• Teaching aids -Number cards, Snake & ladder, Beads,<br>• bundle of sticks, puzzles, toys<br>**E-Content-**<br>https://www.youtube.com/watch?v=5qZTBzM6vag&list=PLUgLcpnv1YidlEmBM3X3ZhdTA2tnN-l89&index=25 | • Project based assessment<br>• Puzzle assessment<br>• Worksheet |

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| | | | **4. Vacation with My Nani Maa** | **Vacation with My Nani Maa**<br><br>**Innovative Teaching practices:**<br><br>• Integration with ARTS<br>• music- Song on skip counting<br>• Integration with PE<br>• Card game (page no. 31)<br>• Teaching aids- Different seeds, Number cards, Stamps,<br>• Ginladi Number grid<br>**E-Content-**<br><br>https://www.youtube.com/watch?v=8Qpk3p6N01I&list=PLUgLcpnv1YidlEmBM3X3ZhdTA2tnN-l89&index=24 | • Quiz<br><br>• Oral assessment<br><br>**PERIODIC TEST -I** |
| **4** | **August** | **23** | **5.Fun with Shapes** | **Innovative Teaching practices:**<br><br>• Integration with ARTS<br>• Making rangoli, paper folding<br>• Culinary art (bring the food items of different shapes)<br>• Integration with PE<br>• Feely bag ( JADUI PITARA) | • LAT<br><br>• Worksheet |

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| | | | | • Teaching aids- 2 D Shapes, Origami sheet, Chart papers,<br>• Mirror, Rangometry shapes, Tangram<br><br>**E-Content-**<br>https://www.youtube.com/watch?v=xfv8mmsbtYw&list=PLUgLcpnv1YidlEmBM3X3ZhdTA2tnN-l89&index=23 | |
| | | | **6. House of Hundreds 1** | House of Hundreds 1<br><br>**Innovative Teaching practices:**<br>• Integration with ARTS<br>• Making number slider<br>• Integration with PE<br>• Jumping on numbers (outdoor), Let's play the market<br>• game<br>• Teaching aids- Beads, Seeds, Dummy currency, Abacus,<br>• Dienes blocks (base 10 blocks), Intelligent sticks<br><br>**E-Content-**<br>https://www.youtube.com/watch?v=hqUkfBLpl_s&list=PLUgLcpnv1YidlEmBM3X3ZhdTA2tnN-l89&index=22 | • Worksheet<br>• Number slider assessment<br>• Play based assessment |

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| **5** | **September** | **24** | **7. Raksha Bandhan**<br><br>**Revision** | **Innovative Teaching practices:**<br>• Integration with ARTS<br>• Rakhi making (Celebration of Raksha Bandhan)<br>• Integration with PE-<br>• Jump on numbers, Skip jump with equal steps<br>• Teaching aids-measuring tape, real life things, Rakhi<br>**E-Content-**<br>https://www.youtube.com/watch?v=H87v1aueNTI&list=PLUgLcpnv1YidlEmBM3X3ZhdTA2tnN-l89&index=21 | • Half yearly exam<br>• Worksheet<br>• Estimation assessment |
| | | | | **HALF YEARLY EXAM** | |
| **6** | **October** | **16** | **8. Fair Share** | **Innovative Teaching practices:**<br>• Integration with ARTS<br>• Dramatization of the story- Clever monkey (JADUI PITARA)<br>• Integration with PE-Playing with marbles<br>• Teaching aids-Origami sheets, 2D, 3D shapes, Shape<br>• box, Rangometry<br>**E-Content-** | • LAT<br>• Worksheet<br>• Oral<br>• Peer assessment |

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| | | | **9. House of Hundreds 2**<br><br>**(contd..)** | https://www.youtube.com/watch?v=-JL-NB-ldNk&list=PLUgLcpnv1YidlEmBM3X3ZhdTA2tnN-l89&index=20<br><br>House of Hundreds 2<br><br>**Innovative Teaching practices:**<br>• Integration with ARTS<br>• Dramatization of story Akbar –Birbal<br>• Integration with PE<br>• Tambola, Bingo game, Number games<br>• Teaching aids- Number cards, Tambola, Picture cards<br>• from JADUI PITARA<br>**EContent-**<br>https://www.youtube.com/watch?v=dKTmXOvX-cM&list=PLUgLcpnv1YidlEmBM3X3ZhdTA2tnN-l89&index=19 | • Worksheet<br>• Activity performance<br>• Assessment<br>• Observation |
| **7** | **November** | **23** | **9. House of Hundreds 2**<br><br>**10.Fun at class party** | **Fun at class party**<br><br>**Innovative Teaching practices:**<br>• Integration with ART | • LAT<br>• Worksheet |

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| | | | | • Making Measuring tools, Birthday Celebration, Class<br>• decoration<br>• Integration with PE<br>• Long jump, high jump<br>• Teaching aids- Decoration String, Thread, Scale ,<br>• Measuring Tape<br>**E-Content-**<br>https://www.youtube.com/watch?v=HnfG79moyVE&list=PLUgLcpnv1YidlEmBM3X3ZhdTA2tnN-l89&index=18 | • Quiz<br>• Filling numbers in the hundred chart<br>• Assessment |
| **8** | **December** | **18** | **11. Filling and Lifting.** | **Innovative Teaching practices :**<br>• Integration with ARTS<br>• Making of Pan Balance and other measuring Tools<br>• Culinary art (making any juice )<br>• Integration with PE<br>• See –saw<br>• Teaching aids-Disposal glass, cups, Spoon , bottle, jug,<br>• Pan balance with weight<br>**E-Content-**<br>https://www.youtube.com/watch?v=d4ad2h9XBR4&list=PLUgLcpnv1YidlEmBM3X3ZhdTA2tnN-l89&index=17 | • LAT<br>• Worksheet<br>• Estimation task<br>• Use of weight balance |
| **9** | **January** | **22** | **12.Give and Take** | Give and take<br>**Innovative Teaching practices :**<br>• Integration with ARTS<br>• Role play of shopkeeper and consumer | **PERIODIC TEST-II**<br>• Role play |

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| | | | | • Integration with PE-<br>• Play with dienes block<br>• Teaching aids- Dummy Currency, Classroom objects,<br>• Dienes block<br>**E-Content-**<br>https://www.youtube.com/watch?v=dTZ2raBTIEA&list=PLUgLcpnv1YidlEmBM3X3ZhdTA2tnN-l89&index=16 | • Worksheet<br>• Play based activity |
| **10** | **February** | **23** | **13. Time goes on** | **Innovative Teaching practices :**<br>• Integration with ARTS<br>• Making of Dummy Clocks , Sand Clocks and Calendar<br>• Integration with PE-<br>• Calendar game<br>• Teaching aids-Calendar, Clock, Digital clock, Birth certificate<br>**E-Content-**<br>https://www.youtube.com/watch?v=eyoad9-oSkQ&list=PLUgLcpnv1YidlEmBM3X3ZhdTA2tnN-l89&index=15<br>**The Surajkund Fair**<br>**Innovative Teaching practices :** | • LAT<br>• Worksheet<br>• Project based assessment |

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| | | | **14. The Surajkund Fair** | • Integration with ARTS<br>• Making Appan, Kolam, Dance, Drawing, Visiting to any fair<br>• Integration with PE-<br>• Games we play in fair<br>• Teaching aids- Mala, Thread, A4 sheets for mask making, Route puzzle<br>**E-Content-**<br>https://www.youtube.com/watch?v=Mb1lfO7Tcu8&list=PLUgLcpnv1YidlEmBM3X3ZhdTA2tnN-l89&index=14 | • Worksheet<br>• Mask making assessment<br>• Route puzzle assessment |
| **11** | **March** | | **REVISION** | **SESSION ENDING EXAM** | |

# TWAU- OUR WONDEROUS WORLD

| SR.No. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
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| 1 | APRIL-MAY | 24 | FAMILY AND FRIENDS | **AS per NEP**<br>**Integration with Art**<br>• Performing Art: Role play on Family<br>• Make a friendship band<br>• Make a family tree<br>**Integration with PE**<br>• Play different outdoor game with your friends<br>**Integration with Language**<br>• Gratitude letter for family<br>**E-content –**<br>E-JADUI PITARA (Katha Sakhi)<br>https://youtu.be/zOajmCIpUAw?si=aYWrqgVgj07ucKt7<br>https://youtu.be/AQKSJB44Y_E?si=p_cx9cXjq-wx93MC<br>**Teaching aid –** Puppets, Chart of Types of family, mask of different family members. | • LAT<br>• MCQ Question worksheet<br>• Participation, engagement and understanding of family roles during role play.<br>• Family tree review: Difference between joint family and nuclear family. |

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| **2** | **JUNE** | **07** | **GOING TO THE MELA** | **Integration with Art**<br>• Organise a mock mela<br>**Integration with PE**<br>• Hit the target, balloon dart and ring toss etc.<br>**Integration with Language**<br>• Story chain (on Mela)<br>**Integration with Maths**<br>• 'The Surajkund Fair'<br>• Make rangoli with different shapes<br>• Buying and selling process<br>**Integration with Social Science**<br>• Mela mapping of different states on map of India<br>**E-content –**<br>**https://youtu.be/IaXugttJOyo?si=b4WhLJ0jnfMPye98**<br>**Teaching aid-** Map of India, required material for stalls in mela | • LAT<br>• Map activity review on locating states<br>• Oral description check: Assessing vocabulary, comprehension and description of mela.<br>• Participation during group activity (mock mela)<br>• Creative expression- draw and write about your favourite meal activity. |
| **3** | **JULY** | **26** | **CELEBRATING FESTIVALS** | **Integration with Art**<br>• Make poster on favourite festival<br>• Fancy dress<br>• Folk music and dance<br>• Rakhi making and diya decoration<br>**Integration with Language** | • LAT<br>• MCQ Questions<br>• Write five sentences on their favourite festival.<br>• Worksheet on National Festivals. |

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| | | | | • Folk stories related to festivals<br>**Integration with Social Science**<br>• Community lunch<br>**E- Content**<br>https://www.youtube.com/live/BrZWwBXQYAE?si=pTfLsLibW0kTMMmw<br>https://youtu.be/u-S62-uifv4?si=uQ60c8og4Xf_NUty<br>**Teaching Aid –** Diya, Kite, Colours, Paper, Flash Card of festival. | • Story telling activity<br>• Revision **PERIODIC TEST – I** |
| **4** | **AUGUST** | **23** | **GETTING TO KNOW PLANTS** | **Integration with Art**<br>• Nature collage using leaves, twigs and flowers.<br>• Leaf Painting<br>• Make animals with fallen leaves & flowers.<br>**Integration with PE**<br>• Plant relay race.<br>• Blind fold activity – identify the fruit/vegetable by its smell.<br>**Integration with Language**<br>• Plant vocabulary Game (Make word card of plant parts)<br>**Integration with Maths**<br>• Counting and measuring activity – count leaves and measure the height of a plant (visiting of garden)<br>**E – Content**<br>**https://youtu.be/--mIEJUUJZc?si=t40KqTlnh0qjebts**<br>**https://youtu.be/eXpimSzDU7Q?si=x7DJHAddjScdavRx**<br>**Teaching Aid** | • LAT<br>• Label the parts of plants.<br>• Worksheet – 1<br>• Sorting of herbs, grasses, climbers, creepers, shrubs and trees. |

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| | | | | • Chart of plants, flash card of parts of plant, picture of plants, ruler, fruits and vegetables. | |
| | | | **PLANTS AND ANIMALS LIVE TOGETHER** | **Integration with Art**<br>• Make a mask of any bird or animal.<br>• Draw a food chain Diagram.<br>**Integration with PE**<br>• Rabbit Race<br>• Monkey in the middle (Khel Yoga)<br>**Integration with Language**<br>• Make a story using hints (Birds, help, food, animals, trees, stones etc.)<br>**E – Content**<br>**https://youtu.be/dda6h8iK0fk?si=FYbBAEnci9SDQq24**<br>**https://youtu.be/-A8GBNBz7eM?si=pd6nJsnsNouhZ-nR**<br>**Teaching Aid**<br>Food chain card, picture of animals and their habitats, finger puppet of animals. | • LAT<br>• Picture identification<br>• Soil exploration – collect and examine (texture, colour and smell)<br>• Worksheet on animals and their habitats.<br>• Arrange the card of the food chain. |
| **5** | **SEPTEMBER** | **24** | **LIVING IN HARMONY** | **Integration with Art**<br>• Patriotic Song.<br>• Harmony tree activity<br>**Integration with PE**<br>• Guess who I am.<br>**Integration with Language**<br>• Story telling (The Thirsty crow)<br>• Plant friend Activity. Choose a plant to befriend and write about it.<br>**E – Content**<br>**https://youtu.be/DrsPvDqK0_k?si=GG1RQEC-1SGM2zOr**<br>**Teaching Aid** | • LAT<br>• Draw and name animals, birds and insects that have 2 legs, 4 legs, 8 legs and 6 legs.<br>• Oral assessment – Tell how we can live in harmony. |

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| | | | | • Harmony Tree (chart) | • Pick one harmony value and make sentences on it. |
| **REVISION** | | | | | |
| **HALF YEARLY EXAM** | | | | | |
| **6** | **OCTOBER** | **16** | **WATER – OF PRECIOUS GIFT** | **Integration with Art**<br>• Create a bird bath to provide water to birds.<br>• Make a poster on water pollution.<br>• Any poem or song on rain.<br>**Integration with PE**<br>• Water drop card Hunt.<br>**Integration with Language**<br>• Make a list of all the activities in which we need water.<br>**Integration with Maths**<br>• Measure how much cups of water we need to fill the bucket.<br>**E – Content**<br>**https://youtu.be/5GZrFgiwnTk?si=4Vdbn6BMNWQz6mcI**<br>**https://youtu.be/M8gqGWKNNME?si=6MhyYyi6ukXxetUl**<br>**Teaching Aid**<br>• Bowl, stone, cup, bucket, flash card of water sources. | • LAT<br>• Make a list of water conservation.<br>• Write the reasons of water pollution.<br>• MCQ Question.<br>• Worksheet |

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| **7** | **NOVEMBER** | **23** | **FOOD WE EAT** | **Integration with Art**<br>• Prepare a fruit chaat or salad with the help of your teacher.<br>• Prepare lime water.<br>• My healthy plate Drawing.<br>**Integration with PE**<br>• Food basket relay.<br>• Lemon Race.<br>**Integration with Language**<br>• Write the recipe of your favourite dish and its nutritional value.<br>**E – Content**<br><br>**https://youtu.be/A4sCdcJobP4?si=ZfV0gvt-dynsJHW8**<br><br>**https://youtu.be/sKYVumi9Fu4?si=tkud7cfltiEwiqvb**<br>**Teaching Aid**<br>• Food items for chaat and lime water, Balanced Diet pyramid, utensils used for cooking (JADUI PITARA) | • LAT<br>• Quiz Assessment on food habits<br>• MCQ on balanced Diet<br>• Observing students' creation making healthy plates.<br>• Write the nutrients we need in a balanced diet. |
| | | | **STAYING HEALTHY AND HAPPY** | **Integration with Art**<br>• Making home cleaner using orange and lemon peels.<br>• Dramatization on health and sanitization.<br>**Integration with PE**<br>• Hop skip jump<br>• Play Indoor Games (Chess, Ludo, Carrom)<br>**Integration with Language**<br>• Importance of sanitization and physical activities.<br>**Integration with English, Social Science**<br>**E – Content**<br>**https://youtu.be/-UOq3ma0ZHE?si=njiEWil1mpicIz9q**<br>**https://youtu.be/4UJhKePyP8k?si=frayOxeFAh8_uzSW** | • LAT<br>• Hygiene checklist worksheet<br>• Oral question and answer on health habits.<br>• Participation, engagement and understanding the process and importance of |

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| | | | | https://youtu.be/bszc63yGsxk?si=tmrtez73eoxpD_NV<br>**Teaching Aid**<br>• Orange and lemon peel**,** cloves, white vinegar, first aid kit, hand wash. | natural floor cleaner<br>• Observing their hygiene routine and habits after discussion. |
| **8** | **DECEMBER** | **18** | **THIS WORLD OF THINGS** | **Integration with Art**<br>• Make a homemade orchestra<br>• Draw three natural and three artificial things around you<br>**Integration with PE**<br>• Spot the metal<br>**Integration with Language**<br>• List three things which is transparent, translucent, opaque<br>**E – Content**<br>https://youtu.be/JNtelNtX3G8?si=2GVOuE0iKc6Td9nQ<br>Teaching Aid<br>• Paper, colours, objects of different materials (wood, iron, glass, plastic etc.) | • LAT<br>• Sorting Worksheet – Gas, solid, liquid etc.<br>• Oral quiz – naming objects and materials.<br>• Draw your favourite object and describe its use. |
| **9** | **JANUARY** | **22** | **MAKING THINGS** | **Integration with Art**<br>• Make your own clay using soil<br>• Make something you like with the clay they have made<br>• Make a wall with the matchboxes<br>• Make a piggy bank<br>**Integration with PE**<br>• Material collection relay (card of wood, clay, paper, metal)<br>**Integration with Language**<br>• Write the safety rules for your classroom. | • LAT<br>• Classify objects based on materials.<br>• Oral question answer<br>• Oral explaining why patterns are important.<br>• MCQ Question worksheet. |

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| | | | | **Integration with Maths**<br>• Patterns and designs<br>**E – Content**<br>https://youtu.be/q4IbNebG7ZA?si=-HvrQIsjEF_x4jxW<br>**Teaching Aid**<br>• Soil, oil, flat vessel, water, clay, match boxes, flash card and tooth pick. | • Arrange the steps of pottery.<br><br>**REVISION**<br><br>**PERIODIC TEST - 2** |
| **10** | **FEBRUARY** | **23** | **TAKING CHARGE OF WASTE** | **Integration with Art**<br>• Paper Bag (Newspaper)<br>• Make a dustbin using waste material (National Cleanliness Day)<br>**Integration with PE**<br>• Vaccine Vijayate (Khel Yoga)<br>**Integration with Language**<br>• Creative writing on National cleanliness Day<br>**E – Content**<br>https://youtu.be/rpv0_MuNx6E?si=TEvIh_U-1Wka7B9z<br>https://youtu.be/W73MGPfN-O4?si=hHApBBi56i8WC46b<br>https://youtu.be/GukglAArpa0?si=OjnN9-P-xjera8K1<br>**Teaching Aid**<br>• Newspaper, glue, plastic water bottle, various things used in cleaning. | • LAT<br>• MCQ Question Answer<br>• Oral explanation on managing waste<br>• Worksheet on separating waste<br>• Write difference between green dustbin and blue dustbin |
| **MARCH (REVISION)** | | | | | |
| **SESSION ENDING EXAM** | | | | | |

# ART EDUCATION - BANSURI

| S.No. | Month | No. Of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Exam to be Conducted |
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| 1 | APRIL-MAY | 24 | **Visual Arts**<br>**01: Objects in art**<br>• Activity 1: Play with lines<br>• Activity 2: Draw and colour objects found around you<br>• Activity 3: Trace, cut and overlap<br>• Activity 4: Draw a bottle and play with its shape<br>**Performing Arts Music-**<br>**06: Our national anthem**<br>• Activity 1: let's sing the national anthem | **Visual Arts**<br>Variety of markers and pencils, paper with different texture, geometric shapes and rulers etc. colourful paper, Scissor and Glue, teaching tools, example and demonstration. Show examples of different types of bottles, Clay and modelling tools, show image of different objects created with Clay to inspire students creativity etc.<br>**E-Content:-**<br>https://youtu.be/QpTQXiJR 54?si=kElyK3vvzTNrl1-u<br>**Performing Arts**<br>Music- national flag, patriotic image, Music instruments, sound making objects etc. | • Portfolio assessment<br>• Peer appreciation<br>• Oral reflection<br>• Performance-based assessment<br>• Listening skills<br>• Movement observation<br>• Participation in activities |

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| | | | • Activity 2: Sounds and music<br><br>**07: Feel the rhythm ta ka ta ki ta**<br><br>• Activity 1: One to three Four!<br><br>**Movement and Dance-**<br>**11: Let us dance**<br><br>• Activity 1: Move freely<br>• Activity 2: Dance to the beats<br>• Activity 3: Guess the Actions<br><br>**Theatre-**<br><br>**15: Explore**<br><br>**Scene 1- Walk of wonder** | **E-Content:-**<br><br>https://youtu.be/1AWX5oBd2ls?si=n5XJE4IILJfQVoE6<br><br>use rhythm instrument, body percussion like clapping, tapping. https://youtu.be/3TOGvgf5ryQ?feature=shared<br><br>**Movement and Dance**<br><br>- Music and beats, dance props dance videos, an open area where students can move and dance freely etc. Action cards, music and sound effects, mimicry etc.<br><br>**E-Content:-** | • Role play assessment<br>• Group activities<br>• Storytelling<br>• Situational response |

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| | | | • Activity 1: Speedy steps<br>• Activity 2: You are in a situation!<br>• Activity 3: Sit-turn-jump | https://youtu.be/UYztCPesCQw?feature=shared<br><br>**Theatre-**<br><br>Open space, music and sound effects, timer, makings on the stage or floor to guide students movements etc. Play music and sound effects to enhance the activity, Create action cards with instructions like sit, down and jump to help students follow the activity.<br><br>**E-Content:-**<br><br>https://youtu.be/boHe9yaQZgg?feature=shared | |
| **2** | **JUNE** | **7** | **Visual Arts**<br><br>**01: Objects in art**<br><br>• Activity 5: Play with clay<br>• Activity 6: Making pots<br><br>**02: Plants in art**<br><br>• Activity 1: Nature walk and drawing | **Visual Arts**<br><br>Clay and modelling tools, show image of different objects created with Clay to inspire students creativity etc. Clay, Pottery Wheels, Ceramic Glazes. Colourful Pencils, Nature Pictures, Drawing Paper, Plant Specimens.<br><br>**E-Content:-**<br><br>https://youtu.be/QpTQXiJR-54?si=kElyK3vvzTNrl1-u<br><br>https://youtu.be/sKNgq9RIgVc?si=c5pLlpnGmnytNqQ1 | • Portfolio assessment<br>• Peer appreciation<br>• Oral reflection<br>• Performance-based assessment<br>• Listening skills |

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| | | | • Activity 2: Draw from nature<br><br>**Performing Arts**<br><br>**Music-**<br><br>**07: Feel the rhythm ta ka ta ki ta**<br><br>• Activity 2: Cell and response mapping Activity 3: Let's listen and learn<br>**Movement and Dance-**<br>**11: Let us dance**<br><br>• Activity 4: Movements in four beats | **Performing Arts**<br><br>Tools (e.g. whiteboards, sticky notes) for students to map out their call-and-response patterns and movements. Recordings of different rhythms and music styles for students to listen and learn, Music Videos, Interactive Rhythm Games etc.<br><br>**E-Content:-**<br><br>https://youtu.be/3TOGvgf5ryQ?feature=shared<br><br>**Movement and Dance-**<br><br>Activity 4: Music and sound effects in 4/4 time signature for students to move and dance to, Clear instructions on leader and follower roles to facilitate group dance movements.<br><br>**E-Content:-**<br><br>https://youtu.be/UYztCPesCQw?feature=shared | • Movement observation<br>• Participation in activities<br>• Role play assessment<br>• Group activities<br>• Storytelling<br>Situational response |
| **3** | **JULY** | **26** | **Visual Arts**<br><br>**02: Plants in art** | **Visual Arts** | • Portfolio assessment |

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| | | | • Activity 3: Juicy colours<br>• Activity 4: Goal grill in buildings<br>• Activity 5: Make your own Jali<br><br>**Performing Arts**<br><br>**Music-**<br><br>**07: Feel the rhythm ta ka ta ki ta**<br><br>• Activity 4: Learn the rhythm with musical instruments<br><br>**Movement and Dance-**<br>**11: Let us dance**<br><br>• Activity 5: Movements of hands or fingers<br>• Activity 6: Matching steps with hands<br><br>**Theatre-** | Drawing Paper, Plant Specimens. Gol Grill in Buildings, Grill Patterns, Colourful Markers.<br><br>Make your own Jali pattern, Cardboard Boxes, Scissors, Glue and Paint.<br><br>**E-Content:-**<br><br>https://youtu.be/sKNgq9RIgVc?si=c5pLlpnGmnyt NqQ<br><br>**Performing Arts**<br><br>**Music**- Learn the Rhythm with Musical Instrument: Various musical instruments (e.g. drums, maracas, xylophone) for students to learn and practice, Exercises and drills for students to practice playing rhythms on their instruments.<br><br>**E-Content:-**<br><br>https://youtu.be/3TOGvgf5ryQ?feature=shared<br><br>**Movement and Dance-**<br><br>Hand and Finger Exercises, Puppets or props for students to use and practice hand and finger movements, Music and Sound Effects, Mirrors or reflection for students to observe and practice their hand and finger movements.<br><br>Step-by-Step Instructions, Cards with specific dance movements (e.g. step-touch, jump, clap) for students to match with hand movement. | • Peer appreciation<br>• Oral reflection<br>• Performance-based assessment<br>• Listening skills<br>• Movement observation<br>• Participation in activities<br>• Role play assessment<br>• Group activities<br>• Storytelling<br>Situational response |

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| | | | **15: Scene 2- Communicate without lacking**<br>• Activity 4: Freeze and justify<br>• Activity 5: Group structures | **E-Content:-**<br>https://youtu.be/UYztCPesCQw?feature=shared<br><br>**Theatre-**<br>Role-Playing Scenarios, Communication Cards, Feedback Forms. Group Roles, Communication Guidelines, Collaboration Tools.<br>**E-Content:-**<br>https://youtu.be/boHe9yaQZgg?feature=shared | **PERIODIC TEST -I** |
| **4** | **AUGUST** | **23** | **Visual Arts**<br>**02: Plants in art**<br>• Activity 6: Stories in pictures<br><br>**Performing Arts**<br>**Music- 07: Feel the rhythm ta ka ta ki ta**<br>• Activity 5: Learn the rhythm with your body | **Visual Arts**<br>Stories in Pictures, Storybooks, Drawing Paper, Colourful Pencils and Markers.<br>**E-Content:-**<br>https://youtu.be/sKNgq9RIgVc?si=c5pLlpnGmnytNqQ1<br><br>**Performing Arts**<br>**Music**- Music Instruments (e.g. drums, maracas), Body Movement Cards (e.g. clap, jump, spin). Swara Charts, Music Sheets with Swara Notation.<br>**E-Content:-**<br>https://youtu.be/3TOGvgf5ryQ?feature=shared | • Portfolio assessment<br>• Peer appreciation<br>• Oral reflection<br>• Performance-based assessment<br>• Listening skills<br>• Movement observation |

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| | | | • Activity 6: Learn the notes (Swara) in music<br><br>**Movement and Dance-**<br>**12: Dance for joy**<br><br>• Activity 1: Know my body parts<br>• Activity 2: Move the body to the rhythm<br><br>**Theatre-**<br><br>**15: Scene 2- Communicate without lacking**<br><br>• Activity 6: Magic pit (object)<br><br>**16- (Imagine)**<br><br>**Scene 3- situational reception**<br><br>• Activity 7: Magic pit (Situation) | **Movement and Dance-**<br><br>Body Part Flashcards, Action Songs (e.g. "Head, Shoulders, Knees, and Toes"). Music Instruments (e.g. drums, maracas), Dance Movement Cards (e.g. clap, jump, spin)<br><br>**Theatre-**<br><br>Pen, Book, Coffee mug, Imagination Cards (e.g. fantasy creatures, magical objects, Role-Playing Costumes and Props.<br><br>**E-Content:-**<br><br>https://youtu.be/boHe9yaQZgg?feature=shared<br>https://youtu.be/vwr1w8RqkIs?feature=shared | • Participation in activities<br>• Role play assessment<br>• Group activities<br>• Storytelling<br>Situational response |
| **5** | **SEPTEMBER** | **24** | **Visual Arts** | **Visual Arts** | |

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| | | | **02: Plants in art**<br>• Activity 7: draw with plant motifs<br><br>**Performing Arts**<br><br>**Music- 07: Feel the rhythm ta ka ta ki ta**<br><br>• Activity 7**:** Let's sing head shoulders knee and toes<br>• Activity 8: A Birthday song<br>• Activity 9: An interesting story<br>• Activity 10: Animals and sounds<br><br>**Movement and Dance- 12: Dance for joy**<br>• Activity 3: Routine story in dance<br>• Activity 4: Your folk dance<br>• Activity 5: Draw a picture of a folk dance with 3-4 people. | plain paper, chart paper, waste rags, old newspaper, colour papers, thread and glue. Natural materials like seeds, flowers, leaves, petals that have fallen on the ground.<br><br>**E-Content:-**<br><br>https://youtu.be/sKNgq9RIgVc?si=c5pLlpnGmnytNqQ1<br><br>**Performing Arts**<br><br>Music- Song Video, Action Cards (e.g. touch head, shoulders, knee, toes). Song Video, Music Instruments, Storybooks, Animal Pictures, Puppets or Stuffed Animals, Sound Cards (e.g. animal sounds, musical notes).<br><br>**E-Content:-**<br><br>https://youtu.be/3TOGvgf5ryQ?feature=shared<br><br>**Movement and Dance-**<br><br>Story Sequence Cards, Dance Costumes and Props. Folk Dance Videos, Traditional Costumes. Drawing Paper, Colourful Markers and Crayons, Folk Dance Pictures for Reference. | • Portfolio assessment<br>• Peer appreciation<br>• Oral reflection<br>• Performance-based assessment<br>• Listening skills<br>• Movement observation<br>• Participation in activities<br>• Role play assessment<br>• Group activities<br>• Storytelling |

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| | | | **Theatre- (Imagine)**<br>**Scene 3- situational reception**<br>• Activity 8: Object improvisation<br>• Activity 9: Sound improvisation | **E-Content:-**<br>https://youtu.be/CElEz_X1ep4?si=VjZCxehVBrQ5Mtbn<br>**Theatre-**<br>pen, copy, duster and other classroom<br>objects, Everyday Objects (e.g. chair, book, cup), Imagination Cards, Role-Playing Scenarios. Rhythms of local drums, whistling etc. Recording music could be used for instrumental music of a flute ektara etc., to create different modes and emotions.<br>**E-Content:-**<br>https://youtu.be/vwr1w8RqkIs?feature=shared | Situational response |
| | | | | **HALF YEARLY EXAM** | |
| **6** | **OCTOBER** | **16** | **Visual Arts**<br>**05- Festivals, occasions, and celebrations** | **Visual Arts**<br>Colourful Chalks or Paints, Stencils or Templates, Design Inspiration Pictures. Colourful Papers or Fabric, | • Portfolio assessment<br>• Peer appreciation |

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| | | | • Activity 1: Floor and well designs<br>• Activity 2: Flowers sing on the string<br><br>**Performing Arts**<br><br>**Music- 07: Feel the rhythm ta ka ta ki ta**<br><br>• Activity 11: Building blocks of music<br>• Activity 12**:** The music in notes (Alankar and Sargam) Singh and repeat<br>• Activity 13: Learn about Taala<br>• Activity 14**:** Listen to this song and try to keep Taala with it<br><br>• **Movement and Dance-13: I play and dance**<br><br>• Activity 1: Movement patterns<br>• Activity 2: Fun with musical instruments and props | Scissors and Glue, String or Thread, Flower-Shaped Templates or Stencils.<br><br>**E-Content:-**<br><br>https://youtu.be/ht-fJAFAIXk?feature=shared<br><br>**Performing Arts**<br><br>Music –Taanpura, Music Sheets with Alankar and Sargam Notation, Sargam Charts for Reference. Tabla Instrument for Demonstration, Tabla Playing Videos for Visual Learning, Basic Tabla Lessons for Beginners. Music Player with Fun and Engaging Songs, Drums or Clapping Sticks for Rhythm Practice, Beat-Keeping Charts for Visual Aid.<br><br>**E-Content:-**<br><br>https://youtu.be/3TOGvgf5ryQ?feature=shared | • Oral reflection<br>• Performance-based assessment<br>• Listening skills<br>• Movement observation<br>• Participation in activities<br>• Role play assessment<br>• Group activities<br>• Storytelling<br>Situational response |

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| | | | **Theatre- 17: (Its create)**<br>**Scene 5- Create a scene**<br>• Activity 10: Role play | **Movement and Dance-**<br>try using the available musical instruments to create rhythmic movements. You can also use kitchen utensils as musical instruments. Ribbon or ring as a dance prop.<br>**E-Content:-**<br>https://youtu.be/tihXr7rEgtI?feature=shared<br>**Theatre-**<br>Costumes and Props, Scenario Cards (e.g. doctor, teacher, shopkeeper), Script or Storyline Guides.<br>**E-Content:-**<br>https://youtu.be/reEXRlYVT4c?feature=shared | |
| **7** | **NOVEMBER** | **23** | **Visual Arts**<br>**05- Festivals, occasions, and celebrations** | **Visual Arts**<br>**Colourful Papers or Foils, Scissors and Glue, Lantern Templates or Patterns, String or Thread. Clay or Modelling Dough, Lamp Molds or Shapes,** | • Portfolio assessment<br>• Peer appreciation |

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| | | | • Activity 3: Make your own paper lanterns<br>• Activity 4: Make your own clay lamps<br><br>**Performing Arts**<br><br>**Music- 10 Celebratory notes**<br><br>• Activity 1: Let's listen and learn a Diwali song<br>• Activity 4: Let's listen and learn a song for Eid<br><br>**Movement and Dance- I play and dance**<br><br>• Activity 3: Moments with music<br>• Activity 4: Rhythm of three beats<br>• Activity 5: Different beat patterns | **Paints or Decorative Materials, Candles or LED Lights.**<br><br>**E-Content :-**<br><br>**https://youtu.be/ht-fJAFAIXk?feature=shared**<br><br>**Performing Arts**<br><br>**Music- Audio Recordings of Festive Songs, Lyrics**<br><br>**Sheets or Printouts, Music Player or Instrument, Cultural or Festival-Themed Props.**<br>**E-Content :-**<br><br>**https://youtu.be/J6D2TeabZIA?feature=shared**<br><br>**Movement and Dance-**<br><br>**Music Player, Dance Mats, Movement Cards (e.g. jump, spin). Drums or Clapping Sticks, Beat-Keeping Charts, Music with 3-Beat Rhythm. sticks, percussion instruments, metronome, count the beats.** | • Oral reflection<br>• Performance-based assessment<br>• Listening skills<br>• Movement observation<br>• Participation in activities<br>• Role play assessment<br>• Group activities<br>• Storytelling<br>Situational response |

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| | | | **Theatre- Scene 6- Stories in action**<br><br>**Activity 11: Group role plays** | **E-Content :-**<br><br>**https://youtu.be/tihXr7rEgtI?feature=shared**<br><br>**Theatre- familiar stories can be derived from various lesson in other textbooks, language books, history books, Scenario Cards (e.g. doctor, teacher, shopkeeper), Costumes and Props, Script or Storyline Guides, Role-Play Badges or Name Tags.**<br>**E-Content :-**<br>**https://youtu.be/J6D2TeabZIA?feature=shared** | |
| **8** | **DECEMBER** | **18** | **Visual Arts**<br>• **03- Animal in art**<br>Activity 1: Make an animal story<br>• Activity 2: animal and me<br>• Activity 3: animal Act<br><br>**Performing Arts** | **Visual Arts**<br>Storybooks, Animal Pictures, Colourful Markers and Crayons. Animal Photos, Self-Portraits, Drawing Paper and Colours. Animal Masks or Costumes, Script or Storyline Guides, Music or Sound Effects.<br>**E-Content :-**<br><br>https://youtu.be/3y9Zv0tld7k?si=uMyiu_f100RNC 0lP | • Portfolio assessment<br>• Peer appreciation<br>• Oral reflection<br>• Performance-based assessment |

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| | | | **Music- 08: Travel around**<br>• Activity 1: Sing a song in a new language!<br>• Activity 2: Learn about dynamics<br>• Activity 3: Let's learn an Odia song<br>• Activity4: Keep rhythm with syllables<br>• Activity 5: Listen and learn to sing in Kashmiri<br>• Activity 6: Listen and learn to sing in Konkani<br>• Activity 7: Listen and learn to sing in Tamil<br><br>**Theatre-**<br>**18: (Look around )**<br>**Scene 7- crafting narratives**<br>• Activity 12: Observation and storytelling | **Performing Arts**<br><br>Music-Song Lyrics, Music Player, Language Flashcards, Music Sheets, Dynamic Markings (e.g. loud, soft), Instrument Demonstrations, Odia Song Lyrics, Odia Cultural Resources (e.g. pictures, videos). Rhythm Cards, Syllable Charts, Language Flashcards, Cultural Resources (e.g. pictures, videos), Language Resources (e.g. pronunciation guides)<br><br>**E-Content :-**<br><br>https://youtu.be/aYz3RXWqS44?feature=shared | • Listening skills<br>• Movement observation<br>• Participation in activities<br>• Role play assessment<br>• Group activities<br>• Storytelling<br>Situational response |

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| | | | | **Theatre-**<br><br>Picture Cards or Storybooks, Puppets or Props, Storytelling Guides or Prompts.<br><br>https://youtu.be/reEXRlYVT4c?feature=shared | |
| **9** | **JANUARY** | **22** | **Visual Arts 03- Animal in art**<br>• Activity 4: Animal blocks<br>• Activity 5: Create a home for your pet<br><br>**Performing Arts Music- 10 Celebratory notes**<br><br>• Activity 2: Let's listen and learn a New year song<br>• Activity 3: Let's listen and learn a Christmas song | **Visual Arts**<br><br>Animal Figures or Models, Inspiration Pictures (e.g. animal habitats, zoos). Activity 5: Building Materials (e.g. blocks, LEGOs, cardboard boxes), Pet Pictures or Models, Habitat Inspiration Pictures (e.g. dog houses, bird cages), Craft Supplies (e.g. glue, scissors, markers).<br><br>**E-Content :-**<br><br>https://youtu.be/3y9Zv0tld7k?si=uMyiu_f100RNC 0lP<br><br>**Performing Arts**<br><br>Music- Audio Recordings of Festive Songs, Lyrics Sheets or Printouts, Music Player or Instrument, Cultural or Festival-Themed Props.<br><br>**E-Content :-** | • Portfolio assessment<br>• Peer appreciation<br>• Oral reflection<br>• Performance-based assessment<br>• Listening skills<br>• Movement observation |

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| | | | **Movement and**<br><br>**Dance- 14- Dance with nature**<br><br>• Activity 1: Nature and body Movements<br>• Activity 2: Nature and<br><br>**Rhythmic movements**<br><br>**Theatre- Scene 7- crafting narratives**<br><br>• Activity 13: Picture story telling | https://youtu.be/J6D2TeabZIA?feature=shared<br><br>**Movement and Dance-**<br><br>using your hands, arms and body try to show the movements in smooth and flowing ways, similar to the gentle movements you see in nature. Nature Sound Recordings, Rhythmic Music or Beats, Movement or Dance Props, Nature-Inspired Instruments (e.g. chimes, drums).<br><br>**E-Content :-**<br><br>https://youtu.be/iAKyMw__K8I?feature=shared<br><br>**Theatre-**<br><br>use a simple picture of a single object or animal ( a tree, a pot, a cat etc)<br><br>**E-Content :-**<br><br>https://youtu.be/reEXRlYVT4c?feature=shared | • Participation in activities<br>• Role play assessment<br>• Group activities<br>• Storytelling<br>Situational response<br><br>**PERIODIC TEST-II** |

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| **10** | **FEBRUARY** | **23** | **Visual Arts**<br><br>**04- People around us**<br><br>• Activity 1: Let's dress up<br>• Activity 2: What to wear and when?<br><br>**Performing Arts Music-10 Celebratory notes**<br><br>• Activity 5: Let's listen and learn a prayer dedicated to Lord Buddha<br>• Activity 6: Let's listen and learn a patriotic song<br><br>**Movement and Dance-14- Dance with nature**<br><br>• Activity 4: Dancing to a regional song | **Visual Arts**<br><br>Pictures of Different Professions (e.g. doctor, teacher, chef), Traditional and Cultural Dresses, Costumes or Fabric Pieces, Accessories (e.g. hats, scarves, badges), Craft Supplies (e.g. glue, scissors, markers).Pictures of Different Clothes, Seasonal or Occasional Dress-up Props<br><br>**E-Content :-**<br><br>https://youtu.be/U0GWaUEdBGc?si=hiNSQsMkL O-Tw81x<br><br>**Performing Arts Music-**<br><br>Audio Recordings, Lyrics Sheets, Music Player, Cultural or Festival-Themed Props, Images or Pictures related to Eid, Lord Buddha, or National Symbols, Simple Instruments or Music Accompaniment.<br><br>**E-Content :-**<br><br>https://youtu.be/J6D2TeabZIA?feature=shared | • Portfolio assessment<br>• Peer appreciation<br>• Oral reflection<br>• Performance-based assessment<br>• Listening skills<br>• Movement observation<br>• Participation in activities<br>• Role play assessment<br>• Group activities<br>• Storytelling<br>Situational response |

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| | | | **Theatre-**<br><br>**Scene 8- Community creativity**<br><br>• Activity14: Community creativity | **Movement and Dance-**<br><br>Music Player or Instrument, Dance Movement Guides or Charts, Costumes or Props, Lyrics Sheets or Song Printouts.<br><br>**Theatre-**<br><br>Activity 14: Audio Recordings, Lyrics Sheets, Music Player, Festival-Themed Props.<br><br>**E-Content :-**<br><br>https://youtu.be/reEXRlYVT4c?feature=shared | |
| **11** | **MARCH** | | | **SESSION ENDING EXAM** | |

# KHEL YOGA

| SR .No. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids: / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
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| 1. | APRIL-MAY | 24 | **Unit 1— Basic Motor Movements**<br>**Chapter 1: Throwing and Catching-**<br>• Throwing<br>• Catching<br>• Catch and Throw<br>• Pick Up and Throw<br>• Hit and Target<br>• Relay Catching<br><br>**Unit 3— Yoga** | **Unit 1.**<br>**Video:**<br>**E-Content:-**<br>https://youtu.be/Zge0zsk7FOs?si=LI3_aTpzKR5XdzN7<br>**Chapter 1- Throwing and Catching**<br>**Teaching Aids:**<br>Soft balls, buckets/targets, chalk for circles, cones/markers, whistle.<br>**Innovative Practices Adopted:**<br>Pair throw–catch, target throw game, pick and throw, hit the target, relay catching race.<br>**E-Content :-**<br>https://ncert.nic.in/textbook/pdf/ceky101.pdf<br>**Audio:**<br>https://www.youtube.com/watch?v=mlnkiPdafa4<br>**Chapter 6 – Yoga for Daily Life** | • Observation during activities<br>• Practical / skill demonstration<br>• Participation in games and yoga<br>• Yoga posture assessment |

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| | | | **Chapter 6: Yoga for Daily Life**<br>• 1.Being Happy<br>• 2. Being Healthy<br>• 3. Being kind | **Teaching Aids:**<br>Yoga mats, yoga pose charts/flashcards, healthy habit picture cards, calm music.<br>**Innovative Practices Adopted:**<br>Deep breathing and smiling meditation; simple poses like Tadasana and stretching; pair activity to help others and share positive words.<br>**E-Content :-**<br>**https://ncert.nic.in/textbook/pdf/ceky106.pdf**<br>**Audio:**<br>https://www.youtube.com/watch?v=T4fTyOn3ebo | |
| **2** | **June** | **7** | **Unit 2— Our Games**<br>**Chapter 5: Local and Traditional Games-**<br>• 1.Seven Stones<br>• 2.Golaap Togor | **Chapter 5: Local and Traditional Games-**<br>**Teaching Aids:**<br>Flat stones/wooden blocks, soft ball, chalk for markings, cones/markers.<br>**Innovative Practices Adopted:**<br>Seven Stones stacking and hitting game; Golaap Togor circle game; small group participation; student leader explains rules and leads the game.<br>**E-Content :-**<br>**https://ncert.nic.in/textbook/pdf/ceky105.pdf**<br>**Audio:** | • Participation in games and yoga<br>• Peer assessment<br>• Game performance assessment |

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| | | | | https://www.youtube.com/watch?v=bqSMpKUx98c | |
| **3** | **July** | **26** | **Unit 1— Basic Motor Movements**<br><br>**Chapter 2: Kicking and Receiving**<br>• Kicking<br>• Receiving<br>• Pass the Ball<br>• Shadow Ball<br><br>**Unit 2— Our Games**<br><br>**Chapter 5: Local and Traditional Games-**<br>• 1.Pakdam-Pakdai<br>• 2.Chain(Sankali) | **Chapter 2: Kicking and Receiving**<br>**https://ncert.nic.in/textbook/pdf/ceky102.pdf**<br>**Teaching Aids:**<br>Soft football/rubber ball, cones or bottles, chalk markings, whistle.<br>**Innovative Practices Adopted:**<br>Kick towards target or partner; receive and control the ball; circle pass game using feet.<br>**E-Content :-**<br>**https://ncert.nic.in/textbook/pdf/ceky102.pdf**<br>**Audio:**<br>https://www.youtube.com/watch?v=axTJeDAvc1E<br><br>**Chapter 5: Local and Traditional Games-**<br>**Teaching Aids:**<br>Chalk for markings, cones/markers, whistle.<br>**Innovative Practices Adopted:** | • Oral questioning / discussion<br>• Teacher checklist / rubric<br>• Anecdotal records<br>• Portfolio of student activities<br>• Project / activity-based assessment<br>• Game performance assessment<br>• Yoga posture assessment |

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| | | | **Unit 3— Yoga**<br>**Chapter 6: Yoga for Daily Life**<br>• Ashtanga Yoga<br>• Yama | Pakdam-Pakdai tag game; Chain (Sankali) catching game; rotate chaser for participation; encourage fair play and teamwork.<br>**E-Content :-**<br>**https://ncert.nic.in/textbook/pdf/ceky105.pdf**<br>**Audio:**<br>https://www.youtube.com/watch?v=bqSMpKUx98c<br><br>**Chapter 6: Yoga for Daily Life**<br>**Teaching Aids:**<br>Yoga mats, chart of Ashtanga Yoga and Yama values, value flashcards.<br>**Innovative Practices Adopted:**<br>Value-based storytelling; discussion on good habits; role play on kindness and non-violence; short mindfulness breathing practice.<br>**E-Content :-**<br>**https://ncert.nic.in/textbook/pdf/ceky106.pdf**<br>**Audio:**<br>https://www.youtube.com/watch?v=T4fTyOn3ebo | **PERIODIC TEST-I** |

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| **4** | **August** | **23** | **Unit 1— Basic Motor Movements**<br><br>**Chapter 2: Kicking and Receiving**<br>• Flick the Ball<br>• Flick the Box<br>• Monkey in the Middle<br>• Sit and Rise<br><br>**Unit 2— Our Games**<br><br>**Chapter 5: Local and Traditional Games-**<br>• Aankh Micholi<br>• Bitta Kud | **Chapter 2: Kicking and Receiving**<br>**Teaching Aids:**<br>Soft football/rubber ball, boxes or cones (target), chalk markings, whistle.<br>**Innovative Practices Adopted:**<br>Flick the ball to target; flick to hit box/cone; Monkey in the Middle passing game; sit and rise to kick/receive for balance and coordination.<br>**E-Content :-**<br>**https://ncert.nic.in/textbook/pdf/ceky102.pdf**<br>**Audio:**<br>https://www.youtube.com/watch?v=axTJeDAvc1E<br><br>**Chapter 5: Local and Traditional Games-**<br>**Teaching Aids:**<br>Cloth/scarf for blindfold, chalk markings, cones/markers, whistle.<br>**Innovative Practices Adopted:**<br>Aankh Micholi blindfold catching game; Bitta Kud jumping activity; rotate roles for participation; follow safety rules while playing. | • Game performance assessment<br>• Health and fitness observation<br>• Yoga posture assessment |

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| | | | **Unit 3— Yoga**<br>**Chapter 6: Yoga for Daily Life**<br>• 1.Niyama( Good Habits ) | **E-Content :-**<br>**https://ncert.nic.in/textbook/pdf/ceky105.pdf**<br>**Audio:**<br>https://www.youtube.com/watch?v=bqSMpKUx98c<br><br>**Chapter 6: Yoga for Daily Life**<br>**Teaching Aids:**<br>Yoga mats, chart of good habits, habit flashcards.<br>**Innovative Practices Adopted:**<br>Discussion on good habits; habit chart activity; role play of helping/cleanliness; short mindfulness breathing practice.<br>**E-Content :-**<br>**https://ncert.nic.in/textbook/pdf/ceky106.pdf**<br>**Audio:**<br>https://www.youtube.com/watch?v=T4fTyOn3ebo | |
| **5** | **September** | **24** | **Unit 1— Basic Motor Movements** | **Chapter 3: Strike the Ball-**<br>**Teaching Aids:** | • Health and fitness observation |

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| | | | **Chapter 3: Strike the Ball-**<br>• Striking the ball with a bat<br>• Receiving the ball with a stick<br>• Strike the Balloon<br>• Body and Balloon<br>**Unit 2— Our Games**<br>**Chapter 5: Local and Traditional Games –**<br>• Hopscotch<br>• Cockfighting<br>**Unit 3— Yoga**<br>**Chapter 7: Yogic Practices (Yoga Sadhana)**<br>• Introduction<br>• Preparatory Practices | Plastic bat/wooden stick, soft balls, balloons, cones or chalk markings.<br>**Innovative Practices Adopted:**<br>Hit soft ball with bat; control ball with stick; strike balloon; keep balloon in air using different body parts.<br>**E-Content :-**<br>**https://ncert.nic.in/textbook/pdf/ceky103.pdf**<br>**Audio:**<br>https://www.youtube.com/watch?v=I2gzzAXw2J8<br>**Chapter 5: Local and Traditional Games –**<br>**Teaching Aids:**<br>Chalk hopscotch boxes, small stone/marker, cones/markers, whistle.<br>**Innovative Practices Adopted:**<br>Hopscotch hopping game; cockfighting one-leg balance game; turn-taking participation; follow fair play rules.<br>**E-Content :-**<br>**https://ncert.nic.in/textbook/pdf/ceky105.pdf**<br>**Audio:**<br>https://www.youtube.com/watch?v=bqSMpKUx98c<br>**Chapter 7: Yogic Practices (Yoga Sadhana)** | • Reflective feedback from students<br>• Participation in games and yoga<br>• Yoga posture assessment |

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| | | | | **Teaching Aids:**<br>Yoga mats, yoga step charts, warm-up flashcards, calm music.<br>**Innovative Practices Adopted:**<br>Explain importance of yoga; simple stretching and breathing; follow-the-teacher yoga practice; end with relaxation/meditation.<br>**E-Content :-**<br>https://ncert.nic.in/textbook/pdf/ceky107.pdf | |
| | | | | **Half Yearly Examination** | |
| **6** | **October** | **16** | **Unit 1— Basic Motor Movements**<br>**Chapter 3: Strike the Ball-**<br>• Soft Ball Control<br>• Playing Pass<br>• Scoop in the Square<br>• Receiving with Stick | **Chapter 3: Strike the Ball-**<br>**Teaching Aids:**<br>Soft balls, plastic/hockey sticks, chalk for squares, cones/markers.<br>**Innovative Practices Adopted:**<br>Control soft ball with stick; pass the ball to teammates; scoop and pass in square; receive and stop ball with stick.<br>**E-Content :-**<br>**https://ncert.nic.in/textbook/pdf/ceky103.pdf**<br>**Audio:** | • Oral questioning / discussion<br>• Teacher checklist / rubric<br>• Anecdotal records<br>• Portfolio of student activities |

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| | | | **Unit 2— Our Games**<br><br>**Chapter 5: Local and Traditional Games –**<br>• Kumir Denga<br>• Hum Phoolon Ki Sadak Par Chalte Hain<br><br>**Unit 3— Yoga**<br>**Chapter 7: Yogic Practices**<br>• Basic Postures<br>• Asana Practice | https://www.youtube.com/watch?v=I2gzzAXw2J8<br><br>**Chapter 5: Local and Traditional Games –**<br>**Teaching Aids:**<br>Chalk for safe areas/lines, cones/markers, whistle.<br>**Innovative Practices Adopted:**<br>Kumir Denga crocodile game; walk on line activity; turn-wise participation; follow safety and fair play rules.<br>**E-Content :-**<br>**https://ncert.nic.in/textbook/pdf/ceky105.pdf**<br>**Audio:**<br>https://www.youtube.com/watch?v=bqSMpKUx98c<br><br>**Chapter 7: Yogic Practices**<br>**Teaching Aids:**<br>*Yoga mats, charts of basic asanas, asana flashcards.* | • Project / activity-based assessment<br>• Game performance assessment<br>• Yoga posture assessment |

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| | | | | **Innovative Practices Adopted:**<br>*Teacher demonstration of asanas; follow-the-teacher practice; balance poses like Tree Pose; relaxation with deep breathing.*<br>**E-Content :-**<br>*https://ncert.nic.in/textbook/pdf/ceky107.pdf* | |
| **7** | **November** | **23** | **Unit 1— Basic Motor Movements**<br>**Chapter 4: Little Steps-**<br>• Balancing the stick<br>• Keep on Moving<br><br>**Unit 2— Our Games**<br>**Chapter 5: Local and Traditional Games –**<br>• Dodge Ball<br>• Spoon Race | **Chapter 4: Little Steps-**<br>**Teaching Aids:**<br>Wooden/plastic sticks, chalk walking lines, cones/markers.<br>**Innovative Practices Adopted:**<br>Balance stick on palm/finger while walking; move on teacher's commands (walk, slow run, stop, turn).<br>**E-Content :-**<br>**https://ncert.nic.in/textbook/pdf/ceky104.pdf**<br>**Audio:**<br>https://www.youtube.com/watch?v=xUA77H2_pnM<br><br>**Chapter 5: Local and Traditional Games –**<br>**Teaching Aids:** | • Peer assessment<br>• Self-assessment<br>• Group activity performance<br>• Oral questioning / discussion<br>• Yoga posture assessment<br>• Participation in games and yoga |

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| | | | **Unit 3— Yoga**<br>**Chapter 7: Yogic Practices**<br>• Breathing Practices<br>• "Om"Chanting<br>• Eye Exercises | Soft balls, spoon with lemon/small ball, chalk markings, whistle.<br>**Innovative Practices Adopted:**<br>Dodge Ball tagging and dodging game; Spoon Race balancing lemon/ball on spoon.<br>**E-Content :-**<br>**https://ncert.nic.in/textbook/pdf/ceky105.pdf**<br>**Audio:**<br>https://www.youtube.com/watch?v=bqSMpKUx98c<br>**Chapter 7: Yogic Practices**<br>**Teaching Aids:**<br>*Yoga mats, breathing/eye exercise charts, calm music.*<br>**Innovative Practices Adopted:**<br>*Slow breathing practice; Om chanting for focus; eye movement exercises.*<br>**E-Content :-**<br>*https://ncert.nic.in/textbook/pdf/ceky107.pdf* | |
| 8 | **December** | **18** | **Unit 1— Basic Motor Movements**<br>**Chapter 4: Little Steps-** | **Chapter 4: Little Steps-**<br>**Teaching Aids:**<br>Yoga mats, chalk activity area, whistle. | • Yoga posture assessment |

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| | | | • Hold your Ground<br>• Planks<br><br>**Unit 2— Our Games**<br>**Chapter 5: Local and Traditional Games –**<br>• Gadda Maar<br>• Tug of War<br><br>**Unit 3— Yoga**<br>**Chapter 7: Yogic Practices( Krida Yoga)**<br>• Mind Game<br>• Japa-Tapa<br>• Power of Breath | **Innovative Practices Adopted:**<br>Hold Your Ground balance activity; plank hold for strength and balance.<br>**E-Content :-**<br>**https://ncert.nic.in/textbook/pdf/ceky104.pdf**<br>**Audio:**<br>https://www.youtube.com/watch?v=bqSMpKUx98c<br>**Chapter 5: Local and Traditional Games–**<br>**Teaching Aids:**<br>Rope, chalk boundary line, cones/markers.<br>**Innovative Practices Adopted:**<br>Gadda Maar target throwing game; Tug of War teamwork strength game.<br>**E-Content :-**<br>**https://ncert.nic.in/textbook/pdf/ceky105.pdf**<br>**Audio:**<br>https://www.youtube.com/watch?v=bqSMpKUx98c<br><br>**Chapter 7: Yogic Practices( Krida Yoga)**<br>**Teaching Aids:**<br>*Yoga mats, breathing flashcards, calm music/bell.* | • Practical / skill demonstration<br><br>• Participation in games and yoga |

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| | | | | **Innovative Practices Adopted:**<br>*Mind game for concentration; Japa–Tapa mantra repetition; deep breathing for relaxation.*<br>**E-Content :-**<br>*https://ncert.nic.in/textbook/pdf/ceky107.pdf* | |
| 9 | **January** | **22** | **Unit 1— Basic Motor Movements**<br>**Chapter 4: Little Steps-**<br>• Find the House<br>• Chor-Police<br>**Unit 2— Our Games**<br>**Chapter 5: Local and Traditional Games –**<br>• Three-legged Race<br>• In and Out | **Chapter 4: Little Steps-**<br>**Teaching Aids:**<br>Chalk circles/houses, cones/markers, whistle.<br>**Innovative Practices Adopted:**<br>Find the House running game; Chor–Police chasing game for speed and coordination.<br>**E-Content :-**<br>**https://ncert.nic.in/textbook/pdf/ceky104.pdf**<br>**Audio:**<br>https://www.youtube.com/watch?v=bqSMpKUx98c<br>**Chapter 5: Local and Traditional Games –**<br>**Teaching Aids:**<br>Rope/cloth strips, chalk markings, cones/markers.<br>**Innovative Practices Adopted:**<br>Three-legged race team running; In and Out circle movement game. | • Oral questioning / discussion<br>• Teacher checklist / rubric<br>• Anecdotal records<br>• Portfolio of student activities<br>• Project / activity-based assessment<br>• Game performance assessment<br>• Yoga posture assessment |

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| | | | **Unit 3— Yoga**<br>**Chapter 7: Yogic Practices**<br>• Rishi Patanjali Says<br>• Shabda Grahi<br>• Sundar-Uttam | **E-Content :-**<br>**https://ncert.nic.in/textbook/pdf/ceky105.pdf**<br>**Audio:**<br>https://www.youtube.com/watch?v=bqSMpKUx98c<br>**Chapter 7: Yogic Practices**<br>**Teaching Aids:**<br>*Yoga mats, bell/soft sound instrument, yoga instruction flashcards.*<br>**Innovative Practices Adopted:**<br>*Rishi Patanjali Says instruction game; Shabda Grahi sound-identification activity; Sundar–Uttam positive sharing.*<br>**E-Content :-**<br>*https://ncert.nic.in/textbook/pdf/ceky107.pdf* | **PT 2** |
| 10 | **February** | **23** | **Unit 1— Basic Motor Movements**<br>**Chapter 4: Little Steps-**<br>• Shuttle Run<br>• Dodging Move to Safety<br>• Vaccine Vijate | **Chapter 4: Little Steps-**<br>**Teaching Aids:**<br>Cones/markers, chalk running lines, whistle.<br>**Innovative Practices Adopted:**<br>Shuttle run agility drill; dodging to safe zone; Vaccine Vijate tag game.<br>**E-Content :-** | • Project / activity-based assessment<br>• Game performance assessment |

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| | | | **Unit 2— Our Games**<br>**Chapter 5: Local and Traditional Games –**<br>• Light and Shade | **https://ncert.nic.in/textbook/pdf/ceky104.pdf**<br>**Audio:**<br>https://www.youtube.com/watch?v=bqSMpKUx98c<br>**Chapter 5: Local and Traditional Games –**<br>**Teaching Aids:**<br>Chalk to mark light and shade areas<br>Cones or markers<br>Whistle for instructions<br>**Innovative Practices Adopted:**<br>Light and Shade: Students move quickly to the "shade" or "light" area according to the teacher's command, improving reaction time and coordination.<br>**E-Content :-**<br>**https://ncert.nic.in/textbook/pdf/ceky105.pdf**<br>**Audio:**<br>https://www.youtube.com/watch?v=bqSMpKUx98c | |
| 11 | **March** | | | **Session Ending Examination** | |

# CLASS IV

**KENDRIYA VIDYALAYA SANGATHAN**

**Split-Up of Syllabus for the Academic Session 2026–27**

# Class-4

# हिंदी- वीणा

| क्रम संख्या | माह | कार्य दिवसों की संख्या | पढ़ाए जाने वाले पाठ / विषय का नाम | शिक्षण सहायक सामग्री / ई-सामग्री लिंक / अपनाई जाने वाली नवाचारी शिक्षण विधियाँ | आयोजित किए जाने वाले मूल्यांकन / परीक्षण / परीक्षा |
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| 1 | अप्रैल – मई | 24 | 1. चिड़िया का गीत<br><br>मति की उड़ान(पठन हेतु) | **शिक्षण सहायक सामग्री**<br>• चिड़िया, पेड़, घोंसला आदि के रंगीन चित्र।<br>• कागज़ से चिड़िया और घोंसले का मॉडल।<br>• चिड़िया की कठपुतली (puppet)।<br>**नवाचारपूर्ण शिक्षण विधियाँ**<br>• **भूमिका अभिनय**-बच्चों को चिड़िया, पेड़, सूरज आदि की भूमिका देकर कविता का अभिनय करवाना।<br>• **प्रकृति डायरी**: बच्चों से कहें कि वे रोज़ाना देखी गई चिड़ियों का नाम और उनकी विशेषता लिखें।<br>• **ध्वनि पहचान**: बच्चों से कहें कि वे चिड़ियों की आवाज़ की नकल करें और पहचानें। | • लैट<br>• बहुविकल्पीय प्रश्न<br>• अध्याय से शब्दावली को पूछना<br>• तुकांत शब्द कार्यपत्रिका |

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| | | | | **ई-सामग्री**<br>https://youtu.be/B6ayGm7nPGs?si=Slh6h6GB6JBIAdy6 | |
| | | | **2. बगीचे का घोंघा** | **शिक्षण सहायक सामग्री**<br>• मिट्टी या कागज़ से **घोंघे का छोटा मॉडल** बनाना।<br>• घोंघे या बगीचे से संबंधित छोटा वीडियो<br>• पत्ते, फूल, मिट्टी<br>**नवाचारपूर्ण शिक्षण विधियाँ**<br>• **बगीचे की सैर**: बच्चों को स्कूल के बगीचे में ले जाकर छोटे जीव-जंतु दिखाएँ और उनके महत्व पर चर्चा करें।<br>• **समूह कार्य:** बच्चों को समूह में बाँटकर "बगीचा" का चित्र या पोस्टर बनवाना<br>• चित्रों के साथ कहानी के क्रम को दिखाना<br>**ई-सामग्री**<br>https://www.youtube.com/live/diPpN7FfXGg?si=W9HUIhQjI7-1nDsm | • अपने शब्दों में कहानी कथन<br>• अध्याय से जुड़े कुछ वाक्य बनाना<br>• तुकांत शब्द कार्यपत्रिका<br>• लैट |

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| 2 | जून | 7 | 3. नीम<br><br>भाँति-भाँति की पत्तियाँ(पठन हेतु) | **शिक्षण सहायक सामग्री**<br>• नीम के पेड़, पत्ते और फल (निम्बोली) के चित्र<br>• नीम के पेड़ और उसके उपयोग से जुड़ा छोटा वीडियो<br>**नवाचारपूर्ण शिक्षण विधियाँ**<br>• **करते हुए सीखना:** बच्चों से नीम के पत्ते देखकर उनकी आकृति और रंग बताने को कहना।<br>• **प्रकृति भ्रमण:** बच्चों को स्कूल के आसपास के पेड़ दिखाना और नीम के पेड़ की पहचान कराना।<br>• **समूह कार्य:** बच्चों को समूह में बाँटकर **"पेड़ों के लाभ"** पर पोस्टर बनवाना।<br>• बच्चों को **पेड़ लगाने और पर्यावरण बचाने** के महत्व के बारे में बताना।<br>**ई-सामग्री**<br>https://youtu.be/YcYMa5uaVdg?si=UUZ5Pld-zkK5KHL6 | • नैतिक मूल्य लेखन<br>• लैट<br>• अध्याय से शब्दावली को पूछना<br>• तुकांत शब्द कार्यपत्रिका |

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| 3 | **जुलाई** | 26 | **4. हमारा आहार** | **शिक्षण सहायक सामग्री**<br>• वास्तविक वस्तुएँ: फल, सब्जियाँ, दाल या अनाज<br>• चार्ट पर संतुलित आहार का चित्र<br>• स्वस्थ भोजन और पोषण से संबंधित छोटा वीडियो<br>**नवाचारपूर्ण शिक्षण विधियाँ**<br>• बच्चों से स्वस्थ और अस्वस्थ भोजन के चित्र अलग-अलग करवाना।<br>• **समूह कार्य**: बच्चों को समूह में बाँटकर संतुलित आहार की थाली का पोस्टर बनवाना।<br>• बच्चों से अपनी रोज़ की खाने की सूची लिखवाना और उसमें से स्वस्थ भोजन पहचानना।<br>• **चर्चा विधि**: बच्चों से उनके पसंदीदा भोजन और उसके फायदे के बारे में चर्चा करना।<br>**ई-सामग्री**<br>https://youtu.be/EF3M8KwDTr0?si=kXV1A6ukdPJPWA7x | • अपने शब्दों में कहानी कथन<br>• लघु अनुच्छेद लेखन<br>• लैट<br>एवं<br>**प्रथम आवधिक परीक्षा** |

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| | | | **5. आसमान गिरा**<br><br>**चेरापूँजी के मेहमान(पठन हेतु)** | **शिक्षण सहायक सामग्री**<br>• आसमान, पेड़, पत्ते और जानवरों के रंगीन चित्र।<br>• कहानी के पात्रों की कठपुतली।<br>• कहानी से संबंधित वीडियो या एनिमेशन दिखाना।<br>**नवाचारपूर्ण शिक्षण विधियाँ**<br>• कहानी विधि: शिक्षक भाव और हाव-भाव के साथ कहानी सुनाए ताकि बच्चों की रुचि बढ़े।<br>• गतिविधि आधारित शिक्षा: बच्चों से कहानी के चित्र सही क्रम में लगाने को कहना।<br>• रचनात्मक लेखन गतिविधि: बच्चों से कहानी का अलग अंत सोचकर लिखने को कहना।<br>• रचनात्मक और आलोचनात्मक सोच: बच्चों से पूछना कि बिना सोचे-समझे अफवाह फैलाने से क्या नुकसान हो सकता है<br>**ई-सामग्री**<br>https://youtu.be/keyr1aL0Ldo?si=WyPkyZ13LFxCGxG0 | • गद्यांश और पद्यांश कार्यपत्रिका<br>• बहुविकल्पीय प्रश्न<br>• मौखिक मूल्यांकन<br>• लैट |

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| 4 | **अगस्त** | 23 | **6. जयपुर से पत्र गोलगप्पा (पठन हेतु)** | **शिक्षण सहायक सामग्री**<br>• जयपुर के प्रसिद्ध स्थानों के चित्र (जैसे किले, महल, बाजार आदि)।<br>• भारत का नक्शा<br>• पत्र का प्रारूप<br>• असली लिफाफा, डाक टिकट और पोस्टकार्ड<br><br>**नवाचारपूर्ण शिक्षण विधियाँ**<br>• करते हुए सीखना: बच्चों से अपने मित्र या परिवार के सदस्य को छोटा पत्र लिखवाना<br>• भूमिका अभिनय: कुछ बच्चों को डाकिया, पत्र लिखने वाला और पत्र पाने वाला बनाकर अभिनय करवाना।<br>• चर्चा विधि: बच्चों से पूछना कि आज के समय में लोग पत्र की जगह कौन-कौन से साधनों से संदेश भेजते हैं।<br>• खेल गतिविधि:पत्र के भागों को अलग-अलग कार्ड पर लिखकर बच्चों से सही क्रम में लगाने को कहना। | • पत्र लेखन<br>• मौखिक मूल्यांकन<br>• अध्याय से शब्दावली पूछना<br>• लैट |

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| | | | **7. नकली हीरे**<br><br>**हवा और धूल (पठन हेतु)** | **शिक्षण सहायक सामग्री**<br>• हीरे, आभूषण, बाजार और पात्रों के चित्र।<br>• असली और नकली आभूषण (जैसे प्लास्टिक या काँच के हीरे)<br>• हीरे और आभूषण से संबंधित छोटा वीडियो<br>**नवाचारपूर्ण शिक्षण विधियाँ**<br>• भूमिका अभिनय: बच्चों को कहानी के पात्र बनाकर नकली हीरे की घटना का अभिनय<br>• रचनात्मक गतिविधि बच्चों से पूछना कि अगर वे कहानी के पात्र होते तो क्या करते।<br>• गतिविधि आधारित शिक्षा: बच्चों को कुछ वस्तुएँ दिखाकर असली और नकली की पहचान करवाना।<br>**ई-सामग्री**<br>https://youtu.be/EF3M8KwDTr0?si=kXV1A6ukdPJPWA7x | • अपने शब्दों में कहानी कथन<br>• नाटकीय रूपांतरण के समय अवलोकन<br>• बहुविकल्पीय प्रश्न<br>• लैट |

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| 5 | सितंबर | 24 | 8. ओणम के रंग | **शिक्षण सहायक सामग्री**<br>• ओणम त्योहार, फूलों की सजावट (पुक्कलम), नाव दौड़ और पारंपरिक पोशाक के चित्र।<br>• केरल राज्य का पारंपरिक भोजन<br>• ओणम, नाव दौड़ और पारंपरिक नृत्य का वीडियो<br>• फूलों या रंगीन कागज़ से पुक्कलम बनाने की सामग्री<br>**नवाचारपूर्ण शिक्षण विधियाँ**<br>• गतिविधि आधारित शिक्षा: बच्चों से रंगीन कागज़ या फूलों से पुक्कलम (फूलों की रंगोली) बनवाना।<br>• भूमिका अभिनय: बच्चों से ओणम के त्योहार की छोटी झांकी या अभिनय करवाना।<br>• चर्चा: बच्चों से पूछना कि वे अपने घर में कौन-कौन से त्योहार मनाते हैं।<br>• सांस्कृतिक जागरूकता गतिविधि: बच्चों को भारत के अलग-अलग राज्यों के त्योहारों के बारे में बताना।<br>**ई-सामग्री**<br>https://www.youtube.com/live/dIGLko_lql4?si=aMv7IItRLmgNNum_ | • गद्यांश और पद्यांश कार्यपत्रिका<br>• अध्याय से जुड़े कुछ वाक्य बनाना<br>• तुकांत शब्द कार्यपत्रिका<br>• लैट |

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| 6 | **अक्टूबर** | 16 | **9. मिठाइयों का सम्मेलन**<br><br>**जलेबी(पठन हेतु)** | **शिक्षण सहायक सामग्री**<br>• विभिन्न प्रकार की मिठाइयाँ जैसे – लड्डू, जलेबी, बर्फी, रसगुल्ला आदि के चित्र।<br>• कुछ असली मिठाइयाँ<br>• कहानी से संबंधित छोटा एनिमेशन या वीडियो<br>**नवाचारपूर्ण शिक्षण विधियाँ**<br>• भूमिका अभिनय: बच्चों को कहानी के पात्र बनाकर मिठाइयों के सम्मेलन का अभिनय करवाना( उदाहरण- मिठाइयाँ आपस में बातें कर रही हैं।)<br>• इंद्रिय आधारित सीख: बच्चों को मिठाइयों की सुगंध और स्वाद से पहचान करवाना।<br>• गतिविधि आधारित शिक्षा: कहानी का अलग अंत (Alternate Ending) सोचकर लिखवाना।<br>• चर्चा: बच्चों से पूछना कि उन्हें कौन-सी मिठाई सबसे पसंद है और क्यों।<br>**ई-सामग्री**<br>https://youtu.be/ahs7zyCyCmI?si=l666ukB6TmqocSO9 | • नाटकीय रूपांतरण के समय अवलोकन<br>• अध्याय से शब्दावली को पूछना<br>• तुकांत शब्द कार्यपत्रिका<br>• लैट |

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| 7 | **नवंबर** | 23 | **10. कैमरा**<br><br>**सुन, इमली के दाने सुन!(पठन हेतु)**<br><br>**ठहाके (पठन हेतु)** | **शिक्षण सहायक सामग्री**<br>• वास्तविक वस्तु- कैमरा या मोबाइल कैमरा<br>• पुराने कैमरे, डिजिटल कैमरे और मोबाइल कैमरे के चित्र।<br>• कार्डबोर्ड<br>• कैमरा कैसे काम करता है या फोटो कैसे ली जाती है, इसका छोटा वीडियो<br>**नवाचारपूर्ण शिक्षण विधियाँ**<br>• करते हुए सीखना: बच्चों को कैमरे से फोटो लेने का अनुभव करवाना।<br>• भूमिका अभिनय: कुछ बच्चों को फोटोग्राफर और मॉडल बनाकर छोटा अभिनय करवाना।<br>• गतिविधि आधारित शिक्षा: बच्चों से अपने पसंदीदा दृश्य की फोटो (कल्पना में) बनाकर चित्र बनवाना। | • नाटकीय रूपांतरण के समय अवलोकन<br>• अपने शब्दों में कहानी कथन<br>• मौखिक मूल्यांकन<br>• लैट |

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| | | | | • चर्चा: बच्चों से पूछना कि वे किस अवसर पर फोटो खिंचवाते हैं।<br>**ई-सामग्री**<br>https://youtu.be/IKEsWBpXiBI?si=BVLhxBc4R4ImedHP | |
| 8 | **दिसंबर** | 18 | **11. कविता का कमाल** | **शिक्षण सहायक सामग्री**<br>• लय और भाव के साथ ऑडियो या वीडियो<br>• कविता कार्ड<br>• कविता में बताए गए दृश्यों के छोटे मॉडल या चित्र<br>**नवाचारपूर्ण शिक्षण विधियाँ**<br>• भूमिका अभिनय: बच्चों को कविता के पात्र या भाव बनाकर अभिनय करवाना।<br>• गतिविधि आधारित शिक्षा: कविता की पंक्तियों को सही क्रम में लगाने का खेल करवाना।<br>• रचनात्मक लेखन: बच्चों से कविता से प्रेरित होकर छोटी कविता या दो-तीन पंक्तियाँ लिखवाना।<br>• संगीत और लय गतिविधि: Jकविता को ताल और लय के साथ गाकर या ताली बजाकर पढ़वाना। | • भूमिका अभिनय के समय अवलोकन<br>• कविता पठन मूल्यांकन<br>• तुकांत शब्द कार्यपत्रिका<br>• लैट |

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| | | | | **ई-सामग्री**<br>https://youtu.be/IEaR1st17nE?si=-nln7azjgDlrvJuO | |
| 9 | **जनवरी** | 22 | **12. शतरंज में मात** | **शिक्षण सहायक सामग्री**<br>• शतरंज का बोर्ड और मोहरे<br>• शतरंज के मोहरों (राजा, रानी, हाथी, घोड़ा, ऊँट, प्यादा) के चित्र।<br>• शतरंज कैसे खेलते हैं या उसका छोटा वीडियो<br>**नवाचारपूर्ण शिक्षण विधियाँ**<br>• करते हुए सीखना: बच्चों को शतरंज का बोर्ड देकर सरल तरीके से चाल चलना सिखाना।<br>• भूमिका अभिनय: बच्चों को राजा, रानी, घोड़ा, हाथी आदि की भूमिका देकर शतरंज के खेल का अभिनय करवाना।<br>• समूह कार्य: बच्चों को समूह में बाँटकर शतरंज का बड़ा बोर्ड बनवाना।<br>• चर्चा: बच्चों से चर्चा करना कि शतरंज खेलने से सोचने और रणनीति बनाने की क्षमता कैसे बढ़ती है।<br>**ई-सामग्री** | • भूमिका अभिनय के समय अवलोकन<br>• बहुविकल्पीय प्रश्न<br>• पठन कौशल मूल्यांकन<br>• लैट<br>**द्वितीय आवधिक परीक्षा** |

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| | | | | https://youtu.be/jSsew5bBYG8?si=3F08f2f9wOMv4413 | |
| 10 | फरवरी | 23 | **13. हमारा आदित्य**<br><br>**हम सब सुमन एक उपवन के(पठन हेतु)** | **शिक्षण सहायक सामग्री**<br>• सूर्य, ग्रह, सौरमंडल और पृथ्वी के चित्र<br>• सौरमंडल का मॉडल, ग्लोब<br>• सूर्य और सौरमंडल से संबंधित शैक्षणिक वीडियो<br>**नवाचारपूर्ण शिक्षण विधियाँ**<br>• समूह कार्य: बच्चों को समूह में बाँटकर सौरमंडल का पोस्टर या मॉडल बनवाना<br>• ग्लोब की मदद से दिन और रात कैसे होते हैं यह समझाना।<br>• गेंद और टॉर्च की मदद से सूर्य, पृथ्वी और दिन-रात का प्रयोग करके दिखाना।<br>• बच्चों से "अगर सूर्य एक दिन न निकले तो क्या होगा?" पर छोटे वाक्य लिखवाना।<br>**ई-सामग्री** | • नाटकीय रूपांतरण के समय अवलोकन<br>• अध्याय से शब्दावली को पूछना<br>• लघु अनुच्छेद लेखन<br>• लैट |

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| | | | | https://youtu.be/gcnHt7YFXu8?si=-j_LO5XLvpe1kI2P<br><br>https://youtu.be/lKgkhYBVB9Y | |
| **11** | **मार्च** | | **वार्षिक परीक्षा** | | |

# ENGLISH- SANTOOR

| S No. | Month | No. of working days | Name of the Chapter/ Topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
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| 1 | April-May | 24 | Together We Can | **Teaching Aids**<br>• Flashcards showing teamwork (cleaning, planting trees, helping friends)<br>• Chart paper with the word Teamwork<br>• Short motivational video about cooperation<br><br>**Innovative Practices**.<br>• Circle Discussion: Students sit in a circle and share one good act they did for others.<br>• Class Responsibility Chart: Assign weekly classroom duties.<br>• Group Tower Activity: Students build a tower using paper cups/sticks in groups to understand teamwork.<br>• Think–Pair–Share: Ask "When did someone help you?" Students discuss with partners.<br>• Role Play: Students act scenes where friends help each other.<br><br>**E-Content**<br><br>https://share.google/qaTxBWlPzUWbuQ6HA | • Observation checklist (participation, cooperation)<br>• Short paragraph: "Why teamwork is important."<br><br>**LAT, DICTATION, ACTIVITY SHEET** |

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| **2** | **June** | **7** | **The Tinkling Bells** | **Teaching Aids** –<br>• Audio of bells<br>• Picture cards of animals<br>• Story sequence cards<br>**Innovative Practices** –<br>• Sound and reLATed emotion activity, students describe how different sounds make them feel.<br>• Creative Drawing: Draw a scene from the story.<br>• Sound Guessing Game: Play different bell sounds and students identify them.<br>• Picture Sequencing: Arrange story pictures in correct order.<br>**E-Content**<br>https://share.google/ltDsXbvW2iuPbJQe6 | **Assessment** –<br>• Oral questions<br>• Sequence arrangement worksheet<br>• Vocabulary matching<br><br>**LAT, DICTATION, ACTIVITY SHEET** |

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| **3** | **July** | **26** | **Be Smart, Be Safe**<br><br>**One Thing at a Time** | **Teaching Aids** –<br>• Safety rule posters<br>• Flashcards of safe/unsafe actions<br>• Traffic sign charts<br>• Multitasking vs focus pictures<br>• Timer or stopwatch<br>• Story illustration cards<br><br>https://youtube.com/watch?v=UBh-y7qusto&feature=shared<br>**Innovative Practices** –<br>• Safety Pledge: Students write one safety rule they will follow.<br>• School Safety Walk: Identify safe and unsafe areas. Mindfulness Minute: 1minute silent focus before starting work.<br>• Task Chart: Students list their daily tasks in order.<br>**E-Content**<br><br>https://youtu.be/vsi7qkUzd6M?si=OnXVtFSWrIYWzpOn<br><br>https://youtu.be/vsi7qkUzd6M?si=we4kJLhznyrL2HON | **Assessment** –<br>• Worksheet on safety rules<br>• Short speech on "How to stay safe."<br>• Write three sentences about the lesson's moral.<br><br>**LAT, DICTATION, ACTIVITY SHEET,**<br><br>**PT-1** |

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| **4** | **August** | **23** | **The Old Stag** | **Teaching Aids** –<br>• Pictures of deer and forest animals<br>• Story mapping chart<br>• Animal fact cards<br>**Innovative Practices** –<br>• Animal Conservation Discussion<br>• Story Ending Activity: Students create a different ending. (extension of story)<br>**E-Content**<br>https://youtu.be/la-vk_o_Ep4?si=Uy0-Npnf_JhCyOAj | **Assessment** –<br>• Identify characters and moral<br>• Vocabulary worksheet<br><br>**LAT, DICTATION, ACTIVITY SHEET** |
| **5** | **September** | **24** | **Braille** | **Teaching Aids** –<br>• Braille alphabet chart<br>• Sandpaper dots to simulate Braille<br>• Blindfolded games (created by teacher)<br>**Innovative Practices** –<br>• Discussion<br>• on inclusive Education<br>• Video demonstration of Braille reading<br>**E-Content**<br>https://youtu.be/lyJ1AewpMWc?si=v_63kk0aUlwMYEoR | **Assessment** –<br>• Short paragraph: "How Braille helps people."<br>• Oral discussion or evaluation<br><br>**LAT, DICTATION, ACTIVITY SHEET** |
| **REVISION<br>HALF YEARLY EXAM** | | | | | |

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| **6** | **October** | **16** | **Fit Body, Fit Mind, Fit Nation** | **Teaching Aids** –<br>• Exercise charts<br>• Pictures of sports<br>• Short fitness video<br><br>**Innovative Practices** –<br>• Fitness Diary for One Week<br>• School Fitness Challenge<br>• Traditional Games Day<br>• Students talk about games from their region<br>**E-Content**<br><br>https://youtu.be/xwQuShBa75I?si=xZfllhxO-wm5HpUP | **Assessment** –<br>• Write 5 steps of the game<br>• Group participation, observation<br><br>**LAT, DICTATION, ACTIVITY SHEET** |
| **7** | **November** | **23** | **The Lagori Champions,**<br><br>**Hekko** | **Teaching Aids-**<br>• Stones or stackable cups<br>• Game demonstration video<br>• Play Lagori in Playground<br>• Write Rules of the Game<br>• Team Strategy Discussion<br>• Character pictures<br>• Story chart<br>**Innovative Practices** –<br>• Traditional Games Day<br>• Students talk about games from their region<br>• Comic Strip Creation<br>• Dialogue Writing<br>**E-Content**<br><br>https://youtu.be/-THp5IVc6Po?si=xUsZnzHgTte7f21d<br><br>https://youtu.be/-h6dv-pGwio?si=mX9cRAWcj_hjfc8t | **Assessment**–<br>• Write 5 steps of the game<br>• Group participation observation<br>• Short answer questions<br>• Character traits worksheet<br><br>**LAT, DICTATION, ACTIVITY SHEET** |

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| **8** | **December** | **18** | **The Swing** | **Teaching Aids** –<br>• Picture of swing<br>• Swing related festivals<br>• Visit to the school park<br>• Poem audio recording<br>**Innovative Practices** –<br>•Outdoor Observation Activity<br>•Students create their own 4-line poem<br>**E-Content**<br>\https://youtu.be/Lx0NnxLEn8k?si=GkdIRQZol4GW6xlp | **Assessment-**<br>• Recitation evaluation<br>• Identify rhyming words<br>• Mathematical reasoning<br><br>**LAT, DICTATION, ACTIVITY SHEET,** |
| **9** | **January** | **22** | **A Journey, to the Magical Mountains** | **Teaching Aids** –<br>• Mountain landscape pictures<br>• Map of mountain regions<br>• Videos & discussion on various types of adventures, pilgrimages, excursion<br>**Innovative Practices** –<br>• Virtual Travel Video<br>• Creative Writing: My Dream Mountain Trip<br>**E-Content**<br>https://youtube.com/watch?v=cLET7Rl12Cc&feature=shared | **PT-2**<br>**Assessment** –<br>• Descriptive paragraph<br>• Vocabulary quiz<br>**LAT, DICTATION, ACTIVITY SHEET** |

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| **10** | **February** | **23** | **Maheshwar** | **Teaching Aids-**<br>• Photos and videos of Maheshwar<br>• Map of Madhya Pradesh<br>• Handloom fabric samples<br>**Innovative Practices** –<br>• Heritage Project Work<br>• Students present famous places in India<br>• Culture Discussion<br>• Map Activity locating Maheshwar<br>• Weaving demonstration video<br>**E-Content**<br><br>https://youtube.com/watch?v=k5rcDgTwW5I&feature=shared | **Assessment**–<br>• Short note on Maheshwar<br>• Map labelling<br>**LAT, DICTATION, ACTIVITY SHEET**<br><br>**(Final Examination)** |
| **MARCH --SESSION ENDING EXAMS** | | | | | |

# MATHEMATICS -MATHSMELA

| S no. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
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| **1** | **April-May** | **24** | **1.Shapes Around Us** | **As per NEP**<br>**Innovative Teaching practices:**<br>Integration with ARTS<br>• Draw 2D and 3D shapes<br>• Make a sphere like shape with paper strips. (Craft, page no.3)<br>• Make 3D shapes using straws and plasticine/ thread.(page no. 4)<br>• Integration with PE<br>• Circle games like Ghoda ha Jamal ka etc.<br>• Teaching aids- wooden/ plastic blocks,straw, dot paper, cubes from JADUI PITARA Jodo Straws ( Jodo Gyan )<br>**E-Content**<br>https://ncert.nic.in/textbook.php?demm1=1-14 | LAT<br>• Worksheet<br>• Model assessment<br>• Identification assessment |
| **2** | **June** | **7** | **2.Hide and Seek** | **Innovative Teaching practices:** | LAT |

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| | | | | Integration with ARTS<br>• Draw side view, front view and top view of some given objects.<br>• Make different buildings using empty matchboxes.<br>• Draw a sight map to show the way from your school entrance to your classroom.<br>• Integration with PE<br>• Grid game Grid game –treasure hunt (page 30)<br>• Jump on the number mat<br>• Teaching aids- toys, empty matchboxes, wooden or plastic 3d shapes from Jadui Pitara, brick ,puzzles<br><br>**E-Content**<br>https://epathshala.nic.in/QR/?id=0433CH02 | • Worksheet<br>• Map drawing assessment<br>• Grid game assessment |
| **3** | **July** | **26** | **3.Pattern Around Us** | Pattern Around Us<br>**Innovative Teaching practices:**<br>• Integration with ARTS<br>• Make patterns using flower petals, leaves<br>• Make patterns using coins , currency notes<br>• Integration with PE<br>• Make different yoga postures to make a pattern<br>• Teaching aids-Different seeds, Number cards, Stamps,<br>• dummy coins and currency notes , coloured beads<br>• **E-Content** | • Worksheet<br>• Pattern completion activity<br>• Real life pattern identification assessment |

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| | | | **4.Thousands Around Us**<br><br>**Revision** | https://epathshala.nic.in/QR/?id=0433CH03<br><br>**Innovative Teaching practices :**<br>• Integration with ARTS<br>• Make a counting chart starting with one thousand<br>• Make arrow cards ( page 56)<br>• Integration with PE<br>• Jumping game on number line<br>• Who comes first- run and solve the puzzle<br>• Teaching aids- clocks, dienes block, number chart,<br>• place value slider<br><br>**E-Content**<br><br>https://epathshala.nic.in/QR/?id=0433CH04 | • Place value assessment<br><br>• Arrow card assessment<br><br>**Periodic Test – 1** |
| **4** | **August** | **23** | **5.Sharing and Measuring,** | **Innovative Teaching practices:**<br>• Integration with ARTS<br>• Paper folding activity (page no. 76)<br>• Draw some 2D shapes like square, circle etc. Colour half with red and quarter with yellow colour.<br>• Integration with PE<br>• Let's play the market game<br>• Fire in the mountain run run-run<br>• Teaching aids- Beads, Dummy currency, origami paper<br><br>**E-Content** | LAT<br><br>• Worksheet<br><br>• Activity based assessment |

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| | | | **6.Measuring Length** | https://epathshala.nic.in/QR/?id=0433CH05<br><br>**Innovative Teaching practices:**<br>• Integration with ARTS<br>• Make a paper scale.<br>• Draw outline of your palm and measure its length<br>• Integration with PE-<br>• Long jump, high jump ball throw<br><br>**E-Content**<br>https://epathshala.nic.in/QR/?id=0433CH06 | • Estimation based assessment<br><br>• Worksheet |
| **5** | **September** | **24** | **7.The Cleanest Village** | Teaching aids-measuring tape, Real life things, rope<br><br>**Innovative Teaching practices :**<br>• Integration with ARTS<br>• Draw picture of a village<br>• Draw pictures of some fruits and vegetables.<br>• Integration with PE-<br>• Let us play (page no. 100)<br>• Let's play the market game<br>• Teaching aids- fake currency, fruits or toy fruits, balance with weights,<br><br>**E-Content**<br>https://epathshala.nic.in/QR/?id=0433CH07 | **Half yearly exam**<br><br>• Observation<br><br>• Group activity assessment |

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| | | | **Revision** | **HALF YEARLY EXAM** | |
| **6** | **October** | **16** | **8.Weigh it, Pour it** | **Innovative Teaching practices :**<br>• Integration with ARTS-<br>• Dramatization of vegetable market<br>• Integration with PE-<br>• Lifting some heavy things and estimation of weights of these things.<br>• Walking race- fill a glass of water and keep it on your head and walk.<br>• Teaching aids- weighing machine or pan balance with weight box.<br>• Different packets of packed item like sugar, poha, salt ,empty plastic bottles, measuring cans<br>**E-Content**<br>https://epathshala.nic.in/QR/?id=0433CH08 | LAT<br>• Worksheet<br>• Estimation of weight |
| **7** | **November** | **23** | **9.Equal Groups** | **Innovative Teaching practices :**<br>• Integration with ARTS<br>• Draw different flowers in given number of rows and columns.<br>• Integration with PE<br>• Jumping game ( page no. 128) | LAT<br>• Worksheet |

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| | | | **10.Elephants, Tigers and Leopards** | • Teaching aids- Number mat for jumping, flowers, toys, egg tray, chess board, fake currency notes, peg board, ganit mala<br><br>**E-Content**<br><br>https://epathshala.nic.in/QR/?id=0433CH09<br><br>**Innovative Teaching practices :**<br><br>• Integration with ARTS<br>• Making animal mask,<br>• Integration with PE<br>• NIM game ( page no.149)<br>• Teaching aids- mask of animals, animal chart , toy animals , map of India<br><br>**E-Content**<br><br>https://epathshala.nic.in/QR/?id=0433CH10 | • Making equal groups assessment<br><br>• Worksheet<br><br>• Making numbers assessment |
| **8** | **December** | **18** | **11.Fun with Symmetry,** | **Innovative Teaching practices :**<br><br>• Integration with ARTS<br>• Make airplane, kite, tile design, ink design showing symmetry.<br>• Make shapes showing symmetry<br>• Craft-make design by paper folding and cutting the paper<br>• Integration with PE | LAT<br><br>• Worksheet<br><br>• Folding paper assessment |

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| | | | **12.Ticking Clocks and Turning Calendar**<br><br>**(contd.)** | • Make airplane and fly. Now measure the distance covered by airplane<br>• Teaching aids- alphabet chart, tangram, flowers,<br>• coloured tiles or pictures, mirror, origami sheets.<br><br>**E-Content**<br><br>https://epathshala.nic.in/QR/?id=0433CH11 | |
| **9** | **January** | **22** | **12.Ticking Clocks and Turning Calendar**<br><br>**(contd.)** | **Innovative Teaching practices:**<br><br>• Integration with ARTS<br>• Make a clock model,<br>• Make a calendar<br>• Integration with PE<br>• Calendar game Skipping or other game using stop watch<br>• Teaching aids- clocks , calendar , train ticket , digital<br>• watch, stop watch<br><br>**E-Content**<br><br>https://epathshala.nic.in/QR/?id=0433CH12 | • Worksheet<br><br>• Clock model assessment<br><br>• Calendar<br><br>**PERIODIC TEST – II** |
| **10** | **February** | **23** | **13.The Transport Museum ,** | **Innovative Teaching practices:**<br><br>• Integration with ARTS<br>• Role play, storytelling about museum<br>• Integration with PE-<br>• Number game | LAT<br><br>• Worksheet |

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| | | | **14.Data Handling**<br><br>**Revision** | • Teaching aids- Toy vehicles, means of transport chart<br>• multiplication table, Fake Currency.<br><br>**E-Content**<br><br>https://epathshala.nic.in/QR/?id=0433CH13<br><br>**Innovative Teaching practices:**<br><br>• Integration with ART-<br>• Role play-Bal mela<br>• Integration with PE-<br>• Chess, cricket<br>• Teaching aids- 2D, 3D Shapes, ice-cream sticks ,<br>• Link<br><br>**E-Content**<br><br>https://epathshala.nic.in/QR/?id=0433CH14 | • Worksheet on distance calculation<br><br>• Identify travel paths assessment<br><br>• Worksheet<br><br>• Pictograph<br><br>• Collecting data based assessment |
| **11** | **March** | | **SESSION ENDING EXAM** | | |

# TWAU-OUR WONDEROUS WORLD

| SR.No. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
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| 1 | APRIL-MAY | 24 | LIVING TOGETHER | **Teaching Aids -** Tools used by mason, carpenter, cleaner etc<br><br>**E-Content**<br>https://diksha.gov.in/resources/play/collection/do_31430470734418739218299?contentType=TextBook<br><br>**Innovative Practices-**<br>• Role Play Activity: Students act as family members and discuss responsibilities.<br>• Family Tree Chart: Children draw and present their family tree. | • LAT<br>• Oral Question Answers<br>• MCQ Question Worksheet |
| 3 | JUNE - JULY | 7 + 26 | EXPLORING OUR | **Innovative Practices-**<br>• Neighbourhood Mapping: Students draw a map of their locality (school, park, hospital, shop). | • Oral Question Answers |

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| | | | **NEIGHBOUR HOOD**<br><br>**NATURE TRAIL** | • Field Walk: Short walk around school to observe places.<br><br>**Teaching Aids-**<br><br>Real Leaves and Flowers, Magnifying Glass, Small Plants / Pots, Pictures of Birds and Insects, Food Items with Tools for Different Types of Beaks<br><br>**E-Content**<br><br>https://diksha.gov.in/resources/play/collection/do_31430470734418739218299?contentType=TextBook<br><br>**Innovative Practices-**<br><br>• Nature Walk: Observe plants, insects, birds in the school garden.<br>• Leaf Collection Activity: Collect different leaves and paste in notebook. | • LAT<br>• Map reading<br>• MCQ Question Worksheet<br>**PERIODIC TEST- I** |
| **4** | **AUGUST** | **23** | **GROWING UP WITH NATURE** | **Teaching Aids-**<br><br>Pictures of Palash flowers or local flowers, video on solar energy and solar panels, pictures/real samples of farming tools and bamboo baskets, medicinal plants, first aid box<br><br>**E-Content Link-**<br><br>https://diksha.gov.in/resources/play/collection/do_31430470734418739218299?contentType=TextBook<br><br>**Innovative Practices-**<br><br>• Model Making – students create village houses using clay, grass, sticks. | • Oral Question Answers<br>• LAT<br>• MCQ Question Worksheet |

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| | | | | • Kitchen Garden – If possible, students will create a kitchen garden in the school campus to gain first-hand experience.<br>• Natural Dye Experiment – prepare colour from flowers/leaves and paint cloth. | |
| **5** | **SEPTEMBER** | **24** | **FOOD FOR HEALTH** | **Teaching Aids-**<br>Real aids (food items of different tastes), video of different methods of cooking food, wrappers of different food items, flashcards of healthy and junk food, balanced diet chart etc.<br>Community lunch<br>**E-Content**<br>https://diksha.gov.in/resources/play/collection/do_31430470734418739218299?contentType=TextBook<br><br>**Innovative Practices-**<br>• Healthy Plate Activity: Students make a balanced diet chart using pictures.<br>• Cooking without fire: Students will prepare healthy food items in the class e.g. Fruit chaat, Channa chaat, Lassi, Bhel, Lemonade<br>• Food Sorting Game: Healthy vs junk food cards. | • Oral Question Answers<br>• LAT<br>• MCQ Question Worksheet<br><br>**REVISION** |
| | **HALF YEARLY EXAM** | | | | |
| **6** | **OCTOBER** | **16** | **HAPPY AND HEALTHY LIFE** | **Teaching Aids-**<br>Real food grains and pulses, Journey of grains chart, | • Oral Question Answers |

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| | | | | Peanut / dry fruit for mindful eating, Healthy habits flashcards etc.<br><br>**E-Content**<br><br>https://diksha.gov.in/resources/play/collection/do_31430470734418739218299?contentType=TextBook<br><br>**Innovative Practices-**<br><br>• Outdoor physical activity or mini sports session.<br>• Practice simple yoga poses in class.<br>• Class talks on safe and unsafe touch awareness. | • LAT<br>• MCQ Question Worksheet |
| **7** | **NOVEMBER** | **23** | **HOW THINGS WORK** | **Teaching Aids-** Real aids ( coin, bangle, pencil, spinning top, leaf, bowl etc)<br>**E-Content**<br><br>https://diksha.gov.in/resources/play/collection/do_31430470734418739218299?contentType=TextBook<br><br>**Innovative Practices-**<br><br>• LATTU Demonstration – Show traditional spinning toy (LATTU).<br>• Floating and Sinking Prediction Game – Students guess before testing objects in water.<br>• Shape Change Experiment – Aluminium foil ball vs cup shape floating test. | • Oral Question Answers<br>• LAT<br>• MCQ Question Worksheet |

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| **8** | **DECEMBER** | **18** | **HOW THINGS ARE MADE** | **Teaching Aids-**<br>Real aids (turmeric, spinach, henna, beetroot etc), different types of paper (newspaper, art paper, tissue paper etc)<br><br>**E-Content**<br>https://diksha.gov.in/resources/play/collection/do_31430470734418739218299?contentType=TextBook<br>**Innovative Practices-**<br>• Craft Activity: Making paper bags from newspapers.<br>• Making recycled paper.<br>• Video Demonstration: How paper is made. | • Oral Question Answers<br>• LAT<br>• MCQ Question Worksheet |
| **9** | **JANUARY** | **22** | **DIFFERENT LANDS, DIFFERENT LIVES** | **Teaching Aids-**<br>Visuals of mountains, coastal areas, desert, plains, real aids (bandhani, dupatta, ghaghras, sarangi, shankh), videos of local folk songs and dances<br>**E-Content**<br>https://diksha.gov.in/resources/play/collection/do_31430470734418739218299?contentType=TextBook<br>**Innovative Practices-**<br>• Map Activity: Locate desert, mountains, plains on map.<br>• Dress & Culture Day: Show pictures of people from different regions. | • Oral Question Answers<br>• LAT<br>• MCQ Question Worksheet<br><br>**PERIODIC TEST -II** |

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| **10** | **FEBRUARY** | **23** | **OUR SKY**<br><br>**REVISION** | **Teaching Aids-**<br>Model of rocket, video of phases of moon<br>Launch of Chandrayaan video<br>**E-Content**<br>**https://diksha.gov.in/resources/play/collection/do_3143047073441873921 8299?contentType=TextBook**<br>**Innovative Practices-**<br>• Moon Phases Diary – Students draw the shape of the moon for 7–10 days.<br>• Shadow Experiment – Use a torch and objects to show how shadows are formed. | • Oral Question Answers<br>• LAT<br>• MCQ Question Worksheet |
| **11** | **MARCH** | | **SESSION ENDING EXAM** | | |

# ART EDUCATION (BANSURI)

| .No. | Month | No. Of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
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| **1.** | **APRIL-MAY** | **24** | **<u>VISUAL ARTS</u>**<br>**01: ARRANGEMENS OF OBJECTS**<br>• Activity 1: Complete the picture<br>• Activity 2: A picture gallery<br>**<u>PERFORMING ARTS</u>**<br>**THEATRE – EXPLORE!**<br>• Activity 1: "Ram says…."<br>• MUSIC – SING AND PLAY<br>• Activity 1: Vocal warm-ups<br>• Activity 2: Match the pitch<br>• Activity 3: Find your range<br>**DANCE – MY BODY IN DANCE**<br>• Activity 1: Dance to a festival song<br>• Activity 2: Movements in everyday life | **<u>VISUAL ARTS</u>**<br>Variety of markers and pencils, paper with different texture, paintings made by Nandalal Bose<br>**<u>PERFORMING ARTS</u>**<br>• THEATRE – Open space, create action cards with instructions like sit, down and jump to help students follow the activity.<br>• MUSIC – flashcards of Sargam patterns, musical instruments (tanpura, harmonium, keyboard etc)<br>• DANCE - Visuals of dance forms of different states<br>• Refer Chapter 4 of The World Around Us | • Portfolio assessment<br>• Peer appreciation<br>• Oral reflection<br>• Performance-based assessment<br>• Listening skills<br>• Movement observation<br>• Participation in activities<br>• Role play assessment<br>• Group activities |
| **2.** | **JUNE** | **7** | **<u>VISUAL ARTS</u>**<br>**01: ARRANGEMENS OF OBJECTS** | **<u>VISUAL ARTS</u>** | • Portfolio assessment |

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| | | | • Activity 1: Arrange and draw objects<br>**<u>PERFORMING ARTS</u>**<br>**THEATRE – EXPLORE!**<br>• Activity 1: Wild walks and animal antics<br>**MUSIC – SING AND PLAY**<br>• Activity 1: Animal and bird sounds<br>**DANCE – MY BODY IN DANCE**<br>• Activity 1: Head, Neck and Eye movements | • Real aids: Pencils, erasers, books, bags, clothes and foot wears, vessels, grooming objects (toothbrush, soap, comb etc), tools used in farming, carpentry, plumbing, tailoring etc, musical instruments<br>• Integration with TWAU: Field visit – Visit a market and observe how objects are arranged and displayed by vendors.<br>**<u>PERFORMING ARTS</u>**<br>• THEATRE –Jaadui Pitara (animal cards), open space, sound effect, Panchatantra story book<br>• Integration with DL: Videos of animals walk and their actions<br>• MUSIC – Audio clips of birds and animal sounds, Puppets and masks of animals<br>• DANCE - Open space, flashcards of different emotions | • Peer appreciation<br>• Oral reflection<br>• Performance-based assessment<br>• Listening skills<br>• Movement observation<br>• Participation in activities<br>• Role play assessment<br>• Group activities |
| **3.** | **JULY** | **26** | **<u>VISUAL ARTS</u>**<br>• 01: ARRANGEMENS OF OBJECTS<br>• Activity 1: Visual hide and seek with objects<br>• Activity 2: Make a diorama | **<u>VISUAL ARTS</u>**<br>• Variety of markers and pencils, paper with different texture, colours (light and dark tones of the same colour), empty matchboxes, pieces of rags<br>• Integration with Maths: Pattern | • Portfolio assessment<br>• Peer appreciation<br>• Oral reflection<br>• Performance-based assessment |

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| | | | **<u>PERFORMING ARTS</u>**<br>• THEATRE – IMAGINE<br>• Activity 1: Panchatantra exercise<br>**MUSIC – MAKING MUSIC**<br>• Activity 1: Carnatic music<br>• Activity 2: Hindustani music<br>**DANCE – MY BODY IN DANCE**<br>• Activity 1: Animal movements | **<u>PERFORMING ARTS</u>**<br>• THEATRE – Collaboration tools<br>• MUSIC – videos of songs (Vande Meenakshi, Sriganantha, namankarchatur), harmonium, tabla<br>• DANCE - Videos to show movement styles of different animals, animal dances | • Listening skills<br>• Movement observation<br>• Participation in activities<br>• Role play assessment<br>• Group activities<br><br>**PERIODIC TEST- I** |

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| **4.** | **AUGUST** | **23** | **<u>VISUAL ARTS</u>**<br>**02: TEXTURES IN NATURE**<br>• Activity 1: Imagine a wish-fulfilling tree (kalpavriksha)<br>• Activity 2: Frottage<br>**<u>PERFORMING ARTS</u>**<br>• THEATRE – IMAGINE<br>• Activity 1: Object improvisation: Group<br>**MUSIC - SONGS AND STORIES**<br>• Activity 1: Identify the genre<br>• Activity 2: Harvest songs<br>**DANCE – MY DANCE TELLS STORIES**<br>• Activity 1: Animal game<br>• Activity 2: Guess my secret animal | **<u>VISUAL ARTS</u>**<br>• Variety of markers and pencils, colour pencils, crayons, paper with different texture, geometric shapes and rulers etc<br>• Integration with TWAU: Visit to school garden<br>• Refer chapter 4 of The world around us<br>**<u>PERFORMING ARTS</u>**<br>• THEATRE – Recall theatre game (Grade 3), water bottle, ball, pencil box etc<br>• **MUSIC –** Audios of raga bhupali, ye dosti hum nahi todenge, Rabindra Sangeet, Kesariyabalam<br>• **Integration with TWAU:** Harvest festivals<br>• **DANCE -** Animal masks, open space to perform various movements of animals, flash cards of animals | • Portfolio assessment<br>• Peer appreciation<br>• Oral reflection<br>• Performance-based assessment<br>• Listening skills<br>• Movement observation<br>• Participation in activities<br>• Role play assessment<br>• Group activities |
| **5.** | **SEPTEMBER** | **24** | **<u>VISUAL ARTS</u>**<br>**02: TEXTURES IN NATURE**<br>• Activity 1: Collage of trunk and branches<br>• Activity 2: Print the leaves<br>**<u>PERFORMING ARTS</u>** | **<u>VISUAL ARTS</u>**<br>• Dry twigs, leaves, sheets, water colour, sketch pens<br>**<u>PERFORMING ARTS</u>**<br>• THEATRE- Open space, role play scenario, flash cards of themes ( fear, anger, nature, school. travel etc), chairs | • Portfolio assessment<br>• Peer appreciation<br>• Oral reflection<br>• Performance-based assessment |

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| | | | **THEATRE – IMAGINE**<br>• Activity 1: Group seen building<br>**MUSIC- SONGS AND STORIES**<br>• Activity 1: Lullaby – EnnammaThozhi<br>• Activity 2: Patriotic songs<br>• Activity 3: Songs for Unity<br>**DANCE – MY DANCE TELLS STORIES**<br>• Activity 1: Birds in action<br>• Activity 2: Bird flight formations | • MUSIC – Videos of popular patriotic songs (nanha munha rahi hu, aao bachchon tumhe dikhaye , vandemataram)<br>• DANCE - Story books (Panchatantra, Hitopadesha and Puranas), Visuals of different bird flight formations, Open space to create formations | • Listening skills<br>• Movement observation<br>• Participation in activities<br>• Role play assessment<br>• Group activities<br>**REVISION** |
| | | **HALF YEARLY EXAM** | | | |
| **6.** | **OCTOBER** | **16** | **<u>VISUAL ARTS</u>**<br>**03: AQUA WORLD**<br>• Activity 1: Droplets, ripples and waves<br>• Activity 2: Shells and scales<br>**<u>PERFORMING ARTS</u>**<br>**THEATRE - LET'S CREATE**<br>• Activity 1: Mirror exercise<br>• MUSIC - THINK, FEEL, CREATE<br>• Activity 1: Aural forest<br>• Activity 2: The four friends<br>• DANCE – CREATING MY DANCE | **<u>VISUAL ARTS</u>**<br>• Jaaduipitara (chart ocean ), colours, pencils, beads, pistachio shells, peanut shells, pencil peels etc<br>• Integration with DL: Videos and pictures of beaches, ocean and aquatic creatures<br>• Integration with TWAU: Formation of droplets, ripples etc<br>• Integration with Math: Patterns<br>**<u>PERFORMING ARTS</u>**<br>• <u>THEATRE –</u> imitation in pairs,<br>• Integration with Maths: Symmetry<br>• MUSIC – Music and sound effects,<br>• DANCE - Open space | • Portfolio assessment<br>• Peer appreciation<br>• Oral reflection<br>• Performance-based assessment<br>• Listening skills<br>• Movement observation<br>• Participation in activities |

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| | | | • Activity 1: Rhythmic steps<br>• Activity 2: Circular movements | | • Role play assessment<br>• Group activities |
| **7.** | **NOVEMBER** | **23** | **<u>VISUAL ARTS</u>**<br>**03: AQUA WORLD**<br>• Activity 1: Reflection in water<br>• Activity 2: Underwater professionals<br>**<u>PERFORMING ARTS</u>**<br>**THEATRE - LET'S CREATE**<br>• Activity 1: Role play Challenge 1 - Interactive<br>• MUSIC - THINK, FEEL, CREATE<br>• Activity 1: Listening to a performance<br>• Activity 2: Interpreting music<br>• DANCE – CREATING MY DANCE<br>• Activity 1: Dance with props<br>• Activity 2: Elements of movement | **<u>VISUAL ARTS</u>**<br>• Mirror, a tub filled with water, Book of panchatantra story (Lion and his reflection), variety of pencils, erasers, colours, ruler etc<br>• Integration with TWAU: Professions<br>**<u>PERFORMING ARTS</u>**<br>• THEATRE – Open space, props, masks of characters of the story, music and sound effects to make the scene realistic<br>• MUSIC - Field trip to watch a live music performance, arrange a local musician to visit the classroom, make a band of musicians in your class<br>• DANCE - coloured sheets, pencils, sketch pens, golden lace, ribbon , cardboard, pompoms, flags, flashcards | • Portfolio assessment<br>• Peer appreciation<br>• Oral reflection<br>• Performance-based assessment<br>• Listening skills<br>• Movement observation<br>• Participation in activities<br>• Role play assessment<br>• Group activities |
| **8.** | **DECEMBER** | **18** | **<u>VISUAL ARTS</u>**<br>**03: AQUA WORLD** | **<u>VISUAL ARTS</u>** | • Portfolio assessment |

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| | | | • Activity 1: Kolams<br>• Activity 2: Mobile- A moving artwork<br>**<u>PERFORMING ARTS</u>**<br>**THEATRE - LET'S CREATE**<br>• Activity 1: Role play Challenge 2 – Switch<br>• MUSIC - THINK, FEEL, CREATE<br>• Activity 1: Recording yourself and listening back<br>• Activity 2: A song of nature<br>**SOUNDS AND INSTRUMENTS**<br>• Activity 1: If you're happy and you know it<br>**DANCE – CREATING MY DANCE**<br>• Activity 1: Team creativity<br>**EMOTION AND EXPRESSION IN DANCE**<br>• Activity 1: Emotions | • Stone powder, rice flour, chalk, Coloured thread, rope, straw, origami sheets<br>• Refer chapter 4 of The world around us<br>• Integration with DL: Pictures of kolam designs<br>**<u>PERFORMING ARTS</u>**<br>• THEATRE – Open space, props, masks of characters of the story, music and sound effects to make the scene realistic<br>• MUSIC - Recording device, audio clips of traditional folk songs of different states, open and quiet space<br>• DANCE - Open space, flash cards of different emotions | • Peer appreciation<br>• Oral reflection<br>• Performance-based assessment<br>• Listening skills<br>• Movement observation<br>• Participation in activities<br>• Role play assessment<br>• Group activities |
| **9.** | **JANUARY** | **22** | **<u>VISUAL ARTS</u>**<br>**04: PEOPLE IN ACTION**<br>• Activity 1: Visual journal<br>**<u>PERFORMING ARTS</u>**<br>**THEATRE – LOOK AROUND**<br>• Activity 1: Look around the country<br>• Hulivesha / Pilivesha | **<u>VISUAL ARTS</u>**<br>**Sheets of paper, pencil,**<br>**Integration with Language: Action words**<br>**<u>PERFORMING ARTS</u>**<br>• THEATRE – Masks and puppets of tiger, body paint (yellow and black) sound effects (drum beats) | • Portfolio assessment<br>• Peer appreciation<br>• Oral reflection<br>• Performance-based assessment<br>• Listening skills |

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| | | | **MUSIC - SOUNDS AND INSTRUMENTS**<br>• Activity 1: Superheroes without capes<br>• Activity 2: What is that sound?<br>**DANCE - EMOTION AND EXPRESSION IN DANCE**<br>• Activity 1: Animal emotions | • Integration with ICT - Visuals of HuliVesha<br>• \MUSIC - Posters on don't waste plastic, don't waste food, Musical instruments, sounds of different musical instruments<br>• DANCE - animal masks, stick puppet (emotions) | • Movement observation<br>• Participation in activities<br>• Role play assessment<br>• Group activities<br>**PERIODIC TEST-II** |
| **10** | **FEBRUARY** | **23** | **<u>VISUAL ARTS</u>**<br>**04: PEOPLE IN ACTION**<br>• Activity 1: Drawing body movements<br>**<u>PERFORMING ARTS</u>**<br>**THEATRE – LOOK AROUND**<br>• Activity 1: Look around the country<br>• Hulivesha / Pilivesha<br>**MUSIC - SOUNDS AND INSTRUMENTS**<br>• Activity 1: What is that sound?<br>• Activity 2: Classify the instrument<br>**DANCE – DANCES AROUND ME**<br>• Activity 1: My dance and nature | **<u>VISUAL ARTS</u>**<br>• Spherical and cylindrical cut outs,<br>• Integration with Maths: shapes<br>**<u>PERFORMING ARTS</u>**<br>• THEATRE – Animal masks, costumes, energetic music<br>• Integration with TWAU: States and popular folk art<br>• MUSIC - Musical instruments<br>• DANCE - Visuals of dance forms of different states and their names<br>• Refer to a nature song from music class | • Portfolio assessment<br>• Peer appreciation<br>• Oral reflection<br>• Performance-based assessment<br>• Listening skills<br>• Movement observation<br>• Participation in activities<br>• Role play assessment |

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| | | | | | • Group activities |
| **11** | | | **MARCH----** **SESSION ENDING EXAM** | | |

# KHEL YOGA

| S.No. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids: / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
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| 1. | **April/May** | **24** | **Warm-up and Cool-down**<br><br>**Unit 1— Basic Motor Movements**<br><br>**Chapter 1: Throwing and Catching-**<br>• Throwing<br>• Catching | **Warm-up and Cool-down**<br>**Teaching Aids:**<br>Whistle, open ground, yoga mats<br>**Innovative Practices Adopted:**<br>Light jogging, stretching, arm rotation (warm-up); slow walking and deep breathing (cool-down).<br>**E-Content**<br>**Audio:**<br>https://youtu.be/zh6PqW0HwRk?si=Rh0yyHaHnXu07L_y<br><br>**Chapter 1: Throwing and Catching-**<br>**Teaching Aids:**<br>Soft balls, bucket/target, chalk circles, cones | • Participation in games and yoga<br>• Yoga posture assessment<br>• Health and fitness observation<br>• Peer assessment<br>• Self-assessment<br>• Observation during activities |

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| | | | • Overhead Reverse Toss<br>• Throw it Back<br>• Bucket it up<br>• Run and Catch<br>• Coordinate and Conquer<br>• Meethe Angoor<br><br>**Unit 2— Our Games**<br><br>**Chapter 5: Local and Traditional Games-**<br><br>• Anti Pil<br>• Majhya Mamcha Patra Haravla, Tech Mala Sapatla | **Innovative Practices Adopted:**<br><br>Pair throw-catch, overhead toss, throw-back game, bucket target throw, run-and-catch activity.<br><br>**E-Content**<br><br>**https://ncert.nic.in/textbook/pdf/deky101.pdf**<br><br>**Audio:**<br><br>https://youtu.be/nS0UCpCanrM?si=Mqbrk73rkKEBSMYD<br><br>**Chapter 5: Local and Traditional Games-**<br><br>**Teaching Aids:**<br><br>Chalk for boundary, cones, whistle<br><br>**Innovative Practices Adopted:**<br><br>Group chasing games, circle running activity, quick position change games for teamwork and alertness.<br><br>**E-Content**<br><br>**Audio:** | |

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| | | | | https://youtu.be/jNY14sFKtQQ?si=zO-hrsGmrHzvMdL2 | |
| 2 | **June** | **7** | **Unit 3— Yoga**<br><br>**Chapter 6: Yoga for Daily Life**<br>• Ahara, Vihara, Achara,Vichara and Nidra | **Chapter 6: Yoga for Daily Life**<br>**Teaching Aids:**<br>Yoga mats, charts of yoga principles<br>**Innovative Practices Adopted:**<br>Discussion on healthy habits (Ahara, Vihara), value-based activities on Yama, Niyama, Satya and Santosha.<br>**E-Content**<br>**Audio:**<br>https://youtu.be/k2OHPA5zPUM?si=EPA2iZvubJruBebJ | • Participation in games and yoga<br>• Yoga posture assessment<br>• Health and fitness observation<br>• Peer assessment<br><br>• Self-assessment<br>• Observation during activities |
| 3 | **July** | **26** | **Unit 1— Basic Motor Movements**<br>**Chapter 2: Kicking and Receiving-**<br>• Kicking<br>• Receiving<br>• Dribble and Pass<br>• Drop it to Kick it | **Chapter 2: Kicking and Receiving-**<br>**Teaching Aids:**<br>Football/soft ball, cones, chalk lines, whistle<br>**Innovative Practices Adopted:**<br>Kick–receive practice, dribble and pass game, zig-zag kicking drill, goal target kick, foot baseball team game.<br>**E-Content** | • Oral questioning / discussion<br><br>• Teacher checklist / rubric |

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| | | | • Between the Door<br>• Kick Through<br>• Zig-zag Kicking<br>• Foot Baseball<br><br>**Unit 2— Our Games**<br><br>**Chapter 5: Local and Traditional Games-**<br>• Indur Beral<br>• Tekeli Bhonga<br><br>**Unit 3— Yoga**<br><br>**Chapter 6: Yoga for Daily Life** | **https://ncert.nic.in/textbook/pdf/deky102.pdf**<br>**Audio:**<br>https://youtu.be/y4xI07iEJ5g?si=HmgcenoGO7e1XEg2<br><br>**Chapter 5: Local and Traditional Games-**<br>**Teaching Aids:**<br>Chalk for boundary, cones, whistle<br>**Innovative Practices Adopted:**<br>Circle running games, chasing/tag activity, quick position-change games for teamwork.<br>**E-Content**<br>**Audio:**<br>https://youtu.be/jNY14sFKtQQ?si=zO-hrsGmrHzvMdL2<br><br>**Chapter 6: Yoga for Daily Life** | • Anecdotal records<br>• Portfolio of student activities<br>• Project / activity-based assessment<br>• Game performance assessment<br>• Health and fitness observation<br>• Reflective feedback from students<br><br>**PERIODIC TEST -I** |

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| | | | • Ashtanga Yoga<br>• Yama | **Teaching Aids:**<br>Yoga mats, yoga value charts<br>**Innovative Practices Adopted:**<br>Discussion on Ashtanga Yoga, role-play on Yama (truth, kindness), short breathing and meditation practice.<br>**E-Content**<br>**Audio:**<br>https://youtu.be/k2OHPA5zPUM?si=EPA2iZvubJruBebJ | |
| 4 | **August** | **23** | **Unit 1— Basic Motor Movements**<br>**Chapter 3: Strike the Shuttlecock-**<br>• Striking the Shuttlecock with a racquet<br>• Balloon Race | **Chapter 3: Strike the Shuttlecock-**<br>**Teaching Aids:**<br>Badminton rackets, shuttlecock, balloons, cones<br>**Innovative Practices Adopted:**<br>Racket strike practice, balloon race game, pair rally activity.<br>**E-Content**<br>**https://ncert.nic.in/textbook/pdf/deky103.pdf**<br>**Audio:**<br>https://youtu.be/fml6s3qGXak?si=rrrRd9beKmIN0uBH | • Participation in games and yoga<br>• Yoga posture assessment<br>• Health and fitness observation |

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| | | | **Unit 2— Our Games**<br>**Chapter 5: Local and Traditional Games-**<br>• Rinky Pinky Ponk<br><br>**Unit 3— Yoga**<br>**Chapter 6: Yoga for Daily Life-**<br>• Niyama<br>• Santosha<br>• Satya | **Chapter 5: Local and Traditional Games-**<br>**Teaching Aids:**<br>Chalk for circle, cones, whistle<br>**Innovative Practices Adopted:**<br>Circle passing game, quick reaction running game, teamwork activity.<br>**E-Content**<br>**Audio:**<br>https://youtu.be/jNY14sFKtQQ?si=zO-hrsGmrHzvMdL2<br><br>**Chapter 6: Yoga for Daily Life-**<br>**Teaching Aids:**<br>Yoga mats, value charts<br>**Innovative Practices Adopted:**<br>Discussion on Niyama, role-play on Satya (truth), gratitude activity for Santosha (contentment).<br>**E-Content**<br>**Audio:** | • Peer assessment<br>• Self-assessment<br>• Observation during activities |

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| | | | | https://youtu.be/k2OHPA5zPUM?si=EPA2iZvubJruBebJ | |
| 5 | **September** | **24** | **Unit 1— Basic Motor Movements**<br>**Chapter 3: Strike the Shuttlecock-**<br>• Bowling<br>• Tap the Ball<br><br>**Unit 2— Our Games**<br>• Gaind Tora<br>• Sundarikku Abhusuman Kuthal | **Chapter 3: Strike the Shuttlecock-**<br>**Teaching Aids:**<br>Rackets, soft balls/shuttlecock, cones<br>**Innovative Practices Adopted:**<br>Bowling target activity, tap-the-ball control drill, partner practice game.<br>**E-Content**<br>**https://ncert.nic.in/textbook/pdf/deky103.pdf**<br>**Audio:**<br>https://youtu.be/fml6s3qGXak?si=rrrRd9beKmIN0uBH<br><br>**Chapter 3: Strike the Shuttlecock-**<br>**Teaching Aids:**<br>Chalk for boundary, cones, whistle<br>**Innovative Practices Adopted:**<br>Team chasing game, circle running activity, cooperative group play.<br>**E-Content** | • Participation in games and yoga<br>• Yoga posture assessment<br>• Health and fitness observation<br>• Peer assessment<br>• Self-assessment<br>• Observation during activities<br>**REVISION** |

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| | | | **Unit 3— Yoga**<br>**Chapter 7: Yoga Sadhana-**<br>• Preparatory practices | **Audio:**<br>https://youtu.be/jNY14sFKtQQ?si=zO-hrsGmrHzvMdL2<br>**Chapter 7: Yoga Sadhana-**<br>**Teaching Aids:**<br>Yoga mats, yoga posture charts<br>**Innovative Practices Adopted:**<br>Simple stretching warm-up, breathing practice, follow-the-teacher yoga preparation.<br>**E-Content**<br>**Audio:**<br>https://youtu.be/neIEfXPx2EA?si=wym2fXp1Yguk6iwk | |
| | **HALF YEARLY EXAM** | | | | |
| 6 | **October** | **16** | **Unit 1— Basic Motor Movements** | **Chapter 3: Strike the Shuttlecock-**<br>**Teaching Aids:** | • Oral questioning / discussion |

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| | | | • Sky Shuttlecock<br>• Place the Shuttlecock<br>• Play it Together<br><br>**Unit 2— Our Games**<br><br>**Chapter 5: Local and Traditional Games –**<br>• Chho Chho<br><br>**Unit 3— Yoga**<br><br>**Chapter 7: Yoga Sadhana-** | Badminton rackets, shuttlecock, cones/targets<br><br>**Innovative Practices Adopted:**<br><br>High hit practice (Sky Shuttlecock), target placement game, pair rally activity (Play it Together).<br><br>**E-Content**<br><br>**https://ncert.nic.in/textbook/pdf/deky103.pdf**<br><br>**Audio:**<br><br>https://youtu.be/fml6s3qGXak?si=rrrRd9beKmIN0uBH<br><br>**Chapter 5: Local and Traditional Games –**<br><br>**Teaching Aids:**<br>Chalk for boundary, cones, whistle<br><br>**Innovative Practices Adopted:**<br><br>Running and chasing activity, teamwork tag game, quick reaction movement game.<br><br>**E-Content**<br><br>**Audio:**<br><br>https://youtu.be/jNY14sFKtQQ?si=zO-hrsGmrHzvMdL2<br><br>**Chapter 7: Yoga Sadhana-** | • Teacher checklist / rubric<br><br>• Anecdotal records<br><br>• Portfolio of student activities<br><br>• Project / activity-based assessment<br><br>• Game performance assessment<br><br>• Health and fitness observation |

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| | | | • Asana | **Teaching Aids:**<br>Yoga mats, asana charts<br>**Innovative Practices Adopted:**<br>Teacher demonstration of asanas, follow-the-teacher yoga practice, balance posture activity.<br>**E-Content**<br>**Audio:**<br>https://youtu.be/neIEfXPx2EA?si=wym2fXp1Yguk6iwk | • Reflective feedback from students |
| 7 | **November** | **23** | **Unit 1— Basic Motor Movements**<br>**Chapter 4: Little Steps-**<br>• Roll Around<br>• Cross Together | **Chapter 4: Little Steps-**<br>**Teaching Aids:**<br>Mats, chalk markings, cones<br>**Innovative Practices Adopted:**<br>Rolling movement activity, cross-step coordination drill, balance practice.<br>**E-Content**<br>**Audio:**<br>https://youtu.be/As__JPB7Rfk?si=xMM1-iSURvOcxbb4<br><br>**Chapter 5: Local and Traditional Games –** | • Participation in games and yoga<br>• Yoga posture assessment<br>• Health and fitness observation<br>• Peer assessment<br>• Self-assessment |

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| | | | **Unit 2— Our Games**<br><br>**Chapter 5: Local and Traditional Games –**<br>• Puchi Khela<br>• Silent Kabaddi<br><br>**Unit 3— Yoga**<br><br>**Chapter 7: Yoga Sadhana**<br>• Relaxation Technique | **Teaching Aids:**<br>Chalk for boundary, cones, whistle<br>**Innovative Practices Adopted:**<br>Puchi Khela chasing game, Silent Kabaddi teamwork activity.<br>**E-Content**<br>**Audio:**<br>https://youtu.be/jNY14sFKtQQ?si=zO-hrsGmrHzvMdL2<br><br>**Chapter 7: Yoga Sadhana**<br>Yoga mats, calm music<br>**Innovative Practices Adopted:**<br>Deep breathing relaxation, guided body relaxation exercise.<br>**E-Content**<br>**Audio:**<br>https://youtu.be/neIEfXPx2EA?si=wym2fXp1Yguk6iwk | • Observation during activities |
| 8 | **December** | **18** | **Unit 1— Basic Motor Movements**<br><br>**Chapter 4: Little Steps-** | **Chapter 4: Little Steps-**<br>**Teaching Aids:**<br>Cones, hula hoops, chalk markings, mats<br>**Innovative Practices Adopted:** | • Participation in games and yoga<br><br>• Yoga posture assessment |

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| | | | • Movement Circuit<br><br>**Unit 2— Our Games**<br><br>**Chapter 5: Local and Traditional Games –**<br>• Dhop Khela | Station-based movement circuit with running, jumping, and balance activities.<br>**E-Content**<br>**Audio:**<br>https://youtu.be/As__JPB7Rfk?si=xMM1-iSURvOcxbb4<br><br>**Chapter 5: Local and Traditional Games –**<br>**Teaching Aids:**<br>Chalk boundary lines, cones, whistle<br>**Innovative Practices Adopted:**<br>Running and chasing activity to improve speed, alertness, and teamwork.<br>**E-Content**<br>**Audio:**<br>https://youtu.be/jNY14sFKtQQ?si=zO-hrsGmrHzvMdL2<br><br>**Chapter 7: Yoga Sadhana-**<br>**Teaching Aids:**<br>Yoga mats, breathing exercise charts<br>**Innovative Practices Adopted:** | • Health and fitness observation<br>• Peer assessment<br>• Self-assessment<br>• Observation during activities |

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| | | | **Unit 3— Yoga**<br>**Chapter 7: Yoga Sadhana-**<br>• Pranayama | Slow inhaling–exhaling practice, guided breathing with counting for relaxation and focus.<br>**E-Content**<br>**Audio:**<br>https://youtu.be/neIEfXPx2EA?si=wym2fXp1Yguk6iwk | |
| 9 | **January** | **22** | **Unit 1— Basic Motor Movements**<br>**Chapter 4: Little Steps-**<br>• Push Circuit<br>• Leg Circuit<br><br>**Unit 2— Our Games** | **Chapter 4: Little Steps-**<br>**Teaching Aids:**<br>Mats, cones, chalk markings<br>**Innovative Practices Adopted:**<br>Push circuit for arm strength (push-ups, crawling), leg circuit for jumps and squats.<br>**E-Content**<br>**Audio:**<br>https://youtu.be/As__JPB7Rfk?si=xMM1-iSURvOcxbb4<br><br>**Chapter 5: Local and Traditional Games –** | • Oral questioning / discussion<br>• Teacher checklist / rubric<br>• Anecdotal records<br>• Portfolio of student activities<br>• Project / activity-based assessment |

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| | | | **Chapter 5: Local and Traditional Games –**<br>• Anding Oka<br><br>**Unit 3— Yoga**<br><br>**Chapter 7: Yoga Sadhana-**<br>• Hasta Mudras | **Teaching Aids:**<br>Chalk for boundary lines, cones, whistle<br>**Innovative Practices Adopted:**<br>Running and chasing teamwork game improving speed and coordination.<br>**E-Content**<br>**Audio:**<br>https://youtu.be/jNY14sFKtQQ?si=zO-hrsGmrHzvMdL2<br><br>**Chapter 7: Yoga Sadhana-**<br>**Teaching Aids:**<br>Yoga mats, mudra charts<br>**Innovative Practices Adopted:**<br>Demonstration of different hand mudras, follow-the-teacher practice with breathing.<br>**E-Content**<br><br>**Audio:**<br>https://youtu.be/neIEfXPx2EA?si=wym2fXp1Yguk6iwk | • Game performance assessment<br>• Health and fitness observation<br>• Reflective feedback from students<br><br>**PERIODIC TEST -II** |

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| 10 | **February** | **23** | **Unit 1— Basic Motor Movements**<br>**Chapter 4: Little Steps-**<br>• Run into Hula Hoops<br>• Balancing on the Lines<br><br>**Unit 2— Our Games**<br>**Chapter 5: Local and Traditional Games –**<br>• Turai Kar | **Chapter 4: Little Steps-**<br>**Teaching Aids:**<br>Hula hoops, chalk lines, cones<br>**Innovative Practices Adopted:**<br>Run into hula hoops coordination game; balance walking on lines.<br><br>**Audio:**<br>https://youtu.be/As__JPB7Rfk?si=xMM1-iSURvOcxbb4<br><br>**Chapter 5: Local and Traditional Games –**<br>**Teaching Aids:**<br>Chalk for boundary, cones, whistle<br>**Innovative Practices Adopted:**<br>Group chasing game improving speed, teamwork, and alertness.<br>**E-Content**<br><br>**Audio:** | • Participation in games and yoga<br>• Yoga posture assessment<br>• Health and fitness observation<br>• Peer assessment<br>• Self-assessment<br>• Observation during activities |

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| | | | **Unit 3— Yoga**<br><br>**Chapter 7: Yoga Sadhana-**<br>• Krida Yoga<br>• 2. Yoga for Daily Life | https://youtu.be/jNY14sFKtQQ?si=zO-hrsGmrHzvMdL2<br><br>**Chapter 7: Yoga Sadhana-**<br>**Teaching Aids:**<br>Yoga mats, yoga charts<br>**Innovative Practices Adopted:**<br>Krida Yoga activity-based yoga practice and discussion on healthy daily yoga habits.<br>**E-Content**<br>**Audio:**<br>https://youtu.be/neIEfXPx2EA?si=wym2fXp1Yguk6iwk | |
| 11 | **March** | | **SESSION ENDING EXAMINATION** | | |

# CLASS V

# Kendriya Vidyalaya Sangathan (HQs)
# Split-Up of Syllabus for the Academic Session 2026–27

**कक्षा- 5** **विषय - हिन्दी ( वीणा )**

| क्रम संख्या | माह | कार्य दिवसों की संख्या | पढ़ाए जाने वाले पाठ / विषय का नाम | शिक्षण सहायक सामग्री / ई-सामग्री ई -सामग्री/ अपनाई जाने वाली नवाचारी शिक्षण विधियाँ | आयोजित किए जाने वाले मूल्यांकन / परीक्षण / परीक्षा |
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| 1 | अप्रैल - मई | 24 | पाठ -1 किरण ,<br><br>पेड़ का जादू- (केवल पठन हेतु) , | • शिक्षण सहायक सामग्री-<br>• सूर्य और किरणों की चित्रावली<br>• सूर्य का मॉडल<br>• नवाचारी शिक्षण पद्धतियाँ-<br>• “किरन खोजो” खेल (कक्षा में रोशनी से संबंधित वस्तुएँ ढूँढना)<br>• “सही किरण चुनो” खेल-शिक्षक कुछ अच्छे और बुरे व्यवहार के कार्ड दिखाएँ। बच्चे बताएँ कि कौन-सा व्यवहार अच्छी किरण (अच्छा गुण) है।<br>• “प्रकाश प्रयोग”-टॉर्च और कागज का उपयोग करके दिखाएँ कि प्रकाश कैसे फैलता है।<br><br>ई -सामग्री<br>https://youtu.be/lJQErkoYI0c?feature=shared | लैट<br>बहुविकल्पीय प्रश्न<br>कविता पठन<br>मूल्यांकन |

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| | | | **पाठ -2 न्याय की कुर्सी** | **शिक्षण सहायक सामग्री-**<br>• स्थिति कार्ड (Situation Cards) - अलग-अलग परिस्थितियाँ जिन पर बच्चों को निर्णय देना होगा।<br>• कहानी चित्र कार्ड - कहानी के मुख्य घटनाओं के चित्र।<br>• कार्डबोर्ड से न्याय की कुर्सी का छोटा मॉडल<br>**नवाचारी शिक्षण पद्धतियाँ-**<br>• "न्याय की कुर्सी बनाओ" गतिविधि<br>• बच्चे कार्डबोर्ड या चार्ट पेपर से कुर्सी का छोटा मॉडल बनाएँ।<br>• उस पर सत्य, ईमानदारी, न्याय जैसे शब्द लिखें।<br>• निर्णय दो गतिविधि<br>• बच्चों को छोटी कहानी या समस्या दी जाए।<br>• बच्चे सोचकर बताएँ कि न्याय क्या होना चाहिए।<br>• (नकली न्यायालय)<br>कक्षा में छोटा न्यायालय बनाया जाए। एक बच्चा न्यायाधीश दो बच्चे वकील बाकी बच्चे पक्षकार बनेगे बच्चे मिलकर समस्या का न्यायपूर्ण निर्णय देंगे।<br>**ई -सामग्री**<br>https://youtu.be/O4yA3H5hYYY?si=LfuYJtqjgrM0gJ9j | • लैट<br>• नैतिक मूल्य लेखन<br>• अपने शब्दों में कहानी कथन |

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| **2** | **जून** | **7** | **पाठ -3 चाँद का कुरता** | **शिक्षण सहायक सामग्री-**<br>• (चाँद के रूप का चार्ट)<br>• अमावस्या, अर्धचंद्र और पूर्णिमा के चित्र।<br>• माइंड मैप चार्ट - कविता के मुख्य विचार।<br>• पेपर प्लेट और खराब वस्त्र<br>**नवाचारी शिक्षण पद्धतियाँ-**<br>• पेपर प्लेट से चाँद बनाना और उस पर कुर्ता डिज़ाइन करना।<br>• चाँद के रूप पहचानो" खेल<br>शिक्षक चाँद के अलग-अलग चित्र दिखाएँ और बच्चे बताएँ - पूर्णिमा अर्धचंद्र अमावस्या<br>इससे बच्चों को कविता की कल्पना और चाँद के रूप दोनों समझ में आते हैं।<br>• किसी भी खराब वस्त्र से अपनी कल्पना के अनुसार चाँद का एक कुरता सीले (माता-पिता की सहायता से)<br>**ई -सामग्री**<br>https://youtu.be/lszJUAC5Cb0?feature=shared | • लैट<br>• कविता पठन मूल्यांकन<br>• पद्यांश कार्यपत्रिका |

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| **3** | **जुलाई** | **26** | **जागो प्यारे -**<br><br>**(केवल पठन हेतु)**<br><br>**पाठ -4 साइकेन**<br><br>**आवधिक परीक्षा प्रथम** | **शिक्षण सहायक सामग्री-**<br><br>• भारत का नक्शा (Map) - अरुणाचल प्रदेश का स्थान दिखाने के लिए।<br>• चित्र कार्ड -पारंपरिक वेशभूषा और उत्सव के चित्र।<br>• माइंड मैप चार्ट - त्योहार की मुख्य बातें।<br><br>**नवाचारी शिक्षण पद्धतियाँ-**<br><br>• पत्रिका या अखबार से चित्र काटकर "भारत के त्योहार" का कोलाज बनाना।<br>• त्योहार पहचानो खेल<br><br>शिक्षक अलग-अलग त्योहारों के चित्र दिखाएँ।बच्चे पहचानें और उनके नाम बताएँ।<br><br>मैप पज़ल गतिविधि<br><br>भारत का कटा हुआ नक्शा (Puzzle) दें।<br><br>बच्चे उसे जोड़कर अरुणाचल प्रदेश ढूँढें।<br><br>**ई -सामग्री**<br><br>https://youtu.be/z-yj2jbDJPM?feature=shared | **आवधिक परीक्षा-I** |

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| **4** | **अगस्त** | **23** | **होली आई होली आई ( केवल पठन हेतु )**<br><br>**पाठ-5 सुंदरिया**<br><br>**हाथी और चींटी (केवल पठन हेतु)** | **शिक्षण सहायक सामग्री-**<br>• कठपुतली (Puppet) - पात्रों की पेपर कठपुतली बनाकर कहानी सुनाना।<br>• कहानी के पात्रों के मास्क<br>• कहानी का चित्र<br>**नवाचारी शिक्षण पद्धतियाँ-**<br>• कठपुतली बनाओ गतिविधि<br>बच्चे कागज या पेपर बैग से पात्रों की कठपुतली बनाएं।फिर कठपुतली के माध्यम से कहानी सुनाएँ।<br>• चरित्र मुखौटा गतिविधि<br>बच्चे कहानी के पात्रों के मास्क पहनकर अभिनय करेंगे। इससे बच्चों को पात्रों का स्वभाव और कहानी समझने में मदद मिलेगी।<br>• कहानी अनुक्रमण खेल - कहानी के चित्रों को सही क्रम में लगाना।<br>**ई -सामग्री**<br>https://youtu.be/77uY673Tlw0?si=yHWc_kpGVcO7gybg | • लैट<br>• नाटकीय रूपांतरण के समय अवलोकन<br>• अध्याय से जुड़े कुछ वाक्य बनाना |

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| | | | **पाठ -6 चतुर चित्रकार** | **शिक्षण सहायक सामग्री-**<br>• रंग , सफेद कागज , ब्रश, चित्रकारी सामग्री ।<br>नवाचारी शिक्षण पद्धतियाँ-<br>रंगों से अपनी कल्पना का चित्र बनाना और उसका वर्णन करना।<br>• कहानी क्रम गतिविधि- कहानी के चित्र कार्ड बच्चों को दें और उन्हें सही क्रम में लगाने को कहें।<br>• आधा चित्र (ड्राइंग) पूर्ण करो"-शिक्षक आधा चित्र बनाएँ।बच्चे उसे अपनी कल्पना से पूरा करें।<br>**ई -सामग्री**<br>https://youtu.be/E05I_FtAuto?feature=shared | • लैट<br>• मौखिक मूल्यांकन<br>• नाटकीय रूपांतरण के समय अवलोकन<br>• अध्याय से शब्दावली को पूछना |

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| **5** | **सितंबर** | **24** | **दो मेंढकों की यात्रा**<br><br>**(केवल पठन हेतु)**<br><br>**पाठ -7 मेरा बचपन** | **शिक्षण सहायक सामग्री-**<br>• चना-चबेना के लिए खाद्य- सामग्री -- मक्का, चिउड़ा, मुरमुरे, भुने हुए दाने, भुने हुए चावल, चना, मटर और मूँग, भुना हुआ हरा व उबला चना<br>• चित्र क्रम कार्ड (Picture Sequencing Cards) - घटनाओं को क्रम में लगाने के लिए।<br>• दिन के चार पहर का चित्र।<br>**नवाचारी शिक्षण पद्धतियाँ-**<br>• छात्रों द्वारा चना-चबेना बनवाया जाए ।<br>• कहानी अनुक्रमण गतिविधि-<br>• कहानी की घटनाओं वाले चित्र कार्ड बच्चों को दें। वे उन्हें सही क्रम में लगाएँ।<br>• छात्रों को बताना होगा कि छात्र एक दिन मे आने वाले चारों पहरों मे क्या-क्या करते है।<br>**ई -सामग्री**<br>https://youtu.be/A0hsb4XiBnA?feature=shared | |
| | | **अर्धवार्षिक परीक्षा** | | | |

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| **6** | **अक्टूबर** | **16** | **पाठ - 8 काजीरंगा राष्ट्रीय उद्यान की यात्रा**<br><br>**घूमो-देखो**<br><br>**(केवल पठन हेतु)** | **शिक्षण सहायक सामग्री-**<br>• भारतीय मानचित्र<br>• जानवरों के चित्र / चार्ट - गैंडा, हाथी, हिरण आदि के चित्र।<br>• माइंड मैप चार्ट - उद्यान, जानवर और प्रकृति से जुड़ी जानकारी।<br>**नवाचारी शिक्षण पद्धतियाँ-**<br>• भारतीय मानचित्र में सभी राष्ट्रीय उद्यानों को दर्शाये ।<br>• पशु मास्क गतिविधि-<br>बच्चे कागज से जानवरों के मास्क बनाएं (जैसे गैंडा, हाथी)। फिर वे उस जानवर के बारे में 2-3 वाक्य बोलें।<br>• छात्रों को चिड़ियाघर का दौरा करवाने के लिए लेकर जाए।<br>**ई -सामग्री**<br>https://youtu.be/oHTxStcp-7s?feature=shared | • लैट<br>• बहुविकल्पीय प्रश्न<br>• तुकांत शब्द कार्य पत्रिका |

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| **7** | **नवंबर** | **23** | **पाठ -9 न्याय** | **शिक्षण सहायक सामग्री-**<br>• कठपुतली (Puppets) - पात्रों को दिखाने के लिए।<br>• मुकुट / जज की टोपी<br>जज के लिए कागज से टोपी बनाकर "न्यायाधीश" लिखें।<br>भूमिका-अभिनय में उपयोग करें।<br>नवाचारी शिक्षण पद्धतियाँ-<br>• न्याय का निर्णय<br>बच्चों को एक छोटी-सी परिस्थिति दें (जैसे दो बच्चों का झगड़ा)। छात्र चर्चा करके बताएँ कि सही न्याय क्या होना चाहिए।<br>• छात्रों द्वारा कहानी का अभिनय<br>**ई -सामग्री**<br>https://youtu.be/TN6YctKh2jk?feature=shared | • लैट<br>• बहुविकल्पीय प्रश्न<br>• अध्याय से शब्दावली को पूछना |

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| **8** | **दिसंबर** | **18** | **पाठ -10 तीन मछलियाँ**<br><br>**द्वितीय आवधिक परीक्षा** | **शिक्षण सहायक सामग्री-**<br>• कठपुतली<br>• धागे या रस्सी<br>• तीन अलग-अलग मछलियों के चित्र बनाकर उनके नाम लिखें।<br>**नवाचारी शिक्षण पद्धतियाँ-**<br>• कागज या कपड़े से मछलियों की कठपुतली बनाकर कहानी सुनाएँ।<br>• जाल का मॉडल-धागे या रस्सी से छोटा जाल बनाकर दिखाएँ।<br>• भूमिका-अभिनय (Role Play)- कुछ बच्चों को तीन मछलियाँ और एक मछुआरा बनाएं।<br>**ई -सामग्री**<br><br>https://youtu.be/HdwUyaIwdqU?si=06wEhHARSCikFa7t | |

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| **9** | **जनवरी** | **22** | **पाठ - 11 हमारे ये कलामंदिर** | **शिक्षण सहायक सामग्री-**<br>• भारत का नक्शा (Map)<br>• मिट्टी से गुफा का छोटा मॉडल।<br>• फ्लिप बुक (Flip Chart)<br>**नवाचारी शिक्षण पद्धतियाँ-**<br>• नक्शा गतिविधि<br>• बच्चों से भारत के नक्शे में अजंता-एलोरा का स्थान ढूँढने को कहें।<br>• नक्शे में महाराष्ट्र राज्य और औरंगाबाद (जहाँ गुफाएँ हैं) दिखाएँ।<br>• फ्लिप बुक (Flip Chart)<br>छोटे-छोटे पन्नों की किताब बनाएं।<br>हर पन्ने पर गुफाओं से जुड़ी जानकारी और चित्र।<br>• गाइड बनो गतिविधि<br>एक छात्र टूर गाइड बने और बाकी छात्र पर्यटक।<br>गाइड गुफाओं के बारे में जानकारी<br>**ई -सामग्री**<br>https://youtu.be/3TgJnu_7m0Y?feature=shared | • लैट<br>• बहुविकल्पीय प्रश्न<br>• अध्याय से जुड़े कुछ वाक्य बनाना<br>**आवधिक परीक्षा- II** |

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| **10** | **फरवरी** | **23** | **पाठ - 12 गंगा की कहानी**<br><br>**गगनयान**<br><br>**(केवल पठन हेतु)** | **शिक्षण सहायक सामग्री-**<br>• भारत का नक्शा (Map)<br>• फ्लैश कार्ड<br>• जल चक्र चार्ट<br>**नवाचारी शिक्षण पद्धतियाँ-**<br>• पानी के स्रोत और नदियों के बनने की प्रक्रिया जल चक्र चार्ट द्वारा ।<br>• स्वच्छता अभियान रोल प्ले<br>कुछ छात्र नदी को गंदा करने वाले लोग और कुछ नदी को साफ रखने वाले लोग बनें।<br>इससे बच्चों को पर्यावरण का महत्व समझ आएगा।<br>• नक्शा गतिविधि<br>बच्चों से भारत के नक्शे में गंगा नदी का मार्ग दिखाने को कहें।<br>**ई -सामग्री**<br>- https://youtu.be/nz-Hpl4S_ws?si=o9fk7NP_hi8RAN_o | • नैतिक मूल्य लेखन<br>• लैट<br>• तुकांत शब्द कार्य पत्रिका<br>• अपने शब्दों में कहानी कथन |
| **11** | **मार्च** | | **सत्रांत परीक्षा** | | |

# ENGLISH- SANTOOR

| S. No. | Month | No. of working days | Name of the Chapter/ Topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
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| 1 | April-May | 24 | Papa's Spectacles | **Teaching Aids**<br>• Real spectacles for demonstration.<br>• Picture cards showing family<br>• Story sequence cards, Chart papers<br>• Smart board- PPT slides.<br><br>**Innovative Practices**<br>• Role Play- Student act as Papa and Children<br>• Guess the object -Game using classroom items<br>• Observation activity- find the hidden object.<br>• Make a list of words in your language that you use to call your father.<br><br>**E-Content**<br>https://epathshala.nic.in/topic.php?id=0532CH01 | **Assessment**<br>• Short comprehension worksheet Speaking Activity- Describe a<br>• family member<br>Intonation of voice- dialogue delivery during role play.<br>MCQ,<br>• Story retelling in student's own words.<br><br>LAT, DICTATION |

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| **2** | **June** | **7** | **Gone with the Scooter** | **Teaching Aids** –<br>• Toy scooter model, traffic signal flash cards, story sequence cards/chart papers, smart board presentation.<br>**Innovative Practices** –<br>• Role play showing the scooter journey, traffic safety<br>• Awareness discussion, story sequencing activity, draw and describe your favourite vehicle.<br>**E-Content**<br>https://epathshala.nic.in/topic.php?id=0532CH02 | **Assessment**<br>• Comprehension worksheet, Vocabulary test from the lesson, Group storytelling activity,<br>• MCQs<br>• Write five sentences about a memorable journey.<br>• Group discussion<br><br>LAT, DICTATION |
| **3** | **July** | **26** | **Gone with the scooter**<br><br>**The Rainbow** | **Teaching Aids** –<br>• Rainbow colour chart, prism demonstration to show rainbow formation, colour flash cards, art materials for drawing rainbow,<br>**Innovative Practices** –<br>• Poetry recitation competition, art integration activity by drawing and colouring rainbow, rhyming word identification game,<br>• Nature observation, discussion after rain.<br>**E-Content**<br>https://epathshala.nic.in/topic.php?id=0532CH03 | **Assessment**<br>• Poem recitation evaluation, worksheet on rhyming words<br>• short comprehension worksheet, MCQs.<br>• Write three sentences about rain or rainbow.<br><br>LAT, DICTATION<br><br>**PERIODIC TEST -I** |

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| **4** | **August** | **23** | **The Wise Parrot** | **Teaching Aids** –<br>• Parrot puppet, story chart papers, flashcards showing characters,<br>• Smart board slides (PPT)<br>• Flashcards showing characters<br><br>**Innovative Practices**<br>• Puppet storytelling<br>• Value based discussion – Importance of wisdom<br>• Create your own ending to the story<br>• Group storytelling (creating their own story)<br>. **E-Content**<br>https://epathshala.nic.in/topic.php?id=0532CH04 | **Assessment** –<br>• Write the moral of the story<br>• Comprehension worksheet<br>• MCQs<br>• Oral question–answer session<br>• Story retelling in own words.<br><br>LAT, DICTATION |
| **5** | **September** | **24** | **The Frog** | **Teaching Aids** –<br>• Frog life cycle chart<br>• Animal picture flashcards<br>• Story cards<br>• Smart board animation<br>**Innovative Practices** –<br>• Nature walk discussion about frogs<br>• Animal sound guessing game<br>• Draw frog habitat activity<br>• Group discussion on animals<br>**E-Content**<br>https://epathshala.nic.in/topic.php?id=0532CH05 | **Assessment** –<br>• Write ways to save water, comprehension worksheet.<br>• Poster presentation.<br>• MCQs, short paragraph writing.<br><br>LAT, DICTATION<br><br>**REVISION** |
| | | | | **HALF YEARLY EXAM** | |

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| **6** | **October** | **16** | **What a Tank** | **Teaching Aids** –<br>• Water conservation posters, model of water tank,<br>• Charts showing water cycle and storage methods, smart board slides and videos.<br>• Map reading and location of states.<br>**Innovative Practices** –<br>• Poster making activity on saving water, class discussion on water conservation methods,<br>• Group project on water saving at home and school,<br>• Environmental awareness- pledge activity.<br>**E-Content**<br>https://epathshala.nic.in/topic.php?id=0532CH06 | **Assessment** –<br>• Write ways to save water, comprehension worksheet.<br>• Poster presentation, MCQs.<br>• Short paragraph creative writing.<br>LAT, DICTATION |
| **7** | **November** | **23** | **Gilli Danda** | **Teaching Aids** –<br>• Real gilli danda sticks,<br>• Sports picture cards,<br>• Playground demonstration, smart board slides,<br>**Innovative Practices** –<br>• Outdoor demonstration of traditional game gilli danda,<br>• Discussion on traditional Indian games,<br>• comparison between modern games and traditional games,<br>• Draw your favourite outdoor game.<br>**E-Content**<br>https://epathshala.nic.in/topic.php?id=0532CH07 | **Assessment**–<br>• Paragraph writing on favourite game, Vocabulary worksheet,<br>• Oral discussion activity,<br>• MCQs<br>• Story retelling in own words.<br>LAT, DICTATION |

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| **8** | **December** | **18** | **The Decision of the Panchayat** | **Teaching Aids** –<br>• Panchayat system chart, role play cards (Panchayati Raj)<br>• Village governance pictures,<br>• Smart board presentation.<br>**Innovative Practices** –<br>• Mock Panchayat role play in classroom,<br>• Debate activity on fairness and justice,<br>• Group discussion on decision making in society,<br>• Story dramatization activity.<br>**E-Content**<br>https://epathshala.nic.in/topic.php?id=0532CH08 | **Assessment**–<br>• Case study discussion, comprehension worksheet,<br>• MCQs, Activity sheets<br>• Oral questioning session,<br>• Write the moral or message of the story.<br><br>LAT, DICTATION |
| **9** | **January** | **22** | **Vocation** | **Teaching Aids** –<br>• Community helper charts,<br>• Occupation flashcards,<br>• Career posters, smart board slides (PPT) and videos.<br>**Innovative Practices** –<br>• Career day activity in classroom,<br>• Interview a community helper activity (Inviting a parent to the class if possible)<br>• Draw your dream profession,<br>• Class discussion on different occupations and their importance.<br>**E-Content**<br>https://epathshala.nic.in/topic.php?id=0532CH09 | **Assessment** –<br>• Write about your dream job,<br>• Vocabulary matching worksheet,<br>• Oral presentation about professions,<br>• MCQs,<br>• Poem recitation<br><br>LAT, DICTATION<br><br>**PERIODIC TEST -II** |

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| **10** | **February** | **23** | **Glass Bangles** | **Teaching Aids –**<br>• Real bangles for demonstration and videos<br>• Cultural picture charts, craft materials,<br>• Smart board presentation, videos<br>• Innovative Practices –<br>• Cultural discussion about traditional crafts and artisans,<br>• Craft activity using coloured paper bangles,<br>• Story discussion on kindness and empathy<br>**E-Content**<br>**https://epathshala.nic.in/topic.php?id=0532CH10** | **Assessment–**<br>• Character description creative writing,<br>• Comprehension worksheet,<br>• MCQ questions,<br>• Oral explanation,<br>• Story retelling in own words.<br><br>LAT, DICTATION<br><br>**REVISION** |
| **11** | **March** | | | **SESSION ENDING EXAMS** | |

# MATHEMATICS- MATHS MELA

| Sr. No. | Month | No. of Working Days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
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| 1 | April-May | 24 | 1.We the Travellers | Innovative Teaching practices<br>Role play (Traveller & Guide)<br><br>Material Required - Number Cards (Jodo Gyan), Math mat (10*10), Digit Cards, Dienes blocks, Token Cards<br>E-Content<br>https://ncert.nic.in/textbook.php?eemm1=1-15 | LAT<br><br>Worksheet<br><br>Activity based assessment |
| 2 | June | 7 | 2.Fractions | Innovative Teaching practices:<br>Fraction Pizza / Roti Activity<br>Bring paper pizzas or rotis.<br>Divide into 1/2, 1/4, 1/8 pieces.<br>Students combine pieces to make one whole.<br><br>Material Required - Fraction Dice, Fraction Kit, Coloured Dominos (Jodo Gyan), Roti or Pie Model,<br>e-book<br>E-Content<br>https://ncert.nic.in/textbook.php?eemm1=2-15<br><br>Audio Book - https://www.youtube.com/watch?v=GFiV2-pxc8A&list=PLUgLcpnv1YicQ-sj9DrtRmP8N6xVYVvOe&index=15 | LAT<br><br>Worksheet<br><br>Quiz<br><br>Activity based assessment |

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| 3 | July | 26 | 3.Angles as Turns,<br><br>4.We the Travellers II<br><br>Revision | Innovative Teaching practices:<br>Human Clock Game-<br>Students will stand in a circle.<br>Teacher calls:<br>Quarter turn<br>Half turn<br>Full turn<br><br>E-Content<br>NCERT AudioBook CL 5 Math Mela Eng \| CH 03 Angles as Turns<br><br>https://ncert.nic.in/textbook.php?eemm1=3-15<br>We the Travellers 2<br>Innovative Teaching practices:<br>Travel Budget Game<br>Give students a travel chart with distances and costs.<br>Students calculate total travel expenses.<br>Map reading activity<br>Material Required-Geoboard (Jodo Gyan), clock, ice cream sticks, compass, Protractor set (Jodo Gyan), Ganit mala 1000 beads<br><br>E-Content<br>https://ncert.nic.in/textbook.php?eemm1=4-15<br><br>Audio Book (We the Travellers 2)<br>https://www.youtube.com/watch?v=e2THhpM_YzE&list=PLUgLcpnv1YicQ-sj9DrtRmP8N6xVYVvOe&index=12 | Full turn assessment with hand<br><br>Map reading assessment<br><br>Worksheet<br><br>Group activity assessment<br><br>PT-1 |

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| 4 | August | 23 | 5.Far and Near,<br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br>6.The Dairy Farm | Far and Near<br>Innovative Teaching practices:<br>Measuring the Playground<br>Students measure classroom objects using<br>footsteps<br>meter scale<br>measuring tape<br>Material Required: Measuring Tape, Ruler, Threads and Hand span (for non-standard units)<br>E-Content<br>https://ncert.nic.in/textbook.php?eemm1=5-15<br>Audio Book (Far and Near)<br>https://www.youtube.com/watch?v=7bVWBZ_Vi5c&list=PLUgLcpnv1YicQ-sj9DrtRmP8N6xVYVvOe&index=11<br>The Dairy Farm<br>Innovative Teaching practices:<br>Milk Collection Stimulation<br>Students act as farmers and milk collectors.<br>Measure milk in litres and millilitres using bottles.<br>The Dairy Farm- Number Grid, Dienes blocks (Jodo Gyan)<br>E-Content<br>https://ncert.nic.in/textbook.php?eemm1=6-15<br>Audio Book (The Dairy Farm)<br>https://www.youtube.com/watch?v=dSsbTLTYcXE&list=PLUgLcpnv1YicQ-sj9DrtRmP8N6xVYVvOe&index=10 | LAT<br><br>Worksheet<br><br>Activity based assessment<br><br><br><br><br><br><br><br><br><br><br><br>Estimation activity<br><br>Match the unit<br>With correct objects |

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| 5 | September | 24 | 7.Shapes and Patterns<br><br>Revision | Shapes and Patterns<br>Innovative Teaching practices:<br>Rangoli / Pattern Making<br>Use coloured papers or rangoli powder.<br>Students create geometric patterns.<br>E-Content<br>TLM - RANGOMETRY (JODO GYAN), Tessellations Kit<br>https://ncert.nic.in/textbook.php?eemm1=7-15<br>Audio Book<br>https://www.youtube.com/watch?v=cLGhl7uQgqE&list=PLUgLcpnv1YicQ-sj9DrtRmP8N6xVYVvOe&index=9 | Half yearly Exam<br><br>Activity based assessment |
| | | | | HALF YEARLY EXAM | |
| 6 | October | 16 | 8.Weight and Capacity | Innovative Teaching practices:<br>Classroom Shop<br>Set up a mini grocery shop.<br>Students weigh objects using balance.<br>TLM - WEIGHING SCALE, VOLUME MEASURING SET<br>E-Content<br>https://ncert.nic.in/textbook.php?eemm1=8-15<br>Audio Book -<br>https://www.youtube.com/watch?v=y1Q7NOk7rto&list=PLUgLcpnv1YicQ-sj9DrtRmP8N6xVYVvOe&index=8 | LAT<br><br>Worksheet<br><br>Estimation activity |

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| 7 | November | 23 | 9.Coconut Farm<br><br>10.Symmetrical Designs | TLM - Equal Distribution using marbles, seeds etc,<br>Innovative Teaching practices:<br>Multiplication Tree-<br>Draw a coconut tree.<br>Each coconut has a multiplication problem.<br>Innovative Teaching practices<br>Audio Book (Coconut Farm)<br>E-Content<br>https://www.youtube.com/watch?v=uzDKp82Il3Y&list=PLUgLcpnv1YicQ-sj9DrtRmP8N6xVYVvOe&index=7<br>https://ncert.nic.in/textbook.php?eemm1=9-15,<br>Symmetrical Designs- Rangometry, Tessellations Kit, Mirror, Alphabet & Number Sets, Paper folding.<br>Match objects with their number of lines of symmetry<br><br>E-Content<br>https://ncert.nic.in/textbook.php?eemm1=10-15<br><br>Audio Book (Symmetrical Designs)<br><br>https://www.youtube.com/watch?v=Qym2ULuuHCo&list=PLUgLcpnv1YicQ-sj9DrtRmP8N6xVYVvOe&index=6 | LAT<br><br>Worksheet<br><br>Activity based assessment<br><br>Paper folding assessment<br><br>Match objects with their number of lines of symmetry |

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| 8 | December | 18 | 11.Grandmother's Quilt<br><br>12.Racing Seconds | TLM -Rope & Thread,<br>Innovative Teaching practices:<br>-Arrange pieces to make quilt patterns<br>E-Content<br>https://ncert.nic.in/textbook.php?eemm1=11-15<br>Audio Book<br>https://www.youtube.com/watch?v=L0zEFaUdiQo&list=PLUgLcpnv1YicQ-sj9DrtRmP8N6xVYVvOe&index=5<br>Racing Seconds - 24 hours clocks, Digital clock, Analog clock, Stop watch<br>E-Content<br>https://ncert.nic.in/textbook.php?eemm1=12-15 | LAT<br><br>Picture sequencing<br><br>Observation method |
| 9 | January | 22 | 12.Racing Seconds (contd.)<br><br>13.Animal Jumps | TLM - Number Line<br>E-Content -<br>https://ncert.nic.in/textbook.php?eemm1=12-15.,<br>Audio Book (Racing Seconds)<br>https://www.youtube.com/watch?v=5Q8YjyUL-Dk&list=PLUgLcpnv1YicQ-sj9DrtRmP8N6xVYVvOe&index=4<br><br>Innovative Teaching practices:<br>Animal Jump Game<br>E-Content<br>https://ncert.nic.in/textbook.php?eemm1=13-15<br>Audio Book (Animal Jumps)<br>https://www.youtube.com/watch?v=V0Ns6T7ushE&list=PLUgLcpnv1YicQ-sj9DrtRmP8N6xVYVvOe&index=3 | Practical activity assessment (use a stopwatch or clock)<br><br>Game based assessment<br><br>PT-2 |

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| 10 | February | 23 | 14.Maps and Location<br><br>15. Data Through Pictures,<br><br>Revision | TLM - Metro Map, Compass, School Map.<br><br>E-Content (Maps and Location)<br>https://ncert.nic.in/textbook.php?eemm1=14-15,<br>Audio Book – (Maps and Location)<br>https://www.youtube.com/watch?v=bNYi_c1ycg0&list=PLUgLcpnv1YicQ-sj9DrtRmP8N6xVYVvOe&index=1<br><br>Data Through Pictures - Pictograph, Bar graph,<br>Data Through Pictures<br>Innovative Teaching practices:<br>Favourite Fruit Survey<br>Students collect data from classmates.<br>Create bar graph on chart paper.<br>E-Content<br>https://ncert.nic.in/textbook.php?eemm1=15-15<br><br>Audio Book – (Data Through Pictures)<br>https://www.youtube.com/watch?v=psF5WQUPbDo&list=PLUgLcpnv1YicQ-sj9DrtRmP8N6xVYVvOe&index=2 | Map Activity assessment<br><br>LAT<br><br>Worksheet |
| *11* | *March* | | *Session Ending Exam* | | |

# TWAU- OUR WONDEROUS WORLD

| S.No. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
|---|---|---|---|---|---|
| 1 | APRIL-MAY | 24 | Water-The Essence of Life | **Teaching Aids –** Rainwater harvesting model, water purifier model, pictures of dams and wells, measuring bottle, water cycle flashcards.<br>**E-Content**<br>https://epathshala.nic.in/topicc.php?id=0535CH01<br>**Innovative Practices-**<br>• Making a simple rainwater harvesting model<br>• Water filtration activity using sand, gravel and cloth | • LAT<br>• Oral Question Answers<br>• Map Reading<br>• MCQ Question Worksheet |
| 2 | JUNE | 7 | Journey of a River | **Teaching Aids –** Map of India showing rivers, river model, pictures of river life etc.<br>**E-Content**<br>https://epathshala.nic.in/topicc.php?id=0535CH02<br>**Innovative Practices-**<br>• Map activity marking major rivers of India.<br>• River flow demonstration using a sand and water tray model. | • LAT<br>• Oral Question Answers<br>• Map Reading<br>• MCQ Question Worksheet |

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| **3** | **JULY** | **26** | **Journey of a River**<br><br>**The Mystery of Food** | **Teaching Aids –** Chart of types of teeth, Flashcards of food preservation methods, Microscope picture for microbes, Pictures of fermented food (idli, dosa, curd), Video on food spoilage and microbes.<br><br>**E-Content**<br>**https://epathshala.nic.in/topicc.php?id=0535CH03**<br><br>**Innovative Practices-**<br>• Spoilage Experiment: Keep bread inside and outside the fridge and observe changes for 2–3 days.<br>• Sun Drying Activity: Dry tomato or potato slices in sunlight and observe the change. | • Oral Question Answers<br>• Map Reading<br>• MCQ Question Worksheet<br><br>**PT- 1** |
| **4** | **AUGUST** | **23** | **Our School- A Happy Place** | **Teaching Aids –** Green and blue dustbins, Waste segregation flashcards, Thermometer and two glasses (sun–shade activity),Traffic signs flashcards, Fire safety equipment picture chart, First aid box.<br>**E-Content**<br>**https://epathshala.nic.in/topicc.php?id=0535CH04**<br>**Innovative Practices-**<br>• Waste Segregation Game: Children place picture cards into wet waste, dry waste and recycle bins.<br>• Fire Safety Drill: Practice safe exit and assembly point. | • LAT<br>• Oral Question Answers<br>• Map Reading<br>• MCQ Question Worksheet |

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| **5** | **SEPTEMBER** | **24** | **Our Vibrant Country** | **Teaching Aids –** Political map of India, traditional dress pictures, pictures of National symbols, Indian currency notes, monument pictures etc.<br>**E-Content**<br>**https://epathshala.nic.in/topicc.php?id=0535CH05**<br>**Innovative Practices-**<br>• Currency Detective Activity: Students observe currency notes to identify symbols, languages and monuments.<br>• Local Diversity Observation: Students observe their surroundings and list different languages, foods and festivals in their community. | • LAT<br>• Oral Question Answers<br>• Map Reading<br>• MCQ Question Worksheet<br>**REVISION** |
| | | | | **HALF YEARLY EXAM** | |
| **6** | **OCTOBER** | **16** | **SOME UNIQUE PLACES** | **INNOVATIVE PRACTICES**<br>• **Coral reef Model –** 3D coral reef model using clay and coloured paper**.**<br>• **Map exploration activity –** Student will locate some places on physical map.<br>• **Bird nest making -** Create a bird nest using twigs, cotton and leaves.<br>**Teaching Aid –** Physical map of India, colour sticker or flag, picture of unique places and flash card of their features.<br>**E-Content** | • LAT<br>• Oral Question Answers<br>• Map Reading<br>• MCQ Question Worksheet<br>Participation, creativity and engagement during activity |

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| | | | | https://youtu.be/bk9XMLOfwyY?si=NqMP4RTwwJECSr5j | |
| **7** | **NOVEMBER** | **23** | **ENERGY – HOW THINGS WORK** | **INNOVATIVE PRACTICES**<br>• **Balloon Rocket experiment**<br>• **Pin Wheel Activity –** Make a paper pin wheel and run with it (wind energy cause movement)<br>• **Rubber band guitar -** Stretch rubber bands on a box and pull them to make sound.<br>• **Field Walk –** Short walk in school to observe how we use energy for different tasks.<br>**Teaching Aid –** Flash card of energy sources and its use, torch, battery, chart of renewable vs. Non-renewable energy.<br>**E-Content**<br>https://youtu.be/SgxQclvpE1E?feature=shared<br>https://youtu.be/efF6zXUvVqo?si=8jcYtH_Dtfjqs07v<br>https://youtu.be/KbCcJ5uCAzk?si=VFx-ZQMhzQxlCwkh | • LAT<br>• Application in daily life (Saving Energy)<br>• Observing their creativity, critical thinking during activity.<br>• Write five ways to save energy.<br>Oral presentation on "A day without Electricity" |
| **8** | **DECEMBER** | **18** | **CLOTHES – HOW THINGS ARE MADE** | **INNOVATIVE PRACTICES**<br>• **Paper Mat Weaving Activity -** Make a mat using coloured paper strips.<br>• **Old Cloth recycling and stitch activity - Make** a cloth bag stitching old clothes.<br>• **Fabric Collage –** Make a collage of different types of fabrics. | • LAT<br>• Participation, engagement and understanding the weaving practice<br>• Oral question answers |

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| | | | | **Teaching Aid –** Life cycle chart of silk, cardboard loom (weaving frame model), fibre and fabric samples, sewing kit, picture of different types of embroidery.<br><br>**E-Content**<br><br>https://youtu.be/sojip6b5j74?si=E5sYvpamX2HQt_yN<br><br>https://youtu.be/f5p3q0vVzXA?si=zt_5NxeyOog3htKC | • Sorting of synthetic and natural fibres<br>• Worksheet on embroidery |
| **9** | **JANUARY** | **22** | **RHYTHMS OF NATURE** | **INNOVATIVE PRACTICES**<br><br>• **Sun Earth Roleplay –** Students act as Sun and Earth.<br>• **Torch and Globe demonstration –** Use torch as the sun and globe as earth for creates day and night.<br>• **Nature walk –** Short walk in the school garden and observe plants, birds, weather etc.<br>• **Season journal activity –** Student record and understand seasonal patterns like weather, water bodies etc.<br><br>**Teaching Aid –** Season chart, flash cards (sunrise and sunset, blooming flowers etc.), weather calendar and flag marks.<br><br>**E-Content**<br><br>https://youtu.be/sbHwGDS6F8c?feature=shared<br>https://youtu.be/l8Tuc83TS24?si=Er5YjxvEmtj3k6A0<br><br>https://youtu.be/9Hn1h_nA_w0?si=7DZR8h7pQy8ryH7d | • Revision<br>• LAT<br>• Describe – What causes day and night?<br>• Make a list of seasonal festival and their importance.<br>• MCQ questions related to seasons, day and night and festivals.<br><br>Observation of seasons' journal<br><br>**PT-2** |

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| **10** | **FEBRUARY** | **23** | **EARTH – OUR SHARED HOME**<br><br>**REVISION** | **INNOVATIVE PRACTICES**<br>• **World connection map activity –** Use coloured thread to show journey of bird, sugar, chilli etc.<br>• **Yoga Demonstration –** Practise simple yoga poses.<br>• **Travel story writing –** Imagine you are bird, seed or spice and write short travel story.<br><br>**Teaching Aid** – Globe, World map to trace journey story card of different stories from the chapter, flash card of countries.<br><br>**E-Content**<br><br>**https://youtu.be/hTAhQ31lQ58?si=R7hhoYTfByINuyG-** | • LAT<br>• Present and three stories from the chapter<br>• Explain the ancient saying – 'Vasudhaiva Kutumbakam'<br>• MCQ question worksheet<br>• Practicing yoga poses<br>• Map Reading |
| **11** | **MARCH** | | **SESSION ENDING EXAM** | | |

# ART EDUCATION – BANSURI

| SN.NO | MONTHS | NO OF WORKING DAYS | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
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| **1** | **APRIL-MAY** | **24** | **Visual Arts: -**<br>Ch-1 Objects on the move<br>**Theatre: -**<br>Ch-6 Create a scene<br>**Music: -**<br>Ch-10 Sing and Play<br>**Dance: -**<br>Ch-15 My Everyday<br><br>Activities in modes of **Dance** Continued… | https://epathshala.nic.in/topicc.php?id=0537CH01<br><br>https://epathshala.nic.in/topicc.php?id=0537CH06<br><br>https://epathshala.nic.in/topic.php?id=0537CH10<br><br>https://epathshala.nic.in/topic.php?id=0537CH15 | • Portfolio assessment<br>• Peer appreciation<br>• Oral reflection<br>• Performance-based assessment<br>• Listening skills<br>• Movement observation<br>• Participation in activities<br>• Role play assessment<br>• Group activities<br>• Storytelling<br>• Situational response |

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| **2** | **JUNE** | **7** | **Visual Arts: -**<br>Ch-1 Objects on the move<br><br>**Theatre: -**<br>Ch-6 Create a scene<br><br>**Music: -**<br>Ch-10 Sing and Play<br><br>**Dance: -**<br>Ch-15 My Everyday Activities in modes of **Dance** | https://epathshala.nic.in/topicc.php?id=0537CH01<br><br>https://epathshala.nic.in/topicc.php?id=0537CH06<br><br>https://epathshala.nic.in/topic.php?id=0537CH10<br><br>https://epathshala.nic.in/topic.php?id=0537CH15 | • Portfolio assessment<br>• Peer appreciation<br>• Oral reflection<br>• Performance-based assessment<br>• Listening skills<br>• Movement observation<br>• Participation in activities<br>• Role play assessment<br>• Group activities<br>• Storytelling<br>• Situational response |

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| **3** | **JULY** | **26** | **Visual Arts: -**<br><br>Ch-2 Peeping Out of the Window<br><br>**Music**: -<br><br>Ch-11 **Music** around Me<br><br>**Dance: -**<br><br>Ch-16 Dancing with Rhythm and Tempos Continued…. | https://epathshala.nic.in/topicc.php?id=0537CH02<br><br>https://epathshala.nic.in/topicc.php?id=0537CH11<br><br>https://epathshala.nic.in/topic.php?id=0537CH16 | • Portfolio assessment<br>• Peer appreciation<br>• Oral reflection<br>• Performance-based assessment<br>• Listening skills<br>• Movement observation<br>• Participation in activities<br>• Role play assessment<br>• Group activities<br>• Storytelling<br>• Situational response<br><br>**PERIODIC TEST -I** |

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| **4** | **AUGUST** | **23** | **Visual Arts: -**<br>Ch-2 Peeping Out of the Window<br><br>**Music: -**<br>Ch-11 **Music** around Me<br><br>**Dance: -**<br>Ch-16 Dancing with Rhythm and Tempos | https://epathshala.nic.in/topicc.php?id=0537CH02<br><br>https://epathshala.nic.in/topicc.php?id=0537CH11<br><br>https://epathshala.nic.in/topic.php?id=0537CH16 | • Portfolio assessment<br>• Peer appreciation<br>• Oral reflection<br>• Performance-based assessment<br>• Listening skills<br>• Movement observation<br>• Participation in activities<br>• Role play assessment<br>• Group activities<br>• Storytelling<br>• Situational response |

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| **5** | **SEPTEMBER** | **24** | **Visual Arts: -**<br>Ch-3 Picturing Stories<br><br>**Theatre: -**<br>Ch-7 Stitch it for a story<br><br>**Music: -**<br>Ch-12 Sounds and Instruments<br><br>**Dance: -**<br>Ch-17 **Dance**s of my Nation CONTINUED…. | https://epathshala.nic.in/topicc.php?id=0537CH03<br><br>https://epathshala.nic.in/topicc.php?id=0537CH07<br><br>https://epathshala.nic.in/topic.php?id=0537CH12<br><br>https://epathshala.nic.in/topic.php?id=0537CH17 | • Portfolio assessment<br>• Peer appreciation<br>• Oral reflection<br>• Performance-based assessment<br>• Listening skills<br>• Movement observation<br>• Participation in activities<br>• Role play assessment<br>• Group activities<br>• Storytelling<br>• Situational response |
| | | **HALF YEARLY EXAMINATION** | | | |

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| **6** | **OCTOBER** | **16** | **Visual Arts**: -<br><br>Ch-3 Picturing Stories<br><br>**Theatre**:<br><br>-Ch-7 Stitch it for a story<br><br>**Music**: -<br><br>Ch-12 Sounds and Instruments<br><br>**Dance**: -<br><br>Ch-17 **Dance**s of my Nation | https://epathshala.nic.in/topicc.php?id=0537CH03<br><br>https://epathshala.nic.in/topicc.php?id=0537CH07<br><br>https://epathshala.nic.in/topic.php?id=0537CH12<br><br>https://epathshala.nic.in/topic.php?id=0537CH17 | • Portfolio assessment<br>• Peer appreciation<br>• Oral reflection<br>• Performance-based assessment<br>• Listening skills<br>• Movement observation<br>• Participation in activities<br>• Role play assessment<br>• Group activities<br>• Storytelling<br>• Situational response |

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| **7** | **NOVEMBER** | **23** | **Visual Arts**: -<br><br>Ch-4-Imaginary Beings<br><br>**Theatre**: -<br><br>Ch-8-Time, Team, Technique<br><br>**Dance**: -<br><br>Ch-18 My Dance Express<br><br>emotions and narrate Stories,<br><br>**Music**: - Ch-13 Building Blocks Continued…… | https://epathshala.nic.in/topicc.php?id=0537CH04<br><br>https://epathshala.nic.in/topicc.php?id=0537CH08<br><br>https://epathshala.nic.in/topicc.php?id=0537CH18<br><br>https://epathshala.nic.in/topic.php?id=0537CH13 | • Portfolio assessment<br>• Peer appreciation<br>• Oral reflection<br>• Performance-based assessment<br>• Listening skills<br>• Movement observation<br>• Participation in activities<br>• Role play assessment<br>• Group activities<br>• Storytelling<br>• Situational response |

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| **8** | **DECEMBER** | **18** | **Visual Arts**: -<br><br>Ch-4-Imaginary Beings<br><br>**Theatre**: -<br><br>Ch-8-Time, Team, Technique<br><br>**Dance**: -<br><br>Ch-18 My Dance Express emotions and narrate Stories,<br><br>**Music**: -<br><br>Ch-13 Building Blocks | https://epathshala.nic.in/topicc.php?id=0537CH04<br><br>https://epathshala.nic.in/topicc.php?id=0537CH08<br><br>https://epathshala.nic.in/topicc.php?id=0537CH18<br><br>https://epathshala.nic.in/topic.php?id=0537CH13 | • Portfolio assessment<br>• Peer appreciation<br>• Oral reflection<br>• Performance-based assessment<br>• Listening skills<br>• Movement observation<br>• Participation in activities<br>• Role play assessment<br>• Group activities<br>• Storytelling<br>• Situational response |

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| **9** | **JANUARY** | **22** | **Visual Arts**: -<br><br>Ch-5 Spreading the message<br><br>**Theatre**: -<br><br>Ch-9 View and Review<br><br>**Music**: -<br><br>Ch-14 Ideas and Inspirations<br><br>**Dance**: -<br><br>Ch-19 My Dance and Your Dance Continued…… | https://epathshala.nic.in/topicc.php?id=0537CH05<br><br>https://epathshala.nic.in/topicc.php?id=0537CH09<br><br>https://epathshala.nic.in/topic.php?id=0537CH14<br><br>https://epathshala.nic.in/topicc.php?id=0537CH19 | • Portfolio assessment<br>• Peer appreciation<br>• Oral reflection<br>• Performance-based assessment<br>• Listening skills<br>• Movement observation<br>• Participation in activities<br>• Role play assessment<br>• Group activities<br>• Storytelling<br>• Situational response<br><br>**PERIODIC TEST - II** |

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| **10** | **FEBRUARY** | **23** | **Visual Arts**: -<br>Ch-5 Spreading the message<br><br>**Theatre**:<br>-Ch-9 View and Review<br><br>**Music**: -<br>Ch-14 Ideas and Inspirations<br><br>**Dance**: - Ch-19 My Dance and Your Dance | https://epathshala.nic.in/topicc.php?id=0537CH05<br><br>https://epathshala.nic.in/topicc.php?id=0537CH09<br><br>https://epathshala.nic.in/topic.php?id=0537CH14<br><br>https://epathshala.nic.in/topicc.php?id=0537CH19 | • Portfolio assessment<br>• Peer appreciation<br>• Oral reflection<br>• Performance-based assessment<br>• Listening skills<br>• Movement observation<br>• Participation in activities<br>• Role play assessment<br>• Group activities<br>• Storytelling<br>• Situational response |
| **11** | **MARCH** | **SESSION ENDING EXAMINATION** | | | |

| KHEL YOGA | | | | | |
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| SR. No. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids: /<br>E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
| 1. | April-May | 24 | Warm-up and Cool-down<br>Unit 1— Basic Motor Movements<br>Chapter 1: Throwing and Catching-<br>Throwing<br>Catching<br>Hush Hush Throw<br>Count and Rep<br>Pass and Score<br>Hand the Ball<br>Catch and Hit<br>Bull's Eye<br>Unit 2— Our Games<br>Chapter 5: Local and Traditional Games-<br>Nadan Panthu Kali | Warm-up and Cool-down<br>Teaching Aids:<br>Whistle, cones, open ground<br>Innovative Practices Adopted:<br>Light jogging, stretching; slow walking and deep breathing.<br>E-Content<br>Audio:<br>https://youtu.be/1eIQmvBnRLQ?si=FRQdowMfXjLiZrSNC<br>hapter 1: Throwing and Catching-<br>Teaching Aids:<br>Soft balls, bucket/target, cones<br>Innovative Practices Adopted:<br>Pair throw–catch, quiet passing game, counting throws, pass-and-score team game, bull's-eye target throw.<br>E-Content<br>https://ncert.nic.in/textbook/pdf/feky101.pdf<br>Audio:<br>https://youtu.be/GY_jrElDIow?si=-yg968VX6BNUJhYN<br>Chapter 5: Local and Traditional Games-<br>Teaching Aids:<br>Soft ball, chalk boundary lines<br>Innovative Practices Adopted:<br>Team ball throwing and dodging game to improve speed, teamwork and coordination.<br>E-Content<br>https://ncert.nic.in/textbook/pdf/feky105.pdf<br>Audio:<br>https://youtu.be/fGJm-HInr0I?si=9T4hJXY1bscfgtVf | Participation in games and yoga<br><br>Yoga posture assessment<br><br>Health and fitness observation<br><br>Peer assessment<br><br>Self-assessment<br><br>Observation during activities |

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| 2 | June | 7 | Unit 3— Yoga<br>Chapter 6: Yoga for Daily Life-<br>The joyful journey of Yoga<br>Paths of Yoga<br>Karma Yogi Jadav Molai Payeng | Chapter 6: Yoga for Daily Life-<br>Teaching Aids:<br>Yoga mats, yoga charts, story cards<br>Innovative Practices Adopted:<br>Joyful Journey of Yoga: Discussion on benefits of yoga and simple breathing practice.<br>Paths of Yoga: Group discussion on Karma Yoga, Bhakti Yoga and Jnana Yoga.<br>Karma Yogi Jadav Molai Payeng: Storytelling activity to inspire students about service and nature protection.<br>E-Content<br>https://ncert.nic.in/textbook/pdf/heky106.pdf<br>Audio:<br>https://youtu.be/G1HzzaQp2BY?si=ZEiIguIQYL7fjq5i | |

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| 3 | July | 26 | Unit 1— Basic Motor Movements<br>Chapter 2: Kicking and Receiving-<br>Kicking<br>2.Receiving<br>Friendly Goal<br>Clear the Centre<br>Wall Goal<br>Foot Cricket<br>Kick in the Square<br>Hit the Potato<br><br>Unit 2— Our Games<br>Chapter 5: Local and Traditional Games-<br>Attakalam<br><br>Unit 3— Yoga<br>Chapter 6: Yoga for Daily Life-<br>Jnana Yoga<br>Swami Chinnmayananda<br>Bhakti Yoga | Chapter 2: Kicking and Receiving-<br>Teaching Aids:<br>Football/soft ball, cones, chalk lines<br>Innovative Practices Adopted:<br>Kick–receive practice, friendly goal game, wall goal target kick, foot cricket team game, zig-zag kicking drill.<br>E-Content<br>https://ncert.nic.in/textbook/pdf/feky102.pdf<br>Audio:<br>https://youtu.be/2LQev8xniTs?si=v7JfX1f34LTnzzKs<br>Chapter 5: Local and Traditional Games-<br>Teaching Aids:<br>Chalk boundary lines, cones, whistle<br>Innovative Practices Adopted:<br>Traditional running and chasing game improving teamwork, speed and coordination.<br>E-Content<br>https://ncert.nic.in/textbook/pdf/feky105.pdf<br>Audio:<br>https://youtu.be/fGJm-HInr0I?si=9T4hJXY1bscfgtVf<br><br>Chapter 6: Yoga for Daily Life-<br>Teaching Aids:<br>Yoga mats, charts of yoga paths<br>Innovative Practices Adopted:<br>Discussion on Jnana Yoga, storytelling about Swami Chinmayananda, and devotional activity explaining Bhakti Yoga.<br>E-Content<br>https://ncert.nic.in/textbook/pdf/heky106.pdf<br><br>Audio:<br>https://youtu.be/G1HzzaQp2BY?si=ZEiIguIQYL7fjq5i | Oral questioning / discussion<br><br>Teacher checklist / rubric<br><br>Anecdotal records<br><br>Portfolio of student activities<br>Project / activity-based assessment<br><br>Game performance assessment<br>Health and fitness observation<br>Reflective feedback from students<br><br>PERIODIC TEST -I |

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| 4 | August | 23 | Unit 1— Basic Motor Movements<br>Chapter 3: Strike the Ball-<br>Striking the Object with a Bat/Racquet/Stick<br>Receiving the object with a Racquet<br>Handle with care<br><br>Unit 2— Our Games<br>Chapter 5: Local and Traditional Games-<br>Jodi Baki<br><br>Unit 3— Yoga<br>Chapter 6: Yoga for Daily Life-<br>Ashtanga Yoga<br>Yama<br>Asteya | Chapter 3: Strike the Ball-<br>Teaching Aids:<br>Bat/racket/stick, soft balls, cones<br>Innovative Practices Adopted:<br>Object striking practice, partner receive-and-return drill, "handle with care" control game.<br>E-Content<br>https://ncert.nic.in/textbook/pdf/feky103.pdf<br>Audio:<br>https://youtu.be/FmtJrmkGnVE?si=XflyDI63c7uZNC8t<br><br>Chapter 5: Local and Traditional Games-<br>Teaching Aids:<br>Chalk boundary lines, cones, whistle<br>Innovative Practices Adopted:<br>Pair running and chasing game improving teamwork and coordination.<br>E-Content<br>https://ncert.nic.in/textbook/pdf/feky105.pdf<br>Audio:<br>https://youtu.be/fGJm-HInr0I?si=9T4hJXY1bscfgtVf<br><br>Chapter 6: Yoga for Daily Life-<br>Teaching Aids:<br>Yoga mats, yoga charts<br>Innovative Practices Adopted:<br>Discussion on Ashtanga Yoga, role-play on Yama, and activity explaining Asteya (non-stealing).<br>E-Content<br>https://ncert.nic.in/textbook/pdf/heky106.pdf<br><br>Audio:<br>https://youtu.be/G1HzzaQp2BY?si=ZEiIguIQYL7fjq5i | Participation in games and yoga<br><br>Yoga posture assessment<br><br>Health and fitness observation<br><br>Peer assessment<br><br>Self-assessment<br><br>Observation during activities |

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| 5 | September | 24 | Unit 1— Basic Motor Movements<br>Chapter 3: Strike the Ball-<br>Balloon Strike<br>Catch to Win<br>Corner Tennis<br><br><br><br><br><br>Unit 2— Our Games<br>Chapter 5: Local and Traditional Games – Nakal Kho<br>Mai Bhi Maindhak<br><br><br><br><br><br>Unit 3— Yoga<br>Chapter 7: Yoga Sadhana-<br>Preparatory Practices<br>Asana<br>Relaxation Technique | Chapter 3: Strike the Ball-<br>Teaching Aids:<br>Balloon, rackets/bats, soft balls, cones<br>Innovative Practices Adopted:<br>Balloon strike coordination game, catch-to-win team activity, corner tennis rally practice.<br>E-Content<br>https://ncert.nic.in/textbook/pdf/feky103.pdf<br>Audio:<br>https://youtu.be/FmtJrmkGnVE?si=XflyDI63c7uZNC8t<br><br><br>Chapter 5: Local and Traditional Games –<br>Teaching Aids:<br>Chalk boundary lines, cones, whistle<br>Innovative Practices Adopted:<br>Nakal Kho running and chasing game; Mai Bhi Maindhak frog-jump movement game.<br>E-Content<br>https://ncert.nic.in/textbook/pdf/feky105.pdf<br>Audio:<br>https://youtu.be/fGJm-HInr0I?si=9T4hJXY1bscfgtVf<br><br><br>Chapter 7: Yoga Sadhana-<br>Teaching Aids:<br>Yoga mats, yoga posture charts<br>Innovative Practices Adopted:<br>Preparatory stretching exercises, simple asana practice, and guided relaxation technique.<br>E-Content<br>Audio:<br>https://youtu.be/WwPf7CSbCUU?si=uBayk-4wJ1KGp8lI | Participation in games and yoga<br><br>Yoga posture assessment<br><br>Health and fitness observation<br><br>Peer assessment<br><br>Self-assessment<br><br>Observation during activities |

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| | | | | HALF YEARLY EXAM | |
| 6 | October | 16 | Unit 1— Basic Motor Movements<br>Chapter 3: Strike the Ball-<br>Hit and Cover<br>Hidden Ball<br>Unit 2— Our Games<br><br>Chapter 5: Local and Traditional Games – Damru Relay<br><br>Unit 3— Yoga<br>Chapter 7: Yoga Sadhana-<br>Pranayama<br>Hasta Mudra | Chapter 3: Strike the Ball-<br>Teaching Aids:<br>Bat/racket, soft balls, cones<br>Innovative Practices Adopted:<br>Hit-and-cover striking game, hidden-ball searching activity to improve focus and coordination.<br>E-Content<br>https://ncert.nic.in/textbook/pdf/feky103.pdf<br>Audio:<br>https://youtu.be/FmtJrmkGnVE?si=XflyDI63c7uZNC8t<br>Chapter 5: Local and Traditional Games –<br>Teaching Aids:<br>Cones, chalk lines, relay object (ball/stick)<br>Innovative Practices Adopted:<br>Team relay running game improving speed, coordination and teamwork.<br>E-Content<br>https://ncert.nic.in/textbook/pdf/feky105.pdf<br>Audio:<br>https://youtu.be/fGJm-HInr0I?si=9T4hJXY1bscfgtVf<br><br>Chapter 7: Yoga Sadhana-<br>Teaching Aids:<br>Yoga mats, yoga charts<br>Innovative Practices Adopted:<br>Pranayama breathing practice and demonstration of different hasta mudras with guided meditation.<br>E-Content<br>Audio:<br>https://youtu.be/WwPf7CSbCUU?si=uBayk-4wJ1KGp8lI | Oral questioning / discussion<br><br>Teacher checklist / rubric<br><br>Anecdotal records<br><br>Portfolio of student activities<br><br>Project / activity-based assessment<br><br>Game performance assessment<br><br>Health and fitness observation<br><br>Reflective feedback from students |

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| 7 | November | 23 | Unit 1— Basic Motor Movements<br>Chapter 4: Little Steps- Crab Wheel<br>Listen Carefully<br><br>Unit 2— Our Games<br>Chapter 5: Local and Traditional Games – Aahwan Kabaddi<br>Bhukha Sher<br><br>Unit 3— Yoga<br>Chapter 7: Yoga Sadhana<br>Kriya | Chapter 4: Little Steps-<br>Teaching Aids:<br>Mats, cones, whistle<br>Innovative Practices Adopted:<br>Crab-wheel movement activity to build strength; listening-and-reaction game for coordination.<br>E-Content<br>https://ncert.nic.in/textbook/pdf/feky104.pdf<br>Audio:<br>https://youtu.be/8EOsEoBVmCc?si=nqmg3mUNocUdNpRJ<br><br>Chapter 5: Local and Traditional Games –<br>Teaching Aids:<br>Chalk boundary lines, cones, whistle<br>Innovative Practices Adopted:<br>Aahwan Kabaddi teamwork game; Bhukha Sher chasing and running activity.<br>E-Content<br>https://ncert.nic.in/textbook/pdf/feky105.pdf<br>Audio:<br>https://youtu.be/fGJm-HInr0I?si=9T4hJXY1bscfgtVf<br>Chapter 7: Yoga Sadhana<br>Teaching Aids:<br>Yoga mats, yoga charts<br>Innovative Practices Adopted:<br>Simple kriya breathing and cleansing exercises with guided relaxation.<br>E-Content<br>Audio:<br>https://youtu.be/WwPf7CSbCUU?si=uBayk-4wJ1KGp8lI | Participation in games and yoga<br><br>Yoga posture assessment<br><br>Health and fitness observation<br><br>Peer assessment<br><br>Self-assessment<br><br>Observation during activities |

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| 8 | December | 18 | Unit 1— Basic Motor Movements<br>Chapter 4: Little Steps- Push and Pull<br><br><br><br><br><br><br><br><br><br>Unit 2— Our Games<br>Chapter 5: Local and Traditional Games – Ghar Pehchano Daicholu<br><br><br><br><br><br><br><br><br><br><br><br>Unit 3— Yoga<br>Chapter 7: Yoga Sadhana-<br>Dhyana | Chapter 4: Little Steps-<br>Teaching Aids:<br>Mats, cones, whistle<br>Innovative Practices Adopted:<br>Partner push–pull activity to develop strength, balance, and teamwork.<br>E-Content<br>https://ncert.nic.in/textbook/pdf/feky104.pdf<br>Audio:<br>https://youtu.be/8EOsEoBVmCc?si=nqmg3mUNocUdNpRJ<br><br>Chapter 5: Local and Traditional Games –<br>Teaching Aids:<br>Chalk boundary lines, cones, whistle<br>Innovative Practices Adopted:<br>Ghar Pehchano – students quickly move to their home/base on signal.<br>Daicholu – traditional running and chasing game improving speed and alertness.<br>E-Content<br>https://ncert.nic.in/textbook/pdf/feky105.pdf<br>Audio:<br>https://youtu.be/fGJm-HInr0I?si=9T4hJXY1bscfgtVf<br><br>Chapter 7: Yoga Sadhana-<br>Teaching Aids:<br>Yoga mats, calm Music<br>Innovative Practices Adopted:<br>Guided dhyana (meditation) with deep breathing and concentration practice.<br>E-Content<br>Audio:<br>https://youtu.be/WwPf7CSbCUU?si=uBayk-4wJ1KGp8lI | Participation in games and yoga<br><br>Yoga posture assessment<br><br>Health and fitness observation<br><br>Peer assessment<br><br>Self-assessment<br><br>Observation during activities |

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| 9 | January | 22 | Unit 1— Basic Motor Movements<br>Chapter 4: Little Steps- Run and Cross the River<br><br>Unit 2— Our Games-<br>Chapter 5: Local and Traditional Games – Chikka-Chikka<br><br>Unit 3— Yoga<br>Chapter 7: Yoga Sadhana-<br>Dhyana | Chapter 4: Little Steps-<br>Teaching Aids:<br>Chalk lines, cones, whistle<br>Innovative Practices Adopted:<br>Students run and jump across marked “river” lines to improve speed, balance, and coordination.<br>E-Content<br>https://ncert.nic.in/textbook/pdf/feky104.pdf<br>Audio:<br>https://youtu.be/8EOsEoBVmCc?si=nqmg3mUNocUdNpRJ<br><br>Chapter 5: Local and Traditional Games –<br>Teaching Aids:<br>Chalk boundary lines, cones<br>Innovative Practices Adopted:<br>Running and chasing traditional game to develop teamwork, alertness, and quick movement.<br>E-Content<br>https://ncert.nic.in/textbook/pdf/feky105.pdf<br>Audio:<br>https://youtu.be/fGJm-HInr0I?si=9T4hJXY1bscfgtVf<br><br>Chapter 7: Yoga Sadhana-<br>Teaching Aids:<br>Yoga mats, calm Music<br>Innovative Practices Adopted:<br>Guided dhyana (meditation) with deep breathing and concentration practice.<br>E-Content<br>Audio:<br>https://youtu.be/WwPf7CSbCUU?si=uBayk-4wJ1KGp8lI | Oral questioning / discussion<br><br>Teacher checklist / rubric<br><br>Anecdotal records<br><br>Portfolio of student activities<br><br>Project / activity-based assessment<br><br>Game performance assessment<br><br>Health and fitness observation<br><br>Reflective feedback from students<br>PERIODIC TEST -II |

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| 10 | February | 23 | Unit 1— Basic Motor Movements<br>Chapter 4: Little Steps-<br>Side Roll<br><br>Unit 2— Our Games-<br>Chapter 5: Local and Traditional Games –<br>Gochu Paari<br><br>Unit 3— Yoga<br>Chapter 7: Yoga Sadhana-<br>Krida Yoga | Chapter 4: Little Steps-<br>Teaching Aids:<br>Mats, cones, whistle<br>Innovative Practices Adopted:<br>Side rolling activity on mats to improve body coordination and balance.<br>E-Content<br>https://ncert.nic.in/textbook/pdf/feky104.pdf<br>Audio:<br>https://youtu.be/8EOsEoBVmCc?si=nqmg3mUNocUdNpRJ<br>Chapter 5: Local and Traditional Games –<br>Teaching Aids:<br>Chalk boundary lines, cones<br>Innovative Practices Adopted:<br>Running and chasing traditional game to improve speed, teamwork, and alertness.<br>E-Content<br>https://ncert.nic.in/textbook/pdf/feky105.pdf<br>Audio:<br>https://youtu.be/fGJm-HInr0I?si=9T4hJXY1bscfgtVf<br>Chapter 7: Yoga Sadhana-<br>Teaching Aids:<br>Yoga mats, yoga charts<br>Innovative Practices Adopted:<br>Activity-based Krida Yoga games to develop flexibility, balance, and concentration.<br>E-Content<br>Audio:<br>https://youtu.be/WwPf7CSbCUU?si=uBayk-4wJ1KGp8lI | Participation in games and yoga<br><br>Yoga posture assessment<br><br>Health and fitness observation<br><br>Peer assessment<br><br>Self-assessment<br><br>Observation during activities |
| 11 | March | | | SESSION ENDING EXAMINATION | |

# CLASS VI

**KENDRIYA VIDYALAYA SANGATHAN (HQS)**

**SPLIT-UP OF SYLLABUS FOR THE ACADEMIC SESSION 2026–27**

**कक्षा 6 वीं** **विषय :हिंदी (मल्हार)**

| क्रम संख्या | माह | कार्य दिवस | पाठ का नाम | शिक्षण में मददगार सामग्री,लिंक | परीक्षण/मूल्यांकन |
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| 1 | अप्रैल -मई | 24 | 1 .मातृभूमि (कविता) | कविता का सस्वर पाठ, फ्लैश कार्ड भारत का मानचित्र,चित्र,वीडियो वंदे मातरम गीत ,देशभक्ति गाने, कवि परिचय | मातृभूमि पर अनुच्छेद,कविता में आए महापुरुषों के नाम लिखना \| |
| | | | 2.गोल (संस्मरण) | मेजर ध्यानचंद का वृत्तचित्र,हॉकी स्टिक और गेंद, फ्लैश कार्ड ,भूमिका निर्वहन,वीडियो,खेल का आँखों देखा हाल | आप अपने जीवन में ध्यानचंद की कौन-कौन सी बातों को अपनाने की चेष्टा करेंगे ?<br><br>**शिक्षार्थी उपलब्धि परीक्षण (LAT)** |

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| | | | पाठ के अंत में दी गई गतिविधियों का आयोजन | | |
| | | | पत्र लेखन | | |
| 2 | जून | 7 | **3.पहली बूँद (कविता)** | कविता का सस्वर पाठ ,फ्लैश कार्ड ,बारिश के दृश्यों का वीडियो,जलचक्र मॉडेल,चित्र,बादलों की गरज की ध्वनि | 'वर्षाऋतु' का महत्त्व बताते हुए अपने छोटे भाई या बहन को पत्र लिखिए \| |
| | | | पाठ के अंत में दी गई गतिविधियां | | |
| 3 | जुलाई | 26 | **4.हार की जीत (कहानी)** | भूमिका निर्वाह,फ्लैश कार्ड,नाट्य रूपांतरण,चित्र | 'हार की जीत' कहानी से आपको क्या शिक्षा मिलती है ? |
| | | | **5.रहीम के दोहे** | सस्वर वाचन ,वीडियो/ऑडियो,कठिन शब्दों के अर्थ का चार्ट ,चित्र ,फ्लैश | यदि हमारे मित्र से अच्छा मित्र हमें मिल जाएँ तो हमें क्या करना चाहिए? |

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| | | | | कार्ड,भावार्थ पर आधारित प्रश्नोत्तरी | |
| | | | अनुच्छेद लेखन | फ्लैश कार्ड ,चित्र वर्णन | |
| | | | पाठ के अंत में दी गई गतिविधियां | | **आवधिक परीक्षा -1** |
| **4** | **अगस्त** | **23** | **6.मेरी माँ (आत्मकथा)** | राम प्रसाद बिस्मिल जी का चित्र ,भूमिका निर्वाह ,स्वतन्त्रता संग्राम के अन्य सेनानियों का वृत्तचित्र,लेखक के जीवन के प्रमुख बिन्दु, प्रश्नोत्तरी | `मेरी माँ` विषय पर अनुच्छेद लिखिए। |
| | | | **7.जलाते चलो (कविता)** | मिट्टी के दिये, फ्लैश कार्ड,सस्वर पाठ,कविता का गायन वीडियो /औडियो,कवि का चित्र | कविता में किस बात की आशा व्यक्त की गई है ? |
| | | | अपठित काव्यांश ,संवाद लेखन | | |

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| 5 | सितंबर | 24 | **8.सत्रिया और बिहू नृत्य (निबंध)** | भूमिका निर्वाह, वाचन,सत्रिया नृत्य और बिहू नृत्य का वीडियो ,असम का मानचित्र,पारंपरिक पोशाक का चित्र | **अर्धवार्षिक परीक्षा**<br><br>असम राज्य के बारे में एक अनुच्छेद लिखिए। |
| | | | पाठ के अंत में दी गई गतिविधियां | | |
| | | | संज्ञा ,सर्वनाम | फ्लैश कार्ड | |
| 6 | अक्टूबर | 16 | **9.मैया मैं नहि माखन खायो (पद)** | सस्वर पाठ, श्रीकृष्ण की बाल लीला ,मटकी तथा माखन के चलचित्र और वीडियो,पदों का वीडियो | कविता के आधार पर श्रीकृष्ण की दिनचर्या लिखिए । |
| | | | विशेषण | फ्लैश कार्ड | |
| 7 | नवंबर | 23 | **10.परीक्षा (कहानी)** | मौनवाचन ,नाट्य रूपांतरण,भूमिका निर्वहन,प्रश्नोत्तरी | आप कक्षा के कक्षानायक (मॉनिटर) का चुनाव करते समय किन बातों का ध्यान रखेंगे? |

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| | | | **11.चेतक की वीरता (कविता)** | कविता का ओजपूर्ण गायन ,रसों का परिचय, वीर रस के गीत ,ऐतिहासिक मानचित्र ,महाराणा प्रताप और चेतक से जुड़े रोचक किस्से सुनाना | चेतक की वीरता कविता में आपको चेतक की कौन-कौन सी बातें पसंद आई है? |
| | | | मुहावरे ,विलोम शब्द | फ्लैश कार्ड | |
| **8** | **दिसम्बर** | **18** | **12.हिन्द महासागर में छोटा सा हिंदुस्तान (यात्रा वृतांत )** | मॉरिशस का मानचित्र,वीडियो,प्रश्नोत्तरी | विश्व के मानचित्र पर मॉरिशस को दर्शाइए । |
| | | | पर्यायवाची शब्द | फ्लैश कार्ड | |
| **9** | **जनवरी** | **22** | **13.पेड़ की बात (निबंध)** | वाचन ,वीडियो,पीपीटी ,पोस्टर, कठिन शब्दार्थ,गमले मे पौधे का अवलोकन,प्रश्नोत्तरी | **आवधिक परीक्षा -2**<br>'वृक्ष का महत्त्व'बताते हुए अपने मित्र को पत्र लिखिए । |

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| | | | उपसर्ग प्रत्यय | फ्लैश कार्ड | |
| | | | शब्द कोश | फ्लैश कार्ड | |
| **10** | **फरवरी** | **23** | **पुनरावृत्ति** | | |
| **11** | **मार्च** | **सत्रांत परीक्षा** | | | |

**CLASS: VI** **SUBJECT:** संस्कृतं (दीपकम्)

| **क्रम संख्या** | **माह** | **कार्य दिवस** | अध्याय / विषय | शिक्षण सहायक सामग्री / ई-सामग्री / नवाचार | मूल्यांकन / परीक्षण |
|---|---|---|---|---|---|
| **1** | **अप्रैल–मई** | **24** | **प्रथमः पाठः** – वयं वर्णमालां पठामः;<br>**व्याकरण** – वर्णमाला, वर्ण वियोगः,संयोगः, उच्चारण स्थानानिच | वर्णमाला फ्लैश कार्ड, उच्चारण चार्ट, स्मार्ट बोर्ड, DIKSHA/NCERT ई-सामग्री, कला एकीकरण – वर्ण कार्ड बनाना | मौखिक प्रश्नोत्तर, पठन अभ्यास **(मासिक परीक्षा)** |
| **2** | **जून** | **7** | द्वितीयः पाठः – एषः कः? एषा का? एतत् किम्;<br>व्याकरण – सर्वनाम – तत्, एतत्, किम्,<br>क्रिया पदानि (प्रथम पुरुष) लिंग, वचन परिचयः च | चित्र कार्ड, भूमिका निर्वाह, संवाद अभ्यास, DIKSHA/NCERT ई-सामग्री | कार्यपत्रिका, कक्षा चर्चा |
| **3** | **जुलाई** | **26** | तृतीयः पाठः – अहं च त्वं च;<br>व्याकरण – शब्द रूप – अकारान्त पुं (बालक)।<br>अकारान्त नपुं (फल)।<br>सर्वनामशब्दाः -अहम्, आवाम् वयम् | भाषा खेल, संवाद गतिविधि, फ्लैश कार्ड, समूह कार्य | (**आवधिक परीक्षा-1**) |

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| | | | त्वम् युवाम् यूयम् लट् लकार (मध्यम, उत्तम पुरुष:) | | |
| **4** | **अगस्त** | **23** | चतुर्थः – अहं प्रातः उत्तिष्ठामि;<br>पंचमः – शूराः वयं धीराः वयम्<br>व्याकरण – संख्या – १ – २० पर्यंतम् , समय लेखनम् आकारान्त स्त्री (बालिका), लृट् लकार | भूमिका निर्वाह, अभिनय गतिविधि, शब्द रूप चार्ट | लघु परीक्षण<br>**(मासिक परीक्षा)** |
| **5** | **सितम्बर** | **24** | षष्ठः – सः एव महान् चिकित्सकः;<br>सप्तमः – अतिथिदेवो भव<br>व्याकरण – प्रश्न निर्माणम्, अव्ययपदानि, | चित्र आधारित शिक्षण, कहानी पठन, समूह चर्चा | **(अर्धवार्षिक परीक्षा)** |
| **6** | **अक्टूबर** | **16** | अष्टमः – बुद्धिः सर्वार्थसाधिका;<br>नवमः – यः जानाति सः पण्डितः<br>रचनात्मक लेख़नम् (चित्राधारित वाक्य रचना), लङ्.ग लकार | नीतिश्लोक कार्ड, वीडियो प्रस्तुति, मूल्य शिक्षा चर्चा | कक्षा परीक्षण<br>**(मासिक परीक्षा)** |
| **7** | **नवम्बर** | **23** | दशमः – त्वम् आपणे गच्छ;<br>एकादशः – पृथिव्यां त्रीणि रत्नानि<br>व्याकरण- लोट् लकार | फ्लैश कार्ड, शब्द भंडार गतिविधि | मौखिक परीक्षण<br>**(मासिक परीक्षा)** |
| **8** | **दिसम्बर** | **18** | द्वादशः – आलस्यं हि मनुष्याणाम्;<br>त्रयोदशः – संख्यागणना व्याकरण – वचन परिवर्तनम्, द्वितीया विभक्ति प्रयोग: | संख्या कार्ड, खेल आधारित शिक्षण, DIKSHA वीडियो | कार्यपत्रिका<br>**(मासिक परीक्षा)** |

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| **9** | **जनवरी** | **22** | चतुर्दशः – माधवस्य प्रियं अङ्गम्, व्याकरण – ५० पर्यंत संख्याबोध: | चित्र गतिविधि, पाठ वाचन, समूह प्रस्तुति | **(आवधिक परीक्षा-2** ) |
| **10** | **फरवरी** | **23** | पञ्चदशः – वृक्षाः सत्पुरुषाः इव; पुनरावृत्ति | क्विज, फ्लैश कार्ड पुनरावृत्ति, अनुभवात्मक शिक्षण | पुनरावृत्ति परीक्षण |
| **11** | **मार्च** | — | **सत्रांत परीक्षा** | — | **वार्षिक परीक्षा** |

**CLASS: VI** **SUBJECT: ENGLISH (POORVI)**

| SR.No. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-CONTENT Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
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| **01** | **APRIL -MAY** | **24** | **Unit 1:**<br>**Fables and Folk Tales**<br>• A Bottle of Dew (Prose)<br>• The Raven and the Fox(Poem)<br>• Notice Writing<br>• Grammar (Connecting words)<br>• Poetic Device: Alliteration | • Reading/Recitation<br>• Storytelling<br>• Listening activity<br>• Role-play<br>• Dialogue Writing<br>• Tongue twisters<br>• Art Integration (Origami)<br>• Picture Based Story Narration<br>• Rhyme scheme and poetic device (Alliteration)<br>• Pronunciation Drill<br>• Vocabulary drill (Antonyms, Homophones)<br>**E-CONTENT:**<br>https://diksha.gov.in/play/collection/do_31408954646880256012919?contentId=do_31450563024663347214 | • Oral Assessment:<br>Students participation in discussion and role plays.<br>• Written Assessment:<br>Students write their own versions of the story, changing the characters or morals. |

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| **02** | **JUNE** | **7** | • Rama to the Rescue (Comic Story)<br><br>• Grammar (Present Progressive Tense, Adverbs, Punctuation) | • Listening activity<br>• Role-play<br>• Dialogue Writing<br>• Speaking (contractions)<br>• Story Writing<br>**E-CONTENT:**<br>https://diksha.gov.in/play/collection/do_31408954646880256012919?contentId=do_31450137820576972812 40 | • Written Test:<br>Summarize Rama's qualities and actions in the story. |
| **03** | **JULY** | **26** | **Unit 2: Friendship**<br><br>• The Unlikely Best Friends (Prose)<br>• A Friend's Prayer (Poem)<br>• Grammar (Antonyms, Past Tense, 'neither-nor' 'either-or') | • Reading / Recitation<br>• Listening Activity<br>• Crossword puzzles<br>• Role-play<br>• Spell Bee<br>• Vocabulary drill (Antonyms)<br>• Spoken Activity (Conversation between two friends)<br>• Pronunciation Drill<br>**E-CONTENT:**<br>https://diksha.gov.in/play/collection/do_31418294497440563211 8177?contentId=do_31413480711680000019519 | • Oral Assessment:<br><br>Evaluate students' participation in discussion about friendship.<br><br>• Written Assessment :<br><br>Evaluate students' prayers or well-wishes for their friends in writing<br><br>**PERIODIC TEST- I** |
| **04** | **AUGUST** | **23** | • The Chair (Prose) | • Reading<br>• Listening Activity<br>• Spell Bee<br>• Pronunciation Drill | • Activity Assessment: |

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| | | | **Unit-3Nurturing Nature**<br>• Neem Baba (Play/ Prose)<br>• Paragraph writing<br>• Message Writing<br>• Poetic Device: Personification<br>• Grammar(Suffixes, Adjectives, Compound words and Verb forms) | • Grammar (Root words & Suffix, Adjective -Noun pairing)<br>• (Experiential learning) Compose an Acrostic poem for your best friend<br>• Role Play /Group Discussion<br>• Poster/ Card Making, Flash Card, Fact Collection about Neem Tree<br>• Poetic device- Personification<br>**E-CONTENT:**<br>https://diksha.gov.in/play/collection/do_31408954646880256012919?contentId=do_31448730717936844812001 3<br>https://diksha.gov.in/play/collection/do_31408954646880256012919?contentId=do_3144073268370391041601 | Assess students on their creativity and depth of thought in "Friendship Map" or letter writing activity.<br>• Written Assessment :<br>Have students write about the importance of neem in India and its global significance. |
| **05** | **SEPTEMBER** | **24** | • What A Bird Thought (Poem)<br>• Rhyming Words<br>• Describing Words<br>• Revision | • Recitation<br>• Listening Activity<br>• Difference between house/home<br>• Bird's habitat.<br>• Paragraph Writing: Imagine being a bird express your feelings about it. (experiential learning)<br>• Exploring different species of birds and draw a picture. | • Written Assessment:<br>Students explain the symbolism of the bird's journey.<br>• Creative Assignment:<br>Write a short poem about the world seen from different perspectives. |

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| | | | | **E-CONTENT:** https://diksha.gov.in/play/collection/do_31408954646880256012919?contentId=do_31413481959595212817021 | **HALF YEARLY EXAM** |
| **06** | **OCTOBER** | **16** | • Spices that Heal Us (Prose / letter)<br>• Speaking activity<br>• Creative writing<br>• Grammar (Modal Verbs) | • Reading<br>• Listening activity<br>• Speaking<br>• Handouts of different spice facts/samples.<br>• Making a list of common healing spices used in daily life.<br>• Interdisciplinary – Spice name in mother tongue/English<br>• Writing sentences about a spice they like/use at home. | • Practical Assessment:<br>Evaluate students' understanding of the healing properties of spices through a group presentation. |
| **07** | **NOVEMBER** | **23** | **Unit 4: Sports and Wellness**<br>• Change of Heart (Prose)<br>• Grammar (Past Perfect Tense)<br>• Jumbled words<br>• Diary Writing<br>• Bio- Sketch<br>• The Winner ( Poem)<br>• Words and expressions | • Name different types of sports.<br>• Which is your favourite sport and why?<br>• Use of magic words (please, thank you, sorry…)<br>• Word power activity<br>• Creating comic strip of any sports/sportsperson<br>• Group activity – Each group will present how their sport promotes wellness. | • Written Assessment:<br>Ask students to write a paragraph on why humility and sportsmanship are more important than winning.<br>• Written Assessment:<br>Evaluate students based on their creative writing or description of childhood play. |

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| | | | • Riddles | • Extension: One week wellness plan including physical activity, healthy habits and relaxation.<br>• Find out about indigenous games in India.<br>• Mime/Role play of a small situation where someone succeeds by not giving up.<br><br>**E-CONTENT:**<br>https://diksha.gov.in/play/collection/do_31408954646880256012919?contentId=do_31413482124505088017846<br><br>https://yas.nic.in/sites/default/files/LIST%20OF%20ARJUNA%20<br><br>https://pib.gov.in/PressReleaseIframePage.aspx?PRID=1988607 | • Practical Assessment:<br><br>Observe their ability to express the mood of the poem through role-play. |
| **08** | **DECEMBER** | **18** | • Yoga –A Way of Life (Prose)<br>• Life skills (spoken activity)<br>• Paragraph writing<br>• Crossword puzzle<br>• **Unit 5: Culture and Tradition** | • History of Yoga<br>• Poster making of yoga asanas<br>• Meditation video clip<br>• International Yoga Day/Yoga in daily life.<br>• Making checklist of your yoga thoughts.<br>• Develop a flashcard/ pamphlet of states with their art forms/architecture/food Flowchart | • Practical Assessment:<br><br>Evaluate students based on their ability to perform yoga postures and their mindfulness during the session.<br><br>• Group Assessment:<br><br>Assess students on the quality of their essays about “What makes India Incredible?” |

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| | | | • Hamara Bharat- Incredible India! (Prose)<br>• Speaking activity-<br>• (EBSB-paired state activity) | • Madhubani painting using natural colours<br>• Unity in Diversity<br><br>**E-CONTENT:**<br><br>https://www.indianculture.gov.in/ | |
| **09** | **JANUARY** | **22** | • The Kites (Poem)<br>• Paragraph writing<br>• Speaking activity<br>• Ila Sachani: Embroidering Dreams with her Feet (Prose)<br>• Vocabulary<br>• Nouns(countable/uncountable) | • Name the parts of a kite. Find out different types of kites.<br>• Compose a cinquain poem using prompts.<br>• Write a paragraph on I am a Kite.<br>• Share a kite flying experience.<br>• Kite making activity<br>• Showcasing images of different embroidery art.<br>• Character sketch of Ila Sachani<br>• Conducting interview with differently abled people.<br>• Antonyms/Synonyms<br>• Listening to audio/narration<br>**E-CONTENT:**<br>https://indianculture.gov.in/textiles-and-fabrics-of-india/type-of-textile/embroidery | **PERIODIC TEST- II**<br>• Written Assessment:<br>Ask students to describe the metaphor of the kite in their own words and discuss its significance<br>• Oral Assessment:<br>Have students share how they can apply Ila's determination to their own lives. |

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| **10** | **FEBRUARY** | **23** | • National War Memorial (Poem)<br>• Revision | • Recitation<br>• Making postcards for soldiers.<br>• Inspiring quotes on national pride.<br>• Visit website of National War memorial https://nationalwarmemorial.gov.in/ | • Written Assessment:<br>Evaluate students on their slogan writing on patriotism. |
| **11** | **MARCH** | | | | **SESSION ENDING EXAMINATION** |

**CLASS VI** **SUBJECT - MATHEMATICS (GANIT PRAKASH)**

| SR.No. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
|---|---|---|---|---|---|
| **1** | **APRIL-MAY** | **24** | 1) Pattern in Mathematics<br><br>2) Lines and angles | **Suggested Activities**:<br><br>**Relations among Number Sequences(pg-6)**<br><br>• Rangoli pattern<br>• Partitioning the dots in a square grid into odd no. of dots and hence finding the sum of first 10 odd numbers.<br>• Pictorial representation of Polygonal no. (Triangular, Square, hexagonal no.) using dots/ bindi<br>• Pattern with Matchsticks.<br>• Adding up and down numbers (Pascal triangle)<br><br>**TEACHING AIDS**: Grid Paper, Geo Board. Rangoli dot pattern<br><br>**Suggested Activities**:<br><br>• Clock angle activity.<br>• Make your own Protractor. (page. 37,38) | **LAT AFTER EACH CHAPTER**<br><br>• Worksheet based on case based questions,<br>• Google form or quizzies for MCQ can be given<br>• **Descriptive text book questions can be given for class test** |

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| | | | | • Make a paper craft using origami paper. Draw lines on the creases Name the angles formed and measure them. (Page- 43)<br>https://diksha.gov.in/resources/play/collection/do_3141191308284559361373 1?contentType=TextBook<br>https://diksha.gov.in/play/collection/do_3141191308284559361373 1?contentId=do_31440730746795622415 80<br><br>OLAB:<br>https://www.olabs.edu.in/?sub=80&brch=57&sim=624&cnt=1551<br>**TEACHING AIDS:** Geometry box, Geo Board | |
| **2** | **JUNE** | **7** | 3) Number Play | **Suggested Activities**:<br>(I) Supercells<br>(II) The collatz Conjecture<br>(III) Clapping multiples, shopping estimation.<br>https://diksha.gov.in/search/Library/1?key=number%20play%20class%206%20ganit%20prakash&se_subjects=mathematics&primaryCategory=explanation%20content&se_gradeLevels=class%206&se_mediums=english&selectedTab=all | • Observation and game based assessment (Sudoku, puzzles)<br>• Palindromic Number worksheet |
| **3** | **JULY** | **26** | Number play continue.<br>Periodic test -1 | (IV) Explore some more numbers like- Kaprekar's constant and Palindromic numbers.<br><br>Palindromic Number hunt activity for 2-digit, 3-digt unique examples | **PERIODIC TEST-1** |

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| | | | | activity like<br><br>Two-digit: 11, 22, 33, 44, 55, 66, 77, 88, 99.<br>Three-digit: 101, 111, ..., 191, 202, ..., 999.<br>Unique Examples: 1001, 1221, 1331, ..., 9999.<br><br>**Teaching Aids: Grid Paper** | |
| **4** | **AUGUST** | **23** | 4) Data Handling And Presentation | **Suggested Activities:**<br><br>Collect, organize and analyse data. Represent the same data in Pictograph and Bar Graph.<br><br>https://diksha.gov.in/resources/play/content/do_31279570075295744011159 0<br><br>**Suggested Activities**: collection of data for weight of students in the class organisation, representation and analysis of it through the graph<br><br>**Teaching Aids:** Graph sheet, Geo-Gebra | **LAT AFTER EACH CHAPTER/TOPIC**<br>• Project based assessment(using infographic and bar graph)<br>• worksheet based on reading through pictograph and bar graph |
| **5** | **SEPTEMBER** | **24** | 5) Prime Time | **Suggested Activities**:<br><br>• Idli -Vada game for pair of numbers | **LAT AFTER EACH CHAPTER/TOPIC**<br>• Google form for MCQ<br>• Case based worksheet for |

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| | | | | • To understand the factors of any number, an activity "Jump Jackpot" can be played inside the class.<br>• Write numbers from 1 to 100. First cross all the multiples of 2, 3 and 5 excluding them. The remaining numbers which were not crossed are prime.<br><br>Co -prime art<br><br>**A Prime Puzzle Activity**<br><br>• In a 3 x 3 grid, the numbers given in last column and bottom row are the product of prime numbers row-wise and column wise.<br><br>https://diksha.gov.in/resources/play/collection/do_31418301510003097611867 6?contentType=Collection<br><br>**TEACHING AIDS** : Grid Paper, Geometry box. | factors and multiples<br>• Worksheet on based on divisibility rules<br><br>**HALF YEARLY EXAM** |
| **6** | **OCTOBER** | **16** | 6) Perimeter and Area | **Suggested Activities:**<br><br>• Make some random shapes by cutting the paper in different ways and paste them on your | • Project based activity can be given |

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| | | | | notebook. Measure the length of each side of the shapes and add them. You will get the perimeter of the shapes.<br>• Trace a leave or your palm or anything on a square grid (or graph paper). Count the completely covered squares, more than half squares and exact half square and then add them. You will get area of the particular shape.<br>• Find the area and perimeter of your classroom black-board or display board with the help of teacher.<br><br>https://diksha.gov.in/resources/play/content/do_3127478904540610561455 8<br><br>**TEACHING AIDS:** Geometry box, Some plane papers. | • Assessment worksheet of word problmes related to daily life situation problems for calculation of area and perimeter |
| **7** | **NOVEMBER** | **23** | 7) Fractions | **Suggested Activities:**<br><br>Give a regular paper to the students and ask them to fold it in one, two, three, four or more-fold equally, then unfold each fold, then each fold represent a fraction.<br>Adding fractions with the same fractional unit or denominator<br>• Let us represent both the fractions, using the two rectangular strips, with the same fractional unit.<br>• Colour the required part in first strip and also in second strip. | • competency based worksheet for food sharing , measurement , time based can be given |

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| | | | | • Now count the coloured part in both the strips, you will get the sum of both the fractions when denominator is same.<br>Marking Fraction Lengths on the Number Line.<br><br>https://diksha.gov.in/search/Library/1?key=fraction%20class%206&se_boards=CBSE&se_subjects=mathematics&primaryCategory=explanation%20content&se_mediums=english&se_gradeLevels=class%206&selectedTab=all<br><br>**TEACHING AIDS :** Geometry box, Some plane papers, Some articles like chocolates etc. | |
| **8** | **DECEMBER** | **18** | 8) Playing with constructions | **Suggested Activities:**<br><br>• Trace the lid of your water bottle on your notebook, the shape you will get is a circle.<br>• Keep the point of compass fixed at a point and moving only the pencil. Then you will get the circle.<br>• Constructing Squares and Rectangles.<br><br>**TEACHING AIDS:** Geometry box, Some plane papers, Geo Board, Maths Pad | • worksheet for construction<br>• Google form for observation skill based on property of figures can be given |
| **9** | **JANUARY** | **22** | 9) Symmetry | **Suggested Activities**:<br><br>Number of line of symmetry in a square | **PERIODIC TEST-II** |

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| | | | | • Take a square piece of paper and fold it equally with one horizontal fold and one vertical fold.<br>• Now, fold this paper equally with two diagonals also.<br>• Now, unfold the paper, you will get the line of symmetry in a square.<br>• Number of line of symmetry in a rectangle<br>• Take a rectangular piece of paper and fold it equally with one horizontal fold and one vertical fold.<br>• Now, unfold the paper, you will get the line of symmetry in a rectangle.<br>Punching Game<br><br>• Take a square piece of paper and fold it in a symmetric line. Now, punch holes at different locations of a folded square sheet of paper using a punching machine and create different symmetric patterns.<br><br>• Ink Blot Devils activity.<br><br>Rotational Symmetry.<br><br>.https://diksha.gov.in/resources/play/content/do_3128056141686292481506 3<br>https://diksha.gov.in/play/content/do_3131326604577587201116 6<br><br>**TEACHING AIDS:** Geometry box, Some plane papers, graph papers. | • worksheet for drawing line of symmetry and rotational symmetry drawing |

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| **10** | **FEBRUARY** | **23** | 10) The Other side of Zero | **Suggested Activities:**<br><br>Snake and Ladders Game with two dice<br>• Take a snake and ladder board.<br>• Take two dice having numbers -1 to -6 and from +1 to +6.<br>• Throw both the dice alternatively and move the steps accordingly.<br>• You will be able to understand the concept of addition and subtraction of integers.<br><br>Building of fun activity.<br>• The Token Model activity to understand addition and subtraction of integers.<br>Border sum activity.<br><br>.https://diksha.gov.in/search/Library/2?id=NCF&se_boards=CBSE&se_subjects=mathematics&primaryCategory=explanation%20content&se_mediums=english&se_gradeLevels=class%206&selectedTab=all<br><br>https://diksha.gov.in/play/content/do_312579858639110144210772<br><br>https://diksha.gov.in/play/content/do_4313504046363156480194 1<br><br>**TEACHING AIDS:** Geometry box, Black board, NCERT text book, graph paper | **worksheet based on operation on integers (+ and -)**<br>• case based problems for understanding the concept integer and their operation can be given |

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| **11** | **MARCH 2026** | | | | **SESSION ENDING EXAMINATION** |

**CLASS: VI** **SUBJECT: SCIENCE (CURIOSITY)**

| S. No. | Month | No. Of working days | Name of the chapter/topic to be covered | Teaching Aids/ E-Content Link/ Innovative Practices to be Adopted | Assessment/ Test/ Examination to be Conducted |
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| 1 | APRIL - MAY | 24 | **1. The Wonderful World of Science**<br><br>**2.Diversity in the living world** | **Teaching Aids/ Activity-**Nature walk, different food items,<br>Pictures/ virtual images of desert, forest trees, underwater view, galaxy etc.<br>**Janaki Ammal-** key role<br><br>https://diksha.gov.in/play/collection/do_3141051628988416001763?contentId=do_3141084981085962241 1007<br><br>https://diksha.gov.in/play/collection/do_3141051628988416001763?contentId=do_3142288044953763841 27703<br><br>**Teaching Aids/ Activity-** Nature walk, different plant samples,<br>Fallen feathers, Different types of seeds, Pictures/ virtual images of jungle animals, forest trees, Picture cards of underwater animals, role play, masks etc<br>**Salim Ali-** Key role<br><br>https://diksha.gov.in/play/collection/do_3141051628988416001763?contentId=do_3142289356332728321 | • Experiment based questions<br>• Case based questions<br>• MCQ,<br>• LAT<br>• Quiz,<br><br>• Activity Based Questions<br>• Case based questions<br>• MCQ,<br>• Quiz |

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| **2** | **JUNE** | **7** | **3.Mindful Eating: A path to a Healthy Body.** | **Teaching Aids/ Activity-**Community lunch, Miniature<br>toy cooking tools, Food without fire, Salad, millet snacks<br>& sprout days, Table of different vitamins & minerals &<br>their deficiencies.<br>**Coluthur Gopalan-**Key role<br>https://diksha.gov.in/play/collection/do_3141051628988416001763?contentId=do_3136109546914938881 3104<br>https://diksha.gov.in/play/collection/do_3141051628988416001763?contentId=do_3135890417425776641145 | • Experiment Based Questions<br>• Case based questions<br>• MCQ,<br>• Quiz<br>• LAT |
| **3** | **JULY** | **26** | **4. Exploring magnets**<br><br>**5.Measurement of length and** | **Teaching Aids/ Activity-**Different types of magnets, compass needle, Magnetic maze game<br>https://diksha.gov.in/play/collection/do_3141051628988416001763?contentId=do_3141085087866880001 1808<br><br>https://diksha.gov.in/play/collection/do_3141051628988416001763?contentId=do_3142289402897940481 35423<br><br>https://diksha.gov.in/play/collection/do_3141051628988416001763?contentId=do_3130788144417505281 8028<br><br>https://diksha.gov.in/play/collection/do_3141051628988416001763?contentId=do_3131871141200773121 | • Activity Based Questions<br>• Case based questions<br>• MCQ,<br>• Quiz |

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| | | | **motion** | 601<br><br>**Teaching Aids/ Activity-** Measuring tape, scale, skipping<br>rope, school playground tools like merry go round, jhula,<br>see-saw etc.<br>https://diksha.gov.in/play/collection/do_3141051628988416001763?contentId=do_3141085095423426561117<br><br>https://diksha.gov.in/play/collection/do_3141051628988416001763?contentId=do_3142289440765296641380055<br><br>https://diksha.gov.in/play/collection/do_3141051628988416001763?contentId=do_3130788141058785281114 51 | • Activity based questions<br>• Case based question<br>• MCQ, Quiz, LAT<br><br>**PERIODIC TEST -I** |
| **4** | **AUGUST** | **23** | **5.Measurement of length and motion (continued)**<br><br>**6. Materials Around Us** | **Teaching Aids/ Activity-** One different item by each child, objects inside the school campus,diya, candle,sports items etc.<br>https://diksha.gov.in/play/collection/do_3141051628988416001763?contentId=do_3141085095423426561117<br><br>Teaching Aids/ Activity- One different item by each child,<br>Objects inside the school campus,diya, candle,sports items etc<br>https://diksha.gov.in/play/collection/do_3141051628 | • Activity Based Questions<br>• Case based questions<br>• MCQ,<br>• Quiz<br>• LAT<br><br>• Experiment Based Questions |

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| | | | | 988416001763?contentId=do_3142289461514158081 30534 | • Case based questions<br>• MCQ,<br>• LAT,Quiz |
| **5** | **SEPTEMBER** | **24** | **6.Materials Around Us (continued)**<br><br>**REVISION** | Teaching Aids/ Activity- One different item by each child,<br>Objects inside the school campus,diya, candle,sports items etc<br>https://diksha.gov.in/play/collection/do_3141051628 988416001763?contentId=do_3142289461514158081 30534 | • Activity Based Questions<br>• Case based questions<br>• MCQ,<br>• LAT<br><br>**HALF YEARLY EXAM** |
| **6** | **OCTOBER** | **16** | **7. Temperature and its measurements** | **Teaching Aids**<br>Clinical thermometer – To record the temperature.<br>Laboratory thermometer - To perform various suggested activities.<br>Cold water and warm water – To perform suggested activities<br>Chart papers – To record and compare the readings<br>**Innovative Practices Adopted**<br>❖ Hands on Activity<br>❖ Experiment, Demonstration<br>❖ Puzzle Activity | • Activity Based Questions<br>• Case based questions<br>• MCQ, Quiz, LAT |

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| | | | | ❖ Group Discussion<br><br>NCERT Textbook<br>https://ncert.nic.in/textbook/pdf/fecu1ps.pdf<br><br>https://ciet.ncert.gov.in/audio-book/166 | |
| **7** | **NOVEMBER** | **23** | **8. A journey through states of water**<br><br>**9. Methods of separation in everyday life** | **Teaching Aids**<br>Chart showing the water cycle.<br>Pot in Pot cooler<br>Flashcards with key terms –Evaporation, condensation, precipitation, freezing, melting<br>A surahi, steel plate, glass tumbler containing cold water etc.<br><br>**Innovative Practices Adopted**<br>❖ Role Play Activity<br>❖ Mock Village Meeting: Discussion on "Water is our responsibility before it is our right".<br>❖ Group Discussion on states of water<br>❖ Hands on Activity- Methods of separation<br>❖ Case Study Method<br><br>NCERT Textbook<br>https://ncert.nic.in/textbook/pdf/fecu1ps.pdf<br>https://ciet.ncert.gov.in/audio-book/166<br>**Teaching Aids**<br>Charts showing methods of separation. | • Activity Based Questions<br>• Case based questions<br>• MCQ,<br>• Quiz,<br>• LAT |

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| | | | | Flashcards with key terms –Filtration, winnowing, threshing, sieving, sedimentation, decantation, churning and magnetic separation.<br>Filter paper, flask, mud water, strainer etc.<br><br>**Innovative Practices Adopted**<br><br>❖ Picture Observation Activity<br><br>❖ Group Discussion<br><br>❖ Think–Pair–Share Activity on Methods of separation in everyday life<br><br>❖ Chart Making Activity- Various Methods of separation<br><br>NCERT Textbook<br>https://ncert.nic.in/textbook/pdf/fecu1ps.pdf<br><br>https://ciet.ncert.gov.in/audio-book/166<br><br>https://diksha.gov.in/play/content/do_3130999612363325441191 | • Experiment Based Questions<br>• Case based questions<br>• MCQ,<br>• LAT,Quiz |
| **8.** | **DECEMBER** | **18** | **10. Living creature: Exploring their characteristics** | **Teaching Aids**<br>Chart – To show similarities and differences in life cycles of plants and animals<br>Pictures/Charts showing life cycle of frog, bean plant and mosquito. | • Activity Based Questions<br>• Case based questions<br>• MCQ, |

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| | | | | Flashcards with key terms germination, reproduction, excretion, nutrition.<br>Set up showing plants kept in different conditions.<br>Images of Touch me not plants<br>**Innovative Practices Adopted**<br>❖ Group Discussion<br>❖ Show and Tell Activity<br>❖ Role Play Activity<br>❖ Poster/Chart Making Activity<br>NCERT Textbook<br>https://ncert.nic.in/textbook/pdf/fecu1ps.pdf<br>https://ciet.ncert.gov.in/audio-book/166 | • Quiz,<br>• LAT |
| **9.** | **JANUARY** | **22** | **11.Nature's treasure** | **Teaching Aids**<br>Pictures of renewable and non-renewable resources<br>Images showing uses of Solar energy<br>Flashcards with key terms fossil fuels, Petroleum, coal, forest, natural gas etc.<br>Chart showing Rain water harvesting<br>**Innovative Practices Adopted**<br>❖ Picture Observation Activity<br>❖ Group Discussion<br>❖ Clay Model Activity<br>❖ Puzzle activity | • Activity Based Questions<br>• Case based questions<br>• MCQ,<br>• Quiz,<br>• LAT |

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| | | | | ❖ Storytelling Method<br><br>❖ ECO club activity- Tree plantation<br><br>NCERT Textbook<br>https://ncert.nic.in/textbook/pdf/fecu1ps.pdf<br>https://ciet.ncert.gov.in/audio-book/166<br>https://diksha.gov.in/play/content/do_43144953548977 1929611004 | **PERIODIC TEST - II** |
| **10** | **FEBRUARY** | **23** | **12.Beyond Earth** | **Teaching Aids**<br>Chart on Solar system<br>Chart on constellations- Orion, big dipper, little dipper etc.<br>Telescope<br>Flash cards on key terms: Asteroids, comet, planets, milky way galaxy<br>Pictures of planets: Mercury, Earth, Mars, Venus, Jupiter, Saturn, Uranus, Neptune.<br>Flashcards with key terms – municipality, corporation, mayor, councillor.<br>Short educational video explaining the solar system<br><br>**Innovative Practices Adopted**<br><br>❖ Role Play Activity<br><br>❖ Group Discussion<br><br>❖ Think–Pair–Share Activity | • Activity Based Questions<br>• Case based questions<br>• MCQ,<br>• Quiz,<br>• LAT |

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| | | | **REVISION** | ❖ Chart Making Activity/ model making activity<br>NCERT Textbook<br>https://ncert.nic.in/textbook/pdf/fecu1ps.pdf<br><br>https://ciet.ncert.gov.in/audio-book/166<br>https://diksha.gov.in/play/content/do_43144942413022003201979 | |
| **11** | **MARCH** | **SESSION ENDING EXAMINATION** | | | |

**CLASS: VI** **SUBJECT: SOCIAL SCIENCE (EXPLORING SOCIETY INDIA AND BEYOND )**

| S. No. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment/Test/Examination to be conducted |
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| 1 | APRIL-MAY | 24 | LOCATING PLACES ON THE EARTH | **Teaching Aids-**<br>• World Map and Atlas – For identifying different countries and directions.<br>• Globe – To show continents, oceans, equator, latitude and longitude.<br>• Wall Map with Grid – To explain coordinates (latitude & longitude).<br>• Digital Map / Google Earth – To show real-time location of places.<br><br>**Innovative Practices Adopted**<br>**Treasure Hunt Map Activity**<br>Students locate places using latitude and longitude clues.<br><br>https://epathshala.nic.in/wp-content/doc/book/flipbook/Class%20VI/0681-Exploring_Society_India_and_Beyond/fees101 | LAT<br>• Analytical and Application based questions<br>• Map test<br>• Source-Based questions<br>• Project-Based Assessment<br>• Competancy-Based questions |

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| | | | **TIMELINE AND SOURCES OF HISTORY** | **Teaching Aids-**<br>• Picture Cards of Historical Sources – Coins, tools, monuments, manuscripts.<br>• Timeline Chart – Showing BC and AD periods.<br>• Replica Coins and Pottery Images – To explain archaeological sources.<br><br>**Innovative Practices Adopted**<br><br>• Make Your Own Timeline Activity<br><br>Students create a timeline of their life events.<br><br>• Classroom Museum<br><br>Students bring old objects or photos to understand historical sources.<br><br>• Role Play – Archaeologist<br><br>Students pretend to discover artifacts and explain their. importance.<br><br>• Guess the Source Game<br><br>Teacher shows images of coins, inscriptions, monuments and students identify them.<br><br>• Story Building from Sources<br><br>Students imagine history based on objects shown in class.<br><br>• Field Visit / Virtual Tour<br><br>Virtual visit of museums or historical sites. | **LAT**<br><br>• Analytical and Application based questions<br>• Source-Based questions<br>• Project-Based Assessment<br>• Competancy-Based questions |

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| | | | | https://youtu.be/eWlYBtj_adI?si=EkYrlsSq0ZappBTn<br>https://youtu.be/qD_vBjFWEPU?feature=shared<br><br>**https://epathshala.nic.in/wp-content/doc/book/flipbook/Class%20VI/0681-Exploring_Society_India_and_Beyond/fees104** | |
| **2** | **JUNE** | **7** | **THE VALUE OF WORK** | **Teaching Aids-**<br>Pictures/Flashcards of Different Occupations – Farmer, teacher, doctor, carpenter, tailor, etc.<br><br>**Innovative Practices Adopted**<br>• Role Play Activity<br>Students act as different workers like doctor, farmer, teacher, cleaner to understand their role in society.<br>• Group Discussion<br>Students discuss why every type of work deserves respect.<br>• Community Helper Identification Game<br>Teacher shows pictures and students identify the worker and their work.<br>• Interview Activity<br>Students interview a worker in their neighborhood and share what they learned. | **LAT**<br>• Analytical and Application based questions<br>• #Project-Based Assessment |

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| **3** | **JULY** | **26** | **FAMILY AND COMMUNITY** | **Teaching Aids**<br>Charts showing different types of families – Nuclear family and joint family.<br>Pictures of family members and community helpers.<br>Flashcards – Showing roles and responsibilities in family and community.<br>**Innovative Practices Adopted**<br>• Family Tree Activity<br>Students draw their own family tree and explain relationships.<br>• Role Play Activity<br>Students act as different family members or community helpers (teacher, doctor, police, etc.).<br>• Group Discussion<br>Students discuss the importance of cooperation and respect in families and communities.<br>• Community Helper Identification Game<br>Teacher shows pictures and students identify the helper and their role. | **LAT/ PERIODIC TEST 1 REVISION**<br>• Analytical and Application based questions<br>• Project-Based Assessment<br>• Competancy-Based questions |

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| **4** | **AUGUST** | **23** | **INDIA'S CULTURAL ROOTS** | **Teaching Aids**<br>• Chart showing ancient texts – Vedas and Upanishads.<br>• Pictures of religious teachers – Gautama Buddha and Mahavira.<br>• Map of India – Showing places related to these traditions.<br>• Timeline chart showing the development of these traditions in ancient India.<br>• Flashcards with important terms (Veda, Upanishad, Dharma, Karma, Ahimsa).<br><br>**Innovative Practices Adopted**<br><br>• Storytelling Method<br>Teacher narrates stories from the life of Gautama Buddha and Mahavira.<br>• Group Discussion<br>Students discuss values like non-violence, truth, and compassion taught in Buddhism and Jainism.<br>• Think–Pair–Share Activity<br>Students discuss how these teachings can be applied in daily life. | LAT<br>• Analytical and Application based questions<br>• Map test<br>• Source-Based questions<br>• Project-Based Assessment<br>• Competancy-Based questions |

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| | | | | • Chart Making Activity<br>Students prepare charts comparing teachings of the Vedas, Upanishads, Buddhism, and Jainism.<br>• Role Play Activity<br>Students enact simple scenes from the lives of great teachers to understand their teachings.<br>https://youtu.be/H48KxbHO7og?feature=shared<br>**https://epathshala.nic.in/wp-content/doc/book/flipbook/Class%20VI/0681-Exploring_Society_India_and_Beyond/fees107** | |
| | | | **ECONOMIC ACTIVITIES AROUND US** | **Teaching Aids**<br>• Charts showing different economic activities – farming, fishing, manufacturing, trading, and services.<br>• Pictures/flashcards of occupations – farmer, shopkeeper, teacher, driver, doctor, etc.<br>• Map of India showing areas of agriculture, industries, and markets.<br>• Real-life examples from the local community.<br>**Innovative Practices Adopted**<br>• Role Play Activity<br>Students act as different workers like farmer, shopkeeper, teacher, or doctor. | **LAT**<br>• Analytical and Application based questions<br>• Project-Based Assessment<br>• Competancy-Based questions |

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| | | | | • Group Discussion<br>Students discuss the importance of different economic activities in society.<br>• Market Observation Activity<br>Students identify economic activities happening around their neighborhood or market.<br>**https://epathshala.nic.in/wp-content/doc/book/flipbook/Class%20VI/0681-Exploring_Society_India_and_Beyond/fees114** | |
| **5** | **SEPTEMBER** | **24** | **GRASSROOTS DEMOCRACY PART 1 :GOVERNANCE** | **Teaching Aids**<br>• Chart showing the meaning of governance and decision-making in society.<br>• Pictures of community meetings and decision-making processes.<br>**Innovative Practices Adopted**<br>• Group Discussion<br>Students discuss why rules and governance are necessary in society.<br>• Role Play Activity<br>Students act as community members solving a problem together.<br>• Think–Pair–Share Activity<br>Students discuss how decisions are made in their school or community. | **LAT**<br>• Analytical and Application based questions<br>• Source-Based questions<br>• Project-Based Assessment<br>• Competancy-Based questions |

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| | | | | ❖ Case Study Method<br>Teacher explains examples of decision-making in society.<br>**https://epathshala.nic.in/wp-content/doc/book/flipbook/Class%20VI/0681-Exploring_Society_India_and_Beyond/fees110** | |
| | | | **INDIA THAT IS BHARAT** | **Teaching Aids**<br>• Map of India – To show the geographical identity of the country.<br>• Chart showing different names of India – Bharat, India, Hindustan, Aryavarta, Jambudvipa.<br>• Pictures of historical texts and inscriptions where different names of India are mentioned.<br>• Chart showing the line from the Constitution:<br>• "Constitution of India – Article 1: India, that is Bharat, shall be a Union of States."<br>• Timeline chart showing the evolution of the names of India in history.<br><br>**Innovative Practices Adopted**<br>• Map Activity<br>Students locate India and neighbouring regions and discuss how travellers referred to the land.<br>• Group Discussion<br>Students discuss why a country can have multiple names in different languages and cultures.<br>• Think–Pair–Share Activity<br>Students think about the meaning of "Bharat" and share their ideas with classmates. | **LAT**<br>• Analytical and Application based questions<br>• Map test<br>• Source-Based questions<br>• Project-Based Assessment<br>• Competancy-Based questions |

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| | | | | • Storytelling Method 📖<br>Teacher narrates stories from ancient texts explaining the origin of the name Bharat. | |
| **6** | **OCTOBER** | **16** | **OCEANS AND CONTINENTS** | **Teaching Aids**<br>• Globe – To show the distribution of oceans and continents.<br>• World Map – For identifying different continents and oceans.<br>• Atlas for map reading practice.<br>**Innovative Practices Adopted**<br>• Map Identification Activity<br>Students locate and label continents and oceans on a blank world map.<br>• Globe Demonstration<br>Teacher demonstrates the location and size of oceans and continents using a globe.<br>• Puzzle Activity<br>Students assemble a world map puzzle showing continents.<br>• Group Discussion<br>Students discuss why oceans and continents are important for life on Earth. | **HALF YEARLY EXAMINATION**<br>• Analytical and Application based questions<br>• Map test<br>• Source-Based questions<br>• Project-Based Assessment<br>• Competancy-Based questions |

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| **7** | **NOVEMBER** | **23** | **GRASSROOTS DEMOCRACY PART 2: LOCAL GOVERNMENT IN RURAL AREAS** | **Teaching Aids**<br>• Chart showing the structure of village local government – Gram Panchayat, Gram Sabha.<br>• Pictures of village meetings and development activities.<br>• Flashcards with key terms – Panchayat, Sarpanch, Gram Sabha, villagers.<br>• Map of a village showing different areas and public facilities.<br><br>**Innovative Practices Adopted**<br>• Role Play Activity<br><br>Students act as Sarpanch and villagers discussing problems of the village.<br><br>• Mock Village Meeting<br><br>Classroom is turned into a meeting of the Gram Sabha where students discuss issues like water, roads, and cleanliness.<br><br>• Group Discussion<br><br>Students discuss the importance of participation in village decision-making.<br><br>• Think–Pair–Share Activity | **LAT**<br>• Analytical and Application based questions<br>• Source-Based questions<br>• Competancy-Based questions |

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| | | | | Students think about problems in villages and suggest solutions.<br>• Chart Making Activity<br>Students prepare charts showing the structure of the Panchayati Raj system.<br>• Case Study Method<br>Teacher explains examples of how village panchayats solve local problems.<br>https://youtu.be/Q1zlddgKYwg?feature=shared<br><br>**https://epathshala.nic.in/wp-content/doc/book/flipbook/Class%20VI/0681-Exploring_Society_India_and_Beyond/fees111** | |
| | | | **LANDFORMS AND LIFE** | **Teaching Aids**<br>• Charts showing major landforms – mountains, plains, plateaus, deserts.<br>• Pictures of different landforms and the lifestyle of people living there.<br>• Map of India and World Map – To show major landform regions.<br>• Globe – To explain the physical features of the Earth.<br>**Innovative Practices Adopted** | LAT<br>• Analytical and Application based questions<br>• Map test<br>• Project-Based Assessment<br>• Competancy-Based questions |

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| | | | | • Picture Observation Activity<br>Students observe pictures of mountains, plains, plateaus, and deserts and describe how people live there.<br>• Group Discussion<br>Students discuss how landforms influence climate, occupation, and lifestyle.<br>• Map Activity<br>Students locate major landform regions on a map.<br>https://youtu.be/6A31p8dNzx4?si=4eifVzB2niUUUECi<br>https://youtu.be/0MSBsd9pzRc?si=b0Q9KONd4dE9Jesp<br>**https://epathshala.nic.in/wp-content/doc/book/flipbook/Class%20VI/0681-Exploring_Society_India_and_Beyond/fees103** | |
| **8** | **DECEMBER** | **18** | **UNITY IN DIVERSITY OR MANY IN ONE** | **Teaching Aids**<br>• Map of India – To show different regions and cultures of the country.<br>• Pictures/Charts showing different festivals, languages, food, and clothing in India.<br>• Flashcards with names of different states and cultural practices. | **LAT**<br>• Analytical and Application based questions<br>• Map test |

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| | | | | **Innovative Practices Adopted**<br>• Group Discussion<br>Students discuss different cultures, languages, and traditions in India.<br>• Show and Tell Activity<br>Students share information about festivals, food, or dress from different states.<br>• Role Play Activity<br>Students represent different cultures and explain their traditions.<br>• Map Activity<br>Students locate different states and identify their cultural features.<br>• Poster/Chart Making Activity<br>Students create posters showing the idea of unity in diversity.<br><br>**https://epathshala.nic.in/wp-content/doc/book/flipbook/Class%20VI/0681-Exploring_Society_India_and_Beyond/fees108** | • Source-Based questions<br>• Project-Based Assessment<br>• Competancy-Based questions |
| **9** | **JANUARY** | **22** | **THE BEGINNINGS OF INDIAN CIVILIZATION** | **Teaching Aids**<br>• Map of the Indian subcontinent – To show the areas of the Indus Valley Civilization.<br>• Pictures of archaeological sites – Harappa and Mohenjo-daro.<br>• Images of artifacts – seals, pottery, tools, beads, and sculptures. | **LAT/ PERIODIC TEST 2**<br><br>• Analytical and Application based questions<br>• Map test |

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| | | | | • Chart showing features of the civilization – town planning, drainage system, trade, and occupations.<br>• Timeline chart showing the development of early Indian civilization.<br><br>**Innovative Practices Adopted**<br>• Picture Observation Activity<br>Students observe images of seals, pottery, and buildings and discuss what they reveal about ancient life.<br>• Map Activity<br>Students locate important sites of the Indus Valley Civilization on the map.<br>• Group Discussion<br>Students discuss the important features of ancient cities and how people lived there.<br>• Clay Model Activity<br>Students create simple clay models of seals or houses similar to those found in the civilization.<br>• Storytelling Method<br>Teacher narrates stories about the discovery of ancient cities and archaeological findings.<br><br>**https://epathshala.nic.in/wp-content/doc/book/flipbook/Class%20VI/0681-Exploring_Society_India_and_Beyond/fees106** | • Source-Based questions<br>• Project-Based Assessment<br>• Competancy-Based questions |
| **10** | **FEBRUARY** | **23** | **GRASSROOTS DEMOCRACY PART 3: LOCAL** | **Teaching Aids**<br>• Chart showing structure of urban local government – mayor, municipal corporation, municipal council.<br>• Pictures of city administration and public services – roads, sanitation, water supply. | **LAT** |

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| | | | **GOVERNMENT IN URBAN AREAS** | • Flashcards with key terms – municipality, corporation, mayor, councillor.<br>• Map of a city – To explain wards and local areas.<br>• Short educational video explaining the system of Municipal Corporation.<br><br>**Innovative Practices Adopted**<br><br>• Role Play Activity<br>Students act as mayor, councillors, and citizens discussing city problems.<br>• Mock City Council Meeting<br>Classroom is turned into a meeting of a Municipal Corporation where students discuss issues like cleanliness and traffic.<br>• Group Discussion<br>Students discuss the importance of local government in managing city services.<br>• Think–Pair–Share Activity<br>Students discuss problems in their city and suggest solutions.<br>• Chart Making Activity<br>Students prepare charts showing the structure of urban local government.<br>• Case Study Method<br>• Teacher explains examples of how city governments solve local problems.<br><br>**https://epathshala.nic.in/wp-content/doc/book/flipbook/Class%20VI/0681-Exploring_Society_India_and_Beyond/fees112** | • Analytical and Application based questions<br>• Project-Based Assessment<br>• Competancy-Based questions |

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| **11** | **MARCH** | | **TERM END EXAMINATION** | | **TERM END EXAMINATION** |

**CLASS: VI** **SUBJECT: ART EDUCATION (KRITI)**

| S.No . | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
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| 1 | APRIL-MAY | 24 | **Chapter-1**<br>Objects and Still Life<br>**Chapter-6**<br>Music and your Emotions<br>**Chapter-16**<br>Emotions Unveiled | **Teaching Aids**<br>• Real objects like fruit, cup, bottle; sketch pencils; still-life chart<br><br>**E-Content Link**<br>• https://epathshala.nic.in<br><br>**Innovative Practices to be Adopted**<br>• Create art work based on their everyday observations.<br>• Closely observe the finer details of objects, nature and people.<br>• Create light and shades with pencils.<br>• Describe emotions (for example: worry, fear, joy, anger, surprise etc.) using voice and body percussion.<br>• Discusses between pitch, dynamics, rhythm and emotions.<br>• Creates a theme song play list for various emotions with songs.<br>• Identifies songs that convey varies emotions and explain the reason. | • Draw a still life composition using 2–3 objects (cup, fruit, and bottle).<br>• Name two objects used in still life drawing.<br>• What is the meaning of still life?<br>• Write two emotions expressed through music.<br>• Sing a simple song in class.<br>• How does music affect our feelings?<br>• Show two emotions through facial expression.<br>• What is acting? |

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| | | | | | • Why are emotions important in theatre? |
| 2 | JUNE | 7 | **Chapter-2**<br>Changing the Typical Picture | **Teaching Aids**<br>• Flash cards, creative drawing samples, crayons<br>**E-Content Link**<br>• https://epathshala.nic.in<br>• https://edurev.in/v/413557/Changing-the-Typical-Picture<br><br>**Innovative Practices to be Adopted**<br>• Creates colour tints and shades with any chosen medium.<br>• Experiments with various materials and surfaces for art work<br>• Describe material tool and surface used traditionally. | • Draw a common object in a new creative way.<br>• What is creativity in art?<br>• Give one example of changing a typical picture. |
| 3 | JULY | 26 | **Chapter-7**<br>Musical Instruments<br>**Chapter-12**<br>My Body in Motion<br>**Chapter-17**<br>Let's Design | **Teaching Aids**<br>• Audio clips, speaker, emotion cards<br><br>**E-Content Link**<br>• https://epathshala.nic.in<br>• https://edurev.in/v/413561/Music-and-Your-Emotions<br><br>**Innovative Practices to be Adopted**<br>• Works with peers to create simple musical instruments. | • Name three musical instruments.<br>• Draw any one musical instrument.<br>• Which instrument do you like most?<br>• Perform simple body movements.<br>• Why is body movement |

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| | | | | • Classifies the instruments created or present in the classroom based on utility (melody and rhythm)<br>• Demonstrate the body movements in every day routine.<br>• Collaborates with peers to choreograph movement sequences.<br>• Uses hastas to create simple messages and sentences.<br>• Creates costume, makeup and stage design and connects them for a production.<br>• Visualises finer details of situations, scenes and characters.<br>• Collaborates with peers to put up a presentation. | important in dance?<br>• Name one dance step you know.<br>• Draw a simple stage setup.<br>• What is stage design?<br>• Name two things used in stage decoration.<br><br>**PERIODIC TEST -I** |
| 4 | AUGUST | 23 | **Chapter-3**<br>Portraying People<br>**Chapter-8**<br>Taal or Talam and Raga or Ragam in Indian Music | **Teaching Aids**<br>• Human proportion chart, mirror, portrait pictures<br><br>**E-Content Link**<br>• https://epathshala.nic.in<br>• https://edurev.in/v/413558/Portraying-People<br>**Innovative Practices to be Adopted**<br>• Recognises stereo typical forms used to depict nature.<br>• Collaborate with peer while making portraits. | • Draw a simple human figure.<br>• What are facial expressions?<br>• Name two parts important in portrait drawing.<br>• What is taal?<br>• What is raga?<br>• Clap a simple rhythm pattern. |

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| | | | | • Identifies differences between north and south Indian classical music.<br>• Recalls name of local and national artists and describe their work. | |
| 5 | SEPTEMBER | 24 | **Chapter-9**<br>Melodies of Diversity<br>**Chapter-13**<br>Breaking Barriers with Dance<br>**Chapter-18**<br>In the Company of Theatre | **Teaching Aids**<br>Instrument pictures/models, audio samples<br><br>**E-Content Link**<br>• https://epathshala.nic.in<br>• https://edurev.in/v/413561/Music-and-Your-Emotions<br><br>**Innovative Practices to be Adopted**<br>• Presents the songs learnt from various religious traditions.<br>• Works with peers to choose local songs or songs from across India.<br>• Describe gender stereotypes that are challenged in dance.<br>• Visualises various geometric shapes in dance postures.<br>• Identifies the performance space for props, entry and exit.<br>• Recalls name of popular theatre companies.<br>• Compare today's theatre with company theatre and traditional puppetry. | • Name two types of Indian music.<br>• Why is Indian music diverse?<br>• Listen to a song and identify its style.<br>• Explain how dance expresses emotions.<br>• Perform a short dance step.<br>• Why can dance connect people?<br>• Act a small dialogue.<br>• What is theatre?<br>• Why do people perform plays?<br><br>**HALF YEARLY EXAMINATION** |

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| 6 | OCTOBER | 16 | **Chapter-4**<br>Paper Crafts<br>**Chapter-5**<br>Seals to Prints | **Teaching Aids**<br>• Origami paper, scissors, glue, sample crafts<br>• Potato/sponge stamps, ink pads, poster colours<br><br>**E-Content Link**<br>• https://epathshala.nic.in<br>• https://edurev.in/v/413559/Paper-Crafts<br>• https://edurev.in/v/413560/Seals-to-Prints<br><br>**Innovative Practices to be Adopted**<br>• Create own patterns and design for paper crafts and seals.<br>• Follows sequential steps while making flip books, paper crafts and preparing natural colours.<br>• Modifies ideas and caries out experiments while making seals. | • Make a paper craft (flower, bird, decoration).<br>• What materials are used in paper craft?<br>• Why is paper craft important in art?<br>• Make a simple stamp print using vegetables or sponge.<br>• What is printing in art?<br>• Name one traditional printing method. |
| 7 | NOVEMBER | 23 | **Chapter-10**<br>Song writing<br>**Chapter-11**<br>Music and Society | **Teaching Aids**<br>• Rhythm charts, tabla recordings<br><br>**E-Content Link**<br>• https://epathshala.nic.in<br><br>**Innovative Practices to be Adopted** | • Write 3–4 lines of a simple song.<br>• What is a lyric?<br>• Why are songs important?<br>• Write one example of music in festivals. |

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| | | | | • Discusses and sings songs to celebrate the country's cultural diversity.<br>• Attempts to write simple songs based on the theme.<br>• Discusses songs to help in motivating them personally. | • How does music bring people together?<br>• Name one famous Indian music tradition. |
| 8 | DECEMBER | 18 | **Chapter-14**<br>Harmony in Motion<br>**Chapter-20**<br>The Grand Finale | **Teaching Aids**<br>• Dance videos, music system<br><br>**E-Content Link**<br>• https://epathshala.nic.in<br>• https://edurev.in/v/413561/Music-and-Your-Emotions<br><br>**Innovative Practices to be Adopted**<br><br>• Identifies dance form in their surroundings.<br>• Design and create props and jewelries for dance.<br>• Prepare a simple Natya script for given theme.<br>• practices and presents Mudras, Movement and facial expression with music.<br>• Present complete show for an audience. | • Perform dance with rhythm.<br>• What is coordination in dance?<br>• Why is practice important in dance?<br>• Participate in a group performance.<br>• Combine art, music, and dance.<br>• Reflect on what you learned. |
| 9 | JANUARY | 22 | **Chapter-15**<br>Dances of Our Land | **Teaching Aids** | • Name two Indian dance forms. |

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| | | | **Chapter-21**<br>Integration of All Art Forms | • Instrument pictures/models, audio samples<br>**E-Content Link**<br>• https://epathshala.nic.in<br>• https://edurev.in/v/413560/Seals-to-Prints<br><br>**Innovative Practices to be Adopted**<br>• Compare dance forms for various Indian states.<br>• Rehearses movements and dialogue delivery. | • Draw the costume of any dance form.<br>• Which dance is famous in your state?<br>• Prepare a short performance combining music, dance, and acting.<br>• What is integrated art?<br>• Give one example of art integration.<br>**PERIODIC TEST - II** |
| 10 | FEBRUARY | 23 | **Chapter-19**<br>Stories of Shadows and Strings – Puppetry | **Teaching Aids**<br>• Puppet models, stage charts<br><br>**E-Content Link**<br>• https://epathshala.nic.in<br><br>**Innovative Practices to be Adopted**<br>• Creates a variety of puppets (finger, shocks, sticks, hand and shadows).<br>• Experiments with modulating voice for characters. | • Make a simple puppet.<br>• What is puppetry?<br>• Name one type of puppet. |
| 11 | MARCH | | | Revision | • Prepare a portfolio of |

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| | | | | | drawings and crafts.<br>• Participate in a group performance.<br>• Answer oral questions about art, music, dance, and theatre.<br><br>**SESSION ENDING EXAMINATION** |

**CLASS: VI** **SUBJECT: VOCATIONAL EDUCATION- KAUSHAL BODH**

| S.NO. | MONTH | NO. OF WORKING DAYS | NAME OF THE CHAPTER/TOPIC TO BE COVERED | TEACHING AIDS / E-CONTENT LINK / INNOVATIVE PRACTICES TO BE ADOPTED | ASSESSMENT / TEST / EXAMINATION TO BE CONDUCTED |
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| 1 | APRIL/MAY | 24 | **INTRODUCTION TO VOCATIONAL SKILLS AND PROJECT 1 ORIENTATION**<br><br>**SCHOOL KITCHEN GARDEN (PART 1)** | Topics:<br>• Introduction to vocational education<br>• Understanding dignity of labour<br>• Overview of the book projects<br><br>Teaching Aids<br>• Charts showing different occupations<br>• PPT or videos about workers<br>• Flashcards of tools<br>Innovative Practices Adopted<br>• Role play of different professions<br>• Discussion on "Why skills are important"<br>Activities<br>• Students draw their dream profession<br>• Group discussion on different jobs in society<br>Identify tools used in various occupation.<br>Topics:<br>• Importance of plants and gardening<br>• Types of soil and seeds<br>Teaching Aids<br>• Seeds (spinach, coriander, tomato) | LAT |

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| | | | | • Soil samples<br>• Gardening tools<br>• Charts showing plant growth<br>Innovative Practices Adopted<br><br>• Learning by doing method<br>• School garden project<br>Activities<br>• Prepare soil bed or pots<br>• Sow seeds<br>• Assign watering duties to groups<br>https://www.ncertbooks.net/ncert-class-6-kaushal-bodh/ | |
| 2 | JUNE | 7 | **(PROJECT 1) SCHOOL KITCHEN GARDEN ( PART 2)** | Topics:<br>• Plant care and watering<br>• Compost and organic farming<br>Teaching Aids-<br>• Compost sample<br>• Watering cans<br>• Observation charts<br>Innovative Practices Adopted<br>• Plant observation diary<br>• Peer monitoring groups<br>Activities<br>• Measure plant growth weekly<br>• Draw plant growth stages<br>• Maintain plant growth journal | LAT |
| 3 | JULY | 26 | **PROJECT 2 : BIODIVERSITY REGISTER (PART 1)** | Topics:<br>• Introduction to biodiversity<br>• Plants and animals in our surroundings<br>Teaching Aids | **PERIODIC TEST -I** |

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| | | | | • Pictures of local animals and plants<br>• Observation sheets<br>• Magnifying glass<br>Innovative Practices Adopted<br>• Nature walk around school<br>• Outdoor learning<br>Activities<br>• Observe different plants in school<br>• Note names and features<br>• Draw plants and insects<br>https://www.ncertbooks.net/ncert-class-6-kaushal-bodh/?utm_source=chatgpt.com | |
| 4 | AUGUST | 23 | **PROJECT 2 : BIODIVERSITY REGISTER (PART 2)** | **Topics:**<br>• Recording biodiversity<br>• Importance of conservation<br>**Teaching Aids**<br>• Field observation sheets<br>• Charts on endangered species<br>**Innovative Practices Adopted**<br>• Student biodiversity register creation<br>Activities<br>• Prepare **class biodiversity register** | LAT |

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| | | | | • Paste pictures or drawings<br><br>Group presentation on finding | |
| 5 | SEPTEMBER | 24 | **PROJECT – 3 MAKER SKILLS (PART 1)** | Topics:<br>• Introduction to tools and materials<br>• Safety while using tools<br>Teaching Aids<br>• Cardboard<br>• Glue, scissors<br>• Plastic bottles<br>• Waste materials<br>Innovative Practices Adopted<br>• Design thinking approach<br>• STEAM learning<br>Activities<br>• Build simple objects from cardboard<br>• Design a small toy or model<br>• https://www.ncertbooks.net/ncert-class-6-kaushal-bodh/?utm_source=chatgpt.com | **HALF YEARLY EXAMINATION** |
| | OCTOBER | 16 | **PROJECT – 3 MAKER SKILLS (PART 2)** | Topics<br>• Creative designing<br>• Recycling and reuse<br>Teaching Aids<br>• Waste materials<br>• Craft supplies<br>• Innovative Practices Adopted<br>• Best out of waste competition<br>Activities<br>• Make useful items from waste<br>Group design challenge | LAT |
| | NOVEMBER | 23 | **PROJECT – 4** | Topics<br>• Basics of animation | LAT |

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| | | | **ANIMATION AND GAMES** | • Frames and motion<br>Teaching Aids<br>• Computer or tablet<br>• Flipbook paper<br>• Drawing sheets<br>Innovative Practices Adopted<br>• Flipbook animation method<br>• Digital storytelling<br>Activities<br>• Create flipbook animation<br>• Draw simple storyboards<br>https://www.ncertbooks.net/ncert-class-6-kaushal-bodh/?utm_source=chatgpt.com | |
| | DECEMBER | 18 | **PROJECT – 5 SCHOOL MUSEUM ( PART 1)** | Topics<br>•<br>them What is a museum<br>• Importance of preserving objects<br>Teaching Aids<br>• Old coins, utensils, tools<br>• Display boards<br>• Labels and markers<br>• Innovative Practices Adopted<br>• Classroom museum setup<br>Activities<br>• Bring objects from home<br>• Label and classify<br>https://www.ncertbooks.net/ncert-class-6-kaushal-bodh/?utm_source=chatgpt.com | LAT |
| | JANUARY | 22 | **PROJECT – 5 SCHOOL MUSEUM** | Topics<br>• Organizing museum displays | **PERIODIC TEST -II** |

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| | | | **( PART** 2) | • Writing descriptions<br>Teaching Aids<br>• Chart papers<br>• Display tables<br>Innovative Practices Adopted<br>• Student curators<br>Activities<br>• Arrange classroom museum<br>• Write object descriptions | |
| | FEBRUARY | 23 | **PROJECT – 6 COOKING WITHOUT FIRE** | Topics<br>• Healthy food habits<br>• Food hygiene and safety<br>Teaching Aids<br>• Fruits and vegetables<br>• Plates, bowls, spoons<br>• Aprons<br>Innovative Practices Adopted<br>• Healthy cooking day<br>• Group food preparation<br>Activities<br>• Prepare fruit salad<br>• Make vegetable sandwich<br>• Write recipe steps<br>https://www.ncertbooks.net/ncert-class-6-kaushal-bodh/?utm_source=chatgpt.com | LAT |
| | **MARCH** | **SESSION ENDING EXAM** | | | |

**CLASS VI** **SUBJECT: PHYSICAL EDUCATION- KHEL YATRA**

| S.no | Month | Working days | Chapter / topic | Teaching Aids | Assessment |
|---|---|---|---|---|---|
| 1 | April–may | 24 | **Unit 1: Importance Of Physical Education** – Ice Water, Seven Stones, Aerobic Exercise, Follow Me History Of Yoga / Yoga For Daily Life | Demonstration / practical activity | Observation / skill test |
| 2 | June | 7 | Unit 1 Continued – Number Game, Hula Hoop Jump, What Is Yoga? | Demonstration / practical activity | Observation / skill test |
| 3 | July | 26 | **Unit 2: Motor Fitness –** Obstacle Race, Balancing Act, Shivam Says Collaborate And Conquer, Grad The Ball Psh Up Position And Pass The Ball, Tic-Tac-Toe Dribbly Relay Crocodile Race Head,Shoulder ,Knee And Ballstore Of Aparigrahas | Demonstration / practical activity | **Periodic test-I** Observation / skill test |
| 4 | August | 23 | **Unit 3: Fundamental skills of Kho-Kho** – Sitting, Chasing, Giving Kho, Zig-Zag Running On A Starting Line , Dodging Yoga Activity Of Aparigrahas Yoga Priparaing For Yogic Practices | Demonstration / practical activity | Observation / skill test |

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| 5 | September | 24 | Unit 3 continued – pole turn, covering chase ,chain,fake kho, chain, Pole Dive Toe tapping, 3-2-3 Chain yoga introduction of Niyama and story of tapas | Demonstration / practical activity | **Half yearly exam** |
| 6 | October | 16 | **Unit 4**: **Fundamental skills of Handball** – Passing, Catching, 10 pass Dribbling, Yoga Yoga Sadhna Yoga Pranayama | Demonstration / practical activity | Observation / skill test |
| 7 | November | 23 | Unit 4 continued : Obstacle Dribbing, Shot The Ball Dodge The Ball Shootingunit Unit 4 continued: Dribble and Shoot, | Demonstration / practical activity | Observation / skill test |
| 8 | December | 18 | **Unit 5: Yoga** – Dharana , Dhayana And Samadhi Yoga – Asanas And Pranayamay Oga – Dharana , Dhayana And Samadhi | Demonstration / practical activity | Observation / skill test |
| 9 | January | 22 | Unit 4 continued: Pass And Shoot, Shootout Tournament, Goalkeeper's Defensive Skills Blocking Assimilation Advanced Yoga – Dharana, Dhyana, Krida Yoga | Demonstration / practical activity | **Periodic test-II** Observation / skill test |
| 10 | February | 23 | Revision of all units | Demonstration / practical activity | Observation / skill test |

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| 11 | March | SESSION ENDING EXAMINATION |

# CLASS VII

**KENDRIYA VIDYALAYA SANGATHAN (HQS)**

**SPLIT-UP OF SYLLABUS FOR THE ACADEMIC SESSION 2026–27**

**CLASS: VII** **SUBJECT: HINDI**

**कक्षा 7 वीं** **विषय : हिंदी(मल्हार)**

| क्रम संख्या | माह | कार्य दिवस | पाठ का नाम | शिक्षण में मददगार सामग्री,लिंक | परीक्षण / मूल्यांकन |
|---|---|---|---|---|---|
| 1 | अप्रैल- मई | 24 | **माँ,कह एक कहानी (कविता)** | https://diksha.gov.in/play/collection/do_31433794059689164811350?contentId=do_31431236864250675215068<br>कविता का सस्वर पाठ, फ्लैश कार्ड ,चित्र,विडियो , कवि परिचय | शिक्षार्थी उपलब्धि परीक्षण (LAT)<br><br>पशु पक्षियों का शिकार करना दंडनीय अपराध है \| आपके विचार से पशु पक्षियों के शिकार करने की प्रवृत्ति रोकने के लिए क्या उपाय करना चाहिए ? |
| | | | अपठित गद्यांश | | |
| | | | अपठित पद्यांश | | |
| | | | पाठ के अंत में दी गई गतिविधियों का आयोजन | | |
| 2 | जून | 7 | **तीन बुद्धिमान (लोककथा )** | मौन वाचन,नाट्य रूपांतरण ,वीडियो/ऑडियो,कठिन शब्दों के अर्थ का चार्ट ,चित्र ,फ्लैश कार्ड,मुख्य बिन्दुओं पर आधारित प्रश्नोत्तरी<br>https://diksha.gov.in/play/collection/do_31433794059689164811350?contentId=do_31450640234206003212631 2 | तीन बुद्धिमान लोक कथा के आधार पर एक लोककथा लिखिए \| |

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| 3 | जुलाई | 26 | **फूल और काँटा (कविता)** | कविता का सस्वर पाठ,गुलाब का पौधा,फूल और काँटा का चार्ट ,वीडियो https://diksha.gov.in/play/collection/do_31433794059689164811350?contentId=do_3143329103920988161235 | **आवधिक परीक्षा-1**<br><br>फूल और कांटे कविता से हमें क्या सन्देश मिलता है ? |
| | | | अनुच्छेद लेखन | | |
| | | | विशेषण | फ्लैश कार्ड | |
| | | | पत्र लेखन | | |
| | | | पाठ के अंत में दी गई गतिविधियों का आयोजन | | |
| 4 | अगस्त | 23 | **पानी रे पानी (निबंध)** | जल चक्र का चित्र,तालाबों नदियों के चित्र,पानी की बर्बादी रोकने से संबन्धित वीडियो | पानी के संरक्षण पर एक अनुच्छेद लिखिए \| |
| | | | संवाद लेखन | | |
| | | | अनुच्छेद लेखन | | |
| | | | अपठित पद्यांश | | |
| | | | पाठ के अंत में दी गई गतिविधियों का आयोजन | | |
| 5 | सितंबर | 24 | **नहीं होना बीमार (कहानी)** | वाचन,भूमिका निर्वाह, अस्पताल,डॉक्टर ,नर्स के चित्र,फ्लैश कार्ड,थर्मामीटर,चर्चा https://diksha.gov.in/play/collection/do_31433794059689164811350?contentId=do_3145064128186695681 26318 | नहीं होना बीमार पाठ में यदि बच्चा अपने नानाजी –नानीजी को सब कुछ सच-सच बता देता तो क्या होता ? |

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| | | | पुनरावृत्ति कार्य | | |
| | | | पाठ के अंत में दी गई गतिविधियों का आयोजन | | **अर्धवार्षिक परीक्षा** |
| **6** | **अक्टूबर** | **16** | **गिरिधर कविराय की कुंडलिया (कविता)** | सस्वर गायन ,वीडियो,प्रश्नोत्तरी ,कार्यपत्रक, कवि परिचय https://diksha.gov.in/play/content/do_3143873854537809921610 | इस पाठ में दिए गए सन्देश से आपके जीवन पर क्या प्रभाव पड़ा ? |
| | | | अपठित गद्यांश | | |
| | | | पाठ के अंत में दी गई गतिविधियों का आयोजन | | |
| **7** | **नवंबर** | **23** | **वर्षा बहार (कविता )** | कविता का सस्वर पाठ , बारिश के दृश्यों का वीडियो,वर्षा ऋतु से संबन्धित लोकगीत या कविता का सस्वर पाठ ,चित्र,बादलों की गरज की ध्वनि https://diksha.gov.in/play/collection/do_31433794059689164811350?contentId=do_3143873890355445761754 | वर्षा ऋतू आने पर मौसम में होने वाले परिवर्तन अपने शब्दों में लिखिए \| |
| | | | **बिरजू महाराज से साक्षात्कार ( संवाद )** | बिरजू महाराज के कथक नृत्य के वीडियो,जीवनी से संबन्धित चित्र,वृत्तचित्र ,तबला हारमोनियम जैसे वाद्ययंत्र दिखाना ,फ्लैश कार्ड https://diksha.gov.in/play/collection/do_31433794059689164811350?contentId=do_3145064195223633921 20 | अपने मित्र का साक्षात्कार लिखिए \| |
| | | | पाठ के अंत में दी गई गतिविधियों का आयोजन | | |
| **8** | **दिसम्बर** | **18** | **चिड़िया (कविता )** | सस्वर पाठ, चिड़ियों और उनके घोंसलों के चित्र,प्रकृति से जुड़े वीडियो, चहचहाहट की ऑडियो ,फ्लैश कार्ड https://diksha.gov.in/play/collection/do_31433794059689164811350?contentId=do_3145064211833077761 21 | चिड़ियाँ ने मानव जाति को क्या-क्या सन्देश दिए अपने शब्दों में लिखिए \| |

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| | | | अपठित काव्यांश | | |
| | | | पाठ के अंत में दी गई गतिविधियों का आयोजन | | |
| **9** | **जनवरी** | **22** | **मीरा के पद ( पद** | सस्वरपाठ ,मीराबाई का चित्र ,पदों के गायन का ऑडियो वीडियो,फ्लैश कार्ड ,पदों का वीडियो,फ्लैश कार्ड https://diksha.gov.in/play/collection/do_31433794059689164811350?contentId=do_3145064333514014721_54 | **आवधिक परीक्षा-2**<br><br>मीरा की भक्ति भावना अपने शब्दों में लिखिए \| |
| | | | शब्दकोश | | |
| **10** | **फरवरी** | **23** | पुनरावृत्ति कार्य | | |
| **11** | **मार्च** | | **सत्रांत परीक्षा** | | |

**CLASS: VII** **SUBJECT: संस्कृतं (दीपकम्)**

| क्रम संख्या | माह | कार्य दिवस | अध्याय / विषय | शिक्षण सहायक सामग्री / ई-सामग्री / नवाचार | मूल्यांकन / परीक्षण |
|---|---|---|---|---|---|
| 1 | **अप्रैल–मई** | 24 | प्रथम: पाठ: वन्दे भारतमातरम्<br>व्याकरण - शब्दरूप -<br>अकारान्त पुं, अकारान्त नपुं, आकारान्त स्त्री, ईकारान्त स्त्री, | देशभक्ति गीत, वीडियो चर्चा गतिविधि | मौखिक प्रश्न<br>**(मासिक परीक्षा)** |
| 2 | **जून** | 7 | द्वितीय पाठ: नित्यं पिबामः सुभाषितरसम्,<br>व्याकरण -<br>धातु रूप - लट् लकार | श्लोक कार्ड, फ्लैश कार्ड, उच्चारण अभ्यास | **कार्यपत्रिका** |
| 3 | **जुलाई** | 26 | तृतीय पाठ: मित्राय नमः।<br>चतुर्थ पाठ: न लभ्यते चेत् आरम्भः<br>व्याकरण -<br>धातु रूप -दा धातु (लट् लकार, लोट् लकार) | भूमिका निर्वाह, कहानी चर्चा | कक्षा कार्य<br>**(प्रथम आवधिक परीक्षा)** |
| 4 | **अगस्त** | 23 | पञ्चम: पाठ: सेवा हि परमो धर्मः, षष्ठ: पाठ: क्रीडाम: वयम्श्लोकान्त्याक्षरीम्<br>व्याकरण - | खेल गतिविधि, चित्र कार्ड | लघु परीक्षण<br>**(मासिक परीक्षा)** |

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| | | | ‘क्तवतु प्रत्यय:, स्म प्रयोग:, प्रश्ननिर्माणम् | | |
| **5** | **सितम्बर** | **24** | सप्तम: पाठ: ईशावास्यमिदं सर्वम्,<br>व्याकरण -सन्धि : | श्लोक वाचन, अर्थ चर्चा | **लिखित अभ्यास (अर्द्धवार्षिक परीक्षा)** |
| **6** | **अक्टूबर** | **16** | अष्टम: पाठ: हितं मनोहारि च दुर्लभं वचः | फ्लैश कार्ड, समूह चर्चा | कक्षा परीक्षण **(मासिक परीक्षा)** |
| **7** | **नवम्बर** | **23** | नवम: पाठ: अन्नाद् भवन्ति भूतानि | चार्ट, वीडियो (https://diksha.gov.in/) | मौखिक परीक्षण **(मासिक परीक्षा)** |
| **8** | **दिसम्बर** | **18** | दशम: पाठ: दशमः कः?<br>व्याकरण - संख्यावाचक पदानि, | संवाद गतिविधि, भूमिका निर्वाह | कार्यपत्रिका **(मासिक परीक्षा)** |
| **9** | **जनवरी** | **22** | एकादश: पाठ: द्वीपेषु रम्यः अण्डमानः<br>द्वादश पाठ: वीराङ्गना पन्नाधाया,<br>व्याकरण - अव्ययपदानि | भारत मानचित्र गतिविधि, वीडियो | लिखित कार्य **(द्वितीय आवधिक परीक्षा)** |
| **10** | **फरवरी** | **23** | पुनरावृत्ति | क्विज, फ्लैश कार्ड | **पुनरावृत्ति परीक्षण** |
| **11** | **मार्च** | **—** | सत्रांत परीक्षा | — | **वार्षिक परीक्षा** |

**CLASS: VII** **SUBJECT: ENGLISH (POORVI)**

| SR. No. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
|---|---|---|---|---|---|
| 01 | APRIL-<br><br>MAY | 24 | **UNIT 1: Learning Together**<br>● **The Day the River Spoke ( PROSE )**<br>● **Try Again (POEM )**<br>● Grammar: Prepositions, Adverbs<br>● Writing: Message Writing, Descriptive Paragraph<br>● Grammar: Opposites<br>● Letter Writing (Informal) | ● Reading/Recitation<br>● Storytelling<br>● Listening activity<br>● Role-play<br>● Dialogue Writing<br>● Letter Writing<br>● Picture Based Story Narration<br>● Crosswords Puzzle<br>● Pronunciation Drill<br>● Vocabulary drill (Antonyms, Homophones)<br>● Rhyme scheme<br>● Poetic Device (Simile, Metaphor)<br>● Spell Bee<br>● Vocabulary drill<br>**e-content:**<br>https://diksha.gov.in/play/collection/do_31431444036006707211635 5?contentId=do_3143875279102115841727<br><br>https://diksha.gov.in/play/collection/do_31431444036006707211635 5?contentId=do_3143881090642411521904 | ● Slogan writing on women empowerment-<br>● Beti Bachao Beti Padhao ( Writing )<br><br>● MCQ |

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| **02** | **JUNE** | **7** | • **Three Days to See (PROSE )**<br>• Descriptive Paragraph<br>• Grammar: Modal Verbs | • Reading<br>• Speaking: About one of the **senses** that you value the most<br>• Writing a Describing Paragraph<br>• Sensory Words<br>• Let's Explore: Braille Language<br>**e-content:**<br>https://diksha.gov.in/play/collection/do_31431444036006707211635 5?contentId=do_3143881143741317121845<br>Explore the World of Sign Language: https://ncert.nic.in/pdf/accessibility/ISL_200word_v15.pdf | • Find out when and how International Day of Persons with Disabilities observed in India ( Group discussion) |
| **03** | **JULY** | **26** | **UNIT 2: Wit and Humour**<br>• **Animals, Birds and Dr. Dolittle (PROSE )**<br>• **A Funny Man ( POEM )**<br>• Grammar: Present Perfect Tense, Compound Words, Phrasal Verbs, Palindrome<br>• Writing: Notice Writing, Limerick | • Reading / Recitation<br>• Listening Activity<br>• Writing Notice<br>• Role-play<br>• Spell Bee<br>• Find palindrome words, phrases, sentences<br>• Spoken Activity (Conversation between a doctor and a patient)<br>• Pronunciation Drill<br>**e-content:**<br>https://diksha.gov.in/play/collection/do_31431444036006707211635 5?contentId=do_3143882265934888961957<br>https://diksha.gov.in/play/collection/do_31431444036006707211635 5?contentId=do_3143881357391790081853 | **PERIODIC TEST- I**<br>• Notice writing activity<br>• ( Writing )<br>• Create a joke and tell in front of the class<br>• (Oral) |

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| **04** | **AUGUST** | **23** | • **Say The Right Thing ( PROSE )**<br>• Grammar: Kinds of Sentences, Present Perfect Continuous Tense, Suffixes<br>• Writing: Story Writing<br><br>**UNIT 3: Dreams and Discoveries**<br><br>• **My Brother's Great Invention ( PROSE)**<br>• **Paper Boats**<br>• **( POEM )**<br>• Grammar: Simple Past Tense & Past Perfect Tense<br>• Voice Idioms<br>• Writing: Descriptive Paragraphs (Describing Vocation) | • Reading<br>• Role-play<br>• Enact the favourite part of the play<br>• Rewrite the play as a short story<br>• Listening Activity<br>• Speaking with Intonation<br>• Binomials<br>• Idioms<br>• Literary Device (Onomatopoeia)<br>• Speaking: Pronunciation of the words ending with '-ough'<br>**e-content:**<br>https://diksha.gov.in/play/collection/do_31431444036006707211635 5?contentId=do_31450148730975846412467 3<br><br>https://diksha.gov.in/play/collection/do_31431444036006707211635 5?contentId=do_31438823156782694418 71 | • Participation in role play ( Group )<br><br>• Make a list of different vocations that you see around<br>• ( Individual )<br><br>• Express your joy experiencing a rainy day ( Oral ) |
| **05** | **SEPTEMBER** | **24** | • Antonyms<br>• Writing: Diary Entry<br>• Revision | • Recitation<br>• Rhyme Scheme<br>• Poetic Devices<br>• Antonyms<br>• Writing a diary entry<br>• Riddles<br>• Art Integration (craft using eco-friendly materials)<br>**e-content:** | **HALF YEARLY EXAMINATION** |

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| | | | | https://diksha.gov.in/play/collection/do_3143144403600670721163 55?contentId=do_31438823728493363218 72 | |
| **06** | **OCTOBER** | **16** | • **North, South, East, West ( PROSE )**<br>• Grammar: Subject-Verb Agreement<br>• Writing: Application | • Reading<br>• Listening activity<br>• Speaking about your travel experience<br>• Writing a leave application<br>• Word grid<br>• Crossword Puzzle<br>• Exploring India's rich culture https://indianculture.gov.in/stories/ | • Leave application activity<br>( Writing ) |
| **07** | **NOVEMBER** | **23** | **UNIT 4: Travel And Adventure**<br>• **The Tunnel ( PROSE )**<br>• **Travel ( POEM)**<br>• Grammar: Punctuation Marks, Modals (would and used to)<br>• Writing: Descriptive Paragraphs (Describing journey, places, people)<br>• Writing: a Diamante Poen | • Reading/ Recitation<br>• Role Play<br>• Sound Words<br>• Use of 'would' and 'used to' Rhyming words<br>• Rhyme scheme<br>• Poetic Devices<br>• Writing a descriptive paragraph of your train journey<br>• Listening<br>• Let's Explore about Indian Railways<br><br>https://artsandculture.google.com/story/a-history-of-indian-railways-national-rail-museum/cAVh7RwiKiTtKg?hl=en | • MCQ<br><br>• Map reading activity |

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| **08** | **DECEMBER** | **18** | • **Conquering The Summit (PROSE)**<br>• Grammar: Articles, Nouns, Verbs, Adjectives, Adverbs<br>• Writing: Letter (Formal) | • Reading<br>• Speaking about adventure sports, qualities to play such sport<br>• Use of Articles<br>• Listening Activity<br>• Speaking with the help of the prompts and vocabulary<br>• Writing a formal letter<br>• Prepare an information booklet about Indian mountaineers<br>**e-content:**<br>https://diksha.gov.in/play/collection/do_31431444036006707211635 5?contentId=do_3143888338499993601102 7 | • Art Integrated Project :- Prepare an information booklet of five Indian Mountaineers. |
| **09** | **JANUARY** | **22** | **UNIT 5: Brave hearts**<br>• **A Homage to Our Brave Soldiers**<br>**(PROSE )**<br>• **My Dear Soldiers**<br>(POEM)<br>• Grammar: Clause, Describing Words<br>• Writing: Letter Writing (informal) | • Reading/ Recitation<br>• Spell Bee<br>• Vocabulary Drill<br>• Pronunciation Drill<br>• Prefix<br>• Acrostic Poem<br>• Art Integration (designing a badge)<br>• Collocation<br>• Recitation Antonyms/Synonyms<br>• Listening to audio/narration<br>• Speaking about different professions and vocations<br>**e-content:**<br>https://diksha.gov.in/play/collection/do_31431444036006707211635 5?contentId=do_3143888410166968321103 0<br>https://nationalwarmemorial.gov.in/ | **PERIODIC TEST- II**<br>• Prepare a collage on a chart of people that inspire you and present in the class |

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| | | | | https://www.gallantryawards.gov.in/awards | |
| **10** | **FEBRUARY** | **23** | • **Rani Abbakka (PLAY/PROSE)**<br>• Grammar: Reported Speech, Determiners<br>• Writing: Dialogue Writing<br>• Revision | • Reading<br>• Comic Strip<br>• Reported Speech<br>• Vocabulary Drill<br>• Pronunciation Drill, Silent Letters<br>• Writing Conversation<br>**e-content:**<br>https://amritmahotsav.nic.in/unsung-heroes-detail.htm?56 | • Explore any one woman who we remember because of her achievement and present in class<br>( Pair Work ) |
| **11** | **MARCH** | | | | **SESSION ENDING EXAMINATION** |

**CLASS: VII** **SUBJECT: MATHEMATICS (GANIT [PRAKASH)**

| S.No. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
|---|---|---|---|---|---|
| 1 | APRIL-MAY | 24 | **1)Large Number Around Us**<br><br>**2) Arithmetic Expression** | SUGGESTED ACTIVITIES:<br>• Pattern in the products.<br>• School data collection.<br>• Place Value and Decimal system<br>• Indian number system and International number system.<br>https://youtu.be/GbjUcEqvV2s?si=5TIH2p6TNbZLAdjh<br>SUGGESTED ACTIVITIES:<br>• Expression card games. Prepare card with numbers and operators.<br>• Solve expressions using BODMAS rule.<br>• Solve expressions using distributive property. | • Quiz on place value and number reading<br>• LAT after each chapter.<br>• Orally expressing expression in sentence and vice-versa<br>Worksheet on distributive property |

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| **2** | **JUNE** | **7** | **3) A Peek Beyond the Point** | SUGGESTED ACTIVITIES:<br>• Tenth and Hundredth activity.<br>Take a graph paper in that take 10 squares, ask students to colour 1 square, which shows 1/10$^{th}$ part.<br>Take a graph paper select a 10x10 square grid, so total 100 squares. Now ask students to colour 1 square this shows 1/100$^{th}$ part.<br>• Measuring the length of some objects like pencil, eraser, sharpener etc and write their length in decimal form. | • Oral test of reading decimal numbers<br>• Worksheet on converting fractions with multiples of 10 to decimal |
| **3** | **JULY** | **26** | **3) A Peek Beyond the Point**<br><br>**4) Expressions Using Letter-Numbers** | • Decimal place value number chart (page 70)<br>• Addition and Subtraction of decimal numbers.<br>SUGGESTED ACTIVITIES:<br>• Match the expression cards.<br>Prepare 2 sets of cards.<br>Statement card: Thrice a number minus 1<br>Expression cards: 3x - 1<br>Students will match Statement cards with Expression cards.<br>• Construct Algebraic expressions using number card, variable card and symbols card.<br>Number card- 5,7,9<br>Variables card: x, y, p, q<br>Symbols card: +, - , x | • Quiz on Crack the sentence to make expression<br>• Worksheet based on word problems<br>**PERIODIC TEST-1** |

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| **4** | **AUGUST** | **23** | **5) Parallel and Intersecting Lines**<br><br>**6) Number Play** | SUGGESTED ACTIVITIES:<br>• Paper folding activities for Parallel and Intersecting lines.<br>• Identify examples in real life where different lines are used.<br>• (intersecting lines- scissor<br>• Parallel lines- floor tiles , window bars , classwise lines in assembly ) etc.<br>**https://diksha.gov.in/play/content/do_31445613784823398411176 6**<br><br>SUGGESTED ACTIVITIES:<br>• Make the target number using any four number cards.<br>• Write patterns on the board, students guess the rule.<br>• 3x3 Magic square grid.<br>• 4x4 magic square grid<br>https://diksha.gov.in/play/content/do_3144405296844144641698 8 | sheet<br><br>Worksheet on filling issing values in 3x3 x4 square grid |
| **5** | **SEPTEMBER** | **24** | **7) Tale of Three Intersecting Lines**<br><br>**8) Working With Fractions** | SUGGESTED ACTIVITIES:<br>• Paper folding angle exploration.<br>• Construction of triangles on the basis of sides.<br>• Intersecting lines<br>https://youtu.be/2IjfgCYLaP8?si=AgGmu5qkilfxPJ9Q<br><br>SUGGESTED ACTIVITIES:<br>Addition of Fraction<br>https://diksha.gov.in/play/content/do_314475263830900736114689 | • LAT after the chapter<br><br>• Worksheet on operations of fractions addition |

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| | | | | Multiplication of fraction<br>https://diksha.gov.in/play/content/do_31444052823553638416867<br>Division of fraction<br>https://diksha.gov.in/play/content/do_31447526141436723211468 8 | subtraction and multiplication and division |
| **6** | **OCTOBER** | **16** | **1) Geometric Twins** | SUGGESTED ACTIVITIES:<br>• Identify congruent shapes. (prepare several type of identical paper shapes and mix them. Students with identify congruent shapes by superimposing shapes.<br>• Congruence of triangle through paper folding activities. | **HALF YEARLY EXAM** |
| **7** | **NOVEMBER** | **23** | **2) Operation With Integers**<br><br>**3) Finding Common Ground** | SUGGESTED ACTIVITIES:<br>Addition and subtraction of integers.<br>https://youtu.be/GbjUcEqvV2s?si=5TIH2p6TNbZLAdjh<br>https://youtu.be/y8XTN0fzHWY?si=pCwEY-r2O_FAyYle<br><br>SUGGESTED ACTIVITIES:<br>• Number grid can be used to find the common multiples and even factors<br>• Finding HCF and LCM<br>https://youtu.be/kEzs-_5tpN8?si=f0P8H-W3MhfRIxX1 | • Project on showing the addition and subtraction of integers using numberline as well as using tokens.<br><br>• Worksheet on HCF and LCM |

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| **8** | **DECEMBER** | **18** | **4) Another Peek Beyond The Point** | SUGGESTED ACTIVITIES:<br>• Shopping activity.<br>• Fake currency, and price tags (Rs.2.5Rs. 4.5 etc.) | • Worksheet on multiplication and division of decimal numbers |
| **9** | **JANUARY** | **22** | **5) Connecting the Dots**<br><br>**6) Constructions and Tilings** | SUGGESTED ACTIVITIES:<br>• Collect marks of 11 students in maths quiz.<br>• Arrange them in ascending order.<br>• The middle data would be median.<br>• Average of data is mean.<br>• Individual or small group project. (NCERT page-132,133)<br><br>SUGGESTED ACTIVITIES:<br>• Using the geometry box skillfully to<br>• Draw perpendicular bisectors and angle bisectors. | • LAT after the chapter<br><br>• Worksheet on construction<br><br>**PERIODIC TEST - II** |

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| **10** | **FEBRUARY** | **23** | **6) Constructions and Tilings**<br><br>**7) Finding the Unknown** | Covering a region using a set of shapes, without gapes.<br><br>SUGGESTED ACTIVITIES:<br>• Weighing machine activities. (NCERT page- 165)<br>• Matchstick pattern activity (NCERT page-166)<br>• Match equation with their solutions.<br>• Cards with equation: x-2 =5<br>• Cards with answer: x=7 | • Group activity of who can crack the sentence to get the correct expression<br><br>• Worksheet on writing equation for given statements |
| | **MARCH** | | | **SESSION ENDING EXAM** | |

**CLASS: VII** **SUBJECT: SCIENCE (CURIOSITY)**

| S NO | MONTH | NO. OF WORKING DAYS | NAME OF THE CHAPTER | SUGGESTIVE TEACHING AIDS / E CONTENT LINKS / INNOVATIVE PRACTICES THAT CAN BE ADOPTED | ASSESSMENT / TESTS / EXAMINATION TO BE CONDUCTED |
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| 1 | April-May | 24 | **CHAPTER 1**<br>The Ever-Evolving World of Science | **Quiz** on Scientific Inventions and Discoveries.<br>**Think-Pair-Share-** Science in Everyday Life<br>**Role Play**- One day as a Scientist<br><br>https://ncert.nic.in/textbook.php?gecu1=1-12<br><br>https://diksha.gov.in/play/collection/do_31433652584873164811273?contentId=do_31430669926217318419115 | Inquiry based activities; include experiment-bases questions .<br>LAT<br><br>LAT<br><br>SUGGESTED MDP TOPICS AND SAMPLES |
| | | | **CHAPTER 2**<br>Exploring Substances – Acidic, Basic, and Neutral | **Acidic substances** Lemon/Orange Juice, Vinegar<br>**Basic substances-** Soap Solution, Baking Soda<br>**Indicators** Litmus paper, Turmeric, Red cabbage<br>**Hands on Activity**- Neutralization Reaction<br>**Investigatory Project**- Testing the pH of Soil<br><br>https://ncert.nic.in/textbook.php?gecu1=2-12<br>https://diksha.gov.in/play/collection/do_31433652584873164811273?contentId=do_31430670011462451219119 | |
| 2 | June -July | 7 +26 | **CHAPTER 3**<br>Electricity – Circuits and their Components | **Electrical Components**- Connecting Wires, Electric Cell, LED or Bulb, Switch, Cardboard.<br>**Experiential Learning**- Testing whether the given material is a Conductor or an Insulator | Inquiry based activities; include experiment-bases questions . case |

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| | | | | **Inquiry Based Learning**- To investigate the effect of adding salt to water on its conductivity<br>**Stem Activity**- Students build a Buzz Electric Circuit Game or Burglar Alarm<br><br>https://ncert.nic.in/textbook.php?gecu1=3-12<br>https://diksha.gov.in/play/collection/do_31433652584873164811273?contentId=do_31430670116268441618481 | based questions and application based questions.<br>LAT<br><br>Inquiry based activities; include experiment-bases questions . case based questions and application based questions.<br>LAT<br><br>**PERIODIC TEST-I** |
| | | | **CHAPTER 4**<br>The World of Metals and Non-metals | **Metals** Aluminium, Copper, Iron, Silver, Gold<br>**Non-Metals** Carbon, Oxygen, Nitrogen, Sulphur<br>**Flash Cards**-H, He, Li, Be, B, C, N, O, F, Ne<br>**Demonstrations**- Malleability, Ductility, Lustre, Sonority, Conductivity of substances<br>**Experiment**- Burning Magnesium and Sulphur in air and testing the nature of oxide formed.<br>**Investigation**- Conditions required for rusting of iron and methods to prevent corrosion.<br><br>https://ncert.nic.in/textbook.php?gecu1=4-12<br><br>https://diksha.gov.in/play/collection/do_31433652584873164811273?contentId=do_31430670328310169619124 | |
| 4 | August | 23 | **CHAPTER 5**<br>Changes Around Us – Physical and Chemical | **Peer Teaching Learning**- Physical and Chemical Changes examples from daily life.<br>**Brainstorming**- Let students list out characteristics of Physical and Chemical Changes<br>**Project Method**- Natural Changes around us- Types of Rocks, Formation of Soil, Erosion of Soil<br><br>https://ncert.nic.in/textbook.php?gecu1=5-12 | Inquiry based activities; include experiment-bases questions . case based questions and application based questions<br>LAT |

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| 5 | September | 24 | **CHAPTER 6**<br>Adolescence – A Stage of Growth and Change | **Chart or Posters**- Changes at Puberty<br>**One Minute Talk**- on Personal Hygiene, Nutritional Needs, Social Media Use, Addiction.<br>**Question Box**- Queries of students about Physical, Emotional and Behavioural Changes.<br>**Video Lessons-** Reproductive Health and Development of Secondary Sexual Characters<br>**Integrated Learning**- Session on Cyber Security (Digital Literacy) and UNICEF, CPCR Act 2005 and POCSO Act 2012 (Social Science)<br><br>https://ncert.nic.in/textbook.php?gecu1=6-12<br><br>https://diksha.gov.in/play/collection/do_31433652584873164811273?contentId=do_31430671319366860819136 | Inquiry based activities; include experiment-bases questions . case based questions and application based questions .<br>LAT<br><br>**HALF YEARLY EXAM** |
| 6 | October | 16 | **CHAPTER 7**<br>Heat Transfer in Nature | **Demonstrations**- Mode of Head Transfer- Conduction, Convection and Radiation<br>**Worksheet Solving**- Identify the mode by which heat gets transferred in different cases.<br>**Interdisciplinary Approach**- Sea Breeze and Land Breeze and Water Cycle (Geography)<br>**Inquiry Based Learning**- Woollen clothes and Blankets trap heat to keep us warm<br><br>https://ncert.nic.in/textbook.php?gecu1=7-12<br><br>https://diksha.gov.in/play/collection/do_31433652584873164811273?contentId=do_31430671387644723219138 | Inquiry based activities; include experiment-bases questions . case based questions and application based questions .<br>LAT |

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| 7 | November | 23 | **CHAPTER 8**<br>Measurement of Time and Motion | **DIY Activity**- Sundial, Water Clock, Candle Clock<br>**Hands on Activity**- Calculating Time Period of Simple Pendulum (Periodic Motion)<br>**Formula Learning**- Speed Time Distance Relationship and Numerical Solving<br>**Interdisciplinary Approach** Calculating speed of a moving object in m/s or km/hr (Mathematics)<br>**Sports Integrated Learning**- Record time taken to cover 100 m and calculate your speed.<br><br>https://ncert.nic.in/textbook.php?gecu1=8-12<br><br>https://diksha.gov.in/play/collection/do_31433652584873164811273?contentId=do_31430671959267737619154 | Inquiry based activities; include experiment-bases questions . case based questions and application based questions .<br>LAT |
| 7 | | 23 | **CHAPTER 9**<br>Life Processes in Animals | **Models / Charts / Visualizations**- Human Digestive and Respiratory System<br>**Worksheet Solving**- Labeling parts of Human Digestive System and Respiratory System.<br>**Role Play Method**- To explain and understand transportation of $O_2$ and $CO_2$ inside human body<br>**Experiential Learning**- Testing presence of $CO_2$ in the air that we breathe out by lime water test<br>**Investigatory Project Work** - Comparing the AQI of metro cities of India, Factors responsible for poor AQI and Respiratory Problems.<br><br>https://ncert.nic.in/textbook.php?gecu1=9-12<br><br>https://diksha.gov.in/play/collection/do_31433652584873164811273?contentId=do_31430672198939443219162 | Include experiment-bases questions . case based questions and application based questions .<br>LAT |

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| 8 | December | 18 | **CHAPTER 10**<br>Life Processes in Plants | **Inquiry Based Learning**- Perform activities to understand conditions needed for plant growth.<br>**Practical Demonstration**- To detect the presence of starch in green leaves by iodine solution<br>**Herbarium** – Collect leaves of various medicinal plants and list their benefits in scrapbook.<br>**Demonstrations**- Observing stomata of leaves under a compound microscope.<br>**Art Integrated Learning**- Celery/Flower Dye Experiment (transportation in plants)<br>**Think Pair and Share**- Word Equation for Photosynthesis and Respiration<br><br>https://ncert.nic.in/textbook.php?gecu1=10-12<br><br>https://diksha.gov.in/play/collection/do_3143365258487316481127 3?contentId=do_3143067226057687041851 1 | Include experiment-bases questions . case based questions and application based questions . LAT |
| | | | **CHAPTER 11**<br>Light – Shadows and Reflections | **Hands on Experiment**- Classifying materials into Transparent, Translucent and Opaque objects.<br>**Let's Investigate**- Light travels in straight line<br>**Let's Explore**- Light and Shadow Formation<br>**STEM Activity**- Making Kaleidoscope, Pin Hole Camera, Periscope, Mirror Maze, Hologram<br>**Fun Activity**- Write your Laterally Inverted name and observe in plane mirror (lateral inversion)<br>**Extended Learning**- Types of Mirrors, Virtual and Real Image (application in daily life)<br>**Real Time Experience**- Illusion Games, Paradox Museum, Mirror Maze House Visit<br><br>https://ncert.nic.in/textbook.php?gecu1=11-12 | Inquiry based activities; include experiment-bases questions . case based questions and application based questions . LAT |

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| | | | | https://diksha.gov.in/play/collection/do_31433652584873164811273?contentId=do_3143067445236039681858 5 | |
| 9 | January | 22 | **CHAPTER 12**<br>Earth, Moon, and the Sun | **Globe and Lamp Activity**- Understanding rotation and tilt of earth on its own axis.<br>**Interdisciplinary Approach**- Revolution of Earth around Sun and major seasons experienced.<br>**Science Kit Demo**- Solar Eclipse & Lunar Eclipse<br>Phases of Moon (Full Moon and New Moon)<br>**Real Time Observations**- Night Sky and Stars, Constellations, Planetarium visits.<br>**Extended Learning**- Quiz on ISRO programs ADITYA L-1, CHANDRAYAAN-1, CHANDRAYAAN-2, CHANDRAYAAN-3<br><br>https://ncert.nic.in/textbook.php?gecu1=12-12<br><br>https://diksha.gov.in/play/collection/do_31433652584873164811273?contentId=do_3143067452179988481922 5 | Inquiry based activities; include experiment-bases questions . case based questions and application based questions .<br><br>**PERIODIC TEST-II** |
| 10 | February | 23 | Revision for SEE | COMPETENCY BASED TEST ITEMS FOR TERM 2 | |
| 11 | March | | | **SESSION ENDING EXAMINATION** | |

## CLASS: VII

## SUBJECT: SOCIAL SCIENCE (EXPLORING SOCIETY INDIA AND BEYOND PART -1 AND PART- 2)

| S.No. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
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| 1 | APRIL - MAY | 24 | GEOGRAPHICAL DIVERSITY OF INDIA | ❖Teaching Aids<br>• Physical Map of India – Different landforms like mountains, plains, deserts and coastal areas.<br>• Relief Map / 3D Landform Model – To explain physical features clearly.<br>• Picture Cards – Himalayas, Thar Desert, Western Ghats, Coastal Plains.<br>• Region Information Charts – Climate, food habits, dress and lifestyle of different regions.<br>❖ Innovative Practices Adopted<br>Map Puzzle Activity<br>•Students assemble a physical map of India. | LAT<br>• Add analytical and application based questions<br>• Add Map Work |

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| | | | | Travel Planner Activity<br>•Students plan a journey covering different geographical regions of India.<br>Region–Lifestyle Connection<br>•Students match geographical features with occupations and lifestyle.<br>Picture Interpretation<br>•Students identify regions by observing landform pictures.<br>Group Poster Activity<br>•Groups present one geographical region with its features. | |
| | | | **NEW BEGININGS: CITIES AND STATES** | Teaching Aids<br>• Ancient Cities Map – Showing locations of early cities and kingdoms.<br>• Timeline Chart – Development of early states.<br>• Images of Ancient Settlements – Houses, tools, pottery.<br>• Kingdom Structure Chart – King, army, administration and citizens.<br>Innovative Practices Adopted<br>Build a Timeline Activity | **LAT**<br>• Add analytical and application based questions<br>• Add Map Work |

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| | | | | •Students arrange important events of early states chronologically.<br>Storytelling Method<br>•Teacher narrates stories related to early rulers and kingdoms.<br>Role Play Activity<br>•Students act as king, soldier, trader and farmer of an ancient city.<br>City Planning Activity<br>•Students design a simple layout of an ancient city.<br>Think-Pair-Share<br>•Students discuss why cities and states developed. | |
| | | | **FROM THE RULER TO THE RULED**<br><br>**(TYPES OF GOVERNMENTS)** | Teaching Aids<br>• Chart showing different forms of government – monarchy, democracy, dictatorship.<br>• Diagram of Government Structure – showing ruler, ministers and citizens.<br>• Picture Cards – examples of kings, parliaments and elections.<br>• Timeline Chart – evolution from ancient rule to modern democracy.<br><br>Innovative Practices Adopted | **LAT**<br>• Add analytical and application based questions<br><br>• #Add Map Work |

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| | | | | Mock Parliament Activity<br>•Students act as leaders, ministers and citizens to understand decision making.<br>Classroom Election Activity<br>•Students conduct a small election to understand democratic process.<br>Debate Activity<br>•Students discuss which form of government is better and why.<br>Comparison Chart Activity<br>•Students prepare a chart comparing monarchy and democracy.<br>Role Play Activity<br>•Students act as ruler, minister and citizen to understand responsibilities. | |
| **2** | **JUNE** | **7** | **UNDERSTANDING WEATHER** | Teaching Aids<br>• Weather Instruments Chart – Thermometer, rain gauge, wind vane and barometer.<br>• Newspaper Weather Report – To observe daily weather conditions.<br>• Globe – To explain global weather patterns.<br>• Weather Symbols Chart – Symbols used in weather forecasting.<br>Innovative Practices Adopted | **LAT**<br>• Add analytical and application based questions<br>• Add Map Work |

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| | | | | Classroom Weather Station<br>•Students record daily temperature and rainfall.<br>Weather Reporter Activity<br>•Students present daily weather reports in class.<br>Weather Diary<br>•Students record weather conditions for a week.<br>Graph Activity<br>•Students plot weekly temperature graphs.<br>Observation Activity<br>•Students compare sunny, cloudy and rainy conditions. | |
| **3** | **JULY** | **26** | **THE RISE OF EMPIRES** | Teaching Aids<br>• Mauryan Empire Map – Expansion of the Mauryan Empire.<br>• Pictures of Ashoka Pillars and Stupas.<br>• Images of Coins and Inscriptions.<br>• Empire Administration Chart – King, ministers and officials.<br>Innovative Practices Adopted<br>Ashoka Edict Reading Activity<br>•Students interpret simplified Ashoka inscriptions.<br>Empire Administration Game | **LAT**<br>**PERIODIC TEST 1**<br>https://youtu.be/ZYXaTM5URRk?feature=shared<br>• Add analytical and application based questions<br>• Add Map Work |

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| | | | | • •Students manage different departments of an empire.<br>• Debate<br>• •Was Ashoka a great ruler?<br>• Symbol Design Activity<br>• •Students design their own empire symbol.<br>• Source Analysis<br>• •Students identify information from coins and inscriptions. | |
| **4** | **AUGUST** | **23** | **CLIMATES OF INDIA** | ❖ Teaching Aids<br>• Climate Map of India.<br>• Monsoon Wind Direction Diagram.<br>• Rainfall Distribution Chart.<br>• Seasonal Picture Cards.<br>Innovative Practices Adopted<br>Monsoon Simulation<br>• •Teacher demonstrates monsoon winds using globe and fan.<br>Climate Comparison Activity | **LAT**<br>• #Add analytical and application based questions<br>• #Add Map Work |

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| | | | | • •Students compare climates of Rajasthan, Kerala and Himalayas.<br>• Rainfall Graph Activity<br><br>Students prepare rainfall graphs.<br><br>Group Discussion<br><br>• Importance of monsoon in agriculture.<br><br>Case Study<br><br>• •Effects of floods and droughts in India. | |
| | | | **THE AGE OF REORGANISATION** | Teaching Aids<br><br>• Map of Kingdoms after Mauryan Empire.<br>• Dynasty Chart.<br>• Timeline of Important Rulers.<br>• Historical Picture Cards.<br><br>Innovative Practices Adopted<br><br>Dynasty Family Tree Activity<br><br>• Students create family trees of rulers.<br><br>Map Activity<br><br>• •Students locate kingdoms on map.<br><br>History Quiz<br><br>• •Quiz on dynasties and rulers.<br><br>Group Research Activity<br><br>• •Groups study one dynasty. | **LAT**<br><br>• Add analytical and application based questions<br><br>• Add Map Work |

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| | | | | Storytelling Method<br>• Teacher narrates stories of important rulers. | |
| | | | **THE CONSTITUTION OF INDIA (AN INTRODUCTION)** | Teaching Aids<br>• Preamble Chart.<br>• Constitution Structure Diagram.<br>• Fundamental Rights Poster.<br>• Historical Images of Constitution Making.<br>Innovative Practices Adopted<br>Preamble Reading Activity<br>• •Students read and interpret the Preamble.<br>Rights and Duties Discussion<br>• •Examples from daily life.<br>Classroom Constitution<br>• •Students create rules for their classroom.<br>Case Study Method<br>• •Discussion on simple situations of rights violation.<br>Poster Making Activity<br>• Students illustrate fundamental rights. | **LAT**<br>https://youtu.be/iSfP1GtXuzU?si=yx-HMbjzxikVQgc0<br>https://youtu.be/4hUoIyUjHrI?si=k6dnwwaeFIoZ19PI<br>• Add analytical and application based questions |

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| | | | **UNDERSTANDING MARKETS** | Teaching Aids<br>• Pictures of Local Markets.<br>• Supply and Demand Chart.<br>• Price List Charts.<br>• Market Structure Diagram.<br>Innovative Practices Adopted<br>Classroom Market Simulation<br>• Students act as buyers and sellers.<br>Market Survey Project<br>• Students collect price information of daily products.<br>Buyer-Seller Role Play<br>• Understanding market transactions.<br>Discussion<br>• Importance of markets in daily life.<br>Price Comparison Activity<br>• Students compare prices from different markets. | **LAT**<br>• Add analytical and application based questions |
| **5** | **SEPTEMBER** | **24** | **THE GUPTA ERA: AN AGE OF TIRELESS CREATIVITY** | Teaching Aids<br>• Ajanta Painting Images.<br>• Chart of Gupta Achievements.<br>• Biography Cards – Aryabhata, Kalidasa.<br>• Gupta Empire Map. | **LAT**<br>https://youtu.be/doW1AK2Sk4U?si=G0tlbQafobnDLDzF |

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| | | | | Innovative Practices Adopted<br>Art Integration Activity<br>•Students recreate Ajanta style paintings.<br>Scientist Spotlight<br>•Students present discoveries of Aryabhata.<br>Think-Pair-Share<br>•Why Gupta period is called Golden Age.<br>Literature Activity<br>•Students read small excerpts of classical literature.<br>Achievement Poster<br>•Groups present one Gupta achievement. | • Add analytical and application based questions<br>• Add Map Work |
| | | | **HOW THE LAND BECOMES SACRED** | Teaching Aids<br>• Map of Pilgrimage Sites – Char Dham, Varanasi, Bodh Gaya, Amritsar.<br>• Pictures of Sacred Places – Temples, rivers and religious sites.<br>• Religious Symbols Chart – Symbols of different religions.<br>• Cultural Heritage Images – Kumbh Mela and pilgrimage journeys.<br>Innovative Practices Adopted<br>❖ Map Activity | **LAT**<br>https://youtu.be/On_HjraDUIo?si=DSTMGhwlfYCITIGf<br>https://youtu.be/IqdV1aMuxCk?si=w7-jun_IkOyamq0o<br>• Add analytical and application |

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| | | | | •Students locate major pilgrimage sites on the map of India.<br>Cultural Heritage Discussion<br>•Students discuss why certain places become sacred.<br>Storytelling Method<br>•Teacher narrates stories related to famous pilgrimage sites.<br>Poster Making Activity<br>•Students design posters of important pilgrimage places.<br>Think-Reflect Activity<br>•Students share their thoughts about respecting different beliefs. | based questions<br>• Add Map Work |
| | | | **FROM BARTER TO MONEY** | Teaching Aids<br>• Pictures of Old Coins.<br>• Currency Notes Samples.<br>• Trade and Barter System Chart.<br>• Images of Ancient Markets.<br>Innovative Practices Adopted<br>Barter Market Activity<br>•Students exchange classroom items using barter system. | **LAT**<br>• Add analytical and application-based questions |

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| | | | | Trader Role Play<br>•Students act as buyers and sellers.<br>Discussion Activity<br>•Comparison between barter system and modern money.<br>Currency Design Activity<br>•Students design their own currency note.<br>Digital Payment Awareness<br>•Discussion on modern digital payment systems. | |
| **6** | **OCTOBER** | **16** | **THE STORY OF INDIAN FARMING** | Teaching Aids<br>• Crop Picture Cards – Wheat, rice, cotton, sugarcane etc.<br>• Farming Tools Models – Plough, tractor, irrigation tools.<br>• Agriculture Map of India – Crop growing regions.<br>• Crop Calendar Chart – Sowing and harvesting seasons.<br>Innovative Practices Adopted<br>Farm to Table Activity<br>•Students trace the journey of food from farm to home.<br>Crop Calendar Activity | **LAT**<br>**HALF YEARLY EXAMINATION**<br>• Add analytical and application-based questions |

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| | | | | •Students prepare seasonal crop charts.<br>Farmer Role Play<br>•Students act as farmers, traders and consumers.<br>Discussion Activity<br>•Traditional farming vs modern farming methods.\<br>Diagram Activity<br>•Students draw the farming cycle. | |
| **7** | **NOVEMBER** | **23** | **EMPIRES AND KINGDOMS: (6TH TO 10TH CENTURIES)** | Teaching Aids<br>• Historical Maps – Major kingdoms during the period.<br>• Timeline Chart – Important rulers and events.<br>• Temple Architecture Images – North and South Indian styles.<br>• Dynasty Family Tree Charts.<br>Innovative Practices Adopted<br>Timeline Construction<br>•Students arrange rulers in chronological order.<br>Historical Storytelling<br>•Teacher narrates stories about important rulers.<br>Kingdom Research Project<br>•Groups research one kingdom and present it. | **LAT**<br>https://youtu.be/Q1SFlQQCa_Q?si=ZiK8a0iQ31Eaobih<br>• Add analytical and application based questions<br>• Add Map Work |

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| | | | | Map Identification Activity<br>•Students locate kingdoms on the map.<br>Quiz Competition<br>•Quiz based on rulers and dynasties. | |
| | | | **INDIA AND HER NEIGHBOURS** | Teaching Aids<br>• Political Map of Asia – Showing neighbouring countries.<br>• Flags and Capital City Charts.<br>• Cultural Images – Food, dress and monuments.<br>• Trade and Connectivity Map.<br>Innovative Practices Adopted<br>Map Identification Activity<br>•Students locate neighbouring countries on the map.<br>Country Research Project<br>•Groups study one neighbouring country.<br>Cultural Presentation<br>•Students present traditions and festivals.<br>Quiz Activity<br>•Quiz on capitals, currencies and languages.<br>Comparison Activity | **LAT**<br>https://youtu.be/jNBQMzo6x9g?si=j1myNEJk4ShnDneQ MAJOR SOMNATH SHARMA<br>https://youtu.be/g_7sBysq_h0?feature=shared<br>CAPTAIN VIKRAM BATRA<br>https://youtu.be/hnD4eh6xP6A?feature=shared<br>CHINA AND INDIA |

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| | | | | •Students compare India with neighbouring countries. | • Add analytical and application based questions<br>• Add Map Work |
| **8** | **DECEMBER** | **18** | **THE STATE, THE GOVERNMENT, AND YOU** | Teaching Aids<br>• Government Structure Chart – Local, State and Central government.<br>• Constitution Diagrams – Roles and powers of government.<br>• Civic Responsibility Posters.<br>• Election Process Flow Chart.<br>Innovative Practices Adopted<br>Mock Election Activity<br>•Students conduct classroom elections.<br>Role Play Activity<br>•Students act as leaders and citizens. | **LAT**<br>• Add analytical and application based questions |

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| | | | | Discussion Activity<br>•Importance of government in daily life.<br>Problem Solving Activity<br>•Students discuss solutions to local issues.<br>Poster Making Activity<br>•Students design posters on citizens' duties. | |
| | | | **INFRASTRUCTURE: ENGINE OF INDIA'S DEVELOPMENT** | Teaching Aids<br>• Images of Roads, Railways, Airports and Ports.<br>• Infrastructure Development Charts.<br>• Transport Network Map of India.<br>• Photographs of Communication Systems.<br>Innovative Practices Adopted<br>City Planning Activity<br>Students design a model of a well-developed city.<br>Group Discussion<br>•Importance of infrastructure for development.<br>Case Study Method<br>•Examples of modern infrastructure projects.<br>Transport Survey Activity<br>•Students observe transport facilities in their area.<br>Poster Activity | **LAT**<br>• Add analytical and application based questions |

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| | | | | •Students illustrate types of infrastructure. | |
| **9** | **JANUARY** | **22** | **TURNING TIDES: 11TH AND 12TH CENTURIES** | Teaching Aids<br>• Political Maps – Dynasties and kingdoms.<br>• Dynasty Charts – Important rulers.<br>• Images of Historical Monuments.<br>• Timeline Chart of Events.<br>Innovative Practices Adopted<br>Map Analysis Activity<br>•Students trace expansion of dynasties.<br>History Quiz Competition<br>•Quiz on rulers and historical events.<br>Role Play Activity<br>•Students enact historical characters.<br>Timeline Activity<br>•Students arrange events chronologically.<br>Monument Study Activity<br>•Students identify architectural features. | **REVISION**<br>**LAT**<br><br>**PERIODIC TEST 2**<br><br>• Add analytical and application based questions |

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| | | | **BANKS AND THE MAGIC OF FINANCE** | Teaching Aids<br>• Bank Forms – Deposit and withdrawal slips.<br>• Pictures of ATM and bank services.<br>• Digital Payment App Screenshots.<br>• Flow Chart of Banking System.<br>Innovative Practices Adopted<br>Bank Role Play<br>•Students act as bank manager, cashier and customers.<br>Savings Awareness Activity<br>•Discussion on importance of saving money.<br>Budget Planning Activity<br>•Students prepare a simple monthly budget.<br>Digital Payment Discussion<br>•Students learn about online transactions.<br>Banking Quiz Activity | **LAT**<br>https://youtu.be/m4WTNI3l90M?feature=shared<br>• Add analytical and application based questions |

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| **10** | **FEBRUARY** | **23** | **INDIA, A HOME TO MANY** | Teaching Aids<br>• Cultural Diversity Chart – Languages, dress, food.<br>• Festival Picture Cards – Diwali, Eid, Christmas, Pongal etc.<br>• Traditional Art Images – Dance, music and crafts.<br>• Cultural Regions Map of India.<br>Innovative Practices Adopted<br>Unity in Diversity Discussion<br>•Students discuss importance of cultural harmony.<br>Festival Presentation Activity<br>•Students present one Indian festival.<br>Culture Poster Making<br>•Students highlight cultural diversity of India.<br>Group Presentation<br>•Students present traditions of different states.<br>Reflection Activity<br>•Students share how diversity makes India unique. | **REVISION**<br><br>**LAT**<br><br>• Add analytical and application based questions. #Add Map Work |
| **11** | **MARCH** | | **SESSION ENDING EXAM** | | **SESSION ENDING EXAM** |

**CLASS: VII** **SUBJECT: ART EDUCATION**

**(KRITI)**

| S.No. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
|---|---|---|---|---|---|
| 1 | APRIL-MAY | 24 | **Chapter:1**<br>Understanding Emotions<br>**Chapter:5**<br>Making Music | **Teaching Aids**<br>• Audio clips, speaker, emotion cards<br><br>**E-Content Link**<br>• https://epathshala.nic.in<br><br>**Innovative Practices to be Adopted**<br>• Identify and expresses action, expression and dialogue in varying intensities of emotions<br>• Recalls sculptures of art work that show emotion in expression and action<br>• Understanding the concept of cannon and is able to participate in singeing a simple cannon.<br>• Participate in chanting shlokas with clear enunciation and coordination. | • What are emotions in performing arts?<br>• How can facial expressions show emotions?<br>• What is music?<br>• Name two musical instruments. |
| 2 | JUNE | 7 | **Chapter:10**<br>Dance and Sculpture | **Teaching Aids**<br>• Dance costume pictures, videos<br>**E-Content Link**<br>• https://epathshala.nic.in<br>**Innovative Practices to be Adopted**<br>• Understand the use of upper and lower torso in dance<br>• Understand the geometric shapes the body creates.<br>• Understand the hastas in sculpture. | • How are dance poses similar to sculptures?<br>• Name one Indian classical dance. |

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| 3 | JULY | 26 | **Chapter:2**<br>Say More without Speech (Mime)<br>**Chapter:15**<br>Objects in Icons and Symbols | **Teaching Aids**<br>• Audio clips, speaker, emotion cards<br>• Symbol charts, art examples<br>**E-Content Link**<br>• https://epathshala.nic.in<br>• https://www.youtube.com/watch?v=YQXk3n0v7C8<br><br>**Innovative Practices to be Adopted**<br>• Understand the uniqueness of mime and its difference and similarities with drama.<br>• Can visualise objects accurately in shape and size, weight for performance.<br>• Observe object carefully and tries to draw them exactly like they look<br>• Creates own icon that depict familiar objects.<br>• Identifies the positive and negative space in icon and symbol.<br>• Designs, creates and displays own signage. | • What is mime?<br>• How do gestures help in mime performance?<br>• What is a symbol in art?<br>• Give one example of an icon used in art.<br><br>**PERIODIC TEST -I** |
| 4 | AUGUST | 23 | **Chapter:6**<br>Music, Emotions and Creativity<br>**Chapter:11**<br>Dance Vocabulary and Techniques | **Teaching Aids**<br>• Audio clips of classical/folk music<br><br>**E-Content Link**<br>• https://epathshala.nic.in<br><br>**Innovative Practices to be Adopted**<br>• Understand story telling through lyrics and music<br>• Learn new songs and forms of music.<br>• Interpret a painting in words and stories.<br>• Understand basic techniques of combining different parts of feet or movement.<br>• Understand the importance of hand gestures as tool of communication. | • How does music express emotions?<br>• Why is creativity important in music?<br>• What is meant by dance vocabulary?<br>• Why is body movement important in dance? |

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| | | | | • Uses all techniques to express own self | |
| 5 | SEPTEMBER | 24 | **Chapter:7**<br>Ragas and Talas/Taal<br>**Chapter:16**<br>Nature's Palette | **Teaching Aids**<br>• Leaves, flowers, nature photographs<br>• Audio clips of classical/folk music<br><br>**E-Content Link**<br>• https://epathshala.nic.in<br><br>**Innovative Practices to be Adopted**<br>• Understand basic music terminologies such as Naada, Dhwani.<br>• Understanding of notes of carnatic and Hindustani Talas.<br>• Observes, draw and colour the detail of nature.<br>• Practises colour exercise to create the colour tints and shades, tones.<br>• Recognize moods, emotion and seasons expressed through colours in art work. | • What is a raga?<br>• What is tala in music?<br>• What colours are found in nature?<br>• How does nature inspire artists?<br><br>**HALF YEARLY EXAMINATION** |
| 6 | OCTOBER | 16 | **Chapter:3**<br>Let's Design-Stage Technicals 2<br>**Chapter:12**<br>Dance, You and Creativity | **Teaching Aids**<br>• Dance costume pictures, videos<br>• Colour wheel chart, paints<br>• Chart paper, markers, poster samples<br><br>**E-Content Link**<br>• https://epathshala.nic.in<br>• https://www.youtube.com/watch?v=1qJxqFv3g8E<br><br>**Innovative Practices to be Adopted**<br>• Understand the discipline and hard work involved in backstage work.<br>• Compares historical backstage work to present day work. | • What is stage design?<br>• Name two elements used in stage decoration.<br>• How can dance show creativity?<br>• Why is practice important in dance? |

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| | | | | • Improve the skills of theatre discipline in everyday life.<br>• Explores the use of props like mask or something else to enhance their characterisation.<br>• Creatively uses all techniques learnt to make a dance.<br>• Knowing about contemporary development of dance traditionally and in popular culture. | |
| 7 | NOVEMBER | 23 | **Chapter:4**<br>Story of India's Storytelling Tradition<br>**Chapter:8**<br>The Music of the People<br>**Chapter:14**<br>Natya | **Teaching Aids**<br>• Drama scripts, theatre clips<br>• Puppet models, torch for shadow puppetry<br>**E-Content Link**<br>• https://epathshala.nic.in<br>• https://www.youtube.com/watch?v=JZkR0Wj9n7U<br><br>**Innovative Practices to be Adopted**<br>• Understand story telling as a performing art that integrates music, dance and art.<br>• Compares contemporary story telling with older formats.<br>• Speak about the role of music in social reform.<br>• Appreciate the importance of diversity in music.<br>• Actively participates in making of Natya. | • Name two traditional storytelling forms of India.<br>• How do storytellers use voice and actions?<br>• What is folk music?<br>• Give one example of Indian folk music.<br>• Which ancient text explains drama and dance in India? |
| 8 | DECEMBER | 18 | **Chapter:9**<br>Performance<br>**Chapter:13**<br>Personalities<br>**Chapter:17**<br>How You Feel | **Teaching Aids**<br>• Drama scripts, theatre clips<br>• Puppet models, torch for shadow puppetry<br><br>**E-Content Link**<br>• https://epathshala.nic.in | • What is a stage performance?<br>• Name two types of performances. |

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| | | | | **Innovative Practices to be Adopted**<br>• Performance enthusiastically for the performance through practice and rehearsal.<br>• Learn about the dance personalities.<br>• Creative presentation in a project work or journal.<br>• with confidence and collaborative sprit.<br>• Prepares<br>• Recognises Navarasas and emotions seen in Indians sculptures.<br>• Makes a clay relief using appropriate tools and techniques.<br>• Observe and depict the ratio and proportions of the human head. | • Name one famous Indian dancer or musician.<br>• What can we learn from great artists?<br>• How can art express feelings?<br>• Give one example of expressing emotions through art. |
| 9 | JANUARY | 22 | **Chapter:18**<br>Textiles and Traditions<br>**Chapter:19**<br>The Art of Calligraphy | **Teaching Aids**<br>• Madhubani/Warli art samples<br>• Colour wheel chart, paints<br><br>**E-Content Link**<br>• https://epathshala.nic.in<br>• https://www.youtube.com/watch?v=JZkR0Wj9n7U<br><br>**Innovative Practices to be Adopted**<br>• Identifies and draw common textile motifs seen in their culture and surroundings.<br>• Create a textile art work using simple stitches or any other techniques.<br>• Experiments with different mediums and tools while doing calligraphy.<br>• Connects letter style with personal ideas and emotions. | • What are textiles?<br><br>• Name one traditional Indian textile.<br>• What is calligraphy?<br>• Why is handwriting important in calligraphy?<br><br>**PERIODIC TEST -II** |

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| 10 | FEBRUARY | 23 | **Chapter:20**<br>Integration of All Art Forms-Sculptures Come Alive | **Teaching Aids**<br>• Clay, sculpting tools<br><br>**E-Content Link**<br>• https://epathshala.nic.in<br>• https://www.youtube.com/watch?v=3oV6zY6JkHo<br>• https://www.youtube.com/watch?v=YQXk3n0v7C8<br><br>**Innovative Practices to be Adopted**<br><br>• Activities connect students with India's rich heritage and culture.<br>• Learn to bring history to life in an engaging and imaginative way. | • What is meant by integration of arts?<br>• How can dance, music and sculpture be connected? |
| 11 | MARCH | | | Revision | • Prepare a portfolio of drawings and crafts.<br>• Participate in a group performance.<br><br>• Answer oral questions about art, music, dance, and theatre.<br><br>**SESSION ENDING EXAMINATION** |

# VOCATIONAL EDUCATION- KAUSHAL BODH

| S.No. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
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| 1. | APRIL/ MAY | 24 | Project 1 – Plant Nursery | Suggested Activities: Students identify different types of seeds and learn about conditions required for germination. They observe the germination process by sowing seeds in soil or cotton and recording daily changes. Learners prepare small nursery beds or pots, fill them with soil and manure, and sow seeds carefully. | LAT |
| 2. | | | Project 1 – Plant Nursery | They practise watering plants properly, protecting seedlings, and transplanting young plants into larger pots or garden beds. Students also maintain a simple observation record of plant growth and discuss the importance of nurseries for agriculture and gardening. | LAT |
| 3. | JUNE | 7 | Project 2 – School Habitat Garden | Suggested Activities: Students explore the school campus to identify a suitable space for creating a habitat garden. They discuss different types of plants that attract birds, butterflies, and insects and understand the concept of biodiversity. | LAT |
| 4. | JULY | 26 | Project 2 – School Habitat Garden | Learners help in preparing soil by loosening it and adding compost or manure. They plant saplings or seeds and | **PERIODIC TEST -I** |

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| | | | | develop a simple watering and maintenance schedule. Students observe insects, birds, and other living organisms visiting the garden and discuss how gardens support ecological balance. | |
| 5. | AUGUST | 23 | Project 3 – Tie and Dye | Students will explore various techniques used for tie and dye. They will learn to use tools and materials to create functional or artistic items, fostering creativity, problem-solving, and technical skills. This project will encourage innovation and creative thinking, preparing students for potential careers in design and fashion.<br><br>Popular Tie and Dye techniques include the classic spiral, bullseye, sunburst, stripes, and folding methods etc. | LAT |
| 6. | SEPTEMBER | 24 | Project 4 – AI Assistant | Suggested Activities: Students are introduced to the concept of Artificial Intelligence and AI assistants used in daily life. They explore how voice-based assistants work and observe demonstrations of simple tasks such as asking questions, setting reminders, or checking weather information. | **REVISION/LAT/HALF YEARLY** |
| 7. | OCTOBER | 16 | Project 5 – Story Time with Puppets | Suggested Activities: Students learn about puppetry as a form of storytelling and communication. They create simple puppets using paper, cloth, or socks and decorate them using colours and craft materials. Learners write short stories or dialogues for puppet characters and practise voice modulation and movements. | LAT |

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| 8. | NOVEMBER | 23 | Project 5 – Story Time with Puppets | In groups, students present a puppet show in the classroom, narrating a story with a message such as kindness, cooperation, or cleanliness. The activity encourages creativity, teamwork, and communication skills. | LAT |
| 9. | DECEMBER | 18 | Project 6 – Family Health Handbook | Suggested Activities: Students discuss the importance of health, hygiene, and balanced nutrition in daily life. They collect information about healthy practices followed in their family such as food habits, cleanliness routines, exercise, and medical care. | LAT |

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| 10. | JANUARY | 22 | Project 6 – Family Health Handbook | Learners prepare a Family Health Handbook where they record simple health tips, diet charts, and hygiene practices. | **PERIODIC TEST - II** |
| 11. | FEBRUARY | 23 | Project 6 – Family Health Handbook | Students also discuss ways to prevent common illnesses and the importance of sanitation and clean surroundings. Finally, they present their handbook and share healthy lifestyle ideas with classmates. | LAT |

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| 12. | MARCH | **SESSION ENDING EXAMINATION** |

**CLASS VII** **PHYSICAL EDUCATION- KHEL YATRA**

| S.No | Month | Working Days | Chapter / Topic | Teaching Aids | Assessment |
|---|---|---|---|---|---|
| 1 | April–May | 24 | **Unit 1: Foundations basic of physical education and well-being-**<br>• The Ball Progression Game<br>• Ghorpadiche shepoot<br>• Nalugu Rallu Ata<br>• Gidhada Gudkavan<br>• Stand Up, Sneak Out<br>• Harassment prevention skit<br>**Unit:6 Yoga- *Chapter 1***<br>• Yoga for daily life | Demonstration / Practical Activity<br>https://youtu.be/xGtoPgGYtWA?si=MmKAg1a19h2ly_at<br>https://youtube.com/playlist?list=PLdSESWZUe0sqzN1CNgHcFT5y7_eaZ3gC4&si=RpKeMiKjvrvX2EIj | Observation / Skill Test |
| 2 | June | 7 | **Unit 2: Physical And Motor Fitness –**<br>• Set It Up, Knock It Down<br>• Dhaan Ki Bori<br>• Caterpillar Race<br>• Count and Connect game<br>**Unit :6 Yoga- *Chapter 1***<br>• Yoga For Daily life | Demonstration / Practical Activity | Observation / Skill Test |
| 3 | July | 26 | **Unit 2: Physical And Motor Fitness**<br>• Skipping Race,<br>• Atya -Patya<br>• Food For Health<br>• Dapo Nyarka Sunam<br>• Madhu And Manu<br>• Skipping Song<br>**Unit:6 Yoga- *Chapter 2 Yoga***<br>• Yoga Sadhana | Demonstration / Practical Activity | Observation / Skill Test<br><br>**PERIODIC TEST -1** |

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| 4 | August | 23 | **Unit 3: Badminton –**<br>• Forehand Grip and Air Toss<br>• Backhand Grip and Air Toss<br>• Footwork Skills<br>• Backhand Low Serve<br>• Backhand Lift<br>• Forehand Lift<br>• Forehand Low Service<br>**Unit:6 Yoga**: ***Chapter 2***<br>• Yoga Sadhana | Demonstration / Practical Activity<br>https://youtu.be/n2zzzA45wkw?si=Ds9zNDdpRRtX7uqn | Observation / Skill Test |
| 5 | September | 24 | **Unit 3: Badminton –**<br>• Forehand Drive,<br>• Backhand Drive<br>• Forehand Clear<br>• Forehand Drop<br>• Match Practice<br>**Unit :6 Yoga *Chapter 1-2***<br>• Yoga Activity | Demonstration / Practical Activity | **Half Yearly Exam** |
| 6 | October | 16 | **Unit 4 Fundamental skills of sports-Football**<br>• Kicking the Ball with The Inside of the Foot<br>• Receiving the Ball by Inside of The Foot<br>• Passing the Rolling Ball<br>• Step Trapping<br>• Dribbling<br>• Feinting<br>• Kicking the Ball for Accuracy<br>• Passing the Ball in The Air<br>**Unit :6 Yoga- *Chapter 3***<br>• Asana | Demonstration / Practical Activity<br>https://youtu.be/iJgOa8WOIHs?si=Ak0r5CMChhRMdD6v | Observation / Skill Test |

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| 7 | November | 23 | **Unit 4 Fundamental skills of sports- Football**<br>pass and move Relay drill<br>Interception<br>Front Block Tracking<br>Goal Keeping<br>5a side Match<br>**Unit :6 Yoga- *Chapter 3***<br>• Activity yoga Asana | Demonstration / Practical Activity<br>https://youtu.be/iJgOa8WOIHs?si=Ak0r5CMChhRMdD6v | Observation / Skill Test |
| 8 | December | 18 | **Unit 5: Fundamental Skills Of Sports - Kabaddi –**<br>• Raiding Foot Work<br>• Hand Touch<br>• Toe Touch<br>• Kick<br>• Ankle -Hold<br>• Thigh -Hold<br>• Knee- Hold<br>**Unit 6: Yoga *Chapter 4-***<br>• Pranayama | Demonstration / Practical Activity<br>https://youtu.be/X0h-6WJZkIk?si=CLt9I4Z4emE3FAgE | Observation / Skill Test |
| 9 | January | 22 | **Unit 5: fundamental skills of sports - Kabaddi –**<br>• Knee hold<br>• wrist- hold<br>• Chain- hold<br>• Kabaddi match practice<br>**Unit :6 Yoga – Yoga *Chapter 4-***<br>• Pranayama | Demonstration / Practical Activity<br>https://youtu.be/X0h-6WJZkIk?si=CLt9I4Z4emE3FAgE | **PERIODIC TEST -II** |
| 10 | February | 23 | Revision | Demonstration / Practical Activity | Observation / Skill Test |
| 11 | March | **SESSION ENDING EXAMINATION** | | | |

# CLASS VIII

# KENDRIYA VIDYALAYA SANGATHAN (HQS)

## SPLIT-UP OF SYLLABUS FOR THE ACADEMIC SESSION 2026–27

**कक्षा 8 वीं** **विषय : हिंदी (मल्हार)**

| क्रम संख्या | माह | कार्य दिवस | पाठ का नाम | शिक्षण में मददगार सामग्री,लिंक | परीक्षण/मूल्यांकन |
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| 1 | अप्रैल-मई | 24 | **स्वदेश (कविता)** | कविता पाठ ,फ्लैश कार्ड ,भारत का मानचित्र ,स्वतन्त्रता आंदोलन से जुड़े वीरों के चित्र,भारत का राष्ट्रीय ध्वज, स्वतन्त्रता संग्राम पर आधारित लघु वृत्तचित्र https://diksha.gov.in/play/collection/do_31437823311751577612261 9?contentId=do_314413616539910144 भाषा150 | शिक्षार्थी उपलब्धि परीक्षण(LAT)<br><br>स्वतंत्रता और जिम्मेदारी इस विषय पर एक अनुच्छेद लेखन \| |
| | | | **दो गौरैया (कहानी)** | गौरैया से संबन्धित घोसले ,पंखे,और उनके व्यवहार से संबन्धित चित्र या वीडियो,नाट्य रूपान्तरण, विश्व गौरैया दिवस ,पक्षी संरक्षण पर लघु फिल्म https://diksha.gov.in/play/collection/do_31437823311751577612261 9?contentId=do_3144136255363153921851 | बच्चे और पक्षी के बीच संवाद लिखिए\| |
| | | | **पाठ के अंत में दी गई गतिविधियां** | | |
| | | | **अनुच्छेद लेखन** | | |

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| | | | **विलोम शब्द** | | |
| **2** | **जून** | **7** | **पर्यायवाची शब्द** | फ्लैश कार्ड | |
| **3** | **जुलाई** | **26** | **एक आशीर्वाद (कविता)** | सस्वर पाठ,भूमिका निर्वाह,सपनों का बॉक्स ,कविता का ऑडियो https://diksha.gov.in/play/collection/do_31437823311751577612261 9?contentId=do_3144136310673244161888 | **आवधिक परीक्षा-1**<br><br>कविता का मुख्य सन्देश अपने शब्दों में लिखिए \| |
| | | | **पाठ के अंत में दी गई गतिविधियां** | | |
| | | | **पत्र लेखन ,** | फ्लैश कार्ड | |
| | | | **संज्ञा ,सर्वनाम** | | |
| **4** | **अगस्त** | **23** | **हरिद्वार (पत्र)** | दृश्य श्रव्य सामग्री,हरि की पैड़ी के चित्र ,गंगा आरती का वीडियो,उत्तराखंड का मानचित्र ,प्राकृतिक दृश्यों के स्लाइड शो, भूमिका निर्वाह https://diksha.gov.in/play/collection/do_31437823311751577612261 9?contentId=do_3144136543523717121 98 | अपनी किसी यात्रा का वर्णन करते हुए अपने मित्र को पत्र लिखिए \| |
| | | | **पाठ के अंत में दी गई गतिविधियां** | | |

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| | | | **मुहावरे ,काल,** | फ्लैश कार्ड | |
| | | | **संवाद लेखन** | | |
| **5** | **सितंबर** | **24** | **कबीर के दोहे (दोहे)** | फ्लैश कार्ड ,सस्वर पाठ,कबीर का चित्र ,दोहों के चार्ट ,अभिनय ,चर्चा ,दोहों का ऑडियो/वीडियो https://diksha.gov.in/play/collection/do_31437823311751577612261 9?contentId=do_31441365897111 9616199 | **अर्धवार्षिक परीक्षा**<br><br>श्रम का महत्त्व इस विषय पर एक अनुच्छेद लिखिए। |
| | | | **पाठ के अंत में दी गई गतिविधियां** | | |
| **6** | **अक्टूबर** | **16** | **एक टोकरी भर मिट्टी (कहानी)** | फ्लैश कार्ड ,भूमिका निर्वहन,एक छोटी मिट्टी की टोकरी,ग्रामीण परिवेश को दर्शाने वाला चित्र,कहानी के मुख्य संवादों का ऑडियो/वीडियो https://diksha.gov.in/play/collection/do_31437823311751577612261 9?contentId=do_3144136646561218561100%E0%A4%85%E0%A4%A7%E0%A5%8D%E0%A4%AF%E0%A4%BE%E0%A4%AF | किसान और जमींदार के बीच संवाद लिखिए। |
| | | | **विशेषण और विशेष्य** | फ्लैश कार्ड | |

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| | | | **पाठ के अंत में दी गई गतिविधियां** | | |
| **7** | **नवंबर** | **23** | **मत बाँधो (कविता)** | सस्वर पाठ ,सपनों के पंख दर्शाते चित्र,पिंजरे मे बंद बनाम आजाद पक्षी का चित्र,चार्ट,फ्लैश कार्ड ,बीज ,सपनों का वृक्ष ,सपनों का बॉक्स https://diksha.gov.in/play/collection/do_31437823311751577612261 9?contentId=do_3144136682402201601906 | यदि आपको आज़ादी न मिले तो आप कैसा महसूस करेंगे ?लिखिए \| |
| | | | **पाठ के अंत में दी गई गतिविधियां** | | |
| | | | **उपसर्ग और प्रत्यय** | फ्लैश कार्ड | |
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| **8** | **दिसम्बर** | **18** | **नए मेहमान (एकांकी)** | नाट्य रूपान्तरण ,भूमिका अभिनय ,महानगरीय जीवन के चित्र /वीडियो,फ्लैश कार्ड,कठिन शब्द चार्ट ,चर्चा https://diksha.gov.in/play/collection/do_31437823311751577612261 9?contentId=do_3144136704515522561102%E0%A4%85%E0%A4%A7%E0%A5%8D%E0%A4%AF%E0%A4%BE%E0%A4%AF | आपके घर आये हुए मेहमान का आप किस प्रकार स्वागत करते है ? |
| | | | **पाठ के अंत में दी गई गतिविधियां** | | |
| | | | **अपठित काव्यांश** | | |

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| 9 | जनवरी | 22 | **आदमी का अनुपात (कविता)** | अन्तरिक्ष के फोटो,आकाशगंगा,पृथ्वी,सूर्य और सौरमंडल के चित्र,भारतीय संख्या प्रणाली तालिका ,चार्ट,फ्लैश कार्ड ,गूगल अर्थ,चर्चा https://diksha.gov.in/play/collection/do_3143782331 1751577612261 9?contentId=do_31441367276911 00161103%E0%A4%85%E0%A4%A7%E0%A5%8 D%E0%A4%AF%E0%A4%BE%E0%A4%AF | पृथ्वी और मानव के बीच का संवाद लिखिए \| |
| | | | **तरुण के स्वप्न (उद्बोधन)** | नेताजी का चित्र देशबंधु चितरंजन दास का चित्र ,विडियो,फ्लैश कार्ड ,स्वतन्त्रता संग्राम के वीडियो/चित्र , https://diksha.gov.in/play/collection/do_31437823311 7515776122619?contentId=do_3144136747774197761 909%E0%A4%85%E0%A4%A7%E0%A5%8D%E0%A4%AF %E0%A4%BE%E0%A4%AF | **आवधिक परीक्षा -2**<br><br>आप किस स्वतंत्रता सेनानी के कार्यों व विचारों से प्रभावित है ?कारण सहित लिखिए \| |
| | | | **पाठ के अंत में दी गई गतिविधियां** | | |
| | | | **शब्दकोश** | | |
| 10 | फरवरी | 23 | **अपठित गद्यांश** | | |
| | | | **पुनरावृत्ति** | | |
| 11 | मार्च | **सत्रांत परीक्षा** | | | |

**CLASS: VIII** **SUBJECT: संस्कृतं ( दीपकम्)**

| क्रम संख्या | माह | कार्य दिवस | अध्याय / विषय | शिक्षण सहायक सामग्री / ई-सामग्री / नवाचार | मूल्यांकन / परीक्षण |
|---|---|---|---|---|---|
| 1 | अप्रैल-मई | 24 | प्रथम :पाठ :संगच्छध्वं संवदध्वम्<br>व्याकरण -लोट् लकार | फ्लैश कार्ड, उच्चारण चार्ट, DIKSHA वीडियो | मौखिक परीक्षण<br>**(मासिक परीक्षा)** |
| 2 | जून | 7 | द्वितीय पाठ :अल्पानामपि वस्तूनाम् संहति कार्यसाधिका<br>व्याकरण – क्त्वा, तुमुन्, ल्यप् प्रत्यया ,:समासपदा : सन्धि :च | चार्ट, उदाहरण अभ्यास | कार्यपत्रिका |
| 3 | जुलाई | 26 | तृतीय :पाठ :सुभाषित रसं पीत्वा जीवनं सफ़लं कुरु | संख्या कार्ड, समूह गतिविधि | कक्षा कार्य<br>**आवधिक परीक्षा-I** |
| 4 | अगस्त | 23 | चतुर्थ :पाठ :प्रणम्यो देशभक्तोऽयं<br>गोपबंधुर्महामना :पञ्चम : पञ्चमःपाठ :गीता सुगीता कर्तव्या<br>व्याकरण – लिंग परिवर्तनम् ,वाक्य रचना | भूमिका निर्वाह, DIKSHA वीडियो | लघु परीक्षण<br>**(मासिक परीक्षा)** |

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| 5 | सितम्बर | 24 | षष्ठ :पाठ :डिजी भारतम् - युगपरिवर्तनम् व्याकरण – क्त प्रत्यय ,:शतृ प्रत्यय: | समूह चर्चा, पाठ वाचन | लिखित अभ्यास **(अर्द्धवार्षिक परीक्षा)** |
| 6 | अक्टूबर | 16 | सप्तम:पाठ: मञ्जुल मंजूषा सुन्दर सुरभाषा; भारतस्य मनोहरम् व्याकरण – प्रश्न निर्माणम् | चित्र आधारित शिक्षण | कक्षा परीक्षण **मासिक)परीक्षा(** |
| 7 | नवम्बर | 23 | अष्टम :पाठ :पश्यत कोणमै शान्यम् भारतस्य मनोहरं , नवम :पाठ :कोरुक ? कोरुक ?कोरुक ? व्याकरण – विशेषण-विशेष्य : | वीडियो, नैतिक चर्चा | मौखिक परीक्षण **(मासिक परीक्षा)** |
| 8 | दिसम्बर | 18 | दशम :पाठ :एकादश : पाठ :च सन्निमित्ते वरं त्यागः (क-भाग( ख-भाग) व्याकरण – पदच्छेद: | चार्ट, उदाहरण गतिविधि | कार्यपत्रिका **(मासिक परीक्षा)** |
| 9 | जनवरी | 22 | द्वादश पाठ : सम्यग्वर्णप्रयोगेण ब्रह्म लोक महीयते ; शब्दधातुरूप अभ्यास | फ्लैश कार्ड | लिखित कार्य **आवधिक परीक्षा-II** |

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| 10 | फरवरी | 23 | त्रयोदश :पाठ : वर्णोच्चारण-शिक्षा कारक - षष्ठी, सप्तमी; पुनरावृत्ति | क्विज | पुनरावृत्ति परीक्षण |
| 11 | मार्च | – | **सत्रांत परीक्षा** | – | **वार्षिक परीक्षा** |

**CLASS: VIII** **SUBJECT: ENGLISH (POORVI )**

| SR. No. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
|---|---|---|---|---|---|
| **01** | **APRIL-**<br><br>**MAY** | **24** | **UNIT 1: WIT AND WISDOM**<br>• **The Wit That Won Hearts** (Prose)<br>• **A Concrete Example** (Poem)<br>• **Grammar:** Clause (Main & Subordinate), Compound Words, Interrogatives, Synonyms & Antonyms<br>• **Writing:** Essay Writing, Notice Writing<br>• Figures of Speech: Refrain, Irony, Pun | • Reading/Recitation<br>• Storytelling<br>• Listening activity<br>• Role-play<br>• Essay Writing: Narrative Essay<br>• Notice Writing<br>• Project- Collection of plant samples in dried form<br>• Limerick<br>• Card Making Activity, Writing a message for card<br>• Rhyme scheme<br>• Poetic Device: Refrain, Irony, Pun<br>• Spell Bee<br>• Vocabulary drill<br>**e-content:**<br>https://virtualtour.rashtrapatibhavan.gov.in/<br><br>https://diksha.gov.in/play/collection/do_314378185359245312120377?contentId=do_31442068521753804813 2 | LAT<br>(The Wit That Won Hearts)<br><br>LAT<br>(A Concrete Example) |

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| **02** | **JUNE** | **7** | • **Wisdom Paves the Way (Drama)**<br>• **Grammar**: Noun Forms, Nouns and Verbs, Modal Verbs<br>• **Writing**: Letter Writing (Letter of Complaint) | • Reading<br>• Art Integrated Activity- Enact the play-Wisdom Paves the Way<br>• Assertion and reasoning<br>• Finding facts and opinions,<br>• Letter Writing: Complaint Letter<br>**e-content:**<br>https://diksha.gov.in/play/collection/do_314378185359245312120377?contentId=do_31442068521753804813 2 | LAT<br>(Wisdom Paves the Way) |
| **03** | **JULY** | **26** | **UNIT 2: VALUES AND DISPOSITIONS**<br>• **A Tale of Valour: Major Somnath Sharma and the Battle of Badgam**<br>• **Somebody's Mother** (Poem)<br>• **Grammar**: Collective Nouns, Nouns &Verbs, Subject-Verb Agreements, Idioms & Phrases, Antonyms, Analogies<br>• **Writing**: Letter Writing (Formal: Letter of Enquiry), Diary Entry | • Reading / Recitation<br>• Listening Activity<br>• Diary Entry: Write a diary entry of a day you helped someone in need.<br>• Speaking Activity- Speech-1. Saving the Environment<br>2. Health and Well Being<br>3. Helping Others<br>4. Righteous Conduct<br>• Project- Gallantry Awards<br>• Role of Women in Indian Army<br>• Speaking Activity-Narrating an incident<br>• Project-Finding Motherland and Fatherland<br>• Making a Gratitude Card with a message<br>**e-content:**<br>https://pib.gov.in/PressReleasePage.aspx?PRID=2073652<br>https://nationalwarmemorial.gov.in/ | **PERIODIC TEST- I** |

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| | | | • Figures of Speech: Simile, Alliteration, Repetition, Imagery, Rhyme Scheme | | |
| **04** | **AUGUST** | **23** | • **Verghese Kurien – I Too Had a Dream**<br>• Grammar: Synonyms, Punctuations, Contraction, Prepositional Phrases<br>• Writing: Letter Writing (Informal)<br>• Project- White Revolution, Green Revolution and Blue Revolution,<br>**UNIT 3: MYSTERY AND MAGIC**<br>• **The Case of the Fifth Word**<br>• **Grammar**: Phrasal Verbs, Linking/Joining | • Reading<br>• Identifying facts and opinions, Synonyms, Punctuations<br>• Pausing and chunking<br>• Contractions<br>• Prepositional Phrases<br>• Rearrangement of jumbled words<br>• Letter Writing: Informal<br>• Project- White Revolution, Green Revolution and Blue Revolution<br>• Anagrams, Facts & Opinions<br>• Phrasal Verbs<br>• Homophones<br>• Puzzles<br>• Spoonerism<br>• Linking/Joining Words<br>• Report Writing: 'Inter-school Football Tournament'<br>• Speaking Activity-Group Discussion on 'The Interesting Aspect of a Mystery Story'<br>**e-content:**<br>https://diksha.gov.in/play/collection/do_314378185359245312120377?contentId=do_31442069297609113612 2 | LAT<br>(Verghese Kurien – I Too Had a Dream)<br><br>LAT<br>(The Case of the Fifth Word) |

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| | | | Words, Direct & Indirect Speech<br>• **Writing**: Report Writing | | |
| **05** | **SEPTEMBER** | **24** | • **The Magic Brush of Dreams (Poem)**<br>• **Grammar**: Exclamatory words / Interjections<br>• **Writing**: Imaginative Essay Writing<br>• **Revision** | • Recitation<br>• Rhyme Scheme<br>• Poetic Devices<br>• Crossword Puzzle<br>• Speaking with Intonation<br>• Exclamatory words / Interjections<br>• Imaginative Essay Writing<br>**e-content:**<br>https://diksha.gov.in/play/collection/do_31437818535924531212037 7?contentId=do_31442069297609113612 2 | **HALF YEALY EXAMINATION** |
| **06** | **OCTOBER** | **16** | • **Spectacular Wonders**<br>• **Grammar**: Binomials, Participles, Gerund<br>• **Writing**: Descriptive Essay Writing | • Reading<br>• Listening activity<br>• Speaking<br>• Descriptive Essay Writing<br>• Project- Making PPT on a Place of Interest<br>• Crossword Puzzle<br>• Exploring India's rich legacy of wisdom<br>https://nalandauniv.edu.in/about-nalanda/history-and-revival/<br>https://maharashtratourism.gov.in/nature/lonar-crater/ | LAT<br>(Spectacular Wonders) |

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| **07** | **NOVEMBER** | **23** | **UNIT 4: ENVIRONMENT**<br>• **The Cherry Tree**<br>• **Harvest Hymn (Poem)**<br>• **Grammar:** Finding A Cause & Effect, Odd One Out, Antonyms, Tenses, Punctuation, Synonyms<br>• **Writing**: Article Writing<br>• Archaic Words<br>• Poetic Devices- Imagery/ Alliteration/ Simile/ Metaphor/ Personification/ Symbolism | • Reading/ Recitation<br>• Role Play<br>• Sound Words<br>• Speaking Activity- Speech on 'Van Mahotsav'<br>• Project- Indian Environmentalists<br>• Article Writing: Trees- Our Lifeline<br>• Slogan Writing<br>• Project – MILLETS<br>**e-content:**<br>• https://diksha.gov.in/play/collection/do_31437818535924531212037 7?contentId=do_314420695718477824125 | LAT<br>(The Cherry Tree)<br><br>LAT<br>(Harvest Hymn) |
| **08** | **DECEMBER** | **18** | • **Waiting for the Rain**<br>• Grammar: Homophones, Adjectives & Nouns Collocations, | • Reading<br>• Role Play: Enact the story playing the roles of the different characters.<br>• Crossword Puzzle<br>• Listening Activity | LAT<br>(Waiting for the Rain) |

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| | | | Determiners, Tenses<br>• Role Play<br>• Letter Writing (Formal)<br>• Debate | • Letter Writing: Write a letter to the Councillor of your Municipal ward, requesting her/him to set up a rain water harvesting unit. Provide suggestions to address the issue.<br>**e-content:**<br>https://diksha.gov.in/play/collection/do_314378185359245312120377?contentId=do_31450147172388864012 57 | |
| **09** | **JANUARY** | **22** | **UNIT 5: SCIENCE AND CURIOSITY**<br>• **Feathered Friend**<br>• **Magnifying Glass (Poem)**<br>• **Grammar**: Merged Words, Spellings, Adjectives, Tenses, Idioms, Suffixes, Collective Noun<br>• **Writing:** Article Writing, Dialogue Writing (Analytical Writing)<br>• Figures of Speech: Simile, Metaphor, Alliteration | • Reading/ Recitation<br>• Article Writing-The Importance of Internet<br>• Dialogue Writing: Create conversation between Deepa and Asma about making a model for an upcoming Science Fair.<br>• PROJECT-Making a Bird Feeder<br>• Speaking: If you could invent something, what would you like to invent and how?<br>**e-content:**<br>https://science.nasa.gov/mission/webb/<br><br>https://indianculture.gov.in/timeless-trends/unveiling-cosmos-journey-throughhistory-astronomy-india | **PERIODIC TEST- II** |
| **10** | **FEBRUARY** | **23** | • **Bibha Chowdhuri: The Beam of Light That Lit the Path** | • Reading<br>• Crossword Puzzle<br>• Clipping | |

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| | | | **for Women in Indian Science**<br>• **Grammar**: Phrases, Suffixes, Abbreviations, One Word Substitution, Passive Forms<br>• Writing: Report Writing<br>• **Revision** | • Speaking Activity- Group Discussion-Topic - Evaluating the Impact of Mobile Phones - Beneficial or Harmful.<br>• Report Writing<br>• PROJECT- Women Pioneers<br>**e-content:**<br>https://ciet.ncert.gov.in/ar-vr<br>https://diksha.gov.in/play/collection/do_314378185359245312120377?contentId=do_31450148318275993612467 2<br>https://pib.gov.in/PressReleaseIframePage.aspx?PRID=1959262 | |
| **11** | **MARCH** | | | | **SESSION ENDING EXAMINATION** |

**CLASS: VIII** **SUBJECT: MATHS (GANIT PRAKASH)**

| S.No. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
|---|---|---|---|---|---|
| 1 | APRIL-MAY | 24 | **1.A SQUARE AND A CUBE**<br><br>**2.POWER PLAY** | Exploring patterns in square numbers<br>https://vigyanpratibha.in/wp-content/uploads/2024/11/Patterns_in_Square_numbers_April_2024_SV.pdf<br>Diksha- learning resource<br>https://diksha.gov.in/play/content/do_313077393382711296111025<br>https://diksha.gov.in/play/content/do_313066277172281344115493 | **LAT after each chapter**<br>• Worksheet based on identification of square root and cube root |
| 2 | JUNE | 7 | **3.A STORY OF NUMBERS** | Maths Around Us - VIII (Mathematics)<br>https://cbseacademic.nic.in/web_material/Manuals/Maths_PracticeBook23_C8.pdf | **LAT after each chapter**<br>• Quiz/ google form based on textbook exercise questions |

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| **3** | **JULY** | **26** | **3.A STORY OF NUMBERS(contd)**<br><br>**4.QUADRILATERALS** | Diksha- learning resource<br>https://diksha.gov.in/play/content/do_31440866896721510411027<br>https://diksha.gov.in/play/content/do_31444552825841254419675<br><br>Maths Around Us - VIII (Mathematics)<br>https://cbseacademic.nic.in/web_material/Manuals/Maths_PracticeBook23_C8.pdf | • Worksheet based on identification of quadrilaterals using their properties<br><br>**PERIODIC TEST -1** |
| **4** | **AUGUST** | **23** | **5.NUMBER PLAY**<br><br>**6.WE DISTRIBUTE, YET THINGS MULTIPLY** | Numbers unlocked- prime and composite number<br>https://youtu.be/-Irzym_mIpw?si=E33QeGiwnOpB_6V0<br><br>Diksha- learning resource<br>https://diksha.gov.in/play/content/do_31280561466822656015126<br>https://diksha.gov.in/play/content/do_31280561457470668815115 | **LAT after each chapter**<br><br>• Descriptive textbook question can be given for class test /oral test |
| **5** | **SEPTEMBER** | **24** | **7.PROPORTIONAL REASONING -1** | Diksha- learning resource<br>https://diksha.gov.in/play/content/do_31280561466032947215125 | **LAT after each chapter** |

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| | | | | Maths Around Us - VIII (Mathematics)<br>https://cbseacademic.nic.in/web_material/Manuals/Maths_PracticeBook23_C8.pdf | • Worksheet based on finding ratios and missing numbers |
| **6** | **OCTOBER** | **16** | **1.FRACTIONS IN DISGUISE**<br>**2.THE BAUDHAYANA-PYTHAGORAS THEOREM** | Geogebra- resources<br>https://www.geogebra.org/math/number-sense<br><br>Pythagoras tree<br>https://www.geogebra.org/m/VU4SUVUp | • Case based questions can be given<br><br>**HALF YEARLY EXAM** |
| **7** | **NOVEMBER** | **23** | **3.PROPORTIONAL REASONING-2**<br><br>**4.EXPLORING SOME GEOMETRIC THEMES** | Maths Around Us - VIII (Mathematics)<br>https://cbseacademic.nic.in/web_material/Manuals/Maths_PracticeBook23_C8.pdf<br><br>Mathemagic F (25 Sep 2020) for CBSE (Curve)- UNIT29 SHAPES AND PATTERNS<br>https://cbseacademic.nic.in/web_material/Manuals/math-literacy.pdf | **LAT after each chapter**<br><br>• Descriptive textbook question can be given for class test /oral test |
| **8** | **DECEMBER** | **18** | **5.TALES BY DOTS AND LINES** | **Maths Around Us - VIII (Mathematics)**<br>https://cbseacademic.nic.in/web_material/Manuals/Maths_PracticeBook23_C8.pdf | **LAT after each chapter**<br><br>• Case based questions can be given |

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| | | | | Mathemagic F (25 Sep 2020) for CBSE (Curve)-unit10 circle pies<br>https://cbseacademic.nic.in/web_material/Manuals/math-literacy.pdf | |
| **9** | **JANUARY** | **22** | **6.ALGEBRA PLAY**<br><br>**7.AREA** | Exploring a dot grid through rectangles<br>https://vigyanpratibha.in/index.php/exploring-a-dot-grid-through-rectangles/<br><br>Area-between-parallel-lines<br>https://vigyanpratibha.in/index.php/areas-of-shapes-between-parallel-lines/ | **LAT after each chapter**<br>• Case based questions can be given |
| **10** | **FEBRUARY** | **23** | **7.AREA**<br>**REVISION** | Maths Around Us - VIII (Mathematics)<br>https://cbseacademic.nic.in/web_material/Manuals/Maths_PracticeBook23_C8.pdf | **LAT after each chapter**<br>• Assignment work based on daily life |
| **11** | **MARCH** | | | | **SESSION ENDING EXAM** |

**CLASS: VIII** **SUBJECT: SCIENCE (CURIOSITY)**

| SR.No. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
|---|---|---|---|---|---|
| 01 | APRIL & MAY | 24 | **1. Exploring the investigative world of science** | • Infographic posters / charts<br>• Inquiry based learning<br>• Hands on investigations of daily life phenomenon<br>• School Garden Visit to explore nature's beauty<br>**DIKSHA APP**<br>**https://diksha.gov.in/play/collection/do_31437819093405696012214 7?contentId=do_3144270297493667841553** | LAT<br>Experiment based questions,<br>Case based questions<br>MCQ'S |
| 02 | JUNE | 7 | **3.Health: The Ultimate Treasure** | • Mind maps & flowcharts<br>• Role-play<br>• Infographic posters<br>• Comparison tables: DO'S & DONT'S<br>• Flashcards: Symptoms & signs<br>• Video lesson<br>**e- content**<br>**https://diksha.gov.in/play/collection/do_31437819093** | Inquiry based activities .<br>Experiment based questions,<br>Case based questions.<br>LAT<br>INTERACTIVE QUIZ |

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| **03** | **JULY** | **26** | **2.The Invisible Living World: Beyond our naked eyes** | • Microscope<br>• Onion peel<br>• Iodine solution & safranin stain<br>• Cheek cell<br>• Crossword puzzles<br>• Charts & Diagrams<br>• Animated videos showing microbial movement & reproduction.<br>**https://diksha.gov.in/play/collection/do_31437819 0934056960122147?contentId=do_3144270347853 250561556**<br><br>https://diksha.gov.in/play/collection/do_3143781909340 56960122147?contentId=do_31436419120594944011372 8 | Inquiry based activities<br>Experiment based questions.<br>Case based questions.<br><br>**PERIODIC TEST- I** |
| **04** | **AUGUST** | **23** | **4. Electricity: Magnetic & Heating effect** | • Simple Electric Circuit Kit<br>• Snap Circuit Kits<br>• LED Stickies<br>• Electric Bell Model<br>• Samples of a Fuse & MCB<br>• Video presentation on electric power generation | Inquiry based activities .<br>Experiment based questions,<br>Case based questions. |

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| | | | **5.Exploring Forces** | https://diksha.gov.in/play/collection/do_31437819093405696012214 7?contentId=do_314366139262877696113546<br>• Spring Balance<br>• Cardboard Box<br>• Balloons & Woollen Cloth<br>• Bar Magnets<br>• Diksha App for NCERT aligned digital modules<br>• https://diksha.gov.in/play/collection/do_31437819093405696012214 7?contentId=do_31436614108537651211354 7<br>• | LAT<br><br>VIVA - VOICE<br><br>LAT<br><br>ACTIVITY- BASED WORKSHEETS<br><br>PRACTICE TESTS |
| 05 | **SEPTEMBER** | **24** | **6.Pressure, Winds, Storms & Cyclones** | • 1.Safety Drills: Role play disaster protocols for storms<br>• 2.Animations on Cyclone formation<br>• 3.Cyclone storyboards<br>• 4.Balloon -straw connection<br>• 5.Real – world Analysis<br>• 6.Video presentation on storms & thunderstorm<br>• **e-content:** https://diksha.gov.in/play/collection/do_31437819093 | Case based questions.<br><br>Activity based questions<br><br>Inquiry based questions<br><br>MCQ's |

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| | | | **REVISION** | **4056960122147?contentId=do_3143661964690882561 13958** | **HALFYEARLY EXAMINATION** |
| **06** | **OCTO BER** | **16** | **7. Particulate Nature Of Matter** | • Sugar/Salt in water activity<br>• Beaker & Marble model<br>• Perfume/ Incense sticks<br>• Food coloring in water<br>• Syringe Experiment<br>• Video Simulations showing molecules in motion to visualize kinetic energy of particles.<br>**e-content:**<br>https://diksha.gov.in/play/collection/do_3143781 90934056960122147?contentId=do_3143661987 80903424113556 | Experiment based questions, Case based questions.<br>**Diagrammatic Worksheets**<br>LAT |

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| **07** | **NOVEMBER** | **23** | **8. Nature of Matter: Elements, compounds & Mixtures** | • Periodic Table Poster<br>• Posters/Board diagrams showing circles as atoms<br>• Conducting "**Separate the Mystery**" Experiment<br>• **Card Sorting** to match the correct pair<br>• **Clay and matchsticks to show chemical bonding**.<br>• **e.content**<br>• https://diksha.gov.in/play/collection/do_31437819093405696012214 7?contentId=do_314366200823898112113961<br>• | Experiment based questions<br>Case based questions<br>LAT<br>PRACTICAL ACTIVITY<br>PRACTICE – BASED WORKSHEET<br>POWER -PUZZLE |
| **08** | **DECEMBER** | **18** | **9. The Amazing World of Solutes, Solvents and Solutions** | • Dissolving Demonstrations (Solute & Solvent)<br>• The "Saturated" Limit experiment<br>• Density & Dissolving (Floating/Sinking)<br>• Miscible vs Immiscible liquids<br>• Diagrams & Flowcharts<br>• Contextual Learning – Everyday Life Examples<br>• **Concept Mapping-**<br>• **FLASHCARDS for quick recall of terms like solvent, solute, solubility.**<br>• **e.content**<br>**https://diksha.gov.in/play/collection/do_31437819093405696012214 7?contentId=do_314366202772504576113558** | Experiment based questions.<br>Case based questions.<br>LAT<br>worksheet based on activities |

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| 09 | JANUARY | 22 | **10. LIGHT: Mirrors & Lenses**<br><br>**11. Keeping Time with Skies** | • The Spoon Activity to demonstrate nature & size of the image formed.<br>• Concave & Convex mirror<br>• Convex & Concave lens<br>• Water Drop Lens Activity<br>• Ray Diagrams in relation to Mirrors and Lenses<br>• **e.content.**<br>https://diksha.gov.in/play/collection/do_31437819093405696012214 7?contentId=do_31436620393697280011396 3<br><br>• Moon Phase Model to demonstrate waxing & waning phases of moon<br>• Observation Log Book to keep record of Moon's appearance for 30 days<br>• Hands On Labelling – to label out phases of moon .<br><br>• **e.content.**<br><br>https://diksha.gov.in/play/collection/do_3143781909340569601221 47?contentId=do_31436624652283084811397 3 | Inquiry based activities.<br><br>Experiment based questions.<br><br>Case based questions.<br><br>LAT<br><br>Diagrammatic Questions<br><br>**Drawing/poster making competition**<br><br>(a) Solar system |

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| | | | | | Solar Eclipse & Lunar Eclipse<br><br>LAT<br><br>**PERIODIC TEST- II** |
| 10 | **FEBRUARY** | **23** | **12. How Nature Works in Harmony** | • Water Cycle Model<br>• School Garden Visit to list out biotic & Abiotic components & will observe real life interactions<br>• Trophic Level Pyramid- A Practical Activity to demonstrate trophic levels by using physical drawings or blocks.<br>• **Gamification**<br>**A Food Web String Game – Children gets connected with the help of a string with cards representing producers, herbivores, carnivore, omnivore or decomposer to show a FOOD – WEB interdependence.**<br>**e. content**<br>**https://diksha.gov.in/play/collection/do_3143781909340569601221 47?contentId=do_3143662482410209281135 66** | Inquiry based activities.<br>Experimental based questions, Case based questions.<br><br>LAT |

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| | | | **13. Our Home: Earth, a unique life sustaining planet** | • **Use of a Globe to demonstrate that 71% of Earth is water.**<br>• **System Interaction Maps – to show how different layers of atmosphere interacts so well to support Biosphere**<br>• **3 D Simulations on NASA latest space missions/events**,<br><br>**e. content**<br><br>**https://diksha.gov.in/play/collection/do_3143781909340569601221 47?contentId=do_3143662494975426561135 68** | Viva – Voice<br><br>Drawing Competition<br><br>LAT<br><br>**Globe Test** to illustrate its components<br><br>Inquiry based activities. |

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| | | | | | Experimental based questions, Case based questions. |
| **11** | **MARCH 2027** | | **SESSION ENDING EXAMINATION** | | |

**CLASS: VIII** **SUBJECT: SOCIAL SCIENCE (EXPLORING SOCIETY INDIA AND BEYOND PART -1)**

| S.NO | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be adopted | Assessment / Test / Examination to be conducted |
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| 1 | APRIL-MAY | 24 | NATURAL RESOURCES AND THEIR USE | **Teaching Aids**<br>• World Map and Map of India – To show the distribution of natural resources.<br>• Charts showing types of natural resources – renewable and non-renewable resources.<br>• Pictures/flashcards of natural resources – water, forests, minerals, soil, sunlight.<br>**Innovative Practices Adopted**<br>• Group Discussion<br>• Students discuss why natural resources are important for human life.<br>• Think–Pair–Share Activity<br>• Students discuss ways to conserve natural resources in daily life.<br>• Picture Observation Activity<br>• Students observe images of forests, water bodies, and mines and identify the resources.<br>• Chart/Poster Making Activity<br>• Students create posters on "Save Natural Resources". | **LAT**<br>• Freshwater is renewable, yet many regions face water scarcity. Explain it with relevant examples. |

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| | | | | • Case Study Method<br><br>Teacher explains examples of overuse and conservation of natural resources.<br><br>https://youtu.be/SSl2Fk3ahYA?feature=shared<br><br>**https://epathshala.nic.in/wp-content/doc/book/flipbook/classVIII/Exploring_Society_India_and_Beyond/hees101** | |
| | | | **RESHAPING INDIA'S POLITICAL MAP** | **Teaching Aids**<br>• Political Map of India – To show the present states and union territories.<br>• Old map of India (before reorganization) – To compare earlier and present political boundaries.<br>• Charts showing state reorganization after independence.<br>• Timeline chart showing major events in the formation of new states.<br>**Innovative Practices Adopted**<br>• Map Activity<br>• Students locate and label different states and union territories on the map.<br>• Group Discussion<br>• Students discuss why states were reorganized after independence.<br>• Timeline Activity<br>• Students prepare a timeline showing important events in state reorganization.<br>• Think–Pair–Share Activity | **-LAT**<br>• -QUIZ |

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| | | | | • Students discuss how linguistic and cultural differences influenced the creation of states.<br>• Chart Making Activity<br><br>Students create charts showing old and new political divisions of India.<br><br>**https://epathshala.nic.in/wp-content/doc/book/flipbook/classVIII/Exploring_Society_India_and_Beyond/hees102** | |
| **2** | **JUNE** | **7** | **FACTORS OF PRODUCTION** | **Teaching Aids**<br>• Charts showing the four factors of production – land, labour, capital, and entrepreneurship.<br>• Pictures/flashcards showing examples of land, workers, machines, and business owners<br>**Innovative Practices Adopted**<br>• Group Discussion<br>• Students discuss how different factors are required to produce goods.<br>• Think–Pair–Share Activity<br>• Students identify factors of production involved in making a product (e.g., bread or clothes).<br>• Role Play Activity<br>• Students act as workers, business owners, and investors to understand their roles in production.<br>• Case Study Method<br>• Teacher explains how land, labour, and capital are used in a factory or farm.<br>• Chart Making Activity | **LAT**<br>• -What are the factors of production? |

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| | | | | • Students prepare charts explaining the four factors of production. | |
| **3** | **JULY** | **26** | **UNIVERSAL FRANCHISE AND INDIA'S ELECTORAL SYSTEM** | **Teaching Aids**<br>• Political Map of India – To explain constituencies and elections.<br>• Chart showing election process – nomination, campaigning, voting, and counting.<br>• Pictures of voting machines and polling booths.<br>• Sample ballot paper or picture of an EVM.<br>**Innovative Practices Adopted**<br>• Mock Election Activity<br>• Students conduct a classroom election to understand the voting process.<br>• Group Discussion<br>• Students discuss the importance of voting in a democracy.<br>• Role Play Activity<br>• Students act as candidates, voters, and election officers.<br>• Think–Pair–Share Activity<br>• Students discuss why every citizen should participate in elections.<br>• Chart/Poster Making Activity<br>• Students create posters encouraging people to vote. | **PERIODIC TEST 1** |

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| | | | | **https://epathshala.nic.in/wp-content/doc/book/flipbook/classVIII/Exploring_Society_India_and_Beyond/hees105** | |
| **4** | **AUGUST** | **16** | **THE RISE OF THE MARATHAS** | **Teaching Aids**<br>• Map of India – To show the regions of the Maratha Empire.<br>• Pictures of important leaders – Shivaji and other Maratha rulers.<br>• Charts showing the administration and military system of the Marathas.<br>• Pictures of forts and battles related to the Maratha period.<br>• Timeline chart showing important events of the Maratha expansion.<br>**Innovative Practices Adopted**<br>• Map Activity<br>• Students locate important forts and regions of the Maratha Empire on the map.<br>• Storytelling Method<br>• Teacher narrates inspiring stories from the life of Shivaji.<br>• Group Discussion<br>• Students discuss the reasons for the rise of the Maratha power.<br>• Role Play Activity | **LAT**<br>• -Who were the Marathas? |

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| | | | | • Students enact scenes related to the life and leadership of Shivaji.<br>• Timeline Activity<br><br>Students prepare a timeline of important events of the Maratha period.<br><br>**https://epathshala.nic.in/wp-content/doc/book/flipbook/classVIII/Exploring_Society_India_and_Beyond/hees103** | |
| **5** | **SEPTEMBER** | **24** | **THE PARLIAMENTARY SYSTEM: LEGISLATURE AND EXECUTIVE** | **Teaching Aids**<br>• Chart showing the structure of Parliament – Lok Sabha and Rajya Sabha.<br>• Diagram/chart showing the relationship between Legislature and Executive.<br>• Pictures of the Parliament building and government leaders.<br>• Chart showing the roles of Prime Minister, President, and Council of Ministers.<br>**Innovative Practices Adopted**<br><br>• Role Play Activity<br>• Students act as Members of Parliament, ministers, and the Prime Minister to understand parliamentary discussions.<br>• Mock Parliament Activity<br>• Classroom is turned into a parliament where students debate on a simple issue. | **LAT**<br>• -What is India's Parliamentary system and how is it structured? |

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| | | | | • Group Discussion<br>• Students discuss why the parliamentary system is important for democracy.<br>• Think–Pair–Share Activity<br>• Students discuss the roles of different branches of government.<br>• Chart Making Activity<br><br>Students prepare charts explaining the structure of the parliamentary system.<br><br>**https://epathshala.nic.in/wp-content/doc/book/flipbook/classVIII/Exploring_Society_India_and_Beyond/hees106** | |
| **6** | **OCTOBER** | **23** | **THE COLONIAL ERA IN INDIA** | **Teaching Aids**<br>• Map of India – To show areas controlled by the British East India Company.<br>• Timeline chart showing important events of the colonial period.<br>• Pictures of historical leaders and events from the colonial era.<br>• Charts showing changes in administration, economy, and society during colonial rule.<br>**Innovative Practices Adopted**<br>• Map Activity<br>• Students locate important regions affected by colonial rule on the map.<br>• Group Discussion<br>• Students discuss the impact of colonial policies on Indian society and economy. | **HALF YEARLY EXAMINATION** |

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| | | | | • Timeline Activity<br>• Students prepare a timeline of important events during the colonial period.<br>• Storytelling Method<br>• Teacher narrates stories about important events and personalities of the colonial era.<br>• Think–Pair–Share Activity<br><br>Students discuss how colonial rule changed India's political and economic structure.<br><br>**https://epathshala.nic.in/wp-content/doc/book/flipbook/classVIII/Exploring_Society_India_and_Beyond/hees104** | |
| **7** | **NOVEMBER** | **23** | | **AS SOON AS THE PART 2 TEXTBOOK OF SOCIAL SCIENCE IS AVAILABLE THE SPLIT UP WOULD BE SHARED WITH IN TEN DAYS** | |
| **8** | **DECEMBER** | **18** | | **AS SOON AS THE PART 2 TEXTBOOK OF SOCIAL SCIENCE IS AVAILABLE THE SPLIT UP WOULD BE SHARED WITH IN TEN DAYS** | |
| **9** | **JANUARY** | **22** | | **AS SOON AS THE PART 2 TEXTBOOK OF SOCIAL SCIENCE IS AVAILABLE THE SPLIT UP WOULD BE SHARED WITH IN TEN DAYS** | |

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| **10** | **FEBRUARY** | **23** | | **AS SOON AS THE PART 2 TEXTBOOK OF SOCIAL SCIENCE IS AVAILABLE THE SPLIT UP WOULD BE SHARED WITH IN TEN DAYS** | |
| **11** | **MARCH** | | | **SESSION ENDING EXAM** | |

**CLASS VIII** **SUBJECT: ART EDUCATION (KRITI)**

| SR.No. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
|---|---|---|---|---|---|
| 1 | APRIL-MAY | 24 | **Chapter:1**<br>Bringing Words Alive-Play Reading<br>**Chapter:5**<br>Discovering the Elements of music | **Teaching Aids**<br>• Leaves, flowers, nature photographs<br>• Audio clips of classical/folk music<br>**E-Content Link**<br>• https://epathshala.nic.in<br>**Innovative Practices to be Adopted**<br>• Understands the change in application of the script from enacting to reading.<br>• Tries to apply the voice skill to other languages.<br>• Understand the concept of rhythm metre able to recite konnakkol, shlokas and bols.<br>• Able to sing note patterns in harmony.<br>• Sing a patriotic or folk song individually or in a group. | • What is play reading?<br>• How does reading a play help actors understand characters?<br>• Name two elements of music.<br>• What is rhythm in music? |
| 2 | JUNE | 7 | **Chapter:10**<br>Inner dynamics of dance | **Teaching Aids**<br>• Rhythm charts, tabla recordings<br>**E-Content Link**<br>• https://epathshala.nic.in<br>**Innovative Practices to be Adopted** | • What is rhythm in dance?<br>• Why are body movements important in dance? |

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| | | | | • Recognises the importance of breathe control in both stillness and movement and its role in enhancing the presence and expression in dance.<br>• Demonstrates an understanding of the foundational concept of sthana (stance), chari (leg movement) and gati (gait) in dance. | |
| 3 | JULY | 26 | **Chapter:2**<br>One stage, many scripts<br>**Chapter:15**<br>Elements and Principles of visual art and design | **Teaching Aids**<br>• Chart paper, markers, poster samples<br>**E-Content Link**<br>• https://epathshala.nic.in<br>• https://edurev.in/v/413558/Portraying-People<br><br>**Innovative Practices to be Adopted**<br>• Tries to create simple imaginary stories in each genre.<br>• Identifying different type of scripts and genre.<br>• Identifies and applies visual principles in artwork.<br>• Observe visual elements around them and visually records them in a journal. | • What is a script in theatre?<br>• Why can one stage be used for different plays?<br>• Name two elements of visual art.<br>• What is balance in design?<br>**PERIODIC TEST -I** |
| 4 | AUGUST | 23 | **Chapter:6**<br>Musical Instruments<br>**Chapter:11**<br>Pan Indian Dance forms | **Teaching Aids**<br>• Rhythm charts, tabla recordings<br>**E-Content Link**<br>• https://epathshala.nic.in<br>• https://edurev.in/v/413561/Music-and-Your-Emotions<br><br>**Innovative Practices to be Adopted**<br>• Demonstrate awareness about musical instruments and their origin. | • What is a musical instrument?<br>• Name two Indian musical instruments.<br>• Name two Indian classical dance forms.<br>• Which dance form belongs to Kerala? |

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| | | | | • Understand the basic and scientific principles of sound and music.<br>• Awareness about the life and contribution of legendary musicians.<br>• Shows curiosity and interest in learning about notable dance personalities and their contribution to the field of dance.<br>• Identifies an d distinguishes between Nrtta (pure dance) and Nrtya (expressive dance) elements in performance. | |
| 5 | SEPTEMBER | 24 | **Chapter:7**<br>Indian Classical music<br>**Chapter:16**<br>Still life in colour | **Teaching Aids**<br>• Chart paper, sketch pens<br>**E-Content Link**<br>• https://epathshala.nic.in<br>• https://www.youtube.com/watch?v=YQXk3n0v7C8<br><br>**Innovative Practices to be Adopted**<br>• Understand the importance of bhakti movement and able to sing a devotional song.<br>• Ability to keep tala while signing or listening to a composition.<br>• Observe the variations in material, colour and position of objects when creating still life. | • What are the two main systems of Indian classical music?<br>• What is a raga?<br>• What is still life painting?<br>• Name two objects used in still life drawing.<br>**HALF YEARLY EXAMINATION** |
| 6 | OCTOBER | 16 | **Chapter:3**<br>From page to stage<br>**Chapter:12**<br>Dance for well-being | **Teaching Aids**<br>• Chart paper, sketch pens<br>**E-Content Link**<br>• https://epathshala.nic.in<br><br>**Innovative Practices to be Adopted**<br>• Tries to work with whatever is available and reduce wastage. | • What is meant by “from page to stage”?<br>• Name two elements needed for stage performance. |

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| | | | | • Relates to others experiences and stories to build a script.<br>• Engages with dance and the art as source of emotional well-being, recognising their therapeutic and healing potential.<br>• Fells confident and comfortable expressing emotions (Bhavas) through movement facial expressions. | • How does dance help physical health?<br>• How can dance improve mental well-being? |
| 7 | NOVEMBER | 23 | **Chapter:4**<br>Applause and advice<br>**Chapter:8**<br>Inspiration and Imagination<br>**Chapter:14**<br>A presentation of dance and choreography | **Teaching Aids**<br>• Audio clips of classical/folk music<br>• Chart paper, markers, poster samples<br>**E-Content Link**<br>• https://epathshala.nic.in<br>• https://edurev.in/v/413561/Music-and-Your-Emotions<br><br>**Innovative Practices to be Adopted**<br>• Describes life and works of theatre critics in English and local languages.<br>• Understand the stages of production in the process of reviewing.<br>• Engage with music in contemporary genres by contemporary artists.<br>• Ability to use music to tell a personal story.<br>• Engages in collaborative work with enthusiasm, sharing ideas and supporting peers throughout the creative process.<br>• Demonstrates an understanding of the mythological and cultural narratives surrounding the origin of dance. | • Why is feedback important after a performance?<br>• What does applause show?<br>• How does imagination help in music?<br>• What inspires musicians?<br>• What is choreography?<br>• Why is planning important in dance presentation? |

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| | | | | • Actively participates in all stages of a dance production, including: planning and pre-production, chorography and rehearsals, final performance. | |
| 8 | DECEMBER | 18 | **Chapter:9**<br>My world of music<br>**Chapter:13**<br>Innovation, Inclusivity and Inspiring change | **Teaching Aids**<br>• Leaves, flowers, nature photographs<br>• Audio clips of classical/folk music<br>**E-Content Link**<br>• https://epathshala.nic.in<br>• https://www.youtube.com/watch?v=YQXk3n0v7C8<br>**Innovative Practices to be Adopted**<br>• Appreciates the interconnection between music genres.<br>• Understands the application of music and is able to create a jingle.<br>• Awareness of various career opportunities in music.<br>• Demonstrates and understanding of how allied forms such as material art can be integrated into dance and articulates how this enhances the expressive and physical dimension a dance performance. | • How does music influence daily life?<br>• Name one benefit of learning music.<br>• What is innovation in art?<br>• How can art bring social change? |
| 9 | JANUARY | 22 | **Chapter:17**<br>People in Places<br>**Chapter:18**<br>Arts of the people, with the people, for the people | **Teaching Aids**<br>• Chart paper, sketch pens<br>**E-Content Link**<br>• https://epathshala.nic.in<br>• https://edurev.in/v/413557/Changing-the-Typical-Picture<br>**Innovative Practices to be Adopted**<br>• Connect the concept of perspective drawing with real life observations.<br>• Applies perspective and proportion while making compositions about their every day experiences. | • What does “people in places” mean in art?<br>• Why do artists draw people in different environments?<br>• What is folk art?<br>• Name one Indian folk painting style. |

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| | | | | • Applies proportion while drawing human figure in different postures.<br>• Demonstrate awareness of every day material used in art practises from different parts of India. | **PERIODIC TEST -II** |
| 10 | FEBRUARY | 23 | **Chapter:19**<br><br>Campaign for Art awareness | **Teaching Aids**<br>• Leaves, flowers, nature photographs<br>**E-Content Link**<br>• https://epathshala.nic.in<br>• https://www.youtube.com/watch?v=SMK6w9s7bVY<br><br>**Innovative Practices to be Adopted**<br>• Use of visual elements to highlights important information in a brochure.<br>• Undertakes a sequential process while making a brochure.<br>• Chooses a locally relevant artist of art practise to create an awareness campaign. | • Why should people be aware of art?<br>• How can art help society? |
| 11 | MARCH | **SESSION ENDING EXAMINATION** | | | |

**CLASS VIII** **SUBJECT: VOCATIONAL EDUCATION- KAUSHAL BODH**

| S.No. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
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| 1. | APRIL-MAY | 24 | INTRODUCTION TO VOCATIONAL SKILLS AND PROJECT ORIENTATION | LEARNING OUTCOMES FOR CLASS VIII (VOCATIONAL EDUCATION)<br>https://cbseacademic.nic.in/web_material/Curriculum26/publication/middle/KaushalBodh8.pdf<br><br>Topics<br>• Meaning and importance of vocational education<br>• Understanding dignity of labour and skill development<br>• Overview of projects included in the book<br>Teaching Aids<br>• Charts showing different occupations | LAT |

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| | | | | • Flashcards of tools used in various professions<br>• PPT showing vocational skills in daily life<br>Innovative Practices Adopted<br>• Role play of different professions<br>• Classroom discussion on importance of skills in life<br>Activities<br>• Students draw their dream profession<br>• Identify tools used in various occupations<br>• Group discussion on skills required for different jobs | |
| 2. | | | PROJECT 1 – HYDROPONICS: GROWING PLANTS WITHOUT SOIL (PART 1) | Topics<br>• Introduction to hydroponics<br>• Understanding soil-less plant cultivation<br>• Importance of nutrients and water for plant growth<br>Teaching Aids | LAT |

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| | | | | • Pictures and diagrams of hydroponic systems<br>• Plastic bottles, containers and water trays<br>• Chart showing plant growth cycle<br>Innovative Practices Adopted<br>• Demonstration of simple hydroponic setup<br>• Observation based learning method<br>Activities<br>• Students observe hydroponic plant models<br>• Prepare simple hydroponic setup using bottles<br>• Record plant growth observations | |
| 3. | JUNE | 7 | PROJECT 1 – HYDROPONICS (PART 2) | PROJECT 1 – HYDROPONICS (PART 2)<br>Topics<br>• Maintenance of hydroponic plants<br>• Monitoring plant growth in hydroponic system | LAT |

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| | | | | • Benefits of hydroponics in modern agriculture<br>Teaching Aids<br>• Observation sheets<br>• Growth charts<br>• Nutrient solution samples<br>Innovative Practices Adopted<br>• Learning by doing method<br>• Student plant observation journal<br>Activities<br>• Measure plant growth weekly<br>• Draw stages of plant growth<br>• Maintain plant observation diary | |
| 4. | JULY | 26 | PROJECT 2 – FEEDING AND CARING FOR FARM ANIMALS | Topics<br>• Importance of farm animals in agriculture<br>• Types of farm animals and their uses | **PERIODIC TEST -I** |

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| | | | (PART 1) | • Basic care and feeding practices<br>Teaching Aids<br>• Pictures of farm animals<br>• Charts showing animal food habits<br>• Flashcards of animal products<br>Innovative Practices Adopted<br>• Observation based learning<br>• Outdoor learning activity<br>Activities<br>• Identify different farm animals<br>• List food eaten by different animals<br>• Draw and label farm animals | |
| 5. | AUGUST | 23 | PROJECT 2 – FEEDING AND CARING FOR FARM ANIMALS | Topics<br>• Shelter and health care of animals<br>• Importance of hygiene in animal care | LAT |

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| | | | (PART 2) | • Animal products and their uses<br>Teaching Aids<br>• Charts showing animal shelters<br>• Posters showing animal care methods<br>Innovative Practices Adopted<br>• Student group presentations<br>• Discussion on sustainable animal care<br>Activities<br>• Prepare chart on farm animal care<br>• Group presentation on benefits of farm animals | |
| 6. | SEPTEMBER | 24 | PROJECT 3 – WORKING WITH WOOD AND BAMBOO<br>(PART 1) | Topics<br>• Introduction to wood and bamboo as materials<br>• Safety precautions while working with tools<br>Teaching Aids<br>• Samples of wood and bamboo | **HALF YEARLY EXAMINATION** |

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| | | | | • Pictures of bamboo crafts<br>Innovative Practices Adopted<br>• Design thinking approach<br>• Skill based learning<br>Activities<br>• Identify different bamboo and wood products<br>• Draw designs of simple bamboo crafts | |

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| 7. | OCTOBER | 16 | PROJECT 3 – WORKING WITH WOOD AND BAMBOO<br><br>(PART 2) | Topics<br><br>• Craft making using bamboo and wood<br><br>• Understanding traditional craft skills<br><br>Teaching Aids<br><br>• Craft tools and materials<br><br>• Samples of bamboo handicrafts<br><br>Innovative Practices Adopted<br><br>• Hands-on learning approach<br><br>• Creative design activity<br><br>Activities<br><br>• Prepare simple bamboo craft model<br><br>• Display handmade craft items | LAT |
| 8. | NOVEMBER | 23 | PROJECT 4 – HOME AUTOMATION | Topics<br><br>• Introduction to home automation systems<br><br>• Use of smart devices in homes | LAT |

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| | | | | • Benefits of automation technology<br>Teaching Aids<br>• Videos of smart home systems<br>• Charts showing automation devices<br>Innovative Practices Adopted<br>• Digital learning method<br>• Group discussion on future technology<br>Activities<br>• Draw a smart home model<br>• List devices used in home automation | |
| 9. | DECEMBER | 18 | PROJECT 5 – WATER AUDIT FOR WATER MANAGEMENT | Topics<br>• Meaning and importance of water audit<br>• Water conservation and sustainable usage<br>Teaching Aids<br>• Charts showing water cycle | LAT |

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| | | | | • Observation sheets<br>Innovative Practices Adopted<br>• School campus water audit survey<br>Activities<br>• Identify places where water is used in school<br>• Record water wastage points<br>• Suggest ways to save water | |
| 10. | JANUARY | 22 | PROJECT 6 – CREATING ADVERTISEMENTS (PART 1) | Topics<br>• Meaning and purpose of advertisements<br>• Types of advertisements (print and digital)<br>• Elements of an effective advertisement<br>Teaching Aids<br>• Newspaper advertisements<br>• Poster samples<br>Innovative Practices Adopted | **PERIODIC TEST -II** |

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| | | | | • Advertisement analysis activity<br>Activities<br>• Identify advertisements from newspapers<br>• Create slogans for products | |
| 11. | FEBRUARY | 23 | PROJECT 6 – CREATING 3ADVERTISEMENTS (PART 2)<br>REVISION AND SKILL EXHIBITION | Topics<br>• Designing creative advertisements<br>• Communication through visual media<br>Teaching Aids<br>• Chart papers and colours<br>• Sample posters<br>Innovative Practices Adopted<br>• Advertisement design competition<br>Activities<br>• Create posters for social awareness<br>• Presentation of student advertisements | LAT |

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| | | | | • Skill exhibition of projects prepared during the year | |
| 12. | MARCH | **SESSION ENDING EXAMINATION** | | | |

**CLASS VIII** **SUBJECT: PHYSICAL EDUCATION- KHEL YATRA**

| S.No | Month | Working Days | Chapter / Topic | Teaching Aids | Assessment |
|---|---|---|---|---|---|
| 1 | April–May | 24 | **Unit 1: Foundations of physical education and well being-**<br>• Horse Vault Race<br>• Progressive Mass Drill<br>• Baraf Pani<br>• Char Tali<br>• Conduction Relay<br>• Motion in Action Relay<br>• Flex and React Challenge<br>• Move like a Machine<br>• Adapt and Achieve<br>**UNIT :6 Yoga : Chapter 1**<br>• Yoga for Daily Life | Demonstration / Practical Activity<br>https://youtu.be/OV3M3H25Nn4?si=8LwTH4yKTaE68WDT | Observation / Skill Test |
| 2 | June | 7 | **Unit 2: Physical And Motor Fitness –**<br>• Crawl To Front<br>• Rock Paper Championship Run<br>• Modified Triathlon Activity<br>**UNIT :6 Yoga : Chapter 2**<br>• Yoga Sadhana | Demonstration / Practical Activity<br>https://youtu.be/ZZ9ibgX2SZg?si=eYzs6EW2u5wDGuwk | Observation / Skill Test |
| 3 | July | 26 | **Unit 2: Physical and Motor Fitness –**<br>• Pass, Sit, and Score<br>• Crab Crawl Ball Relay<br>• Hitting Running Target Game<br>• Kick Volleyball<br>• Ropeless Tug of War<br>• Swasthya Daud | Demonstration / Practical Activity<br>https://youtu.be/ZZ9ibgX2SZg?si=eYzs6EW2u5wDGuwk | **PERIODIC TEST –I** |

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| | | | **UNIT :6 Yoga : Chapter 1**<br>• Yoga for Daily Life | | |
| 4 | August | 23 | **Unit 3: Fundamental Skills of Sports-Athletics –**<br>• Crouch or Sitting Start<br>• Chase and Tag<br>• Reaction Game<br>• Long Jump,<br>• Standing Broad Jump<br>• Hopping<br>• Making an Arch<br>• Landing<br>**UNIT :6 Yoga : Chapter 2**<br>• Yoga Sadhana Activity | Demonstration / Practical Activity<br>https://youtu.be/hGPBnPmUTDA?si=cAwfHikB6H7QCSGj | Observation / Skill Test |
| | Septembe r | 24 | **UNIT 3 Fundamental Skills of Sports - Athletics-**<br>• Hegh Jump<br>• Heading Suspended Ball<br>• Trikona Kainchi Kuda<br>• Putting BALL<br>• Reaction Games<br>• Action Correction and practice<br>**UNIT :6 Yoga : Chapter 1-2**<br>• Yoga activity | https://youtu.be/hGPBnPmUTDA?si=cAwfHikB6H7QCSGj | **HALF YEARLY EXAMINATION** |
| 5 | October | 16 | **Unit 4: Fundamental Skills Of Sports-Table Tennis** –<br>• Grip<br>• Footwork<br>• Forehead Push<br>• Backhand Push<br>• Basic Service | Demonstration / Practical Activity | Observation / Skill Test |

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| | | | **Unit 6: YOGA Chapter 3**<br>• Asana | | |
| 6 | November | 23 | **Unit 4: Fundamental skills of sports- Table Tennis** –<br>• Topspin Service,<br>• Backspin Service,<br>• Forehand Drive,<br>• Backhand Drive<br>• Forehand Topspin<br>• Backhand Topspin<br>• Smash<br>• Table Tennis Game<br>**Unit 6: YOGA Chapter 3**<br>• Activity Asana | Demonstration / Practical Activity<br>https://youtu.be/dojoEjsjeXM?si=nvpUQ1urvS0x7osG | Observation / Skill Test |
| 7 | December | 18 | **Unit 5 Fundamental skills of sports-: Volleyball** –<br>• Underhand Pass,<br>• Overhead Pass<br>• Underhand Service<br>• Overhead Service<br>**Unit 6: YOGA Chapter 4**<br>• **Pranayama** | Demonstration / Practical Activity | Observation / Skill Test |
| 8 | January | 22 | **Unit 5 Fundamental skills of sports-: Volleyball** –<br>• Setting<br>• Spike<br>• Block<br>• Dig<br>• Ball rotation activity<br>• ace accuracy contest<br>• ball throw activity | Demonstration / Practical Activity<br>https://youtu.be/1P8i7tXzh-U?si=Sjco26O0p7Uk5VwS | **PERIODIC TEST -II** |

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| | | | 11-point Match<br>**Unit 6: YOGA Chapter 4**<br>• **Pranayama** | | |
| 9 | February | 23 | Revision | Demonstration / Practical Activity | Observation / Skill Test |
| 10 | March | **SESSION ENDING EXAMINATION** | | | |

# Kendriya Vidyalaya Sangathan, New Delhi

## Split-up Syllabus

## Academic Session: 2026-27

## CLASS 9

**Class 9 Split –up syllabus will be provided once new textbooks are released**

# Kendriya Vidyalaya Sangathan, New Delhi

## Split-up Syllabus

## Academic Session: 2026-27

## CLASS-10

**Hindi Course-A: 002**

**पाठ्यपुस्तक- 1.क्षितिज भाग- II**

**2. कृतिका भाग -II**

| क्रम संख्या | माह | कार्य दिवस | पाठ का नाम | शिक्षण में मददगार सामग्री,लिंक | परीक्षण/मूल्यांकन |
|---|---|---|---|---|---|
| 1. | अप्रैल-मई | 24 | **1.** सूरदास के पद<br>**2.** नेताजी का चश्मा<br>**3.** बालगोबिन भगत<br>**4.** रचना की दृष्टि से वाक्य भेद<br>5. अनुच्छेद लेखन | 1. सूरदास के पदों का गायन और भक्तिकाल के बारे में वीडियो , भक्ति साहित्य से संबंधित उद्धरण चित्र और विचार विमर्श के लिए सामग्री, सूरदास के जीवन से संबंधित चित्र , सूरदास के पदों पर आधारित वीडियो \|<br><br>https://diksha.gov.in/play/collection/do_31310347521994752011426<br><br>2. नेताओं और समाज सेवा पर आधारित चित्र वीडियो,नेताजी पर आधारित संस्मरण और उद्धरण, आजाद हिन्द फ़ौज के बारे में जानकारी,नेताजी द्वारा दिए गए नारों पर चर्चा, नगरपालिका के कार्यों की जानकारी \|<br>https://www.youtube.com/watch?v=MfPXEBQKC9s<br>[ एन सी ई आर टी द्वारा प्रस्तुत] | मासिक परीक्षा<br>बहुविकल्पीय प्रश्न परीक्षण |

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| | | | | https://diksha.gov.in/play/collection/do_31310347521994752011426<br>3. बालगोबिन से संबंधित चित्र व वीडियो, समाज सेवा और प्रेरणादायक उद्धरण, साधु और गृहस्थ जीवन में अंतर पर चर्चा, सामाजिक कुरीतियों की जानकारी \| https://diksha.gov.in/play/collection/do_31310347521994752011426<br><br>https://www.youtube.com/watch?v=_GcCLHMzud8 [ एन सी ई आर टी द्वारा प्रस्तुत]<br><br>4. के. वि. संगठन द्वारा प्रेषित अध्ययन सामग्री के आधार पर अभ्यास कार्य \| | |
| | | | 1. राम-लक्ष्मण-परशुराम संवाद | 1. रामायण और पौराणिक संदर्भों से संबंधित चित्र वीडियो, सांस्कृतिक और धार्मिक कथाओं से संबंधित पोस्टर और चार्ट, साहस और विनम्रता विषय पर चर्चा एवं वाद-विवाद \|<br><br>https://diksha.gov.in/play/collection/do_31310347521994752011426 | बहुविकल्पीय प्रश्न परीक्षण |
| 2. | जून | 07 | 1. राम-लक्ष्मण-परशुराम संवाद<br>2. अपठित गद्यांश | 1. NCERT द्वारा प्रस्तुत - https://www.youtube.com/live/VOKwsyKjl1o?feature=share<br>2. के. वि. संगठन द्वारा प्रेषित अध्ययन सामग्री के आधार पर अपठित गद्यांश का अभ्यास \| | पर्ची परीक्षण<br><br>श्रवण कौशल परीक्षण |

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| 3. | जुलाई | 26 | 1. आत्मकथ्य<br>2. लखनवी अंदाज<br>3. माता का अंचल<br>4. वाच्य<br>5. अपठित पद्यांश | 1. ऑडियो विजुअल सामग्री - आत्मकथ्य से संबंधित सामग्री, वर्कशीट, सहायक प्रश्नावली व नोट्स, लेखन - सामग्री \| https://diksha.gov.in/play/collection/do_31310347521994752011426 https://www.youtube.com/live/zxvL9iXJt5o [ एन सी ई आर टी द्वारा प्रस्तुत]<br>2. नवाबी परंपरा से संबन्धित ऐतिहासिक तथ्यों की जानकारी, चित्र , नोट्स , सहायक प्रश्नावली, दिखावे की संस्कृति पर चर्चा एवं वाद-विवाद\| https://diksha.gov.in/play/collection/do_31310347521994752011426<br><br>3. ग्रामीण संस्कृति के जीवन पर आधारित वीडियो , चित्र, ग्रामीण जीवन के अनुभवों पर चर्चा, विभिन्न प्रकार की खेल सामग्री, बच्चों के माता-पिता के बचपन के समय व वर्तमान डिजिटल प्रणाली पर आधारित खेल सामग्रियों पर चर्चा, ग्रामीण व शहरी जीवन में अंतर पर चर्चा \| https://diksha.gov.in/play/collection/do_31310347522201190419 28<br><br>https://www.youtube.com/watch?v=y1oy3DV7VYs [ एन सी आर टी द्वारा प्रस्तुत]<br><br>4. वाच्य पहचानने और वाच्य परिवर्तन का अभ्यास ।<br>5. के. वि. संगठन द्वारा प्रेषित अध्ययन सामग्री के आधार पर अपठित पद्यांश का अभ्यास । | **आवधिक परीक्षा-I**<br>बहुविकल्पीय प्रश्न परीक्षण<br><br>वाचन कौशल परीक्षण |
| 4. | अगस्त | 23 | 1. उत्साह<br>2. अट नहीं रही है | 1. प्रेरणादायक व्यक्तित्व और साहस पर आधारित चित्र , वीडियो , कविताएँ, प्रेरणा दायक उद्धरण और विचार - विमर्श के लिए सामग्री, हिंदी महीनों की जानकारी, अंगेजी शासनकाल में देश के स्वतंत्रता सेनानियों पर किये जाने वाले | मासिक परीक्षा पर्ची परीक्षण |

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| | | | 3. एक कहानी यह भी<br>4. साना-साना हाथ जोडि<br>5. अलंकार (उपमा, रूपक, उत्प्रेक्षा, अतिशयोक्ति , मानवीकरण)<br>6. पत्र लेखन | अत्याचारों की जानकारी, फागुन के महीने में प्रकृति में होने वाले बदलावों पर चर्चा \|<br>https://diksha.gov.in/play/collection/do_31310347521994752011426<br>https://www.youtube.com/watch?v=BwA05AtwDFo [ एन सी ई आर टी द्वारा प्रस्तुत]<br>2. स्वतंत्रता आंदोलन एवं लेखन के क्षेत्र में महिलाओं के योगदान पर चर्चा, गुणों के महत्त्व पर चर्चा, किसी बालक के साथ बचपन में हुए भेदभाव का उसके जीवन पर पड़े प्रभावों पर चर्चा\|<br>https://diksha.gov.in/play/collection/do_31310347521994752011426<br>https://www.youtube.com/watch?v=vcLf7J4Rz-g [ एन सी ई आर टी द्वारा प्रस्तुत]<br><br>3. सिक्किम राज्य की प्राकृतिक सौंदर्य वर्णन का चित्र व वीडियो, भौगोलिक स्थिति की जानकारी, देश की सीमा पर बैठे फौजियों की कठिनाइयों के वर्णन का चित्र व वीडियो, पहाडों की जीवन शैली पर चर्चा\|<br>https://diksha.gov.in/play/collection/do_31310347522201190419 28<br>https://www.youtube.com/watch?v=EPKHntA_Nuk [ एन सी ई आर टी द्वारा प्रस्तुत]<br><br>4- के.वि. संगठन द्वारा प्रेषित गत वर्षों की अध्ययन सामग्रियों के आधार पर अलंकार का अभ्यास \|<br><br>5- पत्र-लेखन का अभ्यास \| | बहुविकल्पीय प्रश्न परीक्षण |

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| 6. | सितंबर | 24 | 1. यह दंतुरित मुस्कान फसल<br>2. नौबतखाने में इबादत<br>3. संदेश लेखन<br>4. स्ववृत लेखन | 1. एनसीईआरटी, बाल्यकाल की मासूमियत और सरलता पर आधारित चित्र वीडियो, बाल्यकाल से संबंधित गतिविधियों पर सहायक सामग्री\| https://www.youtube.com/watch?v=Z-SzLKz5ov4 [ एन सी ई आर टी द्वारा प्रस्तुत]<br><br>2. खेती व किसान जीवन पर आधारित चित्र व वीडियो \| कृषि और किसानों के प्रति जागरूकता बढ़ाने के लिए पोस्टर व चार्ट, गरीबी व भुखमरी पर वाद-विवाद \|<br>3. बिस्मिल्ला खाँ के जीवन और योगदान पर चर्चा, धार्मिक संगीत और इबादत के वीडियो, सांस्कृतिक सहिष्णुता से संबंधित चित्र और पोस्टर, विभिन्न वाद्य यंत्रों के चित्र, वर्तमान समय में रहन-सहन एवं खान-पान में आए बदलावों पर चर्चा \|<br><br>https://diksha.gov.in/play/collection/do_31310347521994752011426<br>https://www.youtube.com/watch?v=FAV0_efGTKE [ एन सी ई आर टी द्वारा प्रस्तुत]<br>4.सन्देश लेखन अभ्यास।<br><br>5. स्ववृत लेखन अभ्यास । | **आवधिक परीक्षा-II**<br>पर्ची परीक्षण<br><br>बहुविकल्पीय प्रश्न परीक्षण<br><br>पोर्टफोलियो परीक्षण |
| 7. | अक्टूबर | 16 | 1. मैं क्यों लिखता हूँ<br>2. संगतकार<br>3. पद-परिचय<br>4. ई-मेल | 1. जापान के हिरोशिमा और नागासाकी के दृश्य के चित्र व वीडियो और घटनाओं पर चर्चा, अज्ञेय का चित्र व उनके जीवन परिचय का वीडियो \| https://www.youtube.com/watch?v=WHUmDXywD9g [ एन सी ई आर टी द्वारा प्रस्तुत]<br>https://diksha.gov.in/play/collection/do_31310347522201190419 28 | मासिक परीक्षा<br><br>पर्ची परीक्षण<br><br>बहुविकल्पीय प्रश्न परीक्षण |

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| | | | लेखन | 2. संगीत और संगतकार पर आधारित चित्र वीडियो। प्रश्नावली, जीवन के विभिन्न संगतकारों पर चर्चा \| https://diksha.gov.in/play/collection/do_31310347521994752011426<br>3. के.वि. संगठन द्वारा प्रेषित गत वर्षों की अध्ययन सामग्रियों के आधार पर पद-परिचय का अभ्यास \|<br>4. ई - मेल लेखन अभ्यास । | ईमेल लेखन परीक्षण |
| 8. | नवंबर | 23 | 1. संस्कृति<br>2. विज्ञापन लेखन | 1. विभिन्न संस्कृतियों पर आधारित वीडियो व चित्र , विज्ञान के उन्नत आविष्कारों की जानकारी, विज्ञान के प्रभावों पर वाद-विवाद \| https://diksha.gov.in/play/collection/do_31310347521994752011426<br>https://www.youtube.com/watch?v=Mey0U0EDhfc [ एन सी आर टी द्वारा प्रस्तुत ]<br>2. के. वि. संगठन प्रेषित गत वर्षों की अध्ययन सामग्री के आधार पर विज्ञापन लेखन का अभ्यास । | **पूर्व परिषदीय परीक्षा-I**<br>बहुविकल्पीय प्रश्न परीक्षण |
| 9. | दिसंबर | 18 | 1. पुनरावृत्ति प्रतिदर्श प्रश्न पत्र अभ्यास | 1. प्रतिदर्श प्रश्न पत्र अभ्यास<br>https://cbseacademic.nic.in/SQP_CLASSX_2025-26.html | **पूर्व परिषदीय परीक्षा-II** |
| 10. | जनवरी | 22 | 1. पुनरावृत्ति प्रतिदर्श प्रश्न पत्र अभ्यास | 1. प्रतिदर्श प्रश्न पत्र अभ्यास<br>https://cbseacademic.nic.in/SQP_CLASSX_2025-26.html | **पूर्व परिषदीय परीक्षा-III/आवधिक परीक्षा -III** |

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| 11. | फरवरी | 23 | 1. पुनरावृत्ति प्रतिदर्श प्रश्न पत्र अभ्यास | 1. प्रतिदर्श प्रश्न पत्र अभ्यास<br>https://cbseacademic.nic.in/SQP_CLASSX_2025-26.html | पर्ची परीक्षण<br><br>बहुविकल्पीय प्रश्न परीक्षण |
| 12. | मार्च | | 1. सत्रांत परीक्षा | | |

# English Language & Literature: 184

**TEXTBOOKS – 1. FIRST FLIGHT**

**2. FOOT PRINTS WITHOUT FEET**

**3. WORDS & EXPRESSIONS**

| S.No. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
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| 1 | APRIL-MAY | **24** | FIRST FLIGHT<br>Prose-A Letter to God. Poems-Dust of Snow, Fire & Ice<br>Poem- A Tiger in the Zoo<br>Prose-Nelson Mandela-Long Walk to Freedom<br>FOOTPRINTS WITHOUT FEET<br>A Triumph of Surgery<br>GRAMMAR-Tenses<br>WORDS & EXPRESSIONS- UNIT - 01 | https://epathshala.nic.in/watch.php?id=4055<br>https://epathshala.nic.in/watch.php?id=4269<br>https://epathshala.nic.in/watch.php?id=4056<br>• DIKSHA PORTAL<br>• NCERT Website<br>• Mind Maps<br>• PPT<br>• Flipped Classroom<br>**https://ciet.ncert.gov.in/audio-book/104**<br>**(Audio Text)** | • Draft a response from the postmaster to Lencho, or debate "Faith vs. Logic".<br>• Create a "Freedom Tree" poster defining personal and national freedom.<br>• Create a comic strip of Tricki's daily routine before and after the hospital.<br>MONTHLY TEST |

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| | | | WRITING TASK-<br>Analytical Paragraph | | SUBJECT ENRICHMENT TEST |
| 2 | JUNE | 07 | FIRST FLIGHT<br><br>Prose-Two Stories About Flying<br><br>Poem-How to Tell Wild Animals<br><br>Prose-From the Diary of Anne Frank<br><br>FOOTPRINTS WITHOUT FEET<br><br>The Thief's Story<br><br>WORDS & EXPRESSIONS- UNIT - 02<br><br>GRAMMAR-Modals<br><br>WRITING TASK-<br><br>Letter to the Editor/Organization | https://epathshala.nic.in/watch.php?id=4056<br><br>https://epathshala.nic.in/watch.php?id=4057<br><br>https://epathshala.nic.in/watch.php?id=4058<br><br>https://epathshala.nic.in/watch.php?id=4270<br><br>https://epathshala.nic.in/watch.php?id=4271<br><br>**https://ciet.ncert.gov.in/audio-book/104 (Audio Text)**<br><br>• Peer Teaching<br>• DIKSHA PORTAL<br>• NCERT Website<br>• PPT<br>• Mind Maps | • Scriptwriting: Rewrite the story as a dialogue between the young seagull and his mother.<br>• Write a diary entry as Anne reflecting on a current, modern-day, stressful event.<br><br>• Debate: "Should Hari Singh have been punished?".<br><br>SUBJECT ENRICHMENT TEST |
| 3 | JULY | 26 | FIRST FLIGHT<br><br>Prose-Glimpses of India<br><br>Poem-The Ball Poem | https://epathshala.nic.in/watch.php?id=4061<br>https://epathshala.nic.in/watch.php?id=4061<br>https://epathshala.nic.in/watch.php?id=4272<br><br>**https://ciet.ncert.gov.in/audio-book/104 (Audio Text)** | • Create a tourist brochure or travel vlog script for Coorg or Goa.<br>• Role-play the conversation between Valli and the conductor. |

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| | | | FOOTPRINTS WITHOUT FEET<br><br>The Midnight Visitor<br><br>A Question of Trust<br><br>WORDS & EXPRESSIONS-<br><br>UNIT -03<br><br>GRAMMAR-<br><br>Subject Verb Agreement<br><br>WRITING TASK-<br><br>Letter of Complaint | • DIKSHA PORTAL<br>• NCERT Website<br>• PPT<br>• Mind Maps | • Write an alternate, suspenseful ending to the story.<br>• Create a "Who Am I?" character sketch for Horace Danby.<br><br>**PERIODIC TEST-1**<br><br>SUBJECT ENRICHMENT TEST |
| 4 | AUGUST | 23 | FIRST FLIGHT<br><br>Poem-Amanda<br><br>Prose- Mijbil the Otter<br><br>FOOTPRINTS WITHOUT FEET Footprints Without Feet<br><br>The Making of a Scientist<br><br>WORDS & EXPRESSIONS- UNIT - 04<br><br>GRAMMAR-Reported Speech | https://epathshala.nic.in/watch.php?id=4062 https://epathshala.nic.in/watch.php?id=205<br><br>https://epathshala.nic.in/watch.php?id=4273<br><br>**https://ciet.ncert.gov.in/audio-book/104 (Audio Text)**<br><br>• Quiz<br>• DIKSHA PORTAL<br>• NCERT Website<br>• PPT<br>• Mind Maps | • Debate: "Is science a blessing or a curse?".<br>• Interview simulation: Students role-play interviewing Richard Ebright.<br><br>MONTHLY TEST<br><br>SUBJECT ENRICHMENT TEST<br><br>PORTFOLIO |

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| | | | WRITING TASK-<br><br>Letter of Placing Order | | |
| 5 | SEPTEMBER | 24 | FIRST FLIGHT<br><br>Prose- Madam Rides the Bus,<br><br>The Sermon at Benares<br><br>Poem-The Trees, Fog<br><br>FOOTPRINTS WITHOUT FEET<br><br>The Necklace<br><br>Bholi<br><br>WORDS & EXPRESSIONS- UNIT – 07 & 08<br><br>GRAMMAR-Reported Speech (To be Continued)<br><br>WRITING TASK-Inquiry Letter | https://epathshala.nic.in/watch.php?id=4063<br><br>**https://ciet.ncert.gov.in/audio-book/104 (Audio Text)**<br><br>• Role Plays based on 'Madam Rides a Bus'<br>• DIKSHA PORTAL<br>• NCERT Website<br>• Mind Maps | • Role-play the conversation between Valli and the conductor.<br>• A group discussion on "Coping with Loss".<br>• Rewrite the story from Matilda's husband's perspective.<br>• Conduct a mock interview with Bholi about her transformation and confidence.<br><br>**PERIODIC TEST -II** |
| 6 | OCTOBER | 16 | FIRST FLIGHT<br><br>Prose-The Proposal<br><br>Poem: The Tale of Custard the Dragon<br><br>For Anne Gregory | https://epathshala.nic.in/watch.php?id=4275<br>https://epathshala.nic.in/watch.php?id=4277<br><br>https://epathshala.nic.in/watch.php?id=4065<br>https://epathshala.nic.in/watch.php?id=4064 | • Stage a dramatic, comedic reading of the scene where they argue about the dog. |

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| | | | FOOTPRINTS WITHOUT FEET<br><br>The Book that Saved the Earth<br><br>WORDS & EXPRESSIONS- UNIT – 09 & 10<br><br>GRAMMAR-Determiners | **https://ciet.ncert.gov.in/audio-book/104 (Audio Text)**<br><br>• Speech on 'The Importance of Educating a Girl Child'<br>• DIKSHA PORTAL<br>• NCERT Website<br>• Mind Maps | • Group drama performance of a specific scene.<br><br>MONTHLY TEST |
| 7 | NOVEMBER | 23 | WORDS & EXPRESSIONS-<br><br>UNIT -11 | https://epathshala.nic.in/watch.php?id=4278<br><br>**https://ciet.ncert.gov.in/audio-book/104 (Audio Text)** Dramatisation<br><br>• DIKSHA PORTAL<br>• NCERT Website<br>• Mind Maps | **First Pre-Board Examination** |
| 8 | DECEMBER | 18 | Revision | Chapter-wise revision of both First Flight and Footprints without Feet<br><br>**https://ciet.ncert.gov.in/audio-book/104 (Audio Text)** | **Second Pre-Board Examination** |
| 9 | JANUARY | 22 | Revision | Discussion/working out of questions from Sample Papers and Study Material<br><br>**https://ciet.ncert.gov.in/audio-book/104 (Audio Text)** | **PERIODIC TEST -3/ PRE BOARD -III** |
| 10 | FEBRUARY | 23 | Revision & Study Leave | Discussion/working out of questions from Sample Papers and Study Material<br><br>**https://ciet.ncert.gov.in/audio-book/104 (Audio Text)** | CBSE Exams |

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| 11 | MARCH | | | | **CBSE Exams** |

| S.No. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
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| 1 | April-May | 24 | प्रथमः पाठः - वाङ्गयं तपः<br>स्वरसन्धिः -<br>वृद्धिः, यण, अयादिः, पूर्वरूपम्<br>पत्रलेखनम् (रिक्तस्थानपूर्तिः)<br>कृत्प्रत्ययौ -<br>तव्यत्, अनीयर् | सहायकपुस्तकानि -<br>यथा-लघुसिद्धान्तकौमुदी, मणिका अभ्यासपुस्तिका द्वितीयः भागः<br><br>प्रस्तावित गतिविधियाँ: प्रश्ननिर्माणम्<br><br>सहायकपुस्तकानि - यथा - अभ्यासपुस्तिका<br><br>प्रस्तावित गतिविधियाँ: वाक्यनिर्माणक्रीडा- | लघुपरीक्षा<br>मासिक परीक्षा |
| 2 | June | 07 | द्वितीयः पाठः - नास्ति त्यागसमं सुखम्<br>समयलेखनम् -<br>अङ्कानां स्थाने शब्देषु समयलेखनम् (सामान्य-सपाद-सार्थ-पादोन)<br>चित्रवर्णनम् | सहायकपुस्तकानि -<br>यथा-लघुसिद्धान्तकौमुदी, मणिका अभ्यासपुस्तिका द्वितीयः भागः<br><br>प्रस्तावित गतिविधियाँ: समुचितचित्राणां सङ्कलनम् एवं तेषां चित्राणां भाषायां वर्णनम् | लिखितपरीक्षा<br>आशुभाषणम् |

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| 3 | July | 26 | तृतीयः पाठः - रमणीया हि सृष्टिरेषा<br>व्यञ्जनसन्धिः -<br>वर्गीयप्रथमवर्णस्य तृतीयवर्णे परिवर्तनम्, प्रथमवर्णस्य पञ्चमवर्णे परिवर्तनम्, तुगागमः ।<br>विसर्गसन्धिः - विसर्गस्य उत्वम्, रत्वम्, विसर्गलोपः, विसर्गस्य स्थाने स्,श,ष्<br>तद्धित-प्रत्ययः -<br>मतुप्, ठक्, त्व, तल् । | सहायकपुस्तकानि -<br>यथा-लघुसिद्धान्तकौमुदी, मणिका अभ्यासपुस्तिका द्वितीयः भागः<br><br>प्रस्तावित गतिविधियाँ: विविधप्राणिनां चित्राणि प्रदर्थ्य तेषाम् उपयोगिता कथनम् | **आवधिक परीक्षा - I** |
| 4 | August | 23 | चतुर्थः पाठः -<br>आज्ञा गुरुणां हि अविचारणीया<br>पञ्चमः पाठः अभ्यासवशगं मनः<br>अव्ययीभावसमासः-<br>(अनु, उप, सह, निर्, प्रति, यथा)<br>द्वन्द्वसमासः<br>स्त्री-प्रत्ययः - टाप्, ङीप्<br>वाच्यपरिवर्तनम् -<br>केवलं लट्लकारे (कर्तृ, कर्म, क्रिया) | सहायकपुस्तकानि -<br>यथा-लघुसिद्धान्तकौमुदी, मणिका अभ्यासपुस्तिका द्वितीयः भागः<br><br>प्रस्तावित गतिविधियाँ: वाच्यपरिवर्तन भित्तिपत्रिका-निर्माणम् | वाचिकपरीक्षा/लिखितपरीक्षा |
| 5 | September | 24 | षष्ठः पाठः - राष्ट्र संरक्ष्यमेव हि<br>सप्तमः पाठः - साधुवृत्तिं समाचरेत्<br>तत्पुरुषसमासः (विभक्तिः, नञ्, उपपदः) | सहायकपुस्तकानि -<br>यथा-लघुसिद्धान्तकौमुदी, मणिका अभ्यासपुस्तिका द्वितीयः भागः | **आवधिक परीक्षा - 2** |

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| | | | <u>अव्ययपदानि -</u><br>(उच्चैः, च, श्वः, ह्य, अद्य, अत्र, तत्र, यत्र, कुत्र) | प्रस्तावित गतिविधियाँ: समासे भित्ति-पत्रिका निर्माणम् | |
| 6 | October | 16 | <u>अष्टमः पाठः-</u> तिरुक्कुरल्-सूक्तिसौरभम्<br><u>नवमः पाठः -</u> सुस्वागतं भो! अरुणाचलेऽस्मिन्<br>तत्पुरुषसमासः (विभक्तिः, नञ्, उपपद)<br>अशुद्धिसंशोधनम् (वचन-लिङ्ग-पुरुष-लकार - दृष्ट्या संशोधनम् ) | सहायकपुस्तकानि -<br>यथा-लघुसिद्धान्तकौमुदी, मणिका अभ्यासपुस्तिका द्वितीयः भागः<br><br>प्रस्तावित गतिविधियाँ: सूक्तिलेखनम् | मौखिकपरीक्षा |
| 7 | November | 23 | <u>दशमः पाठः -</u> कालोऽहम्<br>(केवलम् आन्तरिकमुल्यङ्कनाय)<br><u>एकादशः पाठः -</u> किं किमुपादेयम्<br>(केवलम् आन्तरिकमुल्यङ्कनाय)<br><u>अव्ययपदानि-</u><br>(इव, उच्चैः, एव, नूनम्, इतस्ततः, विना, तु, सहसा, वृथा, शनैः, इति, मा, यत्, अथ सम्प्रति, इदानीम्, अधुना, यावत्-तावत्, बहिः, कदापि, तु, च, अपि, पुरा, अत्र-तत्र, यथा-तथा, कदा, अद्य, श्वः, परश्वः, ह्यः, परह्यः, किमर्थम्, कुत्र, यदि तर्हि, अतः)। | सहायकपुस्तकानि -<br>यथा-लघुसिद्धान्तकौमुदी, मणिका अभ्यासपुस्तिका द्वितीयः भागः<br><br>प्रस्तावित गतिविधियाँ: पाठ्यपुस्तकात् अव्ययानां चयनम् | निवेशसूचिका-निर्माणम्<br>**पूर्व परिषदीय परीक्षा - 1** |

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| 8 | December | 18 | पुनरावृत्तिः<br>प्रश्नपत्रस्य अभ्यासकार्यम् | प्रस्तावित गतिविधियाँ: निवेशसूचिकायाः सम्पूरणम् | **पूर्व परिषदीय परीक्षा - 2** |
| 9 | January | 22 | पुनरावृत्तिः<br>प्रश्नपत्रस्य अभ्यासकार्यम् | प्रस्तावित गतिविधियाँ: निवेशसूचिकायाः सम्पूरणम् | **आवधिक परीक्षा - 3 / पूर्व परिषदीय परीक्षा -3** |
| 10 | February | 23 | पुनरावृत्तिः<br>प्रश्नपत्रस्य अभ्यासकार्यम् | प्रस्तावित गतिविधियाँ: निवेशसूचिकायाः सम्पूरणम् | |
| 11 | March | - | सत्रान्त परीक्षा | | |

# Mathematics (241, 041)-

## NCERT TEXTBOOK MATHEMATICS -X

| S.No. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
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| 1 | April-May | 24 | **1.Real Numbers**<br><br>**2.Polynomials**<br><br>**3.Pair of Linear Equations in two variables** | Fundamental theorem of arithmetic and proof of irrationality<br><br>https://diksha.gov.in/play/content/do_31311058749 5202 8161159<br>Prime factorisation practise question<br>Relation between zeroes and coefficients<br>https://diksha.gov.in/play/content/do_31308591688 1584 12812925<br><br>ACTIVITY: To draw the graph of a quadratic polynomial<br>Graphical method<br>https://diksha.gov.in/play/content/do_31308591720 0982 01612117<br><br>ACTIVITY. To verify the conditions of consistency/ inconsistency for a pair of linear equations in two variables by graphical method | Monthly Test / Class Test<br><br>Useful link:<br><br>https://cbseacademic.nic.in/cbe/documents/SAS_Maths-Class-10.pdf |

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| **2** | **June** | **07** | **4.Quadratic Equations**<br><br>**5.Arithmetic Progressions** | Solution of quadratic equation by factorisation<br><br>Nature of roots<br>Quadratic formula<br><br>Introduction to AP<br>Sum of n terms<br><br>ACTIVITY (page no. 107-116)<br>To identify Arithmetic Progressions<br>To find the sum of first n natural numbers.<br>To establish a formula for the sum of first n terms of an Arithmetic Progression. | Monthly Test / Class Test<br><br>Useful link:<br><br>https://cbseacademic.nic.in/cbe/documents/SAS_Maths-Class-10.pdf |
| **3.** | **July** | **26** | **6.Triangles**<br><br>**7.Coordinate Geometry** | Activity 6: Basic Proportionality Theorem<br>Application of similar triangles<br><br>Distance formula<br>Section formula<br>ACTIVITY: To verify the distance formula by graphical method. Similar figures | **PERIODIC TEST -I** / Monthly Test<br><br>Useful link:<br><br>https://cbseacademic.nic.in/cbe/documents/SAS_Maths-Class-10.pdf |
| **4.** | **August** | **23** | **8. Introduction to Trigonometry**<br><br>**9. Applications of** | Trigonometric ratios<br><br>**Activity 40:** To verify that the values of trigonometric ratios of an angle do not vary with the lengths of the sides of the triangle.<br>Activity 41: Trigonometric identities<br><br>To apply the concept of trigonometry to find height and distance | Monthly Test / Class Test |

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| | | | **Trigonometry**<br><br>**10.Circles** | Number of tangents from a point on a circle<br><br>Tangent to a circle<br><br>Activity: To verify experimentally that the tangent at any point to a circle is perpendicular to the radius through that point<br><br>https://diksha.gov.in/play/content/do_3130745163301 5193619404 2.<br><br>https://diksha.gov.in/play/content/do_3130745164450 2835217027 | Useful link:<br><br>https://cbseacademic.nic.in/cbe/documents/SAS_Maths-Class-10.pdf |
| **5.** | **September** | **24** | **11.Areas related to Circles**<br><br>**12.Surface Area and volume.** | Length of the arc of a circle<br>Area of sector of a circle<br>Area of segment<br><br>Surface area of combination of solids<br><br>Activity 42: Surface areas and volumes of solids | **PERIODIC TEST -II** / Monthly Test<br><br>Useful link:<br><br>https://cbseacademic.nic.in/cbe/documents/SAS_Maths-Class-10.pdf |
| **6.** | **October** | **16** | **13.Statistics**<br><br>**14.Probability** | Mean - Direct method, Assumed mean method empirical formula<br>Median<br>Mode<br><br>Introduction<br>Formula | Monthly Test / Class Test<br><br>Useful link:<br><br>https://cbseacademic.nic.in/cbe/documents/SAS_Maths-Class-10.pdf |

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| | | | | LAB ACTIVITY: To determine the experimental probability of a head (or a tail) dice | |
| **7.** | **November** | **23** | **Revision and Pre-board** | Practice of Sample papers<br>MathsX.pdf | **PREBOARD-I**<br>Useful link:<br>https://cbseacademic.nic.in/cbe/documents/SAS_Maths-Class-10.pdf |
| **8.** | **December** | **18** | **Revision and Pre-board** | Sample paper<br>https://cbseacademic.nic.in//web_material/SQP/ClassX_2023_24/Mathematics-PQ.pdf | **PREBOARD -II** / Class Test<br>Useful link:<br>https://cbseacademic.nic.in/cbe/documents/SAS_Maths-Class-10.pdf |
| **9.** | **January** | **22** | **Revision and Pre-board** | Sample paper<br>https://cbseacademic.nic.in//web_material/SQP/ClassX_2024_25/Mathematics-PQ.pdf | **PREBOARD-III/PERIODIC TEST -III**<br>Useful link:<br>https://cbseacademic.nic.in/cbe/documents/SAS_Maths-Class-10.pdf |
| **10.** | **february** | **23** | **Revision** | (Mathematics Study Material 2026-27) | Monthly Test / Class Test<br>Useful link:<br>https://cbseacademic.nic.in/cbe/documents/SAS_Maths-Class-10.pdf |
| **11.** | **March** | | **Board Examination** | | |

# SCIENCE (086)

| Sr. No. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be conducted |
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| 1 | April - May | 24 | **1.Chemical Reactions and equations**<br>(Chemical reactions,<br>Chemical equation, Balanced<br>chemical equation, types of chemical reactions: combination, decomposition,<br>displacement, double<br>displacement, precipitation, endothermic exothermic reactions<br>, oxidation and reduction) | **https://diksha.gov.in/play/collection/do_31310347523880550411304**<br>**https://diksha.gov.in/play/collection/do_31310347523880550411304**<br><br>**PRACTICAL EXPERIMENTS**<br>• Performing and observing the following reactions and classifying them into A. Combination reaction B. Decomposition reaction C. Displacement reaction D. Double displacement reaction<br>(i) Action of water on quicklime (ii) Action of heat on ferrous sulphate crystals (iii) Iron nails kept in copper Sulphate solution (iv) Reaction between sodium sulphate and barium chloride solutions<br>**Suggestive activities**<br>*Develop a game using cards. Write symbols of elements, formulae, valencies and names of various reactions on different cards. These cards can be used for learning balancing of chemical equations and also in classifying chemical reactions.<br>(Toy pedagogy)<br>https://ncert.nic.in/pdf/publication/otherpubli cations/HUSTAG2.pdf | MONTHLY TEST (Assessments and practical)<br><br>https://cbseacademic.nic.in/cbe/documents/SAS_Science-Class-10.pdf<br><br>https://cbseacademic.nic.in/web_material/term/10science.pdf |

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| | | | | Handbook on Understanding Science through Activities, Games, Toys and Art Forms<br><br>***Experiential Learning through Simulation**-Types of chemical Reactions<br><br>https://amrita.olabs.edu.in/?sub=73&brch=3&sim=80&cnt=1<br><br>https://amrita.olabs.edu.in/?sub=73&brch=3&sim=81&cnt=1<br><br>https://amrita.olabs.edu.in/?sub=73&brch=3&sim=82&cnt=1<br><br>https://cbseacademic.nic.in/web_material/Manuals/TeachersResource_LODoc.pdf<br><br>*Extended Learning https://youtu.be/pYqL0ngWUiY<br><br>(Chemical reactions part 1-NCERT OFFICIAL)<br><br>https://youtu.be/_AiYmM1OTJI<br><br>(Chemical reactions part 2-NCERT OFFICIAL)<br><br>**PRACTICAL EXPERIMENTS**<br><br>• Preparing a temporary mount of a leaf peel to show stomata. https://amrita.olabs.edu.in/?sub=79&brch=16&sim=137&cnt=1<br><br>• Experimentally show that carbon dioxide is given out during respiration. https://amrita.olabs.edu.in/?sub=79&brch=16&sim=136&cnt=1 | https://cbseacademic.nic.in/web_material/term/10science.pdf |

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| | | | **2.Life processes**<br>(‘Living Being’. Basic concept of nutrition, respiration, transport<br>and excretion in plants<br>and animals.) | https://cbseacademic.nic.in/web_material/Manuals/TeachersResource_LODoc.pdf<br><br>***Suggestive activities**<br>*Handbook on Understanding Science through Activities, Games, Toys and Art Forms<br>https://ncert.nic.in/pdf/publication/otherpubli cations/HUSTAG2.pdf<br><br>*Develop models of different Human Body Systems using indigenously available materials from your surroundings (Toy pedagogy)<br>***(Experiential Learning through simulation )**<br><br>https://amrita.olabs.edu.in/?sub=79&brch=16 &sim=390&cnt=1<br><br>(liberation of carbon dioxide during fermentation)<br>https://amrita.olabs.edu.in/?sub=79&brch=16 &sim=126&cnt=1<br>(Importance of light in photosynthesis<br><br>https://cbseacademic.nic.in/web_material/Manuals/TeachersResource_LODoc.pdf | |

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| 2 | June | 07 | **3.Light – reflection and refraction**<br><br>(Reflection of light by curved surfaces; Images formed by spherical mirrors, centre of<br><br>curvature, principal axis, principal focus, focal length, mirror formula (Derivation Not required),<br><br>magnification. Refraction; Laws of refraction, refractive index.<br><br>Refraction Of light by spherical<br><br>lens; Image<br><br>formed by spherical<br><br>lenses; Lens<br><br>formula (Derivation<br><br>not required);<br><br>Magnification.<br><br>Power of a lens) | **<u>*Suggestive activities</u>**<br><br>https://sites.google.com/acads.iiserpune.ac.in//iiserp - scienceactivitycentre/home/hidden - beaker?authuser=0<br><br>(Refractive Index -IISER Pune)<br><br>https://ncert.nic.in/pdf/publication/otherpubli cations/HUSTAG2.pdf<br><br>Handbook on Understanding Science through Activities, Games, Toys and Art Forms<br><br>*Experiential Learning through simulation) https://cdac.olabs.edu.in/?sub=74&brch=9&<br><br>sim=67&cnt=1<br><br>(To find focal length of a concave mirror)<br><br>https://cdac.olabs.edu.in/?sub=74&brch=9&<br><br>sim=38&cnt=1<br><br>(To study reflection in a concave mirror)<br><br>https://amrita.olabs.edu.in/?sub=1&brch=4& sim=277&cnt=2<br><br>(Focal length of a convex lens)<br><br>https://amrita.olabs.edu.in/?sub=1&brch=4&sim=278&cnt=1<br><br>(Convex lens image formation and magnification) https://cdac.olabs.edu.in/?sub=74&brch=9&<br><br>sim=37&cnt=1 | MONTHLY TEST(Assesments and practicals)<br><br>https://cbseacademic.nic.in/cbe/documents/SAS_Science-Class-10.pdf<br><br>https://cbseacademic.nic.in/web_material/term/10science.pdf |

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| | | | | (Refraction of light in a rectangular glass slab)<br><br>**PRACTICAL EXPERIMENTS**<br><br>• Determination of the focal length of: i) Concave mirror ii) Convex lens by obtaining the image of a distant object.<br>Tracing the path of a ray of light passing through a rectangular glass slab for different angles of incidence. Measure the angle of incidence, angle of refraction, angle of emergence and interpret the result | |
| 3. | July | 26 | **3.Light – Reflection and Refraction(contd)**<br><br>**4.Human Eye and colourful world**<br><br>(Functioning Of a lens in Human eye, Defects of Vision and Their corrections, applications of spherical<br><br>mirrors and lenses.<br><br>Refraction of light through a prism, dispersion of light, scattering of light, applications in daily life (excluding colour of | https://cbseacademic.nic.in/web_material/Manuals/TeachersResource_LODoc.pdf<br><br>**https://cbseacademic.nic.in/web_material/Manuals/TeachersResource_LODoc.pdf**<br><br>**PRACTICAL EXPERIMENTS**<br><br>• Tracing the path of the rays of light through a glass prism.<br>***Suggestive activities-**<br><br>Human Eye (Experiential Learning through simulation)<br>https://amrita.olabs.edu.in/?sub=1&brch=6&sim=246&cnt=1<br><br>(Refraction through a prism)<br><br>*Handbook on Understanding Science through Activities, Games, Toys and Art Forms<br><br>https://ncert.nic.in/pdf/publication/otherpubli cations/HUSTAG2.pdf | **PERIODIC TEST –I**<br><br>https://cbseacademic.nic.in/web_material/term/10science.pdf |

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| | | | The sun at Sunrise and sunset)<br><br>**5.Acid, Bases and Salts, Control and coordination**<br><br>(Acids and Bases– definitions in terms of furnishing of H+ and<br><br>OH–ions, identification using indicators, chemical properties, examples and uses, neutralization, concept of pH scale<br><br>(Definition relating to logarithm<br><br>not required), importance of pH in everyday<br><br>life; preparation and uses of Sodium Hydroxide, Bleaching powder, Baking soda, Washing Soda and Plaster of Paris)<br><br>**6.Control and coordination** | https://diksha.gov.in/play/collection/do_31310347523880550411304<br><br>**PRACTICAL EXPERIMENTS**<br><br>(I) Finding the pH of the following samples by using pH paper/universal indicator: (i) Dilute Hydrochloric Acid (ii) Dilute NaOH solution<br>(iii) Dilute Ethanoic Acid solution (iv) Lemon juice (v) Water (vi) Dilute Hydrogen Carbonate solution<br><br>https://amrita.olabs.edu.in/?sub=73&brch=3 &sim=78&cnt=1<br><br>B. Studying the properties of acids and bases (HCl & NaOH) on the basis of their reaction with: a) Litmus solution (Blue/Red) b) Zinc metal c) Solid sodium carbonate<br><br>https://amrita.olabs.edu.in/?sub=73&brch=3 &sim=6&cnt=1<br><br>https://cbseacademic.nic.in/web_material/Manuals/TeachersResource_LODoc.pdf<br><br>***Suggestive activities-**<br><br>Acids, Bases *Take various substances, and classify their nature as acidic, basic and neutral using any of the self-made natural | |

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| | | | (Tropic movements in plants; Introduction Of plant hormones;<br><br>Control and co-ordination in animals: Nervous system; Voluntary,<br><br>involuntary and reflex action; Chemical co-ordination: animal hormones) | indicators like black grapes/red cabbage/beetroot/turmeric. Tabulate your observations.<br><br>*Handbook on Understanding Science through Activities, Games, Toys and Art Forms<br><br>https://ncert.nic.in/pdf/publication/otherpubli cations/HUSTAG2.pdf<br><br>***Extended Learning** https://amrita.olabs.edu.in/?sub=73&brch=3&sim=270&cnt=1<br><br>(To identify Bleaching powder-Experiential Learning through simulation)<br><br>https://youtu.be/M2C0OaHAPb4 (Interactive Session PMeVidya)<br><br>**Suggestive Activities-Control and Coordination**<br><br>(Experiential Learning through simulation)<br><br>https://amrita.olabs.edu.in/?sub=79&brch=16&sim=315&cnt=1<br><br>(photo and geotropism) | https://cbseacademic.nic.in/web_material/term/10science.pdf |
| 4. | August | 23 | **6.Control and coordination**<br><br>**(contd)**<br><br>**7. Electricity**<br><br>(Electric current, potential difference and electric current. | https://cbseacademic.nic.in/web_material/Manuals/TeachersResource_LODoc.pdf<br><br>**PRACTICAL EXPERIMENTS**<br>Studying the dependence of potential difference (V) across a resistor on the current<br>(II) passing through it and determine its resistance. Also plotting a graph between V and I.<br>(III) Determination of the equivalent resistance of two resistors | MONTHLY TEST<br><br>https://cbseacademic.nic.in/cbe/documents/SAS_Science-Class-10.pdf |

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| | | | Ohm's law; Resistance, Resistivity, Factors<br><br>On which<br><br>The resistance Of a conductor depends.<br><br>Series combination of resistors, parallel<br><br>combination of resistors and its applications in daily life.<br><br>Heating effect of electric current and its applications<br><br>in daily life. Electric power, Interrelation Between P,<br><br>V, I and R.)<br><br>**8.Metals and non- metals**<br><br>(Properties of metals and non-metals; Reactivity series; Formation And properties Of ionic compounds; Basic metallurgical processes; | when connected in series and parallel.<br><br>**<u>*Suggestive activities-</u>**<br><br>Electricity (Temperature and resistance - IISER Pune)<br>https://sites.google.com/acads.iiserpune.ac.in /iiserpscienceactivitycentre/home/open-bulb- experiment-temperature- andresistance?authuser=0<br><br>(Resistant pencil-toy Pedagogy)<br>https://www.arvindguptatoys.com/toys/resist er.html<br><br>*Experiential Learning through simulation<br><br>https://cdac.olabs.edu.in/?sub=74&brch=9&s im=75&cnt=1<br><br>(Verification of Ohms Law)<br>https://amrita.olabs.edu.in/?sub=1&brch=4& sim=40&cnt=1<br><br>https://amrita.olabs.edu.in/?sub=1&brch=4& sim=41&cnt=1<br><br>(Equivalent resistance of resistors in series and parallel)<br><br>*Handbook on Understanding Science through Activities, Games, Toys and Art Forms<br>(IV) https://ncert.nic.in/pdf/publication/otherpubli cations/HUSTAG2.pdf<br><br>**<u>*PRACTICAL EXPERIMENTS</u>**<br><br>• Observing the action of Zn, Fe, Cu and Al metals on the following salt solutions:<br>i) ZnSO4(aq) ii) FeSO4(aq) iii) CuSO4(aq)<br><br>iv) Al2 (SO4)3(aq) Arranging Zn, Fe, Cu and Al (metals) in the decreasing order of reactivity based on the above result<br>https://amrita.olabs.edu.in/?sub=73&brch=3&sim=59&cnt=1<br><br>***Suggestive Activities-Metals and Non- metals** | https://cbseacademic.nic.in/web_mate rial/term/10science.pdf |

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| | | | Corrosion And its prevention) | *Collect pictures and information related to the historical background of two rust resistant monuments built in India OR Collect information and pictures about the field of metallurgy in ancient India. (Integrated Learning) *Handbook on Understanding Science through Activities, Games, Toys and Art Forms https://ncert.nic.in/pdf/publication/otherpublications/HUSTAG2.pdf | |
| 5. | September | 24 | **9.How do organisms reproduce?**<br>(Reproduction in animals and plants (asexual and sexual) reproductive health -need and methods<br>of family planning.<br>Safe sex Vs HIV/AIDS.<br>Child bearing And women's health)<br>**10.Carbon and its compounds**,; (Covalent Bonds – formation and properties of covalent compounds, Versatile Nature of carbon, Hydrocarbons | **PRACTICAL EXPERIMENTS**<br>• Studying (a) binary fission in Amoeba, and (b) budding in yeast and Hydra with the help of prepared slides.<br>slides.<br>• Identification of the different parts of an embryo of a dicot seed (Pea, gram or red kidney bean).<br>***Suggestive Activities-How Do Organisms Reproduce**<br>(Experiential Learning through simulation) https://amrita.olabs.edu.in/?sub=79&brch=16&sim=135&cnt=1<br>(Embryo of dicot seed) https://amrita.olabs.edu.in/?sub=79&brch=16&sim=134&cnt=1<br>(Asexual reproduction)<br>**PRACTICAL EXPERIMENTS**<br>• Study of the following properties of acetic acid (ethanoic acid): Unit<br>• I i) Odour ii) solubility in water iii) effect on litmus iv) reaction with Sodium Hydrogen Carbonate https://amrita.olabs.edu.in/?sub=73&brch=3&sim=11&cnt=1 | **PERIODIC TEST -II**<br>https://cbseacademic.nic.in/cbe/documents/SAS_Science-Class-10.pdf |

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| | | | saturated and unsaturated Homologous series.<br>Nomenclature of alkanes, alkenes, alkyne and carbon compounds containing functional groups (halogens, alcohol, ketones, aldehydes)<br>Chemical properties of carbon compounds (combustion, oxidation, addition and substitution reaction). Ethanol and Ethanoic acid (only properties and uses), soaps and detergents.<br>**11.Heredity**<br>(Heredity; Mendel's Contribution, Laws for inheritance of traits: Sex determination; brief introduction) | • Study of the comparative cleaning capacity of a sample of soap in soft and hard water<br>***Suggestive activities-**<br>Carbon Compounds Make ball and stick models of different covalent compounds using clay balls and tooth pick (Toy Pedagogy)<br>*Handbook on Understanding Science through Activities, Games, Toys and Art Forms<br>https://ncert.nic.in/pdf/publication/otherpublications/HUSTAG2.pdf<br>*(Experiential Learning through simulation)<br>https://amrita.olabs.edu.in/?sub=73&brch=3&sim=280&cnt=1<br>(Esterification reaction)<br>https://amrita.olabs.edu.in/?sub=73&brch=3&sim=119&cnt=1<br>(Saponification reaction)<br>https://amrita.olabs.edu.in/?sub=73&brch=3&sim=283&cnt=1<br>(To compare the foaming capacity)<br>http://amrita.olabs.edu.in/?sub=73&brch=3& sim=120&cnt=1<br>(Cleansing capacity of soap) | https://cbseacademic.nic.in/web_material/term/10science.pdf |

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| | | | | **<u>*Suggestive activities –Heredity</u>**<br>*Make a write up about Life and Work of Gregor Johan Mendel **(Integrated Learning)**<br>*Identification of the different parts of an embryo of a dicot seed(Pea, gram or red Kidney bean)<br><br>*Handbook on Understanding Science through Activities, Games, Toys and Art Forms<br>https://ncert.nic.in/pdf/publication/otherpubli cations/HUSTAG2.pdf | PROJECTS ON COLOR OF EYES AND HEREDITY. |
| 6. | October | 16 | **12.Our environment**<br>(Eco-system, Environmental problems, ozone depletion, waste production and Their solutions. Biodegradable and non- biodegradable substances) | **<u>*Suggestive activities</u>**<br>Make a report about waste disposal mechanism in your locality. Comment about its effectiveness and suggest remedial measures that can be adopted for successful waste management. (Integrated Learning)<br>*Handbook on Understanding Science through Activities, Games, Toys and Art Forms<br>https://ncert.nic.in/pdf/publication/otherpublications/HUSTAG2.pdf<br><br>https://cbseacademic.nic.in/web_material/Manuals/TeachersResource_LODoc.pdf | MONTHLY TEST |
| 7. | November | **23** | **13. Magnetic effects of electric current**<br>(Magnetic field, field lines, field due to a current carrying conductor, field due to current carrying coil or solenoid; | **<u>*Suggestive activities</u>**<br>Toys from trash based on electricity and magnetism-(Toy pedagogy<br>*Handbook on Understanding Science through Activities, Games, Toys and Art Forms<br>https://ncert.nic.in/pdf/publication/otherpublications/HUSTAG2.pdf<br>*Experiential Learning through simulation<br>https://cdac.olabs.edu.in/?sub=74&brch=9&sim=74&cnt=1 | TOY MAKING USING MAGNETS .<br><br>https://cbseacademic.nic.in/cbe/documents/SAS_Science-Class-10.pdf |

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| | | | Force on current carrying conductor, Fleming's Left Hand Rule, direct current. Alternate<br><br>current: frequency of AC. Advantage of AC over DC. Domestic Electric circuits | (Field lines around a bar magnet)<br><br>https://cdac.olabs.edu.in/?sub=74&brch=9&sim=90&cnt=1<br><br>(Magnetic field lines around a current carrying conductor<br><br>https://cdac.olabs.edu.in/?sub=74&brch=9&sim=91&cnt=1<br><br>https://cbseacademic.nic.in/web_material/Manuals/TeachersResource_LODoc.pdf<br><br>https://cbseacademic.nic.in/web_material/Manuals/TeachersResource_LODoc.pdf | **PRE –BOARDS-I** |
| 8. | December | 18 | Revision | Class X Science Sample Question Paper & Marking Scheme<br><br>https://cbseacademic.nic.in/web_material/SQP/ClassX_2024_25/Science-SQP.pdf<br><br>https://cbseacademic.nic.in/web_material/SQP/ClassX_2024_25/Science-MS.pdf | **PRE –BOARDS-II** |
| 9. | January | 22 | Revision | Sample papers<br><br>https://cbseacademic.nic.in/web_material/SQP/ClassX_2023_24/Science-SQP.pdf<br><br>Previous Years Questions Papers CBSE<br><br>https://www.cbse.gov.in/cbsenew/question- paper.html | **PRE –BOARDS-III/ PERIODIC TEST -III** |

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| 10. | February | 23 | Revision | (Science Study Material 2026-27) | |
| 11. | March | | **Board Examination** | | |

# Social Science (087)

**TEXT BOOKS – INDIA AND CONTEMPORARY WORLD –II(HINSTORY )**

**COMTEMPORARY INDIA –II( GEOGRAPHY)**

**DEMOCRATIC POLITICS-II (POLITICAL SCIENCE )**

**UNDERSTANDING ECONOMIC DEVELOPMENT (ECONOMICS )**

| S.No. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
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| 1 | April - May | 24 | **The Rise of Nationalism in Europe**<br><br>**Power Sharing** | The Rise of Nationalism in Europe<br>Suggestive Activities:PPT,Video,Map Activity,Group Discussion,Flow Chart/Mind map<br>https://diksha.gov.in/play/content/do_31279573819178188811208 6<br>https://www.youtube.com/watch?v=gXuycMzfBW0 (NCERT Official)<br>• Map Activity- Identify and list out names of nations mentioned in the lesson and locate them on a world map.<br>• Prepare a chart listing those measures taken by French revolutionaries to create a sense of collective identity with visuals/images..<br>• Group Discussion Topic-‘’Culture had played an important role in the development of nationalism in Europe during eighteenth and nineteenth centuries’.’<br><br>Power Sharing | **Monthly test/Slip test** |

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| | | | **Development** | Suggestive Activities PPT,Video,Flow Chart,Debate, Smart board explanation https://diksha.gov.in/play/content/do_3127957384790179841121 09<br><br>https://www.youtube.com/live/UITaDkxn3yw?si=2zSvjrsOqlRkju6D (NCERT OFFICIAL)<br><br>• Prepare a Flow Chart on different Organs of the Government. Evaluate the power sharing system in India.<br>• Quiz<br>• Debate on Why power sharing is desirable?<br>• List down the various ways of power sharing arrangements in India.<br><br>Development<br><br>Suggestive Activities: PPT, Video, Mind Map, Collage making<br><br>https://diksha.gov.in/play/content/do_3127957383013908481120 94<br><br>https://diksha.gov.in/play/content/do_3131142241806417921202<br><br>• Prepare a Collage on methods of conservation of resources.<br>• Mind map on different individual goals.<br>• Case study Different individual goals and concept of development.<br><br>List a few examples of environmental degradation that you may have observed around you. | |
| **2** | **June** | **7** | **Resources and Development** | Resources and Development<br><br>Suggestive Activities: PPT, Video, Flow Chart, Pie Chart/Diagram, Smart board explanation<br><br>https://diksha.gov.in/play/content/do_3127957378236661761120 54<br><br>https://diksha.gov.in/play/content/do_31311639555225190414<br><br>• Prepare a short note on the need of resource planning in India.<br>• Map Activity-Label/Identify soil types on the outlined map of India. | **Monthly test/Slip test** |

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| | | | **Federalism** | • Prepare a chart on the types of soil, features and methods of soil conservation.<br>• Prepare pie diagrams on land use pattern of India and write in their own words about reasons for the changes in land use pattern in India.<br>• Quiz/Worksheet-MCQ<br>Federalism<br>Suggestive Activities:PPT, Video, Group Discussion, Mind map, Flow Chart<br>https://diksha.gov.in/play/content/do_31279573849463193611211 1<br>Group Discussion on the features of Federalism and Unitary System of Government.<br>https://diksha.gov.in/play/content/do_3130858212514119681364 4<br>• Mind map.<br>• Prepare a Flow Chart giving items mentioned in the Union, State and in the Concurrent Lists.<br>• Prepare a table on different languages in our Country.<br>• Critically analyse the centre- state relations prior to 1990 and after. | |
| **3** | **July** | **26** | **Forest and Wildlife Resources** | Forest and Wildlife Resources<br>Suggestive Activities:PPT,Video,Group Discussion, Mind map<br>https://diksha.gov.in/play/content/do_31279573784036147211082 1<br>• Case Study-Wild life encounters, situations and impacts<br>• Group Discussion on the topic Human interference and wildlife destruction.<br>• Suggest five ways to protect Forests.<br>• Assess the need for conservation of forests and wildlife in India.<br>• Draw a picture/sketch of any one Natural ecosystem | **Periodic Test 1**<br>/Monthly test |

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| | | | **Sectors of the Indian Economy** | Sectors of the Indian Economy<br><br>Suggestive Activities:PPT, Video, Debate, Mind map, Smart board<br><br>https://diksha.gov.in/play/content/do_3128622148057169921425 7<br><br>https://www.youtube.com/live/36ENzd-rlSw?si=7oXFPUrHYmul3r1c<br><br>https://www.youtube.com/live/rzmyvhK6XKQ?si=9r2ebmcYMGTazCHA (NCERT OFFICIAL)<br><br>• Prepare a poster depicting various economic activities of the 3 sectors.<br>• Write a short note on the growing importance of Tertiary sector in India.<br>• Debate on the topic-‘’All the services of the service sector are not growing equally well.’’<br>• Worksheet-MCQ | |
| | | | **Water resources** | Water resources<br><br>Suggestive Activities: PPT, Video, Debate, Mind map, Map Activity<br><br>https://diksha.gov.in/play/content/do_3127957378572124161108 23<br><br>https://www.youtube.com/live/yksyia6t-kI?si=SjZ3KPxR2taqMg9s (NCERT OFFICIAL)<br><br>• multi-faceted development’’.<br>• Debate on the topic –‘’Multipurpose River Projects showed the way for Various methods of rainwater harvesting since ancient times.<br>• Mind map/Flow chart<br>• Map Activity-Locate /identify/label the major Multipurpose River Projects of India.<br>• Suggest five ways for water conservation | |
| | | | **Gender, Religion and Caste** | Gender, Religion and Caste | |

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| | | | | Suggestive Activities:PPT, Video, Group Discussion, Mind map, Smart Board Explanation<br>https://diksha.gov.in/play/content/do_3127978724015472641179 8<br>https://diksha.gov.in/play/content/do_3131390318998814721313 9<br>• Prepare Charts on the following: Work done by men and women in the family in the whole day, paid/unpaid.<br>• Highlight the positive and negative impact of casteism with regard to political expression.<br>• Political representation of women in the Panchayats, Municipalities and the Parliament.<br>• Group Discussion-“The idea of communal politics is fundamentally flawed”. | |
| **4** | **August** | **23** | **Nationalism in India** | Nationalism in India<br>Suggestive Activities: PPT,Video, Group Discussion, Map Activity, Time line Chart<br>https://diksha.gov.in/play/content/do_3127957382013829121120 87<br>https://diksha.gov.in/play/content/do_3131142113197424641345<br>https://diksha.gov.in/play/content/do_3130857970956779521214 8<br>https://diksha.gov.in/play/content/do_3130857527704780801283 0<br>• Map Activity-Indian National Congress Sessions , Important Centres of Indian National Movement<br>• Prepare a time line specifying the major events of Indian National Struggle.<br>• Group Discussion-‘’British rule in India would have collapsed if Indians had not cooperated’’.<br>• List down the factors that created a sense of collective belonging among Indians | **Monthly Test/Slip Test** |

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| | | | **Agriculture** | Agriculture<br>Suggestive Activities: PPT, Video, Flow Chart, Group Discussion<br>https://diksha.gov.in/play/content/do_31279573787348172811082 5<br>https://diksha.gov.in/play/content/do_3131376205324861441253 4<br>https://diksha.gov.in/play/content/do_3131376206026588161188<br>• Map Activity- Locate /identify/label Important areas of major crops grown in India.<br>• Prepare a table furnishing the climatic and soil requirements of the major food and cash crops of India.<br>• Prepare a list of institutional and technological reforms which improved agricultural production in India.<br>• Group Discussion-‘’The declining share of agriculture in the Gross Domestic Product is a matter of serious concern in India.’’<br>• Quiz/Worksheet-MCQ | |
| | | | **Minerals and Energy Resources** | Minerals and Energy Resources<br>Suggestive Activities: PPT, Group Discussion, Video, Map Activity, Flow Chart of Minerals<br>https://diksha.gov.in/play/content/do_31279573789240524811205 7<br>https://diksha.gov.in/play/content/do_3131870177219297281182 7<br>https://diksha.gov.in/play/content/do_3131878535222394881265 9<br>• Collection of newspaper articles on Energy Crisis and methods to tackle it. | |

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| | | | **Political Parties** | • Map Activity-Locate /identify/label the important Nuclear and Thermal power stations in India.<br>• Group Discussion-‘’There is an urgent need to develop a sustainable path of energy development.’’<br>• Prepare a flow chart on types of Minerals<br><br>Political Parties<br><br>Suggestive Activities :PPT ,Video, Group Discussion,Debate,Mind map Activity<br>https://diksha.gov.in/play/content/do_3127957385519513601108 40<br><br>Video:<br><br>https://diksha.gov.in/play/content/do_3132826633087467521353 1<br><br>https://diksha.gov.in/play/content/do_3132826529034240001352 0<br><br>• Group Discussion on Various challenges faced by Political Parties.<br>• Mind map on the functions of political parties.<br>• Debate-‘’Lack of internal democracy within parties is the major challenge to political parties all over the world.’’<br>• Suggest five ways to reform political parties | |
| **5** | **September** | **24** | **The Making of a Global World** | The Making of a Global World<br><br>Suggestive Activities: PPT, Group Discussion,Debate,Video<br><br>https://diksha.gov.in/play/content/do_3127957382356828161120 90<br><br>https://diksha.gov.in/play/content/do_3130907708511846401430<br><br>• Prepare a short note on Bretton Woods Institutions.<br>• Responsible factors for the economic depression of 1929.<br>• Role of technology in transformation of the world in the nineteenth century. | **Periodic Test 2**<br><br>**/Monthly Test** |

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| | | | **Outcomes of Democracy**<br><br>**Manufacturing Industries** | • Find out five differences between ancient globalisation and neo globalisation Worksheet –MCQ<br><br>Outcomes of Democracy<br><br>Suggestive Activities: PPT,Video, Smart board, Mind map Activity, Debate<br><br>https://diksha.gov.in/play/content/do_3127957385590210561108 41<br><br>https://www.youtube.com/live/t2IH3at6EPM?si=4cYWq-ZWW2abn4Dk (NCERT OFFICIAL)<br><br>• Analyse cartoons given in the lesson.<br>• Mind map.<br>• Debate on the topic-‘’Democracy is a better form of government than any other form of government.’’<br><br>Manufacturing Industries<br><br>Suggestive activities: PPT, Smart board explanation, video, Mind map Activity, Group Discussion<br><br>https://diksha.gov.in/play/content/do_3131984657946050561232 5<br><br>• Discuss the steps to be taken to minimise environmental degradation by industry.<br>• Map Activity-Locate/Identify/Label the major industries and industrial areas in India.<br>• Debate- ‘’Industrialisation and Urbanisation go hand in hand.’’<br>• Group Discussion on Industrial pollution and solutions.<br>• Worksheet | |

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| **6** | **October** | **16** | **Money and Credit**<br><br>**The Age of Industrialization**<br><br>**Globalisation And The Indian Economy** | Money and Credit<br><br>Suggestive Activities: PPT, Smart board explanation, video, Mind map Activity<br><br>https://diksha.gov.in/play/content/do_3127957383328727041120 96<br><br>https://www.youtube.com/live/s0G86Gl-eOg?si=hOwby_8hdflLJBLO<br><br>https://youtu.be/h3qNG0EO-ZI?si=dSqo83ZQhbs7fS2- (NCERT OFFICIAL)<br><br>• Importance of formal sources of credit in the economic development.<br>• Group Discussion-‘’Cheap and Affordable credit important for the country’s development.<br>• Mind map on the functions of the Reserve Bank of India.<br>• Prepare a flow chart on Modern forms of Money.(visual/images)<br><br>The Age of Industrialization<br>https://diksha.gov.in/play/content/do_3127957382444810241120 91<br><br>• Suggestive Activities: PPT, Smart board explanation, video<br>• Prepare a short essay – “Series of changes affected the pattern of industrialisation in India by the early 20th century.’’ Proto – Industrialisation.<br>• Major problems faced by Indian cotton weavers in 19th century.<br><br>Globalisation and The Indian Economy<br><br>Suggestive Activities PPT, Smart board explanation, Video, Mind map Activity, Group Discussion<br><br>https://diksha.gov.in/play/content/do_3127957383447265281120 97<br><br>• Case study on Labour (Social issue)-Type of employment, working conditions, wage, job security etc. | **Monthly Test/Slip Test** |

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| | | | | • Group Discussion-‘’Only fair globalisation can give ,new shape to the world economy.’’<br>• List down the positive and negative impacts of globalisation.<br>• Prepare a script of the conversation between two farmers regarding the effects of Globalisation on Agriculture. | |
| **7** | **November** | **23** | **Print Culture and the Modern World**<br><br>**Lifelines of National Economy**<br><br>**PROJECT WORK: Consumer Awareness/ Social Issues/Sustainable Development** | Print Culture and the Modern World<br><br>Suggestive Activities: PPT, Smart board explanation, video, Group Discussion<br><br>https://diksha.gov.in/play/content/do_3127957382534348801120 92<br><br>• Group Discussion ‘’The Print Revolution has transformed the lives of people, changing their relationship to information and knowledge.’’<br>• Quiz/Worksheet-MCQ<br>• Prepare a time line /time chart depicting the evolution and growth of printing technology.<br>• Prepare a sketch of the woodblock printing and manuscripts of India.<br><br>Lifelines of National Economy<br><br>• Suggestive Activities: PPT,Smart board explanation, video,Map Activity/Skill<br>• Discuss-‘’Means of transportation and communication called the lifelines of a nation and its economy.’’<br>• Map Activity-Locate/Identify/label the Super Highways, major Air ports and Sea Ports of India<br>• Prepare a table furnishing the details of various features of the Sea ports in India. | **Pre-board:1** |

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| **8** | **December** | **18** | **Revision** | • Revision of important lessons and concepts<br>• Practice Sample Question papers<br>• Practice HOT Questions<br>• Map Reading Drills<br>• Practice case study and Source based questions<br>Practice of MCQ | **Pre-board:2** |
| **9** | **January** | **22** | **Revision** | • Revision<br>• Practice Sample Question papers<br>https://cbseacademic.nic.in/SQP_CLASSX_2025-26.html | Slip test/<br>Practice test |
| **10** | **February** | **23** | **Revision** | • Revision<br>• Practice Sample Question papers<br>https://cbseacademic.nic.in/SQP_CLASSX_2025-26.html | |
| **11** | **March** | | | BOARD EXAMINATION | |

# ARTIFICIAL INTELLIGENCE (417)

| S.No. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
|---|---|---|---|---|---|
| 1 | APRIL / MAY 2026 | **24** | Communication Skills-II; AI Project Cycle; AI Domains; Ethical Frameworks; Bioethics; AI vs ML vs DL | PPT, AI videos, CBSE AI portal, classroom discussion | Class test, oral questioning |
| 2 | JUNE 2026 | 7 | Advanced Concepts of Modeling in AI; Types of AI Models; ML Categories; Supervised/Unsupervised/Reinforcement Learning; Neural Networks | Concept map, ML demonstration videos | Worksheet and short test |
| 3 | JULY 2026 | 26 | Self Management Skills-II; Evaluating Models; Model Evaluation; Train-Test Split; Accuracy; Confusion Matrix; Precision; Recall; F1 Score | Simulation examples, board explanation | Unit test |
| 4 | AUGUST 2026 | 23 | ICT Skills-II; Statistical Data; No-Code AI; Orange Data Mining; Palmer Penguins Case Study | Orange Data Mining software practical | Practical evaluation |
| 5 | SEPTEMBER 2026 | 24 | Entrepreneurial Skills-II; Computer Vision; Applications of CV; Image Processing vs CV; Self Driving Cars; Medical Imaging | Computer lab demo, image datasets | Project activity |

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| 6 | OCTOBER 2026 | 16 | Green Skills-II; Natural Language Processing; Voice Assistants; Translation; Sentiment Analysis; Chatbots; Text Processing; TF-IDF | NLP demo tools, online AI tools | Assignment and viva |
| 7 | NOVEMBER 2026 | 23 | Advanced Python | Python coding practice, lab activities | Practical test |
| 8 | DECEMBER 2026 | 18 | Revision | Revision PPT and question bank | Periodic test |
| 9 | JANUARY 2027 | 22 | Revision | Previous year question papers | Pre-board I |
| 10 | FEBRUARY 2027 | 23 | Revision | Sample papers discussion | Pre-board II |
| 11 | MARCH 2027 | - | Board Examination | CBSE guidelines | Board Exam |

# Kendriya Vidyalaya Sangathan, New Delhi

## Split-up Syllabus

## Academic Session: 2026-27

## CLASS-11

# English Core: 301

| S. No. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
|---|---|---|---|---|---|
| 1 | JUNE | 7 | • Introduction &Bridging Syllabus/Curriculum, question Paper Pattern<br>• Classified Advertisement<br>• Tenses | https://diksha.gov.in/ | Worksheet on Tenses<br>Worksheet on Classified Advertisements |
| 2 | JULY | 26 | • The Portrait of a Lady<br>• A Photograph<br>• The Summer of the Beautiful White Horse<br>• Reading Comprehension Passage (Factual)<br>• Poster Writing<br>• Note Making & Summarization<br>• Transformation of Sentences (Active/ Passive Voice)<br>• ASL | https://epathshala.nic.in/QR/?id=11073CH01<br>https://diksha.gov.in/play/collection/do_31419343633353113612048 8?contentId=do_31323231823560704011 23<br>https://diksha.gov.in/play/collection/do_31419343633353113612048 8?contentId=do_31323231823560704011 23<br>(The Summer of the Beautiful…)<br>Mind Maps, Worksheets & PPTs<br>Worksheets<br>https://diksha.gov.in/play/collection/do_31310347526558515211068?contentId=do_31321173246468915211 41<br>(Note-Making) | https://diksha.gov.in/play/collection/do_31310347526558515211068?contentId=do_31306897574816001112 14<br>(the portrait…activity &worksheet)<br>https://diksha.gov.in/play/collection/do_31310347526832128011481?contentId=do_31306882933877145618899<br>**(The summer of …Practice question set)**<br>Poster making activity<br><br>**PERIODIC TEST - I** |

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| **3** | **AUGUST** | **23** | • We're not Afraid to die..if we can all be together<br>• The Laburnum Top(poem)<br>• The Address<br>• Speech Writing<br>• Clauses<br>• Reading Comprehension Passage(Descriptive, factual and literary) | https://diksha.gov.in/play/collection/do_31310347526558515211068?contentId=do_31378155497698099211024<br>(We're not afraid……)<br>https://epathshala.nic.in/QR/?id=11072CH02<br>https://epathshala.nic.in/QR/?id=11073CH02<br>https://diksha.gov.in/play/collection/do_31310347526558515211068?contentId=do_31378363284613529611466<br>(The Laburnum Top)<br><br>Mind Maps & PPTs<br>**INNOVATIVE PRACTICE:**<br>**Adventure Simulation:** Students design a survival plan for a sea journey. | |
| **4** | **SEPTEMBER** | **24** | • Discovering Tut..the Saga Continues..<br>• The Voice of the Rain<br>• Mother's Day<br>• Debate Writing<br>• Transformation of Sentences(Do as Directed) | Mind Maps & PPTs<br>https://diksha.gov.in/play/collection/do_31310347526832128011481?contentId=do_31379725460236697611059<br>(Mother's Day)<br>INNOVATIVE PRACTICE<br>**News Report Writing:** Students report the discovery of Tut's tomb.<br>**Concept Map** on Water Cycle.<br>**Drama Enactment:** Perform a short scene from the play | https://diksha.gov.in/play/collection/do_31310347526558515211068?contentId=do_31307675322395033611122 9<br>(Discovering Tut…..worksheet)<br>https://diksha.gov.in/play/collection/do_31310347526832128011481?contentId=do_3130915827681361921124 3<br>(Mother's Day-Practice Question set)<br>Competency Based Questions-MCQ,Short Answer Question<br>https://diksha.gov.in/play/collection/do_31310347526832128011481?contentId=do_3130915827681361921124 3 |

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| | | | | | (Mother's Day-Practice Question set) |
| **5** | **OCTOBER** | **16** | • The Adventure<br>• Childhood<br>• Reading Comprehension (Case-Based)<br>• Reordering of Sentences<br>• Gap Filling<br>• ASL | https://diksha.gov.in/play/collection/do_31310347526558515211068?contentId=do_31321811211887411212358<br><br>INNOVATIVE Practice<br>**Alternate History Activity:** Students imagine a different historical outcome.<br><br>**Map Activity:** Locate the route of the voyage on a world map. **Identify** words that create sound imagery. | https://diksha.gov.in/play/collection/do_31310347526558515211068?contentId=do_3130695488336691201100<br><br>https://diksha.gov.in/play/collection/do_31310347526558515211068?contentId=do_3131093340734423041335 8<br><br>(The Adventure Practice test, MCQ Test)<br><br>HALF-YEARLY EXAMINATION |
| **6** | **NOVEMBER** | **23** | • Silk Road<br>• Birth<br>• Grammar Practice<br>• Reading Comprehension Practice<br>• ASL and PROJECT | http://epathshala.nic.in/QR/?id=11072CH08<br>https://diksha.gov.in/play/collection/do_31310347526558515211068?contentId=do_31317850861311590416 9<br>https://diksha.gov.in/play/collection/do_31310347526832128011481?contentId=do_31379724058699366414 85<br><br>**INNOVATIVE PRACTICE**:<br><br>**- Travel Blog Writing. -Map Exploration Activity (Locate Tibet & Himalayan region).** | https://diksha.gov.in/play/collection/do_31310347526558515211068?contentId=do_3130695281847255041 81<br>(Silk Road- Practice test)<br>https://diksha.gov.in/play/collection/do_31310347526832128011481?contentId=do_3130915796432404481735<br>(Birth-Practice question set) |

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| **7** | **DECEMBER** | **18** | • Father to Son.<br>• Reading Comprehension Practice Classified Advertisement<br>• PROJECT WORK | http://epathshala.nic.in/QR/?id=11072CH08<br>https://diksha.gov.in/play/collection/do_31310347526558515211068?contentId=do_31378162835057049611244<br>(Father to Son)<br><br>NCERT ePathshala<br>https://epathshala.nic.in<br><br>**INNOVATIVE PRACTICE:**<br><br>**Reflective Writing:** Students write about when they felt they grew up.<br>**Group Discussion on generation gap.** | https://diksha.gov.in/play/collection/do_31310347526558515211068?contentId=do_313088592436284142 6<br><br>(Father to Son- Practice question set, mcq) |
| **8** | **JANUARY** | **22** | • The Tale of Melon City<br>• Writing Skill Practice<br>• Reading Comprehension Practice<br>• Note Making Practice<br>• PROJECT WORK | NCERT ePathshala<br>https://epathshala.nic.in<br><br>http://epathshala.nic.in/QR/?id=11073CH08<br>https://diksha.gov.in/play/collection/do_31310347526832128011481?contentId=do_31322815959532339211808<br>(The Tale of Melon City)<br>Innovative Practices<br>**Mock Court Activity** about justice and governance. | https://diksha.gov.in/play/collection/do_31310347526832128011481?contentId=do_313091583777095680159 8<br><br>(The Tale of Melon City-Long answer question)<br><br>PERIODIC TEST -2 |

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| **9.** | **FEBRUARY** | **23** | • ASL Project & Viva<br>• Full Course Revision for SEE<br>• Writing Skills Revision<br>• Grammar Practice | NCERT ePathshala<br>https://epathshala.nic.in | Sample papers solution practice |
| **10** | **MARCH** | **23** | SESSION ENDING EXAMINATION | | |

**Hindi Core: 302**

| S.No. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
|---|---|---|---|---|---|
| 12 | जून | 7 | 1) कबीर-पहला पद | https://diksha.gov.in/play/content/do_3131545329025105921247 1 | |
| | | | 2) मीरा- पहला पद | https://diksha.gov.in/play/content/do_3131382438728499201333 1 | |
| | | | 3) अभिव्यक्ति और माध्यम पाठ 1 - जनसंचार माध्यम | https://diksha.gov.in/play/content/do_3134991511406592001167 | |
| | | | 4) अभिव्यक्ति और माध्यम पाठ 2- पत्रकारिता के विविध आयाम | https://diksha.gov.in/play/content/do_3134991291199488001159 | |
| 2 | जुलाई | 26 | 1) नमक का दरोगा-प्रेमचंद | https://diksha.gov.in/play/content/do_3131155195458191361422 | |
| | | | 2) मियां नसीरुद्दीन-कृष्णा सोबती | https://diksha.gov.in/play/content/do_3131722261234483201242 7 | |
| | | | 3) भारतीय गायिकाओं में बेजोड़ लता मंगेशकर-कुमार गन्धर्व | https://diksha.gov.in/play/content/do_3131056373280276481311 8 | |

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| | | | 4) औपचारिक पत्र लेखन | | |
| **3** | **अगस्त** | **23** | 1) डायरी लेखन | | |
| | | | 2) कथा पटकथा लेखन | | |
| | | | 3) स्ववृत्त लेखन | | |
| | | | 4) अपु के साथ ढाई साल-सत्यजीत रे | https://diksha.gov.in/play/content/do_3131686446598307841107 0<br>https://diksha.gov.in/play/content/do_3131332749200097281140 1 | |
| | | | 5) विदाई संभाषण-बालमुकुन्द गुप्त | https://diksha.gov.in/play/content/do_3131389614759936001359 2 | |
| **4** | **सितंबर** | **24** | 1) गलता लोहा-शेखर जोशी | | |
| | | | 2) घर की याद-भवानी प्रसाद मिश्र | https://diksha.gov.in/play/content/do_3131056254127390721240 7 | |
| | | | 3) चंपा काले काले अच्छर नहीं चीन्हती-त्रिलोचन | https://diksha.gov.in/play/content/do_3131545430744760321993 | |
| | | | 4) अपठित गद्यांश (अभ्यास) | | |
| | | | 5) अपठित पद्यांश (अभ्यास) | | |

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| **5** | **अक्टूबर** | **16** | 1) गजल-दुष्यंत कुमार | https://diksha.gov.in/play/content/do_3131828893969694721919 | |
| | | | 2) राजस्थान की रजत बूँदें-अनुपम मिश्र | https://diksha.gov.in/play/content/do_3133570256178872321637 | |
| | | | 3) रोजगार सम्बन्धी आवेदन पत्र | | |
| | | | 4) नए और अप्रत्याशित विषयों पर लेखन-रचनात्मक लेखन | | |
| **6** | **नवंबर** | **23** | 1) हिंदी शब्दकोश | | |
| | | | 2) सन्दर्भ ग्रंथों की उपयोगिता एवं परिचय | | |
| | | | 3) कार्यालयी लेखन प्रतिवेदन, परिपत्र, प्रेस विज्ञप्ति, कार्यवृत्त इत्यादि | | |
| **7** | **दिसंबर** | **18** | 1) रजनी-मन्नू भंडारी | https://diksha.gov.in/play/content/do_3131529901487063041399 | |
| | | | 2) जामुन का पेड़-कृश्नचदर | https://diksha.gov.in/play/content/do_3131587677894082561116 7<br>https://diksha.gov.in/play/content/do_3131587720042168321176 5 | |

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| | | | 3) हे भूख मत मचल- अक्क महादेवी | https://diksha.gov.in/play/content/do_3131686953322004481906 | |
| | | | 4) हे मेरे जूही के फूल जैसे ईश्वर- अक्क महादेवी | https://diksha.gov.in/play/content/do_3131686953322004481906 | |
| | | | 5) सबसे खतरनाक-अवतार सिंह पाश | https://diksha.gov.in/play/content/do_3131545606417940481169 6 | |
| **8** | **जनवरी** | **22** | 1) आलो आंधारि-बेबी हालदार | | |
| | | | 2) आओ मिलकर बचाएं-निर्मला पुतुल | https://diksha.gov.in/play/content/do_3131686984219770881113 2 | |
| | | | 3) भारत माता-जवाहर लाल नेहरू | | |
| **9** | **फरवरी** | **23** | सी.बी.एस.ई. द्वारा निर्देशित आतंरिक मूल्यांकन हेतु निर्धारित परियोजना का समर्पण एवं श्रवण -वाचन गतिविधि का आयोजन ,पुनरावृति कार्य | | |
| | **मार्च** | **23** | वार्षिक परीक्षा | | |

# History (027)

| S.No. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
|---|---|---|---|---|---|
| **1** | **JUNE** | **7** | Introduction to world History , Theme 1: from the Beginning of time | https://diksha.gov.in/play/collection/do_31310347529740288011072?contentId=do_312985620762402816181<br><br>**PPT Presentation,** | Oral questions, worksheet |
| **2** | **JULY** | **26** | Theme 2 – Writing and City Life | https://diksha.gov.in/play/collection/do_31310347529740288011072?contentId=do_313087971817431040 1153<br><br>To use a table to bring out the connection between city life and culture of contemporary civilizations. | Class test and notebook checking |
| **3** | **AUGUST** | **23** | Theme 3 – An Empire Across Three Continents (Roman Empire) | Use of maps to facilitate an easier comprehension of the changing dynamics of political history<br>https://diksha.gov.in/play/collection/do_31310347529740288011072?contentId=do_313131013188804608 1283<br><br>Map work of Roman Empire, documentary clips, smart board presentation | Periodic Test 1 |
| **4** | **SEPTEMBER** | **24** | Theme 5 – Nomadic Empires (The Mongols) | Discussion on the life of pastrolist society<br>https://diksha.gov.in/play/collection/do_31310347529740288011072?contentId=do_313100613118795776 1494 | Class test and notebook checking |

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| | | | | https://diksha.gov.in/play/collection/do_31310347529740288011072?contentId=do_3131006131187957761494<br><br>Map activity, role play, PPT on Genghis Khan and Mongol expansion | |
| **5** | **OCTOBER** | **16** | Theme 6 – The Three Orders (Feudal Society in Europe) | **Concept mapping, chart preparation, peer learning**<br>https://diksha.gov.in/play/collection/do_31310347529740288011072?contentId=do_3130993460640727041100 9 | Half Yearly |
| **6** | **NOVEMBER** | **23** | Theme 7 – Changing Cultural Traditions (Renaissance in Europe) | **Biography study, video lecture, group presentation**<br>https://diksha.gov.in/play/collection/do_31310347529740288011072?contentId=do_431359535509117337611663 | Class Test |
| **7** | **DECEMBER** | **18** | Theme 10 – Displacing Indigenous Peoples | **https://diksha.gov.in/play/collection/do_31310347529740288011072?contentId=do_431359535509120614411666** | Periodic test 2 |
| **8** | **JANUARY** | **22** | Theme 11 – Paths to Modernisation (China & Japan) | **https://diksha.gov.in/play/collection/do_31310347529740288011072?contentId=do_431359535509122252811667** | Class test / assignment |
| **9** | **FEBRUARY** | **23** | Revision of All Themes | **https://kvsangathan.nic.in/en/knowledge-hub/** | Pre-Annual Test |
| **10** | **MARCH** | **23** | | **https://kvsangathan.nic.in/en/knowledge-hub/** | Session Ending Exam |

- **Geography (029)**

| S.No. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
|---|---|---|---|---|---|
| **1** | **APRIL** | **-** | | | |
| **2** | **JUNE** | **07** | Fundamentals of Physical Geography<br>1. Geography as a discipline | 1. Make a table of branches of physical and human geography.<br>2. Watch videos of theories (Big Bang etc.) in the class room through projector.<br>3. **E-CONTENT**- https://drive.google.com/file/d/1-scAOZdprLQCspzb0Vp421ZRbnoxBrSG/view<br>4. https://surveyofindia.gov.in/pages/physical-map-of-india | SLIP TEST /WORKSHEETS/ MONTHLY TEST |
| **3** | **JULY** | **26** | India- Physical Environment<br>1. India-location<br>Fundamentals of Physical Geography<br>2.The origin and evolution of the earth 3. Interior of the earth<br>4. Distribution of oceans and continents | 1. On a political map of India mark and label the states and UTs.<br>https://pib.gov.in/PressReleseDetailm.aspx?PRID=1590112<br>https://www.youtube.com/live/SldCbS_xaWo?si=qa3v2kgQ8btgOtiI<br>3. Tectonic plates | SLIP TEST /WORKSHEETS/ MONTHLY TEST |
| **4** | **AUGUST** | **23** | India- Physical Environment<br>2. India-structure and physiography<br>Fundamentals of Physical | 1. Identify the physiographic and geological region you live in. Discuss the impact of physiography on the development of your region. 2. On an | **PERIODIC TEST 1** |

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| | | | Geography<br>5. Geomorphic processes<br>6. Landforms and their evolution<br>Practical Work In Geography (Part-1)<br>1. Introduction to Maps | outline map of India mark and label the physiographic divisions of India.<br>3. Prepare a concept map to show different Exogenic and Endogenic Processes.<br>4. Students will prepare concept map on denudational processes.<br>5. Study types of weathering: Physical, Chemical, Biological and understanding their importance for human being.<br>6. Study types of mass movements and prepare a mind map.<br>6. MAPS- https://surveyofindia.gov.in/pages/physical-map-of-india | |
| **5** | **SEPTEMBER** | **24** | India- Physical Environment<br>3. India-drainage system<br>Fundamentals of Physical Geography<br>7. Composition and structure of atmosphere<br>Practical Work In Geography (Part-1)<br>2. Map Scale<br>3. Latitude, Longitude and Time | 1.Draw diagrams of different types of rainfall.<br>2. On a world map mark and label areas of heavy, moderate, low and inadequate rainfall.<br>3. Classify climate based on various schemes by Koeppen with the help of a mind map. | **SLIP TEST /WORKSHEETS/ MONTHLY TEST** |
| **6** | **OCTOBER** | **16** | Fundamentals of Physical Geography<br>8. Solar radiation, heat balance and temperature India- Physical Environment<br>4. Climate | 1. Students to learn about the three different modes of heat transfer—convection, conduction, radiation— with the help of an activity and how they are related to the Sun and life on our planet.<br>2. Draw a diagram to show the passage of solar radiation through the atmosphere.<br>3. Study the figure 9.4 and 9.5 and write the distribution of | |

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| | | | | surface temperature in the month of January and July.<br>4. Students to mark and label the hottest, coldest, driest and wettest place in India. (on a political map).<br>5. Students should be made to understand Air Quality Index. | |
| **7** | **NOVEMBER** | **23** | Fundamentals of Physical Geography<br>9. Atmospheric circulation and weather system India- Physical Environment<br>5. India-natural vegetation | 1.To mark all major types of forests on a map of India.<br>2. Class can be divided into groups to collect information about people's (common man) participation in the conservation of forests and wildlife.<br>3. MAPS- https://surveyofindia.gov.in/pages/physical-map-of-india<br>4. KVS-STUDY METERIAL *- E-CONTENT- https://drive.google.com/file/d/1-scAOZdprLQCspzb0Vp421ZRbnoxBrSG/view | **Half yearly examination** |
| **8** | **DECEMBER** | **18** | Fundamentals of Physical Geography<br>10. Water in the atmosphere<br>11. World climate and climate change<br>Practical Work In Geography (Part-1)<br>4. Map Projections | 1. Draw diagrams of different types of rainfall.<br>2. On a world map mark and label areas of heavy, moderate, low and inadequate rainfall.<br>3. Classify climate based on various schemes by Koeppen with the help of a mind map.<br>4. MAPS(Survey of India)- https://indiamaps.gov.in/<br>https://diksha.gov.in/resources/play/collection/do_31310347530730700811485?contentType=TextBook | |
| **9** | **JANUARY** | **22** | Fundamentals of Physical Geography<br>12. water(ocean)<br>13.movements of ocean water<br>Practical Work In Geography (Part-1)<br>5. Topographical Maps | 1. Draw a diagram to show major and minor features of ocean floor.<br>2. Study figure 13.5 and analyse the horizontal distribution of salinity in different oceans.<br>3. Locate and label the major seas on a political map of the world.<br>4. Draw a diagram of spring and neap tides. | **PERIODIC TEST 2** |

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| | | | 6. Introduction To Remote Sensing | 5. MAPS (Survey of india)- https://indiamaps.gov.in/<br>6. https://diksha.gov.in/resources/play/collection/do_31310347530205593611312?contentType=TextBook | |
| **10** | **FEBRUARY** | **23** | Fundamentals of Physical Geography<br>14. Biodiversity and conservation<br>India- Physical Environment<br>6 India-natural hazards and disasters | 1. Make a list of flora and fauna found in your surroundings and make a scrap book containing information and pictures of at least ten species.<br>2. Divide your class into groups and allocate one disaster to each group. Every group should think of themselves as living in a disaster prone area of their allocated topic. All groups would give a presentation on causes, impact and risk reduction of that disaster.<br>3. Disaster digital online game- Stop Disasters!" simulates natural hazards and serves as an interactive educational tool for children https://www.stopdisastersgame.org/<br>4. KVS-STUDY METERIAL *- E-CONTENT- https://drive.google.com/file/d/1-scAOZdprLQCspzb0Vp421ZRbnoxBrSG/view | **INTERNAL ASSESSMENTS REVISION** |
| **11** | **MARCH** | **23** | Examination 2026 – 2027 | 4. KVS-STUDY METERIAL *- E-CONTENT- https://drive.google.com/file/d/1scAOZdprLQCspzb0Vp421ZRbnoxBrSG/view<br>Geography_LF.pdf https://share.google/A5iegqJq2udhYsmKp | Examination 2026 – 2027-- |

- **Political Science (028)**

| S.no. | Month | No. Of working days | Name of the chapter/topic to be covered | Teaching aids / E-content link / innovative practices to be adopted | Assessment / test / examination to be conducted |
|---|---|---|---|---|---|
| **1** | **JUNE** | **07** | **1.**<br>**Constitution: why and how?** | 1)https://diksha.gov.in/play/content/do_3'31693029086658561174 8<br>https://diksha.gov.in/play/content/do_3131693065130885121116 8 | Monthly Test<br>Slip test<br>Class test |
| **2** | **JULY** | **26** | **2. Political Theory :**<br>**An Introducation**<br><br>**3.Freedom** | 2)https://diksha.gov.in/play/content/do_3'307895198425907218105<br>https://diksha.gov.in/play/content/do_3130795726352138241808 7<br>https://diksha.gov.in/play/content/do_3'308584039994163211801<br>https://diksha.gov.in/play/content/do_3130858125257605121179 2<br>https://diksha.gov.in/play/content/do_3'307955332363878419486<br>https://diksha.gov.in/play/content/do_3130795618718597121949 1<br>https://diksha.gov.in/play/content"do_3130795622380503041119 78<br><br>3) https://diksha.gov.in/play/content/do_3'30893073919016961686<br>https://diksha.gov.in/play/content/do_3130893090386001921146<br>https://diksha.gov.in/play/content/do_3'317212728919654411982 | Monthly Test<br>Slip test<br>Class test |

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| | | | | https://diksha.gov.in/play/content/do_3131721351558184961244 4<br>https://diksha.gov.in/play/content/do_3’3078954868662272112094<br>https://diksha.gov.in/play/content/do_3’307895521665843218108<br>https://diksha.gov.in/play/content/do_3’307956515366502418084 | |
| | | | **4. Rights in the Indian Constitution**<br><br>**5. Elections and Representation** | 4)https://diksha.gov.in/play/content/do_3130893210479411201688<br>https://diksha.gov.in/play/content/do_3130789538318499841118 09<br><br>5)https://diksha.gov.in/play/content/do_3’30908829312122881481<br>https://diksha.gov.in/play/content/do_3130908863392890881515<br>https://diksha.gov.in/play/content/do_3130908867995074561517<br>https://diksha.gov.in/play/content/do_3130949839897395201216 4 | |
| **3.** | **AUGUST** | **23** | **6.Equality** | 6)https://diksha.gov.in/play/content/do_3130943478613360641190 3<br>https://diksha.gov.in/play/content/do_3130943479003299841187 9<br>https://diksha.gov.in/play/content/do_3’310428438697574412385<br>https://diksha.gov.in/play/content/do_3’329676350273945614239<br>https://diksha.gov.in/play/content/do_3’30959593989980161395<br>https://diksha.gov.in/play/content/do_3’30959594311106561977<br>https://diksha.gov.in/play/content/do_3130959594547855361326 | Monthly Test<br>Slip test<br>Class test |

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| | | | 7. **Executive**<br><br>8. **Legislature** | https://diksha.gov.in/play/content/do_3’30959594792796161396<br>7)https://diksha.gov.in/play/content/do_31313131746597273613 83<br>https://diksha.gov.in/play/content/do_31309494689041612811822<br>https://diksha.gov.in/play/content/do_31309494692968857612037<br>8)https://diksha.gov.in/play/content/do_31309575941689344019 48<br>https://diksha.gov.in/play/content/do_3130957824327761921962<br>https://diksha.gov.in/play/content/do_31321806036581580811789 | |
| **4.** | **SEPTEMBER** | **24** | **9.Social Justice**<br><br>**10.Judiciary** | 9)https://diksha.gov.in/play/content/do_3131135578334003201 75<br>https://diksha.gov.in/play/content/do_3131135579716567041640<br>https://diksha.gov.in/play/content/do_313113558110625792121<br>https://diksha.gov.in/play/content/do_313113558252847104176<br>https://diksha.gov.in/play/content/do_3131313174033203201184<br>https://diksha.gov.in/play/content/do_3130959595878645761978<br>https://diksha.gov.in/play/content/do_3130959596732825601438<br>https://diksha.gov.in/play/content/do_3130959596967936001327<br>https://diksha.gov.in/play/content/do_3’30959597232455681397<br>https://diksha.gov.in/play/content/do_31309595976062566411084<br>https://diksha.gov.in/play/content/do_3130959598168227841399<br>https://diksha.gov.in/play/content/do_3130959598814412801299<br>https://diksha.gov.in/play/content/do_3’30959599103918081300<br>10)https://diksha.gov.in/play/content/do_31311908278865920012341<br>https://diksha.gov.in/play/content/do_3’307110128803840011211 | Monthly Test<br>Slip test<br>Class test |

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| **5.** | **OCTOBER** | **16** | **11.Rights**<br><br>**12.Federalism** | 11)https://diksha.gov.in/play/content/do_3’3113390012268544110<br>https://diksha.gov.in/play/content/do_3’31133901548912641233 3<br>https://diksha.gov.in/play/content/do_3’3113390297907200137<br>https://diksha.gov.in/play/content/do_31308174642882150411096 2<br>https://diksha.gov.in/play/content/do_3131947779810508801111 3<br>https://diksha.gov.in/play/content/do_3131947810957967361105 9<br>https://diksha.gov.in/play/content/do_3’31141999727575041117<br>https://diksha.gov.in/play/content/do_3131142001145118721192<br>https://diksha.gov.in/play/content/do_3’3114200252940288197<br>https://diksha.gov.in/play/content/do_3131142006758522881340<br>https://diksha.gov.in/play/content/do_3’31142008142233601229<br>https://diksha.gov.in/play/content/do_3’31142012389294081182<br>https://diksha.gov.in/play/content/do_3’31142013853777921152<br>https://diksha.gov.in/play/content/do_3’31142016675676161194<br><br>12)<br>https://diksha.gov.in/play/content/do_3131983531981701121141 4<br>https://diksha.gov.in/play/content/do_3131191267138682881728<br>https://diksha.gov.in/play/content/do_3’31191269978275841151 6 | Monthly Test<br>Slip test<br>Class test |
| **6.** | **NOVEMBER** | **23** | **13.Citizenship** | 13.https://diksha.gov.in/play/content/do_3’3178467091324928153<br>https://diksha.gov.in/play/content/do_3’31784892077752321104 | Monthly Test<br>Slip test |

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| | | | **14.Local Governments** | 14)https://diksha.gov.in/play/content/do_31317847556553113613 3<br>https://diksha.gov.in/play/content/do_3’3178470506070016148<br>https://diksha.gov.in/play/content/do_3’31162390507520001518<br>https://diksha.gov.in/play/content/do_3’31162391912611841680<br>https://diksha.gov.in/play/content/do_3131162393321144321709<br>https://diksha.gov.in/play/content/do_3’31168922714603521822 | |
| **87.** | **DECEMBER** | **18** | **15. Nationalism** | 15)https://diksha.gov.in/play/content/do_3’31171004452618241117 3<br>https://diksha.gov.in/play/content/do_3’31171005835509761904<br>https://diksha.gov.in/play/content/do_3131171011404595201901<br>https://diksha.gov.in/play/content/do_3131171012795842561905 | Monthly Test<br>Slip test<br>Class test |

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| | | | **16.Constitution as a Living Document** | https://diksha.gov.in/play/content/do_3’31171014171525121965<br>https://diksha.gov.in/play/content/do_3’31171015544504321141<br><br>16)https://diksha.gov.in/play/content/do_31321431532461260811110<br>https://diksha.gov.in/play/content/do_3131175489953873921162<br>https://diksha.gov.in/play/content/do_3’31175491365109761163<br>https://diksha.gov.in/play/content/do_3’31175492751196161985 | |
| **9.** | **JANUARY** | **22** | **17.The Philosophy of the constitution**<br><br>**18)Secularism** | 17)https://diksha.gov.in/play/content/do_31321431023820800017 93<br>https://diksha.gov.in/play/content/do_3131142231695360001159<br>https://diksha.gov.in/play/content/do_3’31142271966986241105<br>https://diksha.gov.in/play/content/do_3131142274272870401330<br><br>18)https://diksha.gov.in/play/content/do_3’31588156097249281329 6<br>https://diksha.gov.in/play/content/do_3’31142231695360001159<br>https://diksha.gov.in/play/content/do_3’30959605507194881303<br>https://diksha.gov.in/play/content/do_3’30959606347857921401<br>https://diksha.gov.in/play/content/do_3’30959607305666561328 | Monthly Test<br>Slip test<br>Class test |
| **10.** | **FEBRUARY** | **23** | Revision | (Political Science Study Material 2026-27) | |
| **11.** | **MARCH** | **23** | SEE | | |

# Economics (030)

| S.No. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
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| 1 | JUNE | 7 | **Introduction**:<br>What is Economics? Meaning, scope, functions and importance of statistics in Economics<br>**Collection, Organisation and Presentation of data**<br>**Collection of data** - sources of data - primary and secondary; | **Teaching Aids**<br>• **PPT presentation** explaining the meaning and scope of Economics.<br>• **Charts and diagrams** showing functions and importance of statistics in Economics.<br>• **Sample data tables** for understanding organisation and presentation of data.<br>• **Examples of surveys and questionnaires** to explain primary data collection.<br>**Innovative Practices**<br>• **Class survey activity** where students collect simple data (e.g., favourite subject or daily study hours).<br>• **Group activity** on classifying data into primary and secondary sources.<br>• **Think–Pair–Share activity** on importance of statistics in economic decision making.<br>• **Data presentation activity** using simple tables.<br>https://diksha.gov.in/play/collection/do_31310347532020121611421?referrer=utm_source%3Dmobile%26utmcampaign%3Dshare_content | |

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| **2** | **JULY** | **26** | **Collection, Organisation and Presentation of data (Cont.---)**<br>Collection of data - how basic data is collected, concepts of Sampling; methods of collecting data; some important sources of secondary data: Census of India and National Sample Survey Organisation.<br>**Organisation of Data**: Meaning and types of variables; Frequency Distribution<br>**Presentation of Data**: Tabular Presentation and Diagrammatic Presentation of Data: (i) Geometric forms (bar diagrams and pie diagrams), Frequency diagrams (histogram, polygon and ogive) and (iii) Arithmetic line graphs (time series graph).<br>**Introductory Microeconomics**<br>Introduction | **Teaching Aids**<br>• **PPT presentation** explaining sampling methods and data collection techniques.<br>• **Charts and sample tables** for organisation of data and frequency distribution.<br>• **Graph sheets** for drawing bar diagrams, pie diagrams, histograms and polygons.<br>• **Diagrams and examples** explaining Production Possibility Frontier (PPF) and opportunity cost.<br>• **Statistical data examples** from Census and survey reports.<br>**Innovative Practices**<br>• **Survey activity** where students collect sample data from classmates.<br>• **Graph drawing activity** for bar diagram, histogram and pie chart.<br>• **Group discussion** on central problems of an economy.<br>• **PPF demonstration activity** using simple real-life examples to explain opportunity cost.<br>https://diksha.gov.in/play/content/do_31308396326704742411255 | |

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| | | | Meaning of microeconomics and macroeconomics; positive and normative economics<br>What is an economy? Central problems of an economy: what, how and for whom to produce; concepts of production possibility frontier and opportunity cost | | |
| **3** | **AUGUST** | **23** | **Consumer's Equilibrium and Demand**<br>**Consumer's equilibrium -** meaning of utility, marginal utility, law of diminishing marginal utility, conditions of consumer's equilibrium using marginal utility analysis.<br>**Indifference curve analysis of consumer's equilibrium-** consumer's budget (budget set and budget line), preferences of the | **Teaching Aids**<br>• **PPT presentation** explaining concepts of utility, marginal utility and law of diminishing marginal utility.<br>• **Charts and diagrams** showing consumer equilibrium using marginal utility approach.<br>• **Graph sheets** to draw **budget line and indifference curves**.<br>• **Illustrations and tables** explaining consumer preferences and indifference map.<br>**Innovative Practices**<br>• **Graph drawing activity** where students plot budget line and indifference curves.<br>• **Group discussion** on consumer choice behaviour in daily life.<br>• **Numerical problem solving activity** on marginal utility analysis.<br>• **Real-life example activity** explaining law of diminishing marginal utility (e.g., consumption of chocolates or water OR 1 KG OF GULAB JAMUN). | **First Periodic Test** |

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| | | | consumer (indifference curve, indifference map) and conditions of consumer's equilibrium. | https://diksha.gov.in/play/collection/ do_31310347542798336011098?referrer=utm_source % 3Dmobile% 26utm campaign%3Dsharecontent | |
| **4** | **SEPTEMBER** | **24** | **Statistical tools and Interpretation Measures of Central Tendency- Arithmetic Mean** Median and mode. **Consumers Equilibrium and Demand** :- Demand, market demand, determinants of demand, demand schedule, demand curve and its slope, movement along and shifts in the demand curve; price elasticity of demand - factors affecting price elasticity of demand; Measurement of price elasticity of demand – percentage- method and total expenditure method. **COMMENCEMENT OF PROJECT WORK** | **Teaching Aids**<br>• **PPT presentation** explaining measures of central tendency (Mean, Median and Mode).<br>• **Sample numerical tables** for calculation of arithmetic mean, median and mode.<br>• **Graphs and diagrams** to explain demand curve and its slope.<br>• **Charts** showing movement along and shifts in demand curve.<br>• **Numerical examples** explaining price elasticity of demand and its measurement methods.<br>**Innovative Practices**<br>• **Numerical problem-solving activity** on arithmetic mean, median and mode.<br>• **Graph drawing activity** for demand curve and elasticity.<br>• **Group discussion** on determinants of demand using real-life examples.<br>• **Case study activity** to explain price elasticity of demand in the market.<br>https://diksha.gov.in/play/collection/do_31310347542798336011098?referrer=utmsource%3Dmobile%26utm_campaign%3Dshare_content | |

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| **5** | **OCTOBER** | **16** | .Producer Behaviour and Supply<br>Meaning of Production Function – Short-Run and Long-Run<br>Total Product, Average Product and Marginal Product.<br>Returns to a Factor | **Teaching Aids**<br>• **PPT presentation** explaining production function and its concepts.<br>• **Charts and diagrams** showing relationship between Total Product (TP), Average Product (AP) and Marginal Product (MP).<br>• **Graph sheets** to illustrate the law of **Returns to a Factor**.<br>• **Tables and numerical examples** explaining short-run and long-run production.<br>**Innovative Practices**<br>• **Graph drawing activity** showing TP, AP and MP curves.<br>• **Group discussion** on production processes in real-life industries.<br>• **Numerical problem-solving activity** on calculating AP and MP.<br>• **Case example activity** explaining the law of diminishing returns using agricultural production.<br>https://diksha.gov.in/play/content/do_31309220873841049619 57 | |
| **6** | **NOVEMBER** | **23** | (REVISION FOR HALF YEARLY EXAMINATION)<br>Producer Behaviour and Supply (Contd.-)<br>Cost: Short run costs - total cost, total fixed cost, total variable cost; Average cost; Average fixed cost, average variable cost and marginal cost- | **Teaching Aids**<br>• **PPT presentation** explaining cost concepts (TC, TFC, TVC, AC, AFC, AVC and MC).<br>• **Charts and tables** showing relationships between different cost curves.<br>• **Graphs** illustrating cost curves and revenue curves.<br>• **Numerical examples** explaining price elasticity of supply.<br>• **Summary charts** for revision of producer's equilibrium and supply concepts. | **Half yearly examination** |

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| | | | meaning and their relationships.- Revenue: total, average and marginal revenue - meaning and their relationship. Producer's equilibrium-meaning and its conditions in terms of marginal revenue-marginal cost. Supply, market supply, determinants of supply, supply schedule, supply curve and its slope, movements along and shifts in supply curve, price elasticity of supply; measurement of price elasticity of supply - percentage-method. | **Innovative Practices**<br>• **Graph drawing activity** for cost curves and supply curve.<br>• **Numerical problem solving activity** on elasticity of supply.<br>• **Group discussion** on determinants of supply in real-life markets.<br>• **Quick revision quiz** covering important concepts for the half yearly exam.<br>https://diksha.gov.in/play/content/do_3130922158907 6377611308 | |
| **7** | **DECEM BER** | **18** | Correlation – meaning and properties, scatter diagram Measures of correlation - Karl Pearson's method (Two variables ungrouped data) | **Teaching Aids**<br>• **PPT presentation** explaining meaning and properties of correlation.<br>• **Charts and sample data tables** for understanding correlation between two variables.<br>• **Graph sheets** to draw **scatter diagrams**.<br>• **Numerical examples** explaining **Karl Pearson's method** and **Spearman's rank c** | |

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| | | | Spearman's rank correlation. | **Innovative Practices**<br>• **Scatter diagram activity** where students plot relationship between two variables (e.g., study hours and marks).<br>• **Numerical problem-solving activity** on Karl Pearson's correlation coefficient.<br>• **Group activity** on ranking data to calculate Spearman's rank correlation.<br>• **Real-life example discussion** showing positive and negative correlation. | |
| **8** | **JANUARY** | **22** | Perfect competition - Features; Determination of market equilibrium and effects of shifts in demand and supply. (Short Run Only) | **Teaching Aids**<br>• **PPT presentation** explaining features of perfect competition.<br>• **Graphs and diagrams** showing determination of market equilibrium through demand and supply curves.<br>• **Charts** explaining shifts in demand and supply curves.<br>• **Illustrative examples** showing how equilibrium price and quantity are determined.<br>**Innovative Practices**<br>• **Graph drawing activity** to determine market equilibrium.<br>• **Market simulation activity** where students act as buyers and sellers.<br>• **Group discussion** on real-life examples of competitive markets.<br>• **Case study activity** explaining effects of shifts in demand and supply. | **PERIODIC TEST 2** |

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| **9** | **FEBRUARY** | **23** | Simple Applications of Demand and Supply: Price ceiling, price floor.<br><br>Introduction to Index Numbers- meaning, types - wholesale price index, consumer price index and Index of industrial production, uses of index numbers; Inflation and index numbers. Simple Aggregative method<br><br>Project in Economics | **Teaching Aids**<br>• **PPT presentation** explaining price ceiling and price floor with examples.<br>• **Charts and graphs** showing the effect of government price control on demand and supply.<br>• **Tables and numerical examples** for calculation of **Index Numbers using Simple Aggregative Method**.<br>• **Statistical charts** explaining Wholesale Price Index (WPI), Consumer Price Index (CPI) and Index of Industrial Production (IIP).<br>**Innovative Practices**<br>• **Graph drawing activity** to explain price ceiling and price floor effects.<br>• **Case study discussion** on government price control policies.<br>• **Numerical problem-solving activity** on calculation of index numbers.<br>• **Project work** where students collect price data of daily commodities and calculate a simple price index.<br>https://diksha.gov.in/play/collection/do_31310347542798336011098?referrer=utmsource%3Dmobile%26utm_campaign%3Dshare_content | **INTERNAL ASSESSMENTS & REVISION** |

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| **10** | **MARCH** | **23** | ANNUAL EXAMINATION/ SESSION ENDING EXAM | | |

# Accountancy (055)

| S.No. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
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| **PART-A FINANCIAL ACCOUNTING-I** | | | | | |
| **1.** | **JUNE** | **7** | UNIT-I Theoretical Framework: Introduction to Accounting | Suggested activity:<br>Lecture method for Introduction & familiarization of the accounting concepts<br>Use of Mind maps/ ppt on objectives and uses of accounting<br>Group discussion on users of accounting information<br>https://drive.google.com/file/d/1Z0D25MUYcaAD5RB3orP4agrUoTWUiRGv/view | Assessment Method<br>The test may be conducted through:<br>• Written exam (offline)<br>• Online quiz using LMS<br>• Practical accounting worksheet<br>Case-Based Question (Optional) |
| **2.** | **JULY** | **26** | UNIT–II: Accounting process: Theory base of accounting Recording of Business transactions: Voucher and Transactions: | Preparation of Scrap file with different Vouchers<br>Grouping students and ask them to identify the documents which are used for credit transaction<br>Create a situation for fill up source documents especially from Banks<br>**Teaching Aids:**<br>Sample **Journal Books & Vouchers** (Printed/digital)<br>Flowcharts for **Steps of Journalizing**<br>Posters of **Journal Formats**<br>**E-Content:**<br>Video tutorials on journal entries | Assessment Method<br>The test can be conducted as:<br>• Written classroom examination<br>• Online assessment (MCQ + numerical)<br>• Accounting worksheet / practical assignment<br>Practical Questions (Journal Entries) |

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| | | | Books of Original Entry- Journal | Animated MCQs (drag-and-drop transactions into correct journal entries)<br>Practice tools for entering transactions online<br>**Innovative Practices:**<br>**Journal Entry Role Play**: Students act out transactions & classmates record entries<br>**Transaction Card Game**: Match transaction to its journal entry<br>**Create a Business Story**: Students build a story and pass it along – each adds a journal entry<br>Worksheets for journal<br>https://diksha.gov.in/play/collection/do31310347535505817611436?contentType=TextBook | |
| **3.** | **AUGUST** | **23** | ecording of Business transactions (Contd.)- Special Purpose books: Cash Book· Purchases book · Sales book · Purchases return book · Sales return book · Journal proper-- Ledger | Use Real cash book from School office.<br>Familiarisation of one sample Cashbook to the students<br>Templates of **Cash Book**, **Sales Book**, **Purchase Book**<br>Diagram showing flow from Journal to Ledger<br>Ledger Posting flashcards<br>**E-Content:**<br>Google Sheets ledger practice sets<br>Videos: Format and posting of Cash Book, Petty Cash Book, etc.<br>Online simulators to practice posting from journals to ledger<br>**Innovative Practices:**<br>**Business Simulation Game**: Students play business and record entries in proper books<br><br>**Ledger Matching Activity**: Link journal entries to corresponding ledger accounts<br><br>Comparative study of different types of special purpose books<br><br>Role play on Debit side and Credit side<br>https://diksha.gov.in/play/collection/do31310347535505817611436?contentType=TextBook | Assessment Methods<br>The assessment may be conducted through:<br>• Written examination<br>• Accounting practical test<br>• Online accounting quiz<br>• Worksheet-based assignments<br>• Case-Based Question<br>Practical Questions |

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| **4.** | **SEPTEMBER** | **24** | Bank Reconciliation Statement | Familiarise the transactions of Pass book with the help of cheque book<br>Compare Cash book and Pass book<br>Ask the student groups to identify the chances of differences between two books<br>Skit on reasons of difference between cash book balance and passbook balance<br>Chart of **Common BRS Differences**<br>BRS Format flowchart<br>https://drive.google.com/file/d/1D30KIRdfcyb4umww1eYoZiAb_YySExiU/view?usp=sharelink | • Written examination<br>• Accounting practical test<br>• Online accounting quiz<br>• Problem-solving worksheet<br>• Case-Based Question<br>Practical Questions |
| **5.** | **OCTOBER** | **16** | Depreciation, Provisions and Reserves (contd.) Trial Balance and Rectification of Errors | Ask the students to find out expected value an old asset from their classroom for generating idea about book value, scrap value etc.<br>Discussion about methods of valuation of various assets<br>**Teaching Aids:**<br>Formula Charts for Straight Line & Written Down methods<br>Visual timeline for asset life & depreciation<br>**E-Content:**<br>Video demonstrations using asset life calculators<br>Interactive depreciation method comparison<br>**Innovative Practices:**<br>**Group Debate**: Straight Line vs WDV – which is better?<br>**Real-life Asset Tracker**: Students track the value of an imaginary asset over years<br>https://drive.google.com/file/d/1gEUVcb9ZNjyE8INf5TPwDmEeuj4ISeL1/view?usp=sharelink | • Written examination<br>• Accounting practical test<br>• Online accounting quiz<br>• Problem-solving worksheet<br>• Case-Based Question<br>• Practical Questions |
| **PART-B FINANCIAL ACCOUNTING-II** | | | | | |
| **6.** | **NOVEMBER** | **23** | Trial Balance and Rectification of Errors (contd.) a) | Group discussion Work sheets<br>**Teaching Aids:**<br>Error classification charts (Omission, Commission, Compensating)<br>Trial balance skeleton for filling | • Written examination<br>• Accounting practical test<br>• Online accounting quiz<br>• Problem-solving worksheet<br>• Case-Based Question |

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| | | | Financial Statements of Sole Proprietorship without adjustments | **E-Content:**<br>Animated videos showing how errors affect accounts<br>Google Form Quizzes: Identify and rectify errors<br>**Innovative Practices:**<br>**Error Hunt Activity**: Intentionally wrong trial balance for students to audit<br>**"Fix the Firm" Case Study**: Students rectify a firm's books full of errors<br>e-content:<br>Familiarise different items with the help of an original Financial Statement of a Sole proprietorship<br>**Teaching Aids:**<br>Sample Trading and P&L formats<br>Visual aid for flow from trial balance to final accounts<br>**E-Content:**<br>Practice templates in Excel for preparing statements<br>Slideshow walkthrough of income statement preparation<br>**Innovative Practices:**<br>**Story to Statement**: Business transaction story → convert to Financial Statement<br>**Boardroom Simulation**: Act as owners analysing their profit/loss<br>https://drive.google.com/file/d/1wGDKqzXmHqmByfLLtVRThKUbfMk9M6n/view | Practical Questions |
| **7.** | **DECEMBER** | **18** | Financial Statements of Sole Proprietorship with adjustments | Handmade colourful cross word puzzles for identification of debit amount and credit amounts<br>**Teaching Aids:**<br>List of common adjustments with accounting treatment<br>Mind map for link between adjustments and their double effect<br>**E-Content:**<br>Step-by-step animated explanations of adjustments (e.g., outstanding expenses)<br>Smart worksheets with automatic calculation<br>**Innovative Practices:** | • Written examination<br>• Accounting practical test<br>• Online accounting quiz<br>• Problem-solving worksheet<br>• Case-Based Question<br>• Practical Questions |

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| | | | | **Adjustment Puzzle**: Guess the missing adjustment based on effect in final account<br>**Complete the Cycle Game**: Journal → Ledger → Trial → Adjustment → Final Accounts<br>https://drive.google.com/file/d/1J8pLdES39y9QL8MNa5ED3iGbOH4GjpIj/view | |
| **8.** | **JANUARY** | **22** | Financial Statements of Sole oprietorship with (adjustments) (contd.) Accounts from Incomplete Records | Group Discussion, quizzes<br>Games like MIX &MATCH OR drag the words into correct options(boxes)<br>**Teaching Aids:**<br>Comparative chart: Single Entry vs Double Entry<br>Working note templates for missing data<br>**E-Content:**<br>Video lessons on Statement of Affairs & Cash Book<br>Excel calculators for estimating missing profit or capital<br>**Innovative Practices:**<br>**Detective Accountant Game**: Students find missing figures from given info<br>**Rebuild the Business**: Story-based challenge where data is missing and needs reconstruction<br>https://drive.google.com/file/d/1sbMX_7GAyHcmILs8y0kTYSNtkual0GH9/view?usp=share_link | • Written examination<br>• Accounting practical test<br>• Online accounting quiz<br>• Problem-solving worksheet<br>• Case-Based Question<br>• Practical Questions |
| **9.** | **FEBRUARY** | **23** | **PART C: Project Work and Revision** | | • |
| **10** | **MARCH** | **23** | **Session Ending EXAMINATION** | | |

- **Business Studies:** (054)

| S.No. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
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| **1.** | **JUNE** | **7** | Nature and Purpose of Business | Suggested Activity: 1. Testing previous knowledge related to history of trade and commerce.<br>2. Lecture method for explaining the concepts of trade and commerce.<br>3. Group discussion method (Topic on differentiate between business, profession and employment and basic factors to be considered while starting a business..<br>4. Use of Visual aids on classification of Industries.<br>5. Charts showing **economic vs. non-economic activities**.<br>6. Concept maps linking objectives and classification of business<br>https://diksha.gov.in/play/collection/do_31310347535117516811487?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_31308023008421478411428 8<br>https://diksha.gov.in/play/collection/do_31310347535117516811487?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_31308022300858777611428 2<br>Use of Role play method to explain the concept of Partnership, H.U.F. and Cooperative societies. | **1. Formative Assessment**<br>• **Oral questioning** during classroom discussion.<br>• **Short class tests** based on conceptual understanding.<br>• **Worksheet solving** on National Income calculations.<br>• **Quiz competition** using digital tools.<br>**2. Written Test**<br>• **MCQ based test**<br>• **Short answer questions (3–4 marks)**<br>**3. Activity Based Assessment**<br>• **Case study questions**<br>• **Group discussion**<br>• **Concept mapping activity**<br>**4. Online Assessment Tools** |

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| **2.** | **JULY** | **26** | 2.Forms of Business Organisation | Use of group discussion method to develop the understanding of merits and demerits of Sole Proprietorship, Partnership, H.U.F. and Cooperative societies.<br>Comparison tables (sole proprietorship, partnership, joint stock company, etc.)<br>Role cards to explain types of ownership.<br>https://diksha.gov.in/play/collection/do_31310347535117516811487?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_31308022909549772811397 3<br>Initiating a virtual trip to Cooperative societies approved by Govt. of India for explaining "types of cooperative societies".<br>Use of Survey method to find out features and working of different forms of business organizations.<br>**Business Setup Simulation**: Groups choose a form and explain their choice.<br>**Debate**: Partnership vs. Company — which is better and why?<br>https://diksha.gov.in/play/collection/do_31310347535117516811487?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_3130878990761246721111 | **1. Formative Assessment**<br>• **Oral questioning** during classroom discussion.<br>• **Short class tests** based on conceptual understanding.<br>• **Worksheet solving** on National Income calculations.<br>• **Quiz competition** using digital tools.<br>**2. Written Test**<br>• **MCQ based test**<br>• **Short answer questions (3–4 marks)**<br>**3. Activity Based Assessment**<br>• **Case study questions**<br>• **Group discussion**<br>• **Concept mapping activity**<br>**4. Online Assessment Tools** |
| **3.** | **AUGUST** | **23** | 3. Public, Private and Global Enterprises.<br>4.Business Services | Use reciprocal questioning to encourage an open dialogue in which students take on the role of the teacher and create their own questions about a topic, reading a section, or lesson and form small groups of students for framing questions by providing "question stems" and others would try to find answer for the questions.<br>**E-Content:**<br>Videos on privatization, disinvestment, and MNCs.<br>PPTs showcasing examples from India and abroad.<br>**Innovative Practices:**<br>**Role Play**: Stakeholders in public vs. private enterprise.<br>**News Analysis**: Track privatization/global mergers in headlines. | **1. Formative Assessment**<br>• **Oral questioning** during classroom discussion.<br>• **Short class tests** based on conceptual understanding.<br>• **Worksheet solving** on National Income calculations.<br>• **Quiz competition** using digital tools.<br>**2. Written Test** |

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| | | | | https://diksha.gov.in/play/collection/do_31310347535117516811487?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_3130901352861204481121<br>Lecture Method<br>Use of Brainstorming method for banking services.<br>Connect with daily life examples.<br>Use of Visual aids on Banking System.<br>Use of Survey method.<br>Service classification charts (banking, insurance, communication, etc.)<br>Virtual tour of a bank, insurance company, or courier service.<br>Audio-visuals explaining types of insurance, telecom, e-banking.<br>https://diksha.gov.in/play/collection/do_31310347535117516811487?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_3130921901375406081995 | • **MCQ based test**<br>• **Short answer questions (3–4 marks)**<br>**3. Activity Based Assessment**<br>• **Case study questions**<br>• **Group discussion**<br>• **Concept mapping activity**<br>**4. Online Assessment Tools** |
| **4.** | **SEPTEMBER** | **24** | 4. Business Services (contd..)<br>5.Emerging Modes of Business | **Mock Bank Setup**: Students take up roles (teller, manager, etc.).<br>**Insurance Storytelling**: Create stories that show the role of different types of insurance.<br>https://diksha.gov.in/play/collection/do_31310347535117516811487?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_3130921901375406081995<br>Initiate a discussion among the students to form two groups for a debate. One group favouring e-business and another group expressing views on the negative sides of e business and supporting traditional business.<br>**Teaching Aids:**<br>Infographics on **e-business vs traditional business**.<br>Cloud computing and e-payment concept maps.<br>**E-Content:**<br>Animated explainers on B2B, B2C, C2C, etc.<br>Demo videos of UPI, net banking, e-commerce websites. | **1. Formative Assessment**<br>• **Oral questioning** during classroom discussion.<br>• **Short class tests** based on conceptual understanding.<br>• **Worksheet solving** on National Income calculations.<br>• **Quiz competition** using digital tools.<br>**2. Written Test**<br>• **MCQ based test**<br>• **Short answer questions (3–4 marks)**<br>**3. Activity Based Assessment**<br>• **Case study questions**<br>• **Group discussion**<br>• **Concept mapping activity** |

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| | | | | **Innovative Practices:**<br>**e-Commerce Project**: Design a simple online business/store.<br>**Virtual Store Walkthroughs**: Explore real-world e-business platforms.<br>https://diksha.gov.in/play/collection/do_31310347535117516811487?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_31309219013754060819 95 | **4. Online Assessment Tools** |
| **5.** | **OCTOBER** | **16** | 6. Social Responsibility of Business and Business Ethics | Symposium Method: Assigning the task of presenting selected topics covering the chapter wherein student come up with various innovative ideas during their presentation.<br>Ethics scenario cards.<br>CSR (Corporate Social Responsibility) case studies (Tata, Infosys, etc.).<br>**E-Content:**<br>Documentaries or interviews with business leaders on CSR(Corporate Social Responsibility).<br>Videos showcasing environmental initiatives by businesses.<br>**Innovative Practices:**<br>**CSR** (Corporate Social Responsibility) **Proposal Writing**: Students draft a CSR plan for a business.<br>**Ethics Role-Play**: Students act out ethical dilemmas in business settings.<br>https://diksha.gov.in/play/collection/do_31310347535117516811487?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_31314254219020697611870 | **1. Formative Assessment**<br>• **Oral questioning** during classroom discussion.<br>• **Short class tests** based on conceptual understanding.<br>• **Worksheet solving** on National Income calculations.<br>• **Quiz competition** using digital tools.<br>**2. Written Test**<br>• **MCQ based test**<br>• **Short answer questions (3–4 marks)**<br>**3. Activity Based Assessment**<br>• **Case study questions**<br>• **Group discussion**<br>• **Concept mapping activity**<br>**4. Online Assessment Tools** |
| **6.** | **NOVEMBER** | **23** | 7. Sources of Business Finance.<br>8. Small Business & Enterprises | Interactive Lecture method for explaining the concepts of Business Finance and various sources of business finance.<br>Group discussion method (Topic on differentiate between Debenture and Shares, Equity shares and Preference shares).<br>**Teaching Aids:**<br>Sources chart (owner's fund, borrowed fund, etc.) | **1. Formative Assessment**<br>• **Oral questioning** during classroom discussion.<br>• **Short class tests** based on conceptual understanding. |

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| | | | | Flashcards with pros/cons of each source.<br>**E-Content:**<br>Interactive slides: Match sources to business types.<br>Explainer videos on equity, loans, debentures.<br>**Innovative Practices:**<br>**Funding the Startup Game**: Students decide funding based on different scenarios.<br>**Case Study Comparison**: Analyze how companies raised capital.<br>https://diksha.gov.in/play/collection/do_31310347535117516811487?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_31321462534099763211036<br>Use of Brain storming session for discussing scope Entrepreneurship Development in India of Small Business.<br>Use of Visual aids to familiarize the Government schemes and agencies for small scale industries.<br>**Teaching Aids:**<br>Charts showing MSME classification.<br>Real-life examples from local entrepreneurs.<br>**E-Content:**<br>Government portal exploration (e.g., Udyam registration).<br>Video stories of successful small business owners.<br>**Innovative Practices:**<br>**Small Business Pitch**: Students present a local business idea.<br>**Field Visit/Interview**: Meet a small business owner (in-person or virtually).<br>https://diksha.gov.in/play/collection/do_31310347535117516811487?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_31319415784017100811730 | • **Worksheet solving** on National Income calculations.<br>• **Quiz competition** using digital tools.<br>**2. Written Test**<br>• **MCQ based test**<br>• **Short answer questions (3–4 marks)**<br>**3. Activity Based Assessment**<br>• **Case study questions**<br>• **Group discussion**<br>• **Concept mapping activity**<br>**4. Online Assessment Tools** |
| **7.** | **DECEMBER** | **18** | 9.Internal Trade | Recall the daily activities that each one is engaged with and appreciate their role for making everyone's life comfortable.<br>Form groups of students for playing the role of different types of traders that students have seen in their daily life | **1. Formative Assessment**<br>• **Oral questioning** during classroom discussion. |

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| | | | | Experiential learning method<br>Visual aids on wholesale vs. retail trade.<br>Sample bills/invoices/registers.<br>**E-Content:**<br>Short documentaries on retailing, shopping malls, and B2C services.<br>Digital billing demo videos<br>**Innovative Practices:**<br>**Simulated Retail Store**: Students act as shopkeepers, wholesalers.<br>**Trade Fair Setup**: Each group represents a type of internal trade.<br>https://diksha.gov.in/play/collection/do_31310347535117516811487?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_31321133532739174412 26 | • **Short class tests** based on conceptual understanding.<br>• **Worksheet solving** on National Income calculations.<br>• **Quiz competition** using digital tools.<br>**2. Written Test**<br>• **MCQ based test**<br>• **Short answer questions (3–4 marks)**<br>**3. Activity Based Assessment**<br>• **Case study questions**<br>• **Group discussion**<br>• **Concept mapping activity**<br>**4. Online Assessment Tools** |
| **8.** | **JANUARY** | **22** | 9.Internal Trade (contd.)<br>10. International Business | Use of visual aids on the topic: Import trade and export trade procedure.<br>Use of Survey method to find out features and working of international business.<br>Holding Seminars by Students on small topics for initiating wider learning for gathering details of selected topics.<br>**Teaching Aids:**<br>Charts showing modes of international trade.<br>Comparison tables: Domestic vs. International Trade.<br>**E-Content:**<br>WTO and export-import process explainers.<br>Video case studies: Indian companies going global.<br>**Innovative Practices:**<br>**Export Plan Activity**: Students create an export strategy for a product.<br>**Global Trade Simulation**: Students represent countries and trade goods/services. | **1. Formative Assessment**<br>• **Oral questioning** during classroom discussion.<br>• **Short class tests** based on conceptual understanding.<br>• **Worksheet solving** on National Income calculations.<br>• **Quiz competition** using digital tools.<br>**2. Written Test**<br>• **MCQ based test**<br>• **Short answer questions (3–4 marks)**<br>**3. Activity Based Assessment**<br>• **Case study questions**<br>• **Group discussion** |

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| | | | | https://diksha.gov.in/play/collection/do_31310347535117516811487?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_31321133506603417619 8 | • **Concept mapping activity**<br>**4. Online Assessment Tools** |
| **9.** | **FEBRUARY** | **23** | **PART C: Project Work and Revision** | | |
| **10** | **MARCH** | **23** | **Session Ending EXAMINATION** | | |

# Physics: (042)

| S.No. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
|---|---|---|---|---|---|
| **1** | **JUNE** | **7** | **UNIT -1** Physical world ( 08 periods)<br>Chapter- 2 Unit and measurement<br>Section-A □ Experiment - 1 | Paper scale of given least count | Class Test<br>Slip test<br>MCQ<br>Chapter Ending test,<br>Diagram based tests |
| **2.** | **JULY** | **26** | **UNIT-2 -** Kinematics (24 periods)<br>Chapter- 3 Motion in straight line<br>Chapter- 4 Motion in a plane Section-A<br>Experiment – 2 □ Experiment – 3 □<br>Activity -1 | Projectile motion apparatus, activities of laws of motion.<br>https://diksha.gov.in/play/content/do_4313342804772454400116697?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_cont | Class Test<br>Slip test<br>MCQ<br>Chapter Ending test,<br>Diagram based tests |
| **3.** | **AUGUST** | **23** | **UNIT- 3** – Laws of motion (14 periods)<br>Chapter- 5 Laws of motion **UNIT- 4** Work, energy and power (14 periods)<br>Chapter- 6 Work, energy and power<br>Section-A Experiment – 4 □<br>Activity- – 3 | https://diksha.gov.in/play/content/do_4313371680169713664178?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content<br><br>https://diksha.gov.in/play/content/do_4313371680169771008182?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content | PERIODIC TEST 1 |
| **4.** | **SEPTEMBER** | **24** | **UNIT- 5**<br>System of particles and rotational motion<br>(18 periods) | https://diksha.gov.in/play/content/do_4313401340165619712171 4?referrer=utm_source3Dmobile%26utm_campaign%3Dshare_content | Chapter Ending test, Slip test, Diagram based tests |

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| | | | **Chapter- 7**<br>System of particles and rotational motion<br>**UNIT- 6** – Gravitation (12 periods)<br>**Chapter- 8**<br>Gravitation.....<br>**Section-B**<br>□ Experiment – 1<br>□ Experiment – 2<br>□ Activity – 1 | https://diksha.gov.in/play/content/do_4313401340164382720169 0?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content<br><br>Activities of torque | |
| **5.** | **OCTOBER** | **16** | Cont... Gravitation<br>**UNIT- 7**<br>Properties of bulk matter<br>(Total 24 periods)<br>**Chapter- 9**<br>Mechanical properties of solids<br>**Section-B**<br>□ Experiment – 3<br>□ Activity – 2 | https://diksha.gov.in/play/content/do_4313450962853519360114 21?referrer=utm_source%3Dmobile%26utm_campaign%3Dsharecontent<br><br>Spring constant | Chapter Ending test, Slip test, Diagram based tests |
| **6.** | **NOVEMBER** | **23** | **Chapter- 10**<br>Mechanical properties of fluids<br>**Chapter- 11**<br>Thermal properties of matter<br>**Section-B**<br>□ Experiment – 4 | https://diksha.gov.in/play/content/do_4313401340766019584194 4?referrer=utm_source%3Dmobile%26utm_campaign%3Dsharecontent<br><br>Capillarity action | HALF YEARLY EXAM |
| **7.** | **DECEMBER** | **18** | **Chapter- 11-** Thermal properties of matter (contd.,)<br>**UNIT- 8 –** Thermodynamics<br>(12 periods)<br>**Chapter- 12-**Thermodynamics<br>**Section-B**<br>□ Activity - 3 | https://diksha.gov.in/play/content/do_4313444739249971200129 55?referrer=utm_source%3Dmobile%26utm_campaign%3Dsharecontent | Chapter Ending test, Slip test, Diagram based tests |

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| | | | | https://diksha.gov.in/play/content/do_4313431273438289920151 3?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content<br><br>Effect of heating of bi-metallic strip | |
| **8.** | **JANUARY** | **22** | **UNIT- 9** – Behaviour of perfect gases and<br>kinetic theory of gases ( 08 periods)<br>**Chapter- 13**<br>Kinetic theory of gases<br>**UNIT- 10** - Oscillations and waves (26 periods)<br>**Chapter- 14**<br>Oscillations | https://diksha.gov.in/play/content/do_4313431273438437376152 7?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content<br><br>https://phet.colorado.edu/sims/html/pendulum-lab/latest/pendulum-lab_en.html<br>Simple pendulum | PERIODIC TEST 2 |
| **9.** | **FEBRUARY** | **23** | **Chapter- 15**<br><br>Waves | https://diksha.gov.in/play/content/do_4313431273438953472154 9?referrer=utmsource%3Dmobile%26utm_campaign%3Dsharecontent<br><br>Resonance tube<br>REVISION | Session Ending practical<br><br>examination. |
| **10** | **MARCH 2026** | **23** | | SESSION ENDING EXAM | SESSION ENDING EXAM |

# Chemistry: (043)

| S.No. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
|---|---|---|---|---|---|
| **1** | **JUNE** | **7** | 1.Some basic concepts of Chemistry | 1.https://diksha.gov.in/play/collection/do31343206741537587211112?contentId=do3130851174935674881121 6<br><br>2.https://diksha.gov.in/play/collection/do31343206741537587211112?contentId=do3130851252231372801122 1 | Slip test |
| **2** | **JULY** | **26** | 2.Structure of Atom<br><br>**PRACTICAL**: Basic Laboratory Techniques | 1.https://diksha.gov.in/play/collection/do_3134320674153758721111 2?contentId=do3130879056582983681314 0<br><br>2.https://diksha.gov.in/play/collection/do_3134320674153758721111 2?contentId=do3130879196079636481230 5<br><br>3.https://diksha.gov.in/play/collection/do_3134320674153758721111 2?contentId=do3130879234472263681357<br><br>4.https://diksha.gov.in/play/collection/do31343206741537587211112?contentId=do3131587889958502401117 6<br><br>5.https://diksha.gov.in/play/collection/do31343206741537587211112?contentId=do_3131587921462722561189 5 | Slip test/ Monthly Test |

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| **3** | **AUGUST** | **23** | 3.Classification of Elements and Periodicity in Properties<br><br>**PRACTICAL** : Quantitative Estimation | 1.https://diksha.gov.in/play/collection/do_31343206741537587211112?contentId=do31309070936058265614 65<br><br>2.https://diksha.gov.in/play/collection/do_31343206741537587211112?contentId=do3130907116611092481415<br><br>3.https://diksha.gov.in/play/collection/do_31343206741537587211112?contentId=do3130907149896417281423<br><br>4.https://diksha.gov.in/play/collection/do_31343206741537587211112?contentId=do3130907173966315521467 | Periodic Test- 1 |
| **4** | **SEPTEMBER** | **24** | 4.Chemical Bonding and Molecular Structure<br><br>5.Chemical Thermodynamics<br><br>**PRACTICAL** : Quantitative Estimation | 1.https://diksha.gov.in/play/collection/do_31343206741537587211112?contentId=do_31309219928398233619 56<br><br>2.https://diksha.gov.in/play/collection/do_31343206741537587211112?contentId=do_3130922019188244481644<br><br>3.https://diksha.gov.in/play/collection/do_31343206741537587211112?contentId=do_3130922044636610561645<br><br>4.https://diksha.gov.in/play/collection/do_31343206741537587211112?contentId=do_3130922073003704321996<br><br>5.https://diksha.gov.in/play/collection/do_31343206741537587211112?contentId=do_3130922099511705601997<br><br>6.https://diksha.gov.in/play/collection/do_31343206741537587211112?contentId=do_3130922145239777281116 4<br><br>**Chemical Thermodynamics**<br>1.https://diksha.gov.in/play/collection/do_3134320674153758721111112?contentId=do_3131006264192286721676<br><br>2.https://diksha.gov.in/play/collection/do_31343206741537587211112?contentId=do_3131006278968934401647 | Monthly Test |

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| | | | | 3.https://diksha.gov.in/play/collection/do_31343206741537587211112?contentId=do_3131006296365137921648<br><br>4.https://diksha.gov.in/play/collection/do_31343206741537587211112?contentId=do_3131006311874969601488<br><br>5.https://diksha.gov.in/play/collection/do_31343206741537587211112?contentId=do_3131006328165908481486<br><br>6.https://diksha.gov.in/play/collection/do_31343206741537587 21 1112?contentId=do_3131006343161528321487 | |
| **5** | **OCTOBER** | **16** | 6. Equilibrium (Physical)<br><br>REVISION<br><br>PRACTICAL<br><br>Experiments related to pH changes<br>Chemical Equilibrium | 1.https://diksha.gov.in/play/collection/do_313432067415375872 1 1112?contentId=do_3131077106767872001254 8<br>2.https://diksha.gov.in/play/collection/do_31343206741537587 21 1112?contentId=do_3131077140312965121353 1<br>3.https://diksha.gov.in/play/collection/do_3134320674153758721 1112?contentId=do_3131077153295564801255 2 | Monthly Test |
| **6** | **NOVEMBER** | **23** | 6.Equilibrium (continued)<br><br>7. Redox Reactions<br><br>**PRACTICAL**<br>Qualitative analysis | 4.https://diksha.gov.in/play/collection/do_31343206741537587 21 1112?contentId=do_3131077171947520001436 0<br><br>5.https://diksha.gov.in/play/collection/do_313432067415375872 1 1112?contentId=do_3131550971662827521 58<br><br>6.https://diksha.gov.in/play/collection/do_31343206741537587 21 1112?contentId=do_3131551965545267201512<br><br>**Redox Reactions**<br>1.https://diksha.gov.in/play/collection/do_313074573669089280 1 9242?contentId=do_3130702520829952001274 | HALF YEARLY |

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| **7** | **DECEMBER** | **18** | 8. Organic Chemistry Some basic principles and techniques<br><br>**PRACTICAL**<br>Qualitative analysis | 1.https://diksha.gov.in/play/collection/do_31307457366908928 01 9242?contentId=do_3131552364074598401237 | Slip Test |
| **8** | **JANUARY** | **22** | 9. Hydrocarbon (Aliphatic)<br><br>**PRACTICAL**<br>1.Characterisation and purification of chemical substance 2. Project Work | 1.https://diksha.gov.in/play/collection/do_31307457366908928 01 9242?contentId=do_3126937250861875201311 9 | Periodic Test- 2 |
| **9** | **FEBRUARY** | **23** | 9. Hydrocarbon (Aromatic)<br>REVISION | https://diksha.gov.in/play/collection/do_3130745736690892801 9242?contentId=do_3131142303478824961206 | Revision Test |
| **10** | **MARCH** | | | | SESSION ENDING EXAM |

- **Mathematics: (041)**

| S.No. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
|---|---|---|---|---|---|
| **1.** | **APRIL-MAY** | | …… | | |
| **2.** | **JUNE** | **7** | 1.Sets | https://diksha.gov.in/resources/play/content/do_31447019597 9075584116592 | |
| **3.** | **JULY** | **26** | 2. Relations and Functions.<br>3.Trigonometric Functions. | https://diksha.gov.in/resources/play/content/do_31443123650 813952011722<br>https://diksha.gov.in/resources/play/content/do_31445246859 2680960111568 | First Periodic Test |
| **4.** | **AUGUST** | **23** | 4. Complex Numbers.<br>5. Linear Inequalities.<br>6. Permutations and Combinations. | https://diksha.gov.in/resources/play/content/do_31440226248 079769614178 | |
| **5.** | **SEPTEMBER** | **24** | 7. Binomial Theorem.<br>8. Sequences and Series. | https://diksha.gov.in/resources/play/content/do_31447528648 4598784117038 | |
| **6.** | **OCTOBER** | **16** | 8. Sequences and Series - Contd. | https://diksha.gov.in/resources/play/content/do_31443072288 651673611065 | Half-Yearly Examination |

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| **7.** | **NOVEMBER** | **23** | 9. Straight Lines.<br>10. Conic Sections. | https://diksha.gov.in/resources/play/content/do_31447019148 5698048114251 | |
| **8.** | **DECEMBER** | **18** | 11. Introduction to Three Dimensional Geometry.<br>12. Limits and Derivatives. | https://diksha.gov.in/resources/play/content/do_31447016810 1519360114247 | |
| **9.** | **JANUARY** | **22** | 13. Statistics.<br>14. Probability. | https://diksha.gov.in/resources/play/content/do_31447019390 5254400114252 | Second Periodic Test |
| **10.** | **FEBRUARY** | **23** | Revision | | |
| **11.** | **MARCH** | **23** | ……. | | Session Ending Examination. |

- **Biology: (044)**

| S.NO. | Month | No. Of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
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| **1** | **JUNE** | **7** | **Unit-I Diversity of Living Organisms**<br><br>Chapter-1: The Living World<br><br>Biodiversity; Need for classification; three domains of life; taxonomy and systematics; concept of species and taxonomical hierarchy; binomial nomenclature | ART INTEGRATED ACTIVITY. Prepare a power point presentation on Biodiversity and Online Intersection class XI Panel Discussion with English and Biology faculty<br>Diversity in living world<br>https://diksha.gov.in/play/content/do_43134376114898370561 2931<br>Species, genus, class<br>https://diksha.gov.in/play/content/do_43134376114898452481 29 32<br>Changes in classification<br>https://diksha.gov.in/play/content/do_43134376114900008961 2945<br>Summary of classification<br>https://diksha.gov.in/play/content/do_43134376114899927041 29 44<br>**SPOTTING:**<br>**1. Parts of a compound microscope.** | Chapter Ending test, Slip test, Diagram based tests |

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| | | | Chapter-2: Biological Classification<br><br>Five kingdom classification; Salient features and classification of Monera, Protista and Fungi into major groups; Lichens, Viruses and Viroids. | Drawing various structures and discussion about enzyme mediated processes. Make herbarium. Case Studies, Hands on Activities<br><br>Five kingdom classification<br>https://diksha.gov.in/play/content/do_4313437611489878016129 35<br>Eubacteria<br>https://diksha.gov.in/play/content/do_4313437611489902592129 37<br>Protista, euglenoids<br>https://diksha.gov.in/play/content/do_4313437611489918976129 38<br>Fungi<br>https://diksha.gov.in/play/content/do_4313438198858883072135 63<br>Phycomycetes and Ascomycetes<br>https://diksha.gov.in/play/content/do_4313437611489951744129 41<br>Viruses<br>https://diksha.gov.in/play/content/do_4313437611489968128129 42<br>Viroids, prions and lichens<br>https://diksha.gov.in/play/content/do_4313437611489984512129 43 | Class Test<br>Slip test<br>MCQ<br>Chapter Ending test, Slip test, Diagram based tests |
| **2.** | **JULY** | **26** | Chapter-3: Plant Kingdom<br><br>Classification of plants into major groups; Salient and distinguishing features and a few examples of Algae, Bryophyta, Pteridophyta, Gymnospermae (Topics excluded Angiosperms, Plant | Chlorophyceae<br>https://diksha.gov.in/play/content/do_4313437611490009088 12946<br>Phaeophyceae<br>https://diksha.gov.in/play/content/do_4313437611490025472129 47<br>Liverworts, mosses<br>https://diksha.gov.in/play/content/do_4313437611490041856129 49<br>Pteridophytes | Chapter Ending test, Slip test, Diagram based tests |

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| | | | Life Cycle and Alternation of Generations) | https://diksha.gov.in/play/content/do_4313437611490050048129 50<br>Pteridophytes-life cycle<br>https://diksha.gov.in/play/content/do_4313437611490058240129 51<br>Gymnosperms-1<br>https://diksha.gov.in/play/content/do_4313437611490066432129 52<br>Demonstration of structure Animal tissues Online. Display of types of tissue with concept mapping. Brain Storming sessions with hands on activities.<br><br>SPOTTING:<br><br>2. Specimens/slides/models and identification with reasons - Bacteria, Oscillatoria, Spirogyra, Rhizopus, mushroom, yeast, liverwort, moss, fern, pine, one monocotyledonous plant, one dicotyledonous plant and one lichen. | |
| | | | Chapter-4: Animal Kingdom<br><br>Salient features and classification of animals, non-chordates up to phyla level and chordates up to class level (salient features and at a few examples of each category). (No live animals or specimen should be displayed.) | Draw various organisms and discussion on it.<br>Case Studies, Hands on Activities<br>https://diksha.gov.in/play/collection/do_3131034752767754241 1483?referrer=utm_source%3Dmobile%26utm_campaign%3Dsha recontent&contentId=do_3131050239592939521224 3<br><br>SPOTTING:<br>3. Virtual specimens/slides/models and identifying features of - Amoeba, Hydra, liver fluke, Ascaris, leech, earthworm, prawn, silkworm, honey bee, snail, starfish, shark, rohu, frog, lizard, pigeon and rabbit. | Chapter Ending test, Slip test, Diagram based tests |
| | | | Chapter-5: Morphology of Flowering Plants<br><br>Morphology of different parts of flowering plants: root, stem, leaf, inflorescence, flower, fruit | Draw various structures and discussion about enzyme mediated processes.<br>Make herbarium. Case Studies, Hands on Activities.<br>EXPERIMENT:<br>1. Study and describe locally available common flowering plants, from family Solanaceae (Poaceae, Asteraceae or | Chapter Ending test, Slip test, Diagram based tests |

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| | | | and seed. Description of family Solanaceae | Brassicaceae can be substituted in case of particular geographical location) including dissection and display of floral whorls, anther and ovary to show number of chambers (floral formulae and floral diagrams), type of root (tap and adventitious); type of stem (herbaceous and woody); leaf (arrangement, shape, venation, simple and compound).<br>Flower<br>https://diksha.gov.in/play/collection/do_31310347527677542411483?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do3131545396334592001848<br>Floral Formula<br>https://diksha.gov.in/play/content/do_4313401406676508672110 0<br>Inflorescence Floral Diagram<br>https://diksha.gov.in/play/content/do_4313401406676516864110 1 Morphology of Flowering Plant<br>https://diksha.gov.in/play/content/do_4313401406675558400199 4<br>Leaf Morphology<br>https://diksha.gov.in/play/content/do_4313401406676459520199 6<br>Stem Morphology<br>https://diksha.gov.in/play/content/do_4313401406676443136199 5<br>Fruit<br>https://diksha.gov.in/play/content/do_4313401406676492288199 9<br>EXPERIMENT:<br>4. Study of plasmolysis in epidermal peels (e.g. Rhoeo/lily leaves or flashy scale leaves of onion bulb).<br>5. Study of distribution of stomata on the upper and lower surfaces of leaves. | |
| **3.** | **AUGUST** | **23** | **<u>Unit-II Structural Organization in Plants and Animals</u>**<br><br>**<u>Chapter-6:</u>** Anatomy of Flowering Plants | Characteristics of Dicot and Monocot Stem and Root<br>https://diksha.gov.in/play/content/do_3131545392077127681109 8<br>Introduction to The Tissue System<br>https://diksha.gov.in/play/content/do_4313401406676566016110 06<br>Permanent Tissues<br>https://diksha.gov.in/play/content/do_4313401406676541440110 04 | PERIODIC TEST-1 |

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| | | | Anatomy and functions of tissue systems in dicots and monocots. | Complex Permanent Tissues<br>https://diksha.gov.in/play/content/do_4313401406676557824110 05<br>Vascular Tissue System<br>https://diksha.gov.in/play/content/do_4313401406676574208110 07<br>Vascular Cambium<br>https://diksha.gov.in/play/content/do_4313401406676615168110 10<br>Anatomy of Dicotyledonous Roots<br>https://diksha.gov.in/play/content/do_4313401406676590592110 08<br>Anatomy of Monocotyledonous Stem<br>https://diksha.gov.in/play/content/do_4313401406676598784110 09<br>Draw various structures and discussion about enzyme mediated processes. Make herbarium. Case Studies, Hands on Activities<br><br>EXPERIMENT<br>2. Preparation and study of T.S. of dicot and monocot roots and stems (primary).<br>SPOTTING<br>5. Types of inflorescence (cymose and racemose). | |
| | | | Chapter-7: Structural Organisation in Animals<br><br>Morphology, Anatomy and functions of different systems (digestive, circulatory, respiratory, nervous and reproductive) of frog. | Draw different organ systems of frog and discussion about enzyme mediated processes. Case Studies, Hands on Activities<br><br>Frog 1<br>https://diksha.gov.in/play/content/do_4313342753859158016116684<br>Frog 2<br>https://diksha.gov.in/play/content/do_4313342753859174400116685 | Chapter Ending test, Slip test, Diagram based tests |
| | | | **<u>Unit-III Cell: Structure and Function</u>**<br>Chapter-8: Cell-The Unit of Life<br><br>Cell theory and cell as the basic unit of life, structure of prokaryotic and eukaryotic | Interactive discussion on discovery of cell, osmosis, plasmolysis and comparison between prokaryotic and Eukaryotic cell. Making diagrams of plant cell animal cell with visualization of organelles structure and their function.<br><br>Introduction<br>https://diksha.gov.in/play/content/do_4313371286626541568114 5 | Chapter Ending test, Slip test, Diagram based tests |

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| | | | cells; Plant cell and animal cell; cell envelope; cell membrane, cell wall; cell organelles - structure and function; endomembrane system, endoplasmic reticulum, Golgi bodies, lysosomes, vacuoles, mitochondria, ribosomes, plastids, microbodies; cytoskeleton, cilia, flagella, centrioles (ultrastructure and function); nucleus. | Living Cell<br>https://diksha.gov.in/play/content/do_4313371286626574336114 6<br>Prokaryotic Cell<br>https://diksha.gov.in/play/content/do_4313371286626590720114 7<br>Ribosomes<br>https://diksha.gov.in/play/content/do_4313371286626680832115 6<br>Parts of cell<br>https://diksha.gov.in/play/content/do_4313371286626598912114 8<br>Cell Wall<br>https://diksha.gov.in/play/content/do_4313371286626648064115 2<br>Golgi Apparatus<br>https://diksha.gov.in/play/content/do_4313371286626664448115 4<br>Mitochondria and Plastids<br>https://diksha.gov.in/play/content/do_4313371286626672640115 5<br>Endoplasmic Reticulum<br>https://diksha.gov.in/play/content/do_4313371286626656256115 3<br>Cell Membrane<br>https://diksha.gov.in/play/content/do_4313371286626623488115 0<br>Nucleus<br>https://diksha.gov.in/play/content/do_4313371286626713600115 9<br>EXPERIMENT<br>3. Study of osmosis by potato osmometer. | |
| **4.** | **SEPTEMBER** | **24** | Chapter-9: Biomolecules<br><br>Chemical constituents of living cells: biomolecules, structure and function of proteins, carbohydrates, lipids, and nucleic acids; Enzyme - types, properties, enzyme action. (Topics excluded: Nature of Bond Linking Monomers in a Polymer, Dynamic State of Body Constituents Concept of | Polysaccharides<br>https://diksha.gov.in/play/content/do_4313371286626779136116 5<br>lipids<br>https://diksha.gov.in/play/content/do_4313371286626746368116 2<br>Metabolites<br>https://diksha.gov.in/play/content/do_4313371286626770944116 4<br>Proteins<br>https://diksha.gov.in/play/content/do_4313371286626787328116 6<br>Structure of Proteins<br>https://diksha.gov.in/play/content/do_4313371286626828288116 7<br>Polynucleotide<br>https://diksha.gov.in/play/content/do_4313371286626762752116 3 | Chapter Ending test, Slip test, Diagram based tests |

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| | | | Metabolism, Metabolic Basis of Living, The Living State) | Enzyme Activity<br>https://diksha.gov.in/play/content/do_4313371286626910208117 4<br>Enzyme Catalysed reactions<br>https://diksha.gov.in/play/content/do_4313371286626893824117 2<br>Art integration -draw colourful structures of different biomolecules.<br>EXPERIMENT:<br>7. Test for the presence of sugar, starch, proteins and fats in suitable plant and animal materials. | |
| | | | Chapter-10: Cell Cycle and Cell Division<br>Cell cycle, mitosis, meiosis and their significance | Study of different phases of mitosis onion root tip, and animal cells (grasshopper). Art Integrated Activity- Prepare Mitosis and Meiosis Cards Using Beautiful colours and creativity to show crossing over, terminalisation of chaismata, chromosomes moving over spindle fibers. solve it like a jig saw puzzle online in group of 6.<br><br>Phases of Cell Cycle<br>https://diksha.gov.in/play/content/do_4313429790248148992118 0<br>Prophase<br>https://diksha.gov.in/play/content/do_4313429790248157184118 1<br>Telophase<br>https://diksha.gov.in/play/content/do_4313429790248173568118 2<br>Characteristics of Meiosis<br>https://diksha.gov.in/play/content/do_4313429790248181760118 3<br>Prophase II and Metaphase II<br>https://diksha.gov.in/play/content/do_4313429790248214528118 5<br><br><u>SPOTTING</u><br>4. Mitosis in onion root tip cells and animal's cells (grasshopper) from permanent slides. | Class Test Chapter Ending test, Slip test, Diagram based tests |

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| **5.** | **OCTOBER** | **16** | **<u>Unit-IV Plant Physiology</u>**<br>Chapter-11: Photosynthesis in Higher Plants<br><br>Photosynthesis as a means of autotrophic nutrition; site of photosynthesis, pigments involved in photosynthesis (elementary idea); photochemical and biosynthetic phases of photosynthesis; cyclic and non-cyclic photophosphorylation; chemiosmotic hypothesis; photorespiration; C3 and C4 pathways; factors affecting photosynthesis. | Photosynthesis In Higher Plants<br>https://diksha.gov.in/play/content/do_31298886680004198413 3<br>Choroplast and Chlorophyll Pigments<br>https://diksha.gov.in/play/content/do_4313429790248714240120 8<br>Light Harvesting Complex<br>https://diksha.gov.in/play/content/do_4313429790248722432120 9<br>Non-Cyclic Photophosphorylation<br>https://diksha.gov.in/play/content/do_4313429790248747008121 1<br>Photorespiration<br>https://diksha.gov.in/play/content/do_4313429790248796160121 6<br>C3 Cycle<br>https://diksha.gov.in/play/content/do_4313429790248771584121 3<br>Cycle Part II<br>https://diksha.gov.in/play/content/do_4313429790248779776121 4<br>Chemiosmotic Hypothesis<br>https://diksha.gov.in/play/content/do_4313429790248763392121 2<br>C4 Cycle<br>https://diksha.gov.in/play/content/do_4313429790248787968121 5<br>Factors affecting Photosynthesis<br>https://diksha.gov.in/play/content/do_4313429790248812544121 7<br>Processes Involved In Respiration And Photosynthesis<br>https://diksha.gov.in/play/content/do_31298886681078988813 4<br><br>Drawing various cycles and discussion about enzyme mediated processes. Case Studies, Hands on Activities - Pair and Share with Peer teaching methods Interactive Discussion and Reasoning Questionnaire<br>EXPERIMENT:<br>8. Separation of plant pigments through paper chromatography. | HALF YEARLY EXAMINATION |
| **6.** | **NOVEMBER** | **23** | Chapter-12: Respiration in Plants<br><br>Exchange of gases; cellular respiration - glycolysis, fermentation (anaerobic), TCA | Glycolysis<br>https://diksha.gov.in/play/content/do_4313429790248828928121 9<br>Lactic Acid Fermentation<br>https://diksha.gov.in/play/content/do_4313429790248837120122 0<br>Link Reaction<br>https://diksha.gov.in/play/content/do_4313429790248845312122 1 | Chapter Ending test, Slip test, Diagram based tests |

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| | | | cycle and electron transport system (aerobic); energy relations - number of ATP molecules generated; amphibolic pathways; respiratory quotient. | Respiratory Balance Sheet<br>https://diksha.gov.in/play/content/do_4313429790248853504122 2<br>Drawing various cycles and discussion about enzyme mediated processes. Case Studies, Hands on Activities Pair and Share with Peer teaching methods Interactive Discussion and Reasoning Questionnaire<br>EXPERIMENT:<br>9. Study of the rate of respiration in flower buds/leaf tissue and germinating seeds. | |
| | | | Chapter-13: Plant - Growth and Development<br><br>Seed germination; phases of plant growth and plant growth rate; conditions of growth; differentiation, dedifferentiation and redifferentiation; sequence of developmental processes 4 in a plant cell; plant growth regulators - auxin, gibberellin, cytokinin, ethylene, ABA. | Plant Growth is Measurable<br>Growth Rates<br>https://diksha.gov.in/play/content/do_4313429790248878080122 4<br>Growth Rates<br>https://diksha.gov.in/play/content/do_4313429790248878080122 4<br>Dedifferentiation & Redifferentiation<br>https://diksha.gov.in/play/content/do_4313429790248886272122 5<br>Discovery of Plant Growth Regulators<br>https://diksha.gov.in/play/content/do_4313429790248902656122 6<br>Effects of Plant Growth Regulators<br>https://diksha.gov.in/play/content/do_4313429790248927232122 8<br>Plants Growth And Development: Plant Hormones<br>https://diksha.gov.in/play/content/do_31298886681962086413 5<br><br>Drawing various flow charts and discussion on it Case Studies, Hands on Activities Pair and Share with Peer teaching methods Interactive Discussion and Reasoning Questionnaire<br><br>EXPERIMENT:<br>6. Comparative study of the rates of transpiration in the upper and lower surfaces of leaves. | Chapter Ending test, Slip test, Diagram based tests |
| **7.** | **DECEMBER** | **18** | **<u>Unit-V Human Physiology</u>**<br><br>Chapter-14: Breathing and Exchange of Gases | Introduction & Respiratory Organs<br>https://diksha.gov.in/play/content/do_4313430745470197760134 4<br>Transport of Gases<br>https://diksha.gov.in/play/content/do_4313430745470222336134 6 | Chapter Ending test, Slip test, Diagram based tests |

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| | | | Respiratory organs in animals (recall only); Respiratory system in humans; mechanism of breathing and its regulation in humans - exchange of gases, transport of gases and regulation of respiration, respiratory volume; disorders related to respiration - asthma, emphysema, occupational respiratory disorders. | Respiratory Volumes<br>https://diksha.gov.in/play/content/do_4313430745470214144134 5<br>Disorders of Respiratory System<br>https://diksha.gov.in/play/content/do_4313430745470238720134 7<br><br>Drawing various flow charts and discussion about enzyme mediated processes. Case Studies, Hands on Activities | |
| | | | Chapter-15: Body Fluids and Circulation<br><br>Composition of blood, blood groups, coagulation of blood; composition of lymph and its function; human circulatory system - Structure of human heart and blood vessels; cardiac cycle, cardiac output, ECG; double circulation; regulation of cardiac activity; disorders of circulatory system - hypertension, coronary artery disease, angina pectoris, heart failure. | Blood and Components of Blood<br>https://diksha.gov.in/play/content/do_4313430745470263296134 9<br>Blood Groups<br>https://diksha.gov.in/play/content/do_4313430745470271488135 0<br>Human Circulatory System<br>https://diksha.gov.in/play/content/do_4313430745470287872135 2<br>Cardiac Cycle<br>https://diksha.gov.in/play/content/do_4313430745470304256135 3<br>Introduction of Lymph<br>https://diksha.gov.in/play/content/do_4313430745470279680135 1<br>Double Circulation<br>https://diksha.gov.in/play/content/do_4313430745470312448135 4<br>Drawing various cycles and discussion about enzyme mediated processes. Case Studies, Hands on Activities | Chapter Ending test, Slip test, Diagram based tests |
| **8.** | **JANUARY** | **22** | Chapter-16: Excretory Products and their Elimination<br><br>Modes of excretion - ammonotelism, ureotelism, uricotelism; human excretory system – structure and function; urine formation, | Introduction<br>https://diksha.gov.in/play/content/do_4313430745470353408135 8<br>Introduction of Excretion<br>https://diksha.gov.in/play/content/do_4313430745470320640135 5<br>Functional Unit of Excretory System<br>https://diksha.gov.in/play/content/do_4313430745470328832135 6<br>Fate of Ammonia<br>https://diksha.gov.in/play/content/do_4313429790248689664120 6 | PERIODIC TEST-2 |

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| | | | osmoregulation; regulation of kidney function - renin - angiotensin, atrial natriuretic factor, ADH and diabetes insipidus; role of other organs in excretion; disorders - uremia, renal failure, renal calculi, nephritis; dialysis and artificial kidney, kidney transplant. | Introduction and Recall test<br>https://diksha.gov.in/play/content/do_4313430745470337024135 7<br>Counter Current Mechanism<br>https://diksha.gov.in/play/content/do_4313430745470361600135 9<br>Connection Between Brain(CNS)<br>https://diksha.gov.in/play/content/do_4313430745470386176136 1<br>Uremia<br>https://diksha.gov.in/play/content/do_4313430745470402560136 3<br>ADH Excretion<br>https://diksha.gov.in/play/content/do_4313430745470369792136 0<br>Drawing various cycles and discussion about enzyme mediated processes. Case Studies, Hands on Activities<br><br>**EXPERIMENTS:**<br><br>10. Test for presence of urea in urine.<br>11. Test for presence of sugar in urine.<br>12. Test for presence of albumin in urine.<br>13. Test for presence of bile salts in urine. | |
| | | | Chapter-17: Locomotion and Movement<br><br>Types of movement - ciliary, flagellar, muscular; skeletal muscle, contractile proteins and muscle contraction; skeletal system and its functions; joints; disorders of muscular and skeletal systems - myasthenia gravis, tetany, muscular dystrophy, arthritis, osteoporosis, gout. | Types of Movement<br>https://diksha.gov.in/play/content/do_4313430745470427136136 5<br>Mechanism of Muscle contraction<br>https://diksha.gov.in/play/content/do_4313430745470443520136 6<br>Axial Skeletal System<br>https://diksha.gov.in/play/content/do_4313430745470451712136 7<br>Fibrous joints & Cartilaginous Joints<br>https://diksha.gov.in/play/content/do_4313430745470468096136 8<br>Disorders of skeletal system<br>https://diksha.gov.in/play/content/do_4313430745470476288136 9<br>Mechanism Of Muscle Contraction<br>https://diksha.gov.in/play/content/do_31298886695164313611 2<br>Sports Integrated Activity Yoga and Muscle Contraction and Relaxation- Spread your mats and perform : Sukhasana, Tadasana, Shashankasana, Padamasana, Naukasana, Vrikshasana. | Chapter Ending test, Slip test, Diagram based tests |

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| | | | | SPOTTING:<br>6. Human skeleton and different types of joints with the help of virtual images/models only. | |
| | | | Chapter-18: Neural Control and Coordination<br><br>Neuron and nerves; Nervous system in humans - central nervous system; peripheral nervous system and visceral nervous system; generation and conduction of nerve impulse | Human Neural System<br>https://diksha.gov.in/play/content/do_4313430745470509056137 1<br>Structure of Neuron<br>https://diksha.gov.in/play/content/do_4313430745470517237 2<br>Neural System in Lower Organisms<br>https://diksha.gov.in/play/content/do_4313430745470484480137 0<br>Structure of Brain<br>https://diksha.gov.in/play/content/do_4313430745470525440137 3<br><br>Drawing various cycles and discussion about enzyme mediated processes.<br>Case Studies, Hands on Activities | Chapter Ending test, Slip test, Diagram based tests |
| **9.** | **FEBRUARY** | **23** | Chapter-19: Chemical co ordination and Integration<br><br>**Comprehensive Revision, Practical Examination and Project Submission** | https://diksha.gov.in/play/content/do_3129450587011891201434<br><br>https://diksha.gov.in/play/content/do_31300103289347276816 4<br><br>https://diksha.gov.in/play/content/do_3129450599374684161487<br><br>https://diksha.gov.in/play/content/do_3126329015991664641138 5<br><br>Disease related to all the human physiological system to be taught in brief<br>Case Studies, Hands on Activities, Revision worksheets | Revision Test / Slip |
| **10.** | **MARCH** | **23** | Session Ending Examination | SESSION ENDING EXAMINATION | |

# Computer Science: (083)

| S.No. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
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| 1 | JUNE - JULY | 7 + 26 | **Unit I: Computer Systems and Organisation**<br>Basic computer organisation: Introduction to Computer System, hardware, software, input device, output device, CPU, memory (primary, cache and secondary), units of memory (bit, byte, KB, MB, GB, TB, PB)<br>**Types of software:** System software (Operating systems, system utilities, device drivers), programming tools and language translators ( assembler, compiler, and interpreter), application software<br>**Operating System(OS):** functions of the operating system, OS user interface<br>**Boolean logic:** NOT, AND, OR, NAND, NOR, XOR, NOT, truth tables and De Morgan's laws, Logic circuits<br>**Number System:** Binary, Octal, Decimal and Hexadecimal number system; conversion between number systems<br>**Encoding Schemes:** ASCII, ISCII, and Unicode (UTF8, UTF32) | 1. Teaching Aids: Digital Presentation Tools: Use PowerPoint/Google Slides with embedded videos and diagrams.<br><br>2. Physical Models: Use CPU and memory hardware models (or disassembled CPUs) to demonstrate components. | Class Test |
| 2 | AUGUST | 23 | **Unit II: Computational Thinking and Programming** - Introduction to Problem-solving: Steps for Problem-solving (Analyzing the problem, developing an algorithm, coding, testing, and debugging), | 1.Python IDEs: Install and use beginner-friendly IDEs like Thonny, IDLE, or Jupyter Notebook. | Periodic Test - 1 |

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| | | | representation of algorithms using flowchart and pseudo code, decomposition<br>**Familiarization with the basics of Python programming**: Introduction to Python, Features of Python, executing a simple “hello world" program, execution modes: interactive mode and script mode, Python character set, Python tokens (keyword, identifier, literal, operator, punctuator), variables, concept of l-value and r-value, use of comments.<br>Knowledge of data types: Number (integer, floating point, complex), boolean, sequence (string, list, tuple), None, Mapping (dictionary), mutable and immutable data types.<br>**Operators:** arithmetic operators, relational operators, logical operators, assignment operators, augmented assignment operators, identity operators (is, is not), membership operators (in not in)<br>Expressions, statement, type conversion, and input/output: precedence of operators, expression, evaluation of an expression, type-conversion (explicit and implicit conversion), accepting data as input from the console and displaying output.<br>Errors- syntax errors, logical errors, and run-time errors | 2 . Python Tutor to visually demonstrate how Python code runs step-by-step.<br>https://pythontutor.com | |
| **3** | **SEPTEMBER** | **24** | **Flow of Control:** introduction, use of indentation, sequential flow, conditional and iterative flow.<br>**Conditional statements:** if, if-else, if-elif-else, flowcharts, simple programs: e.g.: absolute value, sort 3 numbers and divisibility of a number.<br>**Iterative Statement**: for loop, range (), while loop, flowcharts, break and continue statements, nested loops, suggested programs: generating pattern, summation of series, finding the factorial of a positive number, etc. | 1. Python IDE practice using Thonny / IDLE / Jupyter Notebook for writing and executing programs.<br>2. Use Python Tutor (pythontutor.com) to visually trace loops and conditional statements step-by-step.<br>3. Interactive flowchart creation using draw.io / Lucidchart for understanding program logic.<br>4. Pattern-based coding activities to develop logical thinking. | Class Test |

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| | | | **Strings:** introduction, string operations (concatenation, repetition, membership and slicing), traversing a string using loops, built-in functions/methods–len(), capitalize(), title(), lower(), upper(), count(), find(), index(), endswith(), startswith(), isalnum(), isalpha(), isdigit(), islower(), isupper(), isspace(),lstrip(), rstrip(), strip(), replace(), join(), partition(), split() | 5. Peer learning: students debug each other's Python programs. | |
| **4** | **OCTOBER** | **16** | **Lists:** introduction, indexing, list operations (concatenation, repetition, membership and slicing), traversing a list using loops, built-in functions/methods–len(), list(), append(), extend(), insert(), count(), index(), remove(), pop(), reverse(), sort(), sorted(), min(), max(), sum(); nested lists, suggested programs: finding the maximum, minimum, mean of numeric values stored in a list; linear search on list of numbers and counting the frequency of elements in a list. | 1.Demonstration of list operations using live coding sessions.<br>2.Use Jupyter Notebook interactive cells for step-by-step code explanation.<br>3.Visual explanation of mutable vs immutable data types using diagrams.<br>4.Mini classroom coding challenge: create simple programs using lists.<br>5.Use online coding platforms (Replit /) for practice. | Class Tests |
| **5** | **NOVEMBER** | **23** | **Tuples:** introduction, indexing, tuple operations (concatenation, repetition, membership and slicing); built-in functions/methods – len(), tuple(), count(), index(), sorted(), min(), max(), sum(); tuple assignment, nested tuple; suggested programs: finding the minimum, maximum, mean of values stored in a tuple; linear search on a tuple of numbers, counting the frequency of elements in a tuple. | 1.Concept explanation using real-life examples of modular programming.<br>2. Demonstration of function execution using Python Tutor visualization.<br>3.Students create small reusable functions for mathematical problems.<br>4.Pair programming activity for writing and testing functions.<br>5.Short video tutorials and digital slides explaining parameters and return values. | Half Yearly |
| **6** | **DECEMBER** | **18** | **Dictionary:** introduction, accessing items in a dictionary using keys, mutability of a dictionary (adding a new term, modifying an existing item), traversing a dictionary, built-in functions/methods– len(), dict(), keys(), values(), items(), get(), update(), del(), del, | 1.Concept mapping and mind maps for quick revision of Python concepts.<br>2.Student presentations on programming topics using digital tools. | Class Tests/Unit Tests/Slip Tests |

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| | | | clear(), fromkeys(), copy(), pop(), popitem(), setdefault(), max(), min(), sorted(); Suggested programs: count the number of times a character appears in a given string using a dictionary, create a dictionary with names of employees, their salary and access them.<br><br>**Introduction to Python modules:** Importing module using 'import <module>' and using from statement, importing math module (pi, e, sqrt(), ceil(), floor(), pow(), fabs(), sin(), cos(), tan()); random module (random(), randint(), randrange()), statistics module (mean(), median(), mode()). | 3.Project-based learning: small Python projects (calculator, number games, etc.).<br><br>4.Online MCQ quizzes using Google Forms / Kahoot for self-assessment.<br><br>5. Code debugging sessions to improve programming skills. | |
| **7** | **JANUARY** | **22** | **<u>Unit III: Society, Law and Ethics</u>**, Digital Footprints<br>Digital Society and Netizen: net etiquettes, communication etiquettes,<br>social media etiquette<br>**Data Protection:** Intellectual property rights (copyright, patent , trademark), violation of IPR(plagiarism, copyright infringement, trademark infringement), open source software and licensing (Creative Commons, GPL and Apache)<br>**Cyber Crime:** definition, hacking, eavesdropping, phishing and fraud emails, ransomware, cyber trolls, cyber bullying<br>**Cyber safety:** safely browsing the web, identity protection, confidentiality<br>**Malware:** viruses, trojans, adware<br>**E-waste management**: proper disposal of used electronic gadgets.<br>Information Technology Act (IT Act)<br>**Technology and society:** Gender and disability issues while teaching and using computers | Roleplay Cards:<br><br>Real-life scenarios for students to act out issues like phishing, copyright violation, trolling, etc. | Periodic Test II |

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| **8** | **FEBRUARY** | **23** | Comprehensive Revision, Practical Examination and Project Submission | | Revision Test / Slip |
| **9** | **MARCH** | **23** | Session Ending Examination | | Session Ending Examination |

# ARTIFICIAL INTELLIGENCE (843)

| S.No. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
|---|---|---|---|---|---|
| 1 | JUNE - JULY | 7 + 26 | **Unit-1 Introduction- Artificial Intelligence for everyone**<br>• What is AI?<br>• Evolution of AI<br>• Types of AI<br>• Domains of AI<br>• AI Terminology<br>• Benefits and limitations of AI<br>• Jobs in AI<br>**Unit 1: Employability Skills**<br>Communication Skills-III<br>**Unit 2: Unlocking your future in AI**<br>The Global Demand<br>Some Common Job Roles In AI<br>Essential Skills and Tools for Prospective AI Careers<br>Opportunities in AI across Various Industries | Activities based on Design Thinking Framework<br>Role-play activities, DIKSHA portal videos, and communication lab exercises | Class Test |

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| **2** | **AUGUST** | **23** | **Unit 3: Python Programming**<br>Level 1:<br>Basics of python programming,<br>character sets, tokens, modes, operators, datatypes, Control Statements Level 2:<br>CSV Files, Libraries – NumPy, Pandas, Scikit-learn<br>**Unit 2: Employability Skills**<br>• Self-Management Skills –III<br>**Unit 3: Employability Skills**<br>ICT Skills –III | Sessions based on Matrices problem, simple statistical problems, Visual representation of data, bar graph, histogram, frequency bins, scatter plots, etc<br>Case Studies based on Ethical Decision Making<br>Time management planners and stress management worksheets. | Perodic Test - 1 |
| **3** | **SEPTEMBER** | **24** | **Unit 4: Introduction to Capstone project**<br>• Design Thinking<br>• Empathy Map<br>• Sustainable Development Goals<br>• Capstone Project<br>**Unit 5:Data Literacy – Data collection to data analysis**<br>• What is Data Literacy?<br>• Data Collection<br>• Exploring Data<br>• Statistical Analysis of data<br>• Representation of data, Python Programs for Statistical Analysis and<br>Data Visualization<br>• Introduction to Matrices | Activities on Exploring Data (Pattern recognition) | Class Test |

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| | | | • Data Pre-processing<br>• Data in Modelling and Evaluation | | |
| **4** | **OCTOBER** | **16** | **Unit 6: Critical & Creative Thinking**<br><br>**Unit 6: Machine Learning Algorithm**<br>• Machine Learning in a nutshell<br>• Types of Machine Learning<br>• Supervised Learning<br>• Understanding Correlation, Regression, Finding the line, Linear<br>Regression algorithm | Practical Sessions on correlation and regression | Class Tests |
| **5** | **NOVEMBER** | **23** | • Classification – How it works, Types,<br>k – Nearest Neighbour algorithm<br>• Unsupervised Learning<br>• Clustering – How it works, Types, k -means Clustering algorithm<br>**Unit 7: Leveraging Linguistics and Computer Science**<br>• Understanding Human Language Complexity<br>• Introduction to Natural Language Processing (NLP) - Emotion Detection and Sentiment Analysis, Classification Problems, Chatbot | 1 Practical Sessions on correlation and regression | Half Yearly |
| **6** | **DECEMBER** | **18** | • Phases of NLP<br>• Applications of NLP<br><br>**Unit 4: Employability Skills**<br>Entrepreneurial Skills-III | Role Play, Writing reflections and presentations by students on AI Values | Class Tests/Unit Tests/Slip Tests |

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| | | | | CBSE Employability Skills Handbook and DIKSHA portal videos. | |
| **7** | **JANUARY** | **22** | **Unit 8: AI Ethics and Values**<br>• Ethics in Artificial Intelligence<br>• The five pillars of AI Ethics<br>• Bias, Bias Awareness, Sources of Bias<br>• Mitigating Bias in AI Systems<br>• Developing AI Policies<br>• Moral Machine Game<br>• Survival of the Best Fit Game<br><br>**Unit 5: Employability Skills**<br>Green Skills -III | 1. Role play Cards:<br>Real-life scenarios for students to act out issues like phishing, copyright violation, trolling, etc.<br><br>Creating "Sustainable Living" posters using recycled materials. | Periodic Test II |
| **8** | **FEBRUARY** | **23** | Comprehensive Revision, Practical Examination and Project Submission | | Revision Test / Slip |
| **9** | **MARCH** | | Session Ending Examination | | Session Ending Examination |
| **CBSE CURRICULUM – CLASS XI ARTIFICIAL INTELLIGENCE** | | | https://cbseacademic.nic.in/web_material/Curriculum26/SrSec/843-AI-XI.pdf<br>https://cbseacademic.nic.in/web_material/Curriculum21/publication/srsec/Employability_Skills_XI.pdf | | |
| **CBSE TEXT BOOK:** | | | https://cbseacademic.nic.in/web_material/Curriculum25/publication/srsec/843_AI_Student_HandbookXI.pdf | | |

## SUBJECT: IP (065)

| Sl. No. | Month | No of Working Days | Name of the Chapter/Topic to be covered | Teaching Aids/E-content /Innovative practices to be adopted | Test/examination to be conducted |
|---|---|---|---|---|---|
| **1.** | **JUNE** | **7** | **<u>Unit 1: Introduction to Computer System</u>**<br>**Introduction to computer and computing**: evolution of computing devices, components of a computer system and their interconnections, | Real hardware demonstration (CPU cabinet, keyboard, mouse, storage devices)<br>Concept maps showing input → process → output cycle | Class Test |
| **2.** | **JULY** | **26** | **Input/output devices.**<br>**Computer Memory**: Units of memory, types of memory – primary and secondary, data deletion, its recovery and related security concerns.<br>**Software:** purpose and types – system and application software, generic and specific purpose software<br><br>**<u>Unit 2: Introduction to Python</u>**<br>Basics of Python programming, execution modes: - interactive and script mode, the structure of a program, indentation, identifiers, keywords, constants, variables, types of operator, precedence of operators | Demonstration of input/output devices in lab<br>Charts/models of memory hierarchy<br>Live Python coding using **Google Colab interactive notebooks**<br>Students practice programs step-by-step in IDLE/JUPYTER<br><br>https://colab.research.google.com | Class Test |
| **3.** | **AUGUST** | **23** | Data types, mutable and immutable data types, statements, expression evaluation, comments, input and output statements, data type conversion, debugging.<br><br>**Control Statements**: if-else, if-elif-else, while loop, for loop | Interactive coding sessions in Colab/Jupyter<br>Flowcharts for decision and loop structures<br>Dry-run activities<br>Code prediction exercises | Periodic Test 1 |
| **4.** | **SEPTEMBER** | **24** | **Lists:** list operations - creating, initializing, traversing and manipulating lists, list methods and built-in functions – len(), list(),append(),insert(), | Hands-on list & dictionary manipulation programs<br>Real-life datasets (marks, inventory) | Class Test |

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| | | | count(),index(),remove(), pop(), reverse (), sort (), min(),max(),sum()<br>**Dictionary:** concept of key-value pair, creating, initializing, traversing, updating and deleting elements, dictionary methods and built-in functions – dict(), len(), keys(), values(), items(), update(), del(), clear()<br>**Introduction to NumPy**: Introduction, Creation of NumPy Arrays from List | Activity: Implement mini record system using lists/dictionaries<br>Demonstration of NumPy arrays using Colab | |
| **5.** | **OCTOBER** | **16** | **<u>Unit 3: Database concepts and the Structured Query Language</u>**<br>**Database Concepts:** Introduction to database concepts and its need, Database Management System.<br>**Relational data model:** Concept of domain, tuple, relation, candidate key, primary key, alternate key<br>Advantages of using Structured Query Language, Data Definition Language, Data Query Language and Data Manipulation Language, | Charts of keys (primary, foreign, candidate)<br>Case study: School/Library database design | Half -yearly |
| **6.** | **NOVEMBER** | **23** | Introduction to MySQL, creating a database using MySQL, Data Types **Data Definition**: CREATE DATABASE, CREATE TABLE, DROP, ALTER<br>**Data Query:** SELECT, FROM, WHERE with relational operators, BETWEEN, logical operators, IS NULL, IS NOT NULL<br>**Data Manipulation**: INSERT, DELETE, UPDATE | Computer lab with MySQL / SQLite<br>Live demonstration of SQL commands<br>Hands-on query writing practice<br>Use of online SQL simulators (SQLZoo, W3Schools) | Class Test |
| **7.** | **DECEMBER** | **18** | **<u>Unit 4: Introduction to the Emerging</u>** Trends<br>Artificial Intelligence, Machine Learning, Natural Language Processing, Immersive experience (AR, VR), | Case studies of real-world applications<br>Group presentations on assigned technologies<br>Poster making / infographic activity | Class Test |
| **8.** | **JANUARY** | **22** | Robotics, Big data and its characteristics, Internet of Things (IoT), Sensors, Smart cities, Cloud Computing and Cloud Services (SaaS, IaaS, PaaS); Grid Computing, Block chain technology. | Project-based learning (technology case study) | Periodic Test 2 |

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| **9** | **FEBRUARY** | **23** | Revision, conducting practical | | Class Test |
| **10.** | **MARCH** | | Session Ending Examination | | Session Ending Examination |

# Kendriya Vidyalaya Sangathan, New Delhi

## Split-up Syllabus

## Academic Session: 2026-27

## CLASS-12

# English Core: 301

| S.No. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
|---|---|---|---|---|---|
| 1 | APRIL | 23 | • INTRODUCTION OF SYLLABUS/CURRICULUM/ EXAMINATION SPECIFICATION<br>• THE LAST LESSON<br>• LOST SPRING<br>• MY MOTHER AT SIXTY-SIX<br>• THE THIRD LEVEL<br>• NOTICE WRITING<br>• COMPREHENSION (Reading)<br>• SPEAKING SKILL-INTRODUCTION | **https://drive.google.com/file/d/12SG8Kv73C6GRVDGAvjCEtShWEchpOdf5/view?usp=drivesdk**<br>**https://diksha.gov.in/play/collection/do_3131034753746862081144 0?contentId=do_31331094530749235213116**<br>**Epathshala \| Learning On The Go**<br>https://epathshala.nic.in/<br><br>https://youtu.be/hglZ-fVXhso<br><br>https://diksha.gov.in/play/collection/do_31310347537468620811440?contentId=do_31331094530749235213116<br><br>**Preview: English XII Part-1: Annual Preparatory Programme for Enhancement in Academics and Revision (APPEAR) \| SWAYAM** | **Mind Maps & PPTs**<br><br>**Worksheet on Notice writing (Content,Organisation & Language Mechanics)**<br><br>**Peer Group discussion on 'Time Travel'**<br><br>**Debate - Linguistic Chauvinism will affect linguistic minorities.**<br><br>**Test on Factual, Descriptive or Literary Passage**<br>https://cbseacademic.nic.in/web_material/Manuals/English_12Vol2.pdf |

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| | | | | https://onlinecourses.swayam2.ac.in/e-learning/preview/nce24_sc12<br><br>https://cbseacademic.nic.in/web_material/Manuals/PQ_EnglishCore12.pdf | **Speech- The plight of street children denied the opportunity of schooling**<br><br>**Competency based questions -** https://cbseacademic.nic.in/web_material/Manuals/PQ_EnglishCore12.pdf<br><br>**SUMMATIVE ASSESSMENT - MONTHLY TEST** |
| 2 | MAY | 1 | LISTENING SKILL- INTRODUCTION - TEST 1 | https://drive.google.com/file/d/1CPXepx6bytf4xmJKYe6o67NYKQuSb8MW/view?usp=drivesdk | |
| 3 | JUNE | 7 | • THE TIGER KING<br>• LETTER TO EDITOR<br>• SPEAKING TEST<br>• LISTENING TEST -2 | **https://www.youtube.com/watch?v=goo-dxE07xQ**<br><br>**https://www.youtube.com/watch?v=ZxszCe_XuZw**<br><br>**https://www.youtube.com/watch?v=5A1aHgFXhw8**<br><br>**https://diksha.gov.in/play/collection/do_3131034753746862081144 0?contentId=do_31331094530749235213116** | **Mind Maps & PPTs**<br><br>**Worksheet on Letter to Editor (Format, Organisation of Ideas, Content, Accuracy of Spelling and Grammar )**<br>**SUMMATIVE ASSESSMENT- MONTHLY TEST** |

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| | | | | **Epathshala \| Learning On The Go**<br><br>**https://epathshala.nic.in/**<br><br>**https://drive.google.com/file/d/12w7i37MTjq4ajKVseEM16cqmYuJXZPac/view?usp=drivesdk** | |
| 4 | JULY | 26 | • DEEP WATER<br>• THE RATTRAP<br>• KEEPING QUIET<br>• JOURNEY TO THE END OF THE WORLD<br>• INVITATIONS & REPLIES<br>• COMPREHENSION (Reading)<br>• SPEAKING TEST<br>• LISTENING TEST -3 | **https://www.youtube.com/watch?v=CiyarUmhA10&list=PLUgLcpnv1YickF0A5GM3al3iRII-KR9__**<br><br>**https://diksha.gov.in/play/collection/do_3131034753746862081144 0?contentId=do_31331094530749235213116**<br><br>**Epathshala \| Learning On The Go**<br><br>**https://epathshala.nic.in/**<br><br>**https://drive.google.com/file/d/1X9_kF9TJ1LoNgdEZXhwe2y-mxdFybz9c/view?usp=drivesdk** | **Mind Maps & PPTs**<br><br>**Worksheet on Invitations (Format, Organisation of Ideas, Content, Accuracy of Spelling and Grammar )**<br><br>**Test on descriptive pasage - https://cbseacademic.nic.in/web_material/Manuals/English_12Vol2.pdf**<br><br>**Group Discussion- Theme of loneliness in 'The Rattrap'**<br><br>**Discuss- 'Self- Introspection is the key to a peaceful life.'**<br><br>**SUMMATIVE ASSESSMENT - MONTHLY TEST** |
| 5 | AUGUST | 23 | • INDIGO<br>• A THING OF BEAUTY<br>• THE ENEMY<br>• JOB APPLICATION | **https://www.youtube.com/watch?v=CiyarUmhA10&list=PLUgLcpnv1YickF0A5GM3al3iRII-KR9__** | **Mind Maps & PPTs**<br><br>**Worksheet on Covering letter & bio data or resume** |

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| | | | • REPORT WRITING<br>• COMPREHENSION (Reading)<br>• SPEAKING TEST<br>• LISTENING TEST -4 | https://diksha.gov.in/play/collection/do_3131034753746862081144 0?contentId=do_31331094530749235213116<br><br>**Epathshala \| Learning On The Go**<br><br>https://epathshala.nic.in/<br><br>**Preview: English XII Part-1: Annual Preparatory Programme for Enhancement in Academics and Revision (APPEAR) \| SWAYAM**<br><br>https://onlinecourses.swayam2.ac.in/e-learning/preview/nce24_sc12 | **Worksheet on Report Writing (Format, Organisation of Ideas, Content, Accuracy of Spelling and Grammar )**<br><br>**Test on case-based passage**<br>https://cbseacademic.nic.in/web_material/Manuals/English_12Vol2.pdf<br><br>**Free Reading Tasks.**<br><br>**Write a report on a talk on 'Movies and Their Influence on Real Life'**<br><br>**Art Integrated project on THE ENEMY**<br><br>**SUMMATIVE ASSESSMENT - MONTHLY TEST** |
| 6 | SEPTEMBER | 24 | • POETS AND PANCAKES<br>• A ROADSIDE STAND<br>• ON THE FACE OF IT<br>• ARTICLE WRITING<br>• COMPREHENSION (Reading)<br>• SPEAKING TEST<br>• LISTENING TEST -5 | https://diksha.gov.in/play/collection/do_3131034753746862081144 0?contentId=do_31331094530749235213116<br><br>https://www.youtube.com/watch?v=51JRuowYohw&pp=0gcJCa4KAYcqIYzv<br><br>**E-pathshala \| Learning On The Go**<br><br>https://epathshala.nic.in/ | **Discuss in class- Disability and Inclusion**<br>**Worksheet on Article writing (Format, Organisation of Ideas, Content, Accuracy of Spelling and Grammar )**<br>**Article- Making hard choices in life.**<br>**Test on factual, descriptive or literary pasage-** |

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| | | | | **Preview: English XII Part-1: Annual Preparatory Programme for Enhancement in Academics and Revision (APPEAR) \| SWAYAM**<br><br>**https://onlinecourses.swayam2.ac.in/e-learning/preview/nce24_sc12** | **https://cbseacademic.nic.in/web_material/Manuals/English_12Vol2.pdf**<br><br>**SUMMATIVE ASSESSMENT-MONTHLY TEST** |
| 7 | OCTOBER | 16 | • THE INTERVIEW<br>• AUNT JENNIFER'S TIGERS<br>• MEMORIES OF CHILDHOOD -1<br>• ASL TEST | **https://diksha.gov.in/play/collection/do_3131034753746862081144 0?contentId=do_31331094530749235213116**<br><br>**https://www.youtube.com/watch?v=bVD2F2AeMg0**<br><br>**E-pathshala \| Learning On The Go**<br><br>**https://epathshala.nic.in/**<br><br>**Preview: English XII Part-1: Annual Preparatory Programme for Enhancement in Academics and Revision (APPEAR) \| SWAYAM**<br><br>**https://onlinecourses.swayam2.ac.in/e-learning/preview/nce24_sc12** | **Mind Maps & PPTs**<br>**Conduct interview of a local celebrity.**<br>**Test on case based passage**<br>**https://cbseacademic.nic.in/web_material/Manuals/English_12Vol2.pdf**<br><br>**SUMMATIVE ASSESSMENT-MONTHLY TEST** |
| 8 | NOVEMBER | 23 | • MEMORIES OF CHILDHOOD -2<br>• GOING PLACES<br>• PROJECT | **https://www.youtube.com/watch?v=bVD2F2AeMg0**<br><br>**https://diksha.gov.in/resources/play/collection/do_31419287473608294411993 7?contentType=Collection** | **Test on factual, descriptive or literary pasage-**<br>**https://cbseacademic.nic.in/web_material/Manuals/English_12Vol2.pdf** |

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| | | | | | **Discussion on Parameters for Overall Assessment of Project-Portfolio/ Project Report**<br><br>**PRE-BOARD I –Entire Syllabus** |
| 9 | DECEMBER | 18 | • REVISION<br>• PROJECT WORK | https://cbseacademic.nic.in/web_material/QuestionBank/ClassXII/EnglishCoreXII.pdf | **PRE-BOARD - II- Entire Syllabus** |
| 10 | JANUARY | 22 | • REVISION WORK, SAMPLE PAPER PRACTICE<br>• PROJECT SUBMISSION & VIVA | https://cbseacademic.nic.in/web_material/QuestionBank/ClassXII/EnglishCoreXII.pdf | |
| 11 | FEBRUARY | 23 | • REVISION WORK, SAMPLE PAPER PRACTICE<br>• FINAL EXAMINATIONS | | |

# Hindi Core: 302

| S.No. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
|---|---|---|---|---|---|
| 1 | अप्रैल/ मई | 24 | 1) भक्तिन-महादेवी वर्मा | https://diksha.gov.in/play/content/do_3132671534223687681354 4 | |
| | | | 2) बाजार दर्शन- जैनेन्द्र | https://diksha.gov.in/play/content/do_3131254442107207681234 | |
| | | | 3) आत्म-परिचय एवं दिन जल्दी जल्दी ढलता है-हरिवंश राय बच्चन | https://diksha.gov.in/play/content/do_31308869284684595214 8 | |
| | | | 4) पतंग- आलोक धन्वा | https://diksha.gov.in/play/content/do_3132671709309829121361 2 | |
| | | | 5) अभिव्यक्ति और माध्यम पाठ 3- विभिन्न माध्यमों के लिए लेखन | https://diksha.gov.in/play/content/do_3134998639908126721952<br>https://diksha.gov.in/play/content/do_3134998644381450241116 5 | |
| | | | 6) अभिव्यक्ति और माध्यम पाठ4-पत्रकारीय | https://diksha.gov.in/play/content/do_3134999387146649601114 9<br>https://diksha.gov.in/play/content/do_3134999366666403841118 7 | |

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| | | | लेखन के विभिन्न रूप और लेखन प्रक्रिया | | |
| 2 | जून | 7 | 1) काले मेघा पानी दे-धर्मवीर भारती | https://diksha.gov.in/play/content/do_3132671540694466561355 7 | |
| | | | 2) कविता के बहाने एवं बात सीधी थी पर-कुंवर नारायण | https://diksha.gov.in/play/content/do_3131150423862722561117 | |
| | | | 3) अभिव्यक्ति माध्यम (पाठ संख्या-5) विशेष लेखन-स्वरूप और प्रकार | | |
| | | | 4) अपठित बोध-गद्यांश | | |
| | | | 5) रचनात्मक लेखन | | |
| 3 | जुलाई | 26 | 1) सिल्वर वेडिंग-मनोहर श्याम जोशी | https://diksha.gov.in/play/content/do_3131056463797452801267 8 | |

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| | | | 2) पहलवान की ढोलक - फणीश्वर नाथ रेणु | https://diksha.gov.in/play/content/do_3131997758843453441359 8 | |
| | | | 3) कैमरे में बंद अपाहिज -रघुवीर सहाय | https://diksha.gov.in/play/content/do_3131254763786567681293 | |
| | | | 4) कहानी का नाट्य रूपांतरण | | |
| 4 | अगस्त | 23 | 1) जूझ-आनंद यादव | https://diksha.gov.in/play/content/do_3131254667526799361296 | |
| | | | 2) उषा-शमशेर बहादुर सिंह | https://diksha.gov.in/play/content/do_3131332321564016641788 | |
| | | | 3) बादल राग-सूर्यकांत त्रिपाठी निराला | https://diksha.gov.in/play/content/do_3131332593384325121758 | |
| | | | 4) फीचर एवं आलेख लेखन पर आधारित प्रश्न | | |

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| | | | 5) पत्रकारिता और जन-संचार माध्यमों के लिए लेखन | | |
| | | | 6) अपठित बोध गद्यांश | | |
| 4 | सितंबर | 24 | 1) अतीत में दबे पाँव-ओम थानवी | https://diksha.gov.in/play/content/do_31331724818762956818 67 | |
| | | | 2) शिरीष के फूल-हजारी प्रसाद द्विवेदी | https://diksha.gov.in/play/content/do_31319418594744729612323 | |
| | | | 3) कवितावली एवं लक्ष्मण मूर्च्छा व राम विलाप-गोस्वामी तुलसीदास | https://diksha.gov.in/play/content/do_31326718691469721613692 | |
| | | | 4) कैसे बनता है रेडियो नाटक | | |
| 6 | अक्टूबर | 16 | 1) श्रम विभाजन और जाति प्रथा एवं मेरी कल्पना का आदर्श | https://diksha.gov.in/play/content/do_31326718878463590413741 | |

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| | | | समाज-डा. भीमराव अंबेडकर | | |
| | | | 2) रुबाइयाँ-फिराक गोरखपुरी | https://diksha.gov.in/play/content/do_3131332612393943041900 | |
| | | | 3) छोटा मेरा खेत चौकोना एवं बगुलों के पंख-उमा शंकर जोशी | https://diksha.gov.in/play/content/do_3131332919510630401977 | |
| | | | 4) नए और अप्रत्याशित विषयों पर लेखन | | |
| 7 | नवंबर | 23 | विद्यार्थी सहायक सामग्री द्वारा अभ्यास कार्य<br>पुनरावृत्ति एवं पूर्व बोर्ड परीक्षाओं के लिए तैयारी | | |
| 8 | दिसंबर | 18 | विद्यार्थी सहायक सामग्री द्वारा अभ्यास कार्य<br>पुनरावृत्ति एवं पूर्व बोर्ड परीक्षाओं के लिए तैयारी | | |

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| 9 | जनवरी | 22 | सी.बी.एस.ई. द्वारा निर्देशित आदर्श प्रश्नपत्र का हल, पूर्व बोर्ड परीक्षाओं की गलतियों का सुधार कार्य, प्रत्येक विद्यार्थी को परीक्षा संबंधी समस्याओं के निवारण हेतु प्रयत्न । आतंरिक मूल्यांकन हेतु निर्धारित परियोजना का समर्पण एवं मौखिक परीक्षाओं का आयोजन | | |
| 10 | फरवरी | 23 | बार-बार अभ्यास कार्य, मंदग्राही विद्यार्थियों के लिए विशेष उपचारात्मक कार्य | | |

# HISTORY (027)

| S.No | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
|---|---|---|---|---|---|
| 1 | APRIL-MAY | 24 | 1. Bricks, Beads and Bones The Harappa Civilization<br><br>2. Kings, Farmers and Towns Early States and Economies (c.600 BCE600 CE) | https://diksha.gov.in/play/collection/do_31310347540738867219 54?contentId=do_3130852169737338881196 6<br>TIMELINE, ARCHIEOLOGICAL EVIDENCE<br><br>https://diksha.gov.in/play/collection/do_31310347540738867219 54?contentId=do_3131247851867668481134 | Monthly Test |
| 2 | JUNE | 7 | 3. Kingship, Caste and class Early Societies (c. 600 BCE600 CE) | https://diksha.gov.in/play/collection/do_31310347540738867219 54?contentId=do_3130859089999593984118 30 | Monthly Test |
| 3 | JULY | 26 | 4. Thinkers, Beliefs and Buildings Cultural Developments (c. 600 BCE600 CE)<br><br>5. Through the eyes of Travelers Perceptions of Society (c. tenth to seventeenth centuries) | https://diksha.gov.in/play/collection/do_31310347540738867219 54?contentId=do_3130859133664460801240 2<br><br>https://diksha.gov.in/play/collection/do_31310347540973158419 56?contentId=do_3131028859604746241874 | Monthly Test |

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| **4** | **AUGUST** | **23** | 6. Bhakti-Sufi Traditions Changes in Religious Beliefs and Devotional Texts (c. eighth to eighteenth centuries)<br>7. An Imperial Capital – Vijayanagar (c. fourteenth to sixteenth centuries) | https://diksha.gov.in/play/collection/do_31310347540973158419 56?contentId=do_3131029215800934401129 3<br><br>https://diksha.gov.in/play/collection/do_31310347540973158419 56?contentId=do_3132167883885117441104 5 | **Monthly Test** |
| **5** | **SEPTEMBER** | **24** | 8. Peasants, zamindars and the States Agrarian Society and the Mughal Empire (c. sixteenth-seventeenth centuries)<br>9. Colonialism and The Countryside Exploring Official Archives | https://diksha.gov.in/play/collection/do_31310347540973158419 56?contentId=do_3131248005721866241 55<br><br>https://diksha.gov.in/play/collection/do_31310347548031385611 332?contentId=do_3132323049189949441 38 | **Half Yearly** |
| **6** | **OCTOBER** | **16** | 10. Rebels and Raj 1857 Revolt and its Representations<br>11. Mahatma Gandhi and the National Movement Civil Disobedience and Beyond | https://diksha.gov.in/play/collection/do_31310347548031385611 332?contentId=do_3132323046319718401 38<br><br>https://diksha.gov.in/play/collection/do_31310347548031385611 332?contentId=do_3132175556004331521154 4 | **Monthly Test** |
| **7** | **NOVEMBER** | **23** | 12. Framing of the Constitution The Beginning of a New Era<br>PRE-BOARD EXAM-1 REGIONAL LEVEL | https://diksha.gov.in/play/collection/do_31310347548031385611 332?contentId=do_3132224956440576001444 2<br><br>Timeline activity of the Constitution development.<br>https://kvsangathan.nic.in/en/knowledge-hub/ | **Pre Board 1** |

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| **8** | **DECEMBER** | **18** | REVISION & MAP WORK OF RELATED THEMES | **h**ttps://kvsangathan.nic.in/en/knowledge-hub/ | **Pre Board 2** |
| **9** | **JANUARY** | **22** | REVISION & PROJECT WORK | https://kvsangathan.nic.in/en/knowledge-hub/ | |
| **10** | **FEBRUARY** | **23** | REVISION OF SYLLABUS | | |

# GEOGRAPHY(029)

| S.No. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
|---|---|---|---|---|---|
| 1 | APRIL | 23 | Fundamentals of Human Geography<br>1. Human Geography : Nature<br>and scope<br>2. The World Population -<br>distribution, density and growth<br>India : People and Economy<br>1. Population Distribution<br>Density Growth and | 1. Preparation of concept map of the chapter explaining the following: Definition of Human Geography, nature, scope, schools of thought, and branches of Human Geography.<br>2. 'Both physical and human phenomena are described in metaphors using symbols from the human anatomy''. Collect such terms and expressions from your own Language.<br>3. Case Study on determinism and possibilism given in the text book to explain the concept.<br>4. Mark the ten most populous countries on the world map.<br>5. Draw a bar diagram showing the population of ten most populous countries using the latest data from live population counter.<br>6. Consulting a geography dictionary – terms related to population- Birth rate, Death Rate, Migration, sex ratio- https://ncert.nic.in/pdf/publication/otherpublications/tidog101.pdf<br>7. Students can be asked to find out the density of population of their respective state/district/city.<br>8. Learners to use School Bhuvan NCERT Web portal to observe thematic maps e.g. the relief map of India and maps showing population density- https://bhuvan-app1.nrsc.gov.in/mhrd_ncert<br>9.World Population and its elements- Comic Book https://diksha.gov.in/resources/play/collection/do_31321952149309849612945?contentType=TextBook | SLIP TEST /WORKSHEETS/ MONTHLY TEST |

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| | | | Composition<br><br>Practical Geography<br><br>1. Data-its source and<br><br>Compilation | 10. Graphical representation of population growth phases of India.<br>11. Learners may be encouraged to consult Census of India website. https//censusindia.gov.in<br><br>12. Prepare a choropleth map showing the state wise density of population of India.<br>13. Prepare a dot map showing the distribution of India's Population | |
| **2** | **MAY-JUNE** | **08** | Fundamentals of Human Geography<br>3. Human Development | 1. Enacting a play to show how choices get limited due to lack of capability in areas of income, health care and education.<br>2. Interview a lady vegetable vendor, cobbler and a sweeper in the community and note how their opportunities were limited because of gender, caste and income.<br>3. Cartoon(given in the textbook) Analysis- What is meaningful life?<br>4. The Government of India has introduced Beti Bachao Beti Padhao programme to address the issue of decline in child sex ratio. Discuss with your peers how it will lead to more meaningful life for girls- https://wcd.nic.in/bbbp-schemes<br>5. Mark the country with the highest and lowest human development index as per the latest human development report https://hdr.undp.org/data-center/human-development index#/indicies/HDI 6. Brain Storming- India was 126th in Human Development Index as per Human Development Report, 2006. According to HDI report 2020, India's rank has further gone down to 131. 2What could be the reason for India to be behind 130 countries in HDI? | **SLIP TEST /WORKSHEETS/ MONTHLY TEST** |
| **3** | **JULY** | **26** | Fundamentals of Human Geography<br>4. Primary Activities India People and Economy<br>2. Human Settlements<br>3. Land Resources and | 1. Connecting chapter with Bhuvan Map by ISRO https://bhuvan app1.nrsc.gov.in/mhrd_ncert<br><br>2. Human settlement- e comic book https://diksha.gov.in/play/collection/do_31322470242439987215 89?contentId=do_31322451090998067212 83<br>3.The students will prepare a line graph to show the growth of urban population in India since 1901.<br><br>4. The students will mark and label the million plus cities of all the states on a political map of India.<br><br>5. Tabular depiction of different crops, required condition for growing and their distribution. | **SLIP TEST /WORKSHEETS/ MONTHLY TEST** |

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| | | | Agriculture<br>4. Water Resources<br>Practical Geography<br>2. Data Processing | 6 The students will prepare pie graphs to show the land use categories in 1950-51 and 1914-15.<br>7. Students may be asked to suggest different methods of water conservation by using modern technology.<br>8. Case Study Ralegaon Siddhi https://youtu.be/5nq8wcDyrYQ<br>9. Watershed development- Arvary Pani Sansad https://www.youtube.com/watch?v=N-qlyXE8KFc | |
| **4** | **AUGUST** | **23** | Fundamentals of Human Geography<br>5. Secondary activities<br>6. Tertiary and Quaternary Activities<br>India People and Economy<br>5. Mineral And Energy Resources<br>6. Planning and Sustainable Development in Indian Context | 1. The students can be asked to prepare a sketch, poster, poem or write up about the environmental conditions surrounding an industry. 2. The students can be taken out for a visit to local industry and asked to prepare a report on their observations regarding raw material used, finished product, production process, labour inputs, environmental impact and social responsibility.<br>3. Agri business- https://www.investopedia.com/terms/a/agribusiness.asp<br>4. Prepare a flow chart showing the types of industries on various basis  Make a list of departmental stores and chain stores that you visit regularly<br>5. Class discussion on: How convenient and beneficial is the fast growing service sector in the world. 6. Outsourcing - https://www.investopedia.com/terms/o/outsourcing.asp<br>7. Prepare a table to present the spatial pattern of the following minerals under the given headings: (Properties, Total Reserves, Distribution, Mines)<br>8. Prepare a presentation on the topic 'Agencies Involved in Mining in India'<br>9. A debate may be organized on topic " Limit to growth" Indira Gandhi Canal<br>https://www.youtube.com/watch?v=RJAjQgyQwkg<br>10. Indira Gandhi Canal- The beginning stage<br>https://www.youtube.com/watch?v=DMpHyLdLXZ0 | **SLIP TEST /WORKSHEETS/ MONTHLY TEST** |

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| **5** | **SEPTEMBER** | **24** | Fundamentals of Human Geography<br>7. Transport, Communication and Trade<br>India People and Economy<br>7. Transport and Communication Practical Geography<br>3. Graphical representation of Data | 1. Students can be asked to do a survey of their class about the means of transport being used by students to reach school. Prepare a Bar diagram with the help of the data collected.<br><br>2. Analyse the connection between physical landscape and development of various modes of transport.<br><br>3. Suez Canal- https://www.youtube.com/watch?v=nhArtB3JtuE<br>4. Panama Canal<br><br>5. On the world map show Terminal Stations of Transcontinental Railways– Trans-Siberian, Trans Canadian, Trans-Australian Railways.<br>6. Collect information on Bharatmala and Setubharatam Pariyojana and share it with your peer group. https://www.india.gov.in/spotlight/bharatmala - pariyojana-stepping stone-towards-new-india<br><br>7. Mark and label the major sea ports and airports on an outline map of India.<br>8. Major Sea Ports: Kandla, Mumbai, Marmagao, Kochi, Mangalore, Tuticorin, Chennai, Vishakhapatnam, Paradwip, Haldia.<br>9. International Air ports: Ahmedabad, Mumbai, Bengaluru, Chennai, Kolkata, Guwahati, Delhi, Amritsar, Thiruvananthapuram & Hyderabad. □ Practice Items-Practical 3<br>https://diksha.gov.in/resources/play/collection/do_31321952149309849612945?contentType=TextBook | **SLIP TEST /WORKSHEETS/ MONTHLY TEST** |
| **6** | **OCTOBER** | **16** | Fundamentals of Human Geography<br>8. International Trade<br>India People and Economy<br>8. International Trade | 1. Discuss: How International trade was carried out in the past vis-a-vis present times.<br>2. Mark the silk route on the world map .Show the items or commodities exchanged along the routes from various countries.<br>3. Study the data given on table 8.1 and compare world import and export to calculate balance of trade and analyse its implication.<br>4 Think of some reasons why dumping is becoming a serious concern among trading nations?<br><br>5. Make a list of India's major trading partners and identify these countries on a world map.<br><br>6.Symposium on the role of WTO in modern day international trade | |

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| **7** | **NOVEMBER** | **23** | India People and Economy<br>9. Geographical Perspective on selected issues and problems<br>Practical Geography<br>4. Spatial Information Technology | 1. List the major sources of water pollution, air pollution, noise pollution and land pollution.<br>2. Prepare a poster to create awareness about Namami Gange Programme.<br>3. Namami Gange https://www.youtube.com/watch?v=Crfqx4RB3rg<br>4. Speak to a rag picker and try to find out what he/she does with the waste.<br>5. CBSE PREVIOUS QUESTION PAPER- https://www.cbse.gov.in/cbsenew/question-paper.html | **SLIP TEST /WORKSHEETS/ MONTHLY TEST** |
| **8** | **DECEMBER** | **18** | Revision<br>Pre Board -1 | CBSE PREVIOUS QUESTION PAPER-<br>https://www.cbse.gov.in/cbsenew/question-paper.html | **Revision Pre Board -1** |
| **9** | **JANUARY** | **22** | Revision<br>Pre Board 2 | CBSE PREVIOUS QUESTION PAPER- https://www.cbse.gov.in/cbsenew/question-paper.html<br>2. https://surveyofindia.gov.in/pages/physical-map-of-india<br>3.MAPS(Survey of india)- https://indiamaps.gov.in/ | **Revision Pre Board -2** |
| **10** | **FEBRUARY** | **23** | Revision<br>Pre Board 3 | CBSE PREVIOUS QUESTION PAPER- https://www.cbse.gov.in/cbsenew/question-paper.html<br>2. https://surveyofindia.gov.in/pages/physical-map-of-india<br>3.MAPS(Survey of india)- https://indiamaps.gov.in/ | **Revision Pre Board -3** |

# POLITICAL SCIENCE(028)

| S.No. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
|---|---|---|---|---|---|
| 1 | APRIL-MAY | 24 | 1.Challenges of Nation Building<br><br>2.The end of Bipolarity | 1.https://diksha.gov.in/play/collection/do_31317212378356121611980?contentId=do_31308174958642790411475 3<br>https://diksha.gov.in/play/collection/do_31317212378356121611980?contentId=do_31311779382248243215 9<br>https://diksha.gov.in/play/collection/do_31317212378356121611980?contentId=do_31320471621238784014302<br>https://diksha.gov.in/play/collection/do_31317212378356121611980?contentId=do_31320471752269824014605<br><br>2.https://swayam.gov.in/<br>• Prepare - TIMELINE OF DISINTEGRATION OF THE SOVIET UNION<br>• Collage making of LEADERS OF THE SOVIET UNION | Monthly Test<br>Slip test<br>Class test<br>Map skill test |
| 2 | JUNE | 07 | 3.Contemporary centres of power | 3.https://diksha.gov.in/play/collection/do_31317212364938444812434?contentId=do_31309583222643916812 75<br>https://diksha.gov.in/play/collection/do_31317212364938444812434?contentId=do_31322448114010521613 73 | Monthly Test<br>Slip test<br>Class test |

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| | | | | | Map skill test |
| **3.** | **JULY** | **26** | **4. Era of one-party dominance**<br>**5.Contemporary**<br>**South Asia**<br>**6.Politics of planned development** | 4.https://diksha.gov.in/play/collection/do_31317212378356121611980?contentId=do_3131177953704263681123 9<br>5.https://diksha.gov.in/play/collection/do_31317212378356121611980?contentId=do_31311779724956467216 2<br>6.Flow chart on planning commission and Niti Ayog | Monthly Test<br>Slip test<br>Class test<br>Map skill test |
| **4.** | **AUGUST** | **23** | **7.India's external relations**<br>**8.International Organisations**<br>**9.Challenges to and restoration of the congress system** | 7.Students will collect information on non-alignment movement.<br>*Preparation of wall paper by students – Topic 1.India's conflict with China and Pakistan<br>**8.**https://diksha.gov.in/play/collection/do_31317212364938444812434?contentId=do_3130695955391365121170<br>9.Location of assembly election result (1967)on India's political map.<br>* Make a list of slogans coined by political parties. Do you see any similarities between advertisements and manifestoes, slogans and advertisements of political parties? Have a discussion on how price rise affects the political fortunes of the political parties. | Monthly Test<br>Slip test<br>Class test<br>Map skill test |
| **5.** | **SEPTEMBER** | **24** | **10.The crisis of democratic order** | 10.Debate on the topic emergency and its result<br>*Location of Lok Sabha election results on the political map of India.<br>*Mind Map- Crisis of democratic order. | Monthly Test<br>Slip test |

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| | | | **11.Security in the Contemporary world**<br><br>**12.Regional aspirations** | 11.Group discussion on traditional and non-traditional notion of security.<br><br>*Preparation of flow chart of traditional and non-traditional notion of security.<br><br>12.https://diksha.gov.in/play/collection/do_31317212378356121611980?contentId=do_3132039687457259521385 0<br><br>https://diksha.gov.in/play/collection/do_3131721237835612161198 0?contentId=do_3132168223740968961104 9 | Class test<br><br>Map skill test |
| **6.** | **OCTOBER** | **16** | **13.Recent developments in Indian Politics**<br><br>**14.Environmental and natural resources** | 13. A detailed study of Members of the 17th Lok Sabha is available on the website of the Lok Sabha (http://loksabha.nic.in).<br><br>*Compare and contrast the electoral performances of various political parties since 2004. The table given below can be used for this. You can also collect the data about the results from the website of the Election Commission of India (http://eci.nic.in).<br><br>*Prepare a timeline of the major political events in India since 2004. Share and discuss it in your classroom.<br><br>*Make a pie chart on party position in 16th Loksabha election.<br><br>*Collect information on Ayodhya dispute.<br><br>14.https://diksha.gov.in/play/collection/do_31317212364938444812434?contentId=do_3132097532822323201220 | Monthly Test<br><br>Slip test<br><br>Class test<br><br>Map skill test |
| **7.** | **NOVEMBER** | **23** | **15.Globalisation** | 15.https://diksha.gov.in/play/collection/do_31317212364938444812434?contentId=do_3132097488598138881514<br><br>https://diksha.gov.in/play/collection/do_3131721236493844481243 4?contentId=do_3131093221738414081535 | Monthly Test<br><br>Slip test<br><br>Class test |

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| **8.** | **DECEMBER** | **18** | Revision | | |
| **9.** | **JANUARY** | **22** | Revision | | |
| **10.** | **FEBRUARY** | **23** | Revision | (Political Science Study Material 2026-27) | |

# ECONOMICS(030)

| S.No. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
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| 1 | APRIL -MAY | 24 | **Part A: Introductory Macroeconomics Unit 1: National Income and Related Aggregates** What is Macroeconomics ? Basic concepts in macroeconomics: consumption goods, capital goods, final goods, intermediate Goods; stocks and flows; gross investment and depreciation. Circular flow of income (two sector model); Methods of calculating | **1. Teaching Aids**<br>• **PPT Presentation** explaining macroeconomics concepts.<br>• **Charts and diagrams** for:<br>  ○ Circular Flow of Income (Two sector model)<br>  ○ National Income aggregates<br>• **Flow charts** for methods of calculating National Income.<br>• **Graph sheets** to explain Real GDP vs Nominal GDP.<br>• **Flash cards** for economic terms (GDP, GNP, NNP, NDP).<br>• **Case study worksheet** on GDP and welfare.<br>https://diksha.gov.in/play/collection/do_31310347543311155219888<br><br>https://diksha.gov.in/play/content/do_3131177735675740161127 6<br><br>**3. Innovative Practices**<br>• **Role Play Activity**<br>Students act as households and firms to demonstrate **Circular Flow of Income**.<br>• **Group Activity**<br>Students classify goods into **final goods, intermediate goods, capital goods and consumption goods**.<br>• **Data Analysis Activity**<br>Students study India's GDP data and interpret growth. | **1. Formative Assessment**<br>• **Oral questioning** during classroom discussion.<br>• **Short class tests** based on conceptual understanding.<br>• **Worksheet solving** on National Income calculations.<br>• **Quiz competition** using digital tools.<br>**2. Activity Based Assessment**<br>• **Group activity evaluation** on Circular Flow of Income.<br>• **Presentation** on functions of the central bank.<br>• **Data interpretation task** using GDP statistics. |

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| | | | National Income - Value-added or Product Method, Expenditure method, Income method. Aggregates related to National Income: Gross National Product (GNP), Net National Product (NNP), Gross Domestic Product (GDP) and Net Domestic Product (NDP) - at market price, at factor cost; Real and Nominal GDP. GDP Deflator GDP and Welfare | • **Think–Pair–Share Method**<br>Students discuss **GDP and welfare** concept. | **SLIP TEST /WORKSHEETS/ MONTHLY TEST** |
| | | | **Unit 2: Money and Banking**<br><br>Money – meaning and functions, supply of money - Currency held by the public and net demand deposits held by | **1. Teaching Aids**<br><br>• **PPT slides** on functions of money and banking system.<br>• **Banking structure chart** explaining role of central bank.<br>• **Flow diagram** showing **Money creation by commercial banks**.<br>• **Graphical representation** of monetary policy tools.<br>https://diksha.gov.in/play/content/do_3130712374899179521177 3<br><br>https://diksha.gov.in/play/content/do_3131240886472130561123 9<br><br>**3. Innovative Practices** | **1. Oral Assessment**<br><br>• Oral questioning to check understanding of **meaning and functions of money**.<br>• Short discussion on the role of the central bank. |

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| | | | commercial banks.<br><br>Money creation by the commercial banking system.<br><br>Central bank and its functions (example of the Reserve Bank of India): Bank of issue, Govt. Bank, Banker's Bank, Control of Credit through Bank Rate, Cash Reserve Ratio (CRR), Statutory Liquidity Ratio (SLR), Repo Rate and Reverse Repo Rate, Open Market Operations, Margin requirement. | • **Simulation Activity**<br>Students simulate a bank to understand **money creation process**.<br>• **Current Affairs Discussion**<br>Discussion on changes in **Repo Rate and CRR announced by RBI**.<br>• **Quiz Competition**<br>Using Kahoot or Google Forms on **Monetary Policy Tools**.<br>• **Case Study**<br>Impact of **monetary policy on inflation and economic growth**. | **2. SLIP TEST /WORKSHEETS / MONTHLY TEST**<br><br>.<br><br>**3. Activity Based Assessment**<br><br>• **Case study questions** related to monetary policy.<br>• **Group discussion** on credit control measures.<br>• **Concept mapping activity** on functions of the central bank. |
| **2** | **JUNE** | **7** | **Unit 6: Development Experience (1947-90) and Economic** | **Teaching Aids**<br><br>• **PPT Presentation** on the Indian economy at the time of independence.<br>• **Charts and timelines** showing major **Five Year Plans**.<br>• **Maps and diagrams** explaining agricultural and industrial development. | |

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| | | | **Reforms since 1991:**<br><br>A brief introduction of the state of Indian economy on the eve of independence.<br><br>Indian economic system and common goals of Five Year Plans.<br><br>Main features, problems and policies of agriculture (institutional aspects and new agricultural strategy), industry (IPR 1956; SSI – role & importance) and foreign trade | • **Comparison tables** for economic conditions **before and after 1991 reforms**.<br>• **Case study sheets** on Green Revolution and Industrial Policy. | **SLIP TEST /WORKSHEETS / MONTHLY TEST** |
| **3** | **JULY** | **26** | **Unit 6: Economic Reforms 1991**<br>Features and appraisals of liberalisation, globalisation and | **Teaching Aids**<br><br>• **PPT presentation** explaining LPG policy (Liberalisation, Privatisation, Globalisation).<br>• **Charts and diagrams** showing changes in Indian economy after 1991 reforms. | **Formative Assessment**<br><br>• **Oral questioning** to check understanding of LPG policy. |

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| | | | privatisation (LPG policy); Concepts of demonetization and GST<br>**Unit 4: Government Budget and the Economy-**<br>Government budget - meaning, objectives and components. Classification of receipts<br>- revenue receipts and capital receipts; Classification of expenditure – revenue expenditure and capital expenditure. Balanced, Surplus and Deficit Budget – Measures of government deficit. | • **Comparison tables** of pre-reform and post-reform economic conditions.<br>• **Infographics** explaining **GST and Demonetization**.<br>**Teaching Aids**<br>• **PPT slides explaining structure of government budget.**<br>• **Charts and tables showing classification of receipts and expenditure.**<br>• **Flow diagrams explaining revenue and capital components.**<br>• **Budget documents examples for real-life understanding.**<br>**E-Content Links**<br>• **Ministry of Finance India official Union Budget documents**<br>• **National Council of Educational Research and Training digital textbooks**<br>• **DIKSHA e-learning resources**<br>https://diksha.gov.in/play/collection/do_31310347543311155219 88?contentId=do_31308784876277760013314 | • **Worksheet** on concepts of liberalisation, globalisation and privatisation.<br>**SLIP TEST /WORKSHEETS / MONTHLY TEST .**<br>**Activity Based Assessment**<br>• **Group presentation evaluation** on economic reforms.<br>• **Student project** on globalization and Indian economy. |

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| **4** | **AUGUST** | **23** | **Unit 5: Balance of Payments**<br>Balance of payments Account - meaning and components; Balance of payments – Surplus and Deficit Foreign exchange rate - meaning of fixed and flexible rates and managed floating. Determination of exchange rate in a free market, Merits and demerits of flexible and fixed exchange rate. Managed Floating exchange rate system.<br>**Unit 7: Current challenges facing Indian Economy Human Capital Formation:** How people become resource; Role of human capital in economic | **Teaching Aids**<br>• **PPT presentation** explaining Balance of Payments and its components.<br>• **Flow charts and diagrams** showing **Current Account and Capital Account**.<br>• **Graphical representation** for determination of exchange rate in free market.<br>• **Charts comparing fixed and flexible exchange rate systems**.<br>**Teaching Aids**<br>• **PPT slides** explaining human capital formation.<br>• **Charts and graphs** showing growth of education sector in India.<br>• **Statistical tables** on literacy rate and education expenditure.<br>• **Infographics** explaining role of education and health in economic development.<br>**Group discussion** on importance of education for economic growth.<br>**Project work** on human capital development in India.<br>**Data interpretation activity** using literacy and education statistics.<br>**Think–Pair–Share activity** on how education improves productivity.<br>https://diksha.gov.in/play/collection/do_31310347543311155219 88?contentId=do_31311197655386521611106 | **Oral questioning** on components of Balance of Payments.<br>**Worksheet** on exchange rate determination.<br>**MCQ based class test** on BOP concepts.<br>**SLIP TEST /WORKSHEETS/ MONTHLY TEST**<br>**Project / presentation evaluation** on human capital development. |

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| | | | development; Growth of Education Sector in India | | |
| **5** | **SEPTEMBER** | **24** | **Unit-7 Current challenges facing Indian Economy continued**<br>Rural development: Key issues - credit and marketing - role of cooperatives; agricultural diversification; alternative farming - organic farming<br>Employment: Growth and changes in work force participation rate in formal and informal sectors; problems and policies<br>Sustainable Economic Development: Meaning, Effects of Economic Development on | • **PPT presentation** explaining rural development, employment and sustainable development.<br>• **Charts and graphs** showing work force participation rate and employment trends.<br>• **Case study sheets** on rural credit and cooperative institutions.<br>• **Diagrams and infographics** explaining organic farming and sustainable development.<br>• **Statistical tables** on employment structure in India.<br>**Group discussion** on rural development challenges in India.<br>**Case study analysis** on cooperative credit institutions.<br>**Project work** on organic farming and agricultural diversification.<br>**Debate activity** on employment issues in formal and informal sectors.<br>**Environmental awareness activity** on sustainable development and global warming. | **Formative Assessment**<br>• **Oral questioning** during classroom discussion.<br>• **Worksheet** on rural development and employment concepts.<br>**SLIP TEST /WORKSHEETS/ MONTHLY TEST**<br>**Activity Based Assessment**<br>• **Project / presentation evaluation** on organic farming or sustainable development. |

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| | | | Resources and Environment, including global warming | | • **Data interpretation questions** on employment statistics.<br>• **Case study based questions** related to environmental challenges. |
| **6** | **OCTOBER** | **16** | **Unit 3: Determination of Income and Employment**<br>Aggregate demand and its components**.**<br>Propensity to consume and propensity to save (average and marginal).<br>Short-run equilibrium output; investment multiplier and its mechanism.<br>Meaning of full employment and involuntary unemployment. | • **PPT presentation** explaining aggregate demand and its components.<br>• **Graphs and diagrams** to explain equilibrium level of income and output.<br>• **Flow charts** showing relationship between consumption, saving and investment.<br>• **Numerical examples** to explain **investment multiplier**.<br>• **Charts** illustrating full employment and involuntary unemployment.<br>**Innovative Practices**<br>• **Graph drawing activity** for equilibrium income determination.<br>• **Group problem-solving activity** on multiplier numerical questions.<br>• **Think–Pair–Share activity** on consumption and saving behaviour.<br>• **Case discussion** on unemployment issues in the economy.<br>• https://diksha.gov.in/play/collection/do_31310347543311155219 88?contentId=do_3130881157936087041739 | • **Oral questioning** to assess understanding of aggregate demand and its components.<br>• **Worksheet solving** on consumption and saving functions.<br>**SLIP TEST /WORKSHEETS/ MONTHLY TEST**<br>**Activity Based Assessment** |

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| | | | | | • **Graph-based questions** on equilibrium output.<br>• **Case study questions** on unemployment and employment levels. |
| **7** | **NOVEMBER** | **23** | **Unit 3: Determination of Income and Employment CONTD…** Problems of excess demand and deficient demand; measures to correct them - changes in government spending, taxes and money supply.<br>**Unit 8: Development Experience of India:** A comparison with neighbours India and Pakistan India and China Issues: economic growth, | • **PPT presentation** comparing economic development of India, Pakistan and China.<br>• **Charts and statistical tables** showing indicators like GDP growth, population and sectoral contribution.<br>• **Maps and graphs** explaining economic progress of the three countries.<br>• **Comparison tables** for Human Development Indicators (HDI, literacy rate, life expectancy).<br>**Innovative Practices**<br>• **Group discussion** comparing economic development of India, Pakistan and China.<br>• **Data interpretation activity** using statistical data of the three countries.<br>• **Presentation activity** where students present sectoral development comparisons.<br>• **Revision quiz** covering important concepts of the entire syllabus. | **Formative Assessment**<br>• **Oral questioning** during revision sessions.<br>• **Worksheet** on comparison of development indicators.<br>**Pre Board -1**<br>**Revision Assessment**<br>• **Practice test / sample paper** based on CBSE exam pattern.<br>• **Chapter-wise quiz** for complete syllabus revision.<br>• **Previous year question discussion**. |

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| | | | population, sectorial development and other Human Development Indicators Revision work | | |
| **8** | **DECEMBER** | **18** | **Revision work** | | **Pre Board -2** |
| **9** | **JANUARY** | **22** | CBSE PRACTICALS<br>& REVISION WORK | | |
| **10** | **FEBRUARY** | **23** | CBSE EXAMINATION 2026-27 | | |

# ACCOUNTANCY (055)

| S.No. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
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| **1.** | **APRIL - MAY** | **24** | PART A - Unit 1: Accounting for Partnership Firms: Partnership: features, Partnership Deed. Provisions of the Indian Partnership Act 1932 in the absence of partnership deed. Fixed v/s fluctuating capital accounts. Preparation of Profit and Loss Appropriation account- division of profit among partners, guarantee of profits. Past adjustments (relating to interest on capital, interest on drawing, salary and profit-sharing ratio).<br>Goodwill: meaning, nature, factors affecting and methods of valuation - average profit, super profit and capitalization. | **Role Play of students regarding formation of partnership and their agreement based on previous knowledge.**<br>**PPT, YouTube video. Worksheets**<br>**Activity based teaching.**<br>**NCERT Text books**<br>**PPT, YouTube videos**<br>E content and work sheets<br>**Teaching Aids:**<br>**Chart of Key Terms**: Capital, drawings, interest, profit-sharing ratio.<br>**Comparison Table**: Partnership vs Sole Proprietorship.<br>**E-Content:**<br>Explainer videos on basic terms and profit-sharing calculations.<br>MCQs and quick quizzes on basics (Kahoot/Google Forms).<br>**Innovative Practices:**<br>**Create a Partnership Agreement** activity.<br>**Role Play**: Students act as partners forming a firm | Assessment Method<br>The test may be conducted through:<br>• Written exam (offline)<br>• Online quiz using LMS<br>• Practical accounting worksheet<br>Case-Based Question (Optional) |

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| | | | | https://drive.google.com/file/d/1zaGYEwvBpGkCya8-Gt37arYm6LZPGC_j/view?usp=sharing | |
| 2. | **JUNE** | **7** | Accounting for Partnership firms - Reconstitution and Dissolution. Change in the Profit-Sharing Ratio among the existing partners - sacrificing ratio, gaining ratio, accounting for revaluation of assets and reassessment of liabilities and treatment of reserves, accumulated profits and losses. Preparation of revaluation account and balance sheet. Admission of a partner - effect of admission of a partner on change in the profit-sharing ratio, treatment of goodwill (as per AS 26), treatment for revaluation of assets and reassessment of liabilities, | NCERT Text books<br>PPT, YouTube videos<br>E content and work sheets<br>**Teaching Aids:**<br>Diagrams showing **sacrifice/gaining ratio**.<br>Step-by-step flowcharts for adjustments.<br>**E-Content:**<br>Animated videos explaining calculation of new ratios.<br>Practice worksheets with auto-grading.<br>**Innovative Practices:**<br>**Interactive ratio game**: Students are given old/new ratios and must calculate adjustments.<br>**Group task**: Solve real-case-based profit-sharing changes.<br>https://drive.google.com/file/d/1gGzsb95RKRB87B9ysG7hCIQVG5Vx2vLe/view?usp=sharing<br>**Teaching Aids:**<br>Visual flowchart: Steps involved in admission.<br>Flashcards: Goodwill treatment, revaluation, capital adjustments.<br>**E-Content:**<br>Simulation video on admitting a new partner.<br>Drag-and-drop activities on journal entries.<br>**Innovative Practices:**<br>**Mock Admission Role Play**: Simulate a new partner entering a business.<br>**Business Scenario Projects**: Groups prepare accounts for a fictional partnership admission.<br>https://diksha.gov.in/play/content/do_31335200246589849619 80 | Assessment Method<br>The test may be conducted through:<br>• Written exam (offline)<br>• Online quiz using LMS<br>• Practical accounting worksheet<br>Case-Based Question (Optional) |

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| **3.** | **JULY** | **26** | Admission continued: treatment of reserves, accumulated profits and losses, adjustment of capital accounts and preparation of capital, current account and balance sheet.<br>Retirement and death of a partner: effect of retirement / death of a partner on change in profit sharing ratio, treatment of goodwill (as per AS 26), treatment for revaluation of assets and reassessment of liabilities, adjustment of accumulated profits, losses and reserves, adjustment of capital accounts and preparation of capital, current account, and balance sheet. Preparation of loan account of the retiring partner. Calculation of deceased partner's share of profit till the date of death. Preparation of deceased partner's capital account and his executor's account. Dissolution of a partnership firm: meaning of dissolution of partnership and partnership firm, types of dissolution of a firm. Settlement of accounts - preparation of realization account, and other related accounts: capital accounts of | NCERT Text books<br>PPT, YouTube videos, E content and work sheets<br>**Teaching Aids:**<br>Charts for treatment of goodwill, capital adjustments, and settlement.<br>Sample questions on retiring partner account.<br>**E-Content:**<br>Case-based videos with animation on settlement accounts.<br>Templates for solving revaluation accounts and gaining ratio.<br>**Innovative Practices:**<br>**Timeline Activity**: Map steps followed during retirement.<br>**Story-based learning**: Create a narrative where a partner retires or passes away and apply accounting treatment.<br>https://diksha.gov.in/nios/play/content/do_31325360185466880126944?contentType=eTextBook<br>https://diksha.gov.in/nios/play/content/do_31306738519885414411 0809?contentType=PracticeQuestionSet<br>**Teaching Aids:**<br>Flowcharts for order of asset realization and liability settlement.<br>Real-life examples (case studies of dissolved businesses).<br>**E-Content:**<br>Video tutorials on journal entries and preparation of realization account.<br>Interactive dissolution quiz.<br>**Innovative Practices:**<br>**Classroom Simulation**: Enact the process of dissolution with real assets/liabilities.<br>**"What Went Wrong?" Analysis**: Students study a failed business and report causes and accounting effects | Assessment Method<br>The test may be conducted through:<br>• Written exam (offline)<br>• Online quiz using LMS<br>• Practical accounting worksheet<br>Case-Based Question (Optional) |

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| | | | partners and cash/bank a/c (excluding piecemeal distribution, sale to a company and insolvency of partner(s)). | | |
| **4.** | **AUGUST** | **23** | Unit-2 Accounting for Companies Accounting for Share Capital · Features and types of companies · Share and share capital: nature and types. Accounting for share capital: issue and allotment of equity and preferences shares. Public subscription of shares - over subscription and under subscription of shares; issued at par and at premium, calls in advance and arrears (excluding interest), issue of shares for consideration other than cash. Concept of Private Placement and Employee Stock Option Plan (ESOP), Sweat Equity. Accounting treatment of forfeiture and reissue of shares. Disclosure of share capital in the Balance Sheet of a company | NCERT Text books<br>PPT, YouTube videos<br>E content and work sheets<br>**Step-by-step flowcharts**: Issue of shares – application, allotment, calls.<br>**Table Charts**: Terms like authorized, issued, subscribed, called-up, and paid-up capital.<br>**Sample Share Application Forms**<br>**E-Content:**<br>**Animated videos**: Showing the process of share issue, forfeiture, and reissue.<br>**Interactive PPTs**: Covering journal entries with visual aids.<br>**Online quizzes**: On concepts like oversubscription, pro-rata allotment, forfeiture.<br>**Innovative Practices:**<br>**Role Play**: Simulate a company issuing shares, students take up roles (applicant, company secretary, accountant).<br>**Case Study Creation**: Let students design a scenario with share issue & forfeiture.<br>https://diksha.gov.in/nios/play/content/do_31325360194741043212 6948?contentType=eTextBook | Assessment Method<br>The test may be conducted through:<br>• Written exam (offline)<br>• Online quiz using LMS<br>• Practical accounting worksheet<br>Case-Based Question (Optional) |
| **5.** | **SEPTEMBER** | **24** | Unit-2 Accounting for Companies Accounting for Debentures · Debentures: Meaning, types, Issue of debentures at par, at a premium | NCERT Text books<br>PPT, YouTube videos<br>E content and work sheets | Assessment Method<br>The test may be conducted through: |

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| | | | and at a discount. Issue of debentures for consideration other than cash; Issue of debentures with terms of redemption; debentures as collateral securityconcept, interest on debentures. Writing off discount / loss on issue of debentures | **Teaching Aids:**<br>**Mind maps**: Types of debentures – bearer, convertible, secured, etc.<br>**Flowcharts**: Issued at par/premium/discount and redeemable at par/premium.<br>**Debenture Certificates (sample/mock)**<br>**E-Content:**<br>**Video Tutorials**: With examples on journal entries and terms used.<br>**Google Sheets**: Debenture interest calculation templates.<br>**Digital Flashcards**: Key terms and formats (interest, discount, loss on issue, etc.)<br>**Innovative Practices:**<br>**Debenture Journal Game**: Teams solve journal entry puzzles with points awarded.<br>**"Debenture Detective" Activity**: Students analyze a company's balance sheet to identify debenture-related entries.<br>**Company Prospectus Project**: Create a mock prospectus that includes debenture issue. | • Written exam (offline)<br>• Online quiz using LMS<br>• Practical accounting worksheet<br>Case-Based Question (Optional) |
| | | | PART A -PRINCIPLES AND FUNCTIONS OF MANAGEMENT | | |
| | | | Analysis of Financial Statements: Financial statements of a Company: Meaning, Nature, Uses and importance of financial Statement. Statement of Profit | **Format Charts**: Vertical format of Balance Sheet and Statement of P&L (as per Schedule III).<br>**Flashcards**: Items of assets, liabilities, incomes, and expenses. | Assessment Method<br>The test may be conducted through: |

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| | | | and Loss and Balance Sheet in prescribed form with major headings and sub headings (as per Schedule III to the Companies Act, 2013) Financial Statement Analysis: Meaning, Significance Objectives, importance and limitations. Tools for Financial. Statement Analysis: Comparative statements, common size statements, Ratio analysis, Cash flow analysis. | **Mock Annual Report Pages**: Highlighting components of real company reports. **E-Content:**<br><br>**Interactive Slides**: Annotated formats of financial statements.<br><br>**Videos**: Explaining the classification of items and structure of company financials.<br><br>**Digital Worksheets**: Drag & drop activities to classify balance sheet items.<br><br>**Innovative Practices:**<br><br>**Balance Sheet Labelling Game**: Students label an unorganized format correctly.<br><br>**Group Activity**: Prepare a mock financial statement for a fictional company. **Reverse Engineering**: Give students a filled statement and ask them to identify how it was prepared.<br><br>https://diksha.gov.in/play/content/do_31311483053663027212 37<br><br>**Teaching Aids:**<br><br>**Side-by-side Format Charts**: Comparative vs Common Size examples.<br><br>**Case Cards**: Containing financial data of 2 years.<br><br>**E-Content:**<br><br>**Interactive PPTs**: With animation to show horizontal and vertical analysis.<br><br>**Digital Templates**: To input and auto-generate commonsize/comparative statements.<br><br>**Innovative Practices:** | • Written exam (offline)<br>• Online quiz using LMS<br>• Practical accounting worksheet<br><br>Case-Based Question (Optional) |

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| | | | | **Compare the Brands**: Use real financial data (like HUL vs Nestle) and create comparative statements.<br><br>**Common Size Poster Project**: Visual display of common size income statement or balance sheet | |
| **6.** | **OCTOBER** | **16** | Accounting Ratios: Meaning, Objectives, Advantages, classification and computation. · Liquidity Ratios: Current ratio and Quick ratio. · Solvency Ratios: Debt to Equity Ratio, Total Asset to Debt Ratio, Proprietary Ratio and Interest Coverage Ratio. Debt to Capital Employed Ratio. · Activity Ratios: Inventory Turnover Ratio, Trade Receivables Turnover Ratio, Trade Payables Turnover Ratio, Fixed Asset Turnover Ratio, Net Asset Turnover Ratio and Working Capital Turnover Ratio. · Profitability Ratios: Gross Profit Ratio, Operating Ratio, Operating Profit Ratio, Net Profit Ratio and Return on Investment. | NCERT Text books<br><br>PPT, YouTube videos<br><br>E content and work sheets<br><br>**Teaching Aids:**<br><br>**Formula Charts**: For liquidity, solvency, activity, and profitability ratios.<br><br>**Flashcards**: For interpreting ratios with real-world examples.<br><br>**E-Content:**<br><br>**Video Solvers**: Walkthroughs of step-by-step calculations.<br><br>**Ratio Practice Tools**: Excel-based ratio calculators.<br><br>**Animated Explainers**: For visual learners to see what each ratio means in real terms.<br><br>**Innovative Practices:**<br><br>**Ratio Relay**: Teams solve ratio problems in rounds.<br><br>**"Decode the Company" Challenge**: Match a company to a set of ratios.<br><br>**Interactive Ratio Dashboard**: Students prepare a dashboard of key ratios from a case. | Assessment Method<br>The test may be conducted through:<br>• Written exam (offline)<br>• Online quiz using LMS<br>• Practical accounting worksheet<br><br>Case-Based Question (Optional) |

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| | | | | https://drive.google.com/file/d/1yAtZzy35q4l1dUSv5GldFd4dqvNI6ymf/view?usp=sharing<br><br>PPT, YouTube video.<br><br>Worksheets<br><br>Activity based teaching.<br><br>Specific Project | |
| **7.** | **NOVEMBER** | **23** | Unit 4: Cash Flow Statement Meaning, objectives Benefits, Cash and Cash Equivalents, Classification of Activities and preparation (as per AS 3 (Revised) (Indirect Method only) Note: (i) Adjustments relating to depreciation and amortization, profit or loss on sale of assets including investments, dividend (both final and interim) and tax. (ii) Bank overdraft and cash credit to be treated as short term borrowings. (iii) Current Investments to be taken as Marketable securities unless otherwise specified. Revision and First Pre board EXAMINATION | **Teaching Aids:**<br>**Cash Flow Tree Diagrams**: To show classification of cash flows.<br>**Ledger Cards**: Showing accounts to decide operating, investing, or financing.<br>**E-Content:**<br>**Solved Examples in Video Format**: With explanation of indirect method.<br>**Templates in Excel/Google Sheets**: For auto-classification and calculation.<br>**Interactive Classifier Tools**: Drop an item into the correct category.<br>**Innovative Practices:**<br>**"Cash Flow Detective"**: Students classify each transaction into the correct category.<br>**Real Company Exercise**: Use actual company reports to trace and prepare a cash flow.<br>**Build a Flow Game**: Students compete to prepare a correct cash flow statement in teams.<br>Sample Paper issued by CBSE | Assessment Method<br>The test may be conducted through:<br>• Written exam (offline)<br>• Online quiz using LMS<br>• Practical accounting worksheet<br>Case-Based Question (Optional) |

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| **8.** | **DECEMBER** | **18** | Revision and 2nd Pre- Board EXAMINATION | https://cbseacademic.nic.in/web_material/CurriculumMain26/SrSec/Accountancy_SrSec_2025-26.pdf | |
| **9.** | **JANUARY** | **22** | Revision and Model and Board practical | https://cbseacademic.nic.in/web_material/CurriculumMain26/SrSec/Accountancy_SrSec_2025-26.pdf<br>https://cbseacademic.nic.in/web_material/QuestionBank/ClassXII/AccountancyXII.pdf<br>https://cbseacademic.nic.in/web_material/Circulars/2012/77_Acc_C-12_annexure.pdf | |
| **10.** | **FEBRUARY** | **23** | **Revision & CBSE Practical EXAMINATION** | | |

# BUISNESS STUDIES(054)

| S.No. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
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| 1. | APRIL & MAY | 24 | Nature and Significance of Management Principles of Management. Business Environment | Understand the concept of management by students with day-to-day examples and their importance and objectives.<br>Examine the nature of management as a science, art and profession.<br>PPT, YouTube video & Worksheets<br>Understand the role of top, middle and lower levels of management.<br>Discuss the concept and characteristics of coordination among the students by role play<br>Flowcharts and Mind Maps: To explain functions of management.<br>Role Play: Students can enact the roles of different managers.<br>Case Studies: Real-world examples like Apple, Tata Group, etc., to explain management roles and levels.<br>Management Games: Assign students to plan a school event using management principles.<br>Guest Lectures (Virtual/Physical): Invite entrepreneurs or managers.<br>"Be a Manager for a Day" Activity: Let students handle a classroom situation as a manager.<br>https://obj.diksha.gov.in/ntp-content-production/content/assets/do_31308579492049715212848/l252-business-xii-ch1-ep2.mp4<br>Mind map of chapter will help the students to recapitulation<br>Understand the concept of principles of management and explain the significance of management principles. | **1. Formative Assessment**<br>• **Oral questioning** during classroom discussion.<br>• **Short class tests** based on conceptual understanding.<br>• **Worksheet solving** on National Income calculations.<br>• **Quiz competition** using digital tools.<br>**2. Written Test**<br>• **MCQ based test**<br>• **Short answer questions (3–4 marks)**<br>**3. Activity Based Assessment**<br>• **Case study questions**<br>• **Group discussion**<br>• **Concept mapping activity**<br>**4. Online Assessment Tools** |

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| | | | | Charts/Table Comparisons: Compare Fayol vs. Taylor.<br>Infographics: Principles of management in simple visual form.<br>Management Principle Cards: Each card has a principle and a real-life scenario for discussion.<br>Newspaper & magazine reading, role play and imagine some changes in the business environment and their effects on the business and individuals and society.<br>Work sheet and MCQ and caser study problems to be given to the students.<br>Current Event Boards: Pin news that reflects changes in business environment (political, economic, social, etc.).<br>PESTLE Analysis Charts: Visual representation of business environment components.<br>E-Content:<br>News Clips and Articles: Analyzing events like budget announcements, FDI policies.<br>Interactive PPTs: Include clickable case examples for each environment factor. | |
| **2.** | **JUNE** | **7** | Planning | Understand the concept of planning. Describe the importance of planning and understand the limitations of planning.<br>Develop an understanding of single use and standing plans by examples<br>Students will Describe objectives, policies, etc<br>Introducing real life Examples and Question answer session<br>Flowcharts/Timelines: Visualize the steps in the planning process.<br>Goal Setting Templates: Use SMART goals worksheets.<br>Case Study: "How a company like Amazon plans its expansion."<br>E-Content:<br>Animated Videos: Illustrating the importance of planning in business success/failure.<br>Google Docs/Slides Collaboration: Students work on creating a plan for a new product launch. | **1. Formative Assessment**<br>• **Oral questioning** during classroom discussion.<br>• **Short class tests** based on conceptual understanding.<br>• **Worksheet solving** on National Income calculations.<br>• **Quiz competition** using digital tools.<br>**2. Written Test**<br>• **MCQ based test** |

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| | | | | Innovative Practices:<br>Business Plan Activity: Students develop a mini business plan.<br>Scenario Planning Exercise: Give students changing scenarios; they adjust plans accordingly.<br>Vision Board Creation: Aligning planning with goals visually | • **Short answer questions (3–4 marks)**<br>**3. Activity Based Assessment**<br>• **Case study questions**<br>• **Group discussion**<br>• **Concept mapping activity**<br>**4. Online Assessment Tools** |
| **3.** | **JULY** | **26** | Organizing & Staffing | Introducing real life Examples and Question answer session<br>Describe functional and divisional structures of organization with the examples of departments of organization<br>Org Charts (Blank & Filled): Let students create organization charts for imaginary businesses.<br>Role Assignment Game: Allocate roles to demonstrate departmentalization.<br>"Build a Company" Activity: Students decide departments, assign roles, and create an organizational structure.<br>Real-World Org Chart Analysis: Analyze how a real company (like Flipkart) is structured.<br>https://drive.google.com/file/d/1UAiFqMrWwcB2J09O0GLQU2ibf6MVt6bf/view?usp=drivesdk<br>PPT and Digital Content would be shared<br>Interview Role-Plays: Students act as recruiters and candidates.<br>Staffing Lifecycle Diagrams: Visual guides to the staffing process.<br>E-Content:<br>Video Clips: HR interviews, training modules, onboarding practices.<br>Job Portals Analysis: Browse jobs on LinkedIn/Naukri to understand staffing needs. | **1. Formative Assessment**<br>• **Oral questioning** during classroom discussion.<br>• **Short class tests** based on conceptual understanding.<br>• **Worksheet solving** on National Income calculations.<br>• **Quiz competition** using digital tools.<br>**2. Written Test**<br>• **MCQ based test**<br>• **Short answer questions (3–4 marks)**<br>**3. Activity Based Assessment**<br>• **Case study questions**<br>• **Group discussion**<br>• **Concept mapping activity** |

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| | | | | Innovative Practices:<br>Resume Building Workshop: Students create their own CVs.<br>Mock Interviews: Practice sessions for both interviewers and interviewees.<br>Design a Job Ad: Students create and present ads for different positions. | **4. Online Assessment Tools** |
| **4.** | **AUGUST** | **23** | Directing & Controlling | Describe the concept of directing and discuss the importance of directing<br>Hearing motivational speech of different speakers<br>Discussion on leadership skills of Tata<br>Activities for emphasizing the importance of communication<br>Develop an understanding of Maslow's Hierarchy of needs. Discuss the various financial and non-financial incentives with real life examples<br>Teaching Aids:<br>Communication Flow Charts: To demonstrate types of communication in an organization.<br>Leadership Style Cards: Discuss different styles and match with real-life leaders.<br>E-Content:<br>Motivational Speeches (Videos): e.g., Steve Jobs at Stanford.<br>Leadership Quizzes/Simulations: Assess leadership and communication styles.<br>Innovative Practices:<br>Motivation Toolkit Activity: Groups suggest ways to motivate employees in different scenarios.<br>Team Leadership Challenge: Small teams complete tasks under a "student leader."<br>Explain the concept & importance of controlling. | **1. Formative Assessment**<br>• **Oral questioning** during classroom discussion.<br>• **Short class tests** based on conceptual understanding.<br>• **Worksheet solving** on National Income calculations.<br>• **Quiz competition** using digital tools.<br>**2. Written Test**<br>• **MCQ based test**<br>• **Short answer questions (3–4 marks)**<br>**3. Activity Based Assessment**<br>• **Case study questions**<br>• **Group discussion**<br>• **Concept mapping activity**<br>**4. Online Assessment Tools** |

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| | | | | Multiple Choice Question should be framed and LSA types given to the students<br>Mind map of chapter will help the students to recapitulation<br>PPT, YouTube video. Worksheets<br>"Quality Check" Activity: Assign students to monitor class activity and give feedback.<br>Budget Control Simulation: Give mock budgets and situations to manage expenses.<br>https://drive.google.com/file/d/1Av11G8zGADd9RNe9qYkdexm_g4HBBDh6/view?usp=share_link | |
| PART B – BUSINESS FINANCE AND MARKETING | | | | | |
| **5.** | **SEPTEMBER** | **24** | Financial Management Financial Markets | Understand the concept of financial management. Explain the role of financial management in an organisation.<br>Charts of Financial Decisions: Capital budgeting, working capital, financing decisions.<br>Break-even Analysis Diagrams: Visualize cost, revenue, and profit.<br>Capital Structure Cards: Compare equity vs. debt.<br>Interactive PPTs & Animations: Cover concepts like ROI, capital structure, risk-return trade-off.<br>Excel-based Simulations: Show how changes in capital structure affect profitability.<br>YouTube Videos: Real-world examples of business financing decisions.<br>Innovative Practices:<br>Budget Creation Activity: Students make a budget for a small business/startup. | **1. Formative Assessment**<br>• **Oral questioning** during classroom discussion.<br>• **Short class tests** based on conceptual understanding.<br>• **Worksheet solving** on National Income calculations.<br>• **Quiz competition** using digital tools.<br>**2. Written Test**<br>• **MCQ based test**<br>• **Short answer questions (3–4 marks)**<br>**3. Activity Based Assessment**<br>• **Case study questions**<br>• **Group discussion**<br>• **Concept mapping activity** |

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| | | | | Case Study: Analyze companies like Zomato, Nykaa to discuss financial decisions.<br><br>“Shark Tank” Classroom Edition: Students pitch ideas with funding plans.<br><br>Give the meaning of a stock exchange.<br><br>Explain the functions of a stock exchange and discuss the trading procedure in a stock exchange by demo class presented by students.<br><br>Multiple Choice Question should be framed and LSA types given to the students<br><br>Mind map of chapter will help the students to recapitulation<br><br>PPT, YouTube video. Work sheet and MCQ and caser study problems to be given to the students<br><br>Flowcharts: Structure of financial markets – money market vs. capital market.<br><br>Stock Exchange Simulation Charts: Demonstrate market fluctuation.<br><br>Bulletin Boards: Display current stock prices and financial news.<br><br>E-Content:<br><br>Virtual Stock Market Simulators: Apps/websites like Moneybhai or Investopedia simulator.<br><br>Video Tutorials: Explaining how stock exchanges like NSE/BSE work.<br><br>Infographics: About SEBI, stockbrokers, IPOs.<br><br>Innovative Practices:<br><br>Mock Stock Trading: Let students “buy/sell” shares in a virtual market. | **4. Online Assessment Tools** |

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| | | | | News Analysis: Students pick financial headlines and explain their market impact.<br><br>Role Play: Students act as investors, brokers, regulators, etc. | |
| **6.** | **OCTOBER** | **16** | Financial Markets contd.<br>Marketing Management | Understand the concept of marketing. Explain the features of marketing and discuss the functions of marketing.<br><br>Explain the marketing philosophies with examples.<br><br>Multiple Choice Question should be framed and LSA types given to the students<br><br>Mind map of chapter will help the students to recapitulation<br><br>Work sheet and MCQ and caser study problems to be given to the students<br><br>Teaching Aids:<br><br>4Ps Poster/Flashcards: Product, Price, Place, Promotion.<br><br>Product Life Cycle Diagrams: Show stages from introduction to decline.<br><br>Packaging & Branding Samples: Real or mock product packaging.<br><br>E-Content:<br><br>Advertisement Analysis Videos: Break down famous marketing campaigns.<br><br>PPTs with Brand Case Studies: E.g., Amul, Coca-Cola, Nike.<br><br>Online Tools: Canva for designing ads and promotional material.<br><br>Innovative Practices:<br><br>Ad-Making Competition: Students design and pitch a marketing campaign. | **1. Formative Assessment**<br>• **Oral questioning** during classroom discussion.<br>• **Short class tests** based on conceptual understanding.<br>• **Worksheet solving** on National Income calculations.<br>• **Quiz competition** using digital tools.<br><br>**2. Written Test**<br>• **MCQ based test**<br>• **Short answer questions (3–4 marks)**<br>**3. Activity Based Assessment**<br>• **Case study questions**<br>• **Group discussion**<br>• **Concept mapping activity**<br><br>**4. Online Assessment Tools** |

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| | | | | Product Launch Simulation: Groups create product strategies using the 4Ps.<br>https://drive.google.com/file/d/1Ay0POYKzRfW23xdzmkFrwaCY47spKjzO/view?usp=drivesdk | |
| **7.** | **NOVEMBER** | **23** | Marketing Management contd. Consumer Protection Revision/Project First Pre board EXAMINATION | Understand the concept of consumer protection.<br>Describe the importance of consumer protection.<br>Discuss the scope of Consumer Protection Act, 2019<br>Examine the remedies available to the consumer under Consumer Protection Act, 2019. And discuss among the students<br>NCERT Text book, PPT, YouTube videos and E content and work sheets<br>Mind map of chapter will help the students to recapitulation<br>Teaching Aids:<br>Consumer Rights Posters: Highlight 6 consumer rights.<br>COPRA Chart: Key provisions of the Consumer Protection Act.<br>Complaint Form Templates: Demo of how to file consumer complaints.<br>E-Content:<br>Documentary Clips: Consumer scams or legal action taken.<br>Interactive Scenarios: "What should the consumer do?" type role-play.<br>NCERT Text book ,PPT, YouTube videos and E content and work sheets<br>Innovative Practices:<br>Mock Consumer Court: Students act out a real or fictional consumer case.<br>Consumer Awareness Campaign: Design posters, slogans, jingles.<br>Street Play or Skit: Depict consumer exploitation and rights. | **1. Formative Assessment**<br>• **Oral questioning** during classroom discussion.<br>• **Short class tests** based on conceptual understanding.<br>• **Worksheet solving** on National Income calculations.<br>• **Quiz competition** using digital tools.<br>**2. Written Test**<br>• **MCQ based test**<br>• **Short answer questions (3–4 marks)**<br>**3. Activity Based Assessment**<br>• **Case study questions**<br>• **Group discussion**<br>• **Concept mapping activity**<br>**4. Online Assessment Tools** |

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| | | | | Mind map of chapter will help the students to recapitulation | |
| **8.** | **DECEMBER** | **18** | Revision and 2nd Pre-Board EXAMINATION | https://cbseacademic.nic.in/web_material/QuestionBank/ClassXII/BusinessStudiesXII.pdf<br>https://cbseacademic.nic.in/web_material/Circulars/2012/77_BS_C-12_annexure.pdf | |
| **9.** | **JANUARY** | **22** | Revision and Model and Board practical | https://cbseacademic.nic.in/web_material/CurriculumMain26/SrSec/BusinessStudies_SrSec_2025-26.pdf<br>https://cbseacademic.nic.in/web_material/QuestionBank/ClassXII/BusinessStudiesXII.pdf<br>https://cbseacademic.nic.in/web_material/Circulars/2012/77_BS_C-12_annexure.pdf | |
| **10.** | **FEBRUARY** | **23** | Revision & CBSE Practical EXAMINATION | | |

# PHYSICS(042)

| S. No. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
|---|---|---|---|---|---|
| 1 | APRIL-MAY | 24 | **Unit-I : Electrostatics**<br><br>**Chapter-1:** Electric Charges and Fields<br><br>**Chapter-2:** Electrostatic Potential andCapacitance<br><br>Section A<br><br>Experiment -1<br><br>Activity - 1 &2 | Lecture on conductors, insulators and charging by induction<br><br>https://diksha.gov.in/play/content/do_3134595678748016641324?referrer=utm_source%3Dmobile%26utm_campaign%<br><br>Dshare_content<br><br>Video lecture on Electric Potential<br><br>https://diksha.gov.in/play/content/do_4313342832212762624116736?referrer=utm_source%3Dmobile%26utm_campaign%3<br>Dshare_content | Diagnostic Test to assess previous knowledge.<br><br>Class Test / Slip Test on Electric Charges and Fields.<br><br>Assignment / Worksheet from NCERT Exemplar. (Subject enrichment Test)<br><br>Monthly Test |
| | | | **Unit II: Current Electricity**<br><br>**Chapter-3**: Current Electricity | Exemplar problem NCERT<br><br>https://ncert.nic.in/pdf/publication/exemplarproblem/classXII/physics/leep101.pdf | |

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| **2** | **JUNE** | **07** | **Chapter-3**: Current Electricity (Continued..) | Lecture on Wheatstone bridge<br>https://diksha.gov.in/play/content/do_4313342832212992000116757?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content | .<br>Numerical problem solving test.<br>Practical record checking.<br>Monthly Test |
| | | | Section A<br>Experiment -2 | | |
| **3** | **JULY** | **26** | **Unit III: Magnetic Effects of Current and Magnetism**<br>**Chapter-4**: Moving Charges and Magnetism<br>**Chapter-5:** Magnetism and Matter | Lecture on Magnetic force<br>https://diksha.gov.in/play/content/do_431340726144229376012030?referrer=utm_source%3Dmobile%26utm_campaign%3<br>Dshare_content<br>NCERT Exemplar problem<br>https://ncert.nic.in/pdf/publication/exemplarproblem/classXII/physics/leep104.pdf<br>MCQ/CBQ Problems<br>https://ncert.nic.in/pdf/publication/exemplarproblem/classXII/physics/leep105.pdf | MCQ / Case-Based Questions practice. (Competency based questions)<br>Monthly Test |
| | | | Section A<br>Experiment -3<br>Activity - 3 | | |

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| **4** | **AUGUST** | **23** | **Unit IV: Electromagnetic Induction and Alternating Currents**<br>**Chapter-6:** Electromagnetic Induction<br>**Chapter-7**: Alternating Current | Lecture explaining Lenz's Law<br>https://diksha.gov.in/play/content/do_43134072614425886721 2053?referrer=utm_source%3Dmobile%26utm_campaign%3 Dshare_content | Assignment / Worksheet from NCERT Exemplar. (Subject enrichment Test) .<br>Periodic Test – I<br>(40 Marks, 1½ Hours). |
| | | | | Video Lecture on Transformer<br>https://diksha.gov.in/play/content/do_43134072614428098561 2072?referrer=utm_source%3Dmobile%26utm_campaign%3 Dshare_content | |
| | | | **Unit V: Electromagnetic Waves**<br>**Chapter-8**: Electromagnetic Waves | MCQ<br>https://ncert.nic.in/pdf/publication/exemplarproblem/classXII/physics/leep107.pdf | |
| | | | Section A<br>Experiment -4<br>Section B<br>Experiment -1 | NCERT exemplar Problem<br>https://ncert.nic.in/pdf/publication/exemplarproblem/classXII/physics/leep107.pdf | |
| **5** | **SEPTEMBER** | **24** | **Unit VI: Optics**<br>**Chapter-9:** Ray Optics and Optical Instruments | Lecture video on Simple Microscope<br>https://diksha.gov.in/play/content/do_43134072612687134721113 3?referrer=utm_source%3Dmobile%26utm_campaign%3 Dshare_content | Assignment /<br>Worksheet from<br>NCERT Exemplar. |

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| | | | | | (Subject enrichment Test) |
| | | | **Chapter-10: Wave Optics**<br><br>Section B<br><br>Experiment -2<br><br>Activity – 1&2 | Short notes on lenses, mirror and characterstics of images<br><br>http://physics.bu.edu/~duffy/semester2/c28_lenses.html<br><br>introduction to interference<br><br>https://diksha.gov.in/play/content/do_43134072612684922881 1115?referrer=utm_source%3Dmobile%26utm_campaign%3 Dshare_content<br><br>Huygens principle<br><br>https://diksha.gov.in/play/content/do_43134072612684677121 1113?referrer=utm_source%3Dmobile%26utm_campaign%3 Dshare_content | Monthly Test |
| **6** | **OCTOBER** | **16** | **Unit VII: Dual Nature of Radiation and Matter**<br>**Chapter-11:** Dual Nature of Radiation and Matter | http://physics.bu.edu/~duffy/semester2/c34_photoelectric.html<br><br>deBroglie justification on Bohr's assumption<br><br>http://physics.bu.edu/~duffy/semester2/c37_deBroglie.html | Assignment / MCQ Test.<br><br>Periodic Test – II (40 Marks, 1½ Hours). |

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| | | | **Unit VIII: Atoms and Nuclei**<br>**Chapter-12:** Atom<br>**Chapter-13:** Nuclei | Energy level diagram of H atom.<br>http://physics.bu.edu/~duffy/semester2/c37_energylevels.html | Assignment / MCQ Test. |
| | | | Section B<br>Experiment -3<br>Activity -3 | | |
| **7** | **NOVEMBER** | **23** | **Unit IX: Electronic Devices**<br>**Chapter-14:** Semiconductor Electronics **:** Materials, Devices, and Simple Circuits | NCERT Exemplar<br>https://ncert.nic.in/pdf/publication/exemplarproblem/classXII/physics/leep107.pdf | Class Test on **Semiconductor Electronics**.<br>**Pre-Board Examination – I**. |
| | | | Section B<br>Experiment - 4 | Choice of experiments & activities may vary according to<br>individual Physics Department of the Vidyalaya.<br>As per CBSE, 4 experiments and 3 activities are to be<br>performed from each section.<br>Total 8 experiments and 6 activities are to be recorded | |
| **8** | **DECEMBER** | **18** | Revision for First Pre-Board Examination<br>Remedial Classes, | | Support classes for slow bloomers |

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| **9** | **JANUARY** | **22** | Remedial Classes, Pre-Board -2<br>**Mock Practical** | | **Pre-Board Examination – II**. |
| **10** | **FEBRUARY** | **23** | **AISSCE Practical Examination**<br>Remedial Classes | | **Final Practical Examination (External)**.<br>Support classes for slow bloomers<br>Pre-Board -III (School level) |

# CHEMISTRY (043)

| S.NO. | Month | NO. OF WORKING DAYS | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
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| **1** | **APRIL -MAY** | **24** | UNIT 1: SOLUTIONS<br>UNIT 2: ELECTROCHEMISTRY<br>Practical:<br>1. Determination of molarity of KMnO4 solution by titrating it against a<br>standard solution of: (a) Oxalic acid, (b) Ferrous Ammonium Sulphate (Students will be required to prepare standard solutions by weighing themselves | 1) Correlation between the osmosis and transport mechanism of ions in plants and animals (Interdisciplinary study)<br>2)Exemplar problem NCERT<br>https://ncert.nic.in/pdf/publication/exemplarproblem/classXII/chemistry/leep502.pdf<br>3)Exemplar problems NCERT<br>https://ncert.nic.in/pdf/publication/exemplarproblem/classXII/chemistry/leep503.pdf<br>4)MCQ<br>https://diksha.gov.in/play/content/do_3130908567573053441495?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare | Monthly Test<br><br>Slip Test |

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| **2** | **JUNE** | **7** | UNIT 3: CHEMICAL KINETICS<br><br>Practical:<br><br>1.Effect of concentration and temperature on the rate of reaction between Sodium Thiosulphate and Hydrochloric acid | 1)Concept of integration and derivation of integral rate expression (inter disciplinary approach of Mathematics and chemistry)<br>2)Concept of probability and collision theory on rate of reaction (inter disciplinary approach of Mathematics and chemistry)<br>3)Exemplar problems NCERT<br><br>https://ncert.nic.in/pdf/publication/exemplarproblem/classXII/chemistry/leep504.pdf | Slip Test |
| **3** | **JULY** | **26** | UNIT 4: d and f BLOCK ELEMENTS<br><br>UNIT 5: COORDINATION COMPOUND<br><br>Practical:<br><br>Preparation of Inorganic Compound | 1)Use of periodic table to explain position of d and f block elements.<br>2)Comparative study of lanthanoids and actinoids<br>3)Mind maps of chemical reactions of KMnO4 and K2Cr2O7<br>4) Exemplar problems NCERT<br><br>https://ncert.nic.in/pdf/publication/exemplarproblem/classXII/chemistry/leep504.pdf<br><br>6) Exemplar NCERT<br><br>https://ncert.nic.in/pdf/publication/exemplarproblem/classXII/chemistry/leep509.pdf | Monthly Test<br><br>Slip Test |
| **4** | **AUGUST** | **23** | UNIT 6: HALOALKANE and HALOARENE<br><br>UNIT 7: ALCOHOL, | 1) Mind maps of organic reactions<br><br>2) Exemplar problems NCERT<br><br>https://ncert.nic.in/pdf/publication/exemplarproblem/classXII/chemistry/leep510.pdf | Monthly Test |

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| | | | PHENOL and ETHER<br><br>Practical:<br><br>1.Tests for the functional groups present in organic compounds: Unsaturation, alcoholic, phenolic, groups | 3)https://diksha.gov.in/play/content/do_3134757718723706881155 4?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content<br><br>4)https://diksha.gov.in/play/content/do_3134757718354575361160?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content<br><br>5)Exemplar problems NCERT<br><br>https://ncert.nic.in/pdf/publication/exemplarproblem/classXII/chemistry/leep511.pdf<br><br>6) MCQ<br><br>https://diksha.gov.in/play/content/do_3130760231114178561109 94?ref | Slip Test |
| **5** | **SEPTEMBER** | **24** | UNIT 8: ALDEHYDE, KETONE and CARBOXYLIC ACID<br><br>UNIT 9: AMINE<br><br>Practical.<br><br>Tests for the functional groups present in organic compounds: aldehydic, ketonic, groups and carboxylic acid group. | 1) Nucleophilic addition reactions, oxidation and reduction of aldehydes and ketones<br><br>https://diksha.gov.in/play/content/do_3134757719461888001155 6?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content<br><br>2)Mind maps of organic reactions<br><br>3) Exemplar problems NCERT<br><br>https://ncert.nic.in/pdf/publication/exemplarproblem/classXII/chemistry/leep512.pdf<br><br>4) 4. Exemplar problems NCERT<br><br>https://ncert.nic.in/pdf/publication/exemplarproblem/classXII/chemistry/leep513.pdf<br><br>5) MCQ<br><br>https://diksha.gov.in/play/content/do_31299609732471193611 00?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content | Monthly Test<br><br>Slip Test |

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| **6** | **OCTOBER** | **16** | AMINE (Continue)<br>UNIT10: BIOMOLECULES(7 M)<br>Practical: Chromatography: Separation of pigments from extracts of leaves and flowers by paper chromatography and determination of Rf values | 1)https://diksha.gov.in/play/content/do_31347577227163238411 72?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content<br>2)https://diksha.gov.in/play/content/do_43134071698528337921952?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content<br>3) Exemplar problems NCERT<br>https://ncert.nic.in/pdf/publication/exemplarproblem/classXII/chemistry/leep514.pdf | |
| **7** | **NOVEMBER** | **23** | Completion of Investigatory Project<br>Revision for First Preboard. | | First Preboard |

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| **8** | **DECEMBER** | **18** | Revision for Second Preboard | | |
| **9** | **JANUARY** | **22** | Revision for CBSE<br><br>Practical | | Second Preboard |
| **10** | **FEBRUARY** | **23** | | | CBSE<br><br>Practical |

# MATHEMATICS (041)

| S.NO. | Month | NO. OF WORK ING DAYS | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
|---|---|---|---|---|---|
| **1.** | **APRIL-MAY** | **24** | 1. Relations and Functions<br>2. Inverse Trigonometric Functions<br>3. Matrices | https://diksha.gov.in/resources/play/content/do_314470234382417920116621<br>https://diksha.gov.in/resources/play/content/do_312986222437834752 11 | Monthly test . |
| **2.** | **JUNE** | **7** | 4.Determinants | https://diksha.gov.in/resources/play/content/do_312986222273691648161 | Monthly test . |
| **3.** | **JULY** | **26** | 5. Continuity and Differentiability.<br>6. Applications of Derivatives. | https://diksha.gov.in/resources/play/content/do_314475288324956160117039<br>https://diksha.gov.in/resources/play/content/do_314470221249421312114255 | Monthly test. |
| **4.** | **AUGUST** | **23** | 7. Integrals.<br>8. Application of Integrals. | https://diksha.gov.in/resources/play/content/do_314470238981267456116623 | Monthly test. |

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| **5.** | **SEPTEMBER** | **24** | 9.Differential Equations.<br>10.Vector Algebra. | https://diksha.gov.in/resources/play/content/do_3144306131935068161998<br>https://diksha.gov.in/resources/play/content/do_3144057886020812801 21 | Monthly test . |
| **6.** | **OCTOBER** | **16** | 11. Three-Dimensional Geometry<br>12. Linear Programming Problem. | https://diksha.gov.in/resources/play/content/do_3144504055315906561 12354 | Monthly test. |
| **7.** | **NOVEMBER** | **23** | 13. Probability<br>Revision | https://diksha.gov.in/resources/play/content/do_3144702376279572481 16622 | First Pre-Board Examination |
| **8.** | **DECEMBER** | **18** | Revision | | Second Pre-Board Examination |
| **9.** | **JANUARY** | **22** | Revision | | |
| **10.** | **FEBRUARY** | **23** | …… | | CBSE Board Examination |

# BIOLOGY(044)

| S.NO. | Month | NO. OF WORKING DAYS | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
|---|---|---|---|---|---|
| 1 | APRIL | | **Unit-VI: Reproduction**<br>Chapter-1: Sexual Reproduction in Flowering Plants Flower structure; development of male and female gametophytes; pollination - types, agencies and examples; out breeding devices; pollen-pistil interaction; double fertilization; post fertilization events - development of endosperm and embryo, development of seed and formation of fruit; special modes- apomixis, parthenocarpy, polyembryony; Significance of seed dispersal and fruit formation. | Models, Charts, Posters, Live Demonstration, Classroom activities, Experimentation, Art Integrated learning, Videos, Mind maps<br><br>https://diksha.gov.in/play/content/do_3129846783610060801133?referrer=utm_source%3Dmobile%26utm_campaign%3Dsh<br><br>https://tr.ee/G7sLq4__JR<br><br>**Experiments**<br>1. Prepare a temporary mount to observe pollen germination.<br>**Spotting**<br>1. Flowers adapted to pollination by different agencies (wind, insects, birds).<br>2. Pollen germination on stigma through a permanent slide or scanning electron micrograph. | SLIP TEST,<br>CHAPTER ENDING TEST,<br>Case Based Question Practice |

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| **2** | **APRIL** | | Chapter-2: Human Reproduction Male and female reproductive systems; microscopic anatomy of testis and ovary; gametogenesis - spermatogenesis and oogenesis; menstrual cycle; fertilisation, embryo development upto blastocyst formation, implantation; pregnancy and placenta formation (elementary idea); parturition (elementary idea); lactation (elementary idea). | https://diksha.gov.in/play/collection/do_31307360996459315213259?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_31308792099179724813145<br><br>https://tr.ee/G7sLq4__JR<br><br>**Spotting**<br>3. Identification of stages of gamete development, i.e., T.S. of testis and T.S. of ovary through permanent slides (from grasshopper/mice).<br>4. Meiosis in onion bud cell or grasshopper testis through permanent slides.<br>5. T.S. of blastula through permanent slides (Mammalian). | SLIP TEST,<br>CHAPTER ENDING TEST,<br>Case Based Question Practice |
| **3** | **APRIL-MAY** | **24** | Chapter-3: Reproductive Health Need for reproductive health and prevention of Sexually Transmitted Diseases (STDs); birth control - need and methods, contraception and medical termination of pregnancy (MTP); amniocentesis; infertility and assisted reproductive technologies - IVF, ZIFT, GIFT (elementary idea for general awareness). | https://tr.ee/G7sLq4__JR<br><br>https://diksha.gov.in/play/content/do_31307170881985740811837?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content | MONTHLY TEST-1 |

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| | **SUMMER VACATION** | **50 DAYS** | Identification and Preparation of Investigatory Project and its Project Record | Investigatory projects and their Ideas | |
| **4** | **JUNE-JULY** | | **Unit-VII Genetics and Evolution**<br>Chapter-4: Principles of Inheritance and Variation Heredity and variation: Mendelian inheritance; deviations from Mendelism – incomplete dominance, co-dominance, multiple alleles and inheritance of blood groups, pleiotropy; elementary idea of polygenic inheritance; chromosome theory of inheritance; chromosomes and genes; Sex determination - in humans, birds and honey bee; linkage and crossing over; sex linked inheritance - haemophilia, colour blindness; Mendelian disorders in humans - thalassemia; chromosomal disorders in humans; Down's syndrome, Turner's and Klinefelter's syndromes. | https://tr.ee/G7sLq4__JR<br><br>Models, Charts, Posters, Live Demonstration, CBSE Based Activities, Power Point Presentation, Documentary Videos, Classroom- LAB interaction under Project JIGYASA You tube link: https://diksha.gov.in/play/content/do_31307171708372520961134 4?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content<br><br>**Spotting**<br>6. Mendelian inheritance using seeds of different colour/sizes of any plant.<br>7. Prepared pedigree charts of any one of the genetic traits such as rolling of tongue, blood groups, ear lobes, widow's peak and colour blindness. | SLIP TEST,<br>CHAPTER ENDING TEST,<br>Case Based Question Practice |

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| **5** | **JULY** | | Chapter-5: Molecular Basis of Inheritance Search for genetic material and DNA as genetic material; Structure of DNA and RNA; DNA packaging; DNA replication; Central Dogma; transcription, genetic code, translation; gene expression and regulation - lac operon; Genome, Human and rice genome projects; DNA fingerprinting. | https://tr.ee/G7sLq4__JR<br><br>Videos.<br><br>https://diksha.gov.in/play/content/do_3131148910893711361160?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content<br><br>**Experiments**<br>4. Prepare a temporary mount of onion root tip to study mitosis. | SLIP TEST,<br>CHAPTER ENDING TEST,<br>Case Based Question Practice |
| **6** | **JULY** | **7 +26** | Chapter-6: Evolution Origin of life; biological evolution and evidences for biological evolution (palaeontology, comparative anatomy, embryology and molecular evidences); Darwin's contribution, modern synthetic theory of evolution; mechanism of evolution - variation (mutation and recombination) and natural selection with examples, types of natural selection; Gene flow and genetic drift; Hardy-Weinberg's principle; | https://tr.ee/G7sLq4__JR<br><br>https://diksha.gov.in/play/content/do_3127479314618941441377?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content<br>**Spotting**<br>11. Flash cards / models showing examples of homologous and analogous organs. | MONTHLY TEST-2 |

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| | | | adaptive radiation; human evolution. | | |
| **7** | **AUGUST** | **23** | **Unit-VIII: Biology and Human Welfare**<br>Chapter-7: Human Health and Diseases<br>Pathogens; parasites causing human diseases (malaria, dengue, chikungunya, filariasis, ascariasis, typhoid, pneumonia, common cold, amoebiasis, ring worm) and their control; Basic concepts of immunology - vaccines; cancer, HIV and AIDS; Adolescence - drug and alcohol abuse. | Videos, Field Trips/ Educational tour to nearby places<br><br>https://tr.ee/G7sLq4__JR<br><br>https://diksha.gov.in/play/content/do_3130709287660175361122 4?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content<br><br>**Spotting**<br>9. Common disease-causing organisms like Ascaris, Entamoeba, Plasmodium, any fungus causing ringworm through permanent slides, models or virtual images or specimens. Comment on symptoms of diseases that they cause. | SLIP TEST,<br>CHAPTER ENDING TEST,<br>Case Based Question Practice |
| **8.** | **AUGUST** | | Chapter-8: Microbes in Human Welfare Microbes in food processing, industrial production, sewage treatment, energy generation and microbes as bio-control agents and bio-fertilizers. Antibiotics; production and judicious use. | https://tr.ee/G7sLq4__JR<br><br>Videos, Field Trips/ Educational tour to nearby places<br>https://diksha.gov.in/play/content/do_3130709287660175361122 4?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content | SLIP TEST,<br>CHAPTER ENDING TEST,<br>Case Based Question Practice |

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| **9** | **AUGUST** | | **Unit-IX Biotechnology and its Applications**<br>Chapter-9: Biotechnology - Principles and Processes Genetic Engineering (Recombinant DNA Technology). | https://tr.ee/G7sLq4__JR<br><br>Models, Charts, Posters, Live Demonstration, Classroom activities, Experimentation, Power Point Presentation, Videos.<br>https://diksha.gov.in/play/content/do_3132829172000931841405 7?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content<br><br>**Spotting**<br>8. Controlled pollination - emasculation, tagging and bagging. | MONTHLY TEST-3 |
| **10** | **SEPTEMBER** | **24** | Chapter-10: Biotechnology and its Applications Application of biotechnology in health and agriculture: Human insulin and vaccine production, stem cell technology, gene therapy; genetically modified organisms - Bt crops; transgenic animals; biosafety issues, biopiracy and patents. | https://tr.ee/G7sLq4__JR<br><br>https://diksha.gov.in/play/content/do_3132829172000931841405 7?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content<br>**Experiment**:<br>5. Isolate DNA from available plant material such as spinach, green pea seeds, papaya, banana etc | SLIP TEST,<br>CHAPTER ENDING TEST,<br>Case Based Question Practice |
| **11** | **SEPTEMBER** | | **Unit-X Ecology and Environment**<br>Chapter-11: Organisms and Populations Population interactions - mutualism, competition, predation, parasitism; population attributes - | https://tr.ee/G7sLq4__JR<br><br>https://diksha.gov.in/play/content/do_313<br>**Spotting**<br>10. Models specimens showing symbiotic association in lichens, root nodules of leguminous plants, and parasitic mode of nutrition shown by Cuscuta on host. | MONTHLY TEST-4 |

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| | | | growth, birth rate and death rate, age distribution. | | |
| **12** | **OCTOBER** | **16** | Chapter-12: Ecosystem Ecosystems: Patterns, components; productivity and decomposition; energy flow; pyramids of number, biomass, energy. | https://tr.ee/G7sLq4__JR<br><br>https://diksha.gov.in/play/content/do_313<br><br>**Experiment**:<br>2. Study the plant population density by quadrat method.<br>3. Study the plant population frequency by quadrat method. | MONTHLY TEST-5 |
| **13** | **NOVEMBER** | **23** | Chapter-13: Biodiversity and its Conservation Biodiversity-Concept, patterns, importance; loss of biodiversity; biodiversity conservation; hotspots, endangered organisms, extinction, Red Data Book, Sacred Groves, biosphere reserves, national parks, wildlife, sanctuaries and Ramsar sites.<br>**REVISION** | https://tr.ee/G7sLq4__JR<br><br>https://diksha.gov.in/play/content/do_313<br><br>• Study tour to Biodiversity hotspots.<br>• Visits and Projects Based on regional biodiversity. | I PRE -BOARD EXAM |
| **14** | **DECEMBER** | **18** | **REVISION**<br>Error Analysis and Remediation based on PB 1 performance | Remediation based on performance in PB exams. | II PRE -BOARD EXAM |

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| **15** | **JANUARY** | **22** | Error Analysis and Remediation based on PB 2 performance<br>**<u>REVISION</u>** | Remediation based on performance in PB exams. | |
| **16** | **FEBRUARY** | **23** | **<u>REVISION</u>** | CBSE Practical Examination<br>CBSE Examination 2026-2027 | |

# COMPUTER SCIENCE(083)

| S.NO. | Month | NO. OF WORKING DAYS | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
|---|---|---|---|---|---|
| **1.** | **APRIL-MAY** | **24** | **Unit I: Computational Thinking & Programming – 2**<br>Revision of Python topics covered in Class XI. (Introduction, conditional statements, iteration, String, List, Tuple, Dictionary, random module) | 1. Python IDEs: Install and use beginner- friendly IDEs like Thonny, IDLE, or Jupyter Notebook. https://ncert.nic.in/textbook.php?lecs1=0-13<br>2. Python Tutor to visually demonstrate how Python code runs step-by-step. | Monthly Test |
| **2.** | **JUNE-JULY** | **7 +26** | **Functions:** types of function (built-in functions, functions defined in module, user defined functions), creating user defined function, arguments and parameters, default parameters, positional parameters, function returning value(s), flow of execution, scope of a variable (global scope, local scope)<br><br>**Exception Handling:** Introduction, handling exceptions using try- except-finally blocks | 1. Python IDEs: Install and use beginner- friendly IDEs like Thonny, IDLE, or Jupyter Notebook.<br><br>2.Python Tutor to visually demonstrate how Python code runs step-by-step. | Monthly Test |

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| | | | **Introduction to files**, types of files (Text file, Binary file, CSV file), relative and absolute paths<br>Text file: opening a text file, text file open modes (r, r+, w, w+, a, a+), closing a text file, opening a file using with clause, writing/appending data to a text file using write() and writelines(), reading from a text file using read(), readline() and readlines(), seek and tell methods, manipulation of data in a text file | | |
| **3.** | **AUGUST** | **23** | **Binary file:** basic operations on a binary file: open using file open modes (rb, rb+, wb, wb+, ab, ab+), close a binary file, import pickle module, dump() and load() method, read, write/create, search, append and update operations in a binary file.<br><br>**CSV file:** import csv module, open / close csv file, write into a csv file using csv.writerow() and read from a csv file using csv.reader( ). Data-structure: Stack, operations on stack (push & pop), implementation of stack using list. | 1. Python IDEs: Install and use beginner- friendly IDEs like Thonny, IDLE, or Jupyter Notebook.<br>2.Python Tutor to visually demonstrate how Python code runs step-by-step. | Monthly Test |
| **4.** | **SEPTEMBER** | **24** | **<u>Unit II: Computer Networks</u>**<br>Evolution of networking: introduction to computer networks, evolution of networking (ARPANET, NSFNET, INTERNET)<br>**Data communication terminologies**: concept of communication, components of data communication (sender, receiver, message, communication media, protocols), measuring capacity of communication media (bandwidth, data transfer rate), IP address, switching techniques (Circuit switching, Packet switching)<br>**Transmission media**: Wired communication media | Sample real-life database forms (school records, library system, hospital records)<br>Computer lab with MySQL / SQLite / PostgreSQL installed<br>Projector/Smart Board for live SQL demonstrations | Monthly Test |

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| | | | (Twisted pair cable, Co- axial cable, Fiber-optic cable), Wireless media (Radio waves, Micro waves, Infrared waves)<br>**Network devices** (Modem, Ethernet card, RJ45, Repeater, Hub, Switch, Router, Gateway, WIFI card)<br>**Network topologies and Network types**: types of networks (PAN,LAN,MAN,WAN),networking topologies (Bus, Star, Tree)<br>**Network protocol:** HTTP, FTP, PPP, SMTP, TCP/IP, POP3, HTTPS, TELNET,VoIP<br>**Introduction to web services**: WWW, Hyper Text Markup Language (HTML), Extensible Markup Language (XML), domain names, URL, website, web browser, web servers, web hosting<br><br>**<u>Unit III: Database Management</u>**<br>**Database concepts**: introduction to database concepts and its need<br>**Relational data model**: relation, attribute, tuple, domain, degree, cardinality, keys (candidate key, primary key, alternate key, foreign key)<br>**Structured Query Language:** Introduction, Data Definition Language and Data Manipulation Language, data type (char(n), varchar(n), int, float, date), constraints (not null, unique, primary key),create database, use database, show databases, drop database, show tables, create table, describe table, Alter table | | |
| **5.** | **OCTOBER** | **16** | Select, operators (mathematical, relational and logical), aliasing, distinct clause, where clause, in, between, order by, meaning of null, is null, is not null, like, update | | Monthly Test |

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| | | | command, delete command, aggregate functions (max, min, avg, sum, count), group by, having clause, joins: cartesian product on two tables, equi-join and natural join | | |
| **6.** | **NOVEMBER** | **23** | **Interface of python with an SQL database:** connecting SQL with Python, performing insert, update, delete queries using cursor, display data by using fetchone(), fetchall(), rowcount, creating database connectivity applications. se of %s format specifier or format() to perform queries | | Pre-Board 1 |
| **7.** | **DECEMBER** | **18** | Comprehensive Revision, Project Completion | https://cbseacademic.nic.in/web_material/SQP/ClassXII_2025_26/ComputerScience-SQP.pdf | |
| **8.** | **JANUARY** | **22** | Comprehensive Revision | | Pre Board II/ Practical |
| **9.** | **FEBRUARY** | **23** | AISSCE Practical Examination and Theory Examination | | |

# ARTIFICIAL INTELLIGENCE (843)

| S.No. | Month | No. of working days | Name of the chapter/topic to be covered | Teaching Aids / E-Content Link / Innovative Practices to be Adopted | Assessment / Test / Examination to be Conducted |
|---|---|---|---|---|---|
| 1 | APRIL-MAY | 24 | **Unit 1: Employability Skills**<br>Communication Skills-IV<br>**Unit I : Python Programming**<br>• Recap of NumPy library<br>• Recap of Pandas Library<br>• Importing and Exporting Data between CSV Files and DataFrames<br>• Handling missing value<br>• Linear Regression algorithm | Role-play activities, DIKSHA portal videos, and communication lab exercises<br>Import and Export Data between CSV Files and DataFrames<br>Implement Linear Regression algorithm on Google Colab or any Python IDE. or any Python IDE | Monthly Test |
| 2 | JUNE -JULY | 7 +26 | **Unit 2: Data Science Methodology: An Analytic Approach to Capstone Project**<br>• Introduction to Data Science Methodology<br>• Steps for Data Science Methodology<br>• Model Validation Techniques<br>• Model Performance- Evaluation Metrics<br>**Unit 2: Employability Skills**<br>❖Self-Management Skills –IV<br>**Unit 2: Unlocking your future in AI**<br>• The Global Demand | Calculate MSE and RMSE values for the data given using MS Excel<br>Calculate Precision, Recall, F1 score, and Accuracy from the given confusion matrix<br>Python Code to Evaluate a Model<br>Role-play activities, DIKSHA portal videos, and communication lab exercises | Monthly Test |

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| | | | • Some Common Job Roles In AI<br>Essential Skills and Tools for Prospective AI Careers<br>• Opportunities in AI across Various Industries<br>**Unit 3: Making Machines See**<br>• How Machines See<br>• Working of Computer Vision<br>• Computer Vision Process<br>• Applications of Computer Vision<br>• Challenges of Computer Vision<br>• The Future of Computer Vision | Binary Art - Recreating Images with 0s and 1s<br>Creating a Website Containing an ML Model | |
| **2** | **AUGUST** | **23** | **Unit 3: Employability Skills**<br>• ICT Skills –IV<br>**Unit 4: AI with Orange Data Mining Tool**<br>• ❖What is Data Mining?<br>• Introduction to Orange Data Mining Tool<br>• Beneficiaries of Orange data mining<br>• Getting started with Orange tool<br>• Components of Orange<br>• Default Widget Catalogue<br>❖ Key domains of AI with ORANGE DATA MINING Tool<br>**Unit 5: Introduction to Big Data and Data Analytics**<br>• Introduction to Big Data<br>• Types of Big Data | Role-play activities, DIKSHA portal videos, and communication lab exercises<br>Load and visualize the Iris dataset using Scatter Plot and other widgets.<br>Use classification widgets<br>Evaluating the Classification Model with Orange<br>Computer Vision with Orange<br>Natural Language Processing with Orange | Monthly Test |

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| | | | • Advantages and Disadvantages of Big Data | Performing Big Data analytics with Orange Data mining tool. | |
| **3** | **SEPTEMBER** | **24** | • Characteristics of Big Data<br>• Big Data Analytics<br>• Working on Big Data Analytics<br>• Mining Data Streams<br>• Future of Big Data Analytics<br>**Unit 4: Employability Skills**<br>• Entrepreneurial Skills-IV<br>**Unit 6: Understanding Neural Networks**<br>• Parts of a Neural Network<br>• Components of a Neural Network<br>• Working of a Neural Network<br>• Types of Neural Networks<br>• Future of Neural Networks and Societal Impact | Role-play activities, DIKSHA portal videos, and communication lab exercises<br>Explore Machine Learning for Kids to create a neural network for identifying animals and birds.<br>Build a Tensor Flow model to convert Celsius to Fahrenheit | Monthly Test |
| **4** | **OCTOBER** | **16** | **Unit 7: Generative AI**<br>• Introduction to Generative AI<br>• Working of Generative AI<br>• Generative and Discriminative models<br>• Applications of Generative AI<br>• LLM- Large Language Model<br>• Future of Generative AI<br>• Ethical and Social Implications of Generative AI<br>**Unit 5: Employability Skills**<br>Green Skills -IV | Signing up for Canva Activity. Animaker's AI Video Generation tool.<br>Use Google Gemini to craft prompts and generate text outputs.<br>Explore ChatGPT for conversational text generation and creative tasks.<br>Write Python code to initialize the Gemini API | Monthly Test |

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| | | | | Role-play activities, DIKSHA portal videos, and communication lab exercises | |
| **5** | **NOVEMBER** | **23** | **Unit 8: Data Storytelling**<br>• Introduction to Storytelling<br>• Elements of a Story<br>• Introduction to Data Storytelling<br>• Why is Data Storytelling Powerful?<br>• Essential Elements of Data Storytelling<br>• Narrative Structure of a Data Story (Freytag's Pyramid)<br>• Types of Data and Visualizations for Different Data<br>• Steps to Create a Story Through Data<br>• Ethics in Data Storytelling | Create an effective data story using given data. | Pre-Board 1 |
| **6** | **DECEMBER** | **18** | Comprehensive Revision, Project Completion | | Monthly Test |
| **7** | **JANUARY** | **22** | Comprehensive Revision, Project Completion | | Pre-Board 1 |
| **8** | **FEBRUARY** | **23** | AISSCE Practical Examination and Theory Examination | | |

# SUBJECT: IP (065)

| SL. NO. | Month | NO OF WORKING DAYS | Name of the Chapter/Topic to be covered | Teaching Aids/E-content /Innovative practices to be adopted | Test/examination to be conducted |
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| 1 | APRIL | 23 | **<u>Unit 1: Data Handling using Pandas -I</u>**<br>Introduction to Python libraries- Pandas, Matplotlib; Data structures in Pandas - Series and Data Frames. Series: Creation of Series from – ndarray, dictionary, scalar value; | • Smart board + live Python coding demonstration (Jupyter Notebook/IDLE/Google Colab)<br>• Visual charts showing Series structure (index + values)<br>• Hands-on lab activity: Creating Series from list, dictionary, scalar<br>• Peer learning: Students predict output before execution | Monthly Test |
| 2 | MAY- JUNE | 08 | mathematical operations; head() and tail() functions; Selection, Indexing and Slicing. | • Live demonstration of operations on Series<br>• Worksheet with practice questions<br>• Error-finding activity (debugging code) | Monthly Test |
| 3 | JULY | 26 | **Data Frames:** creation- from dictionary of Series, list of dictionaries, Text/CSV files, display; iteration; Operations on rows and columns: add, select, delete, rename; head and tail functions; Indexing using Labels, Boolean Indexing; Importing/Exporting - Data between CSV files and Data Frames<br>**Data Visualization** Purpose of plotting; drawing and saving following types of plots using Matplotlib – line plot, bar graph, histogram Customizing plots: adding label, title, and legend in plots. | • Demonstration of DataFrame creation methods<br>• Students analyze real datasets (school results, sports stats)<br>• Visualization project: Create bar, line, histogram plots<br>• Interactive notebooks shared via Google Classroom<br>https://colab.research.google.com/github/cs231n/cs231n.github.io/blob/master/python-colab.ipynb | Monthly Test |
| 4 | AUGUST | 23 | **<u>Unit 2: Database Query using SQL</u>** Revision of database concepts and SQL commands covered in class XI<br>Math functions: POWER (), ROUND (), MOD(). | • Computer lab with MySQL / SQLite<br>• Demonstration of SQL commands using sample database | Monthly Test |

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| | | | Text functions: UCASE ()/UPPER (), LCASE ()/LOWER (), MID ()/SUBSTRING ()/SUBSTR (), LENGTH (), LEFT (), RIGHT (), INSTR (), LTRIM (), RTRIM (), TRIM ().<br>Date Functions: NOW (), DATE (), MONTH (), MONTHNAME (), YEAR (), DAY (), DAYNAME ().<br>Aggregate Functions: MAX (), MIN (), AVG (), SUM (), COUNT (); using COUNT (*). Querying and manipulating data using Group by, Having, Order by. Working with two tables using equi-join | • Hands-on query writing practice<br>• Query prediction exercises (output-based learning)<br>• Online SQL simulators (SQLZoo, W3Schools) | |
| **5** | **SEPTEMBER** | **24** | **Unit 3: Introduction to Computer Networks**<br>Introduction to networks, Types of network: PAN, LAN, MAN, WAN. Network Devices: modem, hub, switch, repeater, router, gateway Network Topologies: Star, Bus, Tree, Mesh. | • Charts/models of network types (PAN, LAN, MAN, WAN)<br>• Physical demonstration using school network setup<br>• Identify network devices in school/home | Monthly Test |
| **6** | **OCTOBER** | **16** | Introduction to Internet, URL, WWW, and its applications- Web, email, Chat, VoIP. Website: Introduction, difference between a website and webpage, static vs dynamic web page, web server and hosting of a website. Web Browsers: Introduction, commonly used browsers, browser settings, add-ons and plug-ins, cookies | • Demonstration of URL structure and DNS using browser<br>• Comparison of static vs dynamic websites<br>• Activity: Identify parts of a webpage<br>• Hands-on exploration of browser settings & extensions | Monthly Test |
| **7** | **NOVEMBER** | **23** | **Unit 4: Societal Impacts:** Digital footprint, net and communication etiquettes, data protection, intellectual property rights (IPR), plagiarism, licensing and copyright, free and open source software (FOSS), cybercrime and cyber laws, hacking, phishing, cyber bullying, overview of Indian IT Act. E-waste: hazards and management. Awareness about health concerns related to the usage of technology. | • Case studies on cybercrime incidents<br>• Role-play: Cyber safety scenarios<br>• Poster-making on digital citizenship<br>• Discussion on IT Act & cyber laws<br>• Awareness videos on phishing, hacking, cyberbullying | Monthly Test |
| **8** | **DECEMBER** | **18** | Comprehensive Revision and project completion | | Pre-Board 1 |
| **9** | **JANUARY** | **22** | Comprehensive Revision | | Pre-Board 2 |
| **10** | **FEBRUARY** | **23** | Comprehensive Revision, AISSCE Prac.Exam., CBSE Exams | | |