

**SUBJECT – ENGLISH**

| Month | Name of the Chapter | Objective/Aim | Subject Enrichment Activity | Project |
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| April | <u>READING-</u> Unseen Passage <u>WRITING-</u> Notice Writing, Paragraph writing. <u>GRAMMAR-</u> Determiners <u>LITERATURE-</u> L-1 The Best ... P-1 The Ant..... S.1 How the Camel | To assess the understanding skills. To enable the student to write a short piece of writing. To enable the student to write a long piece of writing. To enable them to use correct use of determiners. To make the students aware about the disasters caused by wars. To inculcate the value of hard work. To teach them the value of work. | Role play to understand the concept. Poem is expressed through dialogue. | |
| May | <u>READING-</u> Unseen Passage <u>WRITING-</u> Notice Writing letter to dealer for defective items <u>GRAMMAR-</u> Determiners <u>LITERATURE-</u> L-2 The Tsunami | To test students' ability to grasp the meaning of a given passage properly and answer in own words the questions based on the passage. To enable the student to write a short piece of writing. To enable students to write in style for communicative purpose. To enable them to use correct use of determiners. To make them aware about disaster management | Holiday Homework | |
| July | <u>READING-</u> Unseen Passage <u>WRITING-</u> Notice <u>GRAMMAR-</u> Determiners, Tenses <u>LITERATURE-</u> P-2 Geography Lesson S.2 Children at work L-3 Glimpses of the Past P-3 The last bargain | To assess the understanding skills. To test the student's ability to write a short piece of writing. To Revise parts of Speech and type of determiners and their correct usage. To enable students to use different time indicating verbs. To create fun and enjoyment in the class To teach them the skills to be independent To impart knowledge about some freedom fighters from the given text. To make the students learn to live a contended life. | | |



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| August | <p>READING- Unseen Passage</p> <p>WRITING: Story writing</p> <p>GRAMMAR- Conjunctions Active Passive</p> <p>LITERATURE - S -3 The selfish giant S -4 The Treasure Within</p> | <p>To assess the understanding skills.</p> <p>To enhance the ability of formal writing to give specific information within word limit.</p> <p>To identify different types of conjunctions.</p> <p>To enable the students to transform the sentences.</p> <p>To encourage students to do good deeds in life.</p> <p>To understand that every child is capable of doing big things.</p> | <p>Just A Minute (JAM SESSION)</p> <p>A minute is given to speak or express on topics like:</p> <p>i) What do I wish to be.....</p> <p>ii) What are the hurdles ...</p> <p>iii) How shall I overcome the hurdle....</p> | |
| September | <p>READING- Unseen Passage</p> <p>WRITING-Letter to editor</p> <p>LITERATURE - L-4 Bepin Choudhury Lapse...</p> | <p>To assess the understanding skills.</p> <p>To enhance the ability of formal writing to give specific information.</p> <p>To learn students not to trust people blindly.</p> | ASL (Speaking) | Poster Making Competition |
| October | <p>READING- Unseen Passage</p> <p>GRAMMAR- Prepositions.</p> <p>LITERATURE - L-5 The Summit Within</p> <p>P- 4 The School Boy</p> <p>S-5 Princess September</p> | <p>To assess the understanding skills.</p> <p>To identify and define prepositions.</p> <p>Enable students learn how to face life's ordeals resolutely.</p> <p>To understand the importance of freedom and leisure in childhood.</p> <p>To learn the importance of freedom of animals and their right to live.</p> | | |
| November | <p>READING- Unseen Passage</p> <p>WRITING-Bio-Sketch Notice Writing</p> <p>GRAMMAR-Modals</p> <p>LITERATURE- L-6 This is Jody's Fawn L-7 A visit to Cambridge</p> | <p>To assess the understanding skills.</p> <p>To enable students to make one's profile attractive.</p> <p>To enable the student to write a short piece of writing.</p> <p>To be able to explain how changing the modal verb can change the meaning of the sentence.</p> <p>To encourage students to love animals and be kind with them.</p> <p>To create awareness of the problems faced by Handicapped persons in the society and to respect their abilities.</p> | | <p>Animal feeding bowl.</p> <p>Poster making with content on-Famous specially challenged personality, who has achieved great success</p> |
| December | <p>READING- Unseen Passage</p> <p>WRITING-Paragraph writing, Informal letter</p> | <p>To assess the understanding skills.</p> <p>To enable the student to write a long piece of writing.</p> | Holiday Homework | |



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| | GRAMMAR -Direct and Indirect speech. LITERATURE -S-6 The Fight P-5 On the Grasshopper and Cricket | To understand the conventions of informal letter writing. Distinguish between direct and indirect speech. To see other person's positives and learn from them. To showcases the students the constant music of the nature. | | |
| January | READING - Unseen Passage WRITING -Dialogue writing GRAMMAR -Direct and indirect speech. LITERATURE - L-8 A Short Monsoon Diary S-7 Jalebis | To assess the understanding skills. To express their ideas in sequenced manner effectively. Distinguish between direct and indirect speech. To learn how to pen down their thoughts in the form of Diary Entry. To create awareness about decision making. | | |
| February | READING - Unseen Passage WRITING -Informal letter GRAMMAR -Active Passive LITERATURE - S-8 ANCIENT EDUCATION | To assess the understanding skills. To understand the conventions of informal letter writing. To enable the students to transform the sentences. To realise importance of education system. | | |

Exam Syllabus

| Unit Test I | Unit Test II | Half Yearly | Unit Test III | Unit Test IV | Annual |
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| <u>READING</u> – Unseen passage <u>WRITING</u> – Notice Writing Paragraph Writing <u>GRAMMAR</u> – Determiners <u>LITERATURE</u> L-1 The Best Christmas Present | <u>READING</u> – Unseen passage <u>WRITING</u> – Notice Writing, Letter to Dealer for defective items <u>GRAMMAR</u> Determiners, Tenses <u>LITERATURE</u> L-2 The Tsunami P-2 Geography Lesson | <u>READING</u> – Unseen passages <u>WRITING</u> – Notice, Letter to Dealer, Story Writing, Letter to Editor, Paragraph Writing <u>GRAMMAR</u> – Determiners, Conjunctions, Tenses, Active passive <u>LITERATURE</u> L-1,2,3,4 P-1,2,3, | <u>READING</u> – Unseen passage <u>WRITING</u> – Bio sketch, Notice Writing <u>GRAMMAR</u> – Prepositions, Modals <u>LITERATURE</u> L-5 The Summit Within P – 4 The School Boy | <u>READING</u> – Unseen passage <u>WRITING</u> – Informal letter, Paragraph Writing <u>GRAMMAR</u> – Prepositions, Direct Indirect Speech <u>LITERATURE</u> L-6 This is Jody's Fawn | <u>READING</u> – Unseen passages <u>WRITING</u> – All Notices, Bio sketch, Letters, Story, Informal letter, Paragraph Writing, Dialogue writing <u>GRAMMAR</u> – All the topics Covered in the class. <u>LITERATURE</u> L-2,6,7,8 P-1,3, 4,5 |



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| P-1 The Ant and the Cricket <u>S.READER –</u> S-1 How the Camel got His Hump | <u>S.READER –</u> S-2 Children at Work | <u>S.READER –</u> L-1,2,3,4 | <u>S.READER –</u> S-5 Princess September | L-7 A Visit to Cambridge P-3 The last bargain <u>S.READER –</u> S-6 The Fight | <u>S.READER –</u> L-2,5,6,7,8 |
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Celebrating 75 Years

**SUBJECT – HINDI**

| Month | Name of the Chapter | Objective/Aim | Subject Enrichment Activity | Project |
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| April | अपठित -गद्यांश व्याकरण- भाषा बोली लिपि और व्याकरण, वर्ण विचार, पर्यायवाची, विलोम शब्द, शब्द विचार, संज्ञा व काल- वसंत पाठ 1- लाख की चूड़ियाँ, पाठ 2 बस की पाठ यात्रा, पाठ 3 दीवानों की हस्ती बुद्धचरित-पाठ 1 आरंभिक जीवन लेखन अनुच्छेद औपचारिक पत्र | वाचन तथा ग्रहण क्षमता का विकास भाषा का शुद्ध प्रयोग सिखाना तथा शब्द भंडार में वृद्धि करना लघु तथा कुटीर उद्योगों के विषय में बताना। हास्य व्यंग्य विधा का परिचय देना। कर्तव्य निर्वाह आनंद पूर्वक करने की प्रेरणा देना। प्रकृति की विश्वव्यापी रूप का परिचय देना। महात्मा बुद्ध के प्रारंभिक जीवन से परिचित कराना। विचारों को प्रभावशाली ढंग से व्यक्त करने की क्षमता विकसित करना। | महात्मा बुद्ध का वंश परिचय दीजिए | लाख की प्राप्ति कहां से होती है तथा लाख की वस्तुएं कैसे बनती हैं विवरण एकत्र कीजिए (A4 SHEETपर) तथा लाख की दो वस्तुएं कक्षा में प्रदर्शित कीजिए। |
| May | अपठित - पद्यांश व्याकरण- कारक, लिंग, वचन, उपसर्ग, प्रत्यय व संधि वसंत - पाठ 4 भगवान के डाकिए, पाठ 5 क्या निराश हुआ जाए बुद्धचरित- पाठ 2 अभिनिष्क्रमण लेखन- संवाद लेखन, अनौपचारिक पत्र | वाचन तथा भाव ग्रहण क्षमता का विकास। नवीन शब्द निर्माण क्षमता विकसित करना। आशावादी दृष्टिकोण विकसित करना। राजकुमार सिद्धार्थ के जीवन में आए परिवर्तनों के कारणों से परिचित कराना। विचारों को प्रभावशाली ढंग से व्यक्त करने की क्षमता विकसित करना | | एस. एम. एस. फैक्स व ई मेल में क्या अंतर है। |
| July | अपठित -गद्यांश /पद्यांश व्याकरण- अनेक शब्दों के लिए एक शब्द, अनेकार्थक शब्द समास, मुहावरे वसंत - पाठ 6 यह सबसे कठिन समय नहीं है, साखियाँ, बुद्धचरित- पाठ 3 ज्ञान प्राप्ति लेखन- सूचना लेखन | वाचन तथा भाव ग्रहण क्षमता विकसित करना। नवीन शब्द निर्माण क्षमता विकसित करना। आशावादी दृष्टिकोण विकसित करना। धार्मिक सहिष्णुता पर बल। राजकुमार सिद्धार्थ के जीवन में आए परिवर्तनों के कारणों से परिचित कराना। लेखन तथा कल्पना शक्ति को विकसित करना। | विलोम पर्याय एकार्थी अनेकार्थी शब्दों के आधार पर एक वर्ग पहेली बनाइए | बस के टिकट का संकलन, पुराने बस और आज की बस में क्या अंतर है। |
| August | अपठित -गद्यांश /पद्यांश व्याकरण - श्रुतिसमभिन्नार्थक शब्द, लोकोक्तियाँ सर्वनाम, संधि व शब्दालंकार वसंत -, पाठ 7 कबीर की साखियाँ, पाठ 8 सुदामा चरित बुद्ध चरित - पाठ 4 धर्म चक्र प्रवर्तन लेखन - अनुच्छेद, पत्र लेखन (शिकायती पत्र) | वाचन तथा भाव ग्रहण क्षमता विकसित करना शब्द भंडार में वृद्धि करना वह संधि एवं विग्रह द्वारा नए शब्द निर्माण की प्रक्रिया से अवगत कराना। सदैव मित्रता निर्वाह की प्रेरणा देना। बौद्ध धर्म के उद्भव तथा विकास के विषय में बताना। लेखन में कल्पना शक्ति विकसित करना। | | कक्षा में अभिनय मंचन, व मित्रता का महत्व |
| September | अपठित -गद्यांश /पद्यांश व्याकरण-मुहावरे, लोकोक्तियाँ, व पूर्व कार्य की पुनरावृत्ति वसंत -पाठ 9 जहाँ पहिलों है बुद्धचरित -अभ्यास लेखन -पत्र, अनुच्छेद संवाद | वाचन तथा भाव ग्रहण क्षमता का विकास करना। पूर्व ज्ञान परीक्षण स्त्री सशक्तिकरण का परिचय देना। पूर्व ज्ञान परीक्षण लेखन कौशल का विकास | | |
| October | अपठित -गद्यांश व्याकरण - विशेषण, विलोम, पर्याय, एकार्थी प्रतीत होने वाले शब्द वसंत -पाठ 10 अकबरी लोटा बुद्धचरित - अभ्यास पत्र लेखन -अनुच्छेद, विज्ञापन-लेखन | वाचन तथा ग्रहण शक्ति विकसित करना। शब्द भंडार में वृद्धि करना व विशेषण प्रयोग करना सिखाना। परिस्थितियों के अनुसार बुद्धि प्रयोग का महत्व बताना। अभिव्यक्ति क्षमता का विकास करना। | | अपनी कल्पनाशीलता के आधार पर एक लोटा तैयार कीजिए। |



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| November | अपठित -पद्यांश व्याकरण -क्रिया,वाच्य मुहावरें,लोकोक्तियाँ वसंत -पाठ 11 सूर के पद ,पाठ 12 पानी की कहानी बुद्धचरित -पूर्ववर्ती अध्यायों पर आधारित प्रश्नावली लेखन -सार लेखन | भाव ग्रहण क्षमता विकसित करना । क्रिया की परिभाषा व भेद ज्ञान कराना । कृष्ण के बाल रूप तथा लीलाओं से परिचित कराना । जल चक्र का परिचय देना । पूर्व ज्ञान परीक्षण कल्पना शक्ति तथा अभिव्यक्ति क्षमता विकसित करना । | कृष्ण जीवन से संबंधित अंतर कथाएं पढ़ना तथा दिए हुए समय में अपने शब्दों में लिखकर उनमें निहित अर्थ बताना । | पाठ्यपुस्तक की कहानी कामचोर तथा मार्केट्वेन के चरित्र टामसायर में क्या समानता है- पता करके विवरण तैयार कीजिए । |
| December | अपठित - गद्यांश व्याकरण -अव्यय , वाक्य विचार ,अर्थालंकार , विराम चिन्ह वसंत -पाठ 13 बाजऔर साँप बुद्धचरित -पाठ 5 महापरिनिर्वाण लेखन -प्रतिवेदन सार लेखन | वाचन क्षमता का विकास । वाक्यों को सही चिन्हों द्वारा सुंदर सटीक बनाने का ज्ञान देना अलंकारों के प्रयोग से भाषा सौंदर्य में वृद्धि करना सिखाना । साहस का महत्व बताना महात्मा बुद्ध के संपूर्ण जीवन काल से परिचित कराना । पत्र लेखन कला का महत्व तथा विचार अभिव्यक्ति क्षमता विकसित करना | | जलचर नभचर व थलचल में रहने वाले प्राणियों का चित्र सहित वर्णन कीजिए। |
| January | अपठित - गद्यांश / पद्यांश व्याकरण -वाच्य ,अलंकार, वसंत - पुनरावृत्ति बुद्धचरित -अभ्यास पत्र लेखन - अनुच्छेद, पत्र लेखन | अलंकारों के प्रयोग से भाषा सौंदर्य वृद्धि ज्ञान देना | | |
| February | अपठित -पद्यांश व्याकरण -पुनरावृत्ति वसंत -अभ्यास बुद्धचरित-अभ्यास लेखन-पुनरावृत्ति | ज्ञान तथा गृहण परीक्षण पूर्व ज्ञान परीक्षण | | |

Exam Syllabus

| Unit Test I | Unit Test II | Half Yearly | Unit Test III | Unit Test IV | Annual |
|---|---|--|--|--|--|
| अपठित गद्यांश पठित पद्यांश अनौपचारिक पत्र ,अनुच्छेद ,संवाद व सूचना लेखन व्याकरण- पाठ-1 भाषा बोली लिपि और व्याकरण पाठ -2 वर्ण-विचार, पाठ-4 शब्द विचार, पाठ 14 संज्ञा, विलोम शब्द (129-137) पर्यायवाची शब्द (50- 65) वसंत से पाठ - पाठ 1 लाख की चूड़ियाँ ,पाठ 2 बस की यात्रा पाठ 3 दीवानों की हस्ती बुद्धचरित से पाठ 1 आरंभिक जीवन | अपठित पद्यांश पठित गद्यांश औपचारिक पत्र, अनुच्छेद लेखन,संवाद तथा सूचना लेखन । व्याकरण पाठ 11 उपसर्ग , पाठ 12 प्रत्यय, पाठ 15 लिंग ,पाठ 16 वचन ,पाठ 17 कारक ,पाठ 21 काल, अनेक शब्दों के लिए एक शब्द (20-30) वसंत से पाठ- पाठ 4 भगवान के डाकिए (कविता), पाठ 5 क्या निराश हुआ जाए बुद्धचरित से पाठ 2 अभिनिष्क्रमण | अपठित व पठित गद्यांश पद्यांश पत्र (अनौपचारिक तथा औपचारिक) अनुच्छेद, संवाद तथा सूचना लेखन। व्याकरण-भाषा बोली लिपि और व्याकरण,वर्ण विचार,संधि,समास, संज्ञा, सर्वनाम, अलंकार (केवल शब्दालंकार) पर्यायवाची शब्द (20-30) विलोम शब्द (101-110) श्रुतसमभिन्नार्थक शब्द (45-55) अनेकार्थी शब्द (44-54) मुहावरें (30-40) लोकोक्तियाँ (1-10) वसंत से पाठ- | अपठित गद्यांश पठित पद्यांश पत्र (अनौपचारिक तथा औपचारिक) अनुच्छेद, विज्ञापन तथा सार लेखन । व्याकरण पाठ 19 विशेषण पाठ 20 क्रिया विलोम शब्द (90-100), एकार्थी प्रतीत होने वाले शब्द (15-25), मुहावरें (41-50) , लोकोक्तियाँ (11-20) वसंत से पाठ- पाठ 8 सुदामा चरित , पाठ 9 जहाँ पहिया है बुद्धचरित से पाठ 4 धर्मचक्र प्रवर्तन | अपठित पद्यांश पठित गद्यांश पत्र, (अनौपचारिक तथा औपचारिक) अनुच्छेद, विज्ञापन तथा प्रतिवेदन लेखन । व्याकरण पाठ 23 अव्यय , पाठ 26 वाक्य विचार ,पाठ 28 विराम -चिन्ह तथा अलंकार (केवल अर्थालंकार) वसंत से पाठ- पाठ 10 अकबरी लोटा , पाठ 11 सूर के पद , पाठ 12 पानी की कहानी | अपठित व पठित गद्यांश, पद्यांश पत्र (अनौपचारिक तथा औपचारिक) अनुच्छेद,विज्ञापन तथा सार लेखन । व्याकरण विशेषण, क्रिया, वाच्य,अव्यय, वाक्य विचार, विराम चिन्ह, अलंकार (केवल अर्थालंकार) पर्यायवाची शब्द (35-45), विलोम शब्द (119-128), मुहावरें (56-65), लोकोक्तियाँ (23-32), एकार्थी प्रतीत होने वाले शब्द (26-35) वसंत से पाठ- 2,3,8,9,10,11,12 पाठ 13 बाज और साँप |



CLASS: VIII – BIFURCATED SYLLABUS – 2024 – 25



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| | | 1, 2,3,4,5, पाठ6 यह सबसे कठिन समय नहीं है, (कविता), पाठ7 कबीर की साखियाँ बुद्धचरित से पाठ 1,2 ,3 | | बुद्धचरित से पाठ 5 महापरिनिर्वाण | बुद्धचरित से पाठ 3,4 ,5 |
|--|--|--|--|-------------------------------------|-------------------------|

Celebrating 75 Years

**SUBJECT – SANSKRIT**

| Month | Name of Chapter | Objective/Aim | Enrichment Activity |
|-----------|---|--|---|
| April | अपठित- गद्यांश, व्याकरण- शब्दरूप "धेनु" धातुरूप "वद्" (लट्लकारे) दैनिक शब्दावली, पर्यायवाची, वलोमशब्द, व संख्याएं पाठ 1 व 2 | शब्दरूप, धातुरूप का बोध कराना व संस्कृत शब्दावली का विकास करना रोचक वचन परक श्लोकों का बोध, कथा के माध्यम से संस्कृत वषय में रुचि जागृत करना | |
| May | शब्दरूप:- 'राजन्', धातुरूप:- वद् (लङ्लकारे, लृट्लकारे) पाठ -3 | नकारान्त पुल्लिङ्ग शब्द रूप का ज्ञान कराना डिजिटल ईडया का भाव बोध कराना | स्वास्थ्य वर्धक पौष्टिक तत्वों का चित्र बना कर उनके नाम संस्कृत में लिखें |
| July | अपठित गद्यांश, शब्दरूपम् - (मातृ), धातुरूपम्- वद् (पञ्चेषुलकारेषु) पाठ 4, 5 व 6 | ग्रहण क्षमता का विकास करना ऋक्प्राप्त शब्द रूप का ज्ञान जागरण तथा कर्मठता का संदेश संकट में चतुराई एवं प्रत्युत्पन्न मति से समस्या का समाधान संस्कृत शब्दावली का विकास | संज्ञान |
| August | दैनन्दिन प्रयोगाय शब्दावली, पर्यायवाची शब्दाः पाठ 7 | संस्कृत शब्दावली का विकास व श्लोक पद्यगायन का बोध कराना | व भन्न प्रकार के वृक्षों के सूखे पत्रों को एकत्रित कीजिए और उनके महत्व को बताइए |
| September | अपठित गद्यांश वाक्य निर्माण पाठ 8 | संस्कृत भाषा में रुचि उत्पन्न करना भाव ग्रहण क्षमता का विकास करना ज्ञान कौशल एवं शल्प के धनी 'गजधर' के वषय में बताना | श्रवण वाचन परीक्षण |
| October | धातुरूप- इष्, (लट्लकारे, लृट्लकारे) पाठ 9 व 10 | संस्कृत धातु बोध, उत्तर पूर्व के 7 राज्य वशेष का बोध पद्यात्मक शैली का विकास व मानवीय मूल्यों का ज्ञान | अंग्रेजी शब्दों को संस्कृत में एकता लका बना कर लिखें |
| November | दैनन्दिनीशब्द, वस्त्रों के नाम, उपसर्ग शब्दरूप- अस्मद्, युष्मद्, पाठ 11 | संस्कृत शब्दावली का विकास व संख्या ज्ञान, महिला शरोमण सा वत्री बाई फूले के वषय में बताना | |
| December | धातुरूप- 'इष्' लङ्लकार, संख्या - 1- 100 शब्दरूप- इदम् पाठ 12 व 13 | धातुरूप संख्या एवं शब्द रूप के वषय में जानकारी देना स्वच्छता तथा पर्यावरण सुधार के वषय में ज्ञान भारत का गौरव एवं गुणगान | |
| January | शब्दरूप- इदम् तीनों लङ्गो मे, धातुरूप- 'इष्' (पाँचौलकार), संख्या - 1-100 पर्याय, वलोमशब्द, दैनिकशब्दाः पाठ 14 | पूर्व ज्ञान परीक्षण आर्यभट्ट के वषय में बहुत कराना | |
| February | पुनरावत कार्य | पूर्वज्ञान परीक्षण | श्रवण वाचन परीक्षण |

Exam Syllabus

| Unit Test I | Unit Test II | Half Yearly | Unit Test III | Unit Test IV | Annual |
|--|--|--|---|---|---|
| अपठित व पठित गद्यांश पाठ ,1,2:- शब्दरूप:- 'धेनु' धातुरूपलट् व लृट् लकारे दैनन्दिनप्रयोगायशब्दावली , पर्यायवाचीशब्दाः वलोमशब्दा ,:संख्या 1-40 | अपठित व पठित गद्यांश पाठ,3,4,5:- शब्दरूप:- 'राजन्' - :धातुरूप , (वद्)लृट्लकारे , लोटलकारे दैनन्दिनप्रयोगायशब्दावली , पर्यायवाचीशब्दाः, वलोमशब्दा , (संख्या)41-60 | अपठित व पठित गद्यांश ,: पाठ 1-से ,तक 7 शब्दरूपम् , (मातृ)-धातुरूप वद् पञ्चेषुलकारेषु - दैनन्दिनप्रयोगायशब्दावली , पर्यायवाचीशब्दाः, वलोमशब्दा वाक्यनिर्माण | अपठित व पठितगद्यांशपाठ-8,9 व 10 शब्दरूप ,अस्मद् - युष्मद्धातुरूप ,इष् - लट्लकारे,लृट्लकारे दैनन्दिनीशब्द , वस्त्रों के नाम उपसर्ग , चित्र वर्णन,वाक्य निर्माण | अपठित व पठितगद्यांश पाठ ,11,12,13- धातुरूप-'इष्' लङ् व लोटलकार-1 -संख्या , 100 वाक्यनिर्माण , चित्रवर्णन शब्दरूपइदम् - | अपठित व पठित गद्यांश पाठ 8 ,9,10,11,12,13,14 शब्द रूप इदम् (तीनों लंग) ,धातुरूपम् इष् पञ्चेषुलकारेषु दैनन्दिनप्रयोगायशब्दावली , पर्यायवाचीशब्दाः, वलोम शब्दा चित्र वर्णन,वाक्य निर्माण |

**SUBJECT – FRENCH**

| Month | Name of Chapter | Objective/Aim | Enrichment Activity |
|-----------|---|---|--|
| April | leçon 1 connaissons la France | learn some important facts about France and its culture. Moreover, they would also learn a little bit about the geography and gastronomy of France. | |
| | leçon 2 la rentrée Les articles, les adjectifs, qui/que, les conjonctions. | To make them understand French adjectives and their usage. To make them revise previous grammar topics. | Make sentences using qui/que. |
| May | leçon 3 Ma mère L'adjectif tout, les adverbes | To make them understand the adverbs and to improve the vocabulary. | |
| July | leçon 4 On fait un gros Les expressions négatives | To enable students to use different types of negative expressions. | |
| August | leçon 5 Qu'est-ce que tu as fait le weekend? Le passé avec avoir | To make them understand the concept of past tense. | To make sentences in past tense. |
| September | leçon 6 Connaissons les célèbres Français Les verbes pronominaux en passé | To make them aware with famous French celebrities. | |
| October | leçon 7 J'aime lire Le passé avec être | To make them understand the past with être. | |
| November | leçon 8 La soirée d'adieu Les verbes pronominaux en pass, L'invitation | To make them write an invitation in French. | Invite your friend for your birthday or a movie. |
| December | leçon 9 les projets de vacances Le passé récent, le futur proche | To make them understand some new tenses in French. | |
| January | leçon 10 une journée à mon goût Le futur simple | To make them understand future tense. | Make a list of your plans using future simple. |
| February | Revision | | |

Exam Syllabus

| Unit Test I | Unit Test II | Half Yearly | Unit Test III | Unit Test IV | Annual |
|---|---|--|--|---|---|
| leçon 1 et 2 Les adjectifs démonstratifs, interrogatifs, possessifs, qui/que, les conjonctions | leçon 3 et 4 l'adjectif tout, les adverbes les expressions négatives, Les contraires des adverbes, trouvez la question | leçon 1 à 5 unseen passage les articles contractés, les adjectifs possessifs et démonstratifs, | leçon 6 et 7 le passé composé avec être, le vocabulaire du leçon 6, | Leçon 8 et 9 le passé composé avec les verbes pronominaux. le futur proche, | unseen passage, , l'adjectif démonstratif et interrogatif, le passé composé avec |



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| | | Qui/que,mettez en ordre, les adverbess, la négation, le passé composé avec avoir. Culture et civilisation (L-1) | lesconjugaisons du verbe au passé. Les questions du leçon-6 | Le pasee recent | avoir et être, le passé recent les adverbess (leçon 3), l'adjectif tout, le futurproche, le futur simple, Culture et civilisationleçon 1 et 6 |
|--|--|---|---|-----------------|---|

**SUBJECT – SCIENCE**

| Month | Name of Chapter | Objective/Aim | Enrichment Activity | Project/stem |
|-----------|---|---|--|------------------------------------|
| April | Ch-1 Crop production and management | To understand the various Agriculture practices and tools used. Introduction to animal husbandry | To separate healthy and diseases seeds. | |
| | Ch -2 Microorganisms: Friends and foe | To know and understand family of Various microorganism and their useful and harmful effects in our day-to-day life | To see a microscope and understand its functioning | To make an egg laying box for hen |
| May | Ch - 2 Microorganisms: Friends and foe (Cont.) | To know and understand family of Various microorganism and their useful and harmful effects in our day to day life | To observe the action of yeast on sugar. | |
| | Ch- 3 Coal and petroleum | To know about types of natural resources, constituents of coal And petroleum | | |
| July | Ch- 4 Combustion and flame | To know about combustion, understanding burning of any substance and to distinguish between combustible and non-combustible substance, conditions necessary for combustion, structure of flame. | To observe the different zones of flame. To understand the concept of ignition temperature through simple experiment. | To make our own fire extinguisher. |
| | Ch- 5 Conservation of plants and animals | To know about protected areas, endemic species, flora and fauna, migration, and red data Book | | |
| August | Ch- 8 Force and pressure | To know about types of forces, Effects of forces, atmospheric pressure | To study the effects of Pressure at different height | To make a solar oven |
| | Ch- 9 Friction | To understand various types of friction, useful and harmful effects of friction and methods To reduce friction | To show that rolling friction is smaller than sliding friction | |
| September | Revision and half yearly examination | | | |
| October | Ch- 6 Reproduction in animals | Types of reproduction, male and female reproductive system, fertilization, asexual reproduction in amoeba and Hydra | To understand and remember the position of different glands and the hormones secreted by them through chart. | To make a veggie ball |
| | Ch- 7 Reaching the age of adolescence | To study about the various changes during adolescence, determination of sex, endocrine glands- their locations and Function reproductive health | | |



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|----------|--|---|--|-----------------------------|
| November | Ch- 11 Chemical effects of electric current | To understand about conductors and insulators, chemical effects of electric current and electroplating | To make a simple tester using heating effect of electric current To find the positive terminal of a battery | |
| | Ch- 10 Sound | To understand the mechanism of production of sound, characteristics of sound, audible And inaudible sound, noise pollution. | To show that (a) A vibrating body produces sound. (b) Sound can travel through solids. | To make a string instrument |
| December | Ch- 10 Sound(Cont.) | To understand the mechanism of production of sound, characteristics of sound, audible and inaudible sound, noise pollution. | | |
| | Ch- 13 Light | To study the laws of reflection, multiple reflection, human eye, braille system | (a) To show the laws of reflection. (b) To show Dispersion of light by a prism | To make a projector. |
| January | Ch- 12 Some natural phenomena | To understand how lightning and earthquake occurs, precautions taken during lightning and earthquake | To show the working of an electroscope. | |
| February | Revision and annual examination | | | |

Exam Syllabus

| Unit Test I | Unit Test II | Half Yearly | Unit Test III | Unit Test IV | Annual |
|-------------|--------------|------------------------|---------------|--------------|-----------------------------------|
| Ch. 1, 2 | Ch. 4, 5 | Ch.1, 2, 3, 4, 5, 8, 9 | Ch. 6, 7 | Ch. 11, 13 | Ch. 2, 4, 6, 7, 8, 10, 11, 12, 13 |

**SUBJECT – MATHS**

| Month | Name of the Chapter | Objective/Aim | Subject Enrichment Activity | Project |
|-----------|---|---|--|---------|
| April | 1.Rational numbers | To learn about rational numbers and their properties. | | |
| | 2.Linear Equations in One Variable | To learn about liner equations in one variable and their application in life. | | |
| May | 3.Understanding Quadrilaterals | To learn about different types of quadrilaterals and their properties. | Verification of exterior angle property of regular polygons by exterior angle kit. | |
| July | 4.Data Handling | To learn about different ways to represent the data and application of probability in practical life. | Prepare a pie chart of favourite sports of class. | |
| | 5.Squares and Square Roots | To learn about basic concepts and methods to find squares and square roots. | | |
| | 6.Cubes and Cube Roots | To learn about basic concepts and methods to find cubes and cube roots. | | |
| August | 9.Mensurations | To calculate the area and volume of different type of solids. | Mensuration by 3D kit. | |
| September | Revision for half yearly | | | |
| October | 8.Algebraic Expressions and Identities | To learn about use of different arithmetic operations on algebraic expressions. | | |
| November | 8.Algebraic Expressions and Identities (Continued) 11.Direct and Inverse Proportions | To understand the concept of direct and inverse proportions in different situations. | | |
| December | 7.Comparing Quantities | To learn about percentage and interests and their application in routine life. | Live activity based on comparison of simple and compound interest. | |
| | 10.Exponents and Powers | To express large numbers in easier way by using laws of exponents. | | |
| January | 12.Factorisation | To apply various identities and methods in factorisation of different expressions. | Verification of $(A+B)^2 = A^2 + 2AB + B^2$ through algebra kit. | |
| February | 13.Introduction to Graphs Revision for annual | To compare different situation by linear graph. | Introduction to graphs through x and y axis kit. | |

**Exam Syllabus**

| Unit Test I | Unit Test II | Half Yearly | Unit Test III | Unit Test IV | Annual |
|-------------|--------------|-------------------------|---------------|--------------|-----------------------------------|
| Ch.1, 2 | Ch. 3, 4 | Ch. 1, 2, 3, 4, 5, 6, 9 | Ch. 8, 11 | Ch. 7, 10 | Ch. 2, 3, 5, 7, 8, 10, 11, 12, 13 |

Celebrating 75 Years



SUBJECT – SOCIAL SCIENCE

| Month | Name of the Chapter | Objective/Aim | Subject Enrichment Activity | Project |
|-----------|---|---|--|--------------------------|
| April | Ch-1 How, When & Where | The changes that occur over time (Past, Present) | | |
| | Ch-1 Indian Constitution | Formation of Indian Constitution-Features & need | | |
| | Ch-1 Resources | The value of Resources & Need to conserve them | | |
| | Ch-2 From Trade to Territory | The role of British from Trader to Ruler | | |
| May | Ch-2 From Trade to Territory Ch-3 Ruling Countryside | The role of British from Trader to Ruler The pattern of British Rule & its effects | To prepare a travelogue | |
| | Ch-2 Understanding Secularism | Importance of Secularism in Indian Society | | Project based assessment |
| July | Ch-3 Ruling Countryside Ch-4 Tribals, Dikus & Vision of a Golden Age | Customs and Rituals of Tribal Societies | Writeup on the contribution of Birsa Munda | |
| | Ch-3 Parliament and making of laws | Formation and Functions of Parliament | | |
| | Ch-2 Land, Soil, Water- Natural Resources | Knowledge of different resources and their classification | | |
| August | Ch-5 When People Rebel | Analysis the reasons of Revolt and critically examine its effects | | |
| | Ch-4 Judiciary | Making of Laws and Distribution of Powers between State & Central Govt. | | |
| | Ch-3 Agriculture | Identify various types of Farming and the importance of Agriculture | | |
| September | Ch-4 Judiciary | The Structure of Indian Judiciary and its features | | |
| | Revision | | | |
| October | Ch-6 Civilising the “Native” Educating the | Cultural Mission of Britishers in India-Education, Culture & Values | | |
| | Ch-5 Understanding Marginalization | To create awareness about the marginalised communities and how to protect them | | |
| November | Ch-6 Civilising the “Native” Educating the | Cultural Mission of Britishers in India-Education, Culture & Values | | |



| | | | | |
|----------|------------------------------------|--|---|--------------------------|
| | Ch-5 Understanding Marginalisation | To create awareness about the marginalised communities and how to protect them | Make a chart showing classification of industries | |
| | Ch-4 Industries | The different types and importance of Industries in the growth of India | | |
| December | Ch-7 Women, Caste and Reform | The Period of Social Reforms and the beginning of Modern Age | Activity based Assessment | |
| | Ch-6 Confronting Marginalisation | Economic, Social, Cultural & Political Factors which Led to Marginalisation | | |
| | Ch-5 The Human Resources | The Importance of Human Resources and the ways to develop it. | | |
| January | Ch-8 Making of a National Movement | To create the feeling of Gratitude for freedom fighters and different phases of National movement. | | |
| | Ch-7 Public Facilities | The Role Govt. in providing Public Facilities and Implementing Laws | | |
| February | Ch-8 Law and Social Justice | Laws to protect people from Exploitation | | Project based assessment |
| | Revision | | | |

Exam Syllabus

| Unit Test I | Unit Test II | Half Yearly | Unit Test III | Unit Test IV | Annual |
|-----------------|-----------------|----------------------|-----------------|-----------------|-------------------|
| History Ch. 1 | History Ch. 2 | History Ch.1, 2,3,4 | History Ch. 5 | History Ch. 6 | Complete syllabus |
| Civics Ch. 1 | Civics Ch. 2 | Civics Ch.1, 2,3,4 | Civics Ch. 5 | Civics Ch. 6 | Complete syllabus |
| Geography Ch. 1 | Geography Ch. 2 | Geography Ch 1, 2, 3 | Geography Ch. 4 | Geography Ch. 5 | Complete syllabus |

**SUBJECT – COMPUTERS / ARTIFICIAL INTELLIGENCE**

| Month | Name of the Chapter | Objective/Aim | Activity/Practical |
|--------|--|---|--|
| April | Ch. 1. Networking | Students will be able to: <ul style="list-style-type: none"> Learn the basic concept of computer network, its advantages, and disadvantages. Know the different types of networking components, network architecture, and topologies. Know how to access a file from a shared drive. Understand network security. | Make a presentation on the topic: Network Security. Prepare at least 5 slides. Set a beautiful background. Apply nice formatting and animation effects to it. |
| | Ch. 2. Emerging Trends | <ul style="list-style-type: none"> Understand the concept of some emerging trends, like Blockchain, Extended Reality, Expert System, Edge Computing, etc. Know the application areas where the concepts of these technologies are being used. | Governments provide various scholarships to students of different classes. Prepare a report on how blockchain technology can be used to promote accountability, transparency, and efficiency in the distribution of scholarships. Make a presentation of the same. |
| May | Ch. 4. Audacity | Students will be able to: <ul style="list-style-type: none"> Know the features of Audacity. Know the various components of the Audacity window. Open, play, edit, and record an audio file. Save the project. | Select your favourite music files and edit them for your school function. |
| July | Ch. 1. Excite | Students will be able to: <ul style="list-style-type: none"> Define AI. State the difference between AI and human intelligence. List the real-life applications of AI. State the fields related to artificial intelligence. Describe the domains of AI. | Design the layout of your dream smart home to show the indoor and outdoor views of your house – the number of rooms, areas, furniture, garden, porch, etc. Specify the kinds of smart gadgets you would like to have. |
| | Ch. 2. Relate | <ul style="list-style-type: none"> List the most common fields that use AI. Identify apps that use AI. Comprehend the concept of smart living. Know the features and benefits of smart homes and cities. | Write your ideas and expectations about smart homes. |
| August | Ch. 5. Introduction to App Development | Students will be able to: <ul style="list-style-type: none"> Describe the types of apps and their uses. Download and install apps. | Create an app, named “Hit_Me”, in MIT App Inventor. A small horse will randomly jump |



| | | | |
|------------------|--|--|---|
| | | <ul style="list-style-type: none"> Design and develop an app. | around the screen and the score increases whenever you tap it. |
| September | Revision | Half Yearly Examination | |
| October | Ch. 6. Links and Frames in HTML | Students will be able to: <ul style="list-style-type: none"> Use the anchor tag to link web pages. Use the different CSS properties to create hyperlinks. Insert audio and video clips in web pages. Add frames in web pages. | Create a HTML document on CSS Text vs CSS Fonts. The web page should contain two frames wherein one frame will display Text properties and the other Font properties. Use unordered list to display the properties in each frame. |
| November | Ch. 8. Iterative Statements in Python | Students will be able to: <ul style="list-style-type: none"> Understand and use the different types of control and loop statements. | Write programs for the following. <ul style="list-style-type: none"> To calculate the sum of all numbers from 1 to a given number. To print the digits of a given number in reverse order. |
| December | Ch. 3. Purpose Ch. 4. Possibilities | Students will be able to: <ul style="list-style-type: none"> Understand the concept of sustainable development. State the different sustainable goals. Understand the impact of AI on the SDGs to develop responsible citizenship. State the skills needed for future jobs. Know about inspiring AI – based start – ups. State the career opportunities in AI. | Draw a chart on A3 size sheet showcasing all the 17 SDGs. Create a 'Future Job Advertisement' (think 2050) based on AI – related jobs. |
| January | Ch. 9. Big Data Ch. 10 Data Science | Students will be able to: <ul style="list-style-type: none"> Know about the concept of big data. Explain the 5 V's of big data. Know the application of big data. Interpret data. Know about AI and its domains. Discuss data science. Understand the life cycle of data science. Know about the various applications of data science. | Group discussion on Applications of Big Data. Create a PowerPoint presentation on 'Data Science in Healthcare'. |
| February | Revision | Annual Examination | |

Exam Syllabus

| Half Yearly | Annual |
|---|--|
| Computers: Ch. 1, 2, 4 and 5 Artificial Intelligence: Ch. 1 and 2. | Computers: Ch. 6, 8, 9 and 10 Artificial Intelligence: Ch. 3 and 4. |

**SUBJECT – G.K. & LIFE SKILLS**

| Month | Name of Chapter | Objective / Aim | Life skill |
|------------------|-------------------------------|---|---|
| April | Ch-1: Nature's Basket | To know about natural habitat and natural as well as manmade gardens. | Life Skills (Vibes): Page No. 17 |
| May | Ch-2: Looking at the past | To know about civilization, wars, and revolutions in last 1000 years | Life Skills (Vibes): Page No. 28 |
| | Ch-3: Break Time | To assess knowledge through crossword games and puzzles. | |
| July | Ch-4: Geo Terrain | To know about various places in the world with extreme conditions. | Life Skills (Vibes): Page No. 40 |
| | Ch-5: Book worm | To know about world renown writers and biographies along with few rules to improve vocabulary. | |
| August | Ch-6: Potpourri | To know about fruits unique to a country and a few acronyms of international organizations. | Life Skills (Vibes): Page No. 48 |
| | Ch-7: Culture Gallery | To know about culture and its preservation in different countries. | |
| September | Ch-8: Saare Jahan se achcha | To know about actions taken by India to combat climate change, milestones of Indian cinema, Indian Fashion Industry and Yoga movement by India. | Life Skills (Vibes): Page No. 63 |
| | Discussion of current affairs | | |
| October | Ch-9: Tell me why? | To look for logic behind various phenomenon in different aspects of day-to-day life. | |
| | Ch-10: Science Lab | To learn about various scientists, their inventions, and achievements in Indian space research. | |
| November | Ch-11: Be a sport. | To know about various sports legends and their remarkable feats. | Life Skill (Vibes)s (Vibes): Page No. 84, |
| December | Ch-12: Tricks of the Trade | To know about young entrepreneurs and a few terms related to company and stocks. | Life Skills (Vibes): Page No. 92,98 |
| | Ch-13: Politically correct | To know about various international leaders and elections around the world. | |
| January | Ch-14: Work your brain. | To think out of the box to solve problems of all types. | Life Skills (Vibes): Page No. 104 |
| | Ch-15: Bank Cheque | To learn management of money and analyze information on a cheque. | |
| February | Discussion of current affairs | | Life Skills (Vibes): Page No. 110 |

Exam Syllabus

| Half Yearly | Annual |
|--|--|
| G.K. (vibes) Ch-1: Nature's Basket Ch-2: Looking at the past Ch-3: Break Time Ch-4: Geo | G.K. (vibes) Ch-9: Tell me why? Ch-10: Science Lab Ch-11: Be a sport Ch-12: Tricks of the Trade |



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|---|---|
| Terrain Ch-5: Bookworm Ch- 6: Potpourri Ch-7: Culture Gallery Ch-8: Saare Jahan se achha Life Skills (vibes) Page No. 17 Page No. 28 Page No. 40 Page No. 48 Page No. 63 | Ch-13: Politically correct Ch-14: Work your brain Ch-15: Bank Cheque Life Skills (vibes) Page No. 84 Page No. 92 Page No. 98 Page No. 104 Page No. 110 |
|---|---|

**SUBJECT – ART**

| Month | Name of the Chapter | Objective/Aim | Subject Enrichment Activity | Project |
|------------------|--|--|--|---------|
| April | Perspective artwork in art file Book – Pg-10,11,14,18 | Line and space | Perspective art activity To stimulate creative thoughts, freedom and flexibility | |
| May | Still life with pencil shading Book – Pg-21,23 | Study of blending, Mixing etc. | Shading activity usage of shading pencil to create still life | |
| July | Composition of Baisakhi in art file Book – Pg-26,29 | Study of lines, strokes, colours etc. | Strokes activity to inculcate the technique of strokes | |
| August | Composition of Zoo in art file Book – Pg-33,35,39 | Monuments artwork | Composition activity To use poster colours to create artwork | |
| September | Vehicles drawing Book – Pg-40,41,42,43 | Learning to draw construction vehicles | Perspective art activity Drawing using perspective and making cartoon with vehicles | |
| October | Draw any one folk art. Book – Pg-44,45,46 | | Creative art activity To use poster colours to create art. | |
| November | Composition of picnic scene Book – Pg-48,49,50 | Sketching from nature | Sketching activity To solve design problem to create image | |
| December | Draw a portrait in file. Book – Pg-52,53 | | Nature study Developing the use of water colours in creating birds' art | |
| January | Poster making-Global warming. Book – Pg-54,55,56 | | Poster activity to create awareness on Global warming | |
| February | Book – Pg-59,61,62,65 | Portrait study | | |

Exam Syllabus

| Half Yearly | Annual |
|--|--|
| Book – Pg-10 to 43 Perspective arts, still life, Baisakhi, Zoo scene etc. | Book – Pg-44 to 53 Folk art, picnic scene, poster making, Portrait etc. |

**SUBJECT – SUPW – DESIGN THINKING AND INNOVATION**

| Month | Name of the Chapter | Objective/Aim | Subject Enrichment Activity | Project |
|------------------|---|---|---|--------------------------|
| April | Introduction to the subject | To generate awareness and a sense of discovery and create sensitivity to design. | Introduction to design thinking and design thinking process | |
| May | SUBJECT-A MODULE 1: Introduction to elements for design and story creation. | To create interest in the field of design and motivate students to explore this area. | Make a puppet using paper cut-outs and create a story. THEME (anyone): 1. Gratitude 2. Gender Equality 3. Courage 4. Empathy | Puppet Making |
| July | MODULE 3: Sketching for ideas+ Exploration of Product Ideas | To introduce students to sketching for ideation along with exploring creative variations in product forms. | Design at least 5 different styles of sun-dial and name them according to what sun is called in different international languages. | Sundial Designing |
| August | SUBJECT-B MODULE 1: Introduction to elements for design and story creation. | To make students learn the fundamentals of sketching and product concepts explorations. | Create a simple board game (on paper) using basic shapes of the elements of Design. Name your game and write the rules to play the game. | Game Designing |
| September | MODULE 3: Sketching for ideas+ Product Explorations | To make students sensitive to creating creative variations and understand its significance for creative alternate concepts for Design. | Design a pen/pencil having additional functions using your imagination. Write its innovative functions. | Innovation in pen design |
| October | SUBJECT-C MODULE 1: Introduction to elements for design and story creation. | To enhance an interest designing, nurture their sense of curiosity and motivate students to explore this area. | Convert any two 2D shapes into 3D shape using super clay and explain the shape made out of clay. | 3D shape designing |
| November | SUBJECT-C MODULE 1: Introduction to elements for design and story creation. | To enhance an interest designing, nurture their sense of curiosity and motivate students to explore this area. | Convert any 2D shape into 3D shape depicting any human or cartoon character and write a self-composed poem on it. | Poem Composition |
| December | SUBJECT-C MODULE 2: Exploring Form Transitions+ Forms of environment | To make students sensitive to changes in form and get to know that the knowledge can be applied in product, communication and animation design. | Take two self-captured pictures each of animal, plants and fruits. Identify the visual similarity and write it on a paper. | Photography |



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|-----------------|--|---|---|---|
| January | SUBJECT-C MODULE 4: Process and Environmental Design Project | To make students sensitive to using forms as building blocks and nurture their imagination and creativity. | Identify the problems in classroom / school structure and design your ideal classroom / school structure as per your imagination. | Classroom / School Structure designing |
| February | Presentation of the work done in the entire academic session | | | |

**SUBJECT – SPORTS**

| Month | Name of the Skill | Objective /Aim | Subject Enrichment activity |
|---------------------------|--|--|---|
| April - May | <ul style="list-style-type: none"> • Introduction to various sports: Kho-Kho. • Basic rules and techniques of each sport. • Sitting in squares, chain formation, running, dodging, • Soccer involves several basic skills- passing/shooting, dribbling, and controlling the ball. | Keeps children well strong motivated, enthusiastic, and young. | Participation and effort in SPORTS activities Skill development and improvement over time. Understanding and application of rules and strategies. |
| July | <ul style="list-style-type: none"> • Volleyball rules • Skills-Serving, (passing forearm underhand passing) attack options(hitting/spiking) • Blocking from attack and defend positions). | Boost mood and increases drive to succeed. | Volleyball brings together features individual skills and teamwork, creativity with discipline. Dynamic effort with fun and enjoyment of active movement and controlling the ball. |
| August - September | <ul style="list-style-type: none"> • Basketball: rules, positions, basic strategies. • Passing, shooting, dribbling techniques. • Teamwork drills and small-sided games. • Emphasize communication and cooperation on the field/court. | Promote teamwork, cooperation, and sportsmanship. | Sportsmanship and teamwork. Fitness and physical performance assessments. |
| October - November | <ul style="list-style-type: none"> • Introduction to Badminton. • Hand eye coordination, speed, agility, endurance. • Grips, strokes, serving techniques. • Singles and doubles play. | The game involves the two opponents hitting the shuttlecock over the net into the other Person's side. | Inter house tournaments |
| December - January | <ul style="list-style-type: none"> • Introduction to Cricket rules & regulations • good eye hand coordination, reflex strength, running, speed sound. • Safety guidelines and equipment usage. • Indoor recreational activities: Chess, indoor climbing, yoga. • Focus on enjoying physical activity in various environments. | To score more runs than the opposing team by batting and bowling. | Skill development and improvement. Having good batting and bowling technique. |
| February | <ul style="list-style-type: none"> • Review of skills and techniques learned throughout the year. • Friendly competitions and tournaments. • Individual and team assessments. • Reflection on personal growth and achievement. | Encourage participation and enjoyment of physical activity. | |

**SUBJECT – ASTRONOMY**

| Month | Content | Objective/Aim | Subject Enrichment Activity | Project |
|-----------|--|--|---|---------------------------|
| April | “Our solar system” | Students would be able to know about solar system and scale modelling. | 1-Students explore & compare planets of our solar system. Each student becomes the ambassador’ for a planet & prepares by researching their planet, then meets with other ambassadors to form new mini solar systems. | Solar system |
| | “Scale model” | | In this activity students learn about the relative sizes & distances of objects in the solar system. Students create two ‘mystery objects’ out of clay dough to learn about scale models. | |
| May | “Knowledge about Astronomical tools” | *Students would be able to know about the astronomical tools. | 1- In this activity, students make an equatorial sundial and learns fundamental astronomical concepts. 2-In this activity, students learn about the astronomical telescope , their working and precautions that should be taken while handling. 3- Students will be asked to draw well labelled ray diagram of astronomical telescopes. | |
| July | “Earth as a planet” | *Students would be able to understand basic knowledge of inner structure of earth and how life is possible on earth. | 1-In this activity, students learn about the different layers of earth & the earth’s atmosphere. 2-In this activity, students learn how life is possible on EARTH & has seasons. Learning through Movies A movie will be shown based on the planet “ASTRONOMY” | Structure of earth |
| August | “Knowledge about The milky way” “Galaxies & cosmology, stars” | Students would be able to learn about galaxies, cosmology & stars. | 1-In this activity, students create their own stories about our galaxy, the milky way by observing the sky, galaxies and cosmology. 2-In this activity, students apply the concepts of scale to grasp the distances between stars & galaxies investigate the questions: Do galaxies collide? If so, do the stars within them collide? QUIZ(ASTROMANIA) will be conducted based on astronomy phenomena. | |
| September | Half Yearly Examination | | | |
| October | “Navigating the night sky” | Students would be able to learn about the motion | 1. In this activity, students learn about the stars, moon, meteors, meteorites meteor showers and famous constellation by | Make a model on different |



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|-----------------|---|--|--|----------------|
| | | of the sun & moon, identify famous constellations, eclipses, meteors in the sky. | observing the night sky and investigate the questions: why do stars twinkle in the sky but planets do not ? 2. In this activity, students will be identifying famous constellations and other celestial objects by using star charts. | constellations |
| November | “The origin of universe: Big bang” “Is Black hole an illusion” | Students would be able to that the universe may have started with the Big bang. | 1- In this activity, students learn about the origin of universe from the Big bang theory. 2-1- In this activity, students learn about history black holes. | |
| December | “Astronomical distances” “Universal Law of Gravitation” | *Students would be able to learn the concept of calculating the distance between the celestial bodies. *Students would be able to determine the masses of Sun, the Earth, and the moon. | 1- Conversion of astronomical units in terms of fundamental unit of distance. 2- In this activity students learn how to calculate the gravitational force between two heavenly bodies. 3- In this activity students learn about the importance & applications of universal law of gravitation. | |
| January | “Knowledge about satellites”: | Students would be able learn about the satellites and achievements of India in space research. | 1. In this activity, students gather information about the achievements of India in space research. Prepare an album about the satellite programmes of India. 2. Visit a library and gather more information about the achievements of Kalpana Chawla. Discuss why Kalpana Chawla is an inspiration to all of us. | |
| February | Revision | Annual Examination. | | |

Exam Syllabus

| Half Yearly | Annual |
|--|---|
| Multiple choice questions based on activities conducted from April to August | Multiple choice questions based on activities conducted from October to January |

**SUBJECT – VPA – DANCE (WESTERN)**

| Month | Category/Topic | Activity | Aim/objective | Project |
|------------------|--|--|---|--|
| April | Dance[western] *THEORY * PRACTICAL | Short questions based on dance (1-20) Introduction of freestyle | Introduction to dance | Vibration interschool dance competition |
| May | Dance[western] *THEORY * PRACTICAL | Short questions based on dance (21-40) Basic steps of freestyle | Basic moves of freestyle | Vibration interschool dance competition and Mother's Day |
| July | Dance[western] *THEORY * PRACTICAL | Short questions based on dance (41-60) Practice of dance steps | Practice for perfection | Symphony interhouse dance competition |
| August | Dance[western] *THEORY * PRACTICAL | Short questions based on dance (61-70) Practice | Giving task to perform different characters | Independence Day |
| September | Half yearly Examination | | | |
| October | Dance[western] *THEORY * PRACTICAL | Short questions based on dance (71-90) Introduction new dance style (bolly hop) | Introduction of dance new dance style | Annual function of senior secondary |
| November | Dance[western] *THEORY * PRACTICAL | Short questions based on dance (91-110) Dance choreography of bolly hop | Choreography of bolly hop | |
| December | Dance[western] *THEORY * PRACTICAL | Short questions based on dance (111-130) Practice for perfection | Practice for perfection | Football Tournament (inauguration ceremony) |
| January | Dance[western] *THEORY * PRACTICAL | Short questions based on dance (131-140) Practice for practical | Practice for practical | Republic day |
| February | Annual Examination | | | |

Exam Syllabus

| Half Yearly | Annual |
|---|--|
| Theory: Short questions based on dance (western) (1-70) Practical: freestyle dance and perfection. | Theory: Short questions based on dance (western) (71-140) Practical: choreography of bolly hop dance style. |



CLASS: VIII – BIFURCATED SYLLABUS – 2024 – 25
SUBJECT – VPA – DANCE (CLASSICAL)

| Month | Category/Topic | Activity | Aim/objective | Project |
|------------------|--|---|---|--|
| April | Dance [Classical] * THEORY * PRACTICAL | Short questions based on dance (1-20) Introduction of folk dance {garba} | To gain basic knowledge of Indian folk culture | Vibration interschool dance competition |
| May | Dance[classical] * THEORY * PRACTICAL | Short questions based on dance (21-40) Basic steps | Basic knowledge of folk dance | Vibration interschool dance competition and Mother's Day |
| July | Dance[classical] * THEORY * PRACTICAL | Short questions based on dance (41-60) Practice for perfection | Practice for perfection | Symphony interhouse dance competition |
| August | Dance[classical] * THEORY * PRACTICAL | Short questions based on dance (61-70) Practice on different folk songs of garba | Improvement in folk dance steps | Independence Day |
| September | Half yearly Examination | | | |
| October | Dance[classical] * THEORY * PRACTICAL | Short questions based on dance (71-90) Introduction new dance style | Introduction of dance (kathak) | Annual function of senior secondary |
| November | Dance[classical] * THEORY * PRACTICAL | Short questions based on dance (91-110) Basic of kathak | For improvement in basic or important steps of kathak | |
| December | Dance[classical] * THEORY * PRACTICAL | Short questions based on dance (111-130) Practice for perfection | Practice for perfection | Football Tournament (Inauguration Ceremony) |
| January | Dance[classical] * THEORY * PRACTICAL | Short questions based on dance (131 - 140) Difference between folk and classical dance | To know both styles perfectly | Republic day |
| February | Annual Examination | | | |

Exam Syllabus

| Half Yearly | Annual |
|---|---|
| Theory: Short questions based on dance (western) (1-70) Practical: freestyle dance and perfection. | Theory: Short questions based on dance (western) (71-140) Practical: hip-hop dance and perfection. |

**SUBJECT – VPA – INSTRUMENTAL (INDIAN)**

| Month | Category | Activity | Aim/Objective | Project |
|------------------|--|---|--|--|
| April | Instrumental [Indian] • Theory • Practical | <ul style="list-style-type: none"> Short questions (1-20) Tabla, Dholak, Taal Dhapli, Miracas, Taal Teentaal, Jhaptal, Dadra Taal on Tabla. | Introduction of the Indian Instrument | Preparation of the Inter House Instrument competition. Symphony. |
| May | Instrumental [Indian] • Theory • Practical | <ul style="list-style-type: none"> Short questions (21-40) Fast Taal dadra types on Tabla, dholak, Motivational song. | Practice for Perfection in Taal patterns | Symphony Inter House Instrument comp. |
| July | Instrumental [Indian] • Theory • Practical | <ul style="list-style-type: none"> Short questions (41-60) Fast Teentaal on Tabla, Teentaal kaayda, tukde on Tabla. Patriotic song with rhythm Inst. Tabla, Dholak, Dhapli, Miracas. | Basic Knowledge of Teentaal & Rhythm inst. | Preparation of Independence Day. |
| August | Instrumental [Indian] • Theory • Practical | <ul style="list-style-type: none"> Short questions (61-70) Taal kaharva western pattern on Tabla & Dholak, Teental Tihaai, Mukhda. | To give Basic Knowledge of western rhythm pattern. Tihai, mukhda in Teentaal | Independence Day (cultural Programme) |
| September | Half Yearly Examination | | | |
| October | Instrumental [Indian] • Theory • Practical | <ul style="list-style-type: none"> Short questions (71-90) Unity song | To connect students with Rhythm group in unity song. | Preparation of Annual function |
| November | Instrumental [Indian] • Theory • Practical | <ul style="list-style-type: none"> Short questions (91-110) Tabla Taal variations in Unity song. | Taal variations knowledge | Annual function |
| December | Instrumental [Indian] • Theory • Practical | <ul style="list-style-type: none"> Short questions (111-130) Instrument practice with sports song. | To give knowledge of Fast taal pattern | Foot ball Tournament |
| January | Instrumental [Indian] • Theory • Practical | <ul style="list-style-type: none"> Short questions (131-140) Patriotic song. | Taal Pattern in Patriotic song. | Republic Day |
| February | Annual Examination | | | |

Exam Syllabus

| Half Yearly | Annual |
|---|---|
| Theory: Short questions (1-70) Practical: Taal- kaharva, Dadra, Teental, on Tabla, Dholak. | Theory: Short questions (71-140) Practical: Taal Variation in Kaharva Dadra; |

**SUBJECT – VPA – INSTRUMENTAL (WESTERN)**

| Month | Category | Activity | Objective/Aim | Project |
|------------------|---|--|--|--|
| April | <u>Instrumental [western]</u> • Theory • Practical | Short questions (1-20) Introduction of the Instruments and Fingering practice | Basic technique of Holding the instrument | Orchestration of Inter house. Instrumental Competition |
| May | <u>Instrumental [western]</u> • Theory • Practical | Short questions (21-40) Fingering of instruments & Rhythm stroke pattern | Basic knowledge of the notation & rhythm | Symphony Inter house. Instrumental Competition |
| July | <u>Instrumental [western]</u> • Theory • Practical | Short questions (41-60) Practice of previous work | Notation & rhythm Perfection | Orchestration of Independence Day Event |
| August | <u>Instrumental [western]</u> • Theory • Practical | Short questions (61-70) Practice of Playing Notation with rhythm Metronome | Playing notation with Rhythm | Independence Day Event |
| September | Half Yearly Examination | | | |
| October | <u>Instrumental [western]</u> • Theory • Practical | Short questions (71-90) Working knowledge of the rock Music | To prepare student to take part in school Musical events | Orchestration of Annual Event |
| November | <u>Instrumental [western]</u> • Theory • Practical | Short questions (91-110) Practice of playing rock Music | To prepare students to take part in school Musical events | School Annual Function |
| December | <u>Instrumental [western]</u> • Theory • Practical | Short questions (111-130) Practice of playing rock Music and Beat practice | To prepare students to take part in school Musical events | Orchestration of Republic Day Event |
| January | <u>Instrumental [western]</u> • Theory • Practical | Short questions (131-140) Lead and rhythm Combined Playing in a Rock band | To prepare students to take part in school Musical events. | Republic Day Event |
| February | Annual examination | | | |

Exam Syllabus

| Half Yearly | Annual |
|--|--|
| Theory: Short questions (1-70) Practical: Lead /rhythm instrument (Basic Notation and rhythm) | Theory: Short questions (71-140) Practical: Lead /rhythm instrument (Along with a song) |

**SUBJECT – VPA – THEATRE**

| Month | Category / Topic | Objective/Aim | Activity | Project |
|-----------|--|---|--|--|
| April | <u>Theory</u> Short Questions (1–20) <u>Practical</u> <ul style="list-style-type: none"> Introduction to theatre, its relation to education Rhythm & Movement | <ul style="list-style-type: none"> Making aware about the importance of theatre art in present education system Physical Development | Various Games & Exercises to improve Rhythm & Movement | |
| May | <u>Theory</u> Short Questions (21–40) <u>Practical</u> <ul style="list-style-type: none"> Voice & Speech | <ul style="list-style-type: none"> Language Development | Various Games & Exercises to improve Voice & Speech | Symphony – Inter House Competition |
| July | <u>Theory</u> Short Questions (41–60) <u>Practical</u> <ul style="list-style-type: none"> Sensory & Motor Development Emotional and Aesthetic Development | <ul style="list-style-type: none"> To Drive Sensory Stimulation To increase motivation and develop appropriate interpersonal skills | Various Games & Exercises to Develop Sensory & Motor Skills | |
| August | <u>Theory</u> Short Questions (61–70) <u>Practical</u> <ul style="list-style-type: none"> Introduction of Role Play, Developing Character, Pantomime | <ul style="list-style-type: none"> To bring characters to life and to tell stories | Task to perform different characters, Role Play and Mime Act | Independence Day (Theatrical Presentation) |
| September | Half Yearly Examination | | | |
| October | <u>Theory</u> Short Questions (71–90) <u>Practical</u> <ul style="list-style-type: none"> Improvisation Exploring Social Issues, Street Play | <ul style="list-style-type: none"> To develop creativity, mental flexibility and thinking skills To help build children's self-confidence and public speaking ability | Task to Improvise Work on Street Play | |
| November | <u>Theory</u> Short Questions (91–110) <u>Practical</u> <ul style="list-style-type: none"> Creating Plays from other sources and Poetry | <ul style="list-style-type: none"> To evoke emotions and make audience think about its central theme | Work on Musical Play | Annual Function |
| December | <u>Theory</u> Short Questions (111–130) <u>Practical</u> <ul style="list-style-type: none"> About Set, Light and Sound, Back Stage Work, Management and Planning | <ul style="list-style-type: none"> It makes the theatre more creative and exciting, from backstage techniques. Students learn to successfully create visual and auditory, | Task to Design Set, Light and Back Stage Work of a Play. | |



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|-----------------|--|-------------------------------|--|--|
| | | imagery for stage production. | | |
| January | <u>Theory</u> Short Questions (131–140) <u>Practical</u> <ul style="list-style-type: none"> Continuation of previous work | | | |
| February | Annual Examination | | | |

Exam Syllabus

| Half Yearly | Annual |
|--|--|
| Theory: Short questions (1-70) Practical: Speech Test, Dialogue Delivery Test | Theory: Short questions (71-140) Practical: A scene on a One Act Play, A scene on a Street Play |

**SUBJECT – ROBOTICS**

| Month | Name of the Chapter | Objective/Aim |
|-----------|--|---|
| April | Introduction of 3D printer and cad designing | <ul style="list-style-type: none"> Intro to 3D printer for creating 3D Figures |
| | What is cad Design | <ul style="list-style-type: none"> Understand the concept of CAD for making a 3D figure |
| | Making combination of cube and hemisphere | <ul style="list-style-type: none"> Learning of using 3D programming software for designing a cube |
| May | Making of key ring with name | <ul style="list-style-type: none"> Designing of a key ring by defining the length and radius within the digital file |
| | Making of house | <ul style="list-style-type: none"> Creating a 3D dimensional figure by defining the length, breadth, and height |
| | Introduction to Arduino | <ul style="list-style-type: none"> Arduino Board features and Arduino UNO Introduction |
| July | Blinking LEDS | <ul style="list-style-type: none"> Series and Parallel connection of LEDs |
| | Motor driver IC and Arduino | <ul style="list-style-type: none"> Learn how motor change its direction with changes in input and how to increase and decrease speed of motor |
| | IR sensor detection | <ul style="list-style-type: none"> Infrared sensor working and uses, programming with Arduino Learning of how television, air condition and other electrical equipment turn on and off with remote |
| | Seven sagement display | <ul style="list-style-type: none"> Knowledge of working of seven sagement and how a digital clock work |
| August | Hello world programming | <ul style="list-style-type: none"> Programming of displaying hello world onto the android phones |
| | Display text onto the screen | <ul style="list-style-type: none"> Display text onto the android phone screen using the app inventor |
| | Glow red and blue led | <ul style="list-style-type: none"> Learn how to program the led for linking using the app inventor |
| September | Revision | Half Yearly Examination |
| October | Turn motor on and off | <ul style="list-style-type: none"> Programming of controlling the motors for on and off using the android phone |
| | Make an electronic scale | <ul style="list-style-type: none"> Programming of displaying distance with ultrasonic sensor based on sonar principal |
| | Control light using touch | <ul style="list-style-type: none"> By using touch sensor make a programme of light control |
| November | Home automation | <ul style="list-style-type: none"> Make a programme of relay module and it will control your electrical appliances |
| | Alcohol detection | <ul style="list-style-type: none"> Learn how it detect alcohol if a person consume alcohol |
| | What is app inventor | <ul style="list-style-type: none"> Understand the concept of making apps using the MIT app program |
| December | Make a robot with bluetooth | <ul style="list-style-type: none"> Learn how to control the robot by using Bluetooth device |
| | Fire safety alarm | <ul style="list-style-type: none"> Learn how alarm activated in case of fire and programme for it |
| | control the servo motor | <ul style="list-style-type: none"> Learn how rotation sensor work inside the servo motor and give command accordingly |
| January | Smart boom barrier | <ul style="list-style-type: none"> Make a programme of boom barrier which can control by unique identity |
| February | Revision | Annual Examination |



Exam Syllabus

| Half Yearly | Annual |
|--|---|
| Multiple choice questions based on activities conducted from April to August | Multiple choice questions based on activities conducted from October to January |

Celebrating 75 Years