



Name of the chapter	French Revolution
Classes required	12
Concept & skills	<ul style="list-style-type: none"> • Revolution • Monarchy • Estates General • Society • Taxation: Direct and Indirect Taxes • Importance of Taxes • Currency (Livre) • Impact of American war of independence • Subsistence Crisis • Importance of Agriculture • Emerging middle class • Philosophical Ideas • Constitution • Declaration of Rights • Nationalism • Emancipation of women • Slavery • Reign of Terror • Guillotine • Directory • Napoleon Bonaparte
Learning Outcomes	<ul style="list-style-type: none"> • Get familiarized with the various personalities involved in the course of French Revolution. • Use primary sources and evidences. • Interpret these sources and draw conclusions. • Get acquainted with revolutionary ideas and new philosophies; and • Comprehend the importance of democracy and individual rights.
Instructional Tools & References	<ul style="list-style-type: none"> • Class Room Instructional Tools, • Maps • PowerPoint Presentation, • Textual Book, • Internet
Pedagogy	<ul style="list-style-type: none"> • Random Questioning • Brain Storming Questioning, • Intext Questions will be discussed with the students. • At the end discussion session will held



Activity /Assignment /Research	<ul style="list-style-type: none">• Assignment Questions• Short Answer Questions Group Activity: <ul style="list-style-type: none">• Debate: the French Revolution laid the foundation of democracy. Individual Activity <ul style="list-style-type: none">• Diary Writing: Execution of king and queen of France
Assessment	Students will be assessed on the following: <ul style="list-style-type: none">• Confidence,• Clarity of concept,• Accuracy,• Expression Power• Organization of content.• Logical thinking• Presentation skills
Syllabus for Formative & Summative Assessment	FA-1and Summative Assessment-I

Class 9th

CYCLE – 1st

Name of chapter	Nazism and the rise of Hitler
Classes Required	12
Concept & skills	<ul style="list-style-type: none"> • Weimar republic. • Treaty of Versailles. • Hyper inflation. • Great depression. • Racial utopia, • Nazi world view • Youth in Nazi. • Motherhood cult.
Learning outcomes	<ul style="list-style-type: none"> • Comprehend the factor responsible for the growth of Nazism and the disastrous nature of the ideology • Understand the impact of Nazism in shaping the politics of modern world. • Get familiarize with the speeches and writing of Nazi leaders. • Understand the discriminatory treatment of the Jews and the holocaust.
Instructional tools and references	<ul style="list-style-type: none"> • Class Room Instructional Tools, • Maps • PowerPoint Presentation, • Textual Book, • Internet
Pedagogy	<ul style="list-style-type: none"> • Random questioning • Brain storming • In text questions will be discussed with the students • At the end discussion session will held
Activity/Assignment/Research	<ul style="list-style-type: none"> • Group discussion • Oral test
Assessment	<ul style="list-style-type: none"> • Assignment Questions • Short Answer Questions
Syllabus for Formative and Summative Assessment	<ul style="list-style-type: none"> • FA-2 • SA-1



Name of chapter	Democracy in contemporary world
Classes Required	15
Concept & skills	<ul style="list-style-type: none"> • Two tales of democracy • Military cope in Chile • Unrest in Poland • Transit to democracy • Meaning and features of democracy
Learning outcomes	<ul style="list-style-type: none"> • Develop conceptual skills of defining democracy. • Develop a sophisticated defence of democracy against common prejudices • Appreciate democratic practices and strive to preserve and maintain democracy in all countries • Compare democracy with non-democratic governments.
Instructional tools and references	<ul style="list-style-type: none"> • Class Room Instructional Tools, • Maps • PowerPoint Presentation, • Textual Book, • Internet
Pedagogy	<ul style="list-style-type: none"> • Random questioning • Brain storming • In text questions will be discussed with the students • At the end discussion session will held
Activity/Assignment/Research	<ul style="list-style-type: none"> • Group discussion • Oral test • Picture interpretation
Assessment	<ul style="list-style-type: none"> • Assignment Questions • Short Answer Questions
Syllabus for Formative and Summative Assessment	<ul style="list-style-type: none"> • FA-1 • SA-1



Name of chapter	Why Democracy?
Classes Required	15
Concept & skills	<ul style="list-style-type: none"> • EVOLUTION OF DEMOCRACY • Expansion of democracy • End of colonialism • Meaning of democracy • Features of democracy • Argument in favour of democracy • Argument against democracy • Working of international
Learning outcomes	<ul style="list-style-type: none"> • Develop conceptual skills of defining democracy. • Develop a sophisticated defence of democracy against common prejudices. • Appreciate democratic practices and strive to preserve and maintain democracy in all countries. • Compare democracy with non democratic governments.
Instructional tools and references	<ul style="list-style-type: none"> • Class Room Instructional Tools, • Maps • PowerPoint Presentation, • Textual Book, • Internet
Pedagogy	<ul style="list-style-type: none"> • Random questioning • Brain storming • In text questions will be discussed with the students • At the end discussion session will held
Activity/Assignment/Research	<ul style="list-style-type: none"> • Picture / cartoon interpretation • Group discussion • Oral test
Assessment	<ul style="list-style-type: none"> • Assignment Questions • Short Answer Questions
Syllabus for Formative and Summative Assessment	<ul style="list-style-type: none"> • FA-2 • SA-1



Name of chapter	Constitution
Classes Required	15
Concept & skills	•
Learning outcomes	<ul style="list-style-type: none"> • Develop an understanding of the effect of racial discrimination in Africa. • To understand the ideals of Indian constitution. • To appreciate the contribution of constitution makers. •
Instructional tools and references	<ul style="list-style-type: none"> • Class Room Instructional Tools, • Maps • PowerPoint Presentation, • Textual Book, • Internet
Pedagogy	<ul style="list-style-type: none"> • Random questioning • Brain storming • In text questions will be discussed with the students • At the end discussion session will held
Activity/Assignment/Research	<ul style="list-style-type: none"> • Project work: Making a Scrap book to show the comparison between Nelson Mandela and Mahatma Gandhi. • Group discussion • Oral test
Assessment	<ul style="list-style-type: none"> • Assignment Questions • Short Answer Questions
Syllabus for Formative and Summative Assessment	<ul style="list-style-type: none"> • SA-1



Class 9th

CYCLE – 1st

CLASSES REQUIRED	8
TOPIC	India –Size and location
CONCEPT & SKILLS	<ol style="list-style-type: none">1. Introduction (latitude and longitude)2. Location of India3. Size of India4. India and the world5. India's neighbours6. How to calculate time7. About local and standard time8. Map Skills
LEARNING OUTCOMES	<ol style="list-style-type: none">1. understand the location of India on the globe and also will be able to locate India in terms of latitude and longitude.2. Significance of India's location on the globe.3. Realize the need for setting up of a standard time and to reason out the selection of 82^o30'E as the standard meridian of India.4. Recognize implications of having vast latitudinal and longitudinal extent.5. Know that duration of day and night varies from the southern part of India to its northern part.6. Map Skills
INSTRUCTIONAL TOOLS & REFERENCES	Class room instructional tools, Maps, Power point presentation. Textual book, internet
PEDAGOGY	Random Questioning Brain storming



	In text questions will be discussed with the students At the end discussion session will held
ACTIVITY / ASSIGNMENT / RESEARCH	Pen Paper Test, Oral Test, group discussion,group activity and map work.
ASSESSMENT	Students will be assessed on the following: Confidence, Clarity of concept, Accuracy,Knowledge and Time management.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	. India –Size and location -FA1



CLASSES REQUIRED	12
TOPIC	India –Physical features of India
CONCEPT & SKILLS	<ol style="list-style-type: none"> 1. Earth’s Interior 2. Theory of plate tectonics 3. Concept of folding and faulting 4. Plate boundaries 5. Major physical divisions of India 6. The Himalayan mountains 7. The Northern Plains 8. The Peninsular India 9. The Western Ghats And The Eastern Ghats 10. The Indian Desert 11. The coastal Plains 12. The Islands 13. Map Skills
LEARNING OUTCOMES	<ol style="list-style-type: none"> 1 .Understand the interior of the earth and the interior processes taking place inside the earth 2. Relate the interior processes with external features of earth 3. Familiarise with the concept of continental drift theory and theory of plate tectonics. 4. Understand the location of various physiographic divisions and their characteristic features. 5. Make a comparison between each one of them. 6.Map Skills
INSTRUCTIONAL TOOLS & REFERENCES	<p>Class room instructional tools, Maps, Power point presentation.</p> <p>Textual book, internet</p>
PEDAGOGY	<p>Random Questioning</p> <p>Brain storming</p> <p>In text questions will be discussed with the students</p>



	At the end discussion session will held
ACTIVITY / ASSIGNMENT / RESEARCH	Pen Paper Test, Oral Test, group discussion, map work and group activity.
ASSESSMENT	Students will be assessed on the following: Confidence, Clarity of concept, Accuracy, Knowledge and Time management.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	. India –Size and location -FA1



CLASSES REQUIRED	7
	The story of Village Palampur
CONCEPT & SKILLS	<ul style="list-style-type: none"> 9. Introduction 10. Organisation of production 11. Farming In Palampur <ul style="list-style-type: none"> a. Land is fixed b. Is there a way one can grow more from the same land. 12. How is land distributed between the farmers of Palampur? 13. Who will provide the labour? 14. The capital needed in farming. 15. Sale of surplus farm products. 16. Non-Farm activities in Palampur <ul style="list-style-type: none"> a. Dairy-the other Common Activity. b. An example of small-scale manufacturing in palampur c. The shopkeepers of Palampur d. Transport: a fast developing sector.
LEARNING OUTCOMES	<ul style="list-style-type: none"> 1 .Familiarize themselves with the basic concepts like factors of production, yield, surplus. 2. Classify the main occupations in a village into farm and nonfarm activities. 3. Understand the importance of factors of production. 4. Understand the disparity in the existing distribution of agriculture land. 5. Correlate dairy farming, transport services to nonfarm activities
INSTRUCTIONAL TOOLS & REFERENCES	<p>Class room instructional tools, Maps, Power point presentation.</p> <p>Textual book, internet</p>
PEDAGOGY	<p>Random Questioning</p> <p>Brain storming</p>



	In text questions will be discussed with the students At the end discussion session will held
ACTIVITY / ASSIGNMENT / RESEARCH	Map Work Assignment
ASSESSMENT	Students will be assessed on the following: Confidence, Clarity of concept, Accuracy, Time management.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	The story of Village Palampur.-FA1

CLASSES REQUIRED	8
TOPIC	PEOPLE AS RESOURCE
CONCEPT & SKILLS	<ul style="list-style-type: none"> ➤ Basic concept of people as a resource. ➤ Various economic activities. ➤ Difference between disguised and seasonal unemployment. ➤ Various economic and non-economic activities. ➤ Quality of population: ➤ Education and health. ➤ Literacy rates in India.
LEARNING OUTCOMES	<ul style="list-style-type: none"> ➤ Familiarize themselves with the basic concepts like Human capital formation, economic activities, types of unemployment. ➤ Classify the economic activities into market and non-market activities. ➤ Understand the importance of health and education in Human capital formation. ➤ Understand the difference between Disguised and Seasonal unemployment. ➤ Correlate Quality of population to literacy rate and life expectancy of population. ➤ Identify that disparities exist in our economy. Women are not given equal opportunities. ➤ Distinguish between different variables shown in the graph. ➤ Read the values correctly. ➤ Compare the growth of literacy over a period of time. ➤ Identify the source of the data. ➤ Mention causes leading to gender disparity in literacy. ➤ Compare growth in literacy rates of men and women over time. ➤ Identify gender differences in literacy.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> ➤ All Class room instructional tools, video clips, reports, graphs ➤ references: ➤ Full marks Social Science ➤ Future Track ➤ Together with
PEDAGOGY	<ul style="list-style-type: none"> ➤ Discussion ➤ Brain Storming ➤ In-test Questions ➤ Concept Formation
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> ➤ Group discussion ➤ Debates ("Education is the most important factor in human resource development") ➤ Oral test



ASSESSMENT	<p>➤ The students will be assessed through pen paper test, Group activity, Individual activity, oral tests, Assignments, Projects, Work sheet.</p> <p>Assessment Criterion: The activity can be marked on the basis of correct responses. The questions in the worksheet should be True- false, fill in the blanks, MCQ's.</p>
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<p>➤ All the topics of this chapter shall be kept for formative assessment second (FA1) as well as for summative assessment first (SA1).</p>



CLASSES REQUIRED	18 (Eighteen)
TOPIC	Lines and Angles
CONCEPT & SKILLS	<ol style="list-style-type: none"> 1. Basic terms and definitions. 2. Intersecting and non intersecting lines. 3. Parallel lines and a transversal. 4. Different pair of angles. 5. Angle sum property of a Triangle. 6. Exterior angle property of a triangle.
LEARNING OUTCOMES	Recall and review basic geometrical terms, lines, angles, line segment, point, plane, collinear and non-collinear points, types of angles viz. Acute, obtuse, right, reflex, straight, pair of angles viz, complementary , supplementary, adjacent, vertically opposite angles, linear pair of angles.
INSTRUCTIONAL TOOLS & REFERENCES	Text Book and references.
PEDAGOGY	Concept formation, Brain storming, Random questioning.
ACTIVITY / ASSIGNMENT / RESEARCH	Sample Paper for the same topic provided to the children.
ASSESSMENT	Assessment done on the basis of sample paper provided to the students.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	SA-1

CLASSES REQUIRED	4 (four)
TOPIC	Co-Ordinate Geometry
CONCEPT & SKILLS	Cartesian system, plotting a point in the plane if its co-ordinates are given. Skills: <ol style="list-style-type: none"> 1. To find the area of different geometrical figures by plotting the points in the Cartesian plane. 2. Graphical skill 3. Thinking skill 4. Logical skill.
LEARNING OUTCOMES	<ol style="list-style-type: none"> 1. To reinforce the understanding of plotting of points in co-ordinate plane. 2. Specify and describe location of the cities using common language and geometric vocabulary. 3. To find area of different figures.
INSTRUCTIONAL TOOLS & REFERENCES	Text Books and References.
PEDAGOGY	Concept formation, Discussion, Random questioning.
ACTIVITY / ASSIGNMENT / RESEARCH	Activity done in the class by asking children to mention their place on basis of Cartesian plane.
ASSESSMENT	Assessment done on the basis of sample paper provided to the students.



SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	FA-1 SA-1
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CLASSES REQUIRED	6 (six)
TOPIC	Euclid's Geometry
CONCEPT & SKILLS	1. Euclid's definitions, Axioms and postulates. 2. Equivalent version of Euclid's fifth postulates. 3. Thinking skills 4. Reasoning skills. 5. Application skills.
LEARNING OUTCOMES	1. To recognise point, line segment, surface in the given object/shape. 2. To learn about various terms, like axioms, postulates, theorems. 3. To make a mind map on important points in the chapter.
INSTRUCTIONAL TOOLS & REFERENCES	Text Book and references.
PEDAGOGY	Discussion, concept formation, Random questioning.
ACTIVITY / ASSIGNMENT / RESEARCH	Sample Paper for the same topic provided to the children.
ASSESSMENT	Assessment done on the basis of sample paper provided to the students.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	SA-1

CLASSES REQUIRED	18 (Eighteen)
TOPIC	Triangles
CONCEPT & SKILLS	1. Congruence of triangles. 2. Criteria for congruence of triangles. 3. Some properties of a triangle. 4. Inequalities in a triangle. Skills: 1. Logical, Geometric, Application, Thinking.
LEARNING OUTCOMES	1. To learn about congruent triangles. 2. To understand different criteria for congruence of triangles viz. SSS, SAS, RHS, AAS, ASA. 3. To learn some properties of triangle. 4. To understand inequalities in a triangle.
INSTRUCTIONAL TOOLS & REFERENCES	Text Book and references.
PEDAGOGY	Discussion, Concept formation, Brain storming.
ACTIVITY / ASSIGNMENT / RESEARCH	Sample Paper for the same topic provided to the children.
ASSESSMENT	Assessment done on the basis of sample paper provided to the students.



SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	SA-1
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CLASSES REQUIRED	6 (Six)
TOPIC	Heron's formula.
CONCEPT & SKILLS	1. Heron's formula 2. Area of triangle by Heron's formula. 3. Application of Heron's formula in finding area of quadrilateral. Skills: Application skill, Thinking skill, Critical skill.
LEARNING OUTCOMES	1. To check the knowledge of basic concepts required for finding area of a triangle. 2. To find the area of triangle which the sides of triangle are given. 3. To find the area of quadrilateral by dividing them into two triangles.
INSTRUCTIONAL TOOLS & REFERENCES	Text Book and references.
PEDAGOGY	Random questioning. Discussion, Concept formation,
ACTIVITY / ASSIGNMENT / RESEARCH	Sample Paper for the same topic provided to the children.
ASSESSMENT	Assessment done on the basis of sample paper provided to the students.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	FA-2 SA-1

CLASSES REQUIRED	10 (Ten)
TOPIC	Number System
CONCEPT & SKILLS	Density of rational numbers. Position of Irrational numbers on the number line. Decimal expansion of Real numbers. Representation of Real numbers on the number line. Operation on Real Numbers. Laws of Exponents for Real numbers. Logical thinking, Arithmetic skills, Geometrical skills.
LEARNING OUTCOMES	To know how to find rational numbers between two given Rational numbers. How to find position of an irrational number on the number line. Decimal expansion idea of Real Numbers. Addition, Subtraction, Multiplication, Division of Irrational numbers. Various exponential laws.
INSTRUCTIONAL TOOLS & REFERENCES	Text Book and references.
PEDAGOGY	Concept formation, Brain storming, Random questioning.
ACTIVITY / ASSIGNMENT / RESEARCH	Square root spiral.
ASSESSMENT	Assessment done on the basis of assignment provided to the students.



SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	FA-1 SA-1
CLASSES REQUIRED	12 (Twelve)
TOPIC	Polynomials
CONCEPT & SKILLS	Polynomial in one variable. Zeroes of a polynomial. Remainder Theorem. Factorisation of Polynomial. Algebraic Identities. Skills: Critical Thinking, Abstract thinking.
LEARNING OUTCOMES	One variable polynomial and related terms. zeroes of a polynomial. To find remainder without long division. How to factorise quadratic, cubic and bi-quadratic polynomial. Expansion of polynomial using identities.
INSTRUCTIONAL TOOLS & REFERENCES	Text Book and references.
PEDAGOGY	Concept formation, Brain storming, Random questioning.
ACTIVITY / ASSIGNMENT / RESEARCH	Paper cutting and pasting $(x + y)^2$ activity.
ASSESSMENT	Assessment done on the basis of assignment provided to the students.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	FA-2 SA-1

CLASS –IX

CLASSES REQUIRED	12 Theory (8) practical (4)
TOPIC	<i>(Chapter 1)matter in our surrounding(chapter) is matter around us pure</i>
CONCEPT & SKILLS	i. <i>To inculcate the spirit of scientific method and scientific reasoning among the students.</i> ii. <i>To make students aware of the importance of chemistry Sp</i>
LEARNING OUTCOMES	<ul style="list-style-type: none"> ➤ <i>How small are these particles of matter:</i> ➤ <i>Matter is made up of particles.</i> ➤ <i>Particles of matter are continuously moving.</i> <i>Particles of matter have space between them.</i> ➤ <i>Particles of matter attract each other.</i> ➤ <i>Concept about states of matter.</i> ➤ <i>Definition of terms involved.</i> ➤ <i>Textbook Numerical problems related to the topic.</i> ➤ <i>Effect of temperature on the states of matter.</i> ➤ <i>Effect of change of pressure on the states of matter...</i> ➤ <i>How matter change its state.</i> ➤ <i>Concept of latent heat</i> ➤ <i>Concept about latent heat of vaporization.</i> ➤ <i>Concept about the latent heat of evaporation..</i> ➤ <i>Textbook Numerical problems related to the topic.</i> ➤ <i>Identification of mixture...</i> ➤ <i>Mixtures and Its Properties</i> ➤ <i>Identification of solution.</i> ➤ <i>How to express the concentration of solution..</i> <i>Suspension and its identification</i> ➤ <i>Colloidal solut aniond its characteristics</i> ➤ <i>Various colloidal solutions and characteristics</i> ➤ <i>Separating methods advantages and disadvantages</i> ➤ <i>Techniques for separating and their principal..</i> ➤ <i>Applications for separations of colloidal solutions</i> ➤ <i>Identification of chemical and physical change</i> ➤ <i>Types of compounds element and pure substances</i> ➤ <i>Differentiation of compound and mixture...</i>
INSTRUCTIONAL TOOLS & REFERENCES	<i>in addition to general teaching tools like white board, marker, etc, the teacher will will draw diagrams that gives depth of introductory idea about the given concept.. .The References used will be Dinesh pradeeps etc:</i> (a) <i>Science and Technology Text book for Class X.</i>
PEDAGOGY	i. <i>Lecture method (c) Discussion followed by performing activity in which active participation of students will be made possible.</i>
ACTIVITY / ASSIGNMENT / RESEARCH	(a) <i>Home Assignments, Chart Making, Worksheets, etc. The areas of assessment will be Regularity, Time management, Presentation, Correctness and Thinking skills.</i> (b) <u>Group Activity (Practical / Project):</u> <i>The teacher will divide the students in groups to perform practical work in the lab and the areas of assessment may include Attentiveness, Teamwork, Respect to peer, Appropriate body language, Submission of practical notebook.</i>



ASSESSMENT	<i>The areas of assessment will be Regularity, Time management, Presentation, Correctness and Thinking skills</i>
SYLLABUS FOR FORMATIVE & SUMMATIVE t ASSESSMENT	Matter in our surroundings and is matter around us pure..

CLASSES REQUIRED	12 Theory (8) practical (4)
TOPIC	<i>(Chapter 1)matter in our surrounding(chapter2) is matter around us pure</i>
CONCEPT & SKILLS	<p>iii. <i>To inculcate the spirit of scientific method and scientific reasoning among the students.</i></p> <p>iv. <i>To make students aware of the importance of chemistry</i></p> <p><i>Specific Objectives:</i></p> <p>i. <i>To make the concepts of : (a) matter and its properties, (b) matter and its states and (c) physical nature of matter & their characteristics...r.</i></p> <p>ii. <i>To show Textbook Numerical problems related to the topic.</i></p> <p>iii. <i>To show the symbols symbols of states of matter...</i></p> <p>Skills : <i>Scientific Aptitude, Content of Knowledge, Presentation, Correctness, Thinking skills, Reasoning Skills, Attentiveness, Listening Skills.</i></p>
LEARNING OUTCOMES	<ul style="list-style-type: none"> ➤ <i>How small are these particles of matter:</i> ➤ <i>Matter is made up of particles.</i> ➤ <i>Particles of matter are continuously moving.</i> <i>Particles of matter have space between them.</i> ➤ <i>Particles of matter attract each other.</i> ➤ <i>Concept about states of matter.</i> ➤ <i>Definition of terms involved.</i> ➤ <i>Textbook Numerical problems related to the topic.</i>
INSTRUCTIONAL TOOLS & REFERENCES	<p><i>In addition to general teaching tools like white board, marker, etc, the teacher will draw diagrams that gives depth of introductory idea about the given concept..</i></p> <p><i>.The References used will be Dinesh pradeeps etc:</i></p> <p>(b) <i>Science and Technology Text book for Class X.</i></p>
PEDAGOGY	<p>i. <i>Activating Prior Knowledge by Random Questioning</i></p> <p>ii. <i>Introducing the topic to be taught after getting the expected response from the students.</i></p> <p>iii. <i>Developing hypothesis by: (a) Brainstorming, (b) lecture method (c) Discussion followed by performing activity in which active participation of students will be made possible.</i></p>
ACTIVITY / ASSIGNMENT / RESEARCH	<p>(c) <i>Home Assignments, Chart Making, Worksheets, etc. The areas of assessment will be Regularity, Time management, Presentation, Correctness and Thinking skills.</i></p> <p>(d) <u>Group Activity (Practical / Project):</u> <i>The teacher will divide the students in groups to perform practical work in the lab and the areas of assessment may include Attentiveness, Teamwork, Respect to peer, Appropriate body language,</i></p>



	<i>Submission of practical notebook.</i>
ASSESSMENT	<i>The areas of assessment will be Regularity, Time management, Presentation, Correctness and Thinking skills</i>
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Matter in our surroundings and is matter around us pure..



ماہ مارچ

جماعت: نہم

مطلوبہ دروس	بیس دن
موضوع	ہندو مسلمان، بہادر شاہ کا ہاتھی۔
خیال، تدریسی ہنر	بھائی چارے کو فوجیت دینا، نا اتفاقی نقصان دہ ثابت ہونا، قابل فخر کارکردگی انجام دینا، انسانوں کے ساتھ ساتھ جانوروں کے آرام کا پورا خیال رکھنا، جانوروں کے جذبات سمجھنا۔
تدریسی نتائج	بھائی چارے کی اہمیت اور اتحاد و اتفاق کے نتائج پتے جان لیں گے۔ بچے اس بات کا یقین کریں گے کہ مل بانٹ کر کھانے سے محبت بڑھتی ہے۔
تدریسی آلات، حوالہ جات	درسی کتاب، تختہ سفید، مارکر،
طرز تدریس	بحث و مباحثہ، مشکل الفاظ کے معنی، سوالات وغیرہ، صحیح تلفظ کے ساتھ نظم کی پیشکش۔
تفویض، تحقیق، منصوبے، سرگرمیاں	اتحاد و اتفاق کی برکتیں، اس عنوان پر پتے اپنے اپنے خیالات سے روشناس کرائے گے۔ جنگلی جانور ”قومی سرمایہ ہیں“ اس عنوان پر پتے اپنے خیالات کا اظہار کریں گے۔
تشخیص	خوش الحانی، خلاصہ نظم اور تمام مشقوں کا جائزہ لیا جائے گا۔
موضوعی اور معروضی تشخیص	اضافی سوالات، خوش الحانی اور شرح نظم کا جائزہ موضوعی تشخیص میں ہو گا جبکہ خلاصہ نظم اور تمام مشقوں کا جائزہ معروضی تشخیص میں ہو گا۔

جماعت: نہم ماہ اپریل



مطلوبہ دروس	پندرہ دن
موضوع	نادان دوست، اوس
خیال، تدریسی ہنر	قانون قدرت میں دخل نہ دینا، بڑوں کی نصیحت پر عمل کرنا، خدا کے جلوؤں کا مشاہدہ کرنا۔
تدریسی نتائج	بچوں کے دل نئی چیزوں کی جانکاری کا جذبہ پیدا کرنا۔ اوس کے بارے میں جانکاری حاصل کرنا،
تدریسی آلات، حوالہ جات	درسی کتاب، تختہ سفید، مارکر،
طرز تدریس	صحیح تلفظ کے ساتھ وضاحت، مباحثہ، ذہنی آزمائش، سوالات۔
تفویض، تحقیق، منصوبے، سرگرمیاں	مکالمہ آرائی، من مانی کا نتیجہ، سمجھداری کے ساتھ دوستی کرنا، اوس کی بوندوں میں خدا کی قدرت کو پہچاننے کی کوشش کرنا
تشخیص	مشکل الفاظ کی مشق، املا اور کتابی مشقوں کا جائزہ
موضوعی، معروضی تشخیص	موضوعی تشخیص میں مکالمہ آرائی کی جانچ ہوگی اور مذکورہ سبق کی مختلف مشقوں کی تحریری اور زبانی جانچ ہوگی۔ معروضی تشخیص میں خلاصہ سبق اور تمام مشقوں کی تحریری جانچ ہوگی۔



جماعت: نہم ماہ اپریل

مطلوبہ دروس	۱۶ اپریل سے ۳۰ اپریل تک
موضوع	ایک دیہاتی لڑکی کا گیت، چڑیا گھر کی سیر
خیال، تدریسی ہنر	رشتوں کی اہمیت کو سمجھنا، دیہات کے ماحول کی عکاسی، جنگلی اور نایاب جانوروں کی جانکاری حاصل کرنا
تدریسی نتائج	بچوں کے دل نئے جانوروں کو دیکھنے اور جانکاری حاصل کرنے کا شوق پیدا کرنا۔ خونی رشتوں کی محبت و شفقت اور اہمیت کو سمجھنا۔
تدریسی آلات، حوالہ جات	درسی کتاب، تختہ سفید، مارکر،
طرز تدریس	بلند خوانی، خیال بندی۔ صحیح تلفظ کے ساتھ وضاحت، مباحثہ، ذہنی آزمائش، سوالات۔
تفویض، تحقیق، منصوبے، سرگرمیاں	مکالمہ آرائی، رشتے ہماری زندگی میں
تشخیص	مشکل الفاظ کی مشق، املا اور کتابی مشقوں کا جائزہ، خوش الحانی
موضوعی، معروضی تشخیص	خلاصہ، کتاب کی مشق، مشکل الفاظ کے معنی، منتخب اشعار کا مطلب



موضوع	مضمون ” جنگل کی زندگی“
خیال، تدریسی ہنر	جنگلات کی اہمیت، ماحولیاتی توازن کے متعلق جانکاری فراہم کرنا، جنگلی جانوروں اور جنگلات سے حاصل ہونے والی چیزوں کے بارے میں جانکاری فراہم کرنا۔
تدریسی نتائج	جنگلات کے فائدے اور اہمیت سے نچے بخوبی واقف ہونگے، جنگلات ماحولیاتی توازن کو برقرار رکھنے میں اہم رول ادا کرتے ہیں، جنگلی جانوروں کے رہن سہن کے متعلق جانکاری دی جائے گی،
تدریسی آلات	درسی کتاب، تختہ سفید، مارکر، جنگلات کے فائدے بتائے جائے گے۔
طرز تدریس	صحیح تلفظ کے ساتھ وضاحت، بحث و مباحث، مشکل الفاظ کے معنی، سوالات،
تفویض، تحقیق، منصوبے، سرگرمیاں	جنگلات کی اہمیت پر چند جملے قلمبند کرنا، تذکرے روتائیسٹ کے لحاظ سے جملے بنانا
تشخیص	درسی سوالات، مرکزی خیال، واحد جمع
موضوعی، معروضی تشخیص	اضافی سوالات، خلاصہ، گرانمر۔ مضمون نگاری، مترادف الفاظ



مطلوبہ دروس	ایک مہینہ
موضوع	مصنوعی سیارہ، بہار کے دن، گاؤں پنچایت،
خیال، تدریسی ہنر	۱۹ اپریل ۲۰۲۵ء کو جاری کئے گئے ٹکٹ کی خصوصیات، قدیم ہندوستان کے مشہور ریاضی داں آریہ بھٹ کی جانکاری موسم بہار کی کیفیات اور چاندنی رات کا نظارہ، گاؤں پنچایت کے فائدے، پنچایت راج گاندھی جی کا خواب۔
تدریسی نتائج	ہندوستان کے پہلے مصنوعی سیارے پر بحث و مباحثہ، موسم بہار کے اثر کے ساتھ ہی دل میں نئے جذبات کا جنم لینا، پنچایت راج قانون کے مطابق گاؤں کا انتظام کروانا۔
تدریسی آلات اور	تختہ سفید، مار کر، درسی کتاب، افسر میرٹھی بحیثیت نظم گو شاعر ٹیکس وغیرہ کی وصولیابی۔
طرز تدریس	وضاحت، مباحثہ، سوالات اور اضافی سوالات، مشکل الفاظ کے معنی، مکالمہ آرائی
تفویض، تحقیق، منصوبے، سرگرمیاں	مرکزی خیال، خلاصہ، مصنوعی سیارے کی افادیت سے واقف کرنا، مصنوعی سیارے کی بناوٹ، موسم بہار کی خوبصورتی،
تشخیص	درسی سوالات، مشکل الفاظ اور محاورات کے جملے بنانا۔ قواعد کی جانکاری
موضوعی، معروضی تشخیص	(تعمیلی جانچ) خلاصہ، مرکزی خیال، درسی سوالات۔ نئی خطوط مضمون نگاری اور تیز کیر و تانیٹ (کامل جانچ)



مطلوبہ دروس	۱۵ دن آخری پندرہ دنوں میں دوسری میقات کا سلیبس دہرایا جائے گا۔
موضوع	ملا نصر الدین، وقت
خیال، تدریسی ہنر	مختلف اصناف پر روشنی، مضمون نگاری پر تبصرہ، بلند پایہ ناول نگار ڈپٹی نظیر احمد کی جانکاری دینا
تدریسی نتائج	زندگی میں وقت کی قدر و قیمت اور اہمیت، وقت ضائع کرنے کے نتائج۔ ہنسی مذاق کو اپنا شعار بنانا اور لطیفے کی افادیت کو سمجھنا۔
تدریسی آلات	تختہ سفید، مارکر، درسی کتاب، ملا نصر الدین کے بارے میں مختلف روایتیں۔
طرز تدریس	وضاحت، پتوں سے مختلف لطیفے سننا اور ان کے پیچھے سماجی، تہذیبی اور اخلاقی مقاصد سے روشناس کرانا، سوالات۔
تفویض، تحقیق، منصوبے، سرگرمیاں	الفاظ کو جملوں میں استعمال کرنا، وقت کے صحیح استعمال سے اپنے آپکو خوبیوں اور بھلائیوں سے آراستہ کرنا،
تشخیص	ملا نصر الدین بحیثیت طنز و مزاح نگار، لطیفے، حکایتیں اور سفر نامے پر مختلف سوالات
موضوعی، معروضی تشخیص	خلاصہ، کتاب کی مشق، مشکل الفاظ کو جملوں میں استعمال کرنے کی مشق، تشبیہات کے معنی پوچھنا، تشبیہ استعارہ، صنائع بدائع کی تعریف۔



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	<p>For the Month/class Reqd 6 Period reqd in a week माह</p>	<p>(कक्षा - ९) मार्च रैदास (पद)</p>
	<p>Concepts & skills संकल्पना और कौशल</p>	<p>१. नैतिक मूल्यों का विकास २. प्रस्तुतीकरण की क्षमता का विकास ३. भक्ति -भाव से जुड़ाव ४. कविता का मूलभाव समझाना । ५. रैदास के बारे में जानकारी देना । ३.कविता का लयबद्ध गान, सही उच्चारण । ७.कंठस्थ करना</p>
	<p>Learning Outcomes अध्ययन के परिणाम</p>	<p>१.आशय चिंतन २.रैदास के संदेश को जाना । ३.कविता का लयबद्ध गान तथा समान तुक वाले शब्द सीखे । ४.नए शब्द बोलने तथा लिखने सीखे । ५.प्रत्येक छात्र अपनेविचार लिखने योग्यहुआ ।</p>
	<p>Instructional Tools& References शिक्षा उपकरण और गतिविधियाँ</p>	<p>१.पाठ्यपुस्तक, २. अतिरिक्त पठन ३.शब्दकोश ४. कार्य प्रपत्र</p>
	<p>Pedagogy शिक्षण शास्त्र</p>	<p>१.कविता का लयबद्ध तथा शुद्ध उच्चारण के साथ वाचन करवाना । २.कविता का सारांश समझाना ३.वार्तालाप के माध्यम से बताना कि रैदास की भक्ति कामना रहित थी ४. उदाहरण सहितसमझाया जाएगा ईश्वर हम लोगों के दिलमें है । ५. संकल्पपूर्ण हेतु पुनरावृत्ति</p>
	<p>Activity/ Assignment Project/Research कार्यकलाप</p>	<p>१.अभ्यास पत्र २.वाक्य प्रयोग ३. आशय सपष्ट</p>



		<p>४.ईश्वर और भक्त के पारस्परिक संबंध पर उपमाएँ लिखवाना । ५. पदों को याद कर के कक्षा में सुनाना</p>
	<p>Assessment <u>मूल्यांकन</u></p>	<p>१. कार्य कीपूर्णता २. भाषा की शुद्धतावाक्य , वर्तनी ,उच्चारण और पाठ- पठन के आधार पर ३.मौखिक प्रश्न/उत्तर पूछना ४.सही उच्चारण (शब्दों का) ५.अभ्यास - कार्य</p>
	<p>Formative/Summative Assessment Syllabus <u>वनात्मक और योगात्मक मूल्यांकन</u></p>	<p>१. सोचिए और बताइए २. पाठ की प्रेरणा ३.लयपूर्ण ढंग से कविता गायन ४.पदों के आधार पर प्रश्नोत्तर ५, पदों के आधार परप्रतिपाद्य लिखिए । ६. तुकांत शब्द ७.प्रयुक्त और प्रचलित रूप</p>



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	<p>For the Month/class Reqd 6 Period reqd in a week</p> <p>माह</p>	<p>गिल्लू (कहानी)</p>
	<p>Concepts & skills</p> <p>संकल्पना और कौशल</p>	<p>१. छात्रों को कहानी के बारे में जानकारी देना । २. कहानी का भावपूर्ण ढंग से पठन करना ३. शब्दों का शुद्ध उच्चारण तथा प्रश्नों के सटीक उत्तर देने की योग्यता और कौशल का विकास करना । ४. छात्रों के शब्द भंडार में वृद्धि करना । ५. वर्तनी संबंधी अशुद्धियों को दूर करना</p>
	<p>Learning Outcomes</p> <p>अध्ययन के परिणाम</p>	<p>महादेवी वर्मा की कहानी द्वारा बच्चों के मन में पशु-पक्षियों के लिए प्यार और करुणा का भाव आना । २. भावनाओं की समझ ३. शब्दों का ज्ञान । ५. चरित्र - चित्रण ६. विचार प्रकट करनेकी क्षमता का विकास</p>
	<p>Instructional Tools& References</p> <p>शिक्षा उपकरण और गतिविधियाँ</p>	<p>१. पाठ्यपुस्तक, २. अतिरिक्त पठन ३. शब्दकोश ४. कार्य प्रपत्र</p>
	<p>Pedagogy</p> <p>शिक्षण शास्त्र</p>	<p>कहानी का सही उच्चारण से वाचन तथा वार्तालाप के माध्यम से प्रश्नों के उत्तर पूछना तथा बताना । २. सरलार्थ ३. कक्षा- कार्य महादेवी वर्माका जीवन परिचय ४. गिल्लू संवेदन शील प्राणी (चर्चा) ५. संकल्पपूर्ण हेतु पुनरावृत्ति</p>



	Activity/ Assignment Project/Research कार्यकलाप	१.पाठ से संबंधित किसी घटना को कहानी के रूप में लिखना २.पशु-पक्षियों परआधारित परियोजना ३.अभ्यास - कार्य
	Assessment मूल्यांकन	१. सही उच्चारण । २.नए शब्दों का ज्ञान । ३. ओ-बुक-टेस्ट ४.मौखिक प्रश्न/उत्तर पूछना ५.कार्य कीपूर्णता
	Formative/Summative Assessment Syllabus वनात्मक और योगात्मक मूल्यांकन	१.कहानी का पठन करना । २.शब्द-अर्थ ३.शब्दों के वाक्य बनाना। ४.खाली स्थानों की पूर्ति ५.पाठ से संबंधित व्याकरण उपसर्ग , प्रत्यय ६.अपठित गद्यांश अति लघु , लघु और निबंधात्मक प्रश्नोत्तर



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	<p>For the Month/class Reqd 6 Period reqd in a week</p> <p>माह</p>	<p>धूल गद्य</p>
	<p>Concepts & skills</p> <p>संकल्पना और कौशल</p>	<p>१. छात्रों को धूल नामक के बारे में जानकारी देना । २. कहानी का भावपूर्ण ढंग से पठन करना ३. मिट्टी के संसर्गका अनुभव कराना । ४. छात्रों के शब्दभंडार में वृद्धि करना । ५. वाचन , कल्पनाशीलता और सृजनात्मक क्षमता का विकास</p>
	<p>Learning Outcomes</p> <p>अध्ययन के परिणाम</p>	<p>१. प्रस्तुतीकरण , उच्चारण का विकास २. मिट्टी की उपयोगिता व महत्ता से परिचित हुए । ३. मिट्टी के संसर्ग का अनुभव कराया। ४. प्रकृति के अहम तत्वों से परिचय कल्पनाशीलता , वाचन उच्चारण सृजनात्मक कौशल का विकास हुआ ।</p>
	<p>Instructional Tools & References</p> <p>शिक्षा उपकरण और गतिविधियाँ</p>	<p>१. पाठ्यपुस्तक, २. अतिरिक्त पठन ३. शब्दकोश ४. कार्य प्रपत्र</p>
	<p>Pedagogy</p> <p>शिक्षण शास्त्र</p>	<p>१. मुहावरों को छाँटकर वाक्य प्रयोग २. मिट्टी की महत्ता पर विचारों को प्रकट करना । ३. अभ्यास - कार्य धूल नामक पाठ का सही उच्चारण से वाचन तथा वार्तालाप के माध्यम से प्रश्नों के उत्तर पूछना तथा बताना । ४. सरलार्थ - कक्षा- कार्य, रामविलास शर्मा की प्रमुख कृतियों के बारे में जानका मिट्टी की महिमा (चर्चा) ५. संकल्पपूर्ण हेतु पुनरावृत्ति</p>



	Activity/ Assignment Project/Research कार्यकलाप	१.मुहावरो को छाँटकर वाक्य प्रयोग २.मिथी की महत्ता पर विचारों को प्रकट करना । ३. अभ्यास - कार्य
	Assessment मूल्यांकन	१.पाठ का पठन करना । २.प्रश्न-उत्तर तथा शब्द-अर्थ ३.शब्दों के वाक्य बनाना। ४.वर्ण विच्छेद ५.पाठ से संबंधित व्याकरण मुहावरे ६.अपठित गद्यांश अति लघु , लघु और निबंधात्मक प्रश्नोत्तर
	Formative/Summative Assessment Syllabus घनात्मक और योगात्मक मूल्यांकन	१.आशय सपष्ट २. सार लेखन ३.पाठ से संबंधित व्याकरण ४. गद्यांश/प्रश्नोत्तर ५. पद्यांश/प्रश्नोत्तर ६. पाठ का मूल भाव सपष्ट करना



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SESSION: 2016 APRIL

	<p>For the Month/class Reqd 6 Period reqd in a week माह</p>	<p>(कक्षा - ९) अप्रैल <u>रहीम</u> (दोहे)</p>
	<p>Concepts & skills संकल्पना और कौशल</p>	<p>१. नैतिक मूल्यों का विकास २. प्रस्तुतीकरण की क्षमता का विकास ३ . भक्ति -भाव से जुड़ाव ४. कविता का मूलभाव समझाना । ५. रहीम के बारे में जानकारी देना । ३.कविता का लयबद्ध गान, सही उच्चारण । ७कंठस्थ करना</p>
	<p>Learning Outcomes अध्ययन के परिणाम</p>	<p>१.आशय चिंतन २.रहीम के दोहों को समझा। ३.कविता का लयबद्ध गान तथा समान तुक वाले शब्द सीखे । ४.नए शब्द बोलने तथालिखने सीखे । ५ .प्रत्येक छात्र अपनेविचार लिखने योग्यहुआ । ६. रहीम के दोहों की क्या विशेषताओं काज्ञान हुआ ।</p>
	<p>Instructional Tools& References शिक्षा उपकरण और गतिविधियाँ</p>	<p>१. पाठ्यपुस्तक, २. अतिरिक्त पठन ३. शब्दकोश ४. कार्य प्रपत्र</p>
	<p>Pedagogy शिक्षण शास्त्र</p>	<p>१.कविता का लयबद्ध तथा शुद्ध उच्चारण के साथ वाचन करवाना । २.कविता का सारांश समझाना ३.वार्तालाप के माध्यम से बताना कि रहीम के दोहे सत्य पर आधारित है और ये दोहे मनुष्य के जीवन को सही दिशा देने में सहायक सिद्ध हो सकते हैं ।</p>



	<p>Activity/ Assignment Project/Research <u>कार्यकलाप</u></p>	<p>१.अभ्यास पत्र २.वाक्य प्रयोग ३. आशय सपष्ट ४. भावार्थ लिखवाना ५. दोहों को याद कर के कक्षा में सुनाना । ६. विषय - वस्तु संबंधी प्रश्नोत्तर ७. अर्थ ग्रहण संबंधी प्रश्नोत्तर</p>
	<p>Assessment <u>मूल्यांकन</u></p>	<p>१. कार्य की पूर्णता २. भाषा की शुद्धता वाक्य , वर्तनी ,उच्चारण और पाठ- पठन के आधार पर । ३.मौखिक प्रश्न/उत्तर पूछना ४.सही उच्चारण (शब्दों का) ५.अभ्यास - कार्य</p>
	<p>Formative/Summative Assessment Syllabus <u>वनात्मक और योगात्मक मूल्यांकन</u></p>	<p>१. सोचिए और बताइए २. पाठ की प्रेरणा ३.लयपूर्ण ढंग से कविता गायन ४.दोहों के आधार पर प्रश्नोत्तर ५, दोहों के आधार पर प्रतिपाद्य लिखिए । ६. तुकांत शब्द ७.प्रयुक्त और प्रचलित रूप । ८. काव्यांश पर आधारित प्रश्नोत्तर । ९. दोहों को आधार बनाकर अपने विचार ।</p>



DETAILED PLANNING OF HINDI (MAIN) FOR CLASS –IX

SESSION: 2016 APRIL

	<p>For the Month/class Reqd 6 Period reqd in a week माह</p>	<p>दुख का अधिकार (कहानी)</p>
	<p>Concepts & skills संकल्पना और कौशल</p>	<p>१. छात्रों को कहानी के बारे में जानकारी देना । २. कहानी का भावपूर्ण ढंग से पठन करना ३. शब्दों का शुद्ध उच्चारण तथा प्रश्नों के सटीक उत्तर देने की योग्यता और कौशल का विकास करना । ४. छात्रों के शब्द भंडार में वृद्धि करना । ५. वर्तनी संबंधी अशुद्धियों को दूर करना ।</p>
	<p>Learning Outcomes अध्ययन के परिणाम</p>	<p>यशपाल की कहानी द्वारा बच्चों के मन में दुखियों और निर्धनों के लिए प्यार और करुणा का भाव आना । २. भावनाओं की समझ ३. शब्दों का ज्ञान । ५. चरित्र - चित्रण ६. विचार प्रकट करने की क्षमता का विकास ७. दुख सब के लिए समान होता है :- निर्धनों की आर्थिक स्थिति उन्हें दुख या गम में रहने का अधिकार भी छीन लेती है ।</p>
	<p>Instructional Tools & References शिक्षा उपकरण और गतिविधियाँ</p>	<p>१. अतिरिक्त पठन २. कार्य प्रपत्र ३. सामूहिक कार्य ४. शब्दकोश</p>
	<p>Pedagogy शिक्षण शास्त्र</p>	<p>कहानी का सही उच्चारण से वाचन तथा वार्तालाप के माध्यम से प्रश्नों के उत्तर पूछना तथा बताना । २. सरलार्थ ३. कक्षा- कार्य ४. यशपाल का जीवन परिचय ५. भगवाना की मृत्यु (चर्चा) ५. संकल्पपूर्ण हेतु पुनरावृत्ति</p>



	<p>Activity/ Assignment Project/Research</p> <p><u>कार्यकलाप</u></p>	<p>१.पाठ से संबंधित किसी घटना को कहानी के रूप में लिखना २.साँप अनेक प्रजाति के होते हैं । सभी छात्र एक पत्रिका बनाएँगे जिसमें साँपों की सभी प्रजाति का वर्णन चित्र सहित हो ।</p> <p>६.अभ्यास - कार्य</p>
	<p>Assessment</p> <p><u>मूल्यांकन</u></p>	<p>१. सही उच्चारण । २.नए शब्दों का ज्ञान । ३. ओ-बुक-टेस्ट ४.मौखिक प्रश्न/उत्तर पूछना ५.कार्य की पूर्णता</p> <p>६.दुखी लोगों के प्रति हमारा क्या कर्तव्य है । अपने विचार लिखिए । ७.बाज़ार के दृश्य का वर्णन कीजिए</p>
	<p>Formative/Summative Assessment Syllabus</p> <p><u>घनात्मक और योगात्मक मूल्यांकन</u></p>	<p>१.कहानी का पठन करना । २.शब्द-अर्थ ३.शब्दों के वाक्य बनाना। ४.खाली स्थानों की पूर्ति ५.पाठ से संबंधित व्याकरण उपसर्ग , प्रत्यय ६.अपठित गद्यांश ४.अति लघु , लघु और निबंधात्मक प्रश्नोत्तर</p>



SYLLABUS OF HINDI (2016)

संकलित एवं फॉरमेटिव परीक्षाओं हेतु पाठ्यक्रम

दिल्ली पब्लिक स्कूल , श्रीनगर

कक्षा : नवीं " बी " कोर्स

संकलित एवं फॉरमेटिव परीक्षाओं हेतु पाठ्यक्रम का विभाजन

पाठ्य पुस्तकें :- स्पर्श भाग (१)

संचयन भाग (१)

अर्द्धवार्षिक परीक्षा का पाठ्यक्रम मार्च २०१५ से जुलाई २०१५ तक

प्रथम सत्र स्पर्श :- धूल , रैदास के पद

संचयन :- गिल्लू

व्याकरण :- वर्ण विच्छेद , अनुस्वार , अनुनासिक , नुक्ता , मुहावरे - वाक्य

प्रयोग , पत्र लेखन , संवाद लेखन

प्रथम सत्र स्पर्श :- दुख का अधिकार , एवरेस्ट मेरी शिखर यात्रा , तुम कब

जाओगे, अतिथि , रहीम के पद ,

संचयन :- स्मृति , कल्लू कुम्हार की उनाकोटी

व्याकरण :- उपसर्ग -प्रत्यय से शब्द निर्माण , पर्यायवाची , विलोम , अनेकार्थी

शब्द , वाक्यांशों के लिए एक शब्द , अनुच्छेद लेखन , चित्र लेखन ,

विराम चिह्नों का प्रयोग , संधि

प्रथम सत्र स्पर्श :- धूल , रैदास के पद , दुख का अधिकार , एवरेस्ट मेरी

शिखर यात्रा , रहीम के पद , आदमी नामा

संचयन :- गिल्लू , स्मृति , कल्लू कुम्हार की उनाकोटी

व्याकरण :- वर्ण विच्छेद , "र" के विभिन्न रूप , अनुस्वार , अनुनासिक ,

नुक्ता , मुहावरे - वाक्य प्रयोग , पत्र लेखन उपसर्ग - प्रत्यय से

शब्द निर्माण , पर्यायवाची , विलोम , अनेकार्थी शब्द , वाक्यांशों के

लिए एक शब्द , अनुच्छेद लेखन , अपठित पद्यांश , अपठित

गद्यांश , विज्ञापन लेखन , संधि



CLASS -IX

CLASSES REQUIRED	2
TOPIC	“How I taught my grandmother to read
CONCEPT & SKILLS	<ol style="list-style-type: none"> 1. Literacy 2. Student-teacher relationship 3. Language acquisition <p>Skills:</p> <ol style="list-style-type: none"> 1. Reading 2. Listening 3. Speaking <p>writing</p>
LEARNING OUTCOMES	<p>e student should be able to:</p> <ol style="list-style-type: none"> 1. understand the relation between literacy and education 2. understand student -teacher relationship <p>ls:</p> <ol style="list-style-type: none"> 3. the vocabulary of the student should be enriched
INSTRUCTIONAL TOOLS & REFERENCES	<p>xt book</p> <p>white board</p> <p>marker</p>
PEDAGOGY	<p>cussion</p> <p>ndom questioning</p> <p>ncept formation</p> <p>Reflective discussion</p>
ACTIVITY / ASSIGNMENT / RESEARCH	<p>xtual questions</p> <p>writing skills(diary entry)</p> <p>Imagine you are the grandmother. Write a diary entry about your experience of learning Kannada language</p>
ASSESSMENT	<p>ass interaction</p> <p>2.value based question.</p>
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<p>extual questions</p> <p>alue based questions</p> <p>writing skills based on the chapter.</p> <p>nit test</p> <p>5.class interaction</p>



CLASS -IX

CLASSES REQUIRED	2
TOPIC	“A Dog named Duke”
CONCEPT & SKILLS	<p>1. Empathy 2. Animal-human relationship 3. Motivation 4. Will power 5. Anecdotes/incidents</p> <p>Skills:</p> <p>1.Skills: 4. Reading 5. Listening 6. Speaking</p> <p>writing</p>
LEARNING OUTCOMES	<p>Th Understanding of the various dimensions of animal-human relationship. Comprehension of various psychological states like empathy and sympathy Comprehension of the plot</p>
INSTRUCTIONAL TOOLS & REFERENCES	<p>.text book 2.white board 3.marker</p>
PEDAGOGY	<p>Discussion Random questioning Concept formation Reflective discussion</p>
ACTIVITY / ASSIGNMENT / RESEARCH	<p>1. . Textual question</p> <p>Human beings have a capacity of overcoming all odds. All they need is motivation. Write an article based on the theme</p>
ASSESSMENT	<p>.class interaction 2.value based question.</p>
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<p>1.textual questions 2.value based questions 3.writing skills based on the chapter. 4.unit test 5.class interaction</p>

CLASS -IX

CLASSES REQUIRED	3
TOPIC	“The man who knew too much”
CONCEPT & SKILLS	1. Over exhibition of knowledge Discipline Skills: Close reading Comprehension of the text
LEARNING OUTCOMES	Th Comprehension of the story Inculcation of the values like discipline Development of reading and listening skills
INSTRUCTIONAL TOOLS & REFERENCES	.text book 2.white board 3.marker
PEDAGOGY	Discussion Random questioning Concept formation Reflective discussion
ACTIVITY / ASSIGNMENT / RESEARCH	Over exhibition of knowledge tarnishes ones image.Discuss
ASSESSMENT	.class interaction 2.value based question.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	1.textual questions 2.value based questions 3.writing skills based on the chapter. 4.unit test 5.class interaction



CLASS -IX

CLASSES REQUIRED	4
TOPIC	“Keeping it from Harold”
CONCEPT & SKILLS	1. Stereotypical characteristic of a prodigy Self sacrifice Skills: Close reading Comprehension of the text
LEARNING OUTCOMES	Th Understanding the story Enrichment of the vocabulary
INSTRUCTIONAL TOOLS & REFERENCES	.text book 2.white board 3.marker
PEDAGOGY	Discussion Random questioning Concept formation Reflective discussion
ACTIVITY / ASSIGNMENT / RESEARCH	Textual questions Value based question: Bring out the contrast between two personalities of ‘young porky’
ASSESSMENT	.class interaction 2.value based question.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	1.textual questions 2.value based questions 3.writing skills based on the chapter. 4.unit test 5.class interaction

CLASS -IX

CLASSES REQUIRED	4
TOPIC	“Best Seller”
CONCEPT & SKILLS	1. Romance Irony Hypocrisy Skills: Close reading Comprehension of the text
LEARNING OUTCOMES	Th Understanding the story Enrichment of the vocabulary
INSTRUCTIONAL TOOLS & REFERENCES	.text book 2.white board 3.marker
PEDAGOGY	Discussion Random questioning Concept formation Reflective discussion
ACTIVITY / ASSIGNMENT / RESEARCH	Textual questions Value based question: Describe the dramatic irony inherent I n the story
ASSESSMENT	.class interaction 2.value based question.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	1.textual questions 2.value based questions 3.writing skills based on the chapter. 4.unit test 5.class interaction



CLASS -IX

CLASSES REQUIRED	2
TOPIC	'Brook'
CONCEPT & SKILLS	1. Poetry Poetic devices personification Skills: Close reading Poetic recitation
LEARNING OUTCOMES	Th Understanding of the poem Understanding of the poetic devices Aesthetic pleasure
INSTRUCTIONAL TOOLS & REFERENCES	.text book 2.white board 3.marker
PEDAGOGY	Discussion Random questioning Concept formation Reflective discussion
ACTIVITY / ASSIGNMENT / RESEARCH	Textual questions Based on Value based question
ASSESSMENT	.class interaction 2.value based question.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	1.textual questions 2.value based questions 3.writing skills based on the chapter. 4.unit test 5.class interaction



CLASS -IX

CLASSES REQUIRED	2
TOPIC	“The Road not taken”
CONCEPT & SKILLS	1. Poetry Poetic devices personification Skills: Close reading Poetic recitation
LEARNING OUTCOMES	Th Understanding of the poem Understanding of the poetic devices
INSTRUCTIONAL TOOLS & REFERENCES	.text book 2.white board 3.marker
PEDAGOGY	Discussion Random questioning Concept formation Reflective discussion
ACTIVITY / ASSIGNMENT / RESEARCH	Textual questions Based on Value based question
ASSESSMENT	.class interaction 2.value based question.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	1.textual questions 2.value based questions 3.writing skills based on the chapter. 4.unit test 5.class interaction



CLASS -IX

CLASSES REQUIRED	2
TOPIC	“The Solitary Reaper”
CONCEPT & SKILLS	1. Lyrical ballad Aesthetic pleasure Skills: Close reading
LEARNING OUTCOMES	Th Understanding of the poem Understanding of the poetic devices Aesthetic pleasure
INSTRUCTIONAL TOOLS & REFERENCES	.text book 2.white board 3.marker
PEDAGOGY	Discussion Random questioning Concept formation Reflective discussion
ACTIVITY / ASSIGNMENT / RESEARCH	Textual questions Based on Value based question
ASSESSMENT	.class interaction 2.value based question.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	1.textual questions 2.value based questions 3.writing skills based on the chapter. 4.unit test 5.class interaction



CLASS -IX

CLASSES REQUIRED	4
TOPIC	““Lord Ullin’s daughter”
CONCEPT & SKILLS	Romantic ballad Personal vs social morality chivalry Skills: Close reading Poetic recitation
LEARNING OUTCOMES	Th Understanding of the poem Understanding of the poetic devices Aesthetic pleasure
INSTRUCTIONAL TOOLS & REFERENCES	.text book 2.white board 3.marker
PEDAGOGY	Discussion Random questioning Concept formation Reflective discussion
ACTIVITY / ASSIGNMENT / RESEARCH	Textual questions Based on Value based question
ASSESSMENT	.class interaction 2.value based question.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	1.textual questions 2.value based questions 3.writing skills based on the chapter. 4.unit test 5.class interaction

CLASS -IX

CLASSES REQUIRED	3
TOPIC	""""The Seven Ages""
CONCEPT & SKILLS	Ageism Stage as metaphor for life Excerpt Imagery Bardolatory Dramatic monologue
LEARNING OUTCOMES	Th Understanding of the poem Understanding of the poetic devices Aesthetic pleasure
INSTRUCTIONAL TOOLS & REFERENCES	.text book 2.white board 3.marker
PEDAGOGY	Discussion Random questioning Concept formation Reflective discussion
ACTIVITY / ASSIGNMENT / RESEARCH	Textual questions Based on Value based question
ASSESSMENT	. Value based question: Think of some other comparisons of life.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	1.textual questions 2.value based questions 3. 5.class interaction



CLASS -IX

CLASSES REQUIRED	3
TOPIC	“Oh, I wish I’d looked after Me teeth”
CONCEPT & SKILLS	Alliteration Irony Skills: Close reading Comprehension of the poem
LEARNING OUTCOMES	Th Understanding of the poem Understanding of the poetic devices Aesthetic pleasure
INSTRUCTIONAL TOOLS & REFERENCES	1.text book 2.white board 3.marker
PEDAGOGY	Discussion Random questioning Concept formation Reflective discussion
ACTIVITY / ASSIGNMENT / RESEARCH	Textual questions Based on Value based question
ASSESSMENT	. Value based question: ‘sometimes a situation doesn’t have a real cause unlike that in the poem’. Discuss the phenomenon by comparing it to the argument in the poem
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	1.textual questions 2.value based questions 3. 5.class interaction



CLASS -IX

CLASSES REQUIRED	3
“Song of the Rain”	“Song of the Rain”
CONCEPT & SKILLS	Alliteration Irony Skills: Close reading Comprehension of the poem
LEARNING OUTCOMES	The Understanding of the poem as departure from the typical romantic distinction between poet and contemplated object
INSTRUCTIONAL TOOLS & REFERENCES	1.text book 2.white board 3.marker
PEDAGOGY	Discussion Random questioning Concept formation Reflective discussion
ACTIVITY / ASSIGNMENT / RESEARCH	Textual questions Based on Value based question
ASSESSMENT	Based on Value based question
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	1.textual questions 2.value based questions 3. 5.class interaction



CLASS -IX

CLASSES REQUIRED	9
TOPIC	““Villa for Sale”
CONCEPT & SKILLS	Concept and evolution of the genre ‘Drama’.
LEARNING OUTCOMES	Th Comprehension of the plot Understanding of the theme and central idea of the play: opportunism and self interest
INSTRUCTIONAL TOOLS & REFERENCES	1.text book 2.white board 3.marker
PEDAGOGY	Discussion Random questioning Concept formation Reflective discussion
ACTIVITY / ASSIGNMENT / RESEARCH	Textual questions Value based question Do you think that opportunism and self interest are the guiding principles of life. Give reasons with reference to the play
ASSESSMENT	Assessment of Value based question:
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	1.textual questions 2.value based questions 3. 5.class interaction



CLASS -IX

CLASSES REQUIRED	12
TOPIC	“““The Bishop’s Candlesticks”
CONCEPT & SKILLS	Christian play Character and caricature Reformation through empathy Skills: Close reading Exposition and discussion
LEARNING OUTCOMES	Th Comprehension of the plot Comprehension of the Christian principle of ‘Hate the sin not the sinner’.
INSTRUCTIONAL TOOLS & REFERENCES	1.text book 2.white board 3.marker
PEDAGOGY	Discussion Random questioning Concept formation Reflective discussion
ACTIVITY / ASSIGNMENT / RESEARCH	Textual questions Value based question ‘Discuss the conflict between religious and secular law in the light of the play’.
ASSESSMENT	Assessment of Value based question:
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	1.textual questions 2.value based questions 3. 5.class interaction

CLASS -IX

CLASSES REQUIRED	8 (Theory=6 and Practical =2)
TOPIC	The fundamental unit of life
CONCEPT & SKILLS	<p>EXPECTED OBJECTIVES (Concepts & Skills):</p> <p><u>General objectives:</u></p> <p>v. To inculcate the spirit of scientific method and scientific reasoning among the students.</p> <p>ii To make students aware of the importance of biology</p> <p><u>Specific Objectives</u></p> <p>i. To make the concepts of : (a) cell (b) structural organisation of cell(c)cytoplasm (Cell organelles and cell inclusions).</p> <p>vi. To discuss Textbook problems related to the topic.</p> <p>vii. To draw neat and labelled diagrams.</p> <p>Skills: Scientific Aptitude, Content of Knowledge, Presentation, Correctness, Thinking skills, Reasoning Skills, Attentiveness, Listening Skills.</p>
LEARNING OUTCOMES	<p>Make it sure that the student learns the concepts given:</p> <ul style="list-style-type: none"> ➤ History of the cell. ➤ Prokaryotic and eukaryotic cell ➤ Structure of typical eukaryotic cell ➤ Functions of cell organelles ➤ Definition ➤ Drawing Diagrams. ➤ Textbook questions related to the topic.
INSTRUCTIONAL TOOLS & REFERENCES	In addition to general teaching tools like white board, marker, etc, the teacher will use chart models like plant cell and animal cell etc .The References used will be: Science and Technology Text book for Class IX.
PEDAGOGY	<p>ii. Activating Prior Knowledge by Random Questioning</p> <p>iii. Introducing the topic to be taught after getting the expected response from the students.</p> <p>iv. Developing hypothesis by: (a) Brainstorming, (b) lecture method (c) Discussion followed by performing activity in which active participation of students will be made possible.</p>
ACTIVITY / ASSIGNMENT / RESEARCH	Home Assignments, Chart Making, Worksheets, etc.
ASSESSMENT	The areas of assessment will be Regularity, Time management, Presentation, Correctness and Thinking skills.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	FA. The syllabus for FA1 will be: The fundamental unit of life.



CLASSES REQUIRED	12 Theory (10) practical (2) PHYSICS
TOPIC	<i>(Chapter 1) motion</i>
CONCEPT & SKILLS	<p><i>To inculcate the spirit of scientific method and scientific reasoning among the students.</i></p> <ul style="list-style-type: none"> ➤ <i>To make students aware of the importance of physics Basic concept of motion and rest.</i> ➤ <i>Concept speed and velocity.</i> ➤ <i>Concept of physical quantities</i> ➤ <i>Basic concept of Distance and displacement</i> ➤ <i>Graphic representation of speed, velocity and acceleration.</i> ➤ <i>Textbook problems and related numerical</i> <p><i>The teacher will keep the following skills in view:</i></p> <ul style="list-style-type: none"> ➤ <i>Scientific Aptitude</i> ➤ <i>Thinking skills</i> ➤ <i>Reasoning Skills</i> ➤ <i>Attentiveness</i> ➤ <i>Listening Skills)</i>
LEARNING OUTCOMES	<ul style="list-style-type: none"> ➤ . Make it sure that the student learn the concepts given. ➤ The brief idea about motion and rest state of a body. ➤ Different types of graphs. ➤ The difference between speed and velocity and its calculation ➤ They will understand about the acceleration its graphic representation and calculation. ➤ They will learn about to calculate speed, velocity, acceleration distance and displacement. ➤ They will learn concept of circular motion. ➤
INSTRUCTIONAL TOOLS & REFERENCES	<p><i>In addition to general teaching tools like white board, marker, etc, the teacher will will draw diagrams that gives depth of introductory idea about the given concept.. .The References used will be Dinesh pradeeps etc:</i></p> <p><i>(c) Science and Technology Text book for Class IX.</i></p>
PEDAGOGY	<p>iv. <i>Activating Prior Knowledge by Random Questioning</i></p> <p>v. <i>Introducing the topic to be taught after getting the expected response from the students.</i></p> <p>vi. <i>Developing hypothesis by: (a) Brainstorming, (b) lecture method (c) Discussion followed by performing activity in which active participation of students will be made possible.</i></p>
ACTIVITY / ASSIGNMENT / RESEARCH	<p>(e) <i>Home Assignments, Chart Making, Worksheets, etc. The areas of assessment will be Regularity, Time management, Presentation, Correctness and Thinking skills.</i></p> <p>(f) <u>Group Activity (Practical / Project):</u> <i>The teacher will divide the students in groups to perform practical work in the lab and the areas of assessment may include Attentiveness, Teamwork, Respect to peer, Appropriate body language, Submission of practical</i></p>



	<i>notebook.</i>
ASSESSMENT	ASSESSMENT: <i>the student will be assessed by:</i> i. <i>Home assignments, chart making, worksheets. The areas of assessment will be regularity, time management, presentation, correctness and thinking skills</i>
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	SA₁ & SA₂ SYLLABUS : Syllabus: <ul style="list-style-type: none"> ➤ <i>Basic concept of motion and rest.</i> ➤ <i>Distance and displacement</i> ➤ <i>Speed, velocity, Acceleration</i> ➤ <i>S-t graph and V-t graph.</i> ➤ <i>Positive acceleration and negative acceleration</i> ➤ <i>Uniform circular motion</i> ➤ <i>Textbook related to the topic.</i> <p>Syllabus: Same as FA</p>

CLASSES REQUIRED	12 Theory (12) practical (0)
TOPIC	(Chapter 1)Force and laws of motion
CONCEPT & SKILLS	<i>To inculcate the spirit of scientific method and scientific reasoning among the students.</i> <ul style="list-style-type: none"> ➤ <i>To make students aware of the importance of physics Basic concept of motion and rest.</i> ➤ <i>Concept of force and its units.</i> ➤ <i>Various effects of force.</i> ➤ <i>Basic concept of laws of motion.</i> ➤ <i>Concept of inertia and its types.</i> ➤ <i>2nd law of motion (F = ma)</i> ➤ <i>Concept of action and reaction forces</i> ➤ <i>Conservation of momentum.</i> <p><i>The teacher will keep the following skills in view:</i></p> <ul style="list-style-type: none"> ➤ <i>Scientific Aptitude</i> ➤ <i>Thinking skills</i> ➤ <i>Reasoning Skills</i> ➤ <i>Attentiveness</i> ➤ <i>Listening Skills)</i>
LEARNING OUTCOMES	<ul style="list-style-type: none"> ➤ <i>Make it sure that the student learns the concepts given.</i> ➤ <i>The brief idea about force and its effects on a body.</i> ➤ <i>Different types of inertia and its examples.</i> ➤ <i>Laws of motion and derivation of F = ma</i> ➤ <i>They will learn action and reaction forces .</i> ➤ <i>They will learn derivation and relations between different physical quantities</i>



INSTRUCTIONAL TOOLS & REFERENCES	<i>In addition to general teaching tools like white board, marker, etc, the teacher will will draw diagrams that gives depth of introductory idea about the given concept.. The References used will be Dinesh pradeeps etc: (d) Science and Technology Text book for Class IX.</i>
P EDAGOGY	vii. <i>Activating Prior Knowledge by Random Questioning</i> viii. <i>Introducing the topic to be taught after getting the expected response from the students.</i> ix. <i>Developing hypothesis by: (a) Brainstorming, (b) lecture method (c) Discussion followed by performing activity in which active participation of students will be made possible.</i>
ACTIVITY / ASSIGNMENT / RESEARCH	(g) <i>Home Assignments, Chart Making, Worksheets, etc. The areas of assessment will be Regularity, Time management, Presentation, Correctness and Thinking skills.</i> (h) Group Activity (Practical / Project): <i>The teacher will divide the students in groups to perform practical work in the lab and the areas of assessment may include Attentiveness, Teamwork, Respect to peer, Appropriate body language, Submission of practical notebook.</i>
ASSESSMENT	ASSESSMENT: <i>the student will be assessed by: Home assignments, chart making, worksheets. The areas of assessment will be regularity, time management, presentation, correctness and thinking skills</i>
CLASSES REQUIRED	14 Theory (12) practical (2)
TOPIC	(Chapter 1) Gravitation
CONCEPT & SKILLS	viii. <i>To inculcate the spirit of scientific method and scientific reasoning among the students.</i> ➤ <i>To make students aware of the importance of physics Basic concept of motion and rest.</i> ➤ <i>Concept Gravity and gravitation.</i> ➤ <i>Concept and importance of universal law of gravitation.</i> ➤ <i>Concept of acceleration due to gravity(g) and its relation</i> ➤ <i>Difference between G and g.</i> ➤ <i>Concept of mass and weight and their difference.</i> ➤ <i>Textbook problems and related numerical</i> <i>The teacher will keep the following skills in view:</i> ➤ <i>Scientific Aptitude</i> ➤ <i>Thinking skills</i> ➤ <i>Reasoning Skills</i> ➤ <i>Attentiveness</i> <i>Listening Skills)</i>
LEARNING OUTCOMES	➤ <i>. Make it sure that the student learns the concepts given.</i> ➤ <i>The brief idea about Gravity and gravitation.</i>



	<ul style="list-style-type: none"> ➤ They will learn the concept of universal gravitation and its derivation ➤ The difference between mass and Weight and their calculation ➤ They will learn concept of acceleration due to gravity and its variation with poles. ➤ They will learn about to calculate mass, weight, acceleration due to gravity.
INSTRUCTIONAL TOOLS & REFERENCES	<i>In addition to general teaching tools like white board, marker, etc, the teacher will draw diagrams that gives depth of introductory idea about the given concept.. The References used will be Dinesh pradeeps etc: (e) Science and Technology Text book for Class IX.</i>
PEDAGOGY	<p>x. <i>Activating Prior Knowledge by Random Questioning</i></p> <p>xi. <i>Introducing the topic to be taught after getting the expected response from the students.</i></p> <p>xii. <i>Developing hypothesis by: (a) Brainstorming, (b) lecture method (c) Discussion followed by performing activity in which active participation of students will be made possible.</i></p>
ACTIVITY / ASSIGNMENT / RESEARCH	<p>(i) <i>Home Assignments, Chart Making, Worksheets, etc. The areas of assessment will be Regularity, Time management, Presentation, Correctness and Thinking skills.</i></p> <p>(j) <u>Group Activity (Practical / Project):</u> <i>The teacher will divide the students in groups to perform practical work in the lab and the areas of assessment may include Attentiveness, Teamwork, Respect to peer, Appropriate body language, Submission of practical notebook.</i></p>
ASSESSMENT	<p><u>ASSESSMENT:</u> <i>the student will be assessed by:</i></p> <p>ii. <i>Home assignments, chart making, worksheets. The areas of assessment will be regularity, time management, presentation, correctness and thinking skills</i></p>
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<p><u>SA₁ & SA₂ SYLLABUS</u> :</p> <p>Syllabus:</p> <ul style="list-style-type: none"> ➤ <i>Basic concept of gravity and Gravitation.</i> ➤ <i>Acceleration due to gravity</i> ➤ <i>Mass and weight</i> ➤ <i>Textbook related to the topic.</i> <p>Syllabus: Same as FA</p>

