



Sunbeam School

Bhagwanpur, Lahartara, Sarnath, Suncity, Varuna & Knowledge Partners

BOOK LIST : 2026-27

Class IX

Parents are free to buy books from any shop of their choice in the city.
Please ensure that you buy the New Editions only.

Subjects	Name of the Books	Publishers
English (R ₁)	Kaveri – Textbook of English for Grade 9	NCERT
	Supplementary Books: (a). Gateway to Assignments in English Language and Literature (b). Collins Cobuild Learner's Illustrated Dictionary (c). My Reading Log	Goyal Brothers Pr. Collins Eternal Publication
Hindi (R ₂) (only for students who have opted for Hindi)	Ganga- Textbook of Hindi for Class IX	NCERT
	Supplementary Book: Saraswati Vyakran Darshika Course B (IX – X) (Purnataya Sanshodhit evam Naveentam Sanskaran)	Saraswati House Pub. Ltd.
Sanskrit (R ₂) (only for students who have opted for Sanskrit)	Sharada- Text Book of Sanskrit for Class IX	NCERT
	Supplementary Books: (a). Abhyaswan Bhawa– Prathamobhagam Vyakaran Pustakam	NCERT
	(b). Vyakaran Vithi : Vyakaran Pustakam	NCERT
Maths	Ganita Manjari (Part I and II) Textbook for Grade 9	NCERT
	Supplementary Books: (a). A Complete Course of Mathematics Grade 9 (Part I and II) (B.K. Singh)	Goyal Brothers Pr.
	(b). Together with Mathematics Lab Manual	Rachna Sagar
Science	Exploration- Textbook of Science for Class IX	NCERT
	Supplementary Books: (a) Gateway to Science – Physics Class 9 (b) Gateway to Science – Chemistry Class 9 (c) Gateway to Science – Biology Class 9 (d) Together with Science (which has Prac. Lab Manual, MCQ, Practical Files for Phy., Chem. & Bio.) (e) The Language of Chemistry or Chemical Equations (Tuli & Soni)	Goyal Brothers Pr. Goyal Brothers Pr. Goyal Brothers Pr. Rachna Sagar S. Chand & Co.
Social Science	Understanding Society: India and Beyond (Part I & II)	NCERT
	Supplementary Books: Gateway to Social Science (Part I & II)	Goyal Brothers Pr.

Subjects	Name of the Books	Publishers
Information Technology	(a) Essentials of Information Technology Based on Libre Office - Class IX by Preeti Arora (b) CBSE Study Draft Material (Reference Material) To be downloaded from CBSE website	Sultan Chand
Financial Marketing	Introduction to Financial Markets: NSQF Level- 1 Class 9 (BGN & SCT)	CBSE
Art Education	Kalakriti Art Education	Eternal Pub.
Vocational Educational	Kaushal Vikas Vocational Education Textbook (Grade 9)	NCERT
Individuals in Society	Will be informed as and when updates come from the CBSE Board	–
Life Skills	My Cinema Book- 9	Edumedia India Pvt. Ltd.
Reading for Pleasure	The Story of My Life (Hellen Keller)	Goyal Brothers Prak.
Song Book	Swaranjali – Songs for Sunbeams	Eternal Pub.
Personal Growth & Self Awareness	My Dream Journal Classes 9 to 12	Headword

Please Note:- Parents are requested to download the online soft copy of the NCERT books from the official website <https://ncert.nic.in>. These books will be downloaded, discussed and done in the respective classes

Enrichment Booklet

- Maths Enrichment Sheet
- Logical Reasoning Enrichment Sheet
- SAFAL Assignment
- Cyber Assignment
- Global Assignment

STATIONERY LIST

English	Register (1 for Literature & 1 for Language)		140 pages
Hindi	Register (1 for Literature & 1 for Language)		140 pages
Maths	Registers (2 for CW & 2 for HW)		140 pages
	Practical File	1	100 pages
	Graph notebook	1	100 pages
Physics	Register	1	140 pages
Chemistry	Register	1	140 pages
Biology	Register	1	140 pages
Practical file	1 each for Physics, Chemistry & Biology	1	100 pages
History	Register	1	140 pages
Civics	Register	1	140 pages
Geography	Register	1	140 pages
Economics	Register	1	140 pages
Sanskrit	Register	2	100 pages
ATL	Bound Practical Register	1	60 pages
IT / IFM	Register	1	140 pages
Stationery	Gel Pen (Blue), White board marker (any colour)	1	
Drawing	Drawing Notebook	1	
	Colour palette	1 set	15 shades
	Camel Artists' Water Colour Cakes (18 shades of 10 ml)	1 set	
	Round Brush (No. 2, 4, 6 & 8)	1 each	
	Camlin Water Colour Pencils (12 shades)	1 set	
	Shading Pencil (2B, 4B, 6B), HB Pencils,	1 each	
Geometry box + File (for filing Unit Test Papers & Open Door Assessments)		1	
My Confidence Diary for Seniors (Classes VI-X) (Revised Edition)–Marina Publications			

Note:- There will be a booklet of assignments which is a comprehensive collection of specialized modules covering ATL Innovation, Robotics, Entrepreneurial strategy, tGELF excellence, Divine Messages of Bhagwad Gita and Sikh Gurus & their teachings.

1. Stainless Steel Rulers are **not allowed** in school. Only Plastic Rulers are to be used.
2. We discourage covering notebooks to **save paper**. If needed, all notebooks should be covered only with used paper as we are an eco-conscious school and realize the importance of recycling. Plastic covers are strictly prohibited.
3. The text books should be covered only with used paper or bound so that they don't tear during the session.
4. All text books and notebooks should be properly labelled with name, class and section.
5. All notebooks should be of **big size**. Small notebooks will not be accepted in school for correction.
6. Parents are requested to buy the books at the earliest before the stock is sold.
7. Since we believe that the child should carry a few books to school so as to avoid burden on the young shoulders, please see that the child brings books according to the time table.

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The Sunbeam School
VISION

Ongoing consolidation, growth and collaboration within and across institutions that are instrumental in holistic growth of students, in a conducive environment, that promotes excellence and the students further move on to refine the social fabric.



Sunbeam
Group of Educational Institutions

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A WORD TO THE PARENTS

Dear Parents,

Welcome to an amazing year of learning!

We extend our heartfelt gratitude to you for giving us the opportunity to educate your child. We are thankful for the trust and faith shown by you in Sunbeam Group of Educational Institutions.

We will leave no stone unturned in our mission to develop a positive brain compatible environment. We will work together as a team to encourage and motivate all students to reach their fullest potential.

At Sunbeam, we strive to use various teaching and learning strategies for which we have structured our syllabus accordingly.

The Precept includes a detailed month wise description of the content to be formally taught in various scholastic subjects during the year. It will also enable you to examine closely the non-scholastic areas that have been given due importance in the Precept. You will also find a comprehensive list of website references, assessment pattern, test schedules, list of suggested reading, project work and Holiday homework.

In the given PRECEPT, we have made an attempt to synchronise learning with children's inherent talents and aptitude so that learning becomes easy and enjoyable for the children. The syllabus is designed keeping in mind the individual differences existing in children owing largely to the Multiple Intelligence found in them. We aim at developing aesthetic sense, cultivating life skills and providing lifelong guidelines. The theories of Blooms Taxonomy, Multiple Intelligence along with Collaborative learning find a dominant place in this Precept.

We work towards the holistic growth of our students. We also work to protect the self-esteem of each individual and to make every member of the 'Sunbeam Family' feel special. Our staff and students become lifelong learners and responsible citizens striving to reach new heights in order to make the world a better place to live in.

To increase the degree of educational success, it is important that teachers, parents and administrators communicate openly and frequently concerning the progress of students.

Your words of encouragement, a hug when the day has been rough, your interest in your children's work and your presence in the school are vital !

Parents count! Come to school, meet us, talk to us, join the CPTD and volunteer your time and energy for the benefit of your child. Your involvement will show your children that you value their education.

Let's work together!

Educationally yours,

Sunbeam Group of Educational Institutions.

Salient Features of Sunbeam Precept

In addition to the core curriculum, Sunbeam Schools add further dimension to the precept with a set of age appropriate innovative and immersive set of programs for enhancing academic, cultural and co- scholastic progress.

Art Integrated Learning (AIL)

Art integrated Learning (AIL) has become an integral part of the learning process. Hence Art Integrated Learning (AIL) is being introduced in all the subjects to give students an opportunity to study deeply about the 'Uniqueness in Indian work culture and present it through different art forms like dance, music, skit, role play. theatre etc. It also helps to imbibe the Indian ethos through integration of Indian art and culture in the teaching and learning process at every level. This art integrated approach will strengthen the linkages between education and culture.

Artificial Intelligence (AI)

The school is redefining education by transitioning from traditional teaching methods to a dynamic, new-age learning ecosystem powered by Artificial Intelligence (AI). It recognizes that education today must extend beyond textbooks and rote learning to prepare learners for a rapidly evolving, technology-driven world.

By integrating AI into everyday classroom practices, the teaching–learning process has become more personalized, interactive, and data-driven. Instruction is no longer one-size-fits-all. AI-enabled tools support educators in identifying learning patterns, monitoring progress, and addressing learning gaps through targeted interventions and meaningful feedback.

AI platforms facilitate adaptive assessments, real-time analytics, and immersive instructional strategies. Complex concepts are enriched through simulations, visualizations, and technology-supported experiential learning methodologies.

Beyond implementation, the school also emphasizes responsible and ethical engagement with AI, fostering awareness of issues such as bias, privacy, accountability, and digital responsibility.

The school is shaping a future-ready learning environment aligned with global standards.

Chetna

Chetna curriculum is designed keeping in mind the socio emotional development and the safety of the children. It also focuses on preventing child abuse and child sexual abuse in particular. It includes various activities, presentations and brainstorming sessions which will motivate students to introspect, communicate without fear and find solution to the problems in the best possible way, sometimes on their own, or by seeking help from the right person at the right time.

Clicker

Our classrooms are equipped with clickers that function as powerful real-time formative assessment tools, redefining how learning is measured and supported. As part of our innovative pedagogy, clickers are an integral component of the teaching–learning process, seamlessly embedding into everyday classroom instruction.

Through Clicker teachers can immediately analyze comprehension levels, identify misconceptions, and address learning gaps within the teaching timeframe itself.

Clickers enable continuous, competency-based evaluation and data-informed instructional decisions. Real-time analytics and immediate feedback strengthen conceptual clarity, build confidence, and ensure that progress remains measurable, timely, and meaningful for every learner.

Digital Health and Wellness Curriculum for new age citizens

Using technology responsibly and being physically, socially & emotionally healthy amidst technology centered world is important. Students need to know how to use and how much to use the gadgets available to avoid the harmful effects of the same. Hence, the Digital Health and Wellness Curriculum is designed to inculcate awareness among students.

Dream Journal

The Dream Journal is a structured and transformative life-skills and reflective learning journal designed to promote personal growth and self-awareness. It has been thoughtfully developed to nurture self-awareness, critical thinking, goal setting, emotional intelligence, and holistic development through guided classroom engagement.

The journal encourages students to think deeply, express their ideas with clarity, set realistic goals, and take ownership of their personal and academic journeys. It provides a safe and purposeful space for students to explore their aspirations, values, strengths, and challenges, thereby fostering confidence and independent thinking.

The Dream Journal empowers students to become mindful, responsible, and purpose-driven individuals—prepared not only for academic success but also for lifelong learning.

Entrepreneurship and Financial Literacy

As our core philosophy, it's important for Sunbeam students to take what they learn in class and apply it to their daily and future lives. Hence several opportunities are provided in the Precept to expose students to areas such as entrepreneurship, innovation, problem-solving, and critical thinking.

Entrepreneurship syllabus teaches students about money, investing, business strategies, loans, and creating budgets. At the same time, students can learn critical life skills such as problem-solving, brainstorming ideas, taking risks, facing failure and getting up again, setting goals, working together, and feeling comfortable to work individually.

Also, with the many unknowns in the future job market, the activities will ensure students think about opportunities they can build for themselves for the future.

Graphic Novel

Graphic novels have proven to be a powerful and effective educational tool, combining visual elements with textual content to enhance comprehension and foster a love for reading. The unique format of Graphic Novels engages students in a way that traditional textbooks often struggle to achieve. Sunbeam has Integrated Graphic Novels into its curriculum for dynamic and enjoyable learning environment.

It fosters creativity and allows students to express themselves through visual narratives. It is also a gateway to reading for reluctant readers, making literature more accessible and enjoyable.

It is uploaded in the IFP/Digi boards for the students and it is available in the DIKSHA portal of CBSE.

Information for internet usage

Parents to take note that we will continue to use blended form of learning so all links, updates, texts, research materials will be provided by the school in the G Suite (Google Classroom). It will take between 30-40 minutes of internet time for your ward to go through and benefit.

Please be conscious about the net usage beyond the mentioned allotted time since beyond that your ward may be using the internet for non-productive/addictive things, not in the best of his/her interest, intelligently/emotionally.

Khan Academy

Khan Academy is an online educational resource for Math & Science. The impact of Khan Academy on students has been significant and far-reaching.

Khan Academy has made it possible for students to learn at their own pace. Self-paced learning model allows students to progress through material as quickly or as slowly as they need, which can be especially beneficial for students who may be struggling with a particular concept.

Khan Academy has had a significant impact on students by improving access to education, providing self-paced learning opportunities, and offering a personalized learning experience. These benefits help students develop a love for learning and lay the foundation for good academic and to take charge of their own learning.

NDRF Training Program

As part of disaster management programme, NDRF workshop will be conducted for the students of Class-IX in the second term. It's mandatory for every child to get trained.

Open Door

We, at Sunbeam, believe that the child learns by thinking as they are natural thinkers. They are curious and ask many questions. Keeping this in mind, we introduce '**Open Door Assessment**' a series of thought-provoking assessments which test critical thinking and application skills followed by immediate feedback. It is a competency-based assessment that will encourage your ward to become deep thinkers.

This assessment will give your ward an insight of his concepts of **Mathematics and Science**. Each student will be given an individual feedback and the process of assessment not only will involve learning, but also **Relearning** where difficult concepts will be revisited.

Portfolio and E-Portfolio

A portfolio is a useful collection of purposely chosen work depicting a selection of performances that are collected over time and represents the learner's effort, progress, growth and accomplishment in key areas. Keeping this in mind, CBSE has introduced portfolio as an integral part of curriculum where students create their own digital portfolio for checking their own progress. Sunbeam encourage students to build a strong portfolio in order to help them in seeking admission/ internship in the future.

Prayag Sangeet Samiti (Optional)

Prayag Sangeet Samiti provides a unique method of learning. It's emphasizes on creating an environment to nurture and encourage creativity. It awards diploma and certificate programs in Vocal Music, Instrumental Music as well as Classical Dance. It is an integral part of our curriculum enhancing the child's creativity in the field of music and dance. The major aim of this program is to upgrade and enhance the various streams of performing art.

Quality Circle Time (QCT)

Quality Circle Time (QCT) is a creative way of allowing students to talk on a wide range of issues in a safe inclusive environment. It helps them to develop self-esteem and ultimately improve academics. In this way in the school, we create non-threatening, collaborative and participatory learning environment.

Four QCT sessions are held in a term for the students.

Reading for Pleasure

Books are the quietest and most constant of friends; they are the most accessible and wisest of counselors, and the most patient of teachers. There is no substitute for books in the life of a child and the greatest skill a child can ever acquire is a passion for reading. Reading for Pleasure books have been incorporated in the syllabus to inculcate a love and habit for reading. The Reading For Pleasure books are meant to be read by the child on his own for the love of reading and not just for an exam and marks. They need to enjoy the experience and in the process if he/she falls in love with reading, the bigger purpose of having RFP in the syllabus, fructifies. Limited class discussions on the same are not to teach the book per se, but only to stimulate thoughts and initiate discussions and deliberations. The exam paper of RFP in both the terms will contain questions which are global in nature. The exams will test how much the child has understood the story and not how much he/she remembers. So encourage and excite your children to dive deep into the world of books starting with RFP, help him to be an independent reader and watch him/her blossom.

Please do take note that:

- Reading is fun. Children who read often and widely get better at it. Reading exercises our brain and improves concentration.

- Reading teaches children about the world around them and therefore builds confidence and the ability to converse socially.
- Reading improves vocabulary and language skills and develops a child's imagination.
- Reading helps children to develop empathy.
- Children who read invariably achieve better in life and also helps language skills and therefore improves on the understanding and comprehension of all subjects being taught.

He that loves reading has everything within his reach. -William Godwin

Sanskrit Shlok

Children's intellects are sharpened through chanting of the Sanskrit shlok. It helps brain to stay sharp and focused. Recitation increases systematic breathing and supplies additional oxygen to the brain to stay active and flexible by learning new languages through shlokas.

Sanskriti-Shala : Connecting To The Roots

Sanskriti Shala curriculum is designed with a motive to let the students know our culture and inculcate the values. It will help in connecting them to our roots.

Sustainable Development Goals Immersed in the Sunbeam Precept!

Sunbeam Schools understand the critical role that schools and students must play in addressing critical global challenges and achieving the Sustainable Development Goals by 2030. We understand our responsibility to equip our students with the knowledge to understand the global challenges facing the world and the skills to overcome them.

SDGs cannot be taught in isolation; hence we have integrated the thoughts and concepts of SDGs across subjects and chapters starting from class 1.

All the chapters will have a question(s)/activity(ies) based on SDG which will make students think, introspect and relate his learnings or actions to the goals.

The idea behind SDG immersion in the Precept is to:

- Support and promote the global principles of SDGs
- Provide educational opportunities to our students to acquire the knowledge and skills needed to engage with the SDGs
- Transform the Sunbeam learning environment into dynamic hubs of student leadership for the SDGs.
- Be a part of the Global Movement to achieve SDGs by year 2030.

THE GLOBAL GOALS For Sustainable Development



Day-to-Day Practices to Achieve Sustainability

In our journey towards a safer and more sustainable planet, both schools and families play crucial roles. By integrating simple day-to-day practices, we can collectively contribute to the Sustainable Development Goals (SDGs) and foster a sustainable school community. By adopting these simple practices, we can create a ripple effect that leads to a more sustainable and healthier planet for future generations. Together, we can make a significant difference.

Here are some practical steps:

Water Conservation:

1. Turn off taps while brushing teeth, shaving or soaping hands.
2. Take shorter showers (5-10 minutes).
3. Fix leaky faucets, taps & pipes promptly.
4. Use water-efficient appliances.
5. Supply water in glasses instead of bottles.

Energy Efficiency:

1. Switch off lights, fans, ACs etc. and electronics when not in use.
2. Use LED bulbs.
3. Adjust thermostat settings to save energy.
4. Unplug chargers and devices on standby.
5. Regulate the AC temperature to 25° Celsius

Waste Reduction: 1. Carry reusable bags for shopping. 2. Refuse single-use plastics (straws, cutlery, etc.). 3. Segregate waste into wet and dry wastes for disposing them 4. Compost food waste. 5. Recycle paper, plastic, glass, and metal.	Food Sustainability: 1. Plan meals to reduce food waste. 2. Buy local, seasonal produce. 3. Use reusable containers for takeout. 4. Avoid single-use water bottles/paper glasses etc.
Transportation: 1. Use public transport for long trips 2. Practice walking or bi-cycling for short trips. 3. Carpool or share rides. 4. Maintain vehicle efficiency (regular tune-ups, proper tire pressure etc.). 5. Consider electric or hybrid vehicles.	Home and Garden: 1. Use eco-friendly cleaning products. 2. Plant trees, herbs, or vegetables. 3. Reduce paper usage, go for digital documents, bills). 4. Repurpose or up-cycle old items. 5. Use reusable materials for wiping hands/face etc.
Lifestyle Changes: 1. Avoid fast fashion, animal-based textiles and impulse buying 2. Reduce air travel or offset carbon emissions. 3. Support renewable energy projects. 4. Choose organic & sustainable products as far as possible. 5. Boycott products that endanger wildlife.	Daily Habits: 1. Bring reusable coffee cups or water bottles. 2. Avoid using disposable utensils. 3. Use rags instead of paper towels/tissues. 4. Drive less, Drive green. 5. Use resources wisely to minimize carbon footprint.

tGELF

The Global Education & Leadership Foundation (tGELF) is a programme whose vision is to nurture young ethical leaders that will be future agents of change.

tGELF has a unique value based curriculum for our students. In an effort to further cultivate values in our students, the school has introduced the tGELF curriculum Skilling & Knowhow Initiative for Lifelong Leadership Development (SKILLD) programme.

Using Bloom's Taxonomy to Enhance Learning !

Bloom's taxonomy is a series of cognitive skills and learning objectives arranged in a hierarchical model. Originally, Bloom's taxonomy was designed as a way of gauging competence by placing students' knowledge on one of 6 levels which are often represented visually in the form of a pyramid.

Each step of the pyramid from bottom to top represents a move from a lower order thinking skill (LOTS) to a higher order one (HOTS); from straightforward concrete cognition to a more abstract, conceptual understanding.

This taxonomy of educational objectives gets its name from its creator, Benjamin

Bloom. Bloom was an American educational psychologist who is best remembered for his significant contributions to the theory of mastery learning.

All our teachers are well versed in transcending from LOTS to HOTS while transacting curriculum through activities and questioning. Our assessment papers also have a good balance of HOTS and LOTS questions. At the same time our students from class IV upwards are trained to understand Bloom's Taxonomy and are encouraged to make questions catering to different levels of the taxonomy across subjects thus developing Questioning abilities and developing various competencies that comes with traversing the various levels of the pyramid.



Veer Gatha: Gallantry Award Winners (Stories of Paramveer Chakra Awardees)

To honour the acts of bravery and sacrifice of the officers / personnel of the Armed Forces, the life stories of these brave-hearts (Veer Gatha) will be narrated and discussed, with the students during '**Reading Mahotsava**' **First Term** and '**Indian Army Day**- **Second Term**.

Students will be motivated through story narration in an interesting way followed by the Quiz (Asynchronous mode) to make children learn and understand about the Gallantry Award winners. Stories to be narrated through different techniques with voice modulation, facial expressions, gestures, props, puppets etc. as per the level of the students along with the photographs of respective gallantry award winners to identify the awardees.

Link of Veer Gatha -<https://ncert.nic.in/pdf/publication/otherpublications/veergatha.pdf>

Sunbeam and the New Education Policy (NEP) 2020

Dear Parents,

Greetings at the start of the academic new session.

Amongst lots of trials and tribulations that we all witnessed last year, the one silver lining for the educational fraternity was the unveiling of the New Education Policy (NEP) 2020. The NEP promises to revolutionize Indian Education but at Sunbeam, what gives us immense pleasure is that it reiterates our commitment to holistic child development, something which Sunbeam has always believed in and has incorporated ways and means to provide the same down the years. The NEP validates our progressive vision.

A quick look to connect provisions of the NEP to what Sunbeam has already been doing.

- Sunbeam Schools are Innovative education centers with good infrastructure support and well-equipped classrooms & laboratories.
- Sunbeam had incorporated technology in education from many years back. Today we are extremely well equipped for a blended learning environment offering the best of the online and offline worlds to our students.
- While everyone is talking about ECCE, Sunbeam always has had a very strong ECCE precept which is well researched and dynamic, incorporating best practices of Kindergarten from across the world, focusing on Foundational Literacy and Numeracy and communication skill building helping young learners build a strong mindset during growing years.
- The Sunbeam Precept provides opportunities for holistic learning to students along with enriching their minds with 21st century skills like analytical & critical thinking power and experiential learning experiences. Sunbeam has never believed in rigid learning separation between various fields like arts & science, curricular & extra-curricular activities. Everything that a student does is counted! The vision is to ensure students become all-rounders rather than acquiring just the academic knowledge.
- Our delivery system comprises of multiple modes of learning: Formal & Informal
- We have Experienced faculty members and a well-designed & formalized Teachers Training and development plan.
- All our schools have Trained counselors.
- The Sunbeam precept has in it life-enrichment courses for overall development of individuals. From this year onwards we will also be starting Skill development courses with internship opportunities for middle school (classes VI to VIII students)
- In class XI students at Sunbeam have choice-based options so that students can choose subjects of their interest and pursue the same.
- Across classes we track student progress based on learning levels. Assessments at Sunbeam plays a key role in helping
- teachers scrutinize & evaluate the skills & knowledge of students. Our assessments are competency-based assessment that evaluates-

❖ Analytical power

❖ Critical thinking

❖ Decision-making

❖ Creativity

❖ Conceptual clarity

Sunbeam is committed toward nation building by shaping up youngsters to the requirements of tomorrow. We are happy other schools too now will follow the path that we have been treading so far.



(Amrita Burman)
Director

SANSKRITI-SHALA : CONNECTING TO THE ROOTS

Sanskriti Shala curriculum is designed with a motive to let the students know our culture and inculcate the values. It will help in connecting them to our roots. It includes lecture cum activity based interactive sessions. There will be four sessions in one academic year.

Session-1 : July

Chapter- 1

Namaskar or Pranam

Namaskar or Pranam is the simple but most important way to greet while we meet anyone in India. It is named differently in different parts of the country.

How and why is Namaskar performed?

Namaskar is performed by pressing the palms together in front of the chest, fingers pointing upwards, accompanied by a slight bow of the head. This hand position is known as *Añjali Mudrā*. It symbolizes the meeting of two souls and is a gesture of unity and respect.

In yogic and Hindu traditions, Namaskar transcends a mere greeting. It represents the acknowledgment of the divine spark within each individual, fostering a sense of unity and spiritual connection. By performing Namaskar, one expresses humility and the intent to connect beyond the physical realm.

A vedic times practice popped up as a boon in the contemporary days

In contemporary times, especially during global health concerns, Namaskar has gained prominence as a contactless form of greeting, promoting hygiene without compromising on respect and warmth. Its adoption worldwide underscores its universal appeal and the timeless values it represents.

Types of Namaskar and their significance:

Namaskar or Pranam involves bowing or prostrating as a sign of deep respect, often performed before deities, elders or spiritual teachers. There are several types, categorized by the number of body parts touching the ground

1. **Ashtanga Pranam** (Eight-Limbed Prostration): Involves eight parts touching the ground—chest, head, eyes, mind (attention), speech, feet, hands, and knees.
2. **Shashtanga Pranam** (Six-Limbed Prostration): Six parts touch the ground—feet, knees, hands, abdomen and forehead.
3. **Panchanga Pranam** (Five-Limbed Prostration): Involves knees, chest, chin, temple, and forehead touching the ground.

4. **Dandavat Pranam:** A full-body prostration resembling a stick, with the entire body lying flat on the ground.
5. **Namaskara:** A gesture with folded hands touching the forehead while standing or sitting, commonly used as a respectful greeting.
6. **Abhinandana:** Involves bending forward with folded hands touching the chest, often used to express congratulations or honor.

Activity: **Surya Namaskar, Parvatasan, Dhyanasan** can be performed as a classroom activity and their health benefits can be discussed.

Practice of Namaskar in various religions:

In Sikhism, the concept and practice of Namaskar takes a unique, deeply theological meaning. While Sikhs do perform a form of salutation, they reserve this act solely for the Guru Granth Sahib Ji, the eternal Guru of the Sikhs.

Namaskar refers to a respectful bow or salutation. In the Sikh tradition, the closest equivalent is “Matha Tekna” — the act of bowing down and touching one’s forehead to the ground before the Guru Granth Sahib Ji. This is not a ritualistic gesture, but an expression of humility, surrender of ego, and devotion to divine wisdom.

The Guru Granth Sahib Ji is not seen as a book or scripture in a symbolic sense — it is declared and accepted as the eternal, living Guru. Composed of the divine hymns (Shabads) of Sikh Gurus and enlightened saints, it embodies the voice and wisdom of Waheguru (God). Therefore, offering Namaskar or bowing to the Guru Granth Sahib Ji is a spiritual act of submitting oneself to the teachings of the Divine.

Note:- All the namaskar and yoga postures can be shown on IFP.

Session- 1 : July
Chapter – 2

Thank you / Dhanyawad / Shukriya

Saying "thank you" is a profound spiritual discipline that shifts perspective from lack to abundance, fostering a deeper connection with the divine. It acts as a form of spiritual warfare against anxiety and bitterness, acknowledging God's goodness in all circumstances. This practice humbles the ego, cultivates joy, and recognizes that every breath is a gift.

Here is a breakdown of the spiritual significance of gratitude:

- **Shifts Perspective:** It moves focus from what is missing to what is present, transforming how one experiences daily life.
- **Aligns with Divine Will:** Gratitude is considered a "sacrifice of praise" that keeps hearts in a right relationship with God.
- **Combats Negativity:** It acts as a shield against fear, anxiety, and entitlement, preventing bitterness in difficult times.
- **Recognizes Divine Goodness:** It is an acknowledgment of God's grace and active involvement in one's life.
- **Builds Connection:** It strengthens relationships with others and with the Divine.

Session-2 : August

Tilak or Tika

Significance and importance of putting Tika or Tilak :-

In Hindu philosophy, there is a timeless belief that everything on the earth is sacred. The human body is revered as a divine vessel and an embodiment of the supreme consciousness. One of the spiritual practices reflecting this view is Nyaasa.

Nyasa is a Vedic ritual observed by certain sects within Hindu tradition. This ritual reinforces the sanctity of the body. During Nyaasa, or its shorter version called Laghu Nyaasa, practitioners chant. This ritual serves as a spiritual reminder that the body is not merely physical but deeply spiritual.

Role of Chakra in putting Tilak :-

In traditional yogic and spiritual practices, chakras are considered energy centers in the body, often described as "wheels" or "spinning vortices" of energy. They are believed to be located along the spine and are linked to physical, emotional, and spiritual well-being.

Muladhara (Root), Svadhishtana (Sacral), Manipura (Solar Plexus), Anahata (Heart), Vishuddha (Throat), Ajna (Third Eye), and Sahasrara (Crown) are the seven chakras working as the energy center in human body. We put tilak on Ajna Chakra to stimulate the energy.

Meditating on the Ajna Chakra—the energy center located between the eyebrows—is believed to awaken inner vision and clarity. The word Ajna means 'command', 'perception', or 'awareness', symbolizing control and insight. To guard against negative forces, people traditionally mark this area with tilak—made of vermilion, sandalwood, or sacred ash. The practice of applying tilak from the Ajna Chakra upwards toward the forehead symbolizes the journey of thought being refined and elevated towards higher spiritual awareness. It is also believed that this enhances one's intuitive abilities.

Why do we put tilak on throat?

Some spiritual teachers also mark the Vishuddha Chakra at the throat, which is thought to improve communication and self-expression.

What ingredients used to make tilak/tika, primarily and why?

There is scientific reasoning behind these practices as well. The forehead tends to heat up due to mental activity, and applying sandalwood paste helps cool this area, offering a calming effect. Vermilion (kumkum), which contains mercuric sulfide, is said to help relieve stress and mental fatigue. Turmeric promotes overall wellness, strengthens the

body's energy field, and helps ward off negativity. Bhasma, or sacred ash, offers protection against harmful energies and is believed to prevent cellular damage.

Types of tilak/tika and their primary significance

In Hinduism, the tilak is a symbolic mark worn on the forehead and sometimes other parts of the body to denote spiritual affiliation, devotion, and philosophical beliefs. The style, material, and application of the tilak vary across different sects, reflecting the diversity within Hindu traditions.

Shaivite Tilak: Tripundra Devotees of Lord Shiva, known as Shaivites, typically wear the Tripundra, which consists of three horizontal lines made from vibhuti (sacred ash) across the forehead. These lines symbolize Shiva's threefold powers: willpower (icchāśhakti), knowledge (jñānaśhakti), and action (kriyāśhakti). The Tripundra also represents various triads, such as the three gunas (qualities), the three syllables of AUM and the three states of consciousness. Often, a red dot made up of kumkum is placed at the center, signifying the divine feminine energy, Shakti.

Vaishnavite Tilak: Urdhva Pundra Followers of Lord Vishnu, or Vaishnavites, adorn the Urdhva Pundra, characterized by two or three vertical lines on the forehead, forming a U or Y shape. This design represents Vishnu's lotus feet and signifies the devotee's surrender to the deity. The central line often symbolizes Lakshmi, Vishnu's consort.

Different Vaishnava sects have distinct styles.

Sri Vaishnavism: Features two white lines with a red or yellow central line, representing Vishnu and Lakshmi, respectively.

Madhva Sampradaya: Includes two vertical lines with a central black line made from incense ash, indicating worship completion.

Gaudiya Vaishnavism: Uses clay from Vrindavan to create two vertical lines with a tulsi leaf shape at the base.

Swaminarayan Sampradaya: Displays a U-shaped sandalwood paste with a central red chandlo, symbolizing Krishna and Lakshmi.

Shakta Sampradaya: Tilak Shaktas, devotees of the Goddess (Devi), apply a red vertical line or dot made from kumkum on the forehead. This mark represents the divine feminine energy and is often associated with the ajna chakra, the center of intuition and wisdom.

Beyond these primary sects, other Hindu traditions have unique tilak styles:

Ganapatya: Devotees of Ganesha use red sandalwood paste to draw a tilak.

Nimbarka Sampradaya: Features two vertical lines with a black dot in the center, symbolizing the union of Radha and Krishna.

Vallabha Sampradaya: Uses a double vertical red line rounded at the base, representing Krishna's lotus feet. The tilak serves as a visible expression of one's devotion and spiritual path within Hinduism, embodying deep philosophical meanings and cultural significance.

Note:- All the tilak pictures can be shown on IFP.

Weight of Bags

Dear Parents,

We are happy that the NEP 2020 talks at length about lighter school bags.

As a school, Sunbeam has always been conscious of the weight of the bag that a child carries every day to school. We have designed our time table in such a way that we kind of adhere to the NCERT stipulated bag weight as mentioned below. Similarly, we have QCT books/copies also designed to lighten bags.

Body weight and weight of school bag

The suggestive table for class-wise range for ratio for school bag as 10 per cent of the body weight is given below.

Class wise range of average body weight of children–

Sl. No.	Class	Average Body Weight Range (in Kg)	Bag Weight Range (Recommended)
1	KG Section	10 – 16	No Bag
2	I	16 – 22	1.6-2.2
3	II	16 – 22	1.6-2.2
4	III	17 – 25	1.7-2.5
5	IV	17 – 25	1.7-2.5
6	V	17 – 25	1.7-2.5
7	VI	20 – 30	2-3
8	VII	20 – 30	2-3
9	VIII	25 – 40	2.5-4
10	IX	25 – 45	2.5-4.5
11	X	25 – 45	2.5-4.5
12	XI	35 – 50	3.5-5
13	XII	35 – 50	3.5-5

Please pack your ward's bag as per the time table given. If even after that, you feel the bag is still heavy, please do get in touch with us. Your feedback is solicited to help us lessen the weight of the bag and keep children happy and healthy.

Regards

Sunbeam School

WEBSITES FOR REFERENCE

English	Hindi	Sanskrit	Science
- www.englishgrammar.org - www.readtheory.org - www.studytrankers.com - www.kidsworldfun.com - www.vocabulary.com	- www.readtheory.org - www.hindikiduniya.com/essay - www.ladluka.com - www.hindigrammar.in - www.pustak.org	- www.sanskrittutorial.in - www.sanskritabharatusa.org - www.learn Sanskrit.org - www.sanskritschool.in - www.sanskritdictionary.org	- www.khanacademy.org - www.educatorstechnology.com - www.scibd.com - www.topperslearning.com - www.chemnetbase.com - www.learner.org - www.ck12.org
Maths	Social Science	Computer	
- www.khanacademy.com - www.ck12.org - www.purplemath.com - www.brilliant.org - www.mathsway.com	- www.mycbseguide.com - www.mapsofindia.com - www.studytrankers.com - www.khanacademy.org	- www.computerhope.com - www.w3school.com - www.easylearning.com - www.slideshare.net - www.python.org	
G.K.	Drawing	Games	For All Subjects
- www.gktoday.in - www.factmonster.com - www.quizmoz.com - www.webduniya.com	- www.colorhunt.com - www.autodraw.com - www.roomrecess.com	- www.funbrain.com - www.foxsports.com - www.sikids.com - www.foxsports.com	- www.courseera.com - www.alison.com - www.meritnation.com - MIT OpenCourseWare

FREE EDUCATIONAL APPS

English	BBC Learning: listening and speaking skill TED Ed: Short educational videos library, with subtitles. Kindle app: For book reading Lingue: Used for translation Dictionary.com: Enhances vocabulary, audio pronunciations, idioms and phrases. Grammarly: for grammar correction Quizlet: For Vocabulary and exam preparation.
Hindi & Sanskrit	Swayam: online learning platform from classes 9 – till college Sanskrit Primer: For pronunciation guide and word and sentence Hindi Number - 123: Helps to read, remember, pronounce and write Hindi number.
Math	Best Vedic Math: Fast maths using ancient Indian teachings called Veda. Desmos: Specifically used in graphing calculator, in statistics, algebra, Calculus. Mathway: Compute problems in Statistics, Pre-Algebra, Pre-calculus, Calculus, Finite Math, Linear Algebra, Trigonometry, Chemistry, Algebra and Basic Math. Wolfram Alpha: Allows users to find the answers to problems for various subjects-maths, physics and music.
Social Science	Khan Academy: has 28000 videos, quizzes, revision notes, assessments, sample papers e – books from renowned authors. History.com: To get historical information ranging from great speeches to facts about this day in history-documentary programs and historical fiction series of History Channel. Britannica: Explore the world's rainforests and the unique animals, plants, and people which inhabit them in a fun and engaging way. A variety of games like Memory Match, Jigsaw Puzzles, and the Magic Square etc are also available.
Science	Go Conqr: App allows student and teachers to create discover and share learning resources. Khan academy: Offers videos, exercises, tests, in science, aligned with CBSE. Livescience: Covers scientific breakthroughs, research ventures and odd facts from around the world in an online newsmagazine format and website features groundbreaking developments in science, space and technology. Science Daily: For breaking scientific news and the latest scientific discoveries.
Drawing	WikiArt: Make world's art accessible (museums, universities, town halls, and other civic buildings of more than 70 countries) with tools for translation. User-editable visual art encyclopedia. Quora: A place to gain and share knowledge. It's a platform to ask questions and connect with people who contribute Unique insights and quality answers.
G.K.	TodayLearned: For getting information about the world. Evernote: For taking notes, photos and record videos to remember all sorts of things with additional features such as collaboration on projects and note-sharing. Quizizz: Daily quiz fun games. Agran Josh Current Affairs & GK App: for updated current affairs in English and Hindi
Educational Apps To Make Learning Easy	Udemy: Delivers engaging and Personalised learning EdX: Huge online course provider. Website offers 3,500 High Quality courses for learners around the world. Dropbox: An online storage system for storing assignments, essay, photos, videos in a secure and protected location, Instapaper-Saves web pages as text which makes them extremely easy to read even on your mobile phone. WikiWand: Wikipedia articles available for several popular web browsers as a free browser extension or mobile app. Crash Course: Video Series App encompasses all videos from Crash Course Team arranged as playlists. Subjects are: World History, Biology, Literature, Ecology, Chemistry, Psychology and Educational YouTube channel. DIKSHA App: National platform for school education offers teachers, students and parents engaging learning materials relevant to the prescribed school curriculum (NCERT).

Graphic Novel

Graphic novels have proven to be a powerful and effective educational tool, combining visual elements with textual content to enhance comprehension and foster a love for reading. The unique format of Graphic Novels engages students in a way that traditional textbooks often struggle to achieve. Sunbeam has Integrated Graphic Novels into its curriculum for dynamic and enjoyable learning environment.

It fosters creativity and allows students to express themselves through visual narratives. It is also a gateway to reading for reluctant readers, making literature more accessible and enjoyable. It is uploaded in the IFP/Digi boards for the students and it is available in the DIKSHA portal of CBSE.

List of Graphic Novels

S.No	Subject	Name of Comic Book	Diksha link to access comic book
1	Mathematics	Quadrilaterals	https://diksha.gov.in/play/collection/do_31321829448877670412113?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content
2	Physics	A morning with Newton	https://diksha.gov.in/play/collection/do_31322470202954547211313
3	Chemistry	Valency	https://diksha.gov.in/play/collection/do_31321952153423052812601
4	Chemistry	Rendezvous with Nature in Kerala	https://diksha.gov.in/play/collection/do_31322470245020467211325
5	Biology	The Fundamental Unit of Life	https://diksha.gov.in/play/collection/do_31321952129966899212937

Portfolio & e-Portfolio

Student's Portfolio-

A systematic collection of student's individual records that represents student activities, accomplishments, progress and achievements and offers the opportunity to document a range of student attitudes, skills and learning over the school years. It is a gathering of assessment tasks realized by the students and reflects on his/her learning process.

Layout of the Student's Portfolio

1. **Index**-Contents of the Portfolio
2. **Introduction**- Students introduction, date of birth, father's name, mother's name, Aadhar card number, E-mail ID, Address, Latest coloured photograph in formals as your profile picture etc.
3. **Hobbies/Interests/Talent/Passion**
4. **Strengths/Weaknesses & Life's Goals** (if decided)
6. **Recognition**- Member of student Council, Best assembly presenter, Star child of the month, Library squad, Bus Monitor, Class Monitor, Class Prefect etc.
- 7.. **Performances**- Pictures, videos and hyperlinks of student's work e.g. -Theatre/Role-plays/Nukkad Natak, Dance/Singing/Playing Instruments, Art & Craft work, Sports related skills, Assemblies, any work published in Newspaper/school magazine/newsletter etc.
8. **Scholastic Achievements & Co-scholastic Participation**- Certificates, testimonials, commendation letters, recommendation letters, transcripts, citations along with pictures of trophies and awards in any of the categories -International/National Level, State/District/City Level, Inter/Intra-school Level.
9. **Subject Related Artifacts**- Please see that following suggested activities are included in portfolio as per the subject
 - Creative writing Articles/Poem/Songs/Stories/Plays.
 - Reading logs (Books with its reviews).
 - Projects/Research/Experiments/Case Studies.
 - Bio chapters (as Portfolio) as per precept
 - Class work, Assignments & Notebook Assessments.
 - Participation in subject enrichment activities.
 - Any exemplary class work (videos/PPT/Created questionnaire/concept maps/volunteer teaching).
 - Art integrated activities.
 - Test Scores & Self/Peer Assessment Sheets.
 - Reflections on your progress/topics you like/why the subject interests you.
 - **Professional cum internship certificate**/Letter (XI & XII).
10. **Other Avenues** - NCC & NSS, Member of INTACH, Member of any social outreach program within or outside school & Workshops, sessions and leadership programs attended.

Note:-

- Portfolio is the **part of Internal Assessment for the classes IX-X**. Though the Portfolio is to be prepared by all students of classes IX and X, it is suggested that they maintain it and keep updating it even in classes XI and XII as it will help them in their college admission and future careers.
- **Digital Portfolio to be made.** Platform- sites.google.com (login with your school domain id) should be used for making digital portfolios.
- The portfolio must be regularly updated and a column included on the first slide which states "Last Updated" _____ clearly mentioning the date on which the student has updated the portfolio.
- Assessment will be done **twice in a session**, once in the **first week of the September** and next, in the **third week of February**.
- Once the student has prepared the portfolio he/she must share the link with his/her class teacher by **30th August**, so that it can be assessed.
- A common portfolio (Career Awareness & Subject wise) to be made by the students.
- **Classes XI & XII**- Students can upload their Digital Portfolio on different Social Media Platforms LinkedIn, Twitter, Pinterest, Reddit etc. for better exposure. Ensure that all security measures are followed while sharing.

EXAMINATION PATTERN

Main Subjects	I Term								II Term							
	(Best one will be considered) (10)				Portfolio + Subject Enrichment Act. (10)	Total (20)	Half Yearly Exam	Grand Total	(Best one will be considered) (10)				Portfolio + Subject Enrichment Act. (10)	Total (20)	Annual Exam	Grand Total
	PT-1	Weightage out of 10	PT-2	Weightage out of 10					PT-3	Weightage out of 10	PT-4	Weightage out of 10				
	(A)								(B)	(A+B)	(C)	(A+B+C)				
English	30	10	30	10	5+5	20	80	100	30	10	30	10	5+5	20	80	100
Hindi/ Sanskrit	30	10	30	10	5+5	20	80	100	30	10	30	10	5+5	20	80	100
Maths	30	10	30	10	5+5	20	80	100	30	10	30	10	5+5	20	80	100
Science	30	10	30	10	5+5	20	80	100	30	10	30	10	5+5	20	80	100
Social Science	30	10	30	10	5+5	20	80	100	30	10	30	10	5+5	20	80	100
*I.T.(402)	30	10	30	10	15+15+10	50	50	100	30	10	30	10	15+15+10	50	50	100

Note⇒

- Annual exam will comprise of 100% syllabus for each subject (except for Information Technology)
 - In Information Technology, Half Yearly & Annual Exam Syllabus will be assessed separately.
- Best one out of two unit tests (per term) will be taken as final marks to be entered in the annual report for 20% internal assessment.
- Students will be graded on 8 points grading scale.
- Half Yearly & Annual Examination will be out of 80 marks in which students need to secure at least 33%. Student has to secure at least 33% marks out of overall 20 marks earmarked for internal assessment in each subject.
- Internal Assessment for 5 main subjects comprises of Periodic Tests (10 Marks), Portfolio (All kind of written work) (5 Marks) & Subject Enrichment Activities (5 Marks), out of which student needs to secure at least 33%.
- ASL in English and Hindi will be conducted twice in a year.
- The Co-scholastic areas i.e. Work Education, Art Education and Physical Education & Well-being will also be graded.
- Grades will be given for discipline which include attendance, sincerity, behaviour and values.
- Subject Enrichment Activities as part of internal assessment will comprise of ASL (Eng. & Hindi)/Practical activities (Maths & Sci.) / Project & Map Work (Social Science) which will be conducted throughout the year.
- *In Information Technology (IT) Code 402, Exam Pattern is divided into Theory- 50 marks and Practical- 50 marks. Practical consists of Practical Exam (15 marks), Viva- Based on Project (15 marks), Portfolio/Report and Practical File (10 marks) and Unit Test (10 marks).
- Average of Comprehension test and Periodic test will be taken into consideration for entering the final marks. (English / Hindi / Sanskrit)

GENERAL INSTRUCTIONS

- 75% attendance is necessary for students to appear in their Half Yearly as well as Annual Exam as per CBSE rules.
- Medical certificate & prescription from a qualified registered doctor is to be submitted on prolonged illness on the first day of re-joining / within a week.
- Maintenance of practical / project / activity record is compulsory for all students.
- 33% marks in each subject are necessary in exam as well as internal assessment.
- English conversation, discipline, uniform, regularity, maintenance of note-books, involvement in co-curricular activities, punctuality etc. will be taken into consideration.

1st Periodic Test Schedule (I Term)

(VRN, LHT, SNT & Knowledge Partners)

Date	Subject	Syllabus
02.05.26	Hindi	Comprehension Test
		दो बैलों की कथा, शब्द भण्डार- समानार्थी शब्द, संज्ञा, अपठित गद्यांश और अनुच्छेद लेखन।
	Sanskrit	Comprehension Test
		सुखस्य मूलं धर्मः धर्मस्य मूलम् अर्थः, स्वर सन्धि, अभ्यास पुस्तिका- प्रथम अभ्यास, पत्र-लेखनम्, अपठित गद्यांशः, कथापूर्तिः।
09.05.26	English	Comprehension Test
		Kaveri: 1. How I Taught My Grandmother to Read <i>Bharat Our Land</i>
		Grammar : Tense
		Writing Skills: Descriptive Paragraph, Notice Writing and Comprehension.
16.05.26	Social Science	History: 1. Understanding Social Science 2. Early Humans and Beginning of Civilisation (upto Mesolithic sites and Tools)
		Geography: Shaping of the Earth Surface (till 2.5- Major Landforms and their Formation).
		Political Science: Democracy
		Economics: Building Blocks in Economics (upto types of Economic System)
20.05.26	Maths	Orienting Yourself: The use of Coordinates and The World of Numbers + Math Open Door
01.07.26	Maths	Open Door (RL)
04.07.26	Science	Physics: Describing Motion Around Us
		Chemistry: Exploring Mixture and their separation.
		Biology: Cell: The Building Block of Life
11.07.26	Information Technology	Part A - EMPLOYABILITY SKILLS
		• Communication Skills-I
		• Self-Management-I
15.07.26	Science	• ICT Skills-I
		Open Door (RL)

2nd Periodic Test Schedule (I Term)

(VRN, LHT, SNT & Knowledge Partners)

Date	Subject	Syllabus
18.07.26	Hindi	Comprehension Test रैदास के पद, क्या लिखूँ? उपसर्ग एवं प्रत्यय से शब्द निर्माण, मुहावरे, सर्वनाम, पत्र-लेखन, अपठित गद्यांश और संवाद लेखन।
	Sanskrit	Comprehension Test आत्मवत्सर्वभूतेषु यः पश्यति सः पण्डितः, सत्यं शिवं सुन्दरं संस्कृतम्, चित्रवर्णनम्, कथापूर्तिः, धातु रूप, शब्द रूप, प्रत्यय-क्त्वा, ल्यप्, तुमुन् (वाक्येषु प्रयोगः), अपठित गद्यांश एवं संख्या।
25.07.26	English	Comprehension Test Kaveri: The Pot Maker, Gifts of Grace: Honouring our Vocations, Winds of Change, Canvas of Soil. Grammar : Modals, Conditional Clause (Type 1) Writing Skills: Letter Writing & Informal Invitation.
01.08.26	Social Science	History: 1. Early Humans and Beginning of Civilisation (rest of the chapter) 2. State and Society (upto 1000 CE) Political Science: Elections Geography: Shaping of Earth's Surface: Landforms and Disasters, Atmosphere & Climate: Structure and Composition, Elements of Weather and Climate. Economics: Welfare Economy (rest of the chapter), The Price Puzzle: What Drives the Market.
08.08.26	Maths	Introduction to Linear Polynomials, Exploring Algebraic Identities, I'm Up and Down, and Round and Round + Math Open Door
14.08.26	Science	Physics: How Forces Affect Motion Chemistry: Journey Inside the Atom Biology: Tissues in Action (up to plant tissues) Open Door
22.08.26	Information Technology	Part B - SUBJECT SPECIFIC SKILLS • Data Entry and Keyboarding Skills • Digital Documentation
26.08.26	Maths	Open Door (RL)
29.08.26	Science	Open Door (RL)

3rd Periodic Test Schedule (II Term)

(VRN, LHT, SNT & Knowledge Partners)

Date	Subject	Syllabus
14.11.26	Hindi	Comprehension Test आखिरी चट्टान, भारति, जय, विजयकरे! शब्द भण्डार- समानार्थी शब्द, विराम चिन्ह, अनुच्छेद एवं पत्र लेखन, संज्ञा, अपठित गद्यांश।
	Sanskrit	Comprehension Test मनःपूतं समाचरेत्, उपायं चिन्तयेत् प्राज्ञस्तथापायं च चिन्तयेत्, प्रत्यय, कारक (उपपद विभक्तीनां प्रयोगः), अपठित गद्यांश, संवादपूर्तिः, पत्र-लेखनम्
21.11.26	English	Comprehension Test Kaveri: Twin Melodies, A Friend Found in Music. Grammar: Reported Speech Writing Skills: Article Writing.
28.11.26	Social Science	History: Resistance and Resilience (1000–1700 CE) Political Science: Authority (up to Nyaya & Danda Bala) Geography: Ocean and Life: Introduction to Ocean Relief, Movement of Ocean Water- Waves, Tides and Currents, Marine Resources and their significance, open Seas, Navigation, Fishing and Livelihood Concerns and Challenges. Map Work: Locate major Hot and Cold currents on World Map Economics: From Ideas to Startups
05.12.26	Maths	Measuring Space: Perimeter and Area, Introduction to Euclid Geometry: Axioms and Postulates and Lines & Angles. Open Door
12.12.26	Information Technology	Part A - EMPLOYABILITY SKILLS • Entrepreneurial Skills Part B - SUBJECT SPECIFIC SKILLS • Digital Presentation
19.12.26	Science	Physics: Work, Energy and Simple Machine Chemistry: Atomic Foundation of Matter Biology: Reproduction: How Life Continues Open Door
23.12.26	Maths	Open Door (RL)

4th Periodic Test Schedule (II Term)

(VRN, LHT, SNT & Knowledge Partners)

Date	Subject	Syllabus
26.12.26	Hindi	Comprehension Test रीढ़ की हड्डी, झाँसी की रानी, मैं और मेरा देश, मुहावरे, सर्वनाम, निपात, उपसर्ग एवं प्रत्यय से शब्द निर्माण, अपठित गद्यांश, संवाद और चित्र-लेखन।
	Sanskrit	Comprehension Test अन्नाद् आनन्दं प्रति, कृतं प्रतिकृतं भूयादेष धर्मः सनातनः, प्रत्यय, संख्या, समास (तत्पुरुषः), धातुरूप, संवादपूर्तिः, पत्र-लेखनम्, अपठित गद्यांश।
09.01.27	English	Comprehension Test Kaveri: Carrier of Words, Words, Follow that Dream, Believe in Yourself. Grammar: Clauses (Noun & Relative Clauses) Writing Skills: Descriptive and Narrative Essay
13.01.27	Science	Open Door (RL)
16.01.27	Social Science	History: India and the World-I (1900 BCE – 1200 CE) Political Science: Authority (rest of the chapter) Geography: Ocean and life: Cyclones and tsunamis, early warning systems, International maritime rules and regulations. Chapter- life on earth: Biomes- distribution and characteristics, biosphere reserves in India. Economics: Smart ways to manage your finance
23.01.27	Maths	Triangle: congruence Theorems, Linear Equations in Two Variables and Quadrilaterals. Open Door
30.01.27	Information Technology	Part B - SUBJECT SPECIFIC SKILLS • Electronic Spreadsheet Part A - EMPLOYABILITY SKILLS • Green Skills-I
03.02.27	Science	Physics: Sound Waves: Characteristics and Applications Chemistry: Earth as a system: Energy, Matter & Life Biology: Patterns in Life: Diversity & Classification Open Door
05.02.27	Maths	Open Door (RL)
06.02.27	Science	Open Door (RL)

Sunbeam English School, Bhagwanpur, Varanasi
CLASS – IX

(PERIODIC TEST – PT 1) 2026-27

Date	Day	Subject	Syllabus
13/07/26	Monday	Hindi	रैदास के पद, उपसर्ग एवं प्रत्यय, दो बैलों की कथा, संज्ञा, सर्वनाम, अनौपचारिक पत्र।
		Sanskrit	पाठ-1: सत्यं शिवं सुन्दरं संस्कृतम् पाठ-2: सुखस्य मूलं धर्मः धर्मस्य मूलम् अर्थः। व्याकरणम् - सन्धिः, शब्दरूपः, उपपद विभक्तिः च रचनात्मक कार्यम् - पत्रलेखनम्
14/07/26	Tuesday	History	Ch.1- Social Science: Meaning, Scope and Importance
		Democratic Politics	Ch.9- Understanding the Democracy
15/07/26	Wednesday	Physics	Measurement: Motion, Foundation of Science (Advance Science)
		Chemistry	Exploring mixtures (Except Separation)
		Biology	Ch.2- Cell: The building block of life
16/07/26	Thursday	Geography	Ch.2- Shaping of the Earth's Surface
		Economics	Ch.8- Building Blocks in Economics
17/07/26	Friday	Maths	Orienting yourself: The use of Co-ordinates, Introduction to Linear Polynomials, The World of Numbers
18/07/26	Saturday	English	Unseen Passage, Notice; Descriptive Essay, Sentence Rearrangement, Editing/Omitting, How I taught my grandmother to read, Bharat our Land, The Pot Maker, Gifts of Grace-Honouring Our Vocations.
20/07/26	Monday	IT	Part –A: Employability Skills, Unit-1, 2, & 3
		IFM	Unit 1- Money What it is? Unit 2- Money Exchange System.

Sunbeam English School, Bhagwanpur, Varanasi
CLASS – IX
(PERIODIC TEST – PT 3) 2026-27

Date	Day	Subject	Syllabus
03/12/26	Thursday	Hindi	आखिरी चट्टान (गद्य), भारति जय विजय करे (काव्य), विराम चिह्न, समानार्थी शब्द, अनौपचारिक पत्र लेखन।
		Sanskrit	मनः पूर्णं समाचरेत् उपायं विन्तयेत् प्राप्तस्तथापायं च विन्तयेत्, सन्धि, शब्दरूप, धातुरूप, कथा, संवाद लेखनम्।
04/12/26	Friday	History	Resistance and Resilience (1000 CE-1700 CE)
		Democratic Politics	Authority (till Nyaya and Danda Bala)
05/12/26	Saturday	Physics	Work, Energy and Simple Machine
		Chemistry	Atomic Foundation of Matter
		Biology	Reproduction: How life continues (till sexual reproduction in human male & female)
07/12/26	Monday	Geography	Ocean and Life (till marine resources and their significance, open seas, navigation)
		Economics	From Ideas to Startups
08/12/26	Tuesday	Maths	Introduction to Euclid's Geometry: Axioms and Postulates, Lines & Angles and Triangle: Congruence Theorems
09/12/26	Wednesday	AI	Part-A: Unit-4 : Entrepreneur skills Unit-5: Digital Presentation
		IFM	Unit-6: What is Expenses? Unit-7: What is Bank? Unit-8: Why save?
10/12/26	Thursday	English	Unseen Passage Twin Melodies A Friend Found in Music Carrier of Words Words Reported Speech Writing Factual Description

Note:- Periodic Test-II (Half Yearly Examination) will be held in the month of October, 2026.

Sunbeam Suncity (School & Hostel)

Class- IX

PERIODIC TEST- I (2026-27)

Date	Subjects	Syllabus
04.08.2026 (Tuesday)	Maths	Orienting Yourself- The Use of Coordinates, Introduction to Linear Polynomial, The World of Numbers, Exploring Algebraic Identities, I'am Up and Down and Round and Round, Measuring Space: Perimeter and Area
05.08.2026 (Wednesday)	Hindi	रैदास के पद, क्या लिखूँ? दो बैलों की कथा, उपसर्ग एवं प्रत्यय से शब्द निर्माण, मुहावरे, सर्वनाम, पत्र-लेखन, अपठित गद्यांश और संवाद लेखन।
	Sanskrit	आत्मवत्सर्वभूतेषु यः पश्यति सः पण्डितः, सत्यं शिवं सुन्दरं संस्कृतम्, चित्रवर्णनम्, कथापूर्तिः, धातु रूप, शब्द रूप, प्रत्यय-क्त्वा, ल्यप्, तुमुन् (वाक्येषु प्रयोगः), अपठित गद्यांश एवं संख्या।
06.08.2026 (Thursday) Skill Based	Information Technology	Part-A: Communication Skills-1, Self Management-1, ICT Skills-1 Part-B: Data Entry and Keyboarding Skills, Digital Documentation
	Introduction To Financial Market	Part-A: Communication Skills-1, Self Management-1 Part-B: Money- What it is?, Money Exchange System, Key Characteristics of Money
07.08.2026 (Friday)	History	Early Humans and Beginning of Civilisation, State and Society (upto 1000 CE)
	Democratic Politics	Democracy, Elections
08.08.2026 (Saturday)	Geography	Shaping of Earth's Surface, Atmosphere & Climate: Structure and Composition, Elements of Weather and Climate
	Economics	Building Blocks in Economics, The Price Puzzle: What Drives the Market.
11.08.2026 (Tuesday)	Science	Physics: Describing Motion Around Us, How Forces Affect Motion
		Chemistry: Exploring Mixture & their Separation, Journey Inside the Atom
		Biology : Cell- The Building Block of Life, Tissues in Action
12.08.2026 (Wednesday)	English	How I Taught My Grandmother to Read, Bharat Our Land, The Pot Maker Kaveri: Winds of Change, Canvas of Soil, Vitamin M, I Cannot Remember My Mother Grammar: Modals, Conditional Clause (Type 1) Writing Skills: Letter Writing & Informal Invitation.

Sunbeam Suncity (School & Hostel)

Class- IX

PERIODIC TEST- III (2026-27)

Date	Subjects	Syllabus
03.12.2026 (Thursday)	English	Kaveri: Carrier of Words, Words Grammar: Clauses Writing Skills: Descriptive and Narrative Essay
04.12.2026 (Friday)	History	India and the World-I (1900 BCE–1200 CE)
	Democratic Politics	Authority
05.12.2026 (Saturday)	Geography	Ocean and Life
	Economics	From Ideas to Startups, Smart ways to manage your finance
07.12.2026 (Monday)	Maths	Linear Equations in Two Variables, Triangles- Congruence Theorems
08.12.2026 (Tuesday) Skill Based	Information Technology	Digital Presentation, Electronic Spreadsheet
	Introduction To Financial Market	What is Bank? Why Save?
09.12.2026 (Wednesday)	Science	Physics : Sound Waves: Characteristics and Applications
		Chemistry : Earth as a system: Energy, Matter & Life
		Biology : Reproduction, How Life Continues
10.12.2026 (Thursday)	Hindi	रीढ़ की हड्डी, झाँसी की रानी, मैं और मेरा देश, मुहावरे, सर्वनाम, निपात, उपसर्ग एवं प्रत्यय से शब्द निर्माण, अपठित गद्यांश, संवाद और चित्र वर्णन।
	Sanskrit	अन्नाद्, आनन्दं प्रति, कृतं प्रतिकृतं भूयादेष धर्मः सनातनः, प्रत्यय, संख्या, समास (तत्पुरुषः), धातुरूप, संवादपूर्तिः पत्र-लेखनम्, अपठित गद्यांश।

Note:- Periodic Test-II (Half Yearly Examination) will be held in the month of October, 2026.

English (R₁)

Term- I

Name of Book	Sl.No.	Name of the Chapter	No. of iBLDs required
Kaveri	Prose:		
	1.	How I Taught My Grandmother to Read	1
	2.	The Pot Maker	1
	3.	Winds of Change	1
	4.	Vitamin M	1
	5.	The World of Limitless Possibilities	1
	Poetry:		
	1.	Bharat Our Land	1
	2.	Gifts of Grace– Honouring Our Vocations	1
	3.	Canvas of Soil	1
	4.	I Cannot Remember My Mother	1
	5.	Nine Gold Medals	1

Term- II

Kaveri	Prose:		
	1.	Twin Melodies	1
	2.	Carrier of Words	1
	3.	Follow that Dream	1
	Poetry:		
	1.	A Friend Found in Music	1
	2.	Words	1
	3.	Believe in Yourself	1

English (R₁)

Books ⇒

- | | |
|---|--------------------|
| (a). Kaveri– Textbook in English for Grade 9 | NCERT |
| (b). Gateway to Assignments in English Language and Literature | Goyal Brothers |
| (c). Collins Cobuild Learner's Illustrated Dictionary | Collins |
| (d). Ref. Book: High School Eng. Grammar and Comp. (Wren & Martin) | S.Chand |
| (e). Reading For Pleasure Book: The Story of My Life (Hellen Keller) | Goyal Broth. Prak. |

Months	Content
April+May (24+19= 43 Days)	BOOK ⇒ Kaveri : (i) How I Taught My Grandmother to Read • Bharat Our Land (ii) The Pot Maker • Gifts of Grace: Honouring Our Vocations Grammar : Tenses, Modals Writing Skills : Descriptive Writing, Notice Writing, Letter to Editor
	BOOK ⇒ Gateway to Assignment in English Language. Reading : Discursive Passage – Assignment 1 (A-6) Case Based Factual Passage- Assignment-1 (A-20) Writing : Descriptive Passage (B1: 16 to 22) Letter Writing (B1: 75 to 90) Grammar : Tenses (B2: 1 to 5) *** (Suggestions given at the end of English syllabus) Place : e.g. Temple, Hill Station Event : e.g. Annual Function of the School, Any Festival Person : e.g. Exemplary leaders e.g. Mahatma Gandhi & Swami Vivekanand. Situation : e.g. Road Accident
	<u>DIGI CONTENT</u> <i>(To be shown by the teachers in class)</i> • How I Taught My Grandmother to Read https://youtu.be/goOXOTz0N0w?feature=shared • Bharat our Land https://youtu.be/PrZn7TQyJLQ?si=JFzs-N-b-fFaNDBJ • The Pot Maker https://youtu.be/LiLW49MBUNo?si=214Rylxg6KsAS-Zj • Gifts of Grace: Honouring Our Vocations https://youtu.be/1ildOwMeSZE?si=hXuUt2pbuLRGO8WC

Months	Content
	<u>ART INTEGRATED LEARNING</u> (The Pot Maker) The class will be divided into four groups and will be allotted topics. Group-I Research about Meghalaya's Larnai Pottery. Find its origin and cultural importance. Group-II Create a flowchart of the story. Group-III Write a conversation between the pot maker and a customer. Group-IV Make a poster on 'Respect Local Artisans'. RFP: The Story of My Life (Ch. 1 to 12) (to be read during summer vacation and exam will be conducted in month of July)
June+July (4+27=31 Days)	BOOK⇒ Kaveri : (i) Winds of Change • Canvas of Soil (ii) Vitamin M • I Cannot Remember My Mother Grammar : Determiners, Conditional clause (Type 1) Writing skills : Informal Invitation BOOK ⇒ Gateway to Assignment in English Language Reading : Discursive Passage – Assignment 2 (A-8) Case Based Factual Passage- Assignment-2 (A-23) Writing : Informal Invitation (B1: 70 to 74) Grammar : Modals (B2: 6 to 13) Literature : Winds of Change (D: 58 to 69) Canvas of Soil (D: 74 to 85) Vitamin M (D: 91 to 102) I Cannot Remember My Mother (D: 108 to 119) RFP Exam <u>DIGI CONTENT</u> (To be shown by the teachers in class) • Winds of Change https://youtu.be/6P6w8CYTGko?si=i3n1f5MYXJlmeuYs • Canvas of Soil https://youtu.be/HETxcY7coiU?si=ySTYJJ5spVKE-vXr • Vitamin M https://youtu.be/0l798LStY4k?si=oXsf_8FA18rHscob • I Can't Remember My Mother https://youtu.be/aYrEmpYUqDI?si=8kbCBZXTGOf9WnzD

Months	Content
August (25 Days)	BOOK ⇒ Kaveri : (i) The World of Limitless Possibilities • Nine Gold Medals Grammar : Subject- Verb Concord Writing : E-mail writing BOOK ⇒ Gateway to Assignment in English Language Reading : Discursive Passage – Assignment 3 (A-10) Case Based Factual Passage- Assignment-3 (A-25) Writing : E-mail (B1: 48 to 53) Grammar : Subject– Verbs Concord (B2, 14 – 17) Literature : The World of Limitless Possibilities (D: 124–D: 126) Nine Gold Medals (D: 137–D: 147) ASL (For practice) <u>DIGI CONTENT</u> <i>(To be shown by the teachers in class)</i> • The world of limitless possibilities https://youtu.be/0mlTM7gVqXg?si=h7IfVCPWsvCd3vPD • Nine gold medals https://youtu.be/ijFvBBqmmBI?si=bKOI2sAt4LKspe8n
September (24 Days)	Revision & Half Yearly Examination
October (21 Days)	BOOK ⇒ Kaveri : (i) Twin Melodies • A Friend Found in Music Grammar : Subject- Reporting (i) Commands & Requests (ii) Statements (iii) Questions Writing Skills : Article Writing. BOOK⇒ Gateway to Assignment in English Language. Reading : Discursive Passage – Assignment 4 (A-11) Case Based Factual Passage- Assignment-4 (A-27) Writing : Article Writing (B1: 43 to 47) Grammar : Reported Speech (B2, 18 – 25) Literature : Twin Melodies (D 148 to 161) A Friend Found in Music (D 162 to 170)

Months	Content
	<u>DIGI CONTENT</u> (To be shown by the teachers in class) • Twin Melodies https://youtu.be/w8734jod6qE?si=KGDAX089atIAKHYD • A Friend Found in Music https://youtu.be/hbNroBgUCos?si=fkZ6kFGSRene7a-h RFP- The Story of My Life (Ch. 13 - 23) (to be read during Dussehra vacation & exam will be conducted in the month of Nov.)
November (19 Days)	BOOK ⇒ Kaveri : (i) Carrier of Words • Words Grammar : Clauses- Noun Clause, Relative Clause Writing Skills : Descriptive and Narrative Essay BOOK ⇒ Gateway to Assignment in English Language Reading : Discursive Passage – Assignment- 5 (A-13) Case Based Factual Passage- Assignment-5 (A-29) Writing : Descriptive & Narrative Essay (B1: 61 to 69) Grammar : Clauses (B2: 41 to 49) Literature : Carrier of Words (D 175 to 187) Words (D 188 to 200) <u>DIGI CONTENT</u> (To be shown by the teachers in class) • Carrier of words https://youtu.be/v6SOoA0UCac?si=8N8uoLAVP9pCYv1V
December (25 Days)	BOOK ⇒ Kaveri : (i) Follow That Dream • Believe in Yourself Grammar : Clauses- Noun Clause & Relative Clause Writing Skills : Descriptive & Narrative Essay BOOK ⇒ Gateway to Assignment in English Language. Reading : Revision Writing : Feature Article (B1: 111 to 114) Grammar : Clauses (B2: 54 to 57) Literature : Follow that Dream (D 206 to 217) Believe in Yourself (D 218 to 228)

Months	Content
	<u>DIGI CONTENT</u> <i>(To be shown by the teachers in class)</i> • Follow That Dream https://youtu.be/NOOyUTyou50?si=WqiX4f7RiGIJEpiu • Believe in Yourself https://youtu.be/w3m63uuFcT0?si=8wcqrkbvYKU6sVUA
January (21 Days)	BOOK ⇒ Kaveri Grammar : Revision Writing Skills : Revision of all Writing Portions BOOK ⇒ Gateway to Assignment in English Language. Reading : Revision Writing : Revision Grammar : Revision Literature : Revision <u>ART INTEGRATED LEARNING (Carrier of Words)</u> The class will be divided into four groups and will be allotted the following activities. Group-I Perform a script using non-verbal communication (use smoke signals, hand gestures, rhythmic drumming). Group-II To build 3-D models of historical 'carriers' using recycled materials (e.g. Cardboard, carrier pigeon, a paper mache, wax seal). Group-III Create a living statue (Tableau) sequence. Students freeze in poses showing ancient messengers then move rhythmically to represent the speed of the modern internet. Group-IV Perform a 60 seconds audio ad for a historical communication method (Telegraph/Postal service)
Feb. + March (23+19=42 Days)	Revision & Annual Examination

*** These are few suggestive topics, as samples for teachers to refer to, but they are free to give any topic of their choice in class work & homework as well.

Suggestions for Letter Writing

1. Write a letter to the editor expressing concern about rising air pollution in your city. Suggest steps that citizens and authorities can take to control it.
2. You have noticed heaps of garbage in your locality. Write a letter to the editor complaining about poor waste management and its impact on health.
3. Write a letter to the editor discussing the issue of excessive mobile phone usage among students and its effect on studies and health.
4. Write about a time when you helped someone and how it made you feel.

Suggestions for Descriptive & Narrative Essay (120-150 words)

1. Narrate an incident that taught you an important lesson.
2. Describe a situation where you overcame your fear.
3. Imagine you woke up in a different time—past or future. Narrate your experience.

* * * * *

Reading For Pleasure

Books are the quietest and most constant of friends; they are the most accessible and wisest of counselors, and the most patient of teachers.

There is no substitute for books in the life of a child and the greatest skill a child can ever acquire is a passion for reading. Reading for Pleasure books has been incorporated in the syllabus to inculcate a love and habit for reading.

The Reading For Pleasure books are meant to be read by the child on his own for the love of reading and not just for an exam and marks. They need to enjoy the experience and in the process if he/she falls in love with reading, the bigger purpose of having RFP in the syllabus, fructifies.

Limited class discussions on the same are not to teach the book per se, but only to stimulate thoughts and initiate discussions and deliberations.

The exam paper of RFP in both the terms will contain questions which are global in nature. The exams will test how much the child has understood the story and not how much he/she remembers.

So encourage and excite your children to dive deep into the world of books starting with RFP, help him to be an independent reader and watch him/her blossom.

Please do take note that:

- Reading is fun. Children who read often and widely, get better at it.
- Reading exercises our brain and improves concentration.
- Reading teaches children about the world around them and therefore builds confidence and the ability to converse socially.
- Reading improves vocabulary and language skills and develops a child's imagination.
- Reading helps children to develop empathy.
- Children who read invariably achieve better in life and also helps language skills and therefore improves on the understanding and comprehension of all subjects being taught.

He that loves reading has everything within his reach. – William Godwin

हिन्दी (R₂)

प्रथम सत्र

Name of Book and Chapters		No. of iBLDs Required
पुस्तक ⇒ गंगा		
१.	गद्य - दो बैलों की कथा - प्रेमचंद्र	१
२.	पद्य- रैदास के पद - अब कैसे छूटै राम, जो तुम तोरौ राम	१
३.	गद्य- क्या लिखूँ - पदुमलाल पुन्नालाल बख्शी	१
४.	पद्य- राम-लक्ष्मण-परशुराम संवाद - तुलसीदास	१
५.	गद्य - संवादहीन - शेखर जोशी	१
६.	गद्य - ऐसी भी बातें होती हैं? (लतामंगेशकर से साक्षात्कार) - यतीन्द्र मिश्र	१

द्वितीय सत्र

Name of Book and Chapters		No. of iBLDs required
पुस्तक ⇒ गंगा		
१.	गद्य- आखिरी चट्टान तक - मोहन राकेश	१
२.	पद्य- भारति, जय, विजयकरे! - सूर्यकांत त्रिपाठी 'निराला'	१
३.	गद्य- रीढ़ की हड्डी - जगदीशचंद्र माथुर	१
४.	पद्य- झाँसी की रानी - सुभद्रा कुमारी चौहान	१
५.	गद्य- मैं और मेरा देश - कन्हैयालाल मिश्र 'प्रभाकर'	१
६.	पद्य- घर की याद - भवानी प्रसाद मिश्र	१

हिन्दी (R₂)

- पुस्तक ⇒
- गंगा (एन.सी.ई.आर.टी.)
 - सरस्वती व्याकरण दर्शिका (कक्षा ६ व १०)

माह	विवरण
अप्रैल+मई (२४+१६=४३ दिन)	पुस्तक ⇒ गंगा गद्य खण्ड - दो बैलों की कथा - प्रेमचंद पद्य खण्ड - रैदास के पद- अब कैसे छूटै राम, जो तुम तोरौ राम व्याकरण - शब्द भण्डार- समानार्थी शब्द, संज्ञा अनुच्छेद लेखन- १००-१२० शब्दों में। ग्लोबल वॉर्मिंग संकेत बिन्दु ⇒ • ग्लोबल वॉर्मिंग क्या है ? तथा कैसे होती है? • दुष्परिणाम • बचाव तथा उपसंहार पत्र-लेखन- अपने मित्र को मोबाइल का प्रयोग कम करने हेतु पत्र लिखिए। अपठित गद्यांश <u>DIGI CONTENT</u> (To be shown by the teachers in class) https://youtu.be/MrmnOhK_P68?si=1_YPwAQqOrwx0opg (दो बैलों की कथा) https://youtu.be/hXFSKZbXvE0 (अब कैसे छूटै राम नाम, जो तुम तोरौ राम) <u>ART INTEGRATED LEARNING</u> (रैदास के पद) रैदास के पदों का सचित्र व सस्वर वाचन।
जून+जुलाई (४+२७=३१ दिन)	पुस्तक ⇒ गंगा गद्य खण्ड - क्या लिखूँ - पदुमलाल पुन्नालाल बख्शी पद्य खण्ड - राम-लक्ष्मण - परशुराम संवाद - तुलसीदास व्याकरण - उपसर्ग, प्रत्यय से शब्द निर्माण, मुहावरे, सर्वनाम, संवाद-लेखन, विराम चिह्न पत्र लेखन - छोटे भाई को कम खर्च करने की सलाह देते हुए पत्र लिखिए। अपठित गद्यांश <u>DIGI CONTENT</u> (To be shown by the teachers in class) • https://youtu.be/fMJR7QyozHY?si=lulsU5F0kMjaHcYR (क्या लिखूँ?) • https://youtu.be/pquPO5jcA0Y?si=MckeM0xhMZ1EdT-k (राम-लक्ष्मण-परशुराम संवाद)

माह	विवरण
अगस्त (२५ दिन)	पुस्तक ⇒ गंगा गद्य खण्ड - संवादहीन - शेखर जोशी ऐसी भी बातें होती हैं (लतामंगेशकर से साक्षात्कार)- यतीन्द्र मिश्र व्याकरण - निपात एवं चित्र-लेखन अनुच्छेद लेखन - १००-१२० शब्दों में। प्रातःकालीन भ्रमण संकेत बिन्दु ⇒ • प्रकृति से संपर्क • शारीरिक व्यायाम • सेहत के लिए उपयोगी एवं लाभदायक अपठित गद्यांश (ASL to be practiced)
सितम्बर (२४ दिन)	जो पाठ इकाई परीक्षा में छूट गये हैं उनकी कक्ष-परीक्षा ली जायेगी। श्रवण एवं वाचन कौशल का मूल्यांकन पुनरावृत्ति कार्य + अर्द्धवार्षिक परीक्षा
अक्टूबर (२१ दिन)	पुस्तक ⇒ गंगा गद्य खण्ड - आखिरी चट्टान तक - मोहन राकेश पद्य खण्ड - भारति, जय, विजयकरे!- सूर्यकांत त्रिपाठी 'निराला' व्याकरण - विराम चिन्ह, शब्द भण्डार- समानार्थी शब्द, संज्ञा (पुनरावृत्ति) अनुच्छेद लेखन - भारत में बाल मजदूरी की समस्या संकेत बिन्दु ⇒ • बाल मजदूरी का अर्थ • बाल मजदूरी के कारण • बाल मजदूरी को दूर करने के उपाय अपठित गद्यांश <u>DIGI CONTENT</u> (To be shown by the teachers in class) https://youtu.be/EQTyKoYxrMY?si=WgX9KooU1CfapVDi (आखिरी चट्टान तक) https://youtu.be/4y49Dblyh7c?si=wOKk8zhQLbS6Gblz (भारति, जय, विजयकरे!)
नवम्बर (१६ दिन)	पुस्तक ⇒ गंगा गद्य खण्ड - रीढ़ की हड्डी- जगदीश चंद्र माथुर पद्य खण्ड - झाँसी की रानी - सुभद्रा कुमारी चौहान व्याकरण - मुहावरे, सर्वनाम, उपसर्ग एवं प्रत्यय से शब्द निर्माण (पुनरावृत्ति) पत्र-लेखन - बढ़ते प्रदूषण पर चिंता व्यक्त करते एवं कुछ सुझाव देते हुए अपने मित्र को पत्र लिखें।

माह	विवरण
	अपठित गद्यांश <u>DIGI CONTENT</u> (To be shown by the teachers in class) https://youtu.be/j4zYBQT7Geg?si=7bZfsILz4OLAD9p8 (रीढ़ की हड्डी) https://youtu.be/TfC6qO9rS2U?feature=shared - (झाँसी की रानी) <u>ART INTEGRATED LEARNING</u> (रीढ़ की हड्डी) एकांकी में यदि परदा दोबारा उठ जाये तो अगला दृश्य क्या होगा? अनुमान लगाइये तथा छोटी सी एकांकी बनाकर उत्तर-पुस्तिका में लिखिए तथा समूह बनाकर कक्षा में प्रस्तुत कीजिए।
दिसम्बर (२५ दिन)	पुस्तक ⇒ गंगा गद्य खण्ड - मैं और मेरा देश- कन्हैयालाल मिश्र 'प्रभाकर' पद्य खण्ड - घर की याद - भवानी प्रसाद मिश्र व्याकरण - संवाद लेखन, उपसर्ग एवं प्रत्यय से शब्द-निर्माण। अनुच्छेद लेखन - विद्यालयों में अनुशासन की कमी संकेत बिन्दु • अनुशासन का अर्थ • जीवन में अनुशासन का महत्त्व • विद्यालय में अनुशासन • शिक्षक व विद्यालय का दायित्व चित्र-लेखन अपठित गद्यांश <u>DIGI CONTENT</u> (To be shown by the teachers in class) https://youtu.be/t8RzEPLmdTY?si=Uvs5oRzO7Z85Epd7- घर की याद
जनवरी (२१ दिन)	व्याकरण - निपात (पुनरावृत्ति) पत्र-लेखन - नशीले पदार्थों के सेवन से बचने का सुझाव देते हुए अपने मित्र को पत्र लिखें। व्याकरण की पुनरावृत्ति - व्याकरण के सभी पाठों की पुनरावृत्ति करवायी जायेगी। अपठित गद्यांश
फरवरी+मार्च (२३+१६=४२ दिन)	श्रवण एवं वाचन कौशल का मूल्यांकन पुनरावृत्ति कार्य (द्वितीय सत्र के सभी पाठों से) व वार्षिक परीक्षा
	दोनों सत्र में पठित व्याकरण एवं लेखन कौशल के अंशों को वार्षिक परीक्षा में पूछा जायेगा। जो पाठ इकाई परीक्षा में छूट गये हैं उनकी कक्ष-परीक्षा ली जायेगी।

संस्कृत (R₂)

प्रथम-सत्र

Book's Name	Lesson	Name of Book and Chapters	No. of iBLDs Required
शारदा	पाठ-१	वर्णोच्चारण-शिक्षा २	१
	पाठ-२	सत्यं शिवं सुन्दरं संस्कृतम्	१
	पाठ-३	सुखस्य मूलं धर्मः धर्मस्य मूलम् अर्थः	१
	पाठ-४	आत्मवत्सर्वभूतेषु यः पश्यति सः पण्डितः	१
	पाठ-५	न खलु वयस्तेजसा हेतुः	१
	पाठ-६	एषा सा कृतकबुद्धिः मानवबुद्धे सहकरी	१

द्वितीय-सत्र

Book's Name	Lesson	Name of Book and Chapters	No. of iBLDs Required
शारदा	पाठ-७	मनःपूतं समाचरेत्	१
	पाठ-८	उपायं चिन्तयेत् प्राज्ञस्तथापायं च चिन्तयेत्	१
	पाठ-९	अन्नाद् आनन्दं प्रति	१
	पाठ-१०	कृतं प्रतिकृतं भूयादेष धर्मः सनातनः	१
	पाठ-११	णमो अरिहन्ताणम्	१

नोट ⇒ सम्पूर्ण व्याकरण और लेखन कौशल का पाठ्यक्रम अर्द्धवार्षिक और वार्षिक परीक्षा में पूछा जायेगा।

संस्कृत (R₂)

पुस्तकें ⇒ १. शारदा पाठ्यपुस्तकम्	(प्रकाशनम्-रा.शै.अनु.प्र.परि.द्वारा)
२. अभ्यासवान् भव-प्रथमो भागः	(प्रकाशनम्-रा.शै.अनु.प्र.परि.द्वारा)
३. व्याकरणविधिः - व्याकरणपुस्तकम्	(प्रकाशनम्-रा.शै.अनु.प्र.परि.द्वारा)

माह	विवरण
अप्रैल+मई (२४+१६=४३ दिन)	शारदा पाठ-१ वर्णोच्चारण-शिक्षा २ पाठ-२ सत्यं शिवं सुन्दरं संस्कृतम् पाठ-३ सुखस्य मूलं धर्मः धर्मस्य मूलम् अर्थः व्याकरण ⇒ संधिः - स्वर - दीर्घः, गुणः, वृद्धिः, यण्, अयादि एवं पूर्वरूपम् शब्द रूप - बालक, कवि, साधु, लता, धेनु, किम् (तीनों लिंगों में) धातु रूप- गम्, वद्, भू, क्रीड्, पठ्, क्री अव्यय- अत्र, तत्र, अन्यत्र, सर्वत्र, यत्र, एकत्र, उभयत्र अभ्यास पुस्तिका प्रथमः, द्वितीय, सप्तम्, दशम्, एकादशं, द्वादशः, अभ्यास पत्र- अवकाशार्थम्, स्वच्छतायै स्वास्थ्यविभागाय, विद्युद्विभागाय अपठित गद्यांशः, अनुवादः एवं L.C. का अभ्यास कार्यम्। <u>DIGI CONTENT</u> (To be shown by the teachers in class) https://youtu.be/ZiOvN5cl5VM?si=GEuTbFCmAcMm91gO (सत्यं शिवं सुन्दरं संस्कृतम्)
जून+जुलाई (४+२७=३१ दिन)	शारदा पाठ-४ आत्मवत्सर्वभूतेषु यः पश्यति सः पण्डितः पाठ-५ न खलु वयस्तेजसा हेतुः विसर्ग सन्धिः - उत्त्वम्, रत्वम्, विसर्गस्य सत्वम्, शत्वम्, षत्वम् संधिः - व्यंजन संधिः - जश्त्व संधि, 'म्' स्थाने अनुस्वारः, तुगागमः अव्ययः - यदा, तदा, सर्वदा, एकदा, पुरा, अधुना, अद्य, श्वः, ह्यः। अपठित गद्यांशः (८०-१०० शब्द) रचनात्मक लेखनम्- चित्रवर्णनम् (चित्र के आधार पर वाक्य निर्माण), संवादपूर्तिः/कथापूर्तिः, अनुच्छेद लेखनम्, प्रश्ननिर्माणम् व्याकरण ⇒ कारक- उपपदविभक्तीनां प्रयोगः द्वितीया- परितः, निकषा तृतीया- सह, साकम्, समम्, सार्धम् चतुर्थी- नमः, रुच् पंचमी- बहिः षष्ठी- उपरि, पृष्ठतः, सप्तमी - स्निह्, निपुणः धातु रूपः - अस्, कृ, पा (पिबु)। प्रत्ययाः - क्त्वा, ल्यप्, तुमुन् (वाक्येषु प्रयोगः)

माह	विवरण
	संख्या: १ से १०० संस्कृत में- १ से ४ त्रिषु लिंगेषु केवलं प्रथमा-विभक्तौ अपठित गद्यांशः एवं L.C. का अभ्यास कार्यम्। DIGI CONTENT <i>(To be shown by the teachers in class)</i>
अगस्त (२५ दिन)	पाठ-६ एषा सा कृतकबुद्धिः मानवबुद्धे सहकरी रचनात्मकं कार्यम्- अनुच्छेदलेखनम्, चित्र लेखनम्, अनुवादः घटनाक्रमानुसारं कथालेखनम् शब्द रूप - मति, नदी, मातृ धातु रूप - नी, दृश्, शक् पत्रम् - पुत्राभ्याम् वर्धापनपत्रम् प्रत्ययाः - क्त, क्ववतु, शतृ, शानच् उच्चारणस्थानानि- वर्णानाम् उच्चारणस्थानानि आत्मनेपद - लभ्, रुच्, सेव् (पञ्चसु लकारेषु) अभ्यास पुस्तिका- तृतीय, चतुर्थ, षष्ठ एवं अष्टम् अभ्यास अपठित गद्यांश एवं L.C. का अभ्यास कार्यम्। DIGI CONTENT <i>(To be shown by the teachers in class)</i> Art Integrated Learning आत्मवत्सर्वभूतेषु यः पश्यति सः पण्डितः (नाटक द्वारा प्रस्तुतिकरण)
सितम्बर (२४ दिन)	पुनरावृत्ति कार्य + अर्द्धवार्षिक परीक्षा
अक्टूबर (२१ दिन)	पाठ-७ मनःपूर्तं समाचरेत् कारक - उपपद विभक्तीनां प्रयोगः द्वितीया - समया, प्रति, विना, उभयतः, धिक्। तृतीया - सदृश, विना, अलम्, हीन।, चतुर्थी- कुप्, दा (यच्छ), स्वस्ति, पञ्चमी- रक्ष, विना, भी, ऋतेः, षष्ठी- पुरतः, अधः, निर्धारणे। सप्तमी- विश्वसु, पटु। शब्दरूपः - राजन्, भवत्, विद्वस्, गुणिन्, पितृवत् धातुरूप - ज्ञा, श्रु, दा। रचनात्मक लेखनम्- चित्रलेखनम्, संवादपूर्तिः/कथापूर्तिः, पत्र-लेखनम्- वित्तकोषाय, आरक्षकालयाय अपठित गद्यांशः एवं L.C. का अभ्यास कार्यम्। DIGI CONTENT <i>(To be shown by the teachers in class)</i>

माह	विवरण
नवम्बर (१६ दिन)	पाठ-८ उपायं चिन्तयेत् प्राज्ञस्तथापायं च चिन्तयेत् पाठ-९ अन्नाद् आनन्दं प्रति व्याकरण: ⇒ प्रत्यय - क्तवतु, शतृ, शानच् (वाक्येषु प्रयोगः) समासः - तत्पुरुषः (विभक्ति-नञ्-उपपद- कर्मधारय) संख्या - १ से १००, १ से ४ त्रिषु लिंगेषु केवलं प्रथमा-विभक्तौ अव्यय - किम्, कुत्र, कति, कदा, कुतः, कथम्, किमर्थम्। शब्दरूप - इदम्, तत् (तीनों लिंगों में) धातुरूप - सेव्, लभ् (पंचसु लकारेषु), पच्, नी, कृष, ह, भज् (केवलं लटलकारे) अपठित गद्यांशः एवं L.C. का अभ्यास कार्यम्। रचनात्मक लेखनम्- पत्रलेखनम्- प्रकाशकाय। <u>DIGI CONTENT</u> <i>(To be shown by the teachers in class)</i> <u>ART INTEGRATED LEARNING</u> अन्नाद् आनन्दं प्रति (चित्र द्वारा विषय-वस्तु का प्रस्तुतिकरण)
दिसम्बर (२५ दिन)	पाठ-१० कृतं प्रतिकृतं भूयादेष धर्मः सनातनः पाठ-११ णमो अरिहन्ताणम् पत्र - निमन्त्रणपत्रम्, परिणामसूचनापत्रम्, प्रकाशकायपत्रम्। संख्या - १ से १००, १ से ४ त्रिषु लिंगेषु केवलं प्रथमा-विभक्तौ शब्दरूप - अस्मद्, युष्मद्, जगत्, मनस्, फल, वारि, चक्षुष् धातुरूप - मुद्, वृध्, पठ्, कृ, पा (पिबृ), सेव्, लभ् प्रत्यय - क्तवतु, शतृ, शानच्, क्त्वा, तुमुन्, ल्यप्, क्त। अव्यय - च, अपि, यदि, तर्हि, यथा, तथा, सम्यक्, एव, तु। अपठित गद्यांशः, पत्र, कथापूर्तिः/संवादपूर्तिः, चित्रलेखनम् एवं L.C. का अभ्यास कार्यम्। <u>DIGI CONTENT</u> <i>(To be shown by the teachers in class)</i>
जनवरी (२१ दिन)	समासः - तत्पुरुषः (विभक्ति-नञ्-उपपद- कर्मधारय) पुनरावृत्ति कार्य (प्रथम व द्वितीय सत्र के सभी पाठों से)
फरवरी+मार्च (२३+१६=४२ दिन)	पुनरावृत्ति एवं वार्षिक परीक्षा

(संस्कृत) श्लोक एवं दोहा

Dear Parents

As per NEP 2020- Sanskrit has to be offered at all levels of schools, to be taught in ways that are interesting and experiential as well as contemporarily relevant.

Sanskrit reduces ambiguity in speaking and writing. Sanskrit is known as "the perfect language" for being one of the world's most organized languages. No other language in the world has alphabets that follow a scientific pattern as this and no other language has grammatical rules that are said to help develop one's mental powers and strength, ease stress, and take one to a higher level of consciousness. Chanting of Vedic Sanskrit Shloka also improves one's memory and power of concentration, so crucial if one wants to be an achiever.

We are introducing Recital of shlokas, based on values of life and wisdom from Nursery to Class X.

‘नीति के दोहे’

one for each term also is being introduced, not only to keep their affinity intact with Indian traditional literature but also to make them understand essential ethics and human values.

Hope .Our children stay more connected with rich legacy of knowledge and culture of our country and its inherent beauty.

TERM – I

(१). प्रलये भिन्नमर्यादा, भवन्ति किल सागराः।

सागराः भेदमिच्छन्ति, प्रलयेऽपि न साधवः॥

At the time of Pralaya (Universal destruction) ever the oceans will exceed their limits and seek to change, but a saintly man never changes.

(२). सत्यमेव ईश्वरो लोके, सत्यं पद्मा समाश्रिता।

सत्यं मूलानि सर्वाणि, सत्यान्नास्ति परंपदम्॥

Truth is the God and all virtues follow truth. All are rooted in truth and there is nothing higher than the truth.

दोहा -

(३). जल परे जल जात बहि, तजि मीनन को मोह।

रहिमन मछरी नीर को, तऊ न छँड़ति छेह॥

TERM – II

(१). कर्मव्येवाधिकारस्ते, मा फलेषु कदाचन।

मा कर्मफलहेतुर्भूर्मा, ते संगोऽस्तवकर्मणि॥

You have the right to work, but never to it's fruits. Let not the fruits of action be your motive. Let your attachment be the cause of inaction.

(२). रविरपि न दहति तादृग्वायुर्दहति बालुकानिकरः।

अन्यस्याल्लब्धपदो नीचः, प्रायेण दुःसहो भवति॥

People feel the sand intolerably hot than the sun itself. Many a times, when a wicked person gets a higher post by the favours of other, his behavior becomes intolerably rule.

दोहा -

(३). करत-करत अम्बास ते, जड़मति होत सुजान।

रसरी आवत जात ते, सिल पर परत निशान॥

Mathematics (Code 041)

Term- I

Book's Name	Lesson	Name of Book and Chapters	No. of iBLDs Required
Textbook: Ganita Manjari Part I and II	1.	Orienting Yourself: The Use of Coordinates	1
	2.	Introduction to Linear Polynomials	1
	3.	The World of Numbers	1
	4.	Exploring Algebraic Identities	1
	5.	I'm Up and Down, and Round and Round	1
	6.	Measuring Space: Perimeter and Area	1
	7.	The Mathematics of Maybe: Introduction to Probability	1
	8.	Predicting What Comes Next: Exploring Sequences and Progressions	1

Term- II

Book's Name	Lesson	Name of Book and Chapters	No. of iBLDs Required
Textbook: Ganita Manjari Part I and II	1.	Introduction to Euclid's Geometry: Axioms and Postulates	1
	2.	Lines & Angles	1
	3.	Triangle: Congruence Theorems	1
	4.	Linear Equations in Two Variables	1
	5.	Quadrilaterals	1
	6.	Surface Areas and Volumes	1
	7.	Statistics	1

Mathematics (Code 041)

Textbook:	Ganita Manjari Part I and II Textbook for Grade- IX	NCERT
Supplementary Books:	a. A Complete Course of Mathematics Class-IX Part I and II (B.K. Singh) b. Together with Mathematics Lab Manual	Goyal Broth. Pr. Rachna Sagar

Months	Content
April+May (24+19= 43 Days)	1. Orienting Yourself: The Use of Coordinates: • Brief history of coordinate geometry • The 2-D Cartesian coordinate system • Distance between two points in the 2-D plane • Midpoint of the line-segment between two points in the 2-D plane Khan Academy Assignments • Point on the coordinate plane: Exercise • Distance between two points: Exercise • Midpoint formula: Exercise <u>DIGI CONTENT</u> <i>(To be shown by the teachers in class)</i> Khan Academy CBSE Class IX Maths Youtube link for example link from Manocha Academy
	2. Introduction to Linear Polynomials⇒ • Algebraic expressions • Definition of a polynomial. • Degree of a polynomial • Introduction to linear polynomials and applications • Exploring linear patterns • Modelling linear growth and linear decay • Linear relationships • Visualising linear relationships • Slope and y-intercept of a line $y = ax + b$ Khan Academy Assignments: • Identifying Polynomials and their Degree: Exercise • Graph from linear standard form: Exercise <u>DIGI CONTENT</u> <i>(To be shown by the teachers in class)</i> • Khan Academy CBSE Class IX Maths • Youtube link for example link from Manocha Academy

Months	Content
	3. The World of Numbers:- • Introduction to rational numbers • Representation of rational numbers on the number line • Density of rational numbers and its proof • Finding rational numbers between any two rational numbers • Decimal representation of rational numbers • Introduction to irrational numbers • Proof of irrationality of $\sqrt{2}$ and $\sqrt{3}$ • The square root spiral Khan Academy Assignments: • Rational numbers and Linear Equations: Unit test • Classify numbers: Exercise • Multiply 2-digits by 1-digit with distributive property: Exercise Practical: • Square roots of Natural Numbers. <u>DIGI CONTENT</u> <i>(To be shown by the teachers in class)</i> • Khan Academy CBSE Class IX Maths • Youtube link for example link from Manocha Academy.
June+July (4+27=31 Days)	4. Exploring Algebraic Identities • Revisiting algebraic identities • Visualising identities using geometrical models • Factorisation of algebraic expressions using identities • More identities and their applications • Visualising factorisation of quadratic expressions through algebra tiles and without using algebra tiles • Finding new identities • Simplifying rational expressions Khan Academy Assignments: • Factors of a polynomial (basic): Exercise • Factors of a polynomial (advanced): Exercise • Factoring by Substitution and Grouping: Exercise • Mixed Identities and Application Problems: Exercise Practical • To Factorise the Quadratic Polynomial. <u>DIGI CONTENT</u> <i>(To be shown by the teachers in class)</i> • Khan Academy CBSE Class IX Maths • Youtube link for example link from Manocha Academy

Months	Content
	5. I'm Up and Down, and Round and Round: • Practical applications and uses of circles • Definitions related to a circle – centre, diameter, and radius • Chords and the angles they subtend • Midpoints and perpendicular bisectors of chords • Distance of chords from the centre • Subtended angles by an arc • Cyclicity of points Khan Academy Assignments: • Circles: Quiz-1 • Inscribed Angles: Exercise • Circles: Unit Test Practical: • Angles subtended by an arc at the centre and at any point on the remaining part of the circle. • Opposite angles of a cyclic quadrilateral. • Angle in a semicircle; major segment and minor segment. <u>DIGI CONTENT</u> <i>(To be shown by the teachers in class)</i> • Khan Academy CBSE Class IX Maths • Youtube link for example link from Manocha Academy 6. Measuring Space: Perimeter and Area • Perimeter of shapes • Perimeter of a circle: Introduction to Pi and its irrationality • Length of an arc • Area of shapes: rectangles, parallelograms, and triangles • Heron's formula • Squaring a rectangle: Proof from Baudhayana's Sulbasutras Khan Academy Assignments: • Area of a rectangle: Exercise • Area of parallelogram: Exercise • Finding area of triangles using Heron's Formula: Exercise *** Golden ratio video has to be shown to the students. <u>ART INTEGRATED LEARNING</u> To study the different geometrical shapes and its application in the Ancient Design (Monuments Sarnath Visit). Or Virtual Live (Taj Mahal) and presentation to be done through slide show,.

Months	Content
August (25 Days)	6. Measuring Space: Perimeter and Area (Continued....) • Area of a circle: derivation • Area of the sector of a circle • Brahmagupta's formula for area of a cyclic 4-gon • Heron's formula as a special case of Brahmagupta's formula Khan Academy Assignments: • Circumference of a circle: Exercise • Area of a circle: Exercise • Word problems: Area of a sector: Exercise <u>DIGI CONTENT</u> (To be shown by the teachers in class) • Khan Academy CBSE Class IX Maths
	7. The Mathematics of Maybe: Introduction to Probability • Concept of probability and randomness • The probability scale • Empirical probability: analysing statistical data and performing experiments • Theoretical probability: sample space and events • Representing probability through tree diagrams and tables Khan Academy Assignments: • Probability of an event: Exercise • Experimental probability: Exercise <u>DIGI CONTENT</u> (To be shown by the teachers in class) • Khan Academy CBSE Class IX Maths • Youtube link for example link from Manocha Academy
	8. Predicting What Comes Next: Exploring Sequences and Progressions • Introduction to sequences • Explicit or general rule of a sequence • Recursive rule of a sequence • Arithmetic Progressions • (AP): n^{th} Term, visualising an AP & practical context leading to Aps • Sum of the first n natural numbers • Geometric Progressions (GP): n^{th} term, visualising a GP, and practical contexts leading to GPs • Applications of GP in fractals • Tower of Hanoi puzzle

Months	Content
	Khan Academy Assignments: • Concepts of Euclid's geometry: Exercise • Axioms and Postulates: Exercise <u>DIGI CONTENT</u> <i>(To be shown by the teachers in class)</i> Khan Academy CBSE Class IX Maths Youtube link for example link from Manocha Academy
September (24 Days)	Revision & Half Yearly Exam.
October (21 Days)	1. Introduction to Euclid's Geometry: Axioms and Postulates • History of geometry • Constructing a square with a given side as described in the Baudhayana's Sulbasutras • Discovering Euclid's definitions • Axioms: Axioms of measurement and rules for geometric objects Khan Academy Assignments: • Concepts of Euclid's geometry: Exercise • Axioms and Postulates: Exercise <u>DIGI CONTENT</u> <i>(To be shown by the teachers in class)</i> • Khan Academy CBSE Class IX Maths • Youtube link for example link from Manocha Academy 2. Lines and Angles: • Rays and angles • Measures of angles • Intersecting lines and angles • Pairs of angles • Theorems and examples on intersecting lines • Theorems and examples on parallel lines Khan Academy Assignments: • Linear pair and vertically opposite angles: Exercise. • Solving angles formed by parallel lines and transversal: Exercise Practical: • To divide a line segment into given number of equal parts. <u>DIGI CONTENT</u> <i>(To be shown by the teachers in class)</i> • Khan Academy CBSE Class IX Maths • Youtube link for example link from Manocha Academy

Months	Content
November (19 Days)	3. Triangles: Congruence Theorems • Practical applications of triangles • Proofs of conditions of congruence of triangles • Theorems on triangles • Propositions and their converse • Problems based on applications of theorems on triangles Khan Academy Assignments: • Determine congruent triangles: Exercise Digi Content : Khan Academy CBSE Class IX Maths Logical Assignment-2 (given in Enrichment booklet) 4. Linear Equations in Two Variables: • Introduction to linear equations in two variables through practical examples. • Solution of linear equation in two variables: graphical representation • Slope-intercept form of linear equation in two variables. • Drawing graphs of linear equations when x and y assume only certain values. • Pair of linear equations in two variables.
December (25 Days)	4. Linear Equations in Two Variables: (Continued...) • Graphical method for solving a pair of linear equations in two variables. • Nature of solutions: consistency and inconsistency. • Algebraic methods of solving a pair of linear equations: substitution and elimination method Khan Academy Assignments: • Pair of Linear Equations in Two Variables: Unit • Complete solutions to 2-variable equations: Exercise. <u>DIGI CONTENT</u> <i>(To be shown by the teachers in class)</i> • Khan Academy CBSE Class IX Math 5. Quadrilaterals ⇒ • Properties of parallelograms • Important theorems related to parallelograms and their proof • Midpoint theorem and its applications • Understanding the notion of central symmetry in the context of parallelograms

Months	Content
	Khan Academy Assignments: • Diagonal properties of parallelogram: Exercise • Quadrilaterals: Unit Test • Side and angle properties of a parallelogram (level-2) • Quadrilaterals: Unit Test <u>DIGI CONTENT</u> <i>(To be shown by the teachers in class)</i> • Khan Academy CBSE Class IX Math • YouTube link for example link from Manocha Academy.
January (21 Days)	6. Surface Areas and Volumes: • Surface areas and volumes of spheres (including hemispheres) and right circular cones Khan Academy Assignments: • Volume of cones: Exercise • Volume of sphere: Exercise • Surface Area and Volumes: Unit Test 7. Statistics: • Graphical representation of data • Measures of central tendency Khan Academy Assignments: • Statistics: Quiz-1 • Measures of Central Tendency: Unit <u>ART INTEGRATED LEARNING</u> • To collect the population of 10 states of India and to represent it with different graphical forms i.e. Bar Graph, Pie-chart, Pictograph, Frequency Polygon etc. • Art form-Warli • Materials Required- Coloured Sheet, Ruler, Graph Paper, Pen, Paper, Pencil, Glue, Scissors, Compass. Note:- Chapters taught in January will be assessed as a class test.
February+ March (23+19=42 Days)	Revision & Annual Examination

Only for Boarders (Sunbeam Hostel LHT & VRN)

Mindspark Syllabus Mapping

Months	Weeks	Mindspark Topics	Corresponding Topics at School
April (24 Days)	1 st	Mindspark Initiation Session and Real Number	Irrational Number
	2 nd	Real Number: Exponents and Roots	
May (19 Days)	1 st	Geometry: Point, Lines	Euclid Geometry
	2 nd	Geometry: parallel Lines	Line & Angles
	Summer Vacation		
June+July (4+27= 31 Days)	1 st	Triangles and its Properties	Triangles
	2 nd	Triangles and its Properties and Congruence of Triangles-Custom 1	
	3 rd	Congruence of Triangles- Custom 2	
	4 th	Coordinate Geometry	Coordinate Geometry
August (25 Days)	1 st	Polynomials – Custom 1	Polynomials
	2 nd	Polynomials – Factorisation	
	3 rd	Polynomials – Factorisation using identities	
	4 th	Polynomials – Zeros of Polynomial, Remainder Theorem, Factor Theorem	
September (24 Days)	5 th	Revision of Polynomials	Polynomials
	6 th	Algebra: Algebraic Identities and factorization – Custom 1	
	Revision		
	Half Yearly Examination		

Months	Weeks	Mindspark Topics	Corresponding Topics at School
October (21 Days)	1 st	Algebra: Linear Equation in Two Variables – Custom 1	Linear Equations in Two Variables
	2 nd	Algebra: Linear Equation in Two Variables – Custom 2	
November (19 Days)	1 st	Geometry: Polygons	Quadrilateral
	2 nd	Geometry: Polygons	
December (25 Days)	1 st	Geometry: Circle and Circle’s Properties – Introduction	Circle
	2 nd	Geometry: Circle and Circle’s Properties – Custom 1	
	3 rd	Geometry: Circle and Circle’s Properties – Custom 2	
January (21 Days)	1 st	Winter Vacation	
	2 nd	Mensuration: Surface Area and Volume- Custom 1	Surface Area and Volume
	3 rd	Mensuration: Surface Area and Volume- Custom 2	
	4 th	Statistics – Data Representation	Statistics
February+ March (23+19=42 Days)	Revision & Annual Examination		

Science (Code 086)

Term- I

Book's Name	Subjects	Name of the Chapters	No. of iBLDs Required
Exploration- Textbook of Science for Grade 9	Physics	Describing Motion Around Us	2
		How Forces Affect Motion	1
	Chemistry	Exploring Mixtures and their Separation	2
		Journey Inside the Atom	2
	Biology	Cell: The Building Block of Life	2
		Tissues in Action	2

Term- II

Book's Name	Subjects	Name of the Chapters	No. of iBLDs Required
Exploration- Textbook of Science for Grade 9	Physics	Work, Energy & Simple Machines	1
		Sound Waves: Characteristics and Applications	2
	Chemistry	Atomic Foundations of Matter	1
		Earth as a System: Energy, Matter and Life	2
	Biology	Reproduction: How Life Continues	2
		Patterns in Life: Diversity & Classification	-

Physics

Books ⇒

- | | |
|--|-------|
| (a). Exploration- Textbook of Science for Grade 9 | NCERT |
| (b). Together with Science (which has Practical Lab Manual. MCQ, Practical Files for Physics, Chemistry & Biology) | |
| (c). Gateway to Science (Physics) Goyal Brothers Prakashan | NCERT |

Note⇒ The NCERT text books present information in boxes across the book. These help students, to get conceptual clarity. These information in the boxes would be assessed in Unit Test but not in the Annual Exam.

Months	Content
April+May (24+19 =43 Days)	Chapter: Describing Motion Around Us - Displacement, Velocity, Acceleration - Average speed and average velocity - Graphical representation of motion for an object moving in a straight line. - Kinematic equations for motion in a straight line with constant acceleration. - Derivation/proof of all three kinematic equations ($v = u + at$, $s = ut + \frac{1}{2}at^2$, $v^2 = u^2 + 2as$) using graphical method. - Elementary idea of uniform circular motion. - Derive the expression of speed for uniform circular motion. <u>DIGI CONTENT</u> <i>(To be shown by the teachers in class)</i> Displacement, Velocity https://youtu.be/vQCKYm3v3aA?si=dQ5-k8gFJHwpOBVS Acceleration https://youtu.be/FOkQszg1-j8?si=FD4QUeFMubWgBI_1 Uniform Circular Motion https://youtu.be/kZ8RqqyM_Dc?si=kn8klJCudbrdR7v6
June+July (4+27 =31 Days)	Chapter 9 ⇒ How Forces Affect Motion - Force; balanced and unbalanced forces. - Newton's first law of motion. - Newton's second law of motion. - Newton's third law of motion.

Months	Content
	<u>DIGI CONTENT</u> (To be shown by the teachers in class) • Newton's Laws of Motion. https://youtu.be/nSOcHFahe2Q?si=PX656J3HGBtrfpY1 • Balanced and Unbalanced Forces https://youtu.be/CGdC5eZprW4?si=xFfUbvEnnVvBTD3d
	<u>Khan Academy Assignment (Practice)</u> • Analyzing motion using Newton's Law. • Quiz 2 • Newton's 2nd Law of Motion • Identifying equal and opposite forces.
	<u>ART INTEGRATED LEARNING</u> To study the presence of different types of Forces and Laws of Motion in different types of Dance forms and discuss in class.
August (25 Days)	Chapter 9 ⇒ How Forces Affect Motion (Continued....) • Conservation of momentum. • Force of friction– types (static, kinetic/sliding), factors affecting friction, advantages and disadvantages of friction, methods to reduce friction. <u>DIGI CONTENT</u> (To be shown by the teachers in class) • Conservation of Momentum https://youtu.be/zQLxbN8dxJg?si=MIAZC2uLyn1LUOa0 • Force of Friction https://youtu.be/pSV9DdD0jgl?si=PY0TEorH_hg_pPWs
September (24 Days)	Revision and Half Yearly Exam.
October (21 Days)	Chapter 11 ⇒ Work, Energy and Simple Machines • Concept of work; work done by a constant force. • Work-Energy theorem. • Mechanical energy — kinetic and potential energy and conversion between them. • Conservation of energy. • Power

Months	Content
	<u>DIGI CONTENT</u> (To be shown by the teachers in class) • Introduction to work and energy. https://youtu.be/ewfMcg3wRaQ?si=pUQ_btLcv-0x7dCv <u>Khan Academy Assignment (Practice)</u> • Calculating work done by a force • Quiz 1 • Power • Quiz 2
November (19 Days)	Chapter 11 ⇒ Work, Energy and Simple Machines (Continued....) • Simple Machines. • Definition and purpose of simple machines • Mechanical advantage (MA) of machines • Pulley – types and mechanical advantage • Inclined plane –mechanical advantage • Lever – types (Class I, II, III) and mechanical advantage • Efficiency of machines • Relationship between load, effort, and mechanical advantage <u>DIGI CONTENT</u> (To be shown by the teachers in class) • Simple Machine https://youtu.be/obSJFsodXV?si=t-6X3L9DcYdDbGle
December+ January (25+21= 46 Days)	Chapter 12 ⇒ Sound Waves: Characteristics and Applications • Production of sound. • Propagation of sound as a longitudinal wave through a medium. • Graphical representation of sound waves; longitudinal wave nature explicitly taught; characteristics of sound waves as a separate subtopic; propagation in solids and liquids. • Characteristics of sound wave — wavelength, frequency, time period, amplitude, intensity, speed. • Human perception of sound — pitch and loudness. • Propagation of sound in different media — solid, liquid • Reflection of sound — echo, reverberation. • Echolocation • Range of hearing in humans.

Months	Content
	<u>DIGI CONTENT</u> (To be shown by the teachers in class) • Production of Sound https://youtu.be/nGKffdaI4Pg?si=y7z2iM87RXNCtshq • Echoes and reverberations https://youtu.be/LR-AYApQbNE?si=ZI9QImSPS40fQwg5 • Echolocation https://youtu.be/q_mEFtOGESA?si=WjGXMMoURnZXOiC6 <i>Khan Academy Assignment (Practice)</i> • Calculating wave speed, frequency and wavelength. • Properties of transverse and longitudinal waves. Practicals ⇒ 3. To determine the speed of a pulse propagated through a stretched string/slinky. (Helical spring) 4. To verify laws of reflection of sound.
February+ March (23+19=42 Days)	Revision & Annual Exam.

Chemistry

Books ⇒

- | | |
|---|----------------|
| (a) Exploration- Textbook of Science for Grade 9 | NCERT |
| (b) Together with Science (which has Practical Lab Manual. MCQ, Practical Files for Physics, Chemistry & Biology) | Rachna Sagar |
| (c) Language of Chemistry (Tuli & Soni) | S. Chand & Co. |

Months	Content
April+May (24+19 =43 Days)	Chapter: Exploring Mixtures and their Separation - Homogeneous and heterogeneous mixtures; - Solutions, suspensions, colloids and their properties. - Various ways to express concentration of solutions (mass by mass percentage of a solution, mass by volume percentage of a solution, volume by volume percentage of a solution). - Separation techniques based on the physical properties of components, including crystallization distillation, paper chromatography, sublimation, centrifugation and coagulation
	ART INTEGRATED LEARNING - Go for a nature walk and observe Tyndall effect and draw a poster of your imagination. - Prepare a list of methods of separation used at household for separating mixtures. Prepare an analytical report in pictorial form explaining the theory and method used.
	Khan Academy Assignment (Practice) - Concentration of a solution - Differentiating Solution, Suspension and Colloids - Pure Substances and Mixtures
	To learn more about the states of matter and concentration of solutions, students can explore the links given below: https://phet.colorado.edu/sims/html/states-of-matter-basics/latest/states-of-matter-basics_en.html https://phet.colorado.edu/sims/html/concentration/latest/concentration_all.html
	Practical- 1 To prepare.... (a) a true solution of common salt, sugar and alum. (b) a suspension of soil, chalk powder and fine sand in water. (c) a colloidal solution of starch in water and egg albumin/ milk in water, and distinguish between these on the basis of (i) transparency, (ii) filtration criterion & (iii) stability Practical- 2 To separate the component of sand common salt & Ammonium chloride or Camphor by sublimation.

Months	Content
June+July (4+27=31 Days)	Chapter ⇒ Journey inside the Atom • Atoms are the basic units of elements • Atoms consist of subatomic particles • Atomic Models (Thomson's Model, Rutherford's Model, and Bohr's Model) • Distributions of electrons in elements (up to 18 elements) • Symbols Khan Academy Assignment (Practice) • Atomic Structure • Electron distribution in an Atom/Ion and Calculation of Valency • Isotopes and Isobars
August (25 Days)	Chapter ⇒ Journey inside the Atom (Continued.....) • Valency as the combining capacity • Atomic number • Mass number • Isotopes • Isobars To learn more about the Structure of Atom, students can explore the links given below: https://phet.colorado.edu/en/simulations/rutherford-scattering https://phet.colorado.edu/en/simulations/isotopes-and-atomic-mass
September (24 Days)	Revision and Half Yearly Exam.
October (21 Days)	Chapter ⇒ Atomic Foundation of Matter • Law of conservation of mass • Law of constant proportion • Dalton's Atomic theory • Molecules of elements, Molecules of covalent compounds and their properties • Ions, Ionic compounds and their properties • Writing chemical formulae • Molecular mass • Formula unit mass

Months	Content
	<i>Khan Academy Assignment (Practice)</i> • Laws of Chemical Combination • Elements and Atoms • Atoms and Molecules • Naming Ionic Compounds • Finding the Formula of Ionic Compound • Predicting the formula of the given compound • Atomic and Molecular Masses To learn more about molecules, students can explore the links given below: https://phet.colorado.edu/sims/html/build-a-molecule/latest/build-a-molecule/latest/build-a-molecule_all.html Practicals: To verify the law of conservation of mass in a chemical reaction.
November+ December (19+25=44 Days)	Chapter ⇒ Earth as a System: Energy, Matter & Life • Earth as interconnected system • Nature of solar energy: solar radiation, electromagnetic spectrum, and speed of light • Solar energy interaction with the Earth's Surface and differential heating of the Earth (the role of the atmosphere and the Earth's surface) • Differential warming of the Earth causes winds • Biogeochemical cycles (water cycle, carbon cycle, nitrogen cycle, oxygen cycle) • Human impact on Earth's system
January+ February (21+24=45 Days)	Revision & Annual Exam

Biology

Books ⇒

- | | |
|--|--------------|
| (a). Exploration- Textbook of Science for Grade 9 | NCERT |
| (b). Together with Science (which has Practical Lab Manual. MCQ, Practical Files for Physics, Chemistry & Biology) | Rachna Sagar |
| (d). Exemplar Problem Science-IX | NCERT |

Note ⇒ The NCERT text books present information in boxes across the book. These help students, to get conceptual clarity. These information in the boxes would be assessed in Unit Test but not in the Annual Exam.

Months	Content
April+May (24+19 =43 Days)	Chapter 2 ⇒ Cell: The Building Block of Life • Discovery of cell • Plant and animal cells • Prokaryotic and eukaryotic cells • Cell as a structural and functional unit of life; structure and function of key organelles (nucleus, mitochondria, chloroplast, endoplasmic reticulum, vacuoles, plasma membrane, cell wall) • Permeability of cell membranes • Cellular division and cancer • Recent advancement in cell biology. <u>DIGI CONTENT</u> <i>(To be shown in class and to be shared in Google Classroom)</i> • https://youtu.be/xTnNv7YpISo?si=gOBogWyd_YoL4mts • https://youtu.be/Ogxpuq-qIW0?si=7iry3dkagFiaVP_c • https://youtu.be/RZhL7LDPK8w?si=WMUWVEXyfv4tu5bj <u>ART INTEGRATED LEARNING</u> • Create a comic strip portraying a day in the life of a nucleus or a “journey of a protein” through the Endoplasmic Reticulum and Golgi apparatus. <u>Khan Academy Assignment (Practice)</u> • Prokaryotic and Eukaryotic cells • Characteristics of the cell • Parts of the cell and their functions Practical: 1. To prepare stained temporary mounts of (a) onion peel and (b) human cheek cells and to record observations and draw their labelled diagrams.

Months	Content
June+July (4+27=31 Days)	Chapter 3 ⇒ Tissues in Action • Level of organization in the living organism • Plant and animal tissues • Types of plant tissues • Meristematic tissues (types and function of each) • Permanent tissues (types, structure and function of each) <u>DIGI CONTENT</u> <i>(To be shown in class and to be shared in Google Classroom)</i> • https://youtu.be/Qk-GmAbg0bo?si=YzIUtuphatY8qFFw • https://youtu.be/MW68KNYgZdg?si=8sI0VdWtFflhg9Ym Practical: 2.(a). To identify Parenchyma, Collenchyma and Sclerenchyma tissues in plants. Draw their labelled diagrams.
August (25 Days)	Chapter 3 ⇒ Tissues in Action (Continued...) • Animal tissues • Overview (epithelial, connective, muscular and nervous tissues–types structure and function of each) • Elementary idea of musculoskeletal system • Care of musculoskeletal system: injuries, postural care, nutrition and exercise <u>DIGI CONTENT</u> <i>(To be shown in class and to be shared in Google Classroom)</i> • https://youtu.be/sKins25SEV?si=9gICPN_nRcPHm5qD • https://youtu.be/LFj9e5H62Mk?si=Tqt_0D-5uX8_GiKU • https://youtu.be/zopoN2i7ALQ?si=sKr6PHFtEIBw1T2x <u>Khan Academy Assignment (Practice)</u> • Epithelial tissue • Connective tissue • Muscular tissue and Nervous tissue Practical ⇒ 2.(b). To identify striped, smooth and cardiac muscle fibers and nerve cells in animals from prepared slides. Draw their labelled diagrams.
September (24 Days)	Revision & Half Yearly Exam

Months	Content
October (21 Days)	Chapter-11 ⇒ Reproduction: How Life Continues • Introduction to different forms of reproduction- sexual and asexual, • Types of asexual reproduction with examples • Sexual reproduction in flowering plants <u>DIGI CONTENT – GRAPHIC NOVEL</u> <i>(To be shown in class and to be shared in Google Classroom)</i> • https://youtu.be/g59s153t_6Q?si=hFFJgoGkypYzGKta • https://youtu.be/19NKRHY_3kk?si=u_SWAPo2cx0LzBI2 Practical: 1. To study (a) binary fission in Amoeba and (b) budding in Yeast and Hydra with the help of prepared slides.
November (19 Days)	Chapter-11 ⇒ Reproduction: How Life Continues (Continued...) • Sexual reproduction in flowering plants • Sexual reproduction in humans (male and female) • Reproductive health and hygiene and introduction to birth control methods and important <u>DIGI CONTENT – GRAPHIC NOVEL</u> <i>(To be shown in class and to be shared in Google Classroom)</i> • https://youtu.be/jRYEqOOH8?si=l7iBjkjM4zs9UkOL Practical: 2. To identify the different parts of an embryo of a dicot seed (pea, gram or red kidney bean).
December (25 Days)	Chapter-12 ⇒ Patterns in Life: Diversity & Classification • Importance of classification • Five kingdoms and their key features with examples • Major Division of Animals and Plants <u>DIGI CONTENT – GRAPHIC NOVEL</u> <i>(To be shown in class and to be shared in Google Classroom)</i> • https://youtu.be/6dub9UGH10Y?si=WU-H4T4NYCRgkyAH • https://youtu.be/VfKGU4ZaO8k?si=nobXGMPem2wvoWMS • https://youtu.be/01T15fMv5Uo?si=ptaV4ygHr5AZw3UL Practical: 1. To study the external features of root, stem, leaf and flower of monocot and dicot plant. 2. To study the characteristic of Spirogyra/Agaricus, Moss/Fern, Pinus (either with male or female cone) and an Angiospermic plant. Draw and give two identifying features of groups they belong

Months	Content
	to.
January (21 Days)	Chapter-12 ⇒ Patterns in Life: Diversity & Classification (Continued...) • Binomial Nomenclature • Acellular entities: viruses. Practical: 3. To observe and draw the given pictures/charts/ models of earthworm, cockroach, bony fish and bird. For each organism, draw their picture and record : - (a) one specific feature of its phylum (b) one adaptive feature with reference to its habitat.
February+ March (23+19=42 Days)	Revision and Annual Exam

Social Science (Code 087)

Term- I

Subjects	Name of Chapters	No. of iBLDs Required
History	Understanding Social Science	1
	Early Humans and Beginning of Civilisation	1
	State and Society (upto 1000 CE)	1
Geography	Shaping of the Earth's Surface	1
	Atmosphere and Climate	1
Political Science	Democracy	1
	Elections	1
Economics	Building Blocks in Economics	1
	The Price Puzzle: What Drives the Market	1

Term- II

Subjects	Name of Chapters	No. of iBLDs Required
History	Resistance and Resilience (1000 CE – 1700 CE)	1
	India and the World-I (1900 BCE-1200 CE)	1
Geography	Oceans and Life	1
	Life on Earth	1
Political Science	Authority	1
Economics	From Ideas to Startups	1
	Smart Ways to Manage Your Finances	1

History

Book ⇒ Understanding Society: India and Beyond

NCERT

Months	Content
April+ May (24+19=43 Days)	Chapter ⇒ Understanding Social Science • Meaning of Social Science • Scope of Social Science • Relevance of Social Science in Everyday Life • Understanding Social Science from an Indian Perspective • Major disciplines of Social Science (History, Geography, Political Science, Economics) • Interrelationship among the Disciplines of Social Science • Values Promoted through the Study of Social Science DIGI CONTENT PPT, Video, Info graphic to be shown to the class by the teacher Chapter ⇒ Early Humans and Beginning of Civilisation • Cultural Developments from 2 million Years Ago • Early Human History • Periodisation: Archaeological ages • Who Were Human Ancestors • Palaeolithic Age: Hunter Gatherers and Stone Tools • Mesolithic Age: Transition to Food Production • Mesolithic Sites and Tools • Neolithic Age : Beginning of Farming • The Neolithic Revolution • Domestication of Plants and Animals
	Chapter ⇒ Early Humans and Beginnings of Civilisation • Harappan and Contemporary Cultures • Ancient River Valley Civilisations • Social, Political and Religious Structures DIGI CONTENT PPT, Video, Info graphic to be shown to the class by the teacher Chapter ⇒ State and Society (upto 1000CE) • The Vedic Age • Administrative Structures of Early Empires • Quest for Knowledge: Educational Heritage, Traditions and Cultural Practices

Months	Content
	Traders and Trade Routes, Guilds and Merchants, Crafts and Industries <i>DIGI CONTENT</i> PPT, Video, Info graphic to be shown to the class by the teacher
August (25 days)	Revision of Previous Chapters. <i>ART INTEGRATED LEARNING</i> Activity – “ Gurukul Life—Visual storytelling” Group task: The Class will be divided into small groups. Each group selects one aspect of Gurukul Life such as: - Daily routine of students - Role of the Guru - Subjects taught (Vedas, Philosophy, Science, Arts) - Values like discipline, respect and community living Art Integration: Each group creates a visual representation of their chosen aspect using one of these forms: - Miniature Painting - Collage - Role-Play with props - Storyboard/ Comic strip Presentation: Group presentation Reflection: Students write a short note on what aspects of the Gurukul system could be relevant today.
September (24 days)	Revision and Half Yearly Examination
October (21 Days)	Chapter- Resistance and Resilience (1000 CE- 1700 CE) - Safeguarding Sovereignty: Resistance, Alliances and Confederacies - Regional Kingdoms of Medieval India - Development of Art & Architecture - Languages and Literature - The Bhakti Tradition
November (19 Days)	Chapter- Resistance and Resilience (1000 CE- 1700 CE) - Forts and Fortifications - Expansion of Indian Economy and State - Continuity of Indian Civilisation up to the 18th Century <i>DIGI CONTENT</i> PPT, Video, Info graphic to be shown to the class by the teacher

Months	Content
December (25 Days)	Chapter ⇒ India and the World -1 (1900 BCE- 1200 CE) • Trade and Commerce • Cultural Connections
January (21 Days)	Chapter ⇒ India and the World -1 (1900 BCE- 1200 CE) • Indian Knowledge System <i>DIGI CONTENT</i> PPT, Video, Info graphic to be shown to the class by the teacher
February+ March (23+19=42 Days)	Revision & Annual Examination

Political Science

Book ⇒ Understanding Society: India and Beyond

NCERT

Months	Content
April+ May (24+19=43 Days)	Chapter ⇒ Democracy • Meaning of Democracy • Features of Democracy • Roots of Democracy in India • Types of Democracy • Challenges of Democracy in India • Democratic Systems of the World DIGI CONTENT PPT, Video, Info graphic to be shown to the class by the teacher ART INTEGRATED LEARNING Create a poster, drawing or collage showing democratic values like equality, freedom, and participation, using various symbols.
June + July (04+27=31 Days)	Chapter ⇒ Elections • Importance of Elections in a Democracy • Electoral Systems • Laws Governing Elections in India • Delimitation Commission • Election Commission of India and its Role • Constituency, Electoral Rolls and Enumerators • Party System in India DIGI CONTENT PPT, Video, Info graphic to be shown to the class by the teacher.
August (25 days)	Revision of previous chapter Exploration Activity Students will collect information from newspapers, websites or textbooks about recent elections in India. They note voter turnout, major issues and the role of the Election Commission. Students then share their findings in the class.
September (24 days)	Revision and Half Yearly Examination
October (21 Days)	Chapter ⇒ Authority • Meaning and Nature of Authority • Roots of Authority in Indian Political Thought

Months	Content
November (19 Days)	Chapter ⇒ Authority <i>(Continued...)</i> Nyaya and Danda Bala Digi Content PPT, Video, Info graphic to be shown to the class by the teacher
December (25 Days)	Chapter ⇒ Authority <i>(Continued...)</i> - Evolution of Authority Structures in India - Types of Authority - Role of Citizens in Authority - Role of Citizens with the Elections and Democratic Institutions
January (21 Days)	Understanding of Citizen Discipline, Justice and Strength Digi Content PPT, Video, Info graphic to be shown to the class by the teacher
February+ March (23+19=42 Days)	Revision & Annual Examination

Geography

Book ⇒	Understanding Society: India and Beyond	NCERT
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Months	Content
April+May (24+16= 43 Days)	Chapter 1 ⇒ Shaping of Earth surface • Theory of plate tectonics • Interior of the Earth • Role of weathering and erosion; agents of gradation-river, waves and currents, wind, glaciers and underground water. Map Work: Locate major tectonic plates on a world map; India-state and capitals. <u>DIGI CONTENT</u> PPT, Video, info graphics to be shown to class by the teacher
June+July (4+27 =31 Days)	Chapter ⇒ Shaping of Earth's surface • Landforms and disasters: Earth, quakes, landslides, avalanches, Glacial Lake Outburst Flood (GLOF) and dust storms. Chapter ⇒ Atmosphere and climate • Structure and composition; dements of weather and climate. <u>DIGI CONTENT</u> PPT, video, Info graphic to be shown to the class by the teacher.
August (25 Days)	Chapter ⇒ Atmosphere and climate • Seasons of India and monsoons • Climate Change • Floods • Carbon footprint <u>DIGI CONTENT</u> PPT, Video, Info Graphic to be shown to class by the teacher.
September (24 Days)	Revision & Half Yearly Exam.
October (21 Days)	Chapter ⇒ Oceans and Life • Introduction to ocean relief, movement of ocean water-waves, tides and currents. • Map Work: Locate major hot and cold currents of on World Map. <u>DIGI CONTENT</u> • PPT, Video, Info graphic to be shown to class by the teacher.

Months	Content
November (19 Days)	Chapter ⇒ Ocean and life Marine resources and their significance; open seas, navigation fishing and livelihood concerns and challenges. <u>DIGI CONTENT</u> PPT, Video, Info graphic to be shown to the class by the teacher.
December (25 Days)	Chapter ⇒ Ocean and life - Cyclones and Tsunamis – early warning systems - International maritime rules and regulations. <u>DIGI CONTENT</u> PPT, Video, Info graphic to be shown to the class by the teacher.
January (21 Days)	Chapter ⇒ Life on Earth Biomes: Distribution & characteristics; biosphere reserves in India. - Forest and ecotourism; forest dwellers, their livelihoods and challenges. Map work: Locate biosphere reserves on the map of India. <u>DIGI CONTENT</u> PPT, Video, Info graphic to be shown to the class by the teacher.
February+ March (23+19=42 Days)	Ch.: Life on Earth Biomes: Distribution and characteristics; biosphere reserves in India. - Forest and ecotourism; forest dwellers, their livelihoods and challenges. <u>DIGI CONTENT</u> PPT, Video, Info graphic to be shown to the class by the teacher.
	Revision and Annual Exam

Economics

Book ⇒	Understanding Society: India and Beyond	NCERT
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Months	Content
April+May (24+19= 43 Days)	Chapter ⇒ Building Blocks in Economics • Scarcity of resources and the need for making choices • Concept of opportunity cost with everyday examples • Role of economists: study of production, distribution & consumption • Three central problems: What to produce, How to produce, For whom to produce • Difference between market, centrally planned, and mixed economic systems • Features and examples of planned economy, free market economy, and mixed economy <u>DIGI CONTENT</u> PPT, video, info-graphic to be shown to the class by the teacher. <u>ART INTEGRATED LEARNING</u> Prepare a poster or infographic showing the concept of scarcity and opportunity cost in daily life.
June+July (4+27 =31 Days)	Chapter ⇒ Building Blocks in Economics <i>(Continued....)</i> • Concept of welfare economy and importance of social safety nets • How economic analysis helps in policy-making and solving real-world issues Chapter ⇒ The Price Puzzle: What Drives the Market (Introduction – Part 1) • Law of Demand – meaning, schedule, curve & real-life examples • Law of Supply – meaning, schedule, curve, and real-life examples • How changes in price affect quantity demanded and supplied • Equilibrium price and quantity – where demand meets supply <u>Digi Content</u> PPT, video, info-graphic to be shown to the class by the teacher. Entrepreneur Assignment (given in the assignment booklet) to be done in class.

Months	Content
August (25 Days)	Chapter ⇒ The Price Puzzle: What Drives the Market (Continued) - Real-world deviations from textbook theory: - Necessities (inelastic demand), Luxury goods, Perishable items - Role of expectations in market behaviour Surplus and shortage: how markets react to changes in demand /supply - Concept of price ceilings and their effect (shortages, black markets) Market failures: – meaning and main types - Externalities and information asymmetry Public goods: non-excludable and non-rival goods (e.g., parks, street lights) <u>DIGI CONTENT</u> PPT, video, info-graphic to be shown to the class by the teacher.
September (24 Days)	Revision & Half Yearly Exam
October (21 Days)	Chapter ⇒ From Ideas to Startups - What is entrepreneurship? Importance in innovation, job creation, and economic growth - Key resources required to start a business (land, labour, capital, enterprise) - How resources are managed to produce goods and services - Case studies of successful Indian and global entrepreneurs - Creative destruction – concept and examples - Start-up ecosystem in India – Startup India, Digital India initiatives <u>DIGI CONTENT</u> PPT, video, info-graphic to be shown to the class by the teacher.
November (19 Days)	Chapter ⇒ From Ideas to Startups (Continued...) - Make in India initiative – objectives and significance - Role of MSMEs and unorganised sector in India's economic growth - Stages of starting a business – from developing an idea to executing a business plan - Basic accounting concepts: Simple profit and loss, key components of a balance sheet <u>DIGI CONTENT</u> PPT, video, info-graphic to be shown to the class by the teacher.

Months	Content
	Chapter ⇒ Smart Ways to Manage Your Finances • Relevance of personal financial management in daily life • Inflation – meaning and its impact on purchasing power • Simple interest vs. compound interest – difference and examples
December (25 Days)	Chapter ⇒ Smart Ways to Manage Your Finances • Budgeting – how to prepare a simple personal or family budget (income, expenditure, savings) • Savings and investment options: Fixed Deposits, Stocks, Bonds, Mutual Funds • Risk and insurance – relationship between risk and return in different investment types <u>DIGI CONTENT</u> PPT, video, info-graphic to be shown to the class by the teacher.
January (21 Days)	Chapter ⇒ Smart Ways to Manage Your Finances (Continued...) • Concept of income tax and why citizens are required to pay it <u>DIGI CONTENT</u> PPT, video, info-graphic to be shown to the class by the teacher. Entrepreneur Assignment (given in the assignment booklet) to be done in class.
February+ March (23+19=42 Days)	Revision & Annual Exam.

Digital Health and Wellness Curriculum for New Age Citizens

Digital De-addiction

What is Addiction?

Addiction is ... when a person ingests a substance or engages in an activity that can be pleasurable but the continued use/act ... becomes compulsive and interferes with ordinary life responsibilities.

What makes technology addictive?

Technology fulfills our natural human need for stimulation, interaction, and changes in environment with great efficiency.

Technology impacts the pleasure systems of the brain in ways similar to substances. It provides some of the same reward that alcohol and other drugs might: it can be a boredom buster, a social lubricant, and an escape from reality.

Video and computer games, smart phones and tablets, social media and the Internet provide a variety of access points that can promote dependence on technology and negative consequences for youth:

The Internet. The Web can be addictive as a multifunctional tool that brings us exceptionally close to an enormous amount of information at unprecedented speeds. User-friendly by design, we now have access to the Internet on our computers, through apps on our tablets, phones and watches.

Video and computer games. One hallmark of human psychology is that we want to feel competent, autonomous, and related to other people. Challenging video games allow players to feel that they are good at something. Games offer a great variety of choice to players, promoting a sense of autonomy for teens who might feel otherwise out of control.

Social media: Social media presents individually-relevant information in the easiest ways—centralized, personalized portals, like a Facebook newsfeed, YouTube subscription, or Snapchat followership. Are you suffering from the following? If YES.. You need immediate help for Gadget Deaddiction!!

NOMOPHOBIA: The fear of being without your phone

FOMO: Want to be the first to read, share and comment? It's the Fear of Missing Out.

IGD: Internet Gaming Disorder, when playing games means Candy Crush or online FIFA stretches into hours.

IAD: Internet Addiction Disorder, when your routine day is all about spending waking hours in the virtual world.

FAD: If you obsessively post pictures and eagerly await posts from your friends on networking sites, you could be suffering from the Facebook Addiction Disorder

- Make time and opportunity to communicate, interact and share family values.

- Remember getting into a habit is easy, coming out of it is tough. You will have withdrawal symptoms. Irritation, anger, craving, restlessness. Tide over them. You will eventually be thankful for this uncomfortable journey.
- It's ok to accept and seek help in case you are really addicted to gadgets and want to come out of it.

SELFITIS: Click more than five selfies a day, and you are a victim of selfitis, an obsession with clicking selfies.

SMA: Social Media Addiction, you have an overpowering urge to use social media, constantly checking updates.

PHANTOM VIBRATION SYNDROME: Your phone may or may not be around but you feel you can hear it ring or vibrate.

DIGITAL POUTING: Don't want to talk to parents about the report card? Most tech-savvy children plug in their earphones and play games on gadgets to avoid conflict.

Ask yourself these questions also?

- Do you feel preoccupied with the Internet (think about previous on-line activity or anticipate next on-line session)?
- Do you feel the need to use the Internet with increasing amounts of time in order to achieve satisfaction?
- Have you repeatedly made unsuccessful efforts to control, cut back, or stop Internet use?
- Do you feel restless, moody, depressed, or irritable when attempting to cut down or stop Internet use?
- Do you stay on-line longer than originally intended?
- Have you jeopardized or risked the loss of significant relationship, educational or CCA/sports opportunity because of the Internet?
- Have you lied to family members, teachers, or others to conceal the extent of involvement with the Internet?
- Do you use the Internet as a way of escaping from problems or of relieving a dysphoric mood (e.g., feelings of helplessness, guilt, anxiety, depression)?

How to prevent tech addiction in children?

- Limit the use of TV, computers and mobile devices to a maximum of 30 minutes at a time.
- Pursue a hobby religiously. It may bring you great name and fame.
- Schedule an appropriate time for using the device, and plan fun physical activities or reading/drawing for you to engage in at other times.
- Refrain from putting TV and electronic gadgets in your bedroom, and put away such devices after use.
- Observe 'tech-free' times such as during meals, homework and bedtime. In addition, you can designate 'tech-free' zones as in the bedroom, dining area and in the car.
- Understand importance of moderation. Nothing in excess is good in life.

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Net Hygiene

A cookie is an identifier that a Web server puts into your computer, which can then be used to retrieve data from a database stored on that or another Web server.

Sometimes these cookies are helpful, storing your username or preferences for a particular Web site. Most of the time, however, cookies are placed on your computer to track your Web movements so businesses can tailor the ads you see on the Internet. All cookies have expiration dates, but most cookies are set to expire months or even years in the future.

Have you entered your address to find directions on the Web?

Or have you entered your email address on a Web site to subscribe to a newsletter or send a greeting card?

If so, this information is likely stored on your computer in the form of cookies that other companies can read if they have partnerships with the cookie's author.

It doesn't stop there. How would you feel about your health insurance company knowing about the five pizzas with extra cheese and double-pepperoni you ordered online?

Do you want your email or mailing address to be available to Web sites that you visit? It's all possible from information stored in cookies on your computer.

The best protection from these threats is to clear your browsing history, including your cookies and browser cache, on a regular basis. The downside to this is that preferences, saved usernames and passwords you've entered will be lost and need to be re-entered. The upside is knowing that your privacy is more secure.

Web browsers keep cookies until they expire, which is anywhere from days after being activated to 30 years. Browser cache is typically overwritten as needed, but will store information about your browsing history until cleared. Internet Explorer and Firefox both have features that enable you to clear your private data easily from the menu bar.

In Internet Explorer 7, simply select **Delete Browsing History** from the Tools menu. From here you can delete cookies, temporary Internet files, Web history, form data or stored passwords. You can also click **Delete** all to remove all of these items at once.

In Firefox, select **Options** from the **Tools** menu. In the **Options** window click the **Privacy** button. The first time you visit this preference, you'll have to set the default options. In the **Private Data** section, click **Settings**. Decide which items you want to have cleared and then click OK. Close the Options window by clicking **OK**. When you would like to clear the items you selected in the **Private Data** section, select **Clear Private Data** from the Tools menu. Alternately, you can clear your private data from the keyboard by hitting Control+Shift+Delete.

By taking just a few simple steps, you can greatly increase your online privacy without too much inconvenience. As with all things on the Internet, a little goes a long way. **It's an online jungle out there; stay safe.**

Information Technology (Code 402)

- Book:-**
- Essentials of Information Technology Class IX (Skill Course- 402) by Preeti Arora (Sultan Chand)
 - CBSE Study Draft Material (Reference Material) To be downloaded from CBSE website

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

Month &	Contents
<i>April+May</i> (24+19= 43 Days)	Part A - EMPLOYABILITY SKILLS • Communication Skills-I • Self-Management-I • ICT Skills-I
<i>June+July</i> (4+27= 31 Days)	Part B – SUBJECT SPECIFIC SKILLS • Data Entry and Keyboarding Skills • Digital Documentation
<i>August</i> (25 Days)	Part B – SUBJECT SPECIFIC SKILLS • Introduction to IT – ITeS Industry
<i>September</i> (24 Days)	Revision & Half Yearly Examination 2026
<i>October</i> (21 Days)	Part A: EMPLOYABILITY SKILLS • Entrepreneurial Skills-1
<i>November</i> (19 Days)	Part B - SUBJECT SPECIFIC SKILLS • Digital Presentation
<i>December</i> (25 Days)	Part B - SUBJECT SPECIFIC SKILLS • Electronic Spreadsheet
<i>January</i> (21 Days)	Part A: EMPLOYABILITY SKILLS • Green Skills-I
<i>February+ March</i> (23+19=42 Days)	Revision & Annual Examination 2027

Marks Distribution
(Half Yearly & Annual Exams)

PART A:	Employability Skill	10 Marks
PART B:	Subject Specific Skills	40 Marks

1. Theory:

Unit No.	Unit Name	Marks
1.	PART A - EMPLOYABILITY SKILLS	
(a)	Unit- 1: Communication Skills-I	2
(b)	Unit- 2: Self-Management Skills-I	2
(c)	Unit- 3: ICT Skills-I	2
(d)	Unit- 4: Entrepreneurial Skills-I	2
(e)	Unit- 5: Green Skills-I	2
2.	PART B - SUBJECT SPECIFIC SKILLS	
(a)	Unit- 1: Introduction to IT- ITeS industry	04
(b)	Unit- 2: Data Literacy and Keyboarding Skills	06
(c)	Unit- 3: Digital Documentation	10
(d)	Unit- 4: Electronic Spreadsheet	10
(e)	Unit- 5: Digital Presentation	10
TOTAL		50 Marks

2. Practical:

Parameters	Marks
Practical Examination	15
Practical File/Student Portfolio	10
Viva based on Practical/Project/Practical File	15
Written Test (Unit Test)	10
TOTAL	50 Marks

Refer to CBSE website for the detailed curriculum and guidelines for theory and practical.

INTRODUCTION TO FINANCIAL MARKETS (CODE NO. 405)

Theory (Part A & B)	50 marks
Practical	50 marks
Total Marks	100 Marks

Theory

❖ **PART A: EMPLOYABILITY SKILLS**

- Unit 1: Communication Skills
- Unit 2: Self-management Skills
- Unit 3: Information and Communication Technology Skills
- Unit 4: Entrepreneurial Skills
- Unit 5: Green Skills

❖ **PART B:**

Month	Working Day	Contents
April	24 Days	Unit 1: Money- What it is?
May+June	19+4= 23 Days	Unit 2: Money Exchange Systems
July	27 Days	Unit 3: Key Characteristics of Money PART-A Unit 1: communication Skills Unit 2: Self-management Skills Periodic Test I
August	25 Days	Unit 4: What is Financial Planning? Unit 5: What is Income?
September	24 Days	Revision & Periodic Test II
October	21 Days	Unit 6: What is Expenses? PART- A Unit 3: Information & Communication Technology Skills Unit 4: Entrepreneurial Skills
November	19 Days	Unit 7: What is Bank? Unit 8: Why Save?
December	25 Days	Unit 9: Setting Goals Unit 10: Systematic Saving and Investments Periodic Test III
January	21 Days	Unit 11: Making a Budget PART- A Unit 5: Green Skills
February	23 Days	Revision & Periodic Test IV

❖ **Practical**

- Project
- Viva based on Project
- Practical File / Report / Portfolio Power Point Presentation.
- Demonstration of Skill competency via Lab Activities.

Note:- Part A will be taught simultaneously with Part B as co-related skills.

MUSIC

Music curriculum has been designed by Padma Bhushan Pt. Rajan Mishra & Padma Bhushan Pt. Sajan Mishra, eminent classical vocalists of India.

Music gives soul to the universe, wings to the mind, flight to the imagination and charm and gaiety to life and to everything.'

Note ⇒ To inculcate a sense of rhythm in the children, the English songs will be taught during the dispersal assembly, the songs marked with '**' will be sung in the morning assembly.

The lyrics of the songs are given in the song book. A printout of the same will be given to students to be pasted in the Almanac since we want students to avoid carrying heavy bags. Students are requested not to bring the song book to school everyday.

Months	Topic to be discussed
April+May (24+19= 43 Days)	1. English Song- A Horse with No Name (America) (Pg. 44) 2. ** इतनी शक्ति (Morning Assembly)
June+July (4+27 =31 Days)	1. English Song- I Have A Dream (Pg. 33) (Dispersal Assembly) 2. ** अल्लाह तेरो नाम (Morning Assembly)
August (25 Days)	1. English Song- Five Hundred Miles (Boney M.) (Pg. 28) (Dispersal Assembly) 2. ** हर देश में तू (Morning Assembly) (Pg. 165)
September (24 Days)	Half Yearly Examination
October (21 Days)	1. English Song- Another Day in Paradise (Phil Collins) (pg. 72) (Dispersal Assembly) 2. **तुम बेसहारा हो तो (Morning Assembly) (Pg. 168)
November (19 Days)	1. English Song- I would Like to Build (Pg. 74) (The New Seekers) (Dispersal Assembly) 2. ** सूरज की गर्मी से (Morning Assembly) (Pg. 152)
December (25 Days)	1. English Song- Mary's Boy Child (Pg. 99) (Dispersal Assembly) 2. **मानवता के मन मंदिर (Morning Assembly) (Pg. 135)
January (21 Days)	1. English Song- My Wish: Rascal Flatts (Pg. 110) (Dispersal Assembly) 2. ** उठो जवान (Morning Assembly) (Pg. 169)
February+March (23+19=42 Days)	Revision + Annual Examination

Drill Syllabus

	ANP	LHT/ Knowledge Partners	VRN	BGN	SNT	SCT	ING
KG	Karate & PEC	Karate & Sticks	Karate & Tambourine	Karate & PEC	Karate & Tambourine	Karate & POMPOM	Karate & Ball
I – V	Cloth Panel	Elastic	Rhythmic drill with stick	Body percussion drill	Rhythmic Drill with Hula Hoops	Hula Hoops	Skipping Rope
VI – X	Elastic	Body Percussion Drill	Hula Hoops	Rhythmic Drill with ribbon	Parachute	Basketball	Cloth Panel
Support Staff	Hula Hoops	Lazium	Basketball	Maypole	Cloth Panel	Parachute	Cones

Note ⇒ These drills must be performed on 26th January and have to be practiced in the mass drill period.

- Karate classes to be conducted throughout the session and it is a must for students to perform on Republic Day.
- Both male and female support staff must be part of the support staff drill on 26th January.

Song on the Band

Branch	15 th Aug.	26 th Jan.
Annapurna	Chhoro kal ki baatein	Bharat Ki Shaan
Lahartara & Knowledge Partners	Faulad ka jigar	Mere desh ki dharti
Varuna	Dil diya hai jaan bhi denge ai watan tere liye	Yeh desh hai veer jawano ka
Sarnath	Hum honge kamyab	Taqat watan ki humse hai
Suncity	Watan ki raah pe watan ke naujawan shahid ho	Mera desh rangila
Bhagwanpur	Maa tujhe salaam	Aye mere watan ke logon
Indiranagar	Bharat Humko Jaan se pyara hai	Kadam kadam badhaye ja

Art Education

Book ⇒ Kalakriti Art Education – Eternal Publication

Months	Topic to be discussed
<i>April+May</i> (24+19= 43 Days)	• Study of Eyes, Lips, Nose, Ears, Hand, Palm, Different angles of Foot – Pg. 4, 5, 6, & 7. • Age Difference- Pg. 11
<i>June+July</i> (4+27 =31 Days)	• Vegetable or Fruit Composition – Pg. 35
<i>August</i> (25 Days)	• Landscape (Ball Point Pens) - Pg. 36 (First Landscape)
<i>September</i> (24 Days)	Revision & Half Yearly Examination
<i>October</i> (21 Days)	• Expression – Pg. 17
<i>November</i> (19 Days)	• Male & Female in different drapery – Pg. 18 & 19
<i>December</i> (25 Days)	• Nature study by water colour – Pg. 37
<i>January</i> (21 Days)	• Landscape (water colour) – Pg. 36 (Second Landscape)
<i>February+March</i> (23+19=42 Days)	Revision & Annual Examination

Life Skills + (tGELF- only for core schools)

Book ⇒ **School Cinema – My Cinema Book- IX** – Edumedia India Pvt. Ltd.

Note ⇒ The School Cinema Programme Comprises of :

1. Films: School Cinema for class-IX comprises of 12 films

* 10 films for students

* 1 film for teachers

* 1 film for parents (a film which is mandatory for parents to watch)

2. My Cinema Book - (Workbook)

It covers 3 levels of learning :

Awareness: Students relate to the film and identify the core issue addressed in the film.

Understanding: Students understand the issue, relate it to their own lives and identify the implications.

Action: The activities in every chapter enable the students to internalize and act out the key learning.

3. Components in the My Cinema Book :

- Staying motivated
- Time management
- Understanding diversity
- Sensitivity towards disability
- Communication skills
- Understanding one's ability
- Eating disorders
- Strengthening family ties
- Anger management
- Being non-judgemental

Sl.No.	Name of the Chapter
1	NOT OUT
2	THE BOOKSELLER FROM THE MOUNTAINS
3	MISSION SUNDAY
4	FAT CHANCE!
5	FIGHT IT RIGHT
6	YUS SEF IS COMPLICATED
7	ZOO STORY
8	CHINESE WHISPERS
9	BRO
10	OUT OF SCHOOL

Months	Topic to be discussed
April+May (24+19= 43 Days)	Introductory Page:- My Milestones Map (Pg. 5,6) Lesson: 1 – Not Out Values: Responsibility, Competency, Pursuing Excellence Attitudes: Confidence, Staying Motivated, Focus Life Skills: Interpersonal Relationships, Self-awareness, Empathy, Critical Thinking, Coping with Emotions Issue in Focus: Staying Motivated Workbook Section : C.W. - Pg. 8,9,10,11 H.W. - Pg. 12,13,14 Topics of Discussion: Staying motivated in the face of failure Lesson-2: The Bookseller From the Mountains Values: Respect, Patience, Diligence Attitudes: Positivity, Curiosity, Goal orientation Life Skills: Critical Thinking, Creative Thinking, Decision Making, Self-awareness, Interpersonal Skills, Coping with Emotions Issue In Focus: Choosing the Right Career Film : The Bookseller From the Mountains Workbook Section: C.W. - Pg. 16,17 H.W. - Pg. 18,19,20,21,22 Topics Of Discussion: 1. New Age careers: Exploring different options for a career other than medicine, engineering etc. 2. Parental/Teacher/Peer influence or pressure to follow a certain career • How do deal with pressure from parents to choose a particular career • Getting right information about the career options and convincing parents/teachers as to why the student wants to choose that particular option • Not being influenced by peers for career options, instead choosing for oneself based on their interests and abilities tGELF : Session -1 : Building Leadership Activity-1 : Self - Assessment Activity-2 : Leadership Styles Activity 3 : tGELF AS1 – Leadership Quotes AS2 – Leadership Styles AS3 – Self-Evaluation Session – 2 : Rethinking a Leadership Activity-1 : Leader-Situation Activity-2 : Leadership Role for Each AS1 – Are Leaders Born or Made ? AS2 – The Individuals AS3 – Discussion Pointers

Months	Topic to be discussed
June+July (4+27 =31 Days)	Lesson-3: Mission Sunday Values: Respecting Time Attitudes: Responsibility, Prudence Life Skills: Problem Solving, Self-awareness, Decision Making, Interpersonal Skills, Dealing with Stress Issue In Focus: Time Management Film : Mission Sunday Workbook Section : C.W. - Pg. 24,25,28,29 H.W. - Pg. 26,27,30,31,32 Topics of Discussion: 1. Procrastination – Respect for time 2. Study vs Extra-curricular time – How to manage between the two Lesson: 4 – Fat Chance! Values: Contentment Attitudes: Positivity, Self Confidence Life skills: Self-Awareness, Decision Making, Critical Thinking, Interpersonal Skills, Communication Skills, Coping With Emotions, Coping With Stress Issue in Focus: Body Image Film : Fat Chance! Workbook Section : C.W. - Pg. 34,35,36,41 H.W. - Pg. 37,38,39,40,42 Topics of discussion: 1. Media's influence on body image 2. Dealing with low self-esteem stemming from body image issues 3. Staying fit: Eating right, Exercising and Playing Sports 4. Different body types according to ethnicity tGELF : Session – 3 : Successful Teams Activity-1 : Planes Away Activity-2 : Debrief AS1 – Planes Away Instruction Sheet AS2- Hire Form AS3-Roles in a Team tGELF : Session – 4 : Switch Activity-1 : Ground Rules Activity-2 : Switch (Peer Evaluation) Activity-3 : Switch (Self Evaluation) AS1 – Topics AS2- Principles for Effective Communication AS3- Peer Evaluation AS4-Self Evaluation

Months	Topic to be discussed
August (25 Days)	Lesson-5: Fight It Right Values: Respect, Patience Attitudes: Positivity, Taking a stand Life Skills: Critical Thinking, Creative Thinking, Decision Making, Self-Awareness, Interpersonal Skills, Coping With Emotions Issue in Focus: Anger in Teenagers Film : Fight It Right Workbook Section: C.W. - Pg. 44,45 H.W. - Pg. 46,47,48,49,50 Topics of Discussion: 1. How differently people react or deal with anger ? 2. Hypermasculinity and Gender Bias tGELF : Session – 5 : What I Believe (Optional) Activity-1 : Warm Up Activity-2 : What we believe Activity-3 : In my Opinion (Optional Activity) AS1 – Ethical Dilemmas AS2- Situations – Teacher Notes AS3- Value Words AS4- Situations
September (24 Days)	Half Yearly Exam.
October (21 Days)	Lesson: 6 – Yussef is Complicated Values: Respect, Honesty, Friendship Attitudes: Sensitivity, Being Non-Judgmental Life Skills: Empathy, Critical Thinking, Decision Making, Problem Solving, Interpersonal Skills, Communication Skills, Coping With Emotions, Coping With Stress Issue in Focus: Overcoming Social Anxiety Film : Yussef is Complicated Workbook Section: C.W. - Pg. 52,53,54 H.W. - Pg. 55,56,57,58 Topics of Discussion: 1. Personal experiences which impacted the way students think and behave 2. Different ways of channelising and expressing one's emotions Lesson-7: Zoo Story Values: Love for family, Respect Attitudes: Positivity, Patience Life Skills: Critical Thinking, Decision Making, Self-Awareness, Interpersonal Skills, Communication Skills, Coping With Emotions, Empathy Issue in Focus: Teenagers and Family Relationships

Months	Topic to be discussed
	Film : Zoo Story Workbook Section: C.W. - Pg. 60,61,62 H.W. - Pg. 63,64,65,66 Topics of Discussion: - Problems teenagers face from adults/guardians - Family time vs Time with friends. tGELF : Session – 6 : Mountains & Valleys Activity-1 : Warm Up Activity-2 : Achievements & Failures Activity-3 : Learning from Achievements & Failures AS1 – Lifeline Reference AS2- Discussion Questions AS3- Once Upon a Time
November (19 Days)	Lesson-8: Chinese Whispers Attitudes: Acceptance, Tolerance Life Skills: Critical thinking, Creative Thinking, Self-Awareness, Interpersonal Relationships, Empathy, Coping with Stress, Coping with Emotions Issue in Focus: Cultural Diversity and Multiculturalism Film : Chinese Whispers Workbook Section: C.W. - Pg. 68,69,70 H.W. - Pg. 71,72,73,74 Topics of Discussion: - Cultural Diversity - Stereotypes tGELF : Session – 7 : Scamper Activity-1 : Evolution of an appliance Activity-2 : Scamper Activity-3 : Reaching My Goal AS1 – Evolutionary Journey of a FAN ! AS2- Scamper AS3- Once Upon a Time ... AS4 – Indian Juggad
December (25 Days)	Lesson: 9 – Bro Values: Benevolence, Patience, Understanding Attitudes: Responsibility, Sensitivity Life Skills: Self-awareness, Problem solving, Decision Making, Critical Thinking, Empathy, Interpersonal Skills, Coping with Emotions, Coping with Stress Issue in focus: Empathy for differently abled Film : Bro Workbook Section: C.W. - Pg. 76,77,78 H.W. - Pg. 79,80,81,82 Topics of Discussion: Different disabilities that people live with

Months	Topic to be discussed
	2. Discuss films, prose, poetry, art or any other expression that deals with representation of people with disabilities. Eg. Films like Tare Zameen Par, Guzaarish, Rain Man, Paa, My Left Foot, Forrest Gump, Appu Raja, etc. Discuss how we can recognize and appreciate people with special needs. tGELF : Session- 8: The Emotional Connect Activity-1 : Relevance of Emotional Intelligence Activity-2 : Emotionally Intelligent Leaders Activity-3 : My EI Score AS1 – Emotional Intelligence AS2- Emotionally Intelligent Leaders AS3- The Emotional Connect AS4 – How Emotionally Intelligent are You ? tGELF : Session-9: Men are from Venus; Women are from Mars Activity-1 : What is the difference? Activity-2 : Sharing the same space Activity-3 : Stereotyping in Action AS1 – What is Stereotyping? AS2- Wrap Up AS3- Stereotyping in Action AS4 – Discussion scenarios
January (21 Days)	Lesson: 10 – Out of School Values: Honesty, Courteousness Attitudes: Self-Confidence Life Skills: Self-Awareness, Critical Thinking, Decision Making, Problem Solving, Interpersonal Skills, Communication Skills, Coping With Emotions, Coping With Stress Issue in Focus: Communication Skills Film: Out of School Workbook Section: C.W.- Pg. 84,85,86 H.W.-Pg.87,88,89,90,91,92 Topics of Discussion: 1. Importance of different types of body language and non-verbal communication 2. Dealing with stress while talking to new people/ to a crowd tGELF : Session – 10 : Power of Change (Optional) Activity-1 : The Story of Abraham Lincoln Activity-2 : My Strengths AS1 – Who is Harry Potter ? AS2- My Growth Story AS3- Session 1 : Building Leadership, Grade 9 Assessment Design
February+March (23+19=42 Days)	Revision and Annual Exam

Quality Circle Time (I Term)

Theme for the term: Listening Skills

Lesson Plan – 1

SEL Competency for the lesson – Self Awareness (The ability to recognize one's feelings and emotions and how they influence decisions and behavior; accept oneself as unique; appreciate personal traits; build confidence; and develop positive self-worth.)

Learning standard :- Identify one's emotions and their influence on behavior, performance and decisions.

Learning outcome :- Recognise that one's emotional responses can be distinct from others' in the same situation.

Learning objective :- Students will be able to describe situations that trigger various emotions through Circle Time.

Introduce the five skills required for QCT: Listening, Speaking, Looking, Thinking, Concentrating

Set the ground rules for QCT

QCT Aids – Speaking Object, Soothing Music

Meeting Up:	Students greet each other in a circle and share one emotion they felt this week and what caused it. <i>Example: "I felt stressed during exams."</i>
Warming up:	Students play Emotion Freeze — music plays while they walk; when it stops, they freeze and show an emotion using facial expression or posture.
Opening up:	Using the speaking object, students respond to: • "What does self-awareness mean to you?" • "How does listening help you understand your own emotions better?"
Cheering up:	Students perform a Mexican Wave , then share how group rhythm and attention require listening and awareness.
Calming down:	Students sit quietly, listen to soft music, and reflect on: "One emotion I want to manage better is ____."

Lesson Plan– 2

SEL Competency for the lesson – Self Management (The ability to express emotions appropriately; manage stress; handle upsetting situations; seek support; and work toward goals in an organized way.)

Learning standard: - Manage one's emotions and behavior and develop a positive attitude.

Learning outcome: - Manage stress and demonstrate positive behaviors.

Learning objective: - Students will identify situations where they feel stressed through Circle Time.

Revisit the five skills required for QCT

QCT Aids – Speaking Object, Parachute

Meeting Up:	Students play “My Father Went to the Shop” , repeating and adding items in sequence to build memory and focused listening.
Warming up:	Students listen to a short poem/story and share one line they remember , practicing attentive listening.
Opening up:	Students discuss: • Ways to improve listening • How listening helps manage emotions and misunderstandings Students sing a short song and reflect on how careful listening helps them learn lyrics better.
Cheering up:	Students play Parachute Tent , lifting the parachute together and stepping inside, emphasizing coordination and teamwork through listening.
Calming down:	Students take six slow breaths , focusing on listening to their own breathing and ending with the thought: “Listening calmly helps me manage stress.”

Lesson Plan- 3

SEL Competency for the lesson – Social Awareness (The ability to understand diverse backgrounds, empathize with others, respect differences, and respond responsibly to social situations.)

Learning standard: - Recognize individual and group similarities and differences.

Learning outcome: - Identify how various social and cultural groups differ and contribute to society.

Learning objective: - Students will recognize diversity through Circle Time.

Revisit the five skills required for QCT

QCT Aids – Speaking Object

Meeting Up:	Students mime creative uses of an object (e.g., ruler as microphone). Peers guess and respond with “ Good try ” or “ Well done ”, reinforcing positive communication.
Warming up:	Students play Golden River , but instead of being eliminated, players pause and rejoin , keeping everyone included.
Opening up:	Students discuss a community or social topic and practice listening without interrupting , asking respectful follow-up questions.
Cheering up:	Students play Chinese Whispers and reflect on how messages change when listening is unclear or I appreciate... (Person’s name) for action / attitude.
Calming down:	Students close their eyes and listen silently to classroom and outside sounds, then share what they noticed.

Lesson Plan – 4

SEL Competency for the lesson – Relationship Management (The ability to build healthy relationships, communicate assertively, give constructive feedback, resist peer pressure, and resolve conflicts peacefully.)

Learning standard :- Use communication and social skills to interact effectively with others.

Learning outcome :- Demonstrate cooperation and teamwork to promote group effectiveness.

Learning objective :- Students will examine how they respond to peer pressure through Circle Time.

Revisit the five skills required for QCT

QCT Aids – Speaking Object

Meeting Up:	Students imagine they are experts (scientist, artist, explorer) and describe their discovery while classmates listen respectfully and applaud.
Warming up:	Students share conflict examples (without naming peers), and the group suggests peaceful solutions , focusing on listening to all perspectives.
Opening up:	Students reflect on a positive relationship in their life and share why they value it.
Cheering up:	Pairs role-play giving kind and constructive feedback , practicing tone, listening, and respectful responses.
Calming down:	Students play the Melting Ice Game , standing still like ice and slowly melting to the floor, ending in a calm and relaxed posture.

Lesson Plan- 5

SEL Competency for the lesson – Responsible Decision Making (The ability to make constructive choices about personal behavior, health, relationships and career; consider ethics and safety; understand consequences; and respect rights.)

Learning standard: - Consider ethical, safety and societal factors in making decisions.

Learning outcome: - Analyze the reasons for school and societal rules.

Learning objective: - Students will examine the purpose of rules through Circle Time.

Revisit the five skills required for QCT

QCT Aids – Speaking Object, Soothing Music

Meeting Up:	Students mime different professions while others guess, focusing on careful listening and observation .
Warming up:	Students play Three Sit Down , counting in sequence and sitting on multiples of three, building attention and impulse control.
Opening up:	Students share: • Two strengths • Two soft skills they want to improve Peers listen respectfully without interruption.
Cheering up:	Students work in small groups on decision-making scenarios (peer pressure, ethical choices), discussing options and consequences.
Calming down:	Students close their eyes, listen to soothing sounds, imagine a peaceful fantasy journey, then stretch and return attention calmly to the classroom.

Quality Circle Time (II Term)

Theme for the term: Listening Skills

Lesson Plan- 1

Theme for the term: Positive Self Talk

SEL Competency for the lesson – Self Awareness (The ability to recognize one's feelings and emotions, understand how they influence decisions and behavior, accept oneself as unique, appreciate personal traits, build positive self-worth, and develop confidence and optimism.)

Learning standard: - Identify one's emotions and their influence on one's behavior, performance and decisions.

Learning outcome: - Recognise that one's emotional responses can be distinct from others' in the same situation.

Learning objective: - Students will be able to describe situations that trigger various emotions through the circle time session.

Teaching Aids: Speaking Object, Paper, Pen

Revisit the five skills required for QCT (Listening, Speaking, Looking, Thinking, Concentrating)

Meeting Up:	Students stand in an inward-facing circle. Each student introduces themselves using a positive adjective before their name. <i>Example: "I am Confident Riya" or "I am Creative Aman."</i> Students notice how positive words change how they feel about themselves.
Warming up:	Students write one positive quality about themselves on paper. They then write one positive self-statement such as: <i>"I am capable." "I am improving every day."</i> Volunteers read their statements aloud while others respond with a soft clap.
Opening up:	Students take turns sharing something they are good at or proud of . <i>Example: "I am good at coding." "I am good at helping others."</i> The group reflects on how positive self-talk builds confidence.
Cheering up:	Students pass a smile around the circle , making eye contact and smiling at the next person until everyone is smiling.
Calming down:	Students close their eyes and think of two positive habits or strengths in themselves. They silently repeat: "I choose to speak kindly to myself."

Lesson Plan- 2

SEL competency for the lesson – Self Management (The ability to express emotions appropriately, manage stress, handle challenges positively, set goals, and build a strong self-support system.)

Learning standard: - Manage one's emotions and behavior and develop a positive attitude.

Learning outcome: - Manage stress and demonstrate positive behaviors.

Learning objective: - Students will be able to identify situations in which they feel stressed through the circle time session.

Teaching Aids: Speaking Object, Paper, Pen

Revisit the five skills required for QCT

Meeting Up:	Students play a Birthday Month Movement Game — when a month is called, students with birthdays in that month stand up, walk around the circle once, and return to their seats.
Warming up:	Students complete the sentence: “ I feel nervous when ____. ” <i>Example: “I feel nervous before exams.”</i> Students listen without judgment, noticing shared feelings.
Opening up:	Students discuss how positive self-talk can help during stress. They share one compliment they received recently and how it made them feel.
Cheering up:	Each student completes: “ One positive event I want to experience in my future is ____. ” <i>Example: “I want to become more confident.”</i>
Calming down:	Students join hands and pass a gentle hand squeeze around the circle while breathing slowly. They end with the thought: “ I can encourage myself during difficult moments. ”

Lesson Plan- 3

SEL competency for the lesson – Social Awareness (The ability to understand diversity, empathize with others, respect different backgrounds, and respond responsibly to social situations.)

Learning standard: - Recognize individual and group similarities and differences.

Learning outcome: - Identify how various social and cultural groups differ and contribute to society.

Learning objective: - Students will be able to recognise the existence of diversity in society through this circle time session.

Teaching Aids: Speaking Object

Revisit the five skills required for QCT

Meeting Up:	Students compliment one peer based on attitude or character (not appearance). <i>Example: “You stay positive.”</i>
Warming up:	Students create a group story by adding one sentence each. At the end, one student summarizes the story and the group rates their teamwork.
Opening up:	Students discuss safe “What if” situations: • What if someone online makes you feel special but asks for secrecy? • What if someone pressures you into something unsafe? Students suggest safe and confident responses .
Cheering up:	Each student appreciates one person who shows a positive attitude , explaining why.
Calming down:	Students imagine being leaves on a tree floating gently to the ground, then share what they saw and how they felt.

Lesson Plan- 4

SEL competency for the lesson – Relationship Management (The ability to build healthy relationships, communicate assertively, resist negative peer pressure, and resolve conflicts respectfully.)

Learning standard: - Use communication and social skills to interact effectively with others.

Learning outcome: - Demonstrate cooperation and teamwork to promote group effectiveness.

Learning objective: - Students will be able to examine how they respond to peer pressure through this circle time session.

Teaching Aids: Speaking Object, Whiteboard/Paper, Music

Revisit the five skills required for QCT

Meeting Up:	Students play the Tip–Top Game , saying “tip” or “top” in sequence while increasing speed, building attention and impulse control.
Warming up:	Students follow Remote Control Movements : Play = Walk forward Fast Forward = Run on the spot Rewind = Walk backward Pause = Freeze Slow Motion = Move slowly
Opening up:	Students discuss: • How positive self-talk improves relationships • How kind inner speech helps communicate calmly • Why maintaining a positive attitude matters Key ideas are shared aloud.
Cheering up:	In small groups, students role-play conflict situations and practice using positive self-talk and respectful communication to resolve them.
Calming down:	Students close their eyes and think of one positive deed they did in the last few days, silently appreciating their effort.

Lesson Plan- 5

SEL competency for the lesson – Responsible Decision Making (The ability to make thoughtful choices about behavior, health, relationships, and future goals while considering ethics, safety, and consequences.)

Learning standard: - Consider ethical, safety and societal factors in making decisions.

Learning outcome: - Analyze the reasons for school and societal rules.

Learning objective: - Students will be able to examine the purpose of rules through this circle time session.

Teaching Aids: Speaking Object, Soft Toy, Parachute

Revisit the five skills required for QCT

Meeting Up:	Students follow quick movement commands such as: In–Out, Pull–Push, Say–Do, Stand–Sit, Laugh–Weep — building attention and self-control.
Warming up:	Students share one goal they want to achieve in 10 years . <i>Example: “I want to become a doctor.”</i>
Opening up:	Students complete: “If I were ____, I would ____.” <i>Example: “If I were a leader, I would help more people.”</i>
Cheering up:	Parachute Activity — students work together to move a soft toy across the parachute to a named peer, reinforcing cooperation and encouragement.
Calming down:	Students practice six slow deep breaths while repeating silently: “Positive self-talk helps me make wise decisions.”

Dream Journal

The Dream Journal is a guided reflection and life-skills programme designed to support students' emotional, social, and personal development. Through age-appropriate reflections, creative tasks, and discussions, students learn to understand themselves better, express their thoughts confidently, and build positive values. Most activities are completed through guided classroom discussions, with selected pages assigned as home reflection tasks.

Note ⇒ Discussion has to be done for the topics given for C.W. as well as for H.W. H.W. to be given only after discussing the topic mentioned in that page.

Teachers will check the journal and write 'seen' to ensure that the students complete the exercises of the journal.

Theme - *Designing My Future*

Introduction

The Dream Journal for Class 9 focuses on helping students understand themselves better as they enter an important stage of adolescence. Through guided reflections, discussions, and life-skill based activities, students explore their thoughts, emotions, values, strengths, and decision-making abilities.

The programme supports emotional awareness, self-confidence, and responsible choices, encouraging students to reflect meaningfully on their personal growth while gradually developing clarity about their interests and aspirations.

Month-wise Syllabus

Month	Topics	Class Work	Homework
HALF YEARLY TERM			
April + May (24+19=43 days)	The Identity Page	Pg no. 1	-
	Who I Am Becoming	Pg no. 2	-
	My Self-Definition Exercise	Pg no. 3	-
	The 'Quiet Truths' About Me	-	Pg no. 4
	What Matters to Me (My Core Values)	-	Pg no. 5
June + July (04+27=31 days)	Emotional Clarity Page	Pg no. 6	-
	Navigating Overthinking	Pg no. 7	-
	Stress and Me: Recognizing Patterns	Pg no. 8	-
August (25 days)	My Resilience Story	Pg no. 9	-
	Emotional Independence	-	Pg no. 10
	My Relationship with My Own Decisions	-	Pg no. 11
	Peer Influence Check-In	Pg no. 12	-
ANNUAL TERM			
Month	Topics	Class Work	Homework
October (21 days) November (19 days)	Communication Skills Page	Pg no. 13	-
	My Responsibility Log	-	Pg no. 14
	Self - Leadership Starter	Pg no. 15	-
	What I Notice About the World Around Me	-	Pg no. 16
	My Opinion Counts	Pg no. 17	-
	My Contribution Mindset	Pg no. 18	-
December (25 days)	Ethical Thinking Page	-	Pg no. 19
	Future Curiosity Without Pressure	Pg no. 20	-
	Letter to My Future Self	-	Pg no. 21
January (21 days)	Looking Back at This Year	Pg no. 22	-
	My Future Goals	Pg no. 23	-

Chetna Syllabus

Month	Content	Resource person
April & May	Session-1 (for student) Types of abuse (verbal, physical, sexual, emotional) with the help of age appropriate examples, in brief Concerns of adolescents- • The art of managing emotions • Psychology of building and nurturing healthy relationships Activity: Words Matter in Conversations 1. Write this line on the board: "Same feeling, different words." 2. Give students one situation: "You are upset with a friend." 3. Ask them to write two sentences they could say: 4. Ask students to underline the words that change the meaning. i. Sentence A: spoken in anger ii. Sentence B: spoken with maturity 5. Ask them to answer in one line: Which sentence will strengthen the relationship and why?	Counsellor
	Session-2 (for student) Parivartan Session (separately for boys and girls) (a session on menstrual hygiene, UTI& STD's for girls) and (Handling changes during Puberty, UTI & STD's for Boys)	Girls – female counsellor / senior female teacher Boys -male Counsellor/ male bio teacher
July	Session-3 (for student) Child safety and well-being – Responsible Gadget Usage (mind your screen time) • Navigating the digital tempest: Unravelling the threads of OVER-THE-TOP (OTT) AND media addiction in modern landscape. • School's IT acceptable usage policy • Cyber grooming	Counsellor

Month	Content	Resource person
	Session-4 Setting boundaries and respecting privacy (teaching about when to say NO) The Irreplaceable Role of Parents in Our Lives	Class teacher
August	Session-5 'What if' game and role play to help them develop skills needed in certain situations	QCT teacher
	Session-5 1. Why adolescents are vulnerable to substance abuse 2. Impulse driven behaviour	Counsellor
October	Session-1 (for student) Concerns of adolescence 1. Bullying & its type https://drive.google.com/file/d/1MrSz2hIhD9I79VMoa6l3Ti4PDQZYNrbi/view?usp=share_link 2. Healthy ways of Coping with stress-(Helpful tips for adolescence how to deal with the challenges in a constructive way)	Counsellor
November	Session-2 (for student) Navigating Failure, Handling Pressure, Building Resilience & Mindfulness	Counsellor
December	Session-3 (for student) Gender sensitivity session to be conducted with the help of peer educator in the presence of counsellor	Counsellor
	Session-4 (for student) Revision of - 'What if' game and role play to help them develop skills needed in certain situations	QCT teacher
January	Session-5 (for student) Building Responsible Citizens: The Importance of Law-Abiding Behavior and Smart Decision-Making Skills	Counsellor

Physical Education

General Instructions:

Size of the ball to be used by the students and the sports teachers during games/LTA period, keeping in mind the safety of the child.

<i>Basketball</i>		
Classes	Boys	Girls
I – II	Size No. 3	Size No. 3
III – VI	Size No. 5	Size No. 5
VII – VIII	Size No. 6	Size No. 6
IX and above	Size No. 7	Size No. 6
<i>Handball</i>		
Classes	Boys	Girls
I – II	Size No. 1	Size No. 1
V – VII	Size No. 2	Size No. 2
VIII and above	Size No. 3	Size No. 2
<i>Football</i>		
Classes	Boys	Girls
I – II	Size No. 3	Size No. 3
III – V	Size No. 4	Size No. 4
VI and above	Size No. 5	Size No. 5

Physical Education

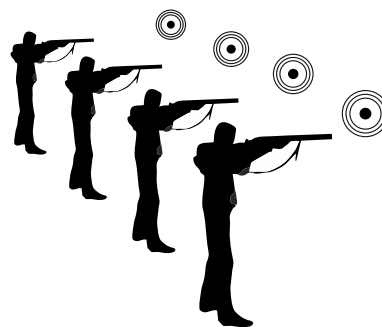
Months & Days	Content
April+May (24+19= 43 Days)	Athletics ⇒ a) Running Events b) Jumping Events c) Throwing Events Introduction of Basic Rules & Practice of the Following Games: a) Basket Ball b) Badminton
June+July (4+27 =31 Days)	First Aid: Preparation and use of First-Aid kit, Management of simple injuries – burns, bleeding, snakebites. Yoga: Dhanurasana, Kukkutasana, Mayurasana Extra information about the game to be given to the students : - Indoor Game : Karate (Basic Rules & Regulations)
August (25 Days)	Introduction of Basic Rules & Practice of the Following Games: a) Boxing b) Table Tennis Extra information about the game to be given to the students : - Outdoor Game: Air Rifle Shooting (Basic Rules and Regulations)
September (24 Days)	Revision+ Half Yearly Examination
October+ November (21+19=40 Days)	Exercises ⇒ Conditioning Exercises of different type for developing motor components namely speed, strength, endurance, flexibility & co-ordinative abilities. Extra information about the game to be given to the students : - Indoor Game: Chess. (Basic Rules & Regulations)
December+ January (25+21=46 Days)	First Aid ⇒ Dressing of wounds and method of tying crepe bandage, knowledge about fracture, sock and poisoning. Yoga : Suptavajrasana, Vakasana, Surya Namaskar. Extra information about the game to be given to the students : - Outdoor Game: Squash (Basic Rules & Regulations)
February+March (23+19=42 Days)	Revision + Annual Examination

Physical Education

Half Yearly Term – Rifle Shooting

******Introduction to Rifle Shooting (for information and knowledge of students only)**

History Of Shooting In India (Origin): The origin of shooting in India can be traced back to the medieval period, when Indians used to practice the game in the form of archery. During the 16th century, the firearms were introduced to the game, which was primarily used for hunting. Shooting competitions were held right from the 11th century, although the game was considered royal, confined to the Maharajas of the princely states of India. They were fond of shooting and frequented the woods, to hunt prey, using their rifles. Over the passing years, the game secured its place in the military training as well.



National Rifle Association of India: The National Rifle Association of India (NRAI) came into existence in 1951, which paved the way for the recognition of shooting as a sport in India. The establishment of NRAI proved beneficial for the shooters in India, who were given international exposure. NRAI organizes various shooting competitions at the national level, under four disciplines - rifle, pistol, shotgun and running target. With the increasing popularity of the shooting sport in India, the budding shooters are putting strenuous efforts to excel in the game and gain recognition both at the national and international levels.

Development of The Sport: The Indian shooters have marked their presence and gained success in prestigious international events including Olympic Games, Commonwealth Games, SAF Games and Asian Games. One of the outstanding performances delivered by the Indian shooters was witnessed at the 1990 Commonwealth Games, held in Auckland, New Zealand, when Ashok Pandit won the bagged gold medal for India, in the free pistol event. The Indian shooters delivered their best ever performance at the 1998 Commonwealth Games held in Kuala Lumpur, when they won seven medals. Some of the outstanding In Physical Education

The Present Day Scenario: The shooting sport in India has gained worldwide recognition, after Major Rajvardhan Rathore won the first individual silver medal at the 2004 Athen Olympic Games. India touched another milestone in 2008, when Indian shooter Abhinav Bindra won the country's first Olympic individual gold medal at the Beijing Olympics. Some of the legendary Indian shooters, who have excelled in the sports and have brought a lot of glory to the country, include Gagan Narang, Rajyavardhan Rathore, Anjali Bhagat, Dr Karni Singh, Randhir Singh, Samresh Jung, Jaspal Rana.

The International Shooting Sport Federation recognizes several shooting events, some of which have Olympic status. They are divided into four disciplines: rifle, pistol, shotgun and

running target. The main distinctions between different rifle events are the distances to the target and the shooting positions used. For the other disciplines, the position is always standing, and changes include limits to shooting times and different types of targets.

Some manufacturers: Anschutz (Germany) Benelli (Italy) Beretta (Italy) Feinwerkbau (Germany) Hämmerli (Switzerland) Morini (Switzerland), specializes in pistols Pardini (Italy), specializes in pistols Perazzi (Italy), shotguns Steyr (Austria), air rifles and air pistols. Walther arms (Germany)

Events Rifle: 300 meter rifle three positions ,300 meter rifle prone , 300 meter standard rifle, 50 meter rifle three positions 50 meter rifle prone,10 meter air rifle,

Events pistol: 50 meter pistol, 25 meter pistol, 25 meter rapid fire pistol, 25 meter center-fire pistol 25 meter standard pistol, 10 meter air pistol

Event Trap: Double trap

Skeet: 50 meter running target,50 meter running target mixed,10 meter running target,10 meter running target mixed.

Annual Term – Squash

******Introduction to Squash (for information and knowledge of students only)**

Squash is a racquet sport played by two players (or four players for doubles) in a four-walled court with a small, hollow rubber ball. Squash is recognized by the IOC and remains in contention for incorporation in a future Olympic program.

History: Squash was developed from at least five other sports involving racquets, gloves, and balls having roots in the early 16th century in France. It is stated that "Squash, with its element of hitting balls against walls, was for entertainment. For example, boys and girls slapped balls in narrow alleys and streets". Religious institutions in France, such as monasteries, developed a similar game.



These games gained popularity in schools, and squash itself was developed at Harrow School in England. The first courts built at this school were rather dangerous because they were near water pipes, buttresses, chimneys, and ledges. The school soon built four outside courts. Natural rubber was material of choice for the ball. Students modified their racquets to have a smaller reach to play in these cramped conditions. The racquets have changed in much the same way as those used in tennis. Squash rackets used to be made out of laminated timber. In the 1980s, construction shifted to lighter, carbon-based materials (such as graphite) with small additions of such components as Kevlar, boron and titanium. Natural "gut" strings were replaced with synthetic strings. In the 20th century the game increased in popularity with various schools, clubs and even private citizens building squash courts, but with no set dimensions.

Court: International squash singles court, as specified by the World Squash Federation. The 'softball' or 'international' court size was codified in London, England in the late

1920s, at 32 ft (9.75 m) long and 21 feet (6.4 m) wide. The front wall was provided with an "out line" 15 feet (4.57 m) above the floor, connected by a raking "out" line meeting the "out" line on the back wall at 7 feet (2.13 m) above the floor. The front wall also has a "service line" (originally called the "cut line") 6 feet (1.83 m) above the floor with a 19-inch-high (480 mm) "tin" acting as a 'net' (originally sheeted with metal in order to make a distinctive sound when hit by the ball). The floor is marked with a transverse "half-court" line and further divided into two rear "quarter courts" and two "service boxes",

Playing equipment: Standard rackets are governed by the rules of the game. Traditionally they were made of laminated wood (typically ash), with a small strung area using natural gut strings. After a rule change in the mid-1980s, they are now almost always made of composite materials or metals (graphite, Kevlar, titanium, boron) with synthetic strings. Modern rackets have maximum dimensions of 686 mm (27.0 in) long and 215 mm (8.5 in) wide, with a maximum strung area of 500 square centimeters (90 sq in), the permitted maximum mass is 255 grams (9.0 oz), but most have a mass between 110 and 200 grams (4-7 oz.).

Squash balls are between 39.5 and 40.5 mm in diameter, and have a mass of 23 to 25 grams. They are made with two pieces of rubber compound, glued together to form a hollow sphere and buffed to a matte finish. The recognized speed colours indicating the degree of dynamism are:

Colour	Speed	Bounce
Orange	Super Slow	Super Low
Double Yellow	Slow	Very Low
Yellow	Slow	Low
Green or White	Medium/Slow	Average
Red	Medium	High
Blue	Fast	Very High

Polycarbonate lens goggles are recommended, as players might be struck with a fast-swinging racket or the ball, that typically reaches speeds exceeding 200 km/h (125 mph). In the 2004 Canary Wharf Squash Classic, John White was recorded driving balls at speeds over 270 km/h (170 mph). Many squash venues mandate the use of eye protection and some association rules require that all juniors and doubles players must wear eye protection.

Service: Just before the match, the players spin a racket (usually up or down of logo) to decide who serves first. This player starts the first rally by electing to serve from either the left or right service box. For a legal serve, one of the server's feet must be touching the service box, not touching any part of the service box lines, as the player strikes the ball.

Play: After the serve, the players take turns hitting the ball against the front wall, above the tin and below the out line. The ball may strike the side or back walls at any time, as long as it hits below the out line. It must not hit the floor after hitting the racket and before hitting the front wall. A ball landing on either the out line or the line along the top of the tin

is considered to be out. After the ball hits the front wall, it is allowed to bounce once on the floor (and any number of times against the side or back walls) before a player must return it.

Side-out (or hand-out) scoring system :

This scoring system is based on a “serving” system, in which one must gain the serve to obtain a point. Having the serve is sometimes considered to be on “offense”. The opponent (who does not have the serve) is considered to be on the defensive and must score to win the serve and then score again to gain a point.

Points are awarded if, during the course of play:

- The receiver fails to strike the ball before it has bounced twice
- The receiver hits the ball out (either on or above the out line, or on the tin)
- The receiver hits the ball but it fails to hit the front wall before it has bounced
- Stroke: where the receiver obstructs the server during the point (see “Interference and Obstruction”)

Where the server does any of these things, or fails to hit the serve in, then the players change roles and the receiver will serve the next point, but no points are awarded.

Games are played to 9 points (with the exception that the receiver may opt to call "set two" and play to 10 when the score first reaches 8-8). Competition matches are usually played to "best-of-five" (i.e., the player to win the most out of 5 games). At one time this scoring system was preferred in Britain, but also among countries with traditional British ties, e.g. Australia, Canada, Pakistan, South Africa, India, but now at competitive levels, only PARS to 11 is used (see below).

Point a rally scoring system (PARS)

Alternatively, in the point-a-rally scoring system (PARS), points are scored by the person who wins each rally, whether or not he or she served. The winner of the previous point will serve at the start of the next point. Traditionally, PARS scoring was up to 9 points (or the receiver calls 9 or 10 when the game reaches 8-8). However, in 2004, the PARS scoring was increased to 11 for the professional game (if the game reaches 10-10, a player must win by two points).

Types of shots played: There are many types of shots played that lead to interesting games and strategy.

Straight drive or 'rail': ,Boast (or angle), Volley: Drop shot, Lob, Cross Court, Kill, Trickle boast, A 'short' boast ,Squeeze boast, Skid boast ,Nick shot.

Arjuna Awardee: Sourav Ghosal 2006, Deepika Palikkal etc.

Vocational Education
(Kaushal Vikas Project for Class 9)

Book: Kaushal Vikas - Vocational Education Textbook for Grade 9

Term I (Project – 1)

(To be done as summer vacation Holiday Home Work)

Project Name	Project Summary	Forms of work
Rooftop Gardening: Growing plants in urban spaces (pg. no. 21-38)	In this project, you will grow 2 –3 simple plants at home using pots or containers. You will plant seeds, water them regularly, and keep them in sunlight. You will observe their growth and record changes in this worksheet. Through this activity, you will learn important life skills like responsibility, care for nature, and patience.	Work with life forms

Project Guidelines

NO USE OF ANY SHARP OBJECT OR TOOL IS ALLOWED

STEP 1 : Selecting materials and preparing a Bill of Materials (BOM)

A. Choose Plants:

Plant 1 : Plant 2 : Plant 3 : Plant 4 :

B. Select the place: Terrace : Balcony :

C. Sunlight Available (Select hours)

2 Hours: 4 Hours: 8 Hours:

D. Format of Bill of Materials (BOM)

Sl. No.	Items	Selected Items	Estimated Cost	Remark
1	Terracotta pot / bottle / container			
2	Plants / Seed / Seedling Examples: tomatoes, chillies, garlic, leafy greens etc.			
3	Hose pipe / Watering Can (As per space available)			
4	Potting Mixture			
5	Care & Maintenance			
Total				

STEP 2: Preparation of nutrient rich potting mixture (Refer to page 30 and write down the steps used to make the mixture)

1. _____
2. _____
3. _____
4. _____

STEP 3

Checking the seed germination rate / plant growth rate (Refer to page number 31).
Paste the photographs taken on different days

Sowing seeds / planting

Growth in 1st Week

Growth in 2nd Week

Growth in 3rd Week

Growth in 4th Week

Growth in 5th Week

**STEP 4: Write down steps taken for maintenance and plant protection
(Refer to page number 32 to 35)**

1. _____
2. _____
3. _____
4. _____

Answer to these questions should be written in the Vocational Education Register

1. Mention one problem that you faced and which preventive measure did you take which helped.
2. Suggest two recycled materials that you used. How does recycling support the environment?

3. Of the task that you did, which did you enjoy the most? Which did you enjoy the least?
Give examples of what went well and what did not go well. What would you do differently next time?
4. Give examples of how you can apply your learning in a real-life situation.

FINAL PRESENTATION

Students will follow the guidelines and format given above and complete all details in Vocational Education Register and submit it to the subject teacher for evaluation. Utilise your artistic skills to decorate the pages in your preference style.

CRITERIA OF ASSESSMENT

1. Compilation in register.
2. Maintenance and sustainability.
3. Creativity
4. Viva-voce
5. Teacher's observation

Note:- For term II project work will be shared later.

Career Awareness

Month	Topic
April+May (24+19 =43 Days)	SELF EXPLORATION Know yourself: - Ability : Assignment 1 - Interest : Assignment 2
June+July (4+27=31 Days)	SELF EXPLORATION Vision: -The Importance of Goal Setting -My Short, Medium and Long term Milestones to achieve my Vision
August (25 Days)	How to Enhance you Aptitude
September (24 Days)	Revision and Half Yearly Examination
October (21 Days)	Life Skills / Soft Skills
November (19 Days)	Skills Needed for Fourth Industrial Age: - People Skills, Critical Thinking, ICT, AI etc.
December (25 Days)	EXPLORING CAREERS -Available streams of study -Available career with streams
January (21 Days)	Initiate Profile Building- Introduction to Portfolio, CV, SOP, Personal Essay, LOR
February+ March (23+19=42 Days)	Revision and Annual Examination

ATL (Atal Tinkering Lab)

(Only for BGN, LHT, SCT & VRN)

To be in sync with the paradigm shift in education system and to create a culture of scientific innovation into the young minds, **Atal Tinkering Lab (ATL)** is installed with the help of **Niti Aayog in Sunbeam schools**. The **ATL** fosters curiosity, creativity, and imagination in young minds and inculcates skills such as design mindset, computational thinking, adaptive learning, physical computing etc. The young minds get a chance to work with tools and equipments of ATL to understand what, how and why aspects of **STEM (Science, Technology, Engineering, and Math)**.

This enables tinkering among students with embedded computers – computers that are embedded inside gadgets, everyday objects, instruments, cars, toys etc, to help make such devices perform better. Also the **Sunbeam ATL inventory** includes mechanical, electrical and electronic components and various types of sensors. Further, it includes fabrication tools including a 3D printer to help put ideas together.

ATL helps satiate these curiosities and instincts by providing hands-on skills through the **expertise guidance of trained mentors** for better understanding of the STEM concepts leading to entrepreneurship in the long run.



- Practical File to be maintained for all the activities.
- Worksheets will be provided in classrooms and to be stuck in Practical File.
- Assessment will be done based on the activities mentioned in precept.



Month	Topic
April+May (24+19= 43 Days)	Module-1 ⇒ Basic Introduction Digital Literacy: To help understand the basics of using computing devices • Introduction to Technology 1. Technology 2. Science 3. Consequences 4. Day to day problems and solution with technology. • Different Types and Design of Robots Module-2 ⇒ Identification of Problem Statement • Ideation: To encourage Students to think out of the box. • Conceptual Design Process 1. To enable Students to practice and identify design opportunities through various phases with the help of hands-on activities a) Purpose b) Creative process c) Problem solving and Design • PPT to be made by the children based on their own ideas. • Lab Visit
June+July (4+27 =31 Days)	Fundamental of Robotics • Human Behaviour of Robots • ATL Assignment-1: Based on basic electronic components mentioned in precept and robots.

Month	Topic
	• Light Dependent Resistor (Introduction to LDR, Working of LDR, Characteristics of LDR, Types of LDR) • Piezoelectric Plate(Engineering Connection, Materials List, Explanation) • R.G.B LEDS (How to create different color, Mixing Color, RGB LED PINS, How to RGB led work) • 555 Timer IC • Introduction to IC • Functions of Different pins • Activity (i) Make a circuit by using 555 timer IC. (ii)Make A Circuit by Using RGB, LDR. • ATL Assignment-2: Based on Light Dependent Resistor & 555 Timer IC.
August (25 Days)	• 2x16-LCD Segment Display- History, Application, Pin configuration, Character chart for A-16 Segment Display, Specification, Feature. • Activity (i) To display text on LCD. (ii) To scroll character on LCD (iii) To display numbers on LCD. • ATL Assignment-3: Based on 16x2 LCD Segment display.
September (24 Days)	Revision & Assessment
October+ November (21+19=40 Days)	• Introduction with Micro-controller communication- Bluetooth Module, • Mechanical Kit - Introduction, Assembly guide (Motors, Gears, Metallic Parts) • Bluetooth Car • Introduction with Arduino IDE Software - Programming for controller with IDE (Integrated development environment). • ATL Assignment-4: Based on communication device & Arduino IDE Software.
December (25 Days)	Introduction of other Micro-controller. • RESPERRY PI • Activity - To make use of Micro Controller. • ATL Assignment-5: Based on basic concepts of Micro controller.
January (21 Days)	• 3-D Designing & 3-D Printing • Activity - 3-D Designing & 3-D Printing. • ATL Assignment-6: Based on 3-D Designing & 3-D Printing.
Feb.+March (23+19=42 Days)	Revision & Assessment
For Level 3 & Level 4- There will be selection of few students from the classes (VI-IX & XI-Science Stream) on the basis of assessment of the activities done at Level-1 and Level-2 in their regular classes and these levels (3 & 4) will be taken up in the LTA clubs of ATL.	



ALIGNMENT OF CONTENT WITH TINKERING LEVELS



Criteria	PRE-TINKER Level -1	TINKER CLUB Level -2	TINKER LAB Level -3	TINKER LAB Level -4
Recommended	To all students of Classes VI-IX & XI (Science)	To all students of Classes VI-IX & XI (Science)	To some selected students of different age groups	Self motivated and passionate selected handful students of different age groups
Duration	1st Term	2nd Term	LTA – ATL Club (Whole Year)	LTA – ATL Club (Whole Year)
Core Objective	• Creating awareness about ATL • Inspire and Ignite Passion • Initiating the process of Ideation	• Take Participants from zero to tinker skills • Digital Awareness Programmes – Cyber Safety • Initiating Aptitude for creative thinking • Design Thinking	• Elevate the Level of students from Tinkerer to Maker • Initiating aptitude for innovation mind set • Digital Wellness module • Presentation about Ideation • Presentation about Stages of Design Thinking	• Enable students to grow from Maker to Innovator • Tech creation implementation
Suggested Content	• Digital Literacy • Ideation • Design thinking	• Basic Programming • Application of concepts • Design thinking • Physical Computing	• Coding – Decoding • Real Time Projects (DIY –Do it yourself) Using the learning from the previous levels.	• Coding – Decoding • Real Time Projects (DIY –Do it yourself)
Resources	• Presentation about ATL • Digital online module • Digital Wellness Module • PPTs - Ideation • Basic Electronic Components	• Introduction to Computational Thinking • Understanding flowcharts and algorithms • Basic Electronic Components • Basic Boards & ATL Kits • Understanding Circuits • Revisit concepts and activities of design thinking	• Tools and Kits • Software • Presentations to know boards • Activity Cards for Physical Computing • Revisit concepts and activities of design thinking, computational thinking	• Tools and Kits • Software • Real Time Projects (DIY –Do it yourself)
Ownership	ATL In-charge	ATL In-charge	ATL In-charge supported by External Mentors	Students and ATL In-charge supported by External Mentors

ROBOTICS

(Only for ANP, SIV, SNT & ING)

Robotics is an exciting, interdisciplinary field that draws on science, engineering, and technology to teach children essential problem-solving skills. With robotics instruction, kids can develop critical thinking abilities while staying actively engaged in interesting projects and activities.

The young minds get a chance to work with tools and equipments of ROBOTICS to understand what, how and why aspects of STEM (Science, Technology, Engineering and Math). This enables tinkering among students with embedded computers—computers that are embedded inside gadgets, everyday objects, instruments, cars, toys etc, to help make such devices perform better.



- **Lab Activity:** File to be maintained for all activities.
- **Assignments will be done in the assignment booklet and will be subjected to correction.**

Months	Platform	
April (24 Days)	Introduction of Robotics and Introduction of Electronics	Module 1: Basic Introduction • What is Robots • Classification of Robots • Application of Robots • Basic Components of Robot • Different Types of Robots • PPT to be shown to students. • Lab Visit. Assignment 1: Based on basic introduction of Robotics and their types. Module 2: Conceptual Understanding of computational devices. • Introduction of Electronics • Identification of Components • Use of components and their connectivity • Introduction of Basic LED Circuit.

Months	Platform	
Components Used: Breadboard, LED (Kit No. 1).		
May (19 Days)	Electronics (Ohm's Law. Resistance and Capacitor)	Module 2: (Continue...) • Introduction to Potential Difference. • Introduction to Capacitor. • Active and Passive Component. ✓ Lab Activity 1: Build simple closed circuit of LED ON/OFF with Push Button. Assignment 2: Based on basic Electronics and Ohm's Law and Capacitor.
Components Used: Breadboard, LED, Potentiometer (Kit No.1), Capacitor (Kit No. 6)		
June+ July (4+27 =31 Days)	Series- Parallel Concept of Capacitor	Module 2: (Continue...) • Series and Parallel Circuit with Capacitor and LEDs. ✓ Lab Activity 2: Build a circuit to show the working of capacitor. Assignment 3: Based on RGB LED, SWITCHES and Series and parallel concept.
Components Used: Breadboard, Capacitor (Kit No. 6), Battery		
August (25 Days)	Arduino	Module 3: Introduction of Arduino Boards • Introduction of Arduino UNO. • Software Installation, Booting Up, Uses and Components. • Starting of code. • Using of Serial Monitor. ✓ Lab Activity 4: Students write programs for Digital Output- Blinking an LED. Assignment 4: Based on Arduino Uno Board with Pattern Blinking of LEDs.
Components Used: Arduino Uno, LED, Breadboard, Arduino Cable (Kit No. 1)		
September (24 Days)	Revision Project	Challenge Task: Make a Project based controlling of LED using Potentiometer.

Months	Platform	
October (21 Days)	Interface of Arduino with LEDs	• Introduce LEDs Fading • Coding of LED Fading • Differentiate between Analog Input and Digital Output. ✓ Lab Activity 6: Analog Output: Fading LED and program for getting output on serial monitor.
Components Used: Arduino Uno, LED, Breadboard, Arduino Cable (Kit No.1)		
November (19 Days)	Sensors Introduction	• Sensor Introduction • Types of Sensors • IR Sensor Introduction • Working of IR Sensor ✓ Lab Activity 5: Make a circuit Based IR Sensor. Assignment 5: Based on sensors and IR Sensor Working.
December (25 Days)	3D Printing and 3D Designing	• Introduction to 3D printer and 3D Designing • Loading and Unloading of Filament • Cleaning the Nozzle • Introduce the Software (Tinker Cad) ✓ Lab Activity 6: Show the 3D Printer and discuss about Loading and Unloading of Filament.
January (21 Days)	3D Designing	Continue... • Start making 3D object in Tinker Cad • Adding Layers ✓ Lab Activity 7: Create a hollow piece and interface with 3D Printer. Assignment 6: Based on 3D Printer.
February (23 Days)	Revision Project	Challenge Project: Make a Project of Automatic Street Light.

Time Management

Important Tips To Crack The Exams With Flying Colours

Note ⇒

1. Time management PPT's to shown before 1st PTM in April.
2. A recap session to be done in the last week of August & January so that students make optimum use of the time management tips & do well in their Half Yearly & Annual Examinations.



Recipe for success- Study while others are sleeping, work while others are loafing, prepare while others are playing and dream while others are wishing.

- **Always feel positive-** Positive attitude will make you through the door of success and make you feel full of self-confidence.
- **Plan Ahead-** Make a schedule for your study—Scheduled study is always better than last minute study. You get more time to understand the fundamentals and also can study without any pressure.
- **Make a long-term calendar-** Read the syllabus carefully and list out all the due dates, important activities, projects & UT, exam, pre-board and stick it in front of your study table or almirah from where you can see it. Try to complete all your task accordingly on time.
- **Be organized-** Have all your required material, books, ref-books, notes, stationery, water & snacks on your study table.
- **Take short breaks-** First read for an hour then go for a short break. Make this break time as your "Me Time". Do whatever you like most to refresh your mind. It will give a new power and freshness in your mind. A couple of hours each day helps you to remember more than eight hours at once.
- **Peak concentration time-** Varies from person to person, find out your high concentration time and take up the most difficult topic during that time. Try to study in the morning at least on holidays/Sundays as morning is the best time to study as environment is calm and mind is fresh and you can grasp easily.
- **Regularity-** Attend class regularly & attentively. Write down the important points as these notes are helpful to get good marks. Keep in touch with your teachers to discuss your problem areas or any other problem you come across during preparation.
- **Read NCERT text books** thoroughly and then move on to other reference books. NCERT books are simple and an absolute must to clear concepts.

- **Always refer to tests** which have been taken in your school and do remedial work.
- **Prepare** seriously for preboard.
- **Diagrams and derivations** are challenging, Practice them as much as you can.
- **Make notes-** Always prepare good notes in your own language. Notes are your best friend during exams. Books have tons of information which may confuse you one day before exams.
- **Revise regularly-** There is no point of studying if you don't remember it. Our memory fades away gradually. Revision plays a cardinal role in getting good marks. Keep writing whatever you revise.
- **Improve handwriting-** It really helps to get good marks especially subjective long answers. Better handwriting ensures your teacher is impressed with the answer.
- **English–Good Language–**Always use simple words, to express yourself. Make sure that you are grammatically, sound & write simple grammatically correct English. Having a good vocabulary is of course an advantage.
- **CBSE Sample paper–** Solve all the questions of last year CBSE sample paper in given time as it is good way to know the pattern of questions. Attempt CBSE sample papers, treat them as real papers and try to finish them in 2 hours 50 minutes and keep 10 minutes to revise.
- **Date sheet–** When you get the date sheet, note down the gaps between two papers and date of last paper. Make the schedule for revision accordingly i.e finish first the revision of last paper and then according to the number of days (gaps) given in papers.
- **Don't neglect your health–** Have fruits & vegetable everyday, drink lots of water & avoid junk food.
- Play at least half an hour everyday and sleep well

Tips for the Exam day ⇒

- Make sure that you can scan through your notes a day before exam.
- Never read a new topic on exam day.
- Be confident and relaxed.
- Sleep well the night before the exam.
- Arrive early at the test center with laminated admit card. (Admit card should be laminated)
- Make sure that you have pen, pencil, eraser and other stationary required.
- Trust your preparation and give your best.

During Exam time ⇒

- Read all the instructions carefully before giving exams.
- Time management is very important for solving the answer sheet. Read out all the questions carefully and allot time according to the number of questions and questions carries maximum marks.
- Be systematic and don't mix sections while attempting the questions. It may confuse or irritate the checker and you loose the marks in confusion.
- Don't get stuck on a question. If you have a difficulty don't waste much time and move on to the next question and try doing that question after you finish your exams and still left with time.
- Set aside 15 minutes to revise the answer sheet. It is important to make sure that you haven't made any mistakes at least on those questions which you have attempted confidently.
- Answer sheets should be neat and clean. Underline the line you feel important and want to attract the examiner towards that.
- Be specific in your answers, examiners expect you to write answers to the point.

“NO ONE and NOTHING will help you unless you are willing to help YOURSELF.”

GOOD LUCK!

Summer Vacation Holiday Homework

Inter Disciplinary Project

SDG-6: Clean Water & Sanitation SDG-14: Life Below Water



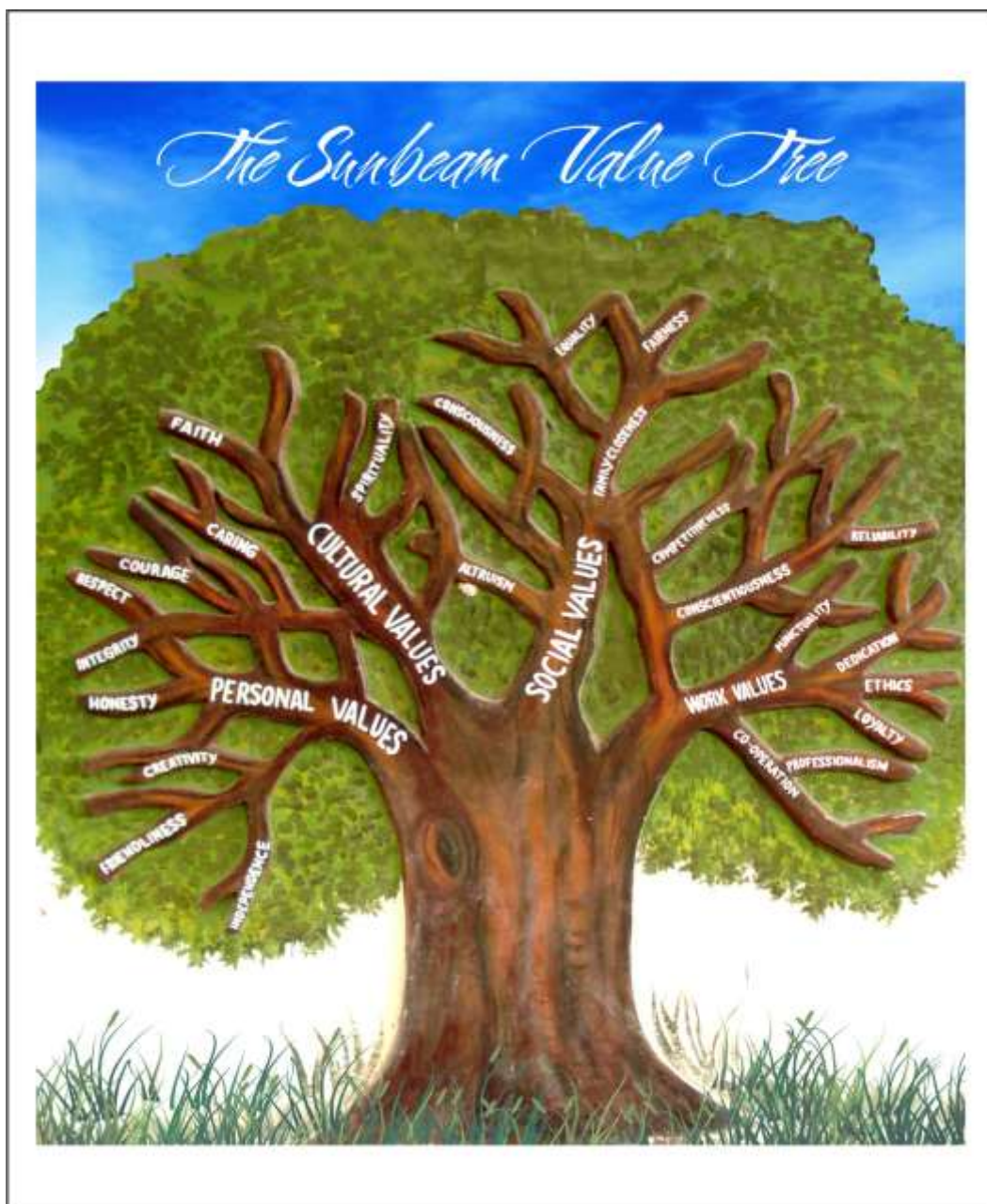
The 5 Points Grading Scale	
Grade	Grade Points
A	4.1 – 5.0
B	3.1 – 4.0
C	2.1 – 3.0
D	1.1 – 2.0
E	0 – 1.0

Topic:	WATER– The elixir of life.		
General Guidelines	1. A single report file to be made for all the subjects. 2. The first page of the report file will have the following description: Name : _____ Class & Sec. : _____ Roll No. : _____ Session : _____		
	Subject	Pg. No.	Marks to be filled by teacher
	English		
	Hindi/Sanskrit		
	Maths		
	Science		
	Social Science		

Note:- No Viva will be taken for Inter-Disciplinary Project (IDP)

Subject	Description/SDG	Specific Guidelines	Art form
English	Water as a source of life and inspiration SDG-14	Speech (350-400 words) The speech should include the following points: 1. How water serves as a source of various forms of life? 2. The problems faced by water bodies during its journey and how it overcomes them courageously setting a precedent for others to follow. 3. Perennial nature of the water bodies.	Communication skills and presentation of ideas.
Hindi/Sanskrit	Poetry Writing SDG- 14 & 6	‘जल ही जीवन है’- इस शीर्षक पर कविता सुजन करें। - जल संरक्षणम् या अस्माकं नदीनाम् महत्वम्- किसी एक विषय पर कम से कम ५ श्लोकों का चयन करके उन्हें सचित्र लिखें।	Poetry writing/ sketching
Maths	Survey/Map SDG- 14	Collect data of major river systems in Meghalaya on the basis of pollution level. Create infographic analyzing and suggesting ways for reducing pollution level of rivers.	Data analysis and presentation
Chemistry	Waste water– Source of wealth SDG-6	Design a project on ‘How can we utilize waste water into source of wealth?’ by using 5 steps of design thinking i.e. 1. Empathize– Research users need and empathize with them. 2. Define– State your user’s needs and problems. 3. Ideate– Assumptions and create ideas. 4. Prototype– Create solutions. 5. Test– Try your solution out.	Model as prototype and infographics

Subject	Description/SDG	Specific Guidelines	Art form																								
Biology	Fundamental unit of life SDG-14	How various targets entitled in SDG-14 (Life Below Water) promote the sustainability of aquatic flora and fauna at a cellular level? Diagrammatically represent the impact of human activities on the same.	Research and presentation																								
Physics	Motion in Water SDG-14	A team of four people went on a river rafting excursion to Brahmaputra but unfortunately their boat capsized in the roaring river. It was later reported by the local people (the eye witness to the incident that the boat was seen at several places at different time intervals which is given in the table. <table border="1"> <thead> <tr> <th>Places</th><th>Time</th><th>Distance</th><th>Date</th></tr> </thead> <tbody> <tr> <td>Dibrugarh</td><td>8:00am</td><td>0 Km.</td><td>23.05.22</td></tr> <tr> <td>Pasighat</td><td>2:00pm</td><td>266 Km.</td><td>23.05.22</td></tr> <tr> <td>Neamati</td><td>10:00pm</td><td>789 Km.</td><td>23.05.22</td></tr> <tr> <td>Tejpur</td><td>01:00am</td><td>1089 Km.</td><td>24.05.22</td></tr> <tr> <td>Guwahati</td><td>03:00pm</td><td>1289 Km.</td><td>24.05.22</td></tr> </tbody> </table> 1. With the help of above table represent the distance time graph of the boat. 2. "In an aquatic eco-system, life varies as per depth of water bodies which is also based on gravitational pull.? How is life below water useful for sustainability?	Places	Time	Distance	Date	Dibrugarh	8:00am	0 Km.	23.05.22	Pasighat	2:00pm	266 Km.	23.05.22	Neamati	10:00pm	789 Km.	23.05.22	Tejpur	01:00am	1089 Km.	24.05.22	Guwahati	03:00pm	1289 Km.	24.05.22	Data and research presentation.
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Social Science	Floods	Collect data and present in form of a project: Causes of floods ☐ Severe winds over water ☐ Unusual High tides ☐ Tsunamis Effects of Floods Control of Floods ☐ Temporary perimeter Barriers ☐ Dams ☐ Early warnings of rising water level ☐ Self-closing flood barrier ☐ River defences ☐ Coastal defences Flood Mitigation Strategies ☐ Management technologies for flood affected fields during phailin ☐ Mitigation of water logging stress ☐ Drainage Technologies (i) Agricultural drainage (ii) Surface drainage ☐ Describe few flood control/prevention measures by the continents of the world.. Table of Contents: ☐ Introduction – 1 pg. ☐ Photo Gallery – 2 pgs ☐ Content – 3-4 pgs ☐ Conclusion – 1 pg.	Project Making																								



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