

VISHWA BHARATI PUBLIC SCHOOL, NOIDA

SYLLABUS 2024-2025

CLASS IX

SUBJECT: ENGLISH LANGUAGE & LITERATURE

TEXT BOOKS: NCERT 1. BEEHIVE (Textbook)

2. MOMENTS (Supplementary Reader)

MONTH	TOPIC	SUB- TOPICS	LEARNING OUTCOME
April	Beehive L1- The Fun They Had P1-The Road Not Taken Moments L1- The Lost Child Grammar- Determiners Writing - Diary Entry	<ul style="list-style-type: none"><li>• Character Sketch</li><li>• Figures of speech</li></ul> INTEGRATED GRAMMAR <ul style="list-style-type: none"><li>• Editing</li><li>• Determiners</li></ul>	STUDENTS WILL BE ABLE TO:  -be acquainted with a scientific story  - learn about the robots and robotic teacher.  -understand and appreciate the work of Robert frost  -enhance their creativity and imagination.  -identify the poetic devices and rhyme scheme in the poem.  -learn about the literary genius Mulk Raj Anand  -Identify and use determiners accurately and learn about various types of determiners.  Understand the format and appropriate use of writing a diary.
May	Beehive L2- The Sound of Music (Part 1 and 2) P2 – Wind Moments L2- The Adventures of Tom Sawyer Writing- Descriptive paragraph (person) Grammar- Modals	<ul style="list-style-type: none"><li>• Character Sketch</li><li>• Figures of speech</li><li>• Listening skills</li></ul> INTEGRATED GRAMMAR <ul style="list-style-type: none"><li>• Editing</li><li>• Gap Filling</li><li>• Modals</li></ul>	-get inspiration from the life of Evelyn Glennie.  -grasp the global meaning of the text& its theme.  -kindle their imagination and help them enjoy & appreciate poetry.  -develop sensitivity towards animals.  -Understand the format and appropriate use of writing a diary.  -Develop appropriate style of writing and use good expressions.

July	<p>Beehive</p> <p>L3-The Little Girl</p> <p>P3 - Rain on the Roof</p> <p>Moments-</p> <p>L3- Iswaran the storyteller</p> <p>Grammar- Tenses</p> <p>Writing - Story Writing</p>	<ul style="list-style-type: none"> <li>● Character Sketch</li> <li>● Figures of speech</li> </ul> <p>INTEGRATED GRAMMAR</p> <ul style="list-style-type: none"> <li>● Editing</li> <li>● Gap Filling</li> <li>● Tenses</li> </ul>	<p>-enhance the ability to move beyond the text &amp; increase vocabulary.</p> <p>-admire the bliss of nature, express emotions that are evoked by rain and realise that nature has soothing and healing effects.</p> <p>- identify the poetic devices and rhyme scheme used in the poem.</p> <p>-learn about the different forms of tenses and their uses.</p> <p>-distinguish between six verb tenses, identify correct and incorrect verb tense in text.</p>
August	<p>Beehive</p> <p>L4- A Truly Beautiful Mind</p> <p>L5- Snake and the mirror</p> <p>P4- The lake isle of Innisfree</p> <p>Moments-</p> <p>L4- In the kingdom of fools</p> <p>Grammar- Reported Speech</p> <p>Writing- Descriptive Paragraph (Event)</p>	<ul style="list-style-type: none"> <li>● Character Sketch</li> <li>● Figures of speech</li> <li>● Descriptive Paragraph ( Event)</li> </ul> <p>INTEGRATED GRAMMAR</p> <ul style="list-style-type: none"> <li>● Transformation ex.</li> <li>● Reported Speech</li> <li>● Speaking Skills</li> </ul>	<p>-admire the scientific inventions and new discoveries</p> <p>to develop their speaking skills and to express themselves in grammatically correct language.</p> <p>-learn about the characteristics difference between direct and indirect speech.</p> <p>-Understand the application of different forms of speech and learn the rules of conversion.</p> <p>-Understand the format and appropriate use of writing a paragraph.</p>
September	REVISION (1 <sup>st</sup> Term)		

October	Beehive L6- My Childhood  P5-Legend of the North Moments L5-The Happy Prince Grammar-Subject verb concord Writing -Diary Entry	<ul style="list-style-type: none"> <li>• Character Sketch</li> <li>• Figures of speech</li> </ul> INTEGRATED GRAMMAR <ul style="list-style-type: none"> <li>• Editing</li> <li>• Gap Filling</li> <li>• Subject verb concord</li> </ul>	-enhance their reading skills and help them learn the usage of idioms and phrases.  -identify poetic devices and rhyme scheme -Acquaint them with a mythological story & enjoy poetry in the form of ballad. -grasp the global meaning of the text, its gist and develop a love for literature. -Think critically and relate ideas and write meaningful sentences using proper expressions. -understand the pain of others and develop empathy.
November	Beehive- L7- Reach for the top  P6- No men are foreign Moments L6 - The Last Leaf Grammar- Reported Speech Writing - Story Writing	<ul style="list-style-type: none"> <li>• Character Sketch</li> <li>• Figures of speech</li> <li>• Speaking Skills</li> </ul> INTEGRATED GRAMMAR <ul style="list-style-type: none"> <li>• Transformation ex.</li> <li>• Reporting commands and requests, statements, questions</li> </ul>	- interpret ideas, thoughts and expressions independently.  - identify the poetic devices and rhyme scheme used in the poem -draw inferences and define and analyse literary terms. -learn more about the characteristics difference between direct and indirect speech -use the correct format of story writing and express their ideas, feelings and expression in a better way by using correct language.

December	Beehive- L8- Kathmandu P7- On killing a tree Moments - L8 - A House is not a Home Grammar- Reported Speech (cont.) Writing -Descriptive paragraph	<ul style="list-style-type: none"> <li>● Character Sketch</li> <li>● Figures of speech</li> </ul> INTEGRATED GRAMMAR <ul style="list-style-type: none"> <li>● Editing</li> <li>● Gap Filling</li> <li>● Transformation ex.</li> <li>● Reporting commands and requests, statements, questions</li> <li>● Listening Skills</li> </ul>	-write dialogues and sentences to express their thoughts and ideas in a better way. -revise the rules and the characteristic difference between direct and indirect speech. -Understand the application of different forms of speech and learn the rules of conversion.
January	Beehive- L9- If I Were You P8- A Slumber did my spirit seal Moments- L10- The Beggar	<ul style="list-style-type: none"> <li>● Character Sketch</li> <li>● Poetic Devices</li> </ul> INTEGRATED GRAMMAR <ul style="list-style-type: none"> <li>● Editing</li> <li>● Gap Filling</li> <li>● Transformation ex.</li> </ul>	-comprehend the text and learn new words and phrases used in the lesson. -comprehend the main idea of the play. -grasp the global meaning of the text, its gist and develop a love for literature. -identify the beggars and teach them the significance of dignified living. -to be truthful irrespective of situations.
February	REVISION (FINALS EXAM)		

## Subject -Mathematics

TEXT BOOK PRESCRIBED: Mathematics for class IX by NCERT

MONTH	TOPIC	SUB- TOPICS	Learning Outcomes
April	Chapter-1 Number system	<p>1. Review of representation of natural numbers, integers, and rational numbers on the number line. Rational numbers as recurring/terminating decimals. Operations on real numbers.</p> <p>2. Examples of non-recurring/non-terminating decimals. Existence of non-rational numbers (irrational numbers) such as <math>\sqrt{2}</math>, and their representation on the number line. Explaining that every real number is represented by a unique point on the number line and conversely, viz. every point on the number line represents a unique real number.</p> <p>3. Definition of nth root of a real number.</p> <p>4. Rationalization (with precise meaning) of real numbers of the type <math>\frac{1}{a + b\sqrt{x}}</math> and <math>\frac{1}{\sqrt{x} + \sqrt{y}}</math> (and their combinations) where x and y are natural number and a and b are integers.</p> <p>5. Recall of laws of exponents with integral powers. Rational exponents with positive real bases (to be done by particular cases, allowing learner to arrive at the general laws.)</p>	<b>A learner logical reasoning in classifying real numbers, proving their properties and using them in different situations.</b>

	Chapter-2 Polynomials	Introduction, Polynomials in one variable, Zeros of a polynomial, Remainder Theorem, Factor Theorem, Factorization of Polynomials, Algebraic Identities.	<b>identifies/ classifies</b> polynomials among algebraic expressions and factorises them by applying appropriate algebraic identities.
<b>May</b>	Chapter – 6 Lines and Angles	Introduction, basic terms and definitions, intersecting lines and non-intersecting lines, pairs of angles, parallel and transversal lines, angle sum property of a triangle.	<b>Identifies/ applies</b> the properties of lines and angles. Understands the concept of parallel, perpendicular, complementary and supplementary angles, vertical angles and parallel lines cut by a transversal
<b>July</b>	Chapter -3 Coordinate Geometry	Introduction, Cartesian plane, plotting a point in the plane if its coordinates are given.	<b>develops</b> strategies to locate points in a Cartesian plane.
	Chapter-4 Linear Equations in Two variables	Introduction, solution of a linear equation, graph of a linear equation in two variables, equations of lines parallel to x- axis and y- axis.	<b>relates</b> the algebraic and graphical representations of a linear equation in one or two variables and applies the concept to daily life situations.
<b>August</b>	Chapter-7 Triangles	Congruence of triangles, criteria for congruence of triangles, properties of triangles.	<b>identifies</b> Congruent figures and prove them by using different criterias and solve problems.
	Chapter -10 Heron's formula	Areas of a Triangle by Heron's formula.	<b>finds</b> areas of all types of triangles by using appropriate formulae and apply them in real life situations.
<b>September</b>	I – Term		
<b>October</b>	Chapter-8 Quadrilaterals	Angle sum property of quadrilateral, Types of quadrilaterals, Properties of quadrilaterals, Midpoint theorem.	<b>identifies</b> different types of quadrilaterals, relationships between different types of quadrilaterals and will be able to apply different theorems in the problems.

	Chapter-5 Introduction to Euclid's Geometry	Introduction, Euclid's definitions, Axiom and Postulates, Equivalent versions of Euclid's Fifth Postulate.	<b>derives</b> proofs of mathematical statements particularly related to geometrical concepts, like parallel lines, triangles, quadrilaterals, circles, etc., by applying axiomatic approach and solves problems using them.
<b>November</b>	Chapter-11 Surface Areas and Volumes	Surface areas and Volumes of spheres ( including spheres) and right circular cones.	<b>learns and applies</b> the formulas for surface areas and volumes of spheres, hemispheres and cones to objects found in the surroundings. <b>Solves</b> problems that are not in the familiar context of the child using the above learning. These problems should include the situations to which the child is not exposed earlier.
	Chapter-09 Circles	Review of circles and its related terms, Perpendicular from the centre to a chord, Circle through three points, equal chords and circles their distances from the centre, Angle subtended by an arc of a circle	<b>Understands</b> the theorems and their applications in different problems. Understands the cyclic quadrilateral, their properties and their applications in different problems.
<b>December</b>	Chapter -12 Statistics	Introduction, Collection of data, Presentation of data, Graphical representation of data- Bar graphs , histograms and frequency polygons.	<b>learns</b> to represent data in different situations graphically by using appropriate methods and able to analyse and conclude also.
<b>January</b>	Revision		
<b>February</b>	Revision		

MONTH	CHAPTER NAME	TOPICS AND SUB TOPICS		LEARNING OUTCOMES
April/May	Ch-8: Motion	<p>Concept of motion, Distance and displacement, velocity;</p> <p>uniform and non-uniform motion along a straight line;</p> <p>acceleration,</p> <p>distance-time and velocity-time graphs for uniform motion</p> <p>and uniformly accelerated motion,</p> <p>elementary idea of uniform circular motion.</p>	<p><u>Activities</u></p> <p>1. Observing different objects in motion around them, such as cars, bicycles, or people walking.</p> <p>2. Conducting simple experiments like rolling a ball on different surfaces to observe how motion changes.</p> <p>3. Rolling a ball down an inclined plane and measuring its acceleration.</p> <p>Observing the</p> <p>4. acceleration of an object when a force is applied to it, such as pushing a toy car.</p>	<p>Students are able to Understand:</p> <p>Understand the fundamental concept of motion as the change in position of an object over time.</p>
July/Aug	Ch-9: Force and Newton's laws of Motion.)	<p>Force and Motion,</p> <p>Newton's Laws of Motion,</p> <p>Action and Reaction forces,</p> <p>Inertia of a body,</p> <p>Inertia and mass,</p> <p>Momentum, Force and Acceleration.</p>	<p>Activities</p> <p>1.Newton's Laws of Motion: Students will observe how the egg (representing an object) remains at rest until acted upon by an external force (Newton's first law), how the contraption's mass affects its acceleration (Newton's second law), and how the contraption's reaction to the force of impact determines the outcome (Newton's third law).</p> <p>2.Inertia and Mass: Students will understand that the mass of the contraption affects its inertia, influencing how it responds to the force of impact.</p> <p>3.Momentum: Students will see how the momentum of the falling contraption is transferred to the egg upon impact, potentially resulting in the egg breaking if not adequately protected.</p> <p>4.Force and Acceleration: By calculating the acceleration experienced by their contraptions during the drop, students will understand the relationship between force, mass, and acceleration as described by Newton's second law of motion.</p>	<p>1) To make understanding about various motion at different planes like smooth and surface.</p> <p>Motion of a car</p>



September	Revision			
October	Ch-10 Gravitation	Gravitation; Universal Law of Gravitation,  Force of Gravitation of the earth (gravity),  Acceleration due to Gravity; Mass and Weight; Free fall.  Floatation: Thrust and Pressure.  Archimedes' Principle; Buoyancy.	<u>Activities</u>  <b>1. Understanding Mass and Weight:</b> Activity: Weighing Different Objects Provide various objects of different masses to the students. Have students use a weighing scale to measure the mass of each object. Discuss the concept of weight as the force exerted on an object due to gravity. Calculate the weight of each object using the formula $\text{Weight} = \text{Mass} \times \text{Acceleration due to Gravity}$ $\text{Weight} = \text{Mass} \times \text{Acceleration due to Gravity}$  Floatation: Thrust and Pressure: Activity: Floating Objects and Water Displacement Place a solid object (such as a toy boat or a piece of cork) in a container of water. Observe the water level before and after placing the object, noting the difference. Discuss how the object displaces water and experiences an upward force (buoyant force) equal to the weight of the water displaced, leading to floatation.	Why Earth pulls an object towards its centre?  Difference of mass and weight and weight
November/December	Ch- 11 Work and Energy          Chapter 12: Sound	Work done by a Force, Energy, power; Kinetic and Potential energy; Law of conservation of energy (excluding commercial unit of Energy).  Sound: Nature of sound and its propagation in various media, speed of sound, range of hearing in	<u>Activities</u>  To demonstrate the concepts of energy, kinetic and potential energy, and the nature of sound through the construction and use of simple musical instruments.	Energy Transformation: Students will observe and understand how energy is transformed from one form to another (e.g., potential to kinetic energy) in

		humans; ultrasound; reflection of sound; echo.		<b>musical instruments to produce sound.</b>
January/ February	Revision			

**Subject: CHEMISTRY:**

MONTH	UNITS	SUB UNITS	LEARNING OUTCOMES
<b>April</b>	<b>Ch 1 Matter in our surroundings</b>	# Characteristics of particles of matter # States of matter # Change of state # Effect of change of temperature and pressure on change of state	# Students are able to explain the different states of matter and their characteristics # Students are able to explain the effect of temperature and pressure on the state of matter # Students are able to define latent heat
<b>May</b>	<b>Ch 1 Matter in our surroundings</b>  <b>Ch 2 Is matter around us pure</b>	# Evaporation causes of cooling  # Kinds of mixtures- homogeneous and heterogeneous  <b>Practical 1</b> # <b>Determination of melting point of ice</b> <b>Practical 2</b> # <b>Determination of boiling point of water</b>	# Students are able to understand the evaporation as surface phenomenon.  # Students are able to differentiate between homogeneous and heterogeneous mixtures
<b>July</b>	<b>Ch 2 Is matter around us pure</b>	# Solution and its types # Physical and chemical changes	# Students are able to define the physical and chemical changes
<b>August</b>	<b>Ch 2 Is matter around us pure( Cont.)</b>	# Types of pure substances – elements and compounds  <b>Practical 1</b> # <b>To separate the components of a given mixture</b>  <b>Practical 2</b> # <b>To differentiate between a mixture and a compound.</b>	# Students understand what are elements and how compounds are formed.
<b>September</b>	<b>Term 1 Exam</b>	Revision	# Students revise the concepts taught to them earlier.
<b>October</b>	<b>Ch 3 Atoms and molecules</b>	# Laws of chemical combination # What is an atom? # Atomic mass # What is a molecule? # Molecules of elements and compounds	# Students are able to understand the Dalton's theory of an atom. # Students are able to define ions. .
<b>November</b>	<b>Ch 3 Atoms and molecules (Cont.)</b>	# Writing chemical formulae # Molecular mass # Formula unit mass	# Students are able to write the chemical formula using the valency.

			# Students are able to calculate the molecular mass and formula unit mass
<b>December</b>	<b>Ch 4 Structure of atom</b>	# Charged particle in matter # Structure of an atom # Thomson's model of an atom # Rutherford's model of an atom # Bohr model of an atom # Distribution of electrons in different orbits # Valency	# Students are able to understand the Thomson's model and Rutherford's model of an atom. # Students are able to write the electronic configuration of the first 20 elements # Students are able to differentiate between valency and valence electrons
<b>January</b>	<b>Ch 4 Structure of atom(Cont.)</b>	# Atomic mass # Atomic number # Isotopes # Isobars	# Students are able to differentiate between atomic number and mass number # Students are able to define isotopes and isobars.
<b>February/ March</b>	<b>Term 2 Exam</b>	Revision	# Students revise the concepts taught to them earlier.

**Subject: Biology**

Month	Chapter Name	Topics And Sub Topics		Learning Outcomes
April/May	Ch-5: The Fundamental Unit of life	Prokaryotic and Eukaryotic cells  Multi-cellular organisms  Cell Membrane and Cell Wall, Cell Organelles and Cell inclusions, Chloroplast, Mitochondria, Vacuoles, Endoplasmic Reticulum, Golgi Apparatus, Nucleus, Chromosomes - Basic structure, number	<u>Activities</u>  1. To study the phenomenon of diffusion.  2. To study the effect of hypertonic, hypotonic and isotonic solutions on raisins.  3. To study Plasmolysis.	Students are able to 1) Understand the structure and functions of various components of cell.  2) Gain an overview of cells and their origin and evolution.  3) To help them in developing idea about primitive cell and the cell evolved.
July/Aug	Ch-6: Tissues	Are plants and animals made of same types of tissues?  <b>Plant Tissues</b>  Meristematic Tissue  Permanent Tissue - Simple Permanent Tissue/Complex Permanent Tissue	<u>Activities</u>  1. To study the growth of roots in onion bulbs.  2. To observe the stomata in leaf peel.  3. To identify parenchyma, collenchyma and sclerenchyma tissues in plants.	1) To make understanding about various categories of plant tissues and their location, structure and function.
September	Revision and Term 1 Exam			
October	Ch-6: Tissues (-contd-)	<b>Animal Tissues</b>  Epithelial Tissue  Connective Tissue  Muscular Tissue  Nervous Tissue	<u>Activities</u>  1. To identify striped muscle fibre, smooth muscle and nerve cells in animals from prepared slides.	1) To make understanding about various categories of animal tissues and their location, structure and function.

Month	Chapter Name	Topics And Sub Topics		Learning Outcomes
November/ December	Ch-13: Improvement in Food Resources	<b>Improvement in Crop Yields:</b>  Crop variety improvement  Crop production management - Nutrient Management, Irrigation, Cropping Patterns, Organic Farming  Crop Protection Management - Storage of Grains  Animal Husbandry	<u>Activities</u>  1. To prepare a writeup on methods used for improving plant and animal breeds.  2. To prepare a writeup on use of fertilizers and manure in maintaining soil fertility.	1) Understand how plants and animal breeding and selection for quality improvement is done.  2) To make them think and research about benefits of organic farming.  3) To help them understand crop production and management.
January/ February	Revision			

## SUBJECT- SOCIAL SCIENCE

Textbooks Prescribed:

- ❖ HISTORY: CONTEMPORARY WORLD 1
- ❖ GEOGRAPHY: CONTEMPORARY INDIA 1
- ❖ POLITICAL SCIENCE: DEMOCRATIC POLITICS
- ❖ ECONOMICS.

		TERM-I SYLLABUS	
MONTHS	TOPIC	Sub- topics	Learning Outcomes
APRIL	<b>History 1: The French Revolution</b>	French society in the late 18 <sup>th</sup> century The outbreak of revolution France abolishes monarchy & becomes a republic Did women have a revolution? The abolition of slavery The revolution & the everyday life  Activity: Symbols of French Revolution.	<b>The students will be able to:</b> <ul style="list-style-type: none"> <li>• Understand the basic political events of the French Revolution.</li> <li>• Become familiar with the four stages of French Revolution and shift of power during each stage, names of people involved and their ideas which inspired the revolution</li> <li>• Know the location of India in terms of Latitudes &amp; Longitudes</li> <li>• Understand the advantages of its location in the Indian Ocean.</li> </ul>
	<b>Geography 1: India- Size and Location</b>	Location and size with reference to the concept of latitude and Longitude Political division of India  (Activity-GMT Calculation)  (Activity- States and Capital) To mark on the Political Map of India	

<b>MAY</b>	<p><b>Economics 1:</b> <b>The Story of Village Palampur:</b> <b>(To be assessed in periodic assessment only)</b></p> <p><b>Political Sc. 2</b> <b>What is democracy? Why democracy?</b></p>	<p>Economic transactions of Palampur and its interaction with the rest of the world through which the concept of production (including three factors of production (land, labour and capital) can be introduced</p> <p>What is democracy? Features of democracy Why democracy? Broader meanings of democracy.</p>	<ul style="list-style-type: none"> <li>• Understand about the life of people in a village.</li> <li>• Analyse various factors of production</li> <li>• Differentiate between fixed capital and working capital.</li> <li>• Recognize the need of democracy and the problems of non-democratic countries.</li> <li>• Realize why democracy is a better form of government and also would be able to distinguish between a good democracy and a bad democracy.</li> </ul>
	<p><b>Geography-2</b> <b>Physical features of India</b></p> <p><b>Political Science –</b></p>	<p>Major Physiographic divisions of India The Himalayas (Divisions in North-South direction and East-West direction) The Northern plains (Divisions according to regions and variations in relief) The Peninsular Plateau (Central Highland and Deccan Plateau) The Indian Desert(That Desert) The coastal Plains (The Eastern and Western Coastal plain) The Islands (The Andaman–Nicobar Group and Lakshadweep)</p> <p>Democratic constitution in South Africa. Why do we need a Constitution?</p>	<ul style="list-style-type: none"> <li>• Analyse the productive and protective role of Himalayas.</li> <li>• Relate the importance of relief features in terms of economic development of the country.</li> <li>• Locate and identify various physical features on the outline political map of India.</li> <li>• Compare the different dreams and promises of free India to justify the</li> </ul>



<b>JULY</b>	<b>3 Constitutional design</b>	<p>Making of the Indian Constitution. Guiding Values of the Indian Constitution.</p> <p>(Activity : Preamble of India and members of the Constituent Assembly.)</p>	<p>guiding values of our constitution.</p> <ul style="list-style-type: none"> <li>• Understand the process of Constitution making</li> <li>• Read and interpret the Preamble of India.</li> <li>• Recognize the Constitution as a living document.</li> </ul>
<b>AUGUST</b>	<p><b>Economics.2 People as Resource</b></p> <p><b>History – 2 Socialism in Europe and the Russian revolution</b></p> <p><b>Geography-3 Drainage:</b></p>	<p>Introduction of how people become a resource / asset. Economic activities done by men and women; unpaid work done by women; quality of human resource; role of health and education; unemployment as a form of non-utilization of human resource; Socio political implication in simple form.</p> <p>The age of social change. The Russian revolution. The February revolution in Petrograd. The October revolution. What changed after October revolution. Stalin and his policies. Collectivization of agriculture The global influence of the Russian revolution and the USSR.</p> <p>Major rivers and tributaries, lakes and seas, role of rivers in the economy, pollution of rivers, measures to control river pollution.</p>	<ul style="list-style-type: none"> <li>• Analyse the economic activities and types of unemployment.</li> <li>• Understand the role of education and health in human capital formation</li> <li>• Familiarize yourself with the steps taken by the govt to provide education to all.</li> </ul> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Analyse the events that led up to the 1905 Russian Revolution.</li> <li>• Explain Tsar Nicholas II's role in the 1905 Russian Revolution.</li> <li>• Explore the history of socialism through the study of Russian Revolution.</li> <li>• Identify the various east flowing with west flowing rivers of peninsular plateau</li> <li>• drainage patterns and how they are formed</li> </ul>

			<ul style="list-style-type: none"> <li>• Differentiate between drainage and drainage basin</li> <li>• Appraise the role of rivers and lakes in the country's</li> <li>• Learn to conserve water.</li> <li>• Identify the indicators of Poverty.</li> <li>• Compare the condition of poverty in urban and rural India.</li> <li>• Understand the meaning and criteria of poverty line and the causes of poverty.</li> <li>• Understand the meaning of democratic elections and the need for it.</li> <li>• Understand the Indian system of elections</li> <li>• Understand the meaning and purpose of reserved constituencies</li> <li>• Analyse the challenges of elections.</li> <li>• Identify about the various reasons which affect the climate.</li> <li>• Analyse the different types of climatic conditions in the</li> </ul>
	<p><b>Economics - 3</b> <b>Poverty as a Challenge:</b></p> <p><b>Political Science - 4</b> <b>Electoral politics</b></p> <p><b>Geography-4</b> <b>Climate</b></p>	<p>Introduction Typical cases of poverty Poverty as seen by social scientists Poverty line Poverty estimates Vulnerable groups Inter state disparities Global poverty scenario Causes of poverty Anti poverty measures The challenges ahead</p> <p>Why elections? What is our system of elections? What makes elections in India democratic? Challenges of elections.</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Climatic controls</li> <li>• Factors affecting India's climate</li> <li>• Theseasons (cold,hot,Advancing,retreating)</li> <li>• Distribution of rainfall</li> <li>• Monsoon as a unifying bond</li> </ul>	

			<p>country.</p> <ul style="list-style-type: none"> <li>• Understand the mechanism of Monsoon.</li> <li>• Understand how Monsoon unites us</li> </ul>
<b>SEPTEMBER</b>	<b>TERM-I EXAM</b>	Revision for term I exam	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>OCTOBER</b>	<p><b>History – 3</b> <b>Nazism and the rise of Hitler</b></p> <p><b>History -5</b> <b>Pastoralists in the Modern World</b> <b>(To be assessed in the Periodic Assessment only)</b></p>	<p>Birth of the Weimer Republic. Hitler's rise to power. The Nazi world view. Youth in Nazi Germany. Ordinary people and the crimes against humanity.</p> <ul style="list-style-type: none"> <li>• Pastoral Nomads and their Movements</li> <li>• Colonial Rule and Pastoral Life</li> </ul> <p>Pastoralism in Africa</p>	<ul style="list-style-type: none"> <li>• Critically analyse the effects of the first world war on Germany</li> <li>• Understand the impact of economic depression on Germany</li> <li>• Analyse the reasons for the establishment of the racial state</li> <li>• Understand how the destruction of democracy took place.</li> <li>• Analyse the situations that have created Nomadic society</li> <li>• Draw comparisons of African pastoralists and Indian Pastoralists during colonial rule.</li> <li>• Examine the how the colonial laws impacted livelihood in pastoral communities</li> <li>•</li> </ul>
	<b>History-4</b> <b>Forest Society and</b>	<ul style="list-style-type: none"> <li>• Interdisciplinary project as part of multiple assessments</li> </ul>	Project

NOVEMBER	<b>Colonialism</b>  <b>Geography - 5</b> <b>Natural Vegetation and Wild Life:</b>  (Only map pointing to be evaluated in the annual exam.)	<ul style="list-style-type: none"> <li>Interdisciplinary project as part of multiple assessments</li> </ul>	Project  <ul style="list-style-type: none"> <li>Differentiate between Political Executives and Civil Servants .</li> <li>Understand the role and power of a Prime Minister and Council of Ministers .</li> <li>Understand the role of a President in the Indian Democracy .</li> </ul> Learn the difference between a parliamentary and a presidential system of government.
	<b>Political Science – 5</b> <b>Working of Institutions</b>	How is a major policy decision taken? Parliament. Political executives. The Judiciary.	
DECEMBER	<b>Political science-5</b> <b>Democratic Rights</b>	<ul style="list-style-type: none"> <li>Life without Rights</li> <li>Rights in a Democracy</li> <li>Rights in the Indian Constitution</li> <li>Expanding scope of rights</li> </ul>	<ul style="list-style-type: none"> <li>Analyse the need of having rights and categorize the rights.</li> <li>Evaluate the statement “Democracy is meaningless without rights”</li> <li>Summarize the coexistence of rights versus duties</li> <li>Apply the process available to citizens for safeguarding rights.</li> </ul>
	<b>Geography chap -6</b> <b>Population</b>	<b>POPULATION SIZE AND DISTRIBUTION</b> Population growth and processes of population change Adolescent population	Analyse and infer the reasons

<b>JANUARY</b>		National population policy	behind the uneven distribution of population in India with specification
	<p><b>Economics-4</b>  <b>Food Security in India Continue</b>  <b>Food security in India</b></p>	<ul style="list-style-type: none"> <li>• What is Food Security?</li> <li>• Why Food Security?</li> <li>• Who are food insecure?</li> <li>• Food Security in India</li> <li>• What is Buffer Stock?</li> <li>• What is the Public Distribution System?</li> <li>• Current Status of Public Distribution System</li> </ul> <p>Role of Cooperatives in food security</p>	<ul style="list-style-type: none"> <li>• Examine the critical role of food security for its masses.</li> <li>•</li> <li>• Justify the rationale for the system of food security in India.</li> <li>• Appraise the contributory role of Public Distribution system to address FSI</li> </ul> <p>Substantiate the role of green revolution in strengthening the PDS</p>
	<p><b>Revision for term II exam.</b></p>		

**Subject: ARTIFICIAL INTELLIGENCE [417]**

**TERM I**

MONTH	CHAPTER NAME/TOPIC	SUB-TOPIC
APRIL	UNIT 1 [PART B] Introduction to AI	<ul style="list-style-type: none"><li>· What is Intelligence? Types of AI</li><li>· AI Around Us, History of AI</li><li>· Importance of AI, Future of AI</li><li>· Domains of AI</li><li>· What are Sustainable Development Goals (SDGs)?</li><li>· Applications of AI in Real –Life</li><li>· Careers in AI</li><li>· AI Ethical Issues and Concerns</li><li>· AI Access</li><li>· Disadvantages of AI</li><li>· Introducing AI</li><li>· How do Machines Become Intelligent?</li><li>· What is Not AI?</li><li>· World Famous AI Machines</li><li>· AI in India</li><li>· Human- Machine Interaction</li><li>· The Concept of Smart Living</li><li>· Role of AI to Achieve SDGs</li><li>· Dynamic Waves in AI Research</li><li>· Case Study of AI Start-ups in India</li><li>· AI Bias and AI Access</li><li>· Advantages of AI</li></ul>
MAY	UNIT 4 [PART B] Introduction to Python	<ul style="list-style-type: none"><li>· Steps involved in Computer Problem Solving</li><li>· Algorithm</li><li>· Difference between Algorithm and Flowchart</li><li>· What is Python?</li><li>· Role of Python in Artificial Intelligence</li><li>· Installing Python</li><li>· Python Character Set</li><li>· Tokens</li><li>· Comments in Python</li><li>· Important Features of Python</li><li>· Important uses of Python</li><li>· Working in Python</li><li>· Statements in Python</li><li>· Operator Precedence</li><li>· The input () Function</li><li>· The print () Function</li><li>· Control Statements</li><li>· Flowcharts</li></ul>

<b>JULY</b>	<b>Introduction to Python CONTD..</b>	<ul style="list-style-type: none"> <li>· Selection Statements</li> <li>· Control Structures</li> <li>· Errors in Python</li> <li>· Sequential Statements</li> <li>· Iterative Statements</li> </ul>
<b>AUGUST</b>	<b>Introduction to Python CONTD..</b>  <b>UNIT 2 [PART B] AI project cycle</b>	<ul style="list-style-type: none"> <li>· Lists in Python</li> <li>· AI Project cycle framework</li> <li>· AI ethics practiced while designing AI projects</li> <li>· Setting goals for an AI project</li> <li>· 4 W's problem canvas</li> <li>· Data acquisition</li> <li>· System maps</li> <li>· Data visualisation tools</li> <li>· Visualize data using visualization tools</li> <li>· Difference between AI,Machine learning and deep learning</li> <li>· Iterative nature of problem scoping</li> <li>· Summary-AI project</li> <li>· Identifying stakeholders</li> <li>· Problem statement template</li> <li>· What is data?</li> <li>· Data visualization</li> </ul>
<b>SEPTEMBER</b>	<b>UNIT 2 [PART B] AI project cycle CONTD...</b>	<ul style="list-style-type: none"> <li>· Different ways to visualize data</li> <li>· what is modelling</li> <li>· Data modelling techniques</li> <li>· Decision tree—Rule based approach</li> <li>· Pixel It</li> <li>· AI project Evaluation</li> <li>· AI Project Deployment</li> </ul>

<b>MONTH</b>	<b>CHAPTER NAME/TOPIC</b>	<b>SUB-TOPIC</b>
<b>OCTOBER</b>	<b>UNIT 3 [PART B] NEURAL NETWORK</b>	<ul style="list-style-type: none"> <li>. Why do we use Neural Networks ?</li> <li>. Advantages of Neural Network</li> <li>. Human Nervous System</li> <li>. Relation between the Neural Network and Nervous System</li> <li>. Working of Neural Networks</li> <li>. Applications of Neural Networks</li> <li>. AI Models</li> <li>. Types of Neural Networks</li> </ul>
<b>NOVEMBER</b>	<b>UNIT I COMMUNICATION SKILL-I</b>  <b>UNIT 2 SELF MANAGEMENT SKILLS-I</b>	<ul style="list-style-type: none"> <li>. What is communication?</li> <li>. Factors affecting in communication</li> <li>. Types of communication</li> <li>. Writing skills</li> <li>. What is a sentence</li> <li>. Part of speech</li> <li>. When no articles are used</li> <li>. Perspective in communication</li> <li>. Effective ways of communication</li> <li>. 3 P's of Public speaking</li> <li>. Phrases</li> <li>. Construction of a paragraph</li> <li>. Use of Article</li> </ul> <ul style="list-style-type: none"> <li>. Self-management</li> <li>. Who am I</li> <li>. Steps for building self confidence</li> <li>. Factors that help in building self confidence</li> <li>. Self-management skills</li> <li>. Self confidence</li> <li>. Qualities of self-confident person</li> <li>. Self-confidence building tips</li> </ul>





**SUBJECT- BANKING AND INSURANCE**

MONTH	CHAPTER /BOOK /MAIN SKILL & UNIT/TOPICS	UNIT/TOPIC
APRIL	Subject Specific Skills	Unit 1: INTRODUCTION TO BANKING
MAY	Subject Specific Skills	Unit 2: DEPOSIT ACCOUNTS
JULY	Subject Specific Skills	Unit 3: UTILITY SERVICE OF BANKING
AUGUST	Subject Specific Skills  Employability Skills	Unit 4: - INTRODUCTION TO INSURANCE  Unit 1 : Communication Skills-I
SEPTEMBER	1 <sup>st</sup> term examination	
OCTOBER	Subject Specific Skills  Employability Skills	UNIT 5 - BASIC PRINCIPLES OF INSURANCE  Unit 2 : Self-Management Skills-I
NOVEMBER	Subject Specific Skills  Employability Skills	UNIT 6 - INSURANCE ORGANIZATION  Unit 3 : ICT Skills-I
DECEMBER	Employability Skills	Unit 4 : Entrepreneurial Skills-I  Unit 5 : Green Skills-I
JANUARY	REVISION	

## हिंदी पाठ्यक्रम

मास	खंड	उपखंड	अधिगम प्रतिफल
अप्रैल	स्पर्श  व्याकरण रचनात्मक लेखन अपठित	पद्य- रैदास गद्य- दुख का अधिकार शब्द और पद अनौपचारिक पत्र लेखन अपठित गद्यांश	विभिन्न बोलियों जैसे-ब्रज,अवधि व राजस्थानी भाषा का ज्ञान प्राप्त करना।  व्यवहारिक ज्ञान का विकास पठन कौशल का विकास
मई	स्पर्श संचयन व्याकरण रचनात्मक लेखन अपठित क्रियात्मक गतिविधि	पद्य- रहीम गिल्लू अनुस्वार-अनुनासिक अनुच्छेद लेखन अपठित गद्यांश साँपों की विभिन्न प्रजातियों के विषयों में जानकारी एकत्रित करें।	ईश्वर स्मरण,अच्छे काम करना और उत्तम विद्या के महत्व की चर्चा करना।  पशु-पक्षियों के प्रति प्रेम और मित्रता की भावना पैदा करना।  लेखन कौशल का विकास
जुलाई	स्पर्श  संचयन व्याकरण  रचनात्मक लेखन	पद्य -रहीम के दोहे (प्रश्न -उत्तर) गद्य- एवरेस्ट मेरी शिखर यात्रा स्मृति स्वर संधि उपसर्ग प्रत्यय संवाद लेखन	पर्वतारोहियों के संबंध में जानकारी प्राप्त करना।  बचपन की स्मृति को सबसे साँझा करना।  भाषाशैली का विकास करना।

	अपठित	अपठित गद्यांश	
अगस्त	स्पर्श  व्याकरण  रचनात्मक लेखन अपठित	गद्य- तुम कब जाओगे अतिथि पद्य - गीत अगीत विराम चिह्न अर्थ के आधार पर वाक्य चित्र वर्णन अपठित गद्यांश	ऊँच-नीच, छुआछूत, अस्पृश्यता जैसी बुराइयों के बारे में बताना।  अतिथि के सत्कार की जानकारी देना।  शब्द कौशल का विकास करना।
सितंबर	स्पर्श व्याकरण  रचनात्मक लेखन अपठित	गद्य -वैज्ञानिक चेतना के वाहक, वेंकट रमन विराम चिन्ह अर्थ के आधार पर वाक्य अपठित गद्यांश अनुच्छेद लेखन पत्र लेखन (समस्त पाठों का अभ्यास ) अर्धवार्षिक परीक्षा	कीचड़ की उपयोगिता और मिट्टी के महत्व की जानकारी प्राप्त करना।  लेखन की क्षमता का विकास करना।

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अक्टूबर	स्पर्श  व्याकरण  रचनात्मक लेखन  अपठित  क्रियात्मक गतिविधि	पद्य- अग्नि-पथ  अर्थ की दृष्टि से वाक्य भेद  अनुच्छेद लेखन  अपठित गद्यांश  जीवन एक अग्नि पथ है- विषय पर चर्चा	काव्य लेखन की क्षमता का विकास करना।  धार्मिक सौहार्द की भावना का विकास करना।  प्रेम, सद्भाव, विश्वास और भाईचारे के विषय में चर्चा करना।  लेखन व पठन कौशल का विकास।
नवंबर	स्पर्श  संचयन  व्याकरण  रचनात्मक लेखन  अपठित	पद्य- नए इलाके में, खुशबू रचते हैं हाथ  गद्य -कल्लू कुमार की उनाकोटी विराम चिह्न (अभ्यास )  अपठित गद्यांश	नए इलाके में जा कर नई-नई जानकारियाँ प्राप्त करना।  व्यवहारिक ज्ञान का विकास
दिसंबर	स्पर्श  व्याकरण  रचनात्मक लेखन  क्रियात्मक गतिविधि	गद्य- शुक्र तारे के समान  अनुस्वार-अनुनासिक  सूर्य मंडल एवं विभिन्न ग्रहों का सचित्र वर्णन करें।	देशभक्ति, वीरता, त्याग, बलिदान के भाव का विकास करना।  स्वतंत्रता से संबंधित अपने विचार प्रकट करना।  भाषाशैली व लेखन का विकास करना।

जनवरी/ फरवरी	संचयन  क्रियात्मक गतिविधि	गद्य -मेरा छोटा सा निजी पुस्तकालय  सम्पूर्ण पाठ्यक्रम अभ्यास  कविता वाचन, दोहा	वार्षिक पाठ्यक्रम के अनुसार पाठों का प्रत्यास्मरण
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Subject: Sanskrit

मास	इकाई	उपविषयः	गतिविधयः
अप्रैल	पाठ १ स्वर सन्धिः व्यञ्जनसन्धिः उपपद विभक्तिः रचनात्मककार्यम् शब्दरूपाणि धातुरूपाणि क्रियाकलापः	अविवेकः परमापदां पदम् । अन्वयः, पदपरिचयः, अभ्यासकार्यम्। दीर्घः, गुणः, वृद्धिः। ( पाठाधारितम् ) वर्गीयप्रथमवर्णस्य तृतीयवर्णं परिवर्तनम् , ' म् ' स्थाने अनुस्वारः। द्वितीया - परितः , समया / निकषा , प्रति , विना , उभयतः , धिक्। तृतीया - सह / समम् / सार्धम् , विना , अलम् , हीनः। चित्र लेखनम्, पत्र लेखनम्। पुंलिङ्गशब्दाः अकारान्तः - बालकवत् , इकारान्तः - कविवत् , उकारान्तः - साधुवत् , ऋकारान्तः - पितृवत्, हलन्तः - भवत् । आत्मनेपदिनः > सेव् , लभ् , वन्द् , रुच् ( लट्लकारे , लृट्लकारे च ) सन्धियुक्त पदान् आधृत्य पञ्च चित्रसहितम् वाक्य निर्माणम् कुरुत।	सन्धि-पदेन शुद्ध पदनिर्माणस्य अभ्यासः। कथया छात्राणाम् चारित्रिकम् विकासम् ।
मई	पाठ २ पाठ ३ रचनात्मककार्यम् प्रत्ययः अपठितगद्यांशः क्रियाकलापः	पाठ्यम्। पदपरिचयः, शब्दार्थाः, अभ्यासकार्यम्, सन्धिविच्छेदः। विजयतां स्वदेशः। पदपरिचयः, शब्दार्थाः, अभ्यासकार्यम्, सन्धिविच्छेदः । चित्र लेखनम्, पत्र लेखनम्, संवाद पूर्तिः / कथा पूर्तिः। क्त्वा, तुमुन्, ल्यप्, शतृ। अपठितगद्यांशारित - एकपदेन, पूर्णवाक्येन तथा निर्देशानुसारेण उत्तरत। “स्वगृह - विषयम्” आधृत्य चित्रेण सहित पञ्च वाक्यनि लिखत।	चित्र माध्यमेन छात्रेषु चिन्तन शक्तेः संवर्धनम् एवं शुद्ध संस्कृतभाषायाः ज्ञानम्।

जुलाई	पाठ ४ पाठ ५ रचनात्मककार्यम् शब्दरूपाणि क्रियाकलापः	विद्यया भान्ति सद्गुणाः। पदपरिचयः, शब्दार्थाः, अभ्यासकार्यम्। कर्मणा याति संसिद्धिम्। अन्वयः, पदपरिचयः, अभ्यासकार्यम्। विसर्गसन्धिः उत्त्वम्, शत्व, षत्व, सत्वम्। चित्र लेखनम्, पत्र लेखनम्, संवाद पूर्तिः / कथा पूर्तिः । आकारान्तः - लतावत्, ईकारान्तः - नदीवत् । ज्ञान वर्धक पञ्च सूक्तिनाम् सचित्रम् संग्रहम् कुरुत।	संस्कृत सूक्तिभिः छात्रेषु पठनशक्तेः विकासम्। पाठ माध्यमेन छात्राणाम् मानसिकम् एवं चारित्रिकम् विकासम्।
अगस्त	पाठ ६ धातुरूपाणि रचनात्मककार्यम् उपपद विभक्तिः क्रियाकलापः	तत् त्वम् असि। पदपरिचयः, शब्दार्थाः, अभ्यासकार्यम्, सन्धिविच्छेदः। परस्मैपदिनः > नम्, पठ्, गम्, वद्, भू, क्रीड्, नी, दृश्, अस्, कृ, पा ( पिब् ) त्यज्, स्था, शक्, क्षाल्, ज्ञा, श्रु, दा, सूच्, रक्ष्, हस्, धृ, स्मृ, मिल्, कुप्, ( पञ्चसुलकारेषु ) चित्र लेखनम्, पत्र लेखनम्, संवाद पूर्तिः / कथा पूर्तिः । शतृ, । नपुंसकलिङ्गशब्दाः > अकारान्तः - फलवत् । सर्वनामशब्दाः अस्मद्, युष्मद्, किम्, तत् ( त्रिषु लिङ्गेषु ) । चतुर्थी - रुच, दा ( यच्छ् ), नमः, कुप् / क्रुध्, स्वस्ति, स्वाहा। पञ्चमी - विना, ऋते, बहिः, भयार्थे, रक्ष, अनन्तरम्, पूर्वम्, परः। उपपद विभक्तियुक्त पञ्च सचित्रम् वाक्यानाम् निर्माणम् कुरुत।	शब्दरूपैः एवं धातुरुपैः नूतन पदानाम् निर्माणम् संवर्धनम् च। उपपद विभक्तिपदैः व्याकरणिक अंशानाम् परिमार्जनम्।
सितम्बर	अर्धवार्षिक परीक्षा	पठितपाठ्यक्रमस्य पुनरावृत्तिः तथा अभ्यासकार्यम्। छात्राणाम् समस्यानाम् समाधानम् तथा च छात्राणाम् परीक्षा।	



अक्टूबर	<p>पाठ ७</p> <p>पाठ ८</p> <p>धातुरूपाणि रचनात्मककार्यम्</p> <p>शब्दरूपाणि</p> <p>प्रत्ययः उपपद विभक्तिः</p> <p>सन्धिः संख्या क्रियाकलापः</p>	<p>तरवे नमोऽस्तु। पदपरिचयः, शब्दार्थाः, अभ्यासकार्यम्, सन्धिविच्छेदः।</p> <p>न धर्मवृद्धेषु वयः समीक्ष्यते। पदपरिचयः, शब्दार्थाः, अभ्यासकार्यम् ।</p> <p>अस्, कृ, सेव्। ( पञ्चलकारेषु )</p> <p>चित्र लेखनम्, पत्र लेखनम्, संवाद पूर्तिः / कथा पूर्तिः ।</p> <p>सर्वनामशब्दाः - अस्मद्, युष्मद्, किम् ( त्रिषु लिंगेषु )।</p> <p>तुमुन्, ल्यप्।</p> <p>षष्ठी - उपरि , अधः , पुरतः , पृष्ठतः , वामतः , दक्षिणतः , निर्धारणे ।</p> <p>सप्तमी- स्निह् , विश्वस् , निपुण , कुशल , प्रवीण ।</p> <p>यण्, अयादि।</p> <p>१ - १००,</p> <p>पाठात् पर्यायपदान् चित्वा सचित्रम् पञ्च वाक्यानि रचयत।</p>	<p>पाठमाध्यमेन छात्रेषु परिश्रमशीलस्य प्रेरणाम् दापनम्।</p> <p>पत्र लेखनेन संस्कृतभाषायाः परिमार्जितम् परिवर्धितम् च।</p>
नवम्बर	<p>पाठ ९</p> <p>रचनात्मककार्यम्</p> <p>शब्दरूपाणि क्रियाकलापः</p>	<p>कवयामि वयामि यामि। पदपरिचयः, शब्दार्थाः, अभ्यासकार्यम् ।</p> <p>स्वर सन्धिः - दीर्घः, गुणः, वृद्धिः। ( पाठाधारितम् )</p> <p>चित्र लेखनम्, पत्र लेखनम्, संवाद पूर्तिः / कथा पूर्तिः ।</p> <p>अकारान्तः, इकारान्तः पुल्लिङ्गः।</p> <p>पाठात् विपरीतपदानि चित्वा सचित्रम् पञ्च वाक्यानि रचयत।</p>	<p>पाठमाध्यमेन छात्रान् पौराणिक - कथाभिः परिचयम्। छात्रान् संस्कारेण संयुक्तम् करणीयम्।</p>
दिसम्बर	<p>रचनात्मककार्यम्</p> <p>धातुरूपाणि</p> <p>शब्दरूपाणि</p> <p>प्रत्ययः</p> <p>सन्धिः</p> <p>संख्या</p> <p>क्रियाकलापः</p>	<p>चित्र लेखनम्, पत्र लेखनम्, संवाद पूर्तिः / कथा पूर्तिः ।</p> <p>पठ्, अस्, कृ, पा ( पिब् ) सेव्। ( पञ्च लकारेषु )</p> <p>अकारान्तः, आकारान्तः, ईकारान्तः, उकारान्तः।</p> <p>शत्, क्त्वा, तुमुन्, ल्यप्।</p> <p>दीर्घः, गुणः, वृद्धिः, यण्, अयादि।</p> <p>१ - १००,</p> <p>क्त, क्तवतु, शत्, शानच् प्रत्ययान् चित्वा सचित्रम् वाक्यानि रचयत।</p>	<p>पाठमाध्यमेन छात्रान् पर्यावरणस्य परिचयम् ।</p> <p>छात्रान् पर्यावरणम् प्रति सतर्कज्ञानम्।</p>

जनवरी	पूर्ववार्षिक परीक्षा	पठितपाठ्यक्रमस्य पुनरावृत्तिः तथा अभ्यासकार्यम्। छात्राणाम् समस्यानाम् समाधानम् तथा च छात्राणाम् परीक्षा।	
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**Subject- HEALTH CARE (413)**

Month	Unit	Sub units
April	<p><b><u>Part A: Employability Skills</u></b></p> <p>Unit 1 Communication skills- I</p>  <p><b><u>Part B: Subject Specific Skills</u></b></p> <p>Unit 1 Healthcare Delivery System</p>	<ul style="list-style-type: none"> <li>● Introduction to communication</li> <li>● Verbal &amp; Non-verbal Communication</li> <li>● Writing skills: parts of speech and sentences</li>   <li>● Describe Healthcare Delivery system</li> <li>● Identifying Components and Activities of Hospital</li> <li>● Describe Role and Function of Clinic</li> <li>● Describe Rehabilitation Care Facilities</li> <li>● Describe Long Term Care Facilities</li> <li>● Hospice Care</li> </ul>
May	<p><b><u>Part A: Employability Skills</u></b></p> <p>Unit 2: Self-Management Skills- I</p>	<ul style="list-style-type: none"> <li>● Pronunciation basics</li> <li>● Greetings and introduction</li> <li>● Talking about self</li> <li>● Asking questions- I &amp; II</li> <li>● Introduction to Self-management Strength and Weakness Analysis</li> <li>● Self-confidence</li> <li>● Positive Thinking</li> <li>● Personal Hygiene</li> <li>● Grooming</li> </ul>

July	<b><u>Part B: Subject Specific Skills</u></b>  Unit 2: Role of patient care Assistant	<ul style="list-style-type: none"> <li>• Describe the Role of Patient Care Assistant</li> <li>• Identifying Various Activities of Patients Daily Care</li> <li>• Describe Basic Requirements for patient Comfort</li> <li>• Describe Various Aspects of Patient safety</li> <li>• Describe qualities of a Good Patient Care Assistant</li> <li>• Biomedical Waste and its Management</li> </ul>
August	<b><u>Part A: Employability Skills</u></b>  Unit 3: ICT Skills- I	<ul style="list-style-type: none"> <li>• Introduction to ICT</li> <li>• ICT Tools: Smartphones and Tablets - I</li> <li>• ICT Tools: Smartphones and Tablets – II</li> <li>• Parts of Computer and Peripherals</li> <li>• Basic Computer Operations</li> <li>• Performing Basic File Operations</li> <li>• Communication and Networking - Basics of Internet</li> <li>• Communication and Networking — Internet Browsing</li> <li>• Communication and Networking- Introduction to e-mail</li> <li>• Communication and Networking - Creating an e- mail Account</li> <li>• Communication and Networking - Writing an e- mail</li> <li>• Communication and Networking Receiving and Replying to e-mails</li> </ul>

September	<b><u>Part B: Subject Specific Skills</u></b>  Unit 3: Personal Hygiene and Hygiene Practice	<ul style="list-style-type: none"> <li>• Demonstrate Good Hygiene Practice</li> <li>• Describe factors Affecting Good Health</li> <li>• Perform Hand Washing</li> <li>• Demonstrate Personal Grooming</li> </ul>
October	<b><u>Part A: Employability Skills</u></b>  Unit 4: Entrepreneurial Skills- I	<ul style="list-style-type: none"> <li>• What is Entrepreneurship?</li> <li>• Role of Entrepreneurship</li> <li>• Qualities of a Successful Entrepreneur</li> <li>• Distinguishing Characteristics of Entrepreneurship and Wage Employment</li> <li>• Types of Business Activities</li> <li>• Product, Service and Hybrid Businesses</li> <li>• Entrepreneurship Development Process</li> </ul>
November	<b><u>Part B: Subject Specific Skills</u></b> Unit 4: Primary Healthcare and Emergency Medical Response	<ul style="list-style-type: none"> <li>• Describe Essential Components of Primary Healthcare</li> <li>• Demonstrate Chain of Survival</li> </ul>
December	Unit: 5 Immunization	<ul style="list-style-type: none"> <li>• Differentiate between various types of immunity</li> <li>• Describe immunization Schedule</li> <li>• Describe Key Components of Universal Immunization Programme</li> <li>• Pulse Polio Immunization Programme</li> </ul>
January	<b><u>Part A: Employability Skills</u></b>  Unit 5: Green Skills- I  Project work	<ul style="list-style-type: none"> <li>• Society and Environment</li> <li>• Conserving Natural Resources</li> <li>• Sustainable Development and Green Economy</li> </ul> <p>As per CBSE guidelines</p>

Febraury	Revision
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