

<b>CLASSES RrQUIRED</b>	8
<b>TOPIC</b>	The Vedic Age.
<b>CONCEPT &amp; SKILLS</b>	The Origin of the Vedic Age. Vedas The Eternal Knowledge. The Chalcolithic culture. The beginning of Metal age.
<b>LEARNING OUTCOME S</b>	1.About the life of the Vedic Age. 2.The Early Vedic and Later Vedic texts. 3.About the Social and Economic life during the Vedic Age. 4.About the Chalcolithic Age.
<b>INSTRUCTI ONAL TOOLS &amp; REFERENC ES</b>	Pictures of manuscript and timeline of Vedas. Text-book Map of chalcolithic sites
<b>PEDAGOG Y</b>	<b>Discussion:</b> Interaction with students about four Vedas, four Ashramas and important features of Chalcolithic age. Detailed explanation of the topic will be given to the students. <b>Random Questions:</b> After completion of the chapter teacher will ask random questions to students in order to check their previous knowledge like <b>Q1.</b> What does the Veda literally mean? <b>Q2.</b> How was the Vedic knowledge transmitted? <b>Q3.What are four Vedas?</b> <b>Brain Storming:</b> Higher order thinking (HOT)questions will be put to the students on different topics to call out their idedas .For example Q1.What are the main sources for the study of the Vedic AGE?Think of the things that people did to make Megaliths. Q2.Who were Aryans? Q3.What are Brahamanas? Q4.What are epics? Q5.Who composed the Ramayana? <b>In textual Questions:</b> Certain textual questions will be discussed with the students related to the topics.
<b>ACTIVITY / ASSIGNME</b>	On a map of India Locate and label the following places. a} Ganga-Yamuna Doab b) Chandoli c) Inamgaon d) Newasa

<b>NT / RESEARCH</b>	
<b>ASSESSMENT</b>	Students will be assessed on the following: a) Individual assessment b) Group Activity c) PPT
<b>SYLLABUS FORMATIVE AS SESSMENT</b>	The Vedic Age The Earth in the Solar System.

CLASS – 6<sup>TH</sup>

<b>CLASSES REQUIRED</b>	8
<b>TOPIC</b>	The Rise of New Religions.
<b>CONCEPT &amp; SKILLS</b>	<ol style="list-style-type: none"> <li>1.Rise of New Religious Sects.</li> <li>2.Jainism and Buddhism.</li> <li>3.Spread of Jainism and Buddhism</li> <li>4.Similarities and differences between Jainism and Budhhism</li> <li>5.Contempories of Mahavira and Buddha</li> </ol>
<b>LEARNING OUTCOMES</b>	<ol style="list-style-type: none"> <li>1.Philosophies of the Upanishads.</li> <li>2.The causes that led to the rise of new religious sects.</li> <li>3.Founder of Jainism and his teachings.</li> <li>4,Founder of Buddhism and his teachings.</li> <li>5.The similarities and differences between Buddhism and Jainism.</li> </ol>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	<p>Pictures of Jainism/Buddhism Art and Architecture.</p>
	<p><b>Discussion:</b>Interaction with students about Lord Mahavira and Lord Buddha.</p> <p><b>Random Questions:</b> After completion of the chapter the teacher will ask random questions to students in order to check their previous knowledge like.</p> <p>Q1.What are Upanishads? Q2.Teachings Of Buddhism and Jainism.</p> <p><b>Brain Storming:</b> The ten teachings shared by all religions.</p> <p><b>In textual Questions:</b> Certain textual questions will be discussed with the students related to the topics.</p> <p>Discussion session will be followed on various topics in which students will be given a problem for discussion to present their ideas or views.</p>

	Causes for the rise of new religious sects in the sixth century BC.
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	Discussion organised in the class on the relevance of the teachings of Buddha and Mahavira in todays time.
<b>ASSESSMEN T</b>	Students will be assessed on the following: a) Individual assessment b) Group Activity c) PPT
<b>SYLLABUS FOR FORMATIVE ASSESSMEN T</b>	The Vedic Age. The Earth in the Solar System.

**GEOGRAPHY**  
DETAILED PLANNER OF  
(APRIL-MAY)  
CYCLE - 2<sup>ND</sup>

CLASS – 6<sup>TH</sup>

<b>CLASSES REQUIRED</b>	8
<b>TOPIC</b>	Earth in the Solar System(Geography)
<b>CONCEPT &amp; SKILLS</b>	Solar System.
<b>LEARNING OUTCOMES</b>	1.The Universe. 2.Stars and Constellations. 3.The Solar System. 4.Our planet Earth 5.Satellites
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	1.Charts of solar system to be shown 2.Vedieos and slides to be shown
<b>PEDAGOGY</b>	<b>Discussion:</b> Interaction with students regarding how the universe was formed. (Big-Bang Theory) Detailed explanation of the topic will be given to the students. <b>Random Questions:</b> After completion of the chapter the teacher will ask random questions in order to check their previous knowledge like Q1.What are Celestial bodies? Q2.Types of movements of the planets. Q3.Difference between a) Planets and Star. b) Comet and Meteor. <b>Brain Storming:</b> Give reasons for the following. a)Mercury is the hottest planet while Neptune is the coldest. b)We always see the same side of the moon. c)There is no possibility of life on the moon. In textual Questions: will be discussed in the class.
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	Activity:Model of Inner and Outer Planets.

<b>ASSESSMENT</b>	Students will be assessed on the following: a) Individual assessment b) Group Activity c) PPT
<b>SYLLABUS FOR FORMATIVE ASSESSMENT</b>	The Vedic Age. The Earth in the Solar system.

CLASSES REQUIRED	8
TOPIC	Panchayati Raj
CONCEPT & SKILLS	Village Panchayat. Gram Sabha, Gram Panchayat and Nyaya Panchayat. Functions of Gram panchayat, Gram sabha and Nyaya panchayat.
LEARNING OUTCOMES	About the Panchayati Raj –Local level of Government at the Villages. To infer the idea behind establishment of local self government.
INSTRUCTIONAL TOOLS & REFERENCES	Visuals of Meetings of Gram Panchayat.
PEDAGOGY	<b>Discussion:</b> Interaction with students regarding the historical practice of the local governance in India. Detailed explanation of the topic will be given to the students. <b>Random Questions:</b> After completion of the chapter the teacher will ask random questions like Q1. What are the three levels of Panchayati Raj System ? Q2. Who is Sarpanch? Q3 Are women allowed to take up position in Panchayats? <b>Brain Storming:</b> What do you think of the qualities that the elected members must have to successfully lead and represent the village and its people? <b>In textual Questions:</b> will be discussed in the class.
ACTIVITY / ASSIGNMENT / RESEARCH	Role play of Gram Panchayat/Mock Panchayat.
ASSESSMENT	Students will be assessed on the following: a) Individual assessment

	b) Group Activity c) PPT
<b>SYLLABUS FOR SUMMATIVE ASSESSMENT</b>	1.Panchayat Raj 2.Rise of New Religions



CLASS – 6<sup>TH</sup>

**HISTORY**  
(JUNE)  
DETAILED PLANNER OF  
CYCLE - 2<sup>ND</sup>

CLASSES REQUIRED	8
TOPIC	The Mauryan Empire.
CONCEPT & SKILLS	Foundation of Mauryan Empire Reign of Chandragupta Muarya Ashoka the great Empire Decline of Mauryan dynasty
LEARNING OUTCOMES	About the features of the Mauryan administration The great emperor Ashoka. Students learnt about Ashok's policy of Dhamma Students came to know about Kalinga war
INSTRUCTIONAL TOOLS & REFERENCES	Map of India showing extent of Mauryan Empire,pictures of monuments during the Mauryan period. Text-book
PEDAGOGY	<b>Discussion:</b> Interaction with students regarding the Magadha Empire (Janapadas and Mahajanapadas) Detailed explanation of the topic will be given to the students. <b>Random Questions:</b> After completion of the topic the teacher wil ask random questions like Q1. Who founded the Mauryan Empire? Q2. What is Ashoka Dhamma ?How did he spread his message of Dhamma?s Q3Are women allowed to take up position in Panchayats? <b>Brain Storming:</b> What do you think of the qualities that the elected members must have to successfully lead and represent the village and its people?

	<b>In textual Questions:</b> will be discussed in the class.
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	Map of India showing extent of Mauryan Empires,
<b>ASSESSMENT</b>	Students will be assessed on the following: a) Individual assessment b) Group Activity c) PPT
<b>SYLLABUS FOR SUMMATIVE ASSESSMENT</b>	1.The first Empire of India- The Mauryan Empires

**GEOGRAPHY**  
DETAILED PLANNER OF  
(OCT-NOV)

CLASS – 6<sup>TH</sup>

CYCLE - 2<sup>ND</sup>

CLASSES REQUIRED	8
TOPIC	Latitudes and Longitudes
CONCEPT & SKILLS	Important parallels of latitude Heat zones Longitude and time, Times zones, International Date line
LEARNING OUTCOMES	1.About latitudes and longitudes-definition and measurement. 2.About parallels of latitudes. 3.About local time and standard time
INSTRUCTIONAL TOOLS & REFERENCES	Globe, Wall maps and Atlas
PEDAGOGY	<b>Discussion:</b> Interaction with students regarding difference between a globe and map and how do we locate places on globe or map. Teacher will start the topic by showing some fixed points and imaginary lines as references to locate the places on earth's surface. Then it will be followed by detailed explanation of the lesson. <b>Random Questions:</b> After the completion of the topic some random questions will be asked to students like Q1. What are parallel of latitudes? Q2.What are meridians of longitude? Q3.Name the hottest and coldest zones of the Earth. <b>Brain Storming:</b> Why is the International Date Line not a straight line? <b>In textual Questions:</b> will be discussed in the class.
ACTIVITY / ASSIGNMENT / RESEARCH	Name the following: 1. Five countries through which the Equator passes. 2. Five countries through which the Prime Meridian passes 3.Two countries through which the Tropic of Cancer passes.

	4. Two countries through which the Tropic of Capricorn passes.
<b>ASSESSMENT</b>	Students will be assessed on the following: a) Individual assessment b) Group Activity c) PPT

**GEOGRAPHY**  
DETAILED PLANNER OF  
(OCT-NOV)

CLASS – 6<sup>TH</sup>

CYCLE - 2<sup>ND</sup>

CLASSES REQUIRED	8
TOPIC	Realms of the Earth
CONCEPT & SKILLS	Lithosphere and it's importance Hydrosphere and it's importance Atmosphere and Biosphere
LEARNING OUTCOMES	1.About lithosphere and the seven continents 2.About Hydrosphere and four oceans 3.About layers of atmosphere 4.About biosphere and ecosystem
INSTRUCTIONAL TOOLS & REFERENCES	Wall maps, diagrams and flow charts.
PEDAGOGY	<p><b>Discussion:</b> Interaction with students regarding “why is our Earth called a unique planet”? What features make the existence of various forms of life possible only on planet Earth. Then it will be followed by detailed explanation of the lesson.</p> <p><b>Random Questions:</b> After the completion of the topic some random questions will be asked to students like Q1. Name the landform features that separate Europe from Asia. Q2.Which is the smallest continent? Q3.How is an isthmus different from a strait?</p> <p><b>Brain Storming:</b> The realms of the Earth are interrelated and any change in one is bound to create a corresponding change in the others. Explain this statement with an example.</p> <p><b>In textual Questions:</b> will be discussed in the class.</p>
ACTIVITY / ASSIGNMENT / RESEARCH	How would you contribute towards making Earth a better place to live in? List five different ways through which you can help.

<b>ASSESSMEN T</b>	Students will be assessed on the following: a) Individual assessment b) Group Activity c) PPT
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CLASSES REQUIRED	8
TOPIC	District Administration.
CONCEPT & SKILLS	Role of Police, Maintenance of Land Records and Duties of Patwari.
LEARNING OUTCOMES	How Police plays an important role in solving conflicts About the district administration.
INSTRUCTIONAL TOOLS & REFERENCES	
PEDAGOGY	<p><b>Discussion:</b> Interaction with students regarding</p> <ol style="list-style-type: none"> <li>1. Responsibilities of Patwari.</li> <li>2. Role of Police.</li> </ol> <p><b>Random Questions:</b> After completion of the chapter the teacher will ask random question like</p> <p>Q1. Name the three inspections carried out by the patwari in a year.</p> <p>Q2. Discuss the role of the police at the Village level.</p> <p><b>Brain Storming:</b> What is an FIR?</p> <p>Q2. Who is a Patwari?</p> <p><b>In textual Questions:</b> Will be discussed in the Class.</p>
ACTIVITY / ASSIGNMENT / RESEARCH	Students will make a list of ten traits that every policeman should have to be able to successfully maintain law and order
ASSESSMENT	Students will be assessed on the following: <ol style="list-style-type: none"> <li>a) Individual assessment</li> <li>b) Group Activity</li> <li>c) PPT</li> </ol>
SYLLABUS FOR SUMMATIVE ASSESSMENT	1.

CLASS - 1<sup>ST</sup>

CYCLE - 2<sup>ND</sup>

<b>CLASSES REQUIRED</b>	8
<b>TOPIC</b>	Urban administrations
<b>CONCEPT AND SKILLS</b>	Municipality and Municipal Corporations Municipal commissioner Community protest
<b>LEARNING OUTCOMES</b>	The administration in urban areas by municipality and municipal corporation About the various functions of the municipal corporation The different sources of income of the municipal corporation.
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	Pictures of different works done by Municipal Corporations /Committee.
<b>PEDAGOGY</b>	<b>Discussion;</b> Interaction with students regarding municipality and municipal corporation <b>Random Questions;</b> After completion of the topic, the teacher will ask random questions like <ol style="list-style-type: none"> <li>1. State ten basic functions of the Municipal Corporation and municipalities?</li> <li>2. List a few ways in which the municipal corporation affects the life of the people?</li> </ol> <b>Brain Storming;</b> Higher order thinking (HOT) questions will be put to the students on different topics to call out their ideas .For example Q1.Who are councillors? Q2.What are Ward committees set up for?
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	Write a report on the responsibilities of the mayor. What role does he/she play in ensuring that the duties of the municipal corporation get carried out?



<b>ASSESSMENT</b>	Students will be assessed on the following: a) Individual assessment b) Group Activity c) PPT
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	