

**CURRICULUM PLAN**  
**2026-27**  
**CLASS VIII**  
**Contents**

Subjects

1. English
2. Hindi
3. Mathematics
4. Science
5. Social Science
6. Sanskrit
7. Moral Education
8. ICT
9. Vocal Music
10. Dance
11. Sports
12. Art

## ENGLISH

### OBJECTIVES:

To enable the learners -

\*to negotiate their learning goals and evaluate their own progress ,edit. revise , review their own work

\*to understand , enjoy and appreciate a wide appreciate a wide range of texts representing different cultures and ways of living.

\* to be able to articulate individual/personal responses effectively.

• to use language and vocabulary appropriately in different contexts and social encounters

• to be able to organise and structure thoughts in writing/speech

• to develop production skills ( fluency and accuracy in speaking and writing)

• to use dictionary suitable to their needs

• to understand and enjoy jokes, skits, children's films, anecdotes and riddles At the end of this stage learners will be able to do the following:

• understand the central idea and locate details in the text (prescribed and non-prescribed)

• use his/her critical/thinking faculty to read between the lines and go beyond the text

• narrate simple experiences, describe objects and people, report events to peers

• speak accurately with appropriate pauses and clear word/sentence stress to be intelligible in familiar social contexts

• write simple messages, invitations, short paragraphs, letters (formal and informal) applications simple narrative and descriptive pieces, etc.

• use his/ her proficiency in English to explore and study other areas of knowledge through print and non-print media

• to undertake small projects on a regular basis Language Items

Suggested Reading-You Are Born To Blossom-APJ ABDUL KALAM

Syllabus Books-

1 English Literature

2 My English Reader

3 Practice Book

	Chapter Name	Methodology	Learning Outcomes
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<p>APRIL (22 DAYS) LITERATURE</p> <p>LITERATURE</p>	<p>*Three Questions</p> <p>*Granny's Tree Climbing</p>	<p>Role Play, Silent Reading along with use of Think Marks followed by discussion Competency-Cause-Effect &amp; Fact-opinion GO</p> <p>Interactive-reciting the poem with rhyme , rhythm and intonation Competency-Fact Opinion, The OPEN Mind (GO) SDG-Reducing Inequalities (Male vs Female) Interviewing Granny/Grandpa Gift a Diamante!(type of poem) Explanation , Attempting W S</p>	<p>Students will</p> <ul style="list-style-type: none"> <li>- comprehend the text</li> <li>- try being human &amp; humble-curiosity /kindness / forgiveness—a virtue</li> <li>-welcome views, value present moment ,person in interaction &amp; task in hand</li> </ul> <ul style="list-style-type: none"> <li>-appreciate the poetry</li> <li>-find poetic devices</li> <li>- enjoy the poetry with its rhyme and rhythm.</li> <li>- Comparing the character with our family member.</li> </ul>
<p>PRACTICE BOOK</p> <p>READER</p> <p>Writing Skill</p> <p>MAY (15 days)</p> <p>LITERATURE</p>	<p>*Tenses</p> <p>*Narration</p> <p>*Changing Times</p> <p>*Notice Writing *Diary Entry</p> <p>*Father's Help</p>	<p>Worksheets-Editing/Omission Fill ups/Do as directed</p> <p>Interactive, reading in turns Discussion SDG- Zero Hunger Good Health And Well Being</p> <p>Interactive Question Answer discussion</p> <p>Discussion, introduction through a sample followed by practice</p> <p>Interactive Approach Theme , Fact-opinion, Theme ,sequencing</p>	<ul style="list-style-type: none"> <li>-revise the various forms of tenses, their usage and frame grammatically correct sentences.</li> <li>-Enhanced Grammatical Knowledge</li> <li>-understanding the usage of Narrating/reporting</li> <li>-Learning to use narration as per the rules</li> <li>-get familiar with changes they experience as they grow</li> <li>-bridge the gap between generations</li> <li>-Improving communication through short and long compositions with a small group .</li> <li>-Learning to vent out feelings and emotions through a safe mode.</li> <li>-To help the students understand the true feelings of parents /teachers.</li> <li>-To comprehend and enjoy the text.</li> <li>-To add to already existing vocabulary.</li> <li>-To have thematic</li> </ul>

<p>LITERATURE</p> <p>Writing Skills</p> <p>MAY&amp;JUNE (22 MAY-30 JUNE)</p>	<p>*My Mother</p> <p>Dialogue Writing</p>	<p>Web chart (Monkey Trouble sample to be followed)</p> <p>(Traits)Mother and poet (GO)</p> <p>SDG-Good Health and Well Being&amp;Decent Work and Economic Growth No Poverty</p> <p>Conversation between Kalam and Mother (on Judgement Day)</p> <p>OR</p> <p>Kalam's Monologue</p> <p>Situation based dialogues followed by enactment(optiona l)</p> <p>HOLIDAYS HW</p>	<p>-To understand and analyse the ideas of the poem.</p> <p>-To inculcate values- Hard working, simple living high thinking ,Caring , affectionate ,consistent efforts ,dignity of labour</p> <p>-To find poetic devices</p> <p>-To enjoy the poetry with its rhyme and rhythm.</p> <p>-Paraphrasing , Recitation</p> <p>*revise all the chapters done in the previous months.</p> <p>*create quick notes via web charts /graphic organizer</p> <p>*create a brochure covering famous places to visit as per current states pairing.</p>
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<p><b>JULY (25 days)</b></p> <p>LITERATURE</p> <p>PRACTICE BOOK</p>	<p>*The Luncheon</p> <p>Modals</p> <p>Subject Verb Agreement</p>	<p>Sequencing, theme Word Web for 'EAT'</p> <p>SDG- Zero Hunger Good Health And Well Being Parody based on chapter. Dance drama</p> <p>Menu card to be made on the basis of the dishes demanded by the guest in the chapter</p> <p>Explanation through sample examples, attempt worksheets and discussion</p> <p>Explanation through sample examples, attempt worksheets and</p>	<p>Students will-</p> <p>Interactive approach</p> <p>- read And explain for thematic understanding</p> <p>-read for pleasure practice grammar through SDG. create a menu card of the dishes ordered by the lady like a professional.</p> <p>understand and use correct modals while speaking , writing English and in real life situations</p> <p>use correct verb with the subject. Maintain accuracy while writing and</p>
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READER	<p>*Compassionate Souls</p> <p>* Nature</p>	<p>discussion</p> <p>Discussion, interactive, Comprehension Debate Informal letter writing</p> <p>All competencies to be revised Competency- Cause and Effect Looks aren't Everything-A TED TALK</p> <p>A pictorial representation on the involvement of compassion in various professions</p>	<p>speaking English along with the real life situation.</p>
<p><b>AUGUST (19 days)</b></p> <p>LITERATURE</p>	<p>*The Case of Sharp Eyed Jeweller</p>	<p>Interactive, reading in turns</p> <ul style="list-style-type: none"> <li>-Discussion</li> <li>-comprehending and answeri</li> </ul> <p>Reading in Turns Silent Reading Sequencing of clues Opinion graphic organiser Character analysis (pictorial)</p> <p>Interactive-reciting the poem with rhyme and rhythm</p> <p>Sequence graphic organiser</p> <p>SDG- Peace ,Justice and strong Institutions</p>	<p>Students will-</p> <ul style="list-style-type: none"> <li>-appreciate the traits of various characters</li> <li>-inculcate the values learnt through the lesson</li> <li>-critically analyse the chapter</li> </ul> <ul style="list-style-type: none"> <li>- To comprehend the text</li> <li>- Being vigilant ,alert, dedicated to work and employer,</li> </ul>
LITERATURE	<p>*The Children's Song</p>	<p>Climate change Patriotic song/ Collage on Patriots/ Role Play- If I were a Future Patriot</p> <p>Worksheets-Editing/Omission Fill ups/Do as directed</p>	<ul style="list-style-type: none"> <li>-To appreciate the poetry</li> <li>-To find poetic devices</li> <li>-To enjoy the poetry with its rhyme and rhythm.</li> </ul>
PRACTICE BOOK	<p>*Clauses and Complex Sentences</p>	<p>Interactive, explanation of the topic followed by rigorous practice and encouragement to use the same in real life situation.</p>	<ul style="list-style-type: none"> <li>-Enhanced Grammatical Knowledge</li> <li>-understanding the usage of sentences</li> <li>-To encourage the students to make use of variety of sentences while writing .</li> <li>-learning to make use of conjunctions to combine sentences</li> </ul> <p>Reducing Inequalities (rich vs poor)</p> <p>*Peace ,Justice and strong Institutions</p> <p>*Climate change</p>

READER	* Tolerance	Interactive approach, To understand and apply formats accurately	will practice & hone the comprehension skills
PRACTICE BOOK	Reading for understanding	Interactive Discussion after students complete the worksheets at home.	Understand and sharpen the comprehension skills
LITERATURE	*Couplets	Competency targeted -Making Predictions -Drawing Conclusions Cause and effect Couplet Poetry (graphic organiser) <a href="https://pin.it/7JN2cozs">https://pin.it/7JN2cozs</a> Reducing Inequalities (rich vs poor)	Students will--understand the concept of a Couplet. -recognise and comprehend different types of couplets. -know about the rhyming couplet
<b>September (11 days)</b>			
READER	*Sports	Interactive Comprehending the passages and answering .	-will understand the value of sports in life. - get familiar with Dhyan Chand -Know about Olympic games
PRACTICE BOOK	Linkers	Inductive and deductive approaches , contextualization within texts and interactive games to enhance engagement	-improve cohesion , coherence and logical flow in both spoken and written communication.
PRACTICE BOOK	Active and Passive voice	Inductive and deductive approaches , contextualization within texts and interactive games to enhance engagement	Learn to distinguish between the two and their functions. Transform sentences accurately and apply them for proper emphasis , clarity and tone.
<b>October (20 days)</b>			
LITERATURE	*Bangle Sellers	Couplet Poetry (GRAPHIC ORGANISER) Reducing Inequalities (Rich vs Poor)	understand the role of adjectives in adorning a poem.

<p><b>November (18 days)</b></p>		<p>Competency- Making Predictions -Drawing Conclusions Cause and effect Activity- What other uses Can you think of 'BANGLES' Other than wearing them (JAM) Interactive ,worksheets on integrated grammar</p>	<p>- understand the emotional and psychological value of bangles /colors in life.</p> <p>-</p>
<p><b>Literature</b></p>	<p>A Bad Dream</p>	<p>Pictorial representation – Scientific facts about Dreams <a href="https://youtu.be/6T36-d120VE?si=yy3RPni2U9Vo4TpG">https://youtu.be/6T36-d120VE?si=yy3RPni2U9Vo4TpG</a></p>	<p>-learn to be kind to all -learn to Live a simple life Develop empathy, kindness towards the helpers. Try to step into the shoes of others</p>
<p><b>PRACTICE BOOK</b></p>	<p>*Non Finites</p>	<p>Explanation ,discussion on usage ,practice via worksheets Worksheets targeting Types of Non Finites with examples</p>	<p>-enhance grammatical knowledge -understand the usage of Non finites</p>
<p><b>PRACTICE BOOK</b></p>	<p>*Getting Ready for Class IX</p>	<p>Practice under guidance, peer checking</p>	<p>-Learning to use non finites as per the rules. Prepare for next grade.</p>
<p><b>READER</b></p>	<p>Tolerance</p>	<p>interactive, comprehending, discussion, peer checking</p>	<p>-learn to be tolerant and avoid unnecessary squabbles. -Observe the benefits of being tolerant in real life situations -Draw a fine line between being tolerant and being weak.</p>
<p><b>December (23 days)</b></p>	<p>Winter Break</p>	<p>1Revise all the syllabus 2Complete all your portfolio work. 3Complete all the activities done in class. 4Narrate and record a story with proper stress and intonation from Panchtantra</p>	

<b>January (16 days)</b>	Revision for Annual Exams Revision for Annual Exams		
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# हिन्दी पाठ्यक्रम योजना

(सत्र -2026-27)

## भाषा शिक्षण उद्देश्य

- ❖ भाषा की अलग-अलग भूमिकाओं को जानना।
- ❖ भाषा सीखने की सृजनात्मक प्रक्रिया को जानना।
- ❖ भाषा के स्वरूप और व्यवस्था को समझना।
- ❖ स्कूल की भाषा, बच्चों की भाषा के बीच के संबंध को जानना।
- ❖ भाषा के संदर्भ में पढ़ने के अधिकार, शांति और पर्यावरण के प्रति सचेत होना।
- ❖ भाषा सीखने के तरीके और प्रक्रिया को जानना और समझना।
- ❖ पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना।
- ❖ भाषा और साहित्य के संबंध को जानना।
- ❖ हिंदी भाषा के विविध रूपों और अभिव्यक्तियों को जानना।
- ❖ भावों और विचारों की स्वतंत्रता अभिव्यक्त करना।
- ❖ भाषायी बारीकियों के प्रति संवेदनशील होना।
- ❖ विद्यार्थियों की सृजनात्मक क्षमता को पहचानना।
- ❖ बच्चों के भाषायी विकास के प्रति समझ बनाना और उसे समुन्नत करने के लिए विद्यालय में तरह-तरह के अवसर जुटाना।
- ❖ भाषा के मूल्यांकन की प्रक्रिया को जानना।

- ❖ साहित्यिक और गैर साहित्यिक मौलिक रचनाओं की सराहना की समझ बनाना।
- ❖ भाषा सीखने-सिखाने के सृजनात्मक दृष्टिकोण को समझना।

### अप्रैल 22 दिवस

मास/कार्य दिवस	पाठ का नाम	शिक्षण युक्ति	अधिगम संप्राप्ति
<u>अप्रैल 22 दिवस</u>	1.हम पंछी उन्मुक्त गगन के अभ्यास सागर – अनुस्वार,अनुनासिक,'र' के रूप,नुक्ता,अपठित काव्यांश	व्याख्यान विधि , पठन विधि <b>नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य /गतिविधि</b> ❖ स्वतंत्रता से संबंधित कविता- वाचन प्रतियोगिता कराना। ❖ <b>एस. डी. जी. – 3</b> उत्तम स्वास्थ्य और आरोग्यता ❖ <b>एस. डी. जी. – 17</b> लक्ष्यों के लिए	❖ स्वतंत्रता के महत्त्व को समझाना।
	2. असल धन अभ्यास सागर – तत्सम- तद्भव,विराम चिन्ह,अपठित गद्यांश	चर्चा – परिचर्चा , पठन विधा ,प्रश्नोत्तर विधि <b>नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य /गतिविधि</b> ❖ पंचतंत्र की कहानियों का वाचन कराना। ❖ <b>एस. डी. जी. – 10</b> असमानताओं में कमी ❖ <b>एस. डी. जी.-16</b> शांति, न्याय और सशक्त संस्थाएं	❖ बुद्धिमान बनने के लिए प्रेरित करना।

### मई 15 दिवस

मास/कार्य दिवस	पाठ का नाम	शिक्षण युक्ति	अधिगम संप्राप्ति
<b>मई 15 दिवस</b>	1. अच्छे पड़ोसी के गुण अभ्यास सागर -उपसर्ग,प्रत्यय	चर्चा – परिचर्चा , पठन विधा , प्रश्नोत्तर विधि <b>नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य /गतिविधि</b> ❖ रोल -प्ले कराना। ❖ एस. डी. जी. 16 शांति, न्याय और सशक्त संस्थाएं	❖ अच्छे पड़ोसी के कर्तव्य को समझाना।
	2. पत्र – लेखन (औपचारिक पत्र )	प्रारूप व विषय वस्तु अभ्यास कराना।	❖ लेखन कौशल का विकास कराना।

### **जुलाई 25 दिवस**

मास/कार्य दिवस	पाठ का नाम	शिक्षण युक्ति	अधिगम संप्राप्ति
<b>जुलाई 25 दिवस</b>	1. दोपहरी अभ्यास सागर – अलंकार -अनुप्रास,उपमा,रूपक,मान वीकरण), अपठित काव्यांश	पठन विधि , व्याख्यान विधि , प्रश्नोत्तर विधि <b>नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य /गतिविधि</b> ❖ समाज की विषमताओं पर अनुच्छेद लेखना। ❖ एस. डी. जी. -10 असमानताओं में कमी	❖ सामाजिक विषमता का बोध कराना।
	2. अलंकार	दृष्टांत विधि	❖ रचनात्मक कौशल का विकास

	<p>3. आश्रम के अतिथि अभ्यास सागर -भाववाचक संज्ञा,अपठित गद्यांश</p>	<p>चर्चा – परिचर्चा , पठन विधि , दृष्टांत विधि  <b>नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य /गतिविधि</b></p> <ul style="list-style-type: none"> <li>❖ गाँधीजी के जीवन से संबंधित प्रेरित कहानी सुनाएँगे।</li> <li>❖ <b>एस. डी. जी.-16</b> शांति, न्याय और सशक्त संस्थाएं</li> <li>❖ <b>एस. डी. जी.-10</b> असमानताओं में कमी</li> <li>❖ <b>एस. डी. जी.-17</b> लक्ष्यों के लिए भागीदारी</li> </ul>	<ul style="list-style-type: none"> <li>❖ गांधी जी के आदर्शों से प्रेरित करना।</li> </ul>
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### अगस्त 19 दिवस

मास/कार्य दिवस	पाठ का नाम	शिक्षण युक्ति	अधिगम संप्राप्ति
<p><b>अगस्त 19 दिवस</b></p>	<p>1. अन्याय के खिलाफ लड़ाई  अभ्यास सागर – वाक्यांश के लिए एक शब्द,वाक्य शुद्धिकरण</p>	<p>चर्चा – परिचर्चा , पठन विधि , दृष्टांत विधि  <b>नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य /गतिविधि</b></p> <ul style="list-style-type: none"> <li>❖ आदिवासियों के संघर्ष से संबंधित पोस्टर बनवाना।</li> <li>❖ <b>एस. डी. जी.-10</b> असमानताओं में कमी</li> <li>❖ <b>एस. डी. जी.-16</b> शांति, न्याय और सशक्त संस्थाएं</li> </ul>	<ul style="list-style-type: none"> <li>❖ न्याय व अन्याय में अंतर कर सही का साथ देना ।</li> </ul>

<p>2. दोहे</p> <p>अभ्यास सागर –अलंकार (उत्प्रेक्षा,श्लेष,यमक,अतिशयोक्ति)</p> <p>3. जब भोलाराम ने पम्प लगाया</p> <p>अभ्यास सागर – विशेषण,प्रविशेषण, अपठित गद्यांश</p>	<p>व्याख्यान विधि , पठन विधि , प्रश्नोत्तर विधि</p> <p><b>नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य /गतिविधि</b></p> <ul style="list-style-type: none"> <li>❖ एस. डी. जी. -16</li> </ul> <p>शांति, न्याय और सशक्त संस्थाएं</p> <p>पी.पी.टी.,प्रवाह चित्र , पठन विधि, प्रश्नोत्तर विधि</p> <p><b>नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य /गतिविधि</b></p> <ul style="list-style-type: none"> <li>❖ सरकारी तंत्र के भ्रष्टाचार से संबंधित मित्र से संवाद लेखन कराना।</li> <li>❖ एस. डी. जी. 9</li> </ul> <p>उद्योग, नवाचार और बुनियादी ढांचे का विकास</p> <ul style="list-style-type: none"> <li>❖ एस. डी. जी-10</li> </ul>	<ul style="list-style-type: none"> <li>❖ भक्तिधारा का बोध कराना।</li> <li>❖ छात्रों को सरकारी तंत्र में भ्रष्टाचार से परिचित कराना।</li> </ul>
<p>4. अनुच्छेद लेखन</p>	<p>विषय वस्तु पर चर्चा व अभ्यास कराना।</p>	<ul style="list-style-type: none"> <li>❖ रचनात्मक कौशल का विकास</li> </ul>
<p>5. बातचीत की कला</p> <p>अभ्यास सागर -संधि (स्वर संधि)</p>	<p>व्याख्यान विधि , पठन विधि , प्रश्नोत्तर विधि</p> <p><b>नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य /गतिविधि</b></p> <ul style="list-style-type: none"> <li>❖ कुशल बातचीत की सूची बनाकर कक्षा में सुनाएँगे।</li> <li>❖ एस. डी. जी.-17</li> </ul> <p>लक्ष्यों के लिए भागीदारी</p>	<ul style="list-style-type: none"> <li>❖ अच्छी बातचीत के महत्त्व से अवगत कराना।</li> </ul>

	6.सितारों से आगे	<p>चर्चा – परिचर्चा , पठन विधि , दृष्टांत विधि प्रवाह चित्र,पी.पी.टी. का प्रयोग <b>नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य /गतिविधि</b> – कल्पना चावल जैसी(गुंजन सक्सेना )महिलाओं के नाम व परिचय कराना। (परियोजना कार्य हेतु ) एस. डी. जी.-5- लैंगिक समानता</p>	❖ परिश्रम करने के लिए प्रेरणा देना ।
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### सितंबर 11 दिवस

मास/ कार्य	पाठ का नाम	शिक्षण युक्ति	अधिगम संप्राप्ति
<b><u>सितंबर 11 दिवस</u></b>	1 पौधे के पंख अभ्यास सागर – निपात,अपठित गद्यांश	<p>पठन विधि , आगमन – निगमन विधि <b>नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य / गतिविधि</b></p> <ul style="list-style-type: none"> <li>❖ शारीरिक स्वास्थ्य से संबंधित नारा – लेखन</li> <li>❖ एस. डी. जी.-3 उत्तम स्वास्थ्य और</li> </ul>	❖ छात्रों को शारीरिक स्वास्थ्य के प्रति जागरूक कराना।
	2. सूचना लेखन	प्रारूप व विषय -वस्तु का अभ्यास कराना।	❖ लेखन कौशल का विकास कराना।
	3. स्वर संधि	नियम व उदाहरण अभ्यास कराना।	❖ शब्द भंडार में वृद्धि कराना।

	<p>4.सूर – तुलसी के पद अभ्यास सागर – अलंकार पुनरावृत्ति</p>	<p>पठन विधि , प्रवाह चित्र प्रश्नोत्तर विधि <b>नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य / गतिविधि</b></p> <ul style="list-style-type: none"> <li>❖ 'पद – गायन/ वाचन</li> <li>❖ एस. डी. जी.-4</li> </ul>	<p>❖ सगुण और निर्गुण भक्ति धारा का बोध कराना।</p>
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### अक्टूबर 20 दिवस

मास/ कार्य	पाठ का नाम	शिक्षण युक्ति	अधिगम संप्राप्ति
<p><b><u>अक्टूबर 20 दिवस ठण्ड</u></b></p>	<p>1 बहू की विदा अभ्यास सागर -रचना के आधार पर वाक्य भेद</p>	<p>भूमिका – निर्वाह विधि, पठन विधि , प्रश्नोत्तर विधि <b>नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य / गतिविधि</b></p> <p>रोल -प्ले बहु की विदा (परियोजना कार्य हेतु )</p> <ul style="list-style-type: none"> <li>❖ एस. डी. जी.-10-</li> </ul>	<p>❖ सामाजिक कुरीतियों के प्रति जागरूक कराना।</p>

	<p>2 समास</p> <p>3 कामचोर अभ्यास सागर -समास</p>	<p>नियम व उदाहरण अभ्यास</p> <p>पठन विधि , प्रवाह चित्र प्रश्नोत्तर विधि</p> <p><b>नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य / गतिविधि</b></p> <ul style="list-style-type: none"> <li>❖ घर के कामों से संबंधित सूची तैयार कराना।</li> <li>❖ <b>एस. डी. जी.-8-</b> उत्कृष्ट कार्य और आर्थिक विकास</li> </ul>	<ul style="list-style-type: none"> <li>❖ भाषाई कौशल का विकास कराना।</li> <li>❖ शब्द – भंडार में वृद्धि कराना।</li> <li>❖ घर के कामों को लेकर कर्तव्य बोध कराना।</li> </ul>
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### **नवंबर 18 दिवस**

<b>मास/कार्य</b>	<b>पाठ का नाम</b>	<b>शिक्षण युक्ति</b>	<b>अधिगम संप्राप्ति</b>
<p><b><u>नवंबर</u></b> <b><u>18 दिवस</u></b></p>	<p>1. सोना अभ्यास सागर – व्यंजन संधि</p>	<p>पठन विधि , प्रवाह चित्र प्रश्नोत्तर विधि</p> <p><b>नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य / गतिविधि</b></p> <ul style="list-style-type: none"> <li>❖ महादेवी वर्मा की अन्य कहानियों का वाचन कराना।</li> <li>❖ <b>एस. डी. जी.-15</b> थलीय जीवों की सुरक्षा (स्थलीय पारिस्थितिक में जीवन)</li> </ul>	<ul style="list-style-type: none"> <li>❖ जीवों के प्रति सहानुभूति उत्पन्न कराना।</li> </ul>

	2. निर्माण अभ्यास सागर – अलंकार पुनरावृत्ति	व्याख्यान विधि , पठन विधि , प्रश्नोत्तर विधि <b>नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य /गतिविधि</b> ❖ हरिवंशराय बच्चन की अन्य कविता का वाचन कराना। ❖ <b>एस. डी. जी.-11</b> संवहनीय शहरी और सामुदायिक विकास ❖ <b>एस. डी. जी,-12</b> जिम्मेदारी के साथ उपभोग और उत्पाद	❖ सदैव आशावान बने रहने के लिए प्रेरित करना।
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### दिसंबर 23 दिवस

मास/कार्य दिवस	पाठ का नाम	शिक्षण युक्ति	अधिगम संप्राप्ति
<b><u>दिसंबर 23 दिवस</u></b>	1. जीवन का सच अभ्यास सागर	व्याख्यान विधि , पठन विधि , प्रश्नोत्तर विधि <b>नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य /गतिविधि –</b> प्रसिद्ध शारीरिक विकलांग व्यक्तियों का सचित्र परिचय कराना।(परियोजना कार्य हेतु ) ❖ <b>एस. डी. जी.-10</b> असमानताओं में कमी	❖ सभी मनुष्य सक्षम हैं और उनका सम्मान कराना।

	2. व्यंजन संधि	नियम व उदाहरण अभ्यास कराना।	❖ भाषाई कौशल का विकास कराना।
	3. ईर्ष्या : तू ना गई मेरे मन से अभ्यास सागर – अर्थ के आधार पर वाक्य	व्याख्यान विधि, पठन विधि, प्रश्नोत्तर विधि <b>नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य / गतिविधि</b> ❖ दो लोगों के बीच संवाद कराना। ❖ <b>एस. डी. जी-16</b> शांति, न्याय और सशक्त संस्थाएं	❖ किसी से ईर्ष्या का भाव ना रखने का भाव विकसित कराना।

### जनवरी 16 दिवस

मास/कार्य दिवस	पाठ का नाम	शिक्षण युक्ति	अधिगम संप्राप्ति
<b>जनवरी 16 दिवस</b>	पुनरावृत्ति	बोर्ड के प्रश्न पत्र हल कराना।	❖ लेखन कौशल का विकास कराना।
	व्याकरण अभ्यास	अभ्यास पत्रिका कराना।	❖ आत्म – विश्वास में वृद्धि कराना।

### फरवरी

मास/कार्य दिवस	पाठ का नाम	शिक्षण युक्ति	अधिगम संप्राप्ति
<b>फरवरी</b>	पुनरावृत्ति	बोर्ड के प्रश्न पत्र हल कराना।	❖ आत्म – विश्वास में वृद्धि कराना।

### **मार्च – ( वार्षिक परीक्षा )**

## ग्रीष्मावकाश गृहकार्य

### मूल्यांकन हेतु कार्य व्याकरण -पुस्तिका में करें

#### संवाद- लेखन


- मनुष्य व पेड़ के बीच संवाद लिखें (50-60 शब्द )
  - गाँधीजी व मनुष्य के बीच संवाद लिखें ।
- पढ़ाए गए पाठों के प्रवाह – चित्र बनाएँ ।
- ज्ञान सागर व अभ्यास – सागर के प्रश्न करें ।

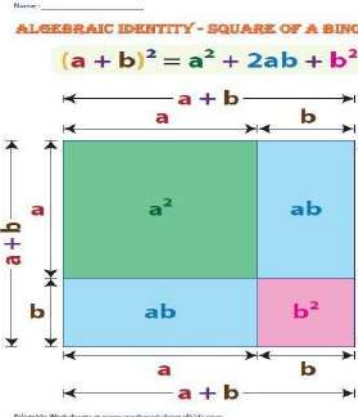
### शीत-कालीन गृह कार्य


- कक्षा को दो समूह में बाँटकर समास व अलंकार विषय पर पी. पी. टी बनाएँ ।

# MATHEMATICS

Month/ No of Days	Chapter Name	Methodology	Learning Objectives
April (22 days)	<p><b>Square and Square roots</b></p> <ul style="list-style-type: none"> <li>- Square of number</li> <li>- Triangular numbers</li> <li>- Numbers between two consecutive square numbers</li> <li>- Finding square root of a number by prime factorization and long division method</li> <li>- Simple word problems based on square roots</li> </ul>	<ul style="list-style-type: none"> <li>- Through examples, generalize the properties of squares of natural numbers</li> <li>- Introducing Pythagorean triplet</li> <li>- Through examples generalizing the number of digits in a perfect square and non-perfect square by long division method</li> </ul> <p><b>Activity-</b></p> <p><b>1. "I Have, Who Has" Square Game:</b> A class activity where students receive cards with a square or a root and must call out their answer, then ask the next question to promote quick calculation skills.</p> <p>Paper Folding Activity: Using paper</p> <p><b>INTERNAL ASSESSMENT ONLY</b></p> <p>Estimation method of squares and square roots.</p>	<p>The student will be able to</p> <ul style="list-style-type: none"> <li>- acquire the knowledge and understanding of various concepts involved in the chapter.</li> <li>- to apply square and square roots for solving word problems and understanding of various concepts involved in the chapter.</li> <li>- would be able to understand its importance in real word problems</li> </ul>
	<p><b>Cube &amp; Cube Roots</b></p> <ul style="list-style-type: none"> <li>- cube of number</li> <li>- cube roots of perfect cubes by factorization</li> <li>- Properties of Cubes of a Number</li> <li>- Some patterns involving Cubic Numbers</li> <li>- cube root by estimation</li> </ul> <p><b>1. -Word Problem involving Cubes and Cube roots.</b></p>	<p>Inductive –Deductive Method</p> <p>Through examples generalize the properties of Cube of Natural numbers.</p> <p><b>Activity</b></p> <p>Numbers</p> <p><b>Activities:</b></p> <p>-</p>	<ul style="list-style-type: none"> <li>- The students will be able to acquire the knowledge and understanding of various concepts involved in the chapter.</li> <li>- Would be able to understand its importance in real World Problems</li> </ul>

		 <p><b>INTERNAL ASSESSMENT ONLY</b> Estimation method of cube and cube roots.</p>	
2. May (15 days)	<p><b>Direct &amp; Inverse Variation</b></p> <ul style="list-style-type: none"> <li>- Introduction</li> <li>- Direct Variation</li> <li>- Inverse Variation</li> <li>- Problems on Time and work</li> <li>- Problems on Time and Distance</li> </ul>	<ul style="list-style-type: none"> <li>- Relating concept with unitary Method.</li> <li>- Introducing variation through application in real life situations.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will be able to distinguish between direct &amp; inverse variation</li> <li>- Students will be able to understand how variations in one quantity bring variation in other quantity</li> </ul>
<p><b>SUMMER HOLIDAY HOMEWORK</b></p> <p><b>1. Train activity (speed=distance /time) cutting and pasting colored paper</b></p> <p><b>2. Assignment of all the chapters covered</b></p> <p><b>3. cube root clock</b></p>			
July (25 days)	<p><b>Parallel lines</b></p> <ul style="list-style-type: none"> <li>-definition</li> <li>-angles made by a transversal with two parallel lines and vice versa</li> <li>- properties of parallel lines</li> <li>-division of a line segment in a given ratio internally</li> </ul>	<p>GeoGebra activities Learning by doing (using mathematical apparatus)</p> <p><b>Activity-</b> <u>To show alternate corresponding angles are equal and sum of interior angles are equal (using paper folding)</u></p> <p><b>INTERNAL ASSESSMENT ONLY</b> Division of a line segment in equal parts or in a given ratio.</p>	<p>After completion of this chapter students will be able to-</p> <ul style="list-style-type: none"> <li>-Appreciate different types of angles and their relation when a transversal intersects two parallel lines and vice versa</li> <li>-divide line segment in equal parts using parallel lines with the help of ruler and compass</li> <li>-comprehend that 2 lines parallel and perpendicular to same lines are parallel to each other</li> </ul>
	<p><b>Introduction to graphs</b></p>	<ul style="list-style-type: none"> <li>- Learning by doing (plotting Points on the Graph)</li> <li>- Joining points to draw line graphs</li> </ul>	<p>After completion of this chapter students will be able to</p> <ul style="list-style-type: none"> <li>• Understand the cartesian plane &amp; its various elements.</li> <li>• Identify the coordinates of a point</li> <li>• Plot the point on a cartesian plane</li> <li>• Joint the points &amp; identify the figures so formed.</li> </ul>

			Identify abscissa & ordinates of a point.
August (19 days)	<p><b>Mensuration</b></p> <ul style="list-style-type: none"> <li>- Introduction</li> <li>- Area of Trapezium</li> <li>- Area of General Quadrilateral, Polygon</li> <li>- Curved Surface Area</li> <li>- Total Surface area &amp; volume of</li> <li>a) Cube</li> <li>b) Cuboid</li> <li>c) Right Circular Cylinder</li> <li>- Visualizing solid shapes, Polyhedrons</li> </ul>	<p>Inductive Deductive Method</p> <ul style="list-style-type: none"> <li>- Applying the formula of Volume &amp; Surface Areas of Cube, Cuboid impractical problems.</li> <li>- Thinking &amp; problem solving assignment questions.</li> </ul> <p><b>Activity-</b></p> <ul style="list-style-type: none"> <li>- Derivation of formula for CSA of cylinder using rectangle(origami sheets)</li> <li>- Foldable</li> </ul> <p><b>INTERNAL ASSESSMENT ONLY</b></p> <p>Visualizing solid shapes, polyhedrons, Euler's Formula and mapping around us.</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>- Find area of plane figure (Trapezium &amp; quadrilateral)</li> <li>- Find the area of the polygon by dividing it into various triangles.</li> <li>- Calculate surface area &amp; volume of rectilinear solids</li> <li>- Understand the formation of cubes, cuboid with the help of nets</li> <li>- Verify Euler's formula for Polyhedrons.</li> </ul>
	<p><b>Algebraic Identities</b></p> <ul style="list-style-type: none"> <li>- IDENTITIES</li> <li>- Factorization of algebraic expressions based on above identities.</li> </ul>	<ul style="list-style-type: none"> <li>- White Board</li> <li>- Verification of identities</li> <li>- Recalling identities for Factorization</li> </ul> <p><b>Activity- Graph</b></p>  <p><b>INTERNAL ASSESSMENT ONLY</b></p> <p><math>(a+b+c)^2 = a^2 + b^2 + c^2 + 2ab + 2bc + 2ac</math> (only visual method)</p>	<p>After completion of this chapter students will be able to</p> <ul style="list-style-type: none"> <li>- Learn the application of identities.</li> <li>- Factorize the algebraic expression using the identities.</li> <li>- Apply the identities in different practical situations.</li> </ul>

<p>September (11 days)</p>	<p><b>EXPONENTS AND RADICALS</b></p> <ul style="list-style-type: none"> <li>- Rational numbers(both positive &amp; negative) as exponents</li> <li>- Laws of rationalexponents</li> <li>Radicals &amp; radicands</li> </ul>	<ul style="list-style-type: none"> <li>- Arriving to the generalization of laws of exponents through pattern</li> </ul> <p><b>Activity- Foldable</b></p> 	<p>The students will be able to</p> <ul style="list-style-type: none"> <li>-convert radical form to exponential form &amp; vice versa</li> <li>-apply &amp; define exponential rule.</li> <li>- develop mental ability reasoning powers &amp; logic in the field of Exponents.</li> </ul>
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### Revision for mid term exam

<p>October (20 days)</p>	<p><b>Linear Equation in one Variable</b></p> <ul style="list-style-type: none"> <li>- Introduction</li> <li>- Cross multiplication method to solve linear equation</li> <li>- Word problems on linear equations in one variable</li> </ul>	<ul style="list-style-type: none"> <li>- White board through screen sharing</li> <li>- Extending the concept to find solutions of equations reducible to Linear Equation.</li> <li>- Statement sum involving real life situations -( age, coins, speed, distance</li> <li>- Formation of ' 2' digit numbers etc.</li> </ul>	<p>The students will be able to</p> <ul style="list-style-type: none"> <li>- Solve linear equations in one variable and then check.</li> <li>- Convert statements into linear equations based on different life situations.</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>- Intellectual skills</li> <li>- Interpreting &amp; thinking skills.</li> </ul>
	<p><b>STATISTICS &amp; PROBABILITY</b></p> <ul style="list-style-type: none"> <li>-Raw data</li> <li>-Frequency</li> <li>-Making frequency table from the given raw data</li> <li>-Range, class size, class limits ,class mark.</li> <li>-Grouping the given data into classes</li> <li>-Drawing, reading &amp; interpretation of histogram</li> <li>-Circle graph or pie chart(reading &amp; drawing)</li> <li>-Probability</li> </ul>	<p>Recapitulate the representation of ungrouped data -bar graph</p> <ul style="list-style-type: none"> <li>- Graphical representation using frequency distribution table</li> <li>- construction of pie chart using central angle of a sector as a fraction of the area of the circle</li> <li>-building the definition of probability through examples of die ,playing cards ,coins etc.</li> </ul> <p><b>Activity-Art Integration</b></p> <p>Construct a Pie Chart of Marks obtained in all subjects in Half-Yearly examination</p>	<p>After studying this chapter student will be able to-</p> <ul style="list-style-type: none"> <li>- Understand the terms observations, raw data, range, class marks, frequency, frequency table.</li> <li>-Differentiate between raw data ,ungrouped and grouped data.</li> <li>- Mark pictorial representation through histogram &amp; pie chart &amp; can interpret the same</li> </ul>

<p>November (18 days)</p>	<p><b>Understanding quadrilaterals</b></p> <ul style="list-style-type: none"> <li>- Introduction to curves</li> <li>- Polygons , squares ,rectangle , rhombus,parallelogram &amp; trapezium.</li> <li>- Properties of aquadrilaterals</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding polygons with special reference to quadrilaterals &amp; its types.</li> <li>- Generalizing the angle sum property.</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>- Role play</li> <li>- Angle sum property of quadrilaterals using paper cutting and pasting.</li> <li>- Verify exterior angle property of polygon using paper cutting and pasting</li> </ul>	<p>LEARNING OBJECTIVES-</p> <p>After completion of chapterstudents will be able to</p> <ul style="list-style-type: none"> <li>- Recognize different types of quadrilaterals i.e. rectangle, trapezium, pparallelogram , rhombus, square &amp; kite</li> <li>- Understand theproperties of parallelogram , rectangle, rhombus,&amp; square.</li> <li>- Distinguish between different types of</li> </ul>
	<p><b>Polynomials</b></p> <ul style="list-style-type: none"> <li>- Idea of a polynomial in one variable &amp; its terms coefficients &amp; degree</li> <li>- Division of a polynomial in one variable by a monomial or a binomial.</li> <li>- Verification of division</li> <li>- Concept of factor when remainder is zero</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the concept of factor by division</li> <li>- Verification of Dividend = Divisor x quotient + remainder</li> </ul> <p><b>Activity- Frayer’s Model</b></p>	<p>The students will be able to</p> <ol style="list-style-type: none"> <li>1. Identify coefficients &amp; degree of a polynomial</li> <li>2. Divide a polynomial in one variable by a monomial or a binomial</li> <li>3. Verify the division</li> </ol> <p>Understand and appreciate the factor of a polynomial when the remainder is zero</p>
<p>December (23 days)</p>	<p><b>Compound INTEREST-</b></p> <ul style="list-style-type: none"> <li>-Computation of compound interest</li> <li>-Finding compound interest when interest is compounded half yearly</li> <li>- Finding compound interest when interest is compounded quarterly</li> <li>-Growth and depreciation.</li> </ul> <p><b>PROFIT, LOSS AND DISCOUNT</b></p> <ul style="list-style-type: none"> <li>-Profit and loss</li> <li>-Discount</li> <li>GST</li> </ul>	<p>Teaching Method / Techniques</p> <p>Explanation Method, Question-Answer Method, Problem Solving Method</p> <p>You can write:</p> <p>Teaching techniques used:</p> <p>Illustration / Explanation</p> <p>Questioning</p> <p>Blackboard demonstration</p> <p>Problem solving</p> <p>3. Teaching Aids</p> <p>Blackboard</p> <p>Chalk / Marker</p> <p>Textbook</p> <p>Chart showing formula / comparison of SI and CI</p> <p>Numerical examples worksheet</p> <p>Methodology / Approach Used</p> <p>Inductive–Deductive Method</p> <p>Teaching Methods / Techniques</p> <p>Explanation Method</p> <p>Question–Answer Method</p> <p>Illustration Method</p> <p>Problem Solving Method</p> <p>Blackboard Demonstration</p> <p>One-line answer</p> <p>Profit, Loss and Discount can be taught effectively through the Inductive–Deductive approach using explanation, questioning, illustration and problem-solving techniques.</p>	<p>Specific Objectives</p> <p>At the end of the lesson, students will be able to:</p> <p>define Compound Interest</p> <p>explain how interest is added to the principal</p> <p>write the formula correctly</p> <p>calculate Amount and Compound Interest</p> <p>solve problems based on annual compounding</p> <p>Specific Objectives</p> <p>At the end of the lesson, students will be able to:</p> <p>define the terms Cost Price, Selling Price, Profit, Loss and Discount</p> <p>differentiate between Profit and Loss</p> <p>identify Cost Price, Selling Price and Marked Price in given problems</p> <p>write the formulas related to Profit, Loss and Discount</p> <p>calculate Profit, Loss and Discount in simple numerical problems</p> <p>solve daily life problems based on buying and selling</p>

	<b>1. CONSTRUCTION OF QUADRILATERLS</b> <b>2. ROTATIONAL SYMMETRY</b>	<b>INTERNAL ASSESSMENT ONLY</b> GST  <b>INTERNAL ASSESSMENT ONLY</b>	
January (16 days)	<b>REVISION FOR MOCK TEST</b> <b>REVISION FOR FINAL EXAM</b>		
February			

## **Subject : Science**

### Learning Objectives:

The teaching of science ,at this stage,will help the learners to:

- 1.Develop a scientific attitude and temper.
- 2.Understand scientific concepts,principles and laws.
- 3.Acquire knowledge of scientific terms,facts ,definitions and processes.
- 4.Develop experimental skills,observational skills and critical thinking skills.
5. Inculcate sustainable development goals in understanding science in a better way.

Month/no.of days	Chapter	Methodology	Learning outcomes
<p><b>April</b></p> <p><b>(22 days)</b></p>	<p><b>Chapter-1</b> <b>Cell structure and functions</b></p>	<p>cell-its definition discovery cell number, shape and size relation with function and location cell structures and the functions of each part comparison of plant and animal cell levels of organisation of living organisms methodology lecture method hands on activity -slide preparation graphic organisers mind maps</p>	<p>Rhe students will be able to:</p> <ol style="list-style-type: none"> <li>1.acquire knowledge of all terms related to cell and its parts</li> <li>2.understand the importance of shape of cell.</li> <li>3.differentiate plant and animal cell.</li> <li>4.develop skill of drawing structures of plant cell and animal cell</li> <li>5.identify cell organelles and their functions.</li> <li>6. observation of slides of different types of cells</li> </ol> <p><b>portfolio- observing slides of cheek cells, onion peel and blood cells and recording observations in practical file. (activity -2 page 5)</b></p>
	<p><b>Chapter -2</b> <b>Microorganisms: friends or foes</b></p>	<p>types of microorganisms viruses are unique uses of microorganisms in food industry,beverages,medicines,agriculture and environment harmful effects of microbes – disease causing microbes in human beings,animals,and plants food poisoning food preservation methodology lecture method role play quiz graphic organisers reading for understanding</p>	<p>the student will be able to:</p> <ol style="list-style-type: none"> <li>1.acquire knowledge on different types of micro organisms and their habitat</li> <li>2. understand the role of microbes in food industry,cleaning of environment,medicine,mineral cycle</li> <li>3.understand the modes of transmission of pathogens,preventive measures of diseases caused by them</li> <li>4.apply different preserving techniques to avoid spoilage of food.</li> </ol> <p><b>portfolio vaccination chart report: ancient preservation techniques</b></p>
	<p><b>chapter-19</b> <b>pollution of air</b></p>	<p>reading for understanding</p>	<p>projects based on this topic as suggested in dav academic plan</p> <p><b>portfolio</b></p> <ol style="list-style-type: none"> <li>a)certificates to winners of wall magazine -earth day</li> <li>b)report on 'smoke towers'.</li> <li>c)comparative study of steps taken</li> </ol>

	<b>Chapter 6- Sources of energy</b>	<p>classification of sources of energy</p> <p>fossil fuels</p> <p>wood as a fuel</p> <p>coal, occurrence, formation of coal types of coal destructive distillation and its products</p> <p>petroleum</p> <p>occurrence refining products and their uses</p> <p>natural gas</p> <p>cleaner fuels</p> <p>methodology</p> <p>graphic organizers</p> <p>lecture method</p> <p>mind maps</p> <p>debate</p>	<p><b>by the government to control pollution</b></p> <p>the students will be able to</p> <ol style="list-style-type: none"> <li>1 define new terms</li> <li>2 differentiate renewable and non renewable sources of energy</li> <li>3 understand occurrence types and uses of fossil fuels</li> <li>4 design innovative models to harness eco friendly fuels</li> </ol> <p><b>portfolio</b></p> <p><b>photocopy of last six months electricity bills.</b></p> <p><b>group discussion: ways to reduce consumption of electricity in school, in public areas and at home</b></p>
<b>May 15 days</b>	<b>chapter-7 combustion</b>	<p>combustible and non combustible substances</p> <p>conditions required for combustion</p> <p>types of combustion</p> <p>fire control</p> <p>incomplete combustion</p> <p>flame</p> <p>fuel and calorific value</p> <p>good fuel</p> <p>harmful effects of fuels</p> <p>ppt</p> <p>diagrams</p> <p>gos</p> <p>worksheets</p> <p>hands on activities</p>	<p>the students will be able to:</p> <ol style="list-style-type: none"> <li>1.differentiate combustible and non combustible substances.</li> <li>2.understand conditions required for combustion</li> <li>3.compare slow and fast combustion and spontaneous and explosive combustion.</li> <li>4.apply different techniques of fire control</li> <li>5.understand the concept of good fuel and its harmful effects</li> <li>6.draw a labeled diagram of flame and understand the characteristics of different zones of combustion</li> </ol> <p>workshop on</p> <p><b>fire control</b></p> <p><b>quiz</b></p> <p><b>management of resources</b></p>
	<b>chapter-13 synthetic fibres and plastics</b>	<p>natural fibers and synthetic fibers</p> <p>rayon or artificial silk</p> <p>nylon terylene pet acrylon</p>	<p>the students will be able to :</p> <ol style="list-style-type: none"> <li>1 understand the difference between synthetic and natural fibers</li> <li>2 know about different types of</li> </ol>



	<b>Chapter-8 conservation of plants and animals</b>	streamlining and its applications ppt Videos  Reading for understanding	Projects based on this topic as suggested in dav academic plan
<b>August (19 days)</b>	<b>Chapter 16 Electric current and its chemical effects</b>	Conductors and Insulators Conduction through Liquids Cause of Conductivity in liquids Electrolytes Conversion of Chemical Energy into Electrical Energy Chemical effects of electric current and its application Faraday's Discovery Electromagnetic Induction Hands on Continuity Tester Electrolysis of water Electroplating Explanation of applications of Electrolysi	The student will be able to: 1.understand the concept of electrolyte,cause of its conductivity 2.know the chemical effects of electric current and their applications 3.relate electricity and magnetism
	<b>Chapter 18- Earthquakes</b>	reading for understanding	Projects based on this topic as suggested in dav academic plan
	<b>chapter-9 Crop production and its management</b>	reading for understanding	Projects based on this topic as suggested in dav academic plan
<b>September (11 days)</b>		mid- term examinations	

<b>October (20 days)</b>	<b>Chapter 12- Sound</b>	Sound and vibrations sounds produced by humans and animals propagation of sound terms related to sound audible and inaudible sounds noise and music noise pollution-causes effects measure to control hearing impairment lecture method activity based on propagation of sound numericals on calculating frequency time period and amplitude movie : pushpak question bank	The student will be able to: 1.know the mechanism of production of sound by humans and animals 2.understand the mechanism of production of sound 3.identify causes and effects of noise pollution 4.design methods to limit noise pollution
	<b>Chapter -3 Metals and non- metals</b>	Pure substances classification of elements occurrence :minerals and ores physical and chemical properties of metals and non metals noble metals uses of metals ,non metals and alloys	The student will be able to: 1.acquire knowledge of metallurgy,noble metals,alloys 2.understand different physical and chemical properties of metals and non metals 3.differentiate metals on the basis of their reactivity 4.apply properties of different metals and non metals to their uses in everyday life. <b>portfolio: chemical properties of metals (activity 5 to 9)</b>
	<b>Chapter 20- Pollution of Water</b>	Reading for Understanding	Projects based on this topic as suggested in dav academic plan <b>Portfolio: street play : jal hi jeevan hai case study : ganga action plan</b>
<b>November (18 days)</b>	<b>Chapter 10- Refraction and dispersion of light</b>	Refraction of light its cause refractive index and optical density rules of refraction refraction by glass slab dispersion of white light	The student will be able to: 1.understand the concept of refraction using various devices 2.relate optical density,refractive index and speed of light 3. draw ray diagrams showing images formed by convex and concave lenses

	<p>Chapter 11- <b>the Human Eye</b></p>	<p>by glass prism rainbow spherical lenses image formation by lenses application of lenses ppt demonstrations on refraction by glass slab , glass prism and spherical lenses ray diagrams</p> <p>structure of human eye function of various parts of the human eye the blind spot working of human eye defects of vision and their correction range of vision care of the eyes braille system interactive bulletin board diagrams graphic organizers discussion on eye care</p>	<p><b>portfolio</b> <b>show ray diagrams using thread and sticks</b></p> <p>the student will be able to:</p> <ol style="list-style-type: none"> <li>1. draw the structure and appreciate the working of each part of the human eye</li> <li>2. understand the various defects of eyes ,their correction and ways to take care of eyes</li> <li>3. sensitized towards the challenges faced by visually impaired people</li> <li>4. learn techniques of effective communication to visually impaired people.</li> </ol> <p><b>5. portfolio activity:</b> <b>make a ‘snellen chart’</b></p>
<p><b>December (23 days)</b></p>	<p><b>Chapter 14- Reproduction in animals</b></p>	<p>definition of reproduction types of reproduction reproductive patterns reproductive systems male female development of embryo viviparous and oviparous metamorphosis lecture role play gos</p>	<p>the students will be able to:</p> <ol style="list-style-type: none"> <li>1.learn the different modes and patterns of reproduction</li> <li>2 differentiate between reproductive patterns male and female reproductive systems oviparous and viviparous animals</li> <li>3 recognise stages of development of embryo</li> <li>4 understand metamorphosis in frogs and silkmoth</li> </ol>

	<b>Chapter 15- Reaching the age of adolescence</b>	definition of adolescence and puberty changes at puberty sexual development determination of sex of a child the endocrine system hormones reproductive health explanation discussion	<b>portfolio activity:</b> <b>there are some insects that undergo          complete metamorphosis and some          undergo incomplete metamorphosis          find out about such insects and          report in portfolio</b> the student will be able to : 1.understand and analyze the problems of adolescence 2.recognise the emotional,physiological and psychological changes taking place during adolescence 3.acquire knowledge of different hormones and their function 4.apply methods to improve reproductive health during growing age <b>portfolio activity: draw bar graphs          showing male and female ratio in 5          different states of india</b>
<b>january (16 days)</b>		sample papers question banks mcq on google forms worksheets	preparation for annual exam

### **Holiday homework (summer)**

**1.show different levels of organisation with the help of a 3-d model.**

**exemplar :**

**nerve cell - nervous tissue- brain- nervous system**

**or**

**make a model on ideal smart city , use innovative ideas to conserve energy or shift from  
 non renewable energy resources to renewable resources.**

**2. Art integration : compare uttar pradesh and arunachal pradesh on the basis of**

**a ) water resources**

**b ) aqi**

**c ) energy resources**

**d ) methods of agriculture**

**e) flora and fauna**

**3 ) Create a science dictionary using keywords of chapters 1,2,3,6 , 19 & 20**

**4 ) Research project:**

**from the records of who , make a list of approved vaccines and also against which disease they are recommended.**

**5 )Visit the national science museum and write your experience in 150 words.**

**holiday homework ( winter )**

**1 ) make a continuity tester.**

**2 ) write slogans and make science toons on 'any one' of the following**

**a ) importance of balanced diet for growing children**

**b ) saying 'no' to drugs**

**c ) maintaining personal hygiene**

**d ) healthy habits**

**e ) importance of yoga/ physical exercise in maintaining good health**

**3 ) solve one science sample paper given in class -viii sample paper book**

# **SOCIAL SCIENCE**

## **LEARNING OBJECTIVES:**

The main objectives of teaching social science at this level are to enable the students to-

- \*Make connections between their everyday life and issues discussed in the textbook.**
- \*Provide a general idea of the developments within the given periods of history.**
- \*Explain the coming of the British and the impact of the British rule on India.**
- \*Appreciate the importance of the freedom struggle and the contribution of national leaders and the people of India.**
- \*Know various types of sources of information and reflect on them critically.**
- \*Appreciate the interdependence of various regions and countries.**
- \*Learn about the global distribution of economic resources and the ongoing process of globalization.**
- \*Imbibe the ideas of Democracy, rule of law and the Indian constitution.**
- \*To develop qualities clustered around the personal, social, moral, national and spiritual values that make a person humane and socially effective.**

## APRIL (22 DAYS)

CHAPTER	METHODOLOGY	LEARNING OUTCOMES /LIFE SKILLS	NO OF PERIODS
Resources:Utilization and development (Geography))	<p>*Explanation with the help of a chart showing the classification of resources.</p> <p>*Group discussion on the measures which can be taken for the conservation of resources.</p>	<p>After studying this chapter, students will be able to:</p> <ul style="list-style-type: none"> <li>*Explain the concept of resources</li> <li>*Understand the factors affecting the utilization of resources.</li> <li>*Classify the resources.</li> <li>*Explain the concept of sustainable development.</li> <li>*Explain the need and methods of conservation.</li> </ul> <p><b>Life skills:</b>Self -awareness, Creative thinking,Decision making</p>	06
Natural resources: Land ,Soil and Water (Geography)	<p>*Explanation of factors which influence soil formation and ways for the conservation of soil.</p> <p>*Discussion on the causes of water pollution and the ways for conservation of water.</p> <p>*Map activity</p> <p>*Poster making on "Save water" <i>(Activity will be assessed for subject enrichment)</i></p>	<p>After studying this chapter, students will be able to:</p> <ul style="list-style-type: none"> <li>*Understand the significance of Land,Soil and water each as a resource.</li> <li>*Explain the factors influencing Soil formation process.</li> <li>*Understand the causes of soil erosion, need and ways for the conservation of soil.</li> <li>*Understand the causes of water pollution and its consequences.</li> <li>*Explain the meaning and purpose of Multi Purpose River Valley Projects.</li> </ul> <p><b>Life Skills:</b> Self awareness, Understanding, Empathy,Decision - making</p>	06

<p><b>The Modern Period (History)</b></p>	<p><b>*Explanation with the help the pictures of historical monuments built under British Rule.</b>  <b>*Discussion on the various sources of information preserved in the archives,old buildings and artifacts</b>  <b>*Group discussion on the ways to protect old building and monuments (Activity)</b></p>	<p><b>After studying this chapter, students will be able to:</b>  <b>*Understand the important changes that took place in the modern period.</b>  <b>*Appreciate the various sources of information which are preserved in the archives,old buildings and artifacts</b>  <b>Life Skills:Creative thinking ,Decision making</b></p>	<p><b>04</b></p>
<p><b>Our Constitution(Civics)</b></p>	<p><b>*Introduction of the chapter by showing the pictures of prominent members of the constituent assembly</b>  <b>*Discussion on the features borrowed from foreign constitution.</b>  <b>Map skill (given on page 194)</b></p>	<p><b>After studying this chapter, students will be able to:</b>  <b>*Develop an understanding of the rule of law as the basic foundation of a democratic system</b>  <b>*Understand the vision and the values along with the features of our constitution</b>  <b>Life Skills :Self awareness , Empathy,Effective communication ,Interpersonal relationship</b></p>	<p><b>06</b></p>

**MAY (15 DAYS)**

CHAPTER	METHODOLOGY	LEARNING OUTCOMES/SKILL DEVELOPED	NO OF PERIODS
<p>Establishment of company rule in India (History)</p> <p><i>*To be assessed under subject enrichment activity(Project work)</i></p>	<p>*Story telling method</p> <p>* Discussion cum lecture method to explain the arrival of East India company in India and rise of the British power</p> <p>*Discussion on the factors that favored the British in their wars with regional powers in India</p> <p>*Prepare a tabular chart of the Carnatic wars, Anglo Maratha wars, Anglo Mysore war and Anglo Sikh war</p>	<p>After studying this chapter, students will be able to:</p> <p>*know about the beginning of trading centres in India</p> <p>*understand the role of east India company in establishment the dominance over India</p> <p>*explain the British conquest of Bengal, Carnatic, Mysore, Maratha and Punjab empire</p> <p><b>Life Skills:</b> Creative thinking, Listening skill, Critical thinking, Effective communication.</p>	04
<p>Fundamental rights, fundamental duties and directive principles of state policy(Civics)</p>	<p>*Discussion Cum Lecture method</p> <p>*Collect reports and pictures from newspapers which show violation of the various Fundamental rights.</p>	<p>After studying this chapter, students will be able to:</p> <p>*Understand the meaning ,importance and uniqueness of Indian secularism.</p> <p>*describe the fundamental rights and fundamental duties as enshrined in the constitution of India</p> <p>*explain the significance of Directive Principles of state policy.</p> <p><b>Life Skills:</b> Creative thinking, Critical thinking ,Effective communication, Empathy</p>	06
<p>Mineral and Energy resources (To be assessed under</p>	<p>*Discussion Cum Lecture method will be used and the map of world will</p>	<p>After studying the chapter, students will be able to:</p> <p>*Explain the occurrence of</p>	03

subject enrichment activity (project work)	be shown to explain the distribution of mineral and energy resources across the world.	different minerals the classification of mineral resources and its distribution in world. *Understand the need to conserve minerals and energy resources and suggest measures for it. <b>Life Skills:</b> Critical thinking, Creative thinking, Effective communication	
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## JULY (25 DAYS)

chapter	methodology	Learning outcome/skill developed	No of period
<b>Colonialism: Rural and Tribal Societies(History)</b>	*Explanation of the colonial agrarian policy and its impact *Discussion on impact of commercialization of agriculture on the lives of tribals *Students will be encouraged to find out tribals who still live in isolation from the modern developments *map activity	After studying this chapter students will be able to : *understand different land revenues systems and their impact on the farmers *explain reasons behind the growth of commercial crops and revolts by farmers *analyze how the exploitation of tribal revolts *assess the impact of colonialism on Indian crafts and industry and development in India <b>Life Skills:</b> Critical thinking, Creative thinking, Effective communication	06
<b>The Union Government :The Legislature(civics)</b>	*Explanation with the help of a chart showing the composition of three	After studying the chapter , students will be able to: *understand the need for a federation in India	07

<p><b>Natural resources :Vegetation and Wildlife (Geography)</b>  <b>*Internal assessment using multiple strategies</b></p>	<p>different organs of the union government , composition and working of Indian parliament  <b>*Representation of division of legislative powers between Union government and State government in tabular form(activity)</b></p> <p><b>*Explanation with the help of map of India and map of world showing different belts of natural vegetation</b>  <b>*Discussion on the measures which can be taken for the conservation of forests and wildlife</b>  <b>*map activity</b></p>	<p><b>*understand divisions of subjects as mentioned in the three lists with special reference to residuary subjects</b>  <b>Life Skills: Critical thinking, Effective communication</b></p> <p>After studying this chapter, students will be able to:  <b>*define natural vegetation and wildlife</b>  <b>*understand the classification of forests on the basis of climate conditions</b>  <b>*explain the features of different types of forests found in various parts of the world.</b>  <b>*Suggest measures to protect our forests</b>  <b>*appreciate the importance of wild life and its conservation</b>  <b>Life Skills: Empathy, Creative thinking, Problem solving ,Effective communication, Observational skill</b></p>	<p>06</p>
<p><b>Agriculture (Geography)</b></p>	<p>Explanation with the help of a chart showing the types of agriculture</p>	<p>After studying this chapter, students will be able to  <b>*understand the meaning and importance of</b></p>	<p>06</p>

	<p><b>*Maps of India and world showing the distribution of Cotton ,Tea ,Wheat, Jute, Rice and Maize (Activity)</b></p> <p><b>*Preparation of the chart showing major crops and geographical conditions required for their production (soil type ,temperature, rainfall ,areas in the India and world</b></p>	<p><b>agriculture</b></p> <p><b>*explain the main features of various types of agriculture practiced in different parts of the world</b></p> <p><b>*prepare a chart showing different crops with their geographical conditions and main areas of their production</b></p> <p><b>Life Skills: Observational skill, Creative thinking</b></p>	
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## AUGUST (19 DAYS)

CHAPTER	METHODOLOGY	LEARNING OUTCOMES/SKILL DEVELOPED	NO OF PERIODS

<p><b>The Union Government :Executives (Civics)</b></p>	<p>*Explanation of the chapter with the help of photograph showing first President of India and Prime minister of India  *comparison of powers and functions of prime minister and president of India  *Paste the pictures of present prime minister of India and his five cabinet ministers</p>	<p>After studying the chapter, students will be able to:  *understand the need for a federation in India  *understand divisions of subjects as mentioned in the three lists with special reference to residuary subjects  <b>Life Skills:</b> Critical thinking ,Effective communication</p>	<p>06</p>
<p><b>The First War of Independence (History)</b></p>	<p>*Discussion on the various causes which led to the revolt od 1857.  *Map showing main centres of revolt  *Story telling method</p>	<p>After studying the chapter, students will be able to:  *Explain the causes of the 1857 revolt, its nature , important centres and leaders involved in the revolt.  *Assess the reasons for the failure of the 1857 revolt.  *Appreciate the outcome of the Revolt known as ‘First War of Independence’.  <b>Life Skills:</b>  Observational skill, Creative thinking, Critical thinking ,Decision making</p>	<p>010</p>
<p><b>Manufacturing industries(Geography)</b>  (This chapter is meant only to be</p>	<p>*Explanation with the help of chart showing</p>	<p>After studying this chapter, students will</p>	<p>03</p>

<p>assessed in periodic tests and will not be evaluated in the Annual Examination)</p>	<p>classification of industries  *Maps of India and world showing industries regions ,important iron and steel plants and important cotton textile centres (activity)  *prepare a chart showing classification of industries. Also collect pictures of various products from newspapers and paste them in the chart (To be assessed in Periodic tests only and will not be evaluated in the Annual examination)</p>	<p>be able to  *Define the terms – manufacturing industry ,industrial development ,industrial region, information technology, semiconductor  *understand various geographical and non geographical factors influencing location of an industry  *understand the important facts of the following industries ; a)Iron and steel industry (Jamshedpur and Pittsburgh) b)Cotton textile industry(Ahmedabad and Osaka)c)information technology (Bangalore and silicon valley)</p> <p><b>Life Skills:</b>  Observational skill, Creative thinking, Critical thinking ,Decision making</p>	
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## SEPTEMBER

(23 Days including 11 days of examination)

REVISION FOR MID TERM EXAMINATION

## OCTOBER (20 DAYS)

Chapter	Methodology	Learning outcome/Skill developed	No of periods
Impact of British Rule on India(History)	<p>*Discussion will be done on the impact of British rule in India.</p> <p>*Story telling method</p>	<p>After studying the chapter, students will be to:</p> <p>*Explain the education policy of the Britishers and its impact in India</p> <p>*Access the impact of social reforms in Indian society.</p> <p><b>Life Skills:</b> Creative thinking ,Critical thinking, Effective communication ,Listening skill</p>	07
The Judiciary(Civics)	<p>*Flow chart showing Indian judicial system</p>	<p>After studying this chapter, students will be able to:</p>	07

<p>Colonialism and urban change(History) (Internal assessment using multiple strategies )</p>	<p>*Discussion on the impact of British policies on India * Story telling method</p>	<p>*Understand the concept and importance of independent judicial system</p> <p>*Study the hierarchy of Indian judicial system</p> <p>*Understand and appreciate the concepts of Lok Adalats and public interest litigation</p> <p><b>Life Skill: Writing skill, Observational skill, Creative thinking</b></p> <p>After studying this chapter, students will be able to:</p> <p>*learn the process of urbanization</p> <p>*assess the impact of British policies on Indian painting ,literature and architecture</p> <p>*recognize the reasons for the introduction of railways by British in India</p> <p><b>Life skills: Creative thinking, Critical thinking, Effective communication, Listening skill</b></p>	<p>06</p>
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## NOVEMBER (18 DAYS)

chapter	methodology	Learning outcome/skill developed	No of periods
<p><b>The National Movements (History)</b></p>	<p>* Story telling method            *Discussion of the main events of Indian national movement (1870-1947)            *Group discussion on the topic” was boycott an effective tool?”            *Map of India showing important sessions of congress and important places of national movement (<i>Activity will be assessed for subject enrichment</i>)            *flowchart showing the years and major events related to Indian national freedom struggle (activity)</p>	<p>After studying the chapter, students will be able to:            *explain the circumstances leading to the formation of Indian national congress and its demands            *examine the causes and impact of partition of Bengal            *assimilate the role of mahatma Gandhi and mass movement started by him. The non-cooperation movement, ,Civil disobedience movement and quit India movement            *analyze the circumstances leading to the independence of India  <b>Life Skills:</b>            Listening skill, Creative thinking, Effective communication</p>	<p>10</p>
<p><b>Social Justice and the Marginalised (Internal assessment using multiple strategies)</b></p>	<p>*Discussion on the miserable condition of SC/ST in our country and the measures to be taken to improve their condition.</p>	<p>After studying this chapter, students will be able to            *Understand the meaning and problems of the backward classes</p>	<p>03</p>

<p>Human resources(Geography)</p>	<p>*Map of India showing density of population          *Pie chart showing the density of population          *Discussion on the factors which affect the distribution of population          *Discussion on the reasons for the declining sex ratio in India.</p>	<p>*constitutional provisions for safeguarding the marginalized groups          *Appreciate the steps taken by the government for the welfare of minorities and marginalized groups  <b>Life Skills:</b>          Observational skill, Critical thinking, effective communication</p> <p>After studying this chapter, students will be able to:          *Explain the concept of human resource and its importance          *Understand the factors affecting distribution and density of population          *Visualize the growth of population from 1911-2001 and its consequences          *Understand the various attribute of composition of population like age structure, sex ratio, literacy rate  <b>Life Skills:</b>          Self awareness, Observational skill, Critical thinking</p>	<p>05</p>
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## December (23DAYS)

chapter	methodology	Learning outcomes/skill developed	No of periods
<p><b>India marches ahead(History)</b> (This chapter is meant only to be assessed in periodic tests and will not be evaluated in the Annual Examination)</p>	<p><b>*Discussion cum Lecture</b> <b>*Discussion on “India vision 2020”</b></p>	<p>After studying this chapter, students will be able to</p> <ul style="list-style-type: none"> <li><b>*Explain the main features of the Indian independence act 1947</b></li> <li><b>*explain the path of India’s economic and agricultural growth</b></li> <li><b>*Highlight the main features of India’s foreign policy and visualize India vision 2020</b></li> </ul> <p><b>Life Skills:</b> Creative thinking ,Critical thinking, Effective communicaton</p>	<p><b>06</b></p>
<p><b>Safeguarding the Marginalised</b> (To be assessed under subject enrichment activity)</p>	<p><b>*Discussion on the steps taken by the government for the welfare of the minorities and the marginalized groups.</b></p>	<p>After studying the chapter , students will be to:</p> <ul style="list-style-type: none"> <li><b>*Explain the meaning of marginalized groups and their problems ,constitution al provisions for safeguarding their interest.</b></li> <li><b>*Appreciate the steps taken by the</b></li> </ul>	<p><b>06</b></p>

		<p>government for the welfare of the minorities and the marginalized groups.</p> <p><b>Life Skills:</b> Creative thinking, Critical thinking, Effective communication</p>	
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## January and February

\*REVISION FOR FINAL EXAMINATION

## HOLIDAY HOMEWORK

### SUMMER VACATION (PROJECT WORK)

Choose any one topic

**MINERAL RESOURCES:** definition of minerals ,importance of minerals ,distribution of minerals on world map( Iron, Copper, Bauxite, Coal, Petroleum, Mineral oil, Need to conserve mineral and how to conserve mineral

or

**ENERGY RESOURCES :**Definition of energy resources, importance of energy resources, chart showing all the energy resources ,need to conserve energy resources and how to conserve energy resources

Or

**Establishment of company rule in India:** Collect the information about the wars and diplomatic policies which consolidated the position of East India Company in India .

### WINTER VACATION (PROJECT WORK)

**Safeguarding the marginalized:** Meaning of Marginalisation ,meaning of Untouchability,various constitutional provisions through which the rights of untouchables and marginalized are protected , Programmes launched by the government for the upliftment of the weaker sections.



विषय - संस्कृतम्

1. संस्कृतभाषायाः स्वरूपं व्यवस्थां च अवगन्तुम् ।
2. संस्कृतभाषायाः श्लोकानाम् सस्वरवाचने समर्थाः भवेयुः।
3. विद्यार्थिनां सृजात्मकक्षमतां ज्ञातुम् ।
4. संस्कृतभाषायाम् वाक्यानि रचयेयुः।
5. संस्कृतभाषायाम् संवाद वदनाय समर्थाः।
6. संस्कृते लघुकथा, पद्यानि, गद्यानि पठित्वा वदने समर्थाः।

कार्यदिवसाः	उपविषयाः	शिक्षणविधिः	लक्षिताधिगमाः
अप्रैल (23 दिवसाः)	1. सुवचनानि उपसर्गाः अव्ययपदानि	श्लोकगायनं संयोजन वियोजनम् वाक्येषु प्रयोगः	सस्वरवाचनं नवीनपदानां रचना

कार्यदिवसाः	उपविषयाः	शिक्षणविधिः	लक्षिताधिगमाः	
मई (16 दिवसाः)	2. वसुधैव कुटुम्बकम् प्रत्यय क्त्वा ल्यप् संख्या 1-50	कथावाचनम्  संयोजन - वियोजनम् वाक्येषु प्रयोगः	कथावबोधनम्  नवीनपदानां रचना	

कार्यदिवसाः	उपविषयाः	शिक्षणविधिः	लक्षिताधिगमाः
जुलाई (26 दिवसाः)	3. अहं नदी अस्मि 4. क्षमस्व महर्षे ! उपपद विभक्तयः	संवादवाचनम् वाक्येषु प्रयोगः कथावाचनम्	विषयावबोधनम् कथावबोधनं

कार्यदिवसाः	उपविषयाः	शिक्षणविधिः	लक्षिताधिगमाः
अगस्त (21 दिवसाः)	5. दिव्या गीर्वाणभारती 6. मधुराणि वचनानि सन्धिः दीर्घ, गुण शब्दरूपाणि	संवादवाचनम् शब्दयोजनम् वाक्येषु प्रयोगः सूक्तिवाचन	संभाषणम् भावावबोधनं नवीनपदानाम् रचना

कार्यदिवसाः	उपविषयाः	शिक्षणविधिः	लक्षिताधिगमाः
सितम्बर (23 दिवसाः)	संवाद - पूर्तिः चित्र वर्णनम् पत्र - पूर्ति अर्धवार्षिकी परीक्षा कृते पुनः अभ्यास	रिक्तस्थानपूर्तिः वाक्यपूर्तिः	भावाभिव्यक्तिः कल्पनाशक्तेः विकासः

कार्यदिवसाः	उपविषय	शिक्षणविधिः	लक्षिताधिगमाः
अक्टूबर (22 दिवसाः)	7. सफलं तस्य जीवितं वृद्धि सन्धि गुण सन्धिः संख्या 31-100	श्लोकगायनं शब्दयोजनं वाक्येषु प्रयोगः	सस्वरवाचनम् नवीनपदानाम् रचना

कार्यदिवसाः	उपविषयाः	शिक्षणविधिः	लक्षिताधिगमाः
नवम्बर (19 दिवसाः)	8. क्रोधेन कार्यम् न सिध्यति 9. अविश्वस्ते न विश्वते प्रत्यय - तुमुन् उपपद विभक्तय	कथावाचनम् संयोजन - वियोजनम् वाक्येषु प्रयोगः	वाक्य - रचना नवीनपदानाम् रचना कथा बोधनं

कार्यदिवसाः	उपविषयाः	शिक्षणविधिः	लक्षिताधिगमाः
दिसम्बर (25 दिवसाः)	10. गुणाः पूजास्थानम् 11. हितं मनोहारि च दुर्लभम् वच 12. स्वाध्यायात् मा प्रमद उपसर्गाः अव्ययपदानि प्रत्यय - ल्यप् शब्दरूप	संवादः सूक्ति वाचन संयोजन - वियोजनम् वाक्येषु प्रयोगः	संभाषणम् कथा वाचनम् पुनरभ्यासः

कार्यदिवसाः	उपविषयाः	शिक्षणविधिः	लक्षिताधिगमाः
जनवरी (17 दिवसाः)	पत्र पूर्तिः संवाद-पूर्तिः चित्रवर्णनम्	रिक्तस्थानपूर्तिः वाक्य संरचना	पुनः अभ्यासः

कार्यदिवसाः	उपविषयाः	शिक्षणविधिः	लक्षिताधिगमाः
फरवरी (23 दिवसाः)	पुनः अभ्यासः	पुनः अभ्यासः	पुनः अभ्यासः

### ग्रीष्मावकाश - गृहकार्यम्

1. प्रतिदिनं एकं सुलेखनाभ्यासं कुर्वन्तु ।
2. पञ्च प्राकृतिक चित्रम् दृष्ट्वा पञ्च वाक्यानि लिखन्तु
3. साप्ताहिक दिनानि नामानि लिखन्तु ।
4. एकदिनस्य अवकाशम् कृते औपचारिक पत्रं लिखन्तु ।
5. उपसर्गाः आधारिकृत्य पञ्च पञ्च शब्दाः लिखन्तु ।

### शीतावकाश-गृहकार्यम्

1. श्लोकानाम् सस्वरवाचनस्य अभ्यासम् कुर्वन्तु ।
2. वार्षिक परीक्षायाः कृते सम्पूर्ण पाठ्यक्रमस्य पुनराभ्यासम् कुर्वन्तु ।
3. शब्दरूप धातुरूप लिखित्वा अभ्यासम् कुर्वन्तु ।

## नैतिक शिक्षा पाठ्यक्रम योजना (2026-27)

### नैतिक शिक्षा का उद्देश्य

- नैतिक शिक्षा का प्राथमिक उद्देश्य छात्रों में अच्छा चरित्र विकसित करना है, जो सफलता और विफलता, उत्थान और पतन का सूचक होता है।
- नैतिक शिक्षा छात्रों को सही और गलत के बीच अंतर करने, और सकारात्मक व्यवहार और निर्णय लेने के लिए प्रेरित करती है।
- नैतिक शिक्षा छात्रों में समाज के प्रति जिम्मेदारी की भावना विकसित करती है, जिससे वे एक बेहतर समाज के निर्माण में योगदान कर सकें।
- नैतिक शिक्षा छात्रों में सत्यनिष्ठा, ईमानदारी और अखंडता जैसे मूल्यों को बढ़ावा देती है।
- नैतिक शिक्षा छात्रों में दूसरों के प्रति सहानुभूति और करुणा की भावना विकसित करती है।
- नैतिक शिक्षा छात्रों को विभिन्न परिस्थितियों में विवेक और समझ के साथ निर्णय लेने में मदद करती है।
- नैतिक शिक्षा छात्रों को अपनी संस्कृति और मूल्यों के प्रति जागरूक बनाती है और उन्हें संरक्षित करने के लिए प्रेरित करती है।
- नैतिक शिक्षा छात्रों को एक सकारात्मक और न्यायसंगत समाज के निर्माण में योगदान करने के लिए तैयार करती है।
- नैतिक शिक्षा छात्रों को खुद को बेहतर ढंग से समझने और आत्म-साक्षात्कार के लिए प्रेरित करती है।
- नैतिक शिक्षा छात्रों को नैतिक दुविधाओं का सामना करने और सही निर्णय लेने के लिए आवश्यक कौशल प्रदान करती है।

## **I व्यक्तिगत मूल्य**

- ❖ आत्म अनुशासन - भावनाओं, विचारों और व्यवहार में
- ❖ जिम्मेदारी - स्कूल, घर और समाज के प्रति
- ❖ कृतज्ञता- दूसरों के प्रयासों, अपने विशेषाधिकारों के प्रति
- ❖ दृढ़ता- चुनौतियों के बावजूद लक्ष्यों की ओर काम करने की आदत

## **II सामाजिक मूल्य**

- ❖ दूसरों के प्रति सम्मान- विचारों, संस्कृतियों, दृष्टिकोणी हेतु
- ❖ सहानुभूति - दूसरों की भावनाओं को समझने और उन्हें साँझा करने की क्षमता
- ❖ टीमवर्क और सहयोग - प्रभावी ढंग से ,साथियों का समर्थन करना
- ❖ संघर्ष समाधान और नेतृत्व कौशल - असहमति को शांतिपूर्वक ढंग से हल करने हेतु
- ❖ दया और करुणा -दूसरों के लिए चिंता ,देखभाल (कम भाग्यशाली लोगों हेतु )

## **III नैतिक और नागरिक**

- ❖ निष्पकता और न्याय
- ❖ पर्यावरण जागरूकता
- ❖ प्रकृति के प्रति जिम्मेदारी

## **III डिजिटल नैतिकता**

- ❖ प्रौद्योगिकी और सोशल मीडिया की जिम्मेदारी
- ❖ सम्मानपूर्वक उपयोग
- ❖ नैतिक निर्णय लेना - नैतिक विकल्प ढूँढने की क्षमता विकसित करें।

**अप्रैल 22 दिवस**

मास/कार्य दिवस	पाठ का नाम	शिक्षण युक्ति	अधिगम संप्राप्ति
<u>अप्रैल 22</u> <u>दिवस</u>	पाठ 1 – प्रार्थना	व्याख्यान विधि , पठन विधि <b>नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य /गतिविधि</b> ❖ कविता- वाचन प्रतियोगिता कराना।	❖ ओम के महत्त्व को समझाना।
	पाठ 2 –अग्नि की चाह	चर्चा – परिचर्चा , पठन विधा ,प्रश्नोत्तर विधि <b>नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य /गतिविधि</b> कक्षा में ईश्वर पर चर्चा	❖ आस्तिक बनने के लिए प्रेरित करना।

### मई 15 दिवस

मास/कार्य दिवस	पाठ का नाम	शिक्षण युक्ति	अधिगम संप्राप्ति
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<p><b>मई 15</b> <b>दिवस</b></p>	<p>पाठ 3 – बड़बोली, तू क्यों बोली</p> <p>पाठ 4 साथी हाथ बटाना</p>	<p>चर्चा – परिचर्चा , पठन विधा , प्रश्नोत्तर विधि</p> <p><b>नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य /गतिविधि</b></p> <ul style="list-style-type: none"> <li>❖ पाठ पर आधारित रोल-प्ले कराना।</li> </ul> <p>चर्चा – परिचर्चा , पठन विधा , प्रश्नोत्तर विधि</p> <p><b>नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य /गतिविधि</b></p> <ul style="list-style-type: none"> <li>❖ कविता वाचन(साहिर लुधियानवी)</li> </ul>	<ul style="list-style-type: none"> <li>❖ आत्मबोध हेतु प्रेरित करना</li> <li>❖ मिलजुलकर कार्य करना</li> </ul>
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## **जुलाई 25 दिवस**

<b>मास/कार्य दिवस</b>	<b>पाठ का नाम</b>	<b>शिक्षण युक्ति</b>	<b>अधिगम संप्राप्ति</b>
<p><b>जुलाई 25</b> <b>दिवस</b></p>	<p>पाठ 5 –और उसने सुना</p>	<p>पठन विधि , व्याख्यान विधि , प्रश्नोत्तर विधि</p> <p><b>नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य /गतिविधि</b></p> <ul style="list-style-type: none"> <li>❖ कहानी वाचन</li> </ul>	<ul style="list-style-type: none"> <li>❖ सुनने के महत्व को समझाना</li> </ul>
	<p>पाठ 6 –मैं मंथरा</p>	<p>विषय वस्तु पर चर्चा व अभ्यास कराना।</p> <p><b>नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य /गतिविधि</b></p> <ul style="list-style-type: none"> <li>❖ रोल प्ले- रामायण के अंतर्गत मंथरा को अलग तरीके से प्रस्तुत करना</li> </ul>	<ul style="list-style-type: none"> <li>❖ छात्रों में कान के कच्चे न होने और आप सोच-समझकर निर्णय लेते हैं।</li> </ul>

पाठ 7 –क्षमाशील स्वामी दयानंद	चर्चा – परिचर्चा , पठन विधि , दृष्टांत विधि <b>नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य /गतिविधि</b> ❖ अपने -अपने अनुभव प्रस्तुत करना	❖ क्षमाशील होने की प्रेरणा देना ।
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## अगस्त 19 दिवस

मास/कार्य दिवस	पाठ का नाम	शिक्षण युक्ति	अधिगम संप्राप्ति
<b>अगस्त 19 दिवस</b>	पाठ 8 –कुछ तो लोग कहेंगे	चर्चा – परिचर्चा , पठन विधि , दृष्टांत विधि <b>नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य /गतिविधि</b> कहानी का मंचन	❖ छात्रों को तनाव तथा उसके दुष्प्रभावों से अवगत कराना
	पाठ 9 –मतभेद अथवा मनभेद	व्याख्यान विधि , पठन विधि , प्रश्नोत्तर विधि <b>नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य /गतिविधि</b> ❖ रोल प्ले	छात्रों को –मतभेद अथवा मनभेद से परिचित कराना
	पाठ 10 –आखिर यह दिन इतना भी बुरा नहीं था	विषय वस्तु पर चर्चा व व्याख्यान विधि , पठन विधि , प्रश्नोत्तर विधि , चर्चा – परिचर्चा , पठन विधि , दृष्टांत विधि । <b>नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य / गतिविधि</b> ❖ पाठ पर आधारित रोल -प्ले कराना।	❖ छात्रों को अपनी भावनाओं पर नियंत्रण रखने के लिए प्रेरित कराना। ❖ रचनात्मक कौशल का विकास

## सितंबर 11 दिवस

मास/ कार्य	पाठ का नाम	शिक्षण युक्ति	अधिगम संप्राप्ति
<u>सितंबर 11 दिवस</u>	पाठ 11 अनुकृत की डायरी	पठन विधि , आगमन – निगमन विधि <b>नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य / गतिविधि</b> ❖ एस. डी. जी.-16	❖ छात्रों को आभार व्यक्त करने और इसके करने प्राप्त शांति और खुशी की अनुभूति प्रदान कराना।
	पाठ 12 –मेरा लाल रुमाल	<b>नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य / गतिविधि</b> ❖ एस. डी. जी.-4	❖ लेखन कौशल का विकास कराना। ❖ शब्द भंडार में वृद्धि कराना।

## अक्टूबर 20 दिवस

मास/ कार्य	पाठ का नाम	शिक्षण युक्ति	अधिगम संप्राप्ति
<u>अक्टूबर 20 दिवस</u>	पाठ 13 म्यूजिकल चेयर	भूमिका – निर्वाह विधि, पठन विधि , प्रश्नोत्तर विधि <b>नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य / गतिविधि</b> ❖ एस. डी. जी.-10- असमानताओं में	❖ छात्रों को सकलता व सत्ता मिलने पर भी वित्रम बने रहने हेतु जागरूक कराना।

## नवंबर 18 दिवस

मास/कार्य	पाठ का नाम	शिक्षण युक्ति	अधिगम संप्राप्ति
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<b><u>नवंबर</u></b> <b><u>18 दिवस</u></b>	पाठ 14 आर्य समाज के नियम	पठन विधि , प्रवाह चित्र प्रश्नोत्तर विधि <b>नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य /गतिविधि</b> ❖ आर्य समाज के नियम -4 शीट पर लिखना	आर्य समाज के नियमों को याद कराना और आत्मसात करना
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### **दिसंबर 23 दिवस**

मास/कार्य दिवस	पाठ का नाम	शिक्षण युक्ति	अधिगम संप्राप्ति
<b><u>दिसंबर 23 दिवस</u></b>	पुनरावृत्ति	बोर्ड के प्रश्न पत्र हल कराना।	लेखन कौशल का विकास कराना।

### **जनवरी**

मास/कार्य दिवस	पाठ का नाम	शिक्षण युक्ति	अधिगम संप्राप्ति
<b><u>जनवरी</u></b>	पुनरावृत्ति	बोर्ड के प्रश्न पत्र हल कराना।	❖ लेखन कौशल का विकास कराना।
	अभ्यास कार्य	अभ्यास पत्रिका कराना।	❖ आत्म – विश्वास में वृद्धि कराना।

### **फरवरी**

मास/कार्य दिवस	पाठ का नाम	शिक्षण युक्ति	अधिगम संप्राप्ति
<b><u>फरवरी</u></b>	पुनरावृत्ति	मौखिक और लिखित परीक्षा (बोर्ड के प्रश्न पत्र हल कराना)	❖ आत्म – विश्वास में वृद्धि कराना।

**मार्च – ( वार्षिक परीक्षा )**

## **ग्रीष्मावकाश गृहकार्य**

### **मूल्यांकन हेतु कार्य व्याकरण -पुस्तिका में करें**

- डी.ए.वी.गान को याद करके उसका भावार्थ लिखना
- प्रतिदिन गायत्री मन्त्र का उच्चारण करना

### **शीत-कालीन गृह कार्य**

- आर्य समाज के दसों नियमों को आत्मसात करना और कंठस्थ करना

## Information & Communication Technology (ICT)

### Learning Objective

- Develop basic ICT skills among students in a simple and practical manner.
- Enhance ICT skills by addressing the needs of all types of learners.
- Integrate ICT with other subjects to promote application-based learning.
- Improve students' capability and competency through hands-on and experiential learning.

Month/ Days	Chapter Name	Methodology	Learning Objective
April 20 days	HTML -Part 1 Designing a Website HTML tags Container tags Saving & viewing webpage Attributes Tags- P, Body, H1-H6,Font,Hr,B,U,I,Cent er	Interactive discussion about webpages.  Guided Learning for Hands on Practice  Error Correction Method  Activity Develop Web page on “Sustainable Development Goals”	Students will be able to appreciate the concept of website designing and realize the importance of web browsers. They will be able to create a simple web page using Text Editor  Children will be able to understand the need of attributes and learn to use them Values- Creativity and Logical Thinking
May 15 days	HTML Part-2 LIST UnorderedL List List Item,Attributes Ordered Lists, Attributes Nesting	Error Correction Method Activity: Make web page on - <ul style="list-style-type: none"> <li>● “IPL 2026”</li> <li>● “State of India”</li> </ul>	Students will be able to Explain Lists and its types Design webpages using Ordered and Unordered lists Appreciate the concept of Nested Lists
	Holiday homework Summer	Prepare Podcast in pairs on Computer Networks	Improve digital literacy and develop awareness about global issues and solutions Learn to organize and present information clearly
July 25 days	HTML -Part 2-(contd.) Tables	Demonstration/Illustration of different tags of HTML,  Activity: Enhance the previously created webpages	Students will be able to Create and format Tables by using its Attributes Learn to insert rows, headers and data Appreciate the need importance of including Images in tables

	Computer Network need and benefits of a Networking, types of networks, Media used for networking	Interactive discussion on the Demonstration /Illustrations of networking components of Computer Lab.  - Discussion about Real life Applications /ICT Integration with life skills.  Activities Present the podcast in class	Students will be able to understand various types of networking media, their types  Students will be able to identify type of media for their real life work as per their properties and benefits. Build confidence in expressing ideas
August 19 days	HTML PART-3 Img Tag Internal Linking External Linking Making of website	Demonstration of steps' Interactive discussion of linking, external and internal linking, Activities Link the various webpages created on sustainable development	Children will be able to explain the need and ways to insert images Appreciate the attributes on IMG tag Realize the importance of linking Appreciate the concept of inserting audio and video files. create website by interlinking various web pages

September 11 days	Revision and Practical assessments for Mid Term	Error Correction Method Worksheets	To develop self confidence, Recalling Memory,  To increase technical skills, efficiency and speed of practical's
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October 20 Days	Identifying Network resources and Computer Web browser web server client server, domains URL working of internet  Problem solving Algorithn,Flowchat Language Translators <ul style="list-style-type: none"> <li>● Assembler</li> <li>● Interpreter</li> <li>● Compiler</li> </ul>	Interactive discussion for the explanation about new technologies and protocols  Activities Role play  Peer Activity- Graph Paper prog	Students will be able to appreciate the concept of Domain names and URL  Explain the need of different protocols Differentiate between Mac and IP address  Students should be able to make algorithms and flowcharts their own  Students will be able to think critically for designing solution of any problems
November 18 Days	Programming with Qbasic Advantages Elements Hierarchy Statements-Let , Input, End Rem, Print,	Think Pair share to create Flow Chart  Activities-make Flowchart- <ul style="list-style-type: none"> <li>● Voting Eligibility</li> </ul>	Students should be able to- Identify different components of the language Understand how the flow of program can be altered

		<ul style="list-style-type: none"> <li>• Tea making</li> <li>• finding greater number among 3 numbers.</li> </ul>	Appreciate and apply the concept of branching
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December 23 Days	Looping with QBASIC & Project Handling	Discussion and Demonstration of Commands and programs Hands on Practice	Students will be able to create programs using loops  Students will be able to design simple graphics using loop
	Winter Break : 1. Prepare Role Play /Chart for Cyber Bully Prevention. 2. Make one Game( Snake and Ladder/ UNO etc) on Network Safety .		
January 16 Days	Cyber Safety World Cyber safety tips Cyber bully Effects of cyber bullying Prevention Tips Case studies	Role play on Cyber Bullying  Presentation on Cyber safety Tips	Students will be able to understand about cyber world,  They will be able to understand effect of cyber bullying and their prevention
Feb	Revision		

## MUSIC (VOCAL)

- Every class will begin with the chanting of (OM), ‘Gayatri Mantra’

Month/No.of days	Activity Name	Methodology	Learning Outcomes
<b>April</b>  (22 days)	<ul style="list-style-type: none"> <li>• Vandematram and new prayer.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing the seven notes individually</li> </ul>	<ul style="list-style-type: none"> <li>• Develop “SWAR” sense</li> </ul>
<b><u>May 15 Days</u></b>	<ul style="list-style-type: none"> <li>• Alankar(basic 1-4 )</li> <li>• Draw the picture of Tanpura.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss about the origin of Tanpura</li> <li>• Group singing</li> </ul>	<ul style="list-style-type: none"> <li>• To develop awareness towards the music and instruments.</li> </ul>
<b><u>July 25 Days</u></b>  <b><u>August 19 Days</u></b>	<ul style="list-style-type: none"> <li>• Patriotic song</li> <li>• Community</li> <li>• Singing.</li> <li>• Alankar.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will learn the song and sing individual.</li> <li>• They will sing the community songs.</li> <li>• They will sing different (SA RE GA MA).</li> </ul>	<ul style="list-style-type: none"> <li>• To develop singing skills</li> <li>• To be able to appreciate when others are singing.</li> <li>• They will sing different (SA RE GA MA).</li> </ul>
<b><u>SEPT 11 Days</u></b>  <b><u>OCT 20 Days</u></b>	<ul style="list-style-type: none"> <li>• Discussions about different sounds of nature.</li> <li>• Knowledge of different taals.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will listen to the sounds of each living organism and the teacher will tell them how it is actually a note by itself.</li> <li>• The song will be taught.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop rhythm sense.</li> <li>• To develop raag sense.</li> </ul>

<p><b><u>NOV 18 Days</u></b> <b><u>DEC 23 Days</u></b></p>	<ul style="list-style-type: none"> <li>● Preparations of various competitions and functions.</li> <li>● Discussion about that system.</li> </ul>	<ul style="list-style-type: none"> <li>● Children will learn specific song to be performed will learn difference in thaats.</li> </ul>	<ul style="list-style-type: none"> <li>● Develop swar Raag sense.</li> <li>● To develop interest to participate in school function.</li> <li>● To develop innovation.</li> </ul>
<p><b><u>JAN 16 Days</u></b> <b><u>FEB- revision for annual examination</u></b></p>	<ul style="list-style-type: none"> <li>● Discussions on famous musicians</li> </ul>	<ul style="list-style-type: none"> <li>● Children will bring picture of musicians and discuss about their contribution towards music.</li> <li>● Finally they will paste the pictures on the chart papers.</li> </ul>	<ul style="list-style-type: none"> <li>● To develop creativity.</li> <li>● Inter-personal relations.</li> <li>● Able to work in groups.</li> </ul>



**Subject – Dance**  
**Class – VIII**  
**Session - 2026-2027**

<b><i>Theme/Content</i></b>	<b><i>Methodology/Activity</i></b>	<b><i>Learning Outcome</i></b>	<b><i>Days</i></b>
<b><u>April</u></b> 1. Bhumi Pranam 2. Discussion of Indian Classical Dance	1. Each step will be taught individually with the  With the help of graceful steps and movements  2. Students will learn and try to perform	Importance of Dancing Skills	22
<b><u>May</u></b> 1. Classical Dance:- Hand Movements -Advance Level <b>(KATHAK)</b>	1. Children will be taught step by step individually . 2. Students will be taught about the different Mudras .  Activity - Students will PERFORM individually the same .	Will improve awareness towards Dance	15
<b><u>July</u></b> 1. <i>Patriotic Dance</i>	1. The meaning of the song will be explained by the teacher to improve the feel and enhance the quality of dance .  2. Students will then try and perform the same .	Feeling of Patriotism	25



<p><b><u>August</u></b> 1. <i>Patriotic Dance</i></p>	<ol style="list-style-type: none"> <li>1. Children will also be taught in group to develop coordination among themselves .</li> <li>2. Discussion of freedom fighters</li> </ol>	<p>Feeling of Patriotism</p>	<p>19</p>
<p><b><u>September</u></b>  1. Knowledge about Folk Dance 2. <i>5 Basic steps of folk Dance and Classical Dance</i></p>	<ol style="list-style-type: none"> <li>1. Students will be told about different styles Folk Dances/Classical Dances of India and related costumes 5 basic steps will also be taught to the teacher</li> <li>2. Discussion of Folk Dance/ Classical Dance</li> </ol> <p>Activity – Students will be asked to speak / write about different states , costumes etc .</p>	<p>Knowledge of the rich cultural heritage of India</p>	<p>11</p>
<p><b><u>October</u></b> 1. Basic Folk Dance Steps 2. Rhythm aspect of different folk dances of India .</p>	<ol style="list-style-type: none"> <li>1. Every student will be taught different Folk Dance Steps .</li> <li>2. Discussion on different Folk dance Movements of different states . Students will practice individually as well as in group .</li> </ol>	<p>Enhancement of dancing skills and developed stage presentation.</p>	<p>20</p>
<p><b><u>November</u></b>  1. Vandana Dance/Classical Chaturang or Tarana 2. <i>Knowledge of Shloka Meaning</i></p>	<ol style="list-style-type: none"> <li>1. Students will learn Vandana Dance/Classical Chaturang or Tarana. They will also be taught appropriate based on the meaning of Shloka 's.</li> <li>2. Teaching Usage of Different Shloka's Meaning</li> </ol>	<p>Students will be able to perform Vandana Dance/Classical Chaturang or Tarana..</p>	<p>18</p>



<p><b>December</b></p> <ol style="list-style-type: none"> <li>1. Classical Dance 'Advanced Tukra'</li> <li>2. Knowledge about Mudra</li> </ol>	<ol style="list-style-type: none"> <li>1. Teaching will be doing using different Mudras the-Advanced Tukra'</li> <li>2. Students will practice individually as well as in Group .</li> </ol>	<p>Enhanced Dancing Skills</p>	<p>23</p>
<p><b><u>January</u></b></p> <ol style="list-style-type: none"> <li>1. Patriotic Dance</li> <li>2. Knowledge of famous freedom fighters name and work .</li> </ol>	<ol style="list-style-type: none"> <li>1. One by one steps will be taught with the meaningful movements according to the song .</li> <li>2. Discussion of freedom fighters</li> </ol>	<p>To develop the acting skills and expressions.</p>	<p>16</p>





# SPORTS

## SARLA CHOPRA DAV PUBLIC SCHOOL, NOIDA SPORTS & GAMES CURRICULUM

S.NO.	CLASS	MONTHS				
		APRIL & MAY	JULY & AUGUST	SEPTEMBER & OCTOBER	NOVEMBER & DECEMBER	JANUARY & FEBRUARY
1	VI	FOOTBALL	INDOOR	FOOTBALL	YOGA	VOLLEYBALL
2	VII	BASKETBALL	FOOTBALL	INDOOR	FOOTBALL	YOGA
3	VIII	VOLLEYBALL	BASKETBALL	FOOTBALL	INDOOR	FOOTBALL
4	IX	YOGA	VOLLEYBALL	BASKETBALL	FOOTBALL	INDOOR
5	X	FOOTBALL	YOGA	VOLLEYBALL	BASKETBALL	FOOTBALL
6	XI	INDOOR	FOOTBALL	YOGA	VOLLEYBALL	BASKETBALL

**SARLA CHOPRA DAV PUBLIC SCHOOL, NOIDA**  
**SPORTS & GAMES CURRICULUM**

**CLASS:**

**TENTATIVE MONTH:**

**GAME: FOOTBALL**

- 6 Weeks
- 2 Periods per Week
- 1 Period = Physical Fitness (Warm-up + Fitness Training + Cool Down)
- 1 Period = Skill Based (Skills Taught + Drills)
- All major basketball fundamentals covered within FIRST MONTH (Week 1-4)
- Week 5-6 = Reinforcement + Game Application + Assessment

S.NO.	WEEK	PERIODS	PERIODS
<b>1</b>	<b>WEEK - 1</b>	<b>1st PERIOD: PHYSICAL FITNESS / SPORTS</b>	<b>2nd PERIOD: GAME SKILL</b>
		<p><b>Objective: Develop basic endurance, coordination and prepare body for basketball movements.</b></p> <p><b>Warm-Up</b></p> <ul style="list-style-type: none"> <li>•Light Jog – 2 rounds</li> <li>•Dynamic Stretching (arms, hips, ankles)</li> <li>•High Knees – 30 sec</li> <li>•Butt Kicks – 30 sec</li> </ul> <p><b>Fitness Training</b></p> <ul style="list-style-type: none"> <li>•Jumping Jacks – 2 × 25</li> <li>•Bodyweight Squats – 2 × 15</li> <li>•Plank – 20 sec × 3</li> <li>•Short Sprint – 20 m × 4</li> </ul> <p><b>Cool Down</b></p> <ul style="list-style-type: none"> <li>•Slow Walk</li> <li>•Hamstring + Calf Stretch</li> <li>•Deep Breathing</li> </ul>	<p><b>Objective: Introduce ball control and basic dribbling</b></p> <p><b>Skills Taught</b></p> <ul style="list-style-type: none"> <li>•Ball familiarization</li> <li>•Basic dribbling</li> <li>•Ball stopping (First touch)</li> </ul> <p><b>Drills</b></p> <ul style="list-style-type: none"> <li>•Straight Cone Dribbling</li> <li>•Inside Foot Ball Control</li> <li>•Sole Stop Practice</li> <li>•Dribble and Stop on Signal</li> <li>•Ball Tap Control Drill</li> </ul>
<b>2</b>	<b>WEEK - 2</b>	<b>1st PERIOD: PHYSICAL FITNESS / SPORTS</b>	<b>2nd PERIOD: GAME SKILL</b>
		<p><b>Objective: Improve speed, agility and balance</b></p> <p><b>Warm Up</b></p> <ul style="list-style-type: none"> <li>•Jog + Direction Change Running</li> <li>•Dynamic Lunges</li> </ul> <p><b>Fitness Training</b></p> <ul style="list-style-type: none"> <li>•Zig-Zag Cone Run – 5 Rounds</li> <li>•Skipping – 2 × 1 min</li> <li>•Push Ups – 3 × 10</li> <li>•Side Plank – 2 × 20 sec</li> </ul> <p><b>Cool Down</b></p> <ul style="list-style-type: none"> <li>•Walking + Stretching</li> </ul>	<p><b>Objective: Develop passing accuracy and receiving control</b></p> <p><b>Skills Taught</b></p> <ul style="list-style-type: none"> <li>•Short Passing (Inside Foot)</li> <li>•Receiving Ball</li> <li>•Basic Long Pass Introduction</li> </ul> <p><b>Drills</b></p> <ul style="list-style-type: none"> <li>•Partner Passing (Short Distance)</li> <li>•Triangle Passing Drill</li> <li>•Pass and Follow Drill</li> <li>•Wall Pass Practice</li> <li>•First Touch Direction Drill</li> </ul>
<b>3</b>	<b>WEEK - 3</b>	<b>1st PERIOD: PHYSICAL FITNESS / SPORTS</b>	<b>2nd PERIOD: GAME SKILL</b>
		<p><b>Objective: Build strength and endurance</b></p> <p><b>Warm Up</b></p> <ul style="list-style-type: none"> <li>•Jog + Mobility Drills</li> <li>•Side Shuffle Run</li> </ul> <p><b>Fitness Training</b></p> <ul style="list-style-type: none"> <li>•Interval Running – 6 Rounds</li> <li>•Walking Lunges – 2 × 20 Steps</li> <li>•Mountain Climbers – 3 × 25 sec</li> <li>•Line Jumps – 3 × 15</li> </ul> <p><b>Cool Down</b></p> <ul style="list-style-type: none"> <li>•Static Stretching</li> </ul>	<p><b>Objective: Develop shooting technique and attacking basics</b></p> <p><b>Skills Taught</b></p> <ul style="list-style-type: none"> <li>•Shooting with Laces</li> <li>•Dribble and Shoot</li> <li>•Basic Attacking Movement</li> </ul> <p><b>Drills</b></p> <ul style="list-style-type: none"> <li>•Stationary Shooting Practice</li> <li>•Pass and Shoot Drill</li> <li>•Dribble and Shoot Drill</li> <li>•Small Goal Finishing</li> <li>•Target Shooting Corners</li> </ul>
<b>4</b>	<b>WEEK - 4</b>	<b>1st PERIOD: PHYSICAL FITNESS / SPORTS</b>	<b>2nd PERIOD: GAME SKILL</b>

		<p><b>Objective: Improve reaction speed and match fitness</b></p> <p><b>Warm Up</b></p> <ul style="list-style-type: none"> <li>•Jog + Reaction Run</li> </ul> <p><b>Fitness Training</b></p> <ul style="list-style-type: none"> <li>•Relay Sprint Race – 6 Rounds</li> <li>•Agility T Drill – 4 Rounds</li> <li>•Burpees – 3 × 12</li> <li>•Core Circuit (Plank + Sit Ups)</li> </ul> <p><b>Cool Down</b></p> <ul style="list-style-type: none"> <li>•Walking + Stretching</li> </ul>	<p><b>Objective: Introduce basic defending and game play</b></p> <p><b>Skills Taught</b></p> <ul style="list-style-type: none"> <li>•Basic Tackling</li> <li>•Shielding Ball</li> <li>•Basic Position Awareness</li> </ul> <p><b>Drills</b></p> <ul style="list-style-type: none"> <li>•1 vs 1 Defending</li> <li>•Shield and Turn Drill</li> <li>•Passing Under Pressure</li> <li>•4 vs 4 Small Game</li> </ul>
<b>5</b>	<b>WEEK - 5</b>	<b>1st PERIOD: PHYSICAL FITNESS / SPORTS</b>	<b>2nd PERIOD: GAME SKILL</b>
		<p><b>Objective: Improve football match endurance</b></p> <ul style="list-style-type: none"> <li>•Continuous Run – 5–6 min</li> <li>•Agility Shuttle Run</li> <li>•Jump Squats – 2 × 12</li> <li>•Core Plank Hold</li> </ul>	<p><b>Objective: Combine multiple football skills</b></p> <p><b>Skills Taught</b></p> <ul style="list-style-type: none"> <li>•Dribble + Pass Combination</li> <li>•Passing in Movement</li> <li>•Attack Build Up Basics</li> </ul> <p><b>Drills</b></p> <ul style="list-style-type: none"> <li>•3 Player Passing Movement Drill</li> <li>•Overlap Running Drill</li> <li>•Through Pass Practice</li> <li>•Possession Game (Keep Ball)</li> </ul>
<b>6</b>	<b>WEEK - 6</b>	<b>1st PERIOD: PHYSICAL FITNESS / SPORTS</b>	<b>2nd PERIOD: GAME SKILL</b>
		<p><b>Objective: Maintain fitness and improve flexibility</b></p> <ul style="list-style-type: none"> <li>•Interval Running</li> <li>•Mobility Exercises</li> <li>•Light Plyometric Jumps</li> </ul>	<p><b>Objective: Apply skills in real match situations</b></p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>•5 vs 5 Match</li> <li>•Position Rotation Play</li> <li>•Limited Touch Game</li> <li>•Match Situation Decision Making</li> </ul>

**SARLA CHOPRA DAV PUBLIC SCHOOL, NOIDA**  
**SPORTS & GAMES CURRICULUM**

**CLASS:**

**TENTATIVE MONTH:**

**GAME: BASKETBALL**

- 6 Weeks
- 2 Periods per Week
- 1 Period = Physical Fitness (Warm-up + Fitness Training + Cool Down)
- 1 Period = Skill Based (Skills Taught + Drills)
- All major basketball fundamentals covered within FIRST MONTH (Week 1-4)
- Week 5-6 = Reinforcement + Game Application + Assessment

S.NO.	WEEK	PERIODS	PERIODS
<b>1</b>	<b>WEEK - 1</b>	<b>1st PERIOD: PHYSICAL FITNESS / SPORTS</b>	<b>2nd PERIOD: GAME SKILL</b>
		<p><b>Objective: Develop basic stamina, coordination and mobility</b></p> <p><b>Warm Up</b></p> <ul style="list-style-type: none"> <li>•Light Jog – 2 Rounds</li> <li>•Dynamic Stretching (Ankle, Knee, Hip)</li> <li>•High Knees – 2 × 20 m</li> <li>•Butt Kicks – 2 × 20 m</li> </ul> <p><b>Fitness Training</b></p> <ul style="list-style-type: none"> <li>•Shuttle Run – 5 Rounds</li> <li>•Bodyweight Squats – 2 × 15</li> <li>•Plank Hold – 3 × 25 sec</li> <li>•Short Sprint – 4 × 20 m</li> </ul> <p><b>Cool Down</b></p> <ul style="list-style-type: none"> <li>•Walking</li> <li>•Hamstring + Calf Stretch</li> <li>•Deep Breathing</li> </ul>	<p><b>Objective: Ball familiarity &amp; basic control</b></p> <p><b>Skills Taught</b></p> <ul style="list-style-type: none"> <li>•Basic rules</li> <li>•Ready stance</li> <li>•Stationary dribbling</li> </ul> <p><b>Drills</b></p> <ul style="list-style-type: none"> <li>•Ball Tapping Drill</li> <li>•Stationary Right / Left Dribble</li> <li>•Walking Dribble</li> <li>•Figure 8 Dribble (No Bounce)</li> <li>•Around Waist / Around Legs Ball Rotation</li> <li>•Knee Level Low Control Dribble</li> <li>•Mirror Dribble (Partner Copy Movement)</li> </ul>
<b>2</b>	<b>WEEK - 2</b>	<b>1st PERIOD: PHYSICAL FITNESS / SPORTS</b>	<b>2nd PERIOD: GAME SKILL</b>
		<p><b>Objective: Improve speed, agility and lower body strength.</b></p> <p><b>Warm-Up</b></p> <p>Jog + Dynamic Stretch</p> <p><b>Fitness Training</b></p> <ul style="list-style-type: none"> <li>•Shuttle Runs – 5 × 20 m</li> <li>•Side Shuffles – 3 × 20 sec</li> <li>•Skipping – 1 min × 2</li> <li>•Standing Long Jump – 6 reps</li> </ul> <p><b>Cool Down</b></p> <p>Stretching + Breathing</p>	<p><b>Objective: Dribbling while moving &amp; direction change</b></p> <p><b>Skills Taught</b></p> <ul style="list-style-type: none"> <li>•Low dribble</li> <li>•Speed dribble</li> <li>•Direction change</li> </ul> <p><b>Drills</b></p> <ul style="list-style-type: none"> <li>•Cone Zig-Zag Dribble</li> <li>•Stop &amp; Go Dribble</li> <li>•Relay Dribble Race</li> <li>•Basic Crossover Dribble</li> <li>•Speed Dribble Full Court</li> <li>•Dribble &amp; Pivot Drill</li> <li>•Box Dribble Drill (4 Cones Square Movement)</li> </ul>
<b>3</b>	<b>WEEK - 3</b>	<b>1st PERIOD: PHYSICAL FITNESS / SPORTS</b>	<b>2nd PERIOD: GAME SKILL</b>
		<p><b>Objective: Build core strength, balance and explosive movement.</b></p> <p><b>Warm-Up</b></p> <p>Jog + Mobility Drills</p> <p><b>Fitness Training</b></p> <ul style="list-style-type: none"> <li>•Lunges – 2 × 12</li> <li>•Push-ups – 8-10</li> <li>•Plank Shoulder Tap – 20 reps</li> <li>•Sprint Start – 5 reps</li> </ul> <p><b>Cool Down</b></p> <p>Static Stretching</p>	<p><b>Objective: Passing accuracy &amp; teamwork</b></p> <p><b>Skills Taught</b></p> <ul style="list-style-type: none"> <li>•Chest pass</li> <li>•Bounce pass</li> <li>•Overhead pass</li> </ul> <p><b>Drills</b></p> <ul style="list-style-type: none"> <li>•Partner Passing</li> <li>•Triangle Passing</li> <li>•Pass &amp; Move Drill</li> <li>•Pass &amp; Follow Your Pass Drill</li> <li>•Moving Chest Pass Drill</li> <li>•Wall Passing Target Drill</li> <li>•Keep Away Passing Game (3 vs 1)</li> </ul>

4	WEEK - 4	1st PERIOD: PHYSICAL FITNESS / SPORTS	2nd PERIOD: GAME SKILL
		<p><b>Objective: Improve jumping power, coordination and basketball-specific fitness.</b></p> <p><b>Warm-Up</b> Dynamic Running Drills</p> <p><b>Fitness Training</b></p> <ul style="list-style-type: none"> <li>•Vertical Jumps – 10 reps</li> <li>•Skater Jumps – 12 reps</li> <li>•Cone Footwork Drills</li> <li>•Core Crunches – 20 reps</li> </ul> <p><b>Cool Down</b> Stretch + Breathing</p>	<p><b>Objective: Shooting technique &amp; finishing</b></p> <p><b>Skills Taught</b></p> <ul style="list-style-type: none"> <li>•Shooting Concept</li> <li>•Set Shot</li> <li>•Lay-up</li> </ul> <p><b>Drills</b></p> <ul style="list-style-type: none"> <li>•Form Shooting Close Range</li> <li>•Wall Shooting Practice</li> <li>•Lay-up Line Drill</li> <li>•Mikan Drill (Lay-up Control)</li> <li>•Spot Shooting (5 Spots Close Range)</li> <li>•Catch &amp; Shoot Drill</li> <li>•1 Dribble Lay-up Drill</li> </ul>
5	WEEK - 5	1st PERIOD: PHYSICAL FITNESS / SPORTS	2nd PERIOD: GAME SKILL
		<p><b>Objective: Improve match endurance and recovery ability.</b></p> <ul style="list-style-type: none"> <li>•Continuous Run – 5 min</li> <li>•Agility Shuttle</li> <li>•Jump Squats – 2 x 12</li> <li>•Plank Hold</li> </ul>	<p><b>Objective: Combine skills + introduce defense</b></p> <p><b>Skills Taught</b></p> <ul style="list-style-type: none"> <li>•Skill combination</li> <li>•Basic defense stance</li> </ul> <p><b>Drills</b></p> <ul style="list-style-type: none"> <li>•1 vs 1 Attack &amp; Defend</li> <li>•Fast Break Basic Drill</li> <li>•Dribble → Pass → Cut → Receive Drill</li> <li>•Close Out Defense Drill</li> <li>•Shadow Defense Movement Drill</li> <li>•3 Player Weave (Basic Fast Break)</li> </ul>
6	WEEK - 6	1st PERIOD: PHYSICAL FITNESS / SPORTS	2nd PERIOD: GAME SKILL
		<p><b>Objective: Maintain fitness level and improve flexibility &amp; recovery.</b></p> <ul style="list-style-type: none"> <li>•Interval Running</li> <li>•Mobility &amp; Flexibility</li> <li>•Light Plyometric Jumps</li> </ul>	<p><b>Objective: Game application &amp; decision making</b></p> <p><b>Drills / Activities</b></p> <ul style="list-style-type: none"> <li>•3 vs 3 Game</li> <li>•5 vs 5 Game</li> <li>•Position Rotation Play</li> <li>•No Dribble Game (Passing Only)</li> <li>•Limited Dribble Game (2 Dribble Max)</li> <li>•Last Minute Pressure Game Situation</li> </ul>

**SARLA CHOPRA DAV PUBLIC SCHOOL, NOIDA**  
**SPORTS & GAMES CURRICULUM**

**CLASS:**

**TENTATIVE MONTH:**

**GAME: VOLLEYBALL**

- 6 Weeks
- 2 Periods per Week
- 1 Period = Physical Fitness (Warm-up + Fitness Training + Cool Down)
- 1 Period = Skill Based (Skills Taught + Drills)
- All major basketball fundamentals covered within FIRST MONTH (Week 1-4)
- Week 5-6 = Reinforcement + Game Application + Assessment

S.NO.	WEEK	PERIODS	PERIODS
<b>1</b>	<b>WEEK - 1</b>	<b>1st PERIOD: PHYSICAL FITNESS / SPORTS</b>	<b>2nd PERIOD: GAME SKILL</b>
		<p><b>Objective: Develop basic stamina, coordination and lower body strength</b></p> <p><b>Warm Up</b></p> <ul style="list-style-type: none"> <li>•Light Jog – 2 Rounds</li> <li>•Arm Rotation + Shoulder Mobility</li> <li>•High Knees – 2 × 20 m</li> <li>•Side Shuffle – 2 × 20 m</li> </ul> <p><b>Fitness Training</b></p> <ul style="list-style-type: none"> <li>•Jumping Jacks – 2 × 25</li> <li>•Bodyweight Squats – 2 × 15</li> <li>•Plank Hold – 3 × 25 sec</li> <li>•Short Sprint – 4 × 20 m</li> </ul> <p><b>Cool Down</b></p> <ul style="list-style-type: none"> <li>•Walking</li> <li>•Shoulder + Hamstring Stretch</li> <li>•Deep Breathing</li> </ul>	<p><b>Objective: Introduce basic volleyball skills and ball control</b></p> <p><b>Skills Taught</b></p> <ul style="list-style-type: none"> <li>•Ready position</li> <li>•Ball familiarization</li> <li>•Basic underhand pass (Forearm pass)</li> </ul> <p><b>Drills</b></p> <ul style="list-style-type: none"> <li>•Self toss and catch</li> <li>•Forearm pass wall practice</li> <li>•Partner underhand pass</li> <li>•Ball control tap drill</li> <li>•Ready position movement drill</li> </ul>
<b>2</b>	<b>WEEK - 2</b>	<b>1st PERIOD: PHYSICAL FITNESS / SPORTS</b>	<b>2nd PERIOD: GAME SKILL</b>
		<p><b>Objective: Improve agility, balance and reaction speed</b></p> <p><b>Warm Up</b></p> <ul style="list-style-type: none"> <li>•Jog + Direction Change Run</li> <li>•Dynamic Lunges</li> </ul> <p><b>Fitness Training</b></p> <ul style="list-style-type: none"> <li>•Zig-Zag Cone Run – 5 Rounds</li> <li>•Skipping – 2 × 1 min</li> <li>•Push Ups – 3 × 10</li> <li>•Side Plank – 2 × 20 sec</li> </ul> <p><b>Cool Down</b></p> <ul style="list-style-type: none"> <li>•Walking + Stretching</li> </ul>	<p><b>Objective: Develop setting technique and ball control</b></p> <p><b>Skills Taught</b></p> <ul style="list-style-type: none"> <li>•Basic overhead set</li> <li>•Ball positioning</li> <li>•Footwork for setting</li> </ul> <p><b>Drills</b></p> <ul style="list-style-type: none"> <li>•Self set practice</li> <li>•Wall set drill</li> <li>•Partner set drill</li> <li>•Set and move drill</li> <li>•Continuous set circle drill</li> </ul>
<b>3</b>	<b>WEEK - 3</b>	<b>1st PERIOD: PHYSICAL FITNESS / SPORTS</b>	<b>2nd PERIOD: GAME SKILL</b>
		<p><b>Objective: Build strength and jumping ability</b></p> <p><b>Warm Up</b></p> <ul style="list-style-type: none"> <li>•Jog + Mobility Drills</li> <li>•Skipping</li> </ul> <p><b>Fitness Training</b></p> <ul style="list-style-type: none"> <li>•Walking Lunges – 2 × 20 Steps</li> <li>•Vertical Jumps – 3 × 10</li> <li>•Mountain Climbers – 3 × 25 sec</li> <li>•Line Jumps – 3 × 15</li> </ul> <p><b>Cool Down</b></p> <ul style="list-style-type: none"> <li>•Static Stretching</li> </ul>	<p><b>Objective: Introduce serving fundamentals</b></p> <p><b>Skills Taught</b></p> <ul style="list-style-type: none"> <li>•Underarm serve</li> <li>•Basic overarm serve introduction</li> </ul> <p><b>Drills</b></p> <ul style="list-style-type: none"> <li>•Serve to target zones</li> <li>•Wall serving practice</li> <li>•Partner serve receive practice</li> <li>•Serve and collect drill</li> <li>•Accuracy serving challenge</li> </ul>
<b>4</b>	<b>WEEK - 4</b>	<b>1st PERIOD: PHYSICAL FITNESS / SPORTS</b>	<b>2nd PERIOD: GAME SKILL</b>

		<p><b>Objective: Improve match fitness and explosive movement</b></p> <p><b>Warm Up</b></p> <ul style="list-style-type: none"> <li>•Jog + Reaction Movement</li> </ul> <p><b>Fitness Training</b></p> <ul style="list-style-type: none"> <li>•Relay Sprint – 6 Rounds</li> <li>•Agility T Drill – 4 Rounds</li> <li>•Burpees – 3 × 12</li> <li>•Core Circuit (Plank + Sit Ups)</li> </ul> <p><b>Cool Down</b></p> <ul style="list-style-type: none"> <li>•Walking + Stretching</li> </ul>	<p><b>Objective: Introduce attack and basic blocking movement</b></p> <p><b>Skills Taught</b></p> <ul style="list-style-type: none"> <li>•Spike approach steps (without jump first)</li> <li>•Basic blocking footwork</li> <li>•Attack timing introduction</li> </ul> <p><b>Drills</b></p> <ul style="list-style-type: none"> <li>•Approach step practice</li> <li>•Toss and hit (soft spike)</li> <li>•Block jump at net simulation</li> <li>•Hit and recover drill</li> <li>•3 touch rally drill</li> </ul>
<b>5</b>	<b>WEEK - 5</b>	<b>1st PERIOD: PHYSICAL FITNESS / SPORTS</b>	<b>2nd PERIOD: GAME SKILL</b>
		<p>Objective: Improve match endurance</p> <ul style="list-style-type: none"> <li>•Continuous Run – 5–6 min</li> <li>•Agility Shuttle Run</li> <li>•Jump Squats – 2 × 12</li> <li>•Core Plank Hold</li> </ul>	<p><b>Objective: Combine multiple volleyball skills</b></p> <p><b>Skills Taught</b></p> <ul style="list-style-type: none"> <li>•Pass → Set → Hit sequence</li> <li>•Court communication basics</li> <li>•Rotation introduction</li> </ul> <p><b>Drills</b></p> <ul style="list-style-type: none"> <li>•3 Player Pass Set Hit Drill</li> <li>•Free Ball Attack Drill</li> <li>•Rotation Movement Practice</li> <li>•Mini Rally Practice</li> </ul>
<b>6</b>	<b>WEEK - 6</b>	<b>1st PERIOD: PHYSICAL FITNESS / SPORTS</b>	<b>2nd PERIOD: GAME SKILL</b>
		<p><b>Objective: Maintain fitness and flexibility</b></p> <ul style="list-style-type: none"> <li>•Interval Running</li> <li>•Mobility Exercises</li> <li>•Light Plyometric Jumps</li> </ul>	<p><b>Objective: Apply skills in game situations</b></p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>•4 vs 4 Mini Match</li> <li>•6 vs 6 Basic Match</li> <li>•Rotation Practice Game</li> <li>•Serve Receive Game</li> </ul>

**SARLA CHOPRA DAV PUBLIC SCHOOL, NOIDA**  
**SPORTS & GAMES CURRICULUM**

**CLASS:**

**GAME: YOGA**

**TENTATIVE MONTH:**

- 6 Weeks
- 2 Periods per Week
- 1 Period = Physical Fitness (Warm-up + Fitness Training + Cool Down)
- 1 Period = Skill Based (Skills Taught + Drills)

S.NO.	WEEK	PERIODS	PERIODS
<b>1</b>	<b>WEEK - 1</b>	<b>1st PERIOD: PHYSICAL FITNESS / SPORTS</b>	<b>2nd PERIOD: GAME SKILL</b>
		<p><b>Objective: Develop basic body flexibility and mobility</b></p> <p><b>Warm Up</b></p> <ul style="list-style-type: none"> <li>•Spot jogging – 2 min</li> <li>•Neck rotation</li> <li>•Shoulder rotation</li> <li>•Hip rotation</li> <li>•Ankle rotation</li> </ul> <p><b>Fitness Training</b></p> <ul style="list-style-type: none"> <li>•Dynamic stretching</li> <li>•Core activation (Plank hold)</li> <li>•Balance drills – Single leg stand</li> <li>•Basic breathing awareness</li> </ul> <p><b>Cool Down</b></p> <ul style="list-style-type: none"> <li>•Deep breathing</li> <li>•Light stretching</li> </ul>	<p><b>Objective: Develop basic yoga foundation and posture awareness</b></p> <p><b>Skills Taught</b></p> <ul style="list-style-type: none"> <li>•Tadasana</li> <li>•Vrikshasana</li> <li>•Padmasana</li> <li>•Vajrasana</li> </ul> <p><b>Drills</b></p> <ul style="list-style-type: none"> <li>•Balance hold challenge</li> <li>•Breathing with posture hold</li> <li>•Mirror posture correction practice</li> </ul>
<b>2</b>	<b>WEEK - 2</b>	<b>1st PERIOD: PHYSICAL FITNESS / SPORTS</b>	<b>2nd PERIOD: GAME SKILL</b>
		<p><b>Objective: Improve flexibility and core strength</b></p> <p><b>Warm Up</b></p> <ul style="list-style-type: none"> <li>•Light jogging</li> <li>•Dynamic stretching</li> </ul> <p><b>Fitness Training</b></p> <ul style="list-style-type: none"> <li>•Surya Namaskar (slow learning phase)</li> <li>•Core strengthening (Leg raises, plank variations)</li> </ul> <p><b>Cool Down</b></p> <ul style="list-style-type: none"> <li>•Guided breathing</li> </ul>	<p><b>Objective: Learn standing asanas</b></p> <p><b>Skills Taught</b></p> <ul style="list-style-type: none"> <li>•Trikonasana</li> <li>•Ardha Chakrasana</li> <li>•Hastapadasana</li> </ul> <p><b>Drills</b></p> <ul style="list-style-type: none"> <li>•Alignment correction drill</li> <li>•Partner observation drill</li> <li>•Hold timing challenge</li> </ul>
<b>3</b>	<b>WEEK - 3</b>	<b>1st PERIOD: PHYSICAL FITNESS / SPORTS</b>	<b>2nd PERIOD: GAME SKILL</b>
		<p><b>Objective: Improve stamina and flexibility</b></p> <p><b>Warm Up</b></p> <ul style="list-style-type: none"> <li>•Surya Namaskar – 4 rounds</li> </ul> <p><b>Fitness Training</b></p> <ul style="list-style-type: none"> <li>•Core circuit training</li> <li>•Balance and coordination drills</li> </ul> <p><b>Cool Down</b></p> <ul style="list-style-type: none"> <li>•Basic Anulom Vilom practice</li> </ul>	<p><b>Objective: Learn sitting and forward bending asanas</b></p> <p><b>Skills Taught</b></p> <ul style="list-style-type: none"> <li>•Paschimottanasana</li> <li>•Baddha Konasana</li> <li>•Janu Shirshasana</li> </ul> <p><b>Drills</b></p> <ul style="list-style-type: none"> <li>•Gradual stretch hold</li> <li>•Breath synchronization practice</li> </ul>
<b>4</b>	<b>WEEK - 4</b>	<b>1st PERIOD: PHYSICAL FITNESS / SPORTS</b>	<b>2nd PERIOD: GAME SKILL</b>

		<p><b>Objective: Improve body control and breathing coordination</b></p> <p><b>Warm Up</b></p> <ul style="list-style-type: none"> <li>•Dynamic mobility exercises</li> </ul> <p><b>Fitness Training</b></p> <ul style="list-style-type: none"> <li>•Surya Namaskar – 6 rounds</li> <li>•Static core holds</li> </ul> <p><b>Cool Down</b></p> <ul style="list-style-type: none"> <li>•Deep relaxation breathing</li> </ul>	<p><b>Objective: Learn prone position asanas</b></p> <p><b>Skills Taught</b></p> <ul style="list-style-type: none"> <li>•Bhujangasana</li> <li>•Shalabhasana</li> <li>•Dhanurasana</li> </ul> <p><b>Drills</b></p> <ul style="list-style-type: none"> <li>•Progressive lift practice</li> <li>•Partner feedback drill</li> </ul>
<b>5</b>	<b>WEEK - 5</b>	<b>1st PERIOD: PHYSICAL FITNESS / SPORTS</b>	<b>2nd PERIOD: GAME SKILL</b>
		<p><b>Objective: Improve endurance and posture stability</b></p> <p><b>Warm Up</b></p> <ul style="list-style-type: none"> <li>•Surya Namaskar – 6–8 rounds</li> </ul> <p><b>Fitness Training</b></p> <ul style="list-style-type: none"> <li>•Full body stretching flow</li> <li>•Balance endurance holds</li> </ul> <p><b>Cool Down</b></p> <ul style="list-style-type: none"> <li>•Guided meditation basics</li> </ul>	<p><b>Objective: Learn supine position asanas</b></p> <p><b>Skills Taught</b></p> <ul style="list-style-type: none"> <li>•Pavanmuktasana</li> <li>•Setu Bandhasana</li> <li>•Uttanpadasana</li> </ul> <p><b>Drills</b></p> <ul style="list-style-type: none"> <li>•Controlled movement drill</li> <li>•Breathing coordination drill</li> </ul>
<b>6</b>	<b>WEEK - 6</b>	<b>1st PERIOD: PHYSICAL FITNESS / SPORTS</b>	<b>2nd PERIOD: GAME SKILL</b>
		<p><b>Objective: Integrate overall fitness and yoga flow</b></p> <p><b>Warm Up</b></p> <ul style="list-style-type: none"> <li>•Mobility + Surya Namaskar</li> </ul> <p><b>Fitness Training</b></p> <ul style="list-style-type: none"> <li>•Yoga flow sequence</li> <li>•Core and balance combination</li> </ul> <p><b>Cool Down</b></p> <ul style="list-style-type: none"> <li>•Deep relaxation (Shavasana)</li> </ul>	<p><b>Objective: Perform yoga sequence and learn relaxation control</b></p> <p><b>Skills Taught</b></p> <ul style="list-style-type: none"> <li>•Full Surya Namaskar sequence</li> <li>•Shavasana</li> <li>•Basic Pranayama (Anulom Vilom, Bhramari – Introduction)</li> </ul> <p><b>Drills</b></p> <ul style="list-style-type: none"> <li>•Sequence performance practice</li> <li>•Group synchronization drill</li> <li>•Relaxation timing control</li> </ul>

**SARLA CHOPRA DAV PUBLIC SCHOOL, NOIDA**  
**SPORTS & GAMES CURRICULUM**

**CLASS:**

**TENTATIVE MONTH:**

**GAME: INDOOR GAMES (CHESS / CARROM / TABLE TENNIS)**

- 6 Weeks
- 2 Periods per Week
- Periods will rotate between Chess, Carrom, and Table Tennis
- Focus on Rules + Skills + Practice + Fun Competition

S.NO.	WEEK	PERIODS	PERIODS
<b>1</b>	<b>WEEK - 1</b>	<b>1st PERIOD: PHYSICAL FITNESS / SPORTS</b>	<b>2nd PERIOD: GAME SKILL</b>
		<b>Period 1 – Chess</b>  <b>Objective: Understand board setup and piece movement</b>  <b>Skills Taught</b> <ul style="list-style-type: none"> <li>• Board setup</li> <li>• Names of pieces</li> <li>• Movement of each piece</li> <li>• Basic rules</li> </ul> <b>Activities / Drills</b> <ul style="list-style-type: none"> <li>• Piece movement practice</li> <li>• Mini board quiz</li> <li>• Pawn race game</li> </ul>	<b>Period 2 – Table Tennis</b>  <b>Objective: Learn basic grip and ready position</b>  <b>Skills Taught</b> <ul style="list-style-type: none"> <li>• Shakehand grip</li> <li>• Ready stance</li> <li>• Ball bounce control</li> </ul> <b>Drills</b> <ul style="list-style-type: none"> <li>• Ball bouncing on racket</li> <li>• Partner soft rally</li> <li>• Wall practice</li> </ul>
<b>2</b>	<b>WEEK - 2</b>	<b>1st PERIOD: PHYSICAL FITNESS / SPORTS</b>	<b>2nd PERIOD: GAME SKILL</b>
		<b>Period 1 – Carrom</b>  <b>Objective: Learn striker control and basic rules</b>  <b>Skills Taught</b> <ul style="list-style-type: none"> <li>• Striker holding</li> <li>• Straight shot</li> <li>• Basic rules (foul, queen cover)</li> </ul> <b>Drills</b> <ul style="list-style-type: none"> <li>• Coin targeting drill</li> <li>• Straight pocket practice</li> </ul>	<b>Period 2 – Chess</b>  <b>Objective: Learn basic game start and simple tactics</b>  <b>Skills Taught</b> <ul style="list-style-type: none"> <li>• Opening principles</li> <li>• Check and Checkmate concept</li> </ul> <b>Drills</b> <ul style="list-style-type: none"> <li>• Mate in one puzzles</li> <li>• Mini chess matches</li> </ul>
<b>3</b>	<b>WEEK - 3</b>	<b>1st PERIOD: PHYSICAL FITNESS / SPORTS</b>	<b>2nd PERIOD: GAME SKILL</b>
		<b>Period 1 – Table Tennis</b>  <b>Objective: Improve ball control and rally consistency</b>  <b>Skills Taught</b> <ul style="list-style-type: none"> <li>• Forehand push</li> <li>• Backhand push</li> </ul> <b>Drills</b> <ul style="list-style-type: none"> <li>• Push rally practice</li> <li>• Target zone hitting</li> </ul>	<b>Period 2 – Carrom</b>  <b>Objective: Improve pocketing accuracy</b>  <b>Skills Taught</b> <ul style="list-style-type: none"> <li>• Angle shots basic</li> <li>• Queen covering concept</li> </ul> <b>Drills</b> <ul style="list-style-type: none"> <li>• Corner pocket practice</li> <li>• Controlled striker power drill</li> </ul>
<b>4</b>	<b>WEEK - 4</b>	<b>1st PERIOD: PHYSICAL FITNESS / SPORTS</b>	<b>2nd PERIOD: GAME SKILL</b>

		<p><b>Period 1 – Chess</b></p> <p><b>Objective: Improve decision making</b></p> <p><b>Skills Taught</b></p> <ul style="list-style-type: none"> <li>•Basic strategy (Control center, piece safety)</li> </ul> <p><b>Drills</b></p> <ul style="list-style-type: none"> <li>•Puzzle solving</li> <li>•Timed mini games</li> </ul>	<p><b>Period 2 – Table Tennis</b></p> <p><b>Objective: Learn serve basics</b></p> <p><b>Skills Taught</b></p> <ul style="list-style-type: none"> <li>•Basic forehand serve</li> <li>•Legal serve rules</li> </ul> <p><b>Drills</b></p> <ul style="list-style-type: none"> <li>•Serve target practice</li> <li>•Serve + return drill</li> </ul>
<b>5</b>	<b>WEEK - 5</b>	<b>1st PERIOD: PHYSICAL FITNESS / SPORTS</b>	<b>2nd PERIOD: GAME SKILL</b>
		<p><b>Period 1 – Carrom</b></p> <p><b>Objective: Apply skills in match play</b></p> <p><b>Skills Taught</b></p> <ul style="list-style-type: none"> <li>•Match rules</li> <li>•Scoring system</li> </ul> <p><b>Drills</b></p> <ul style="list-style-type: none"> <li>•Practice matches</li> <li>•Doubles practice</li> </ul>	<p><b>Period 2 – Chess</b></p> <p><b>Objective: Play full game with rules</b></p> <p><b>Skills Taught</b></p> <ul style="list-style-type: none"> <li>•Touch move rule</li> <li>•Basic endgame idea</li> </ul> <p><b>Drills</b></p> <ul style="list-style-type: none"> <li>•Full game practice</li> <li>•Peer analysis discussion</li> </ul>
<b>6</b>	<b>WEEK - 6</b>	<b>1st PERIOD: PHYSICAL FITNESS / SPORTS</b>	<b>2nd PERIOD: GAME SKILL</b>
		<p><b>Period 1 – Table Tennis</b></p> <p><b>Objective: Apply skills in match format</b></p> <p><b>Skills Taught</b></p> <ul style="list-style-type: none"> <li>•Match scoring</li> <li>•Game etiquette</li> </ul> <p><b>Drills</b></p> <ul style="list-style-type: none"> <li>•Mini tournament</li> <li>•Knockout matches</li> </ul>	<p><b>Period 2 – Mixed Indoor Competition</b></p> <p><b>Objective: Improve confidence and participation</b></p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>•Chess mini tournament</li> <li>•Carrom knockout</li> <li>•Table Tennis short matches</li> </ul>

Fine art [painting]

CLASS

<u>Month</u>	<u>Topic to be covered</u>	<u>Methodology</u>	<u>Learning Objectives</u>
APRIL	Introduction to Fundamental art	students involves developing their creativity, fine motor skills, and understanding of various art techniques. The methodology for an art class at this level should aim to engage students in both the process and the product of creating art. Here's a structured approach:	Technical Skills:  1 creative thinking  3. <b>Understanding Colour Theory.</b>

MAY	Landscape Drawing	<p><b>Practical Skills Development:</b></p> <p>students develop creativity, and students will understand the concept of foreground, background and middle ground.</p>	<p>Technical Skills:</p> <p>Fine motor skill,</p> <p>creativity</p>
JULY- AUGUST	Still life drawing	The methodology should focus on developing students observation skills, understanding of form ,and use of basic art materials.	<p><b>Technical skill:</b></p> <p><b>Shading technique</b></p>
SEP-  OCT	Festival art	<p><b>Practical Skills Development:</b></p>	<p>Technical skill:</p>

		The methodology should focus on celebrating various culture traditions, incorporating festive themes into art, and allowing students to express their understanding of these events visually.	Traditional based creativity
NOV-DEC	Portrait study	<p><b>Media and Techniques:</b></p> <p>Experimentation with different media and techniques is encouraged, allowing students to discover their strengths and preferences.</p> <p><b>Composition:</b></p> <p>Understanding the principles of composition, including elements like line, shape, colour, and form, is crucial.</p>	<p>Technical skill:</p> <p>Proportion, expression</p>
Jan-feb	Abstract art/Step by step	<p><b>Practical Skills Development:</b></p> <p>Abstract art ,unlike realistic art ,focuses on shapes, colours, lines,</p>	Technical Skills:

		and forms rather than representing the real world.	Imagination,
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