

**SURENDRANATH CENTENARY SCHOOL**  
**SESSION – 2024-25**  
**ANNUAL PEDAGOGICAL PLAN**  
**CLASS IX**

Subject:- English					
Book:- NCERT Textbook for Class IX, BEEHIVE, Words and Expression, Moments					
Month	Chapter	No. of pr.	Topics	Learning Objective	Learning Outcome
			<b>Recapitulation of Previous knowledge.</b> <b>Grammar – Determiners and Subject verb Agreement.</b> <b>Descriptive paragraph writing – Guided practice following the CODER.</b>	<b>To help the learners to</b>	<b>Learners will be able to</b>
April	<b>Beehive:</b> CH- 1: The Fun They Had Poem: The Road Not Taken <b>Moments:</b> CH- 1: The Lost Child CH- 2: The Adventures of Toto <b>Words And Expression:</b> Unit: 1 <b>Grammar and Writing:</b> Subject- verb Agreement, Descriptive Paragraph writing	28	Discovery of the diary and reading its contents, schools of the past and present- Debate, mechanical and human teacher, comprehension check. (The Fun They Had) •Writing- Bio sketch •Subject- Verb Agreement- gap filling exercises •Words and Expressions: •Reading comprehension, paragraph writing (Unit • Role of parents in a child’s life, reads and analyses the essence of the story, comprehension check.(The Lost Child) •Significance of two roads, poetic devices, comprehension check.(The Road Not Taken) •Reading and analysing the humorous element of the story, comprehension check. (The Adventures of Toto) <b>ACTIVITY- 1</b>	<ul style="list-style-type: none"> <li>•Identify a variety of genres for pleasure specifically science fiction</li> <li>•Answer questions based on comprehension and inference.</li> <li>•Critically examine the similarities and differences between human and mechanical teacher and discuss them.</li> <li>•Identify the error and fill in the blanks with suitable verb.</li> <li>•List and interpret the incidents of the story.</li> <li>•Discuss the duties which the children should fulfil towards their parents in order to be regarded as the ‘Ideal Child’.</li> </ul> Message- The significance of parents is revealed only when they are out of sight •Explain specific features of	<ul style="list-style-type: none"> <li>•Listen to and discuss literary /nonliterary inputs in varied contexts in order to infer, interpret and appreciate.</li> <li>•Answer questions based on comprehension and inference.</li> <li>•Use the rules of grammar in speech and writing.</li> <li>use correct grammatical structures in expression</li> <li>•Expresses thoughts, ideas, views and opinions, verbally and non-verbally, in order to demonstrate language communication skills</li> <li>•Write short answers / paragraphs, reports</li> </ul>

			<p>•<b>Experiential Learning:</b> (Words and Expressions) Comparison between Margie’s school and your school (mind map) Skills: Critical thinking</p> <p><b>ACTIVITY -2</b></p> <p>•<b>Subject Enrichment:</b> Conversation- What kind of school do you want to have? What are the pros and cons? Skills: Speaking Skills</p> <p><b>ACTIVITY- 3</b></p> <p>•<b>Experiential Learning:</b> The Lost Child- MIND MAP Skills: Creative thinking Group discussion- HOTS How would you have handled the situation?</p>	<p>the poem for interpretation and literary appreciation.</p> <ul style="list-style-type: none"> <li>•Discuss the importance of pets.</li> <li>•Answer reference to the context tasks and questions.</li> <li>•Explain specific features of the poem for interpretation and literary appreciation.</li> <li>•Discuss the importance of pets.</li> <li>•Answer reference to the context tasks and questions.</li> </ul>	<p>using appropriate vocabulary and grammar on a given theme.</p> <ul style="list-style-type: none"> <li>•Identify and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention /point of view, rhyme scheme, etc.</li> </ul>
May	<p>Beehive: CH-2: The Sound of Music- Evelyn Glennie, Ustad Bismillah Khan</p> <p>Grammar and Writing: Modals, tenses</p>	14	<ul style="list-style-type: none"> <li>•Practice exercises of tenses and modals.</li> <li>•Reading and analyzing the success story of a differently abled person, comprehension check, diary entry.(Evelyn Glennie)</li> <li>•Reading and analyzing the success story of a Music Maestro, paragraph writing and</li> <li>•Bio- sketch. (Ustad Bismillah Khan)</li> </ul> <p><b>ACTIVITY- 1</b></p> <p>•<b>Group Discussion:</b> ‘How far can art infuse and preserve patriotism.’ Skills: Creative thinking, writing</p>	<ul style="list-style-type: none"> <li>•Discuss the uses and application of the various tenses.</li> <li>•Differentiate between Primary and Modal auxiliary.</li> <li>•Read and respond to the textual elements- plot, the style of writing and the genre.</li> <li>•Critically analyze the theme. Critically examine the characters and compare with others in the text.</li> </ul>	<ul style="list-style-type: none"> <li>•Read and analyze the textual elements plot, the style of writing and the genre.</li> <li>•Analyze the characterization and other elements of the story. critically analyze the theme, moral value imparted through the story.</li> </ul>

<p>June</p>	<p>Beehive: Poem- Wind Moments: CH- 3: Iswaranthe Storyteller</p>	<p>14</p>	<ul style="list-style-type: none"> <li>•Significance of wind, poetic devices, comprehension check. (Wind)</li> <li>•Read and analyse the theme, comprehension check.(Iswaran the Storyteller)</li> </ul> <p><b>HOTS:</b>‘What do you learn from other elements of nature?’</p> <p><b>ACTIVITY1</b></p> <p><b>Subject Enrichment:</b> A group discussion on ‘What sets Iswaran apart from other domestic helps?’</p> <p>Skills : Speaking</p>	<ul style="list-style-type: none"> <li>•Respond to the poem and identify the difference between a translation and an original work in English.</li> <li>•Use the literary devices.</li> <li>•Write short answers/ paragraphs using appropriate vocabulary and grammar.</li> <li>•Discuss the qualities of a good listener with reference to Mahendra.</li> </ul>	<ul style="list-style-type: none"> <li>•Discuss literary /non-literary inputs in varied contexts in order to infer, interpret and appreciate</li> <li>•Recite the poem with proper stress and intonation. recite the poem with proper stress and intonation.</li> <li>•Analyze the characterization and other elements of the story</li> </ul>
<p>July</p>	<p>Beehive: CH- 3: The Little Girl  Poem: Rain on the Roof The Lake Isle of Innisfree  Moments: CH- 4: In the Kingdom of Fools  Words and Expressions: Unit- 3  Grammar and Writing: Reported Speech, Diary Entry, Story Writing (Based on</p>	<p>28</p>	<ul style="list-style-type: none"> <li>•Introduction to the protagonist and her life, Kezia and her domineering father, a night of commotion, comprehension check. (The Little Girl)</li> <li>•Grammar: verbs of reporting</li> <li>•Reminiscences on the memory of rain, wistful nostalgia and feeling of loss, poetic devices, comprehension check.(Rain on the Roof)</li> <li>•Diary writing Theme, chapter highlights(In the kingdom of fools)</li> <li>•Unit- 3(Words and Expressions) Significance of the place ‘Innisfree’ and the poet’s yearning for serenity, rhyme and rhythm, poetic devices. (The Lake isle of Innisfree)</li> <li>•Story writing.</li> <li>•Group discussion-</li> </ul> <p><b>ACTIVITY-1</b></p> <p><b>Subject Enrichment:</b> Book Review</p> <p>Skills: Speaking</p>	<ul style="list-style-type: none"> <li>•Co- relate the ideas and thoughts of the protagonist with those of their parents.</li> <li>•Analyze the impulsive step taken by Kezia and the punishment received.</li> <li>•Respond to the poem- admiring the bliss of nature in the form of rain.</li> <li>•Discuss the specific features of the poem for interpretation particularly euphemism.</li> <li>•Write a diary on a given situation.</li> <li>•Discuss the role of a guru in one’s life; intelligent enemy is better than a foolish friend.</li> <li>•Discuss the significance of adopting and observing peace and tranquility of nature in their lives.</li> <li>•List and interpret the incidents of the story.</li> <li>•Discuss the significance of adopting and observing peace and tranquility of nature in their lives.</li> <li>•Critically analyze the theme and employ various figures of speech.</li> </ul>	<ul style="list-style-type: none"> <li>•Respond to the importance of trust towards parents and the impact of punishments- lead to an emotional scar. .</li> <li>• Discusses literary /non-literary inputs in varied contexts in order to infer, interpret and appreciate.</li> <li>•Identifies and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention /point of view, rhyme scheme, etc. in order to demonstrate understanding of their significance in literature and narrative.</li> </ul>

	cues/outlines)		<p><b>ACTIVITY- 2</b>  <b>Art Integrated Learning:</b>  Record your favourite childhood memory and try to portray it through a sketch or painting or recreate a childhood memory of yours through comic strips.</p> <p><b>ACTIVITY- 3</b>  <b>Experiential learning:</b>  In the Kingdom of fools: Flow Chart  Skills: Creative thinking</p> <p><b>ACTIVITY- 4</b>  <b>Subject Enrichment:</b>  •Listening activity: based on audio script. Skills: Listening</p>		
August	<p>•Beehive:  CH- 4: A Truly Beautiful Mind  Poem: A Legend of the Northland  •Moments:  CH-5: The Happy Prince    <b>SDG: 1</b></p>	28	<p>•Critically analyse the theme and moral value imparted through the story.  •Answer questions based on comprehension and inference.  •Use of passive voice, application based questions.  •Discuss the culture, lifestyle and belief of the people, understanding Phoebe Cary’s style of writing.  •Classify the different poetic devices for interpretation and analysis.  •Words and Expressions: unit- 4, reading comprehension and vocabulary.  <b>ACTIVITY – 1</b>  <b>Subject Enrichment:</b>  Speaking activity: Debate ‘Our happiness in life depends entirely on our mental attitude.’ (Words and Expressions- unit 4)</p>	<p>•Critically analyze the theme, and moral value imparted through the story.  •Answer questions based on comprehension and inference.  •Discuss the culture, lifestyle, and belief of the people. understanding Phoebe Cary’s style of writing.  •Discuss the literary /nonliterary inputs in varied contexts in order to infer, interpret and appreciate.  •Respond to and discuss a variety of genres for pleasure specifically science fiction  •Discuss literary /nonliterary inputs in varied contexts in order to infer, interpret and appreciate  •Answer questions based on comprehension and inference use proper grammatical structure, i.e. -</p>	<p>•Read and analyze the inspirational story of Albert Einstein, comprehension check.(A Truly Beautiful Mind)  •Read and comprehend narrative poetry, legend and folklore, poetic devices, comprehension check .(A Legend of the Northland)  •Comprehend the theme, story line,characters.(The Happy Prince)  •Analyze the visual cues, specimen writing.(Paragraph writing)</p>

			<p>Skills: Speaking</p> <p><b>ACTIVITY- 2 Group Discussion:</b>  HOTS – True happiness is found only in making others happy.  Comment with reference to the story ‘The Happy Prince’.</p> <p>Skills: Speaking and writing</p>	tense, various mechanics of writing etc.	
September	<ul style="list-style-type: none"> <li>•Beehive:CH-5: The Snake and the Mirror</li> <li>•SDG: 15 Life on Land</li> <li>CH- 6: My Childhood</li> <li>Words And Expressions: Unit: 5 &amp; 6</li> <li>•Grammar and Writing: Paragraph writing (descriptive)</li> </ul>	14	<ul style="list-style-type: none"> <li>• Discuss a variety of genres for pleasure specially science fiction.</li> <li>List and interpret the incidents of the story.</li> <li>Write short answers/ paragraphs and textual answers using appropriate vocabulary and grammar.</li> <li>Use correct grammatical structures in expression</li> </ul> <p><b>ACTIVITY- 1</b>  <b>ArtIntegrated:</b>  Collect your favourite quotations by M. K.Gandhi, Dr. Abdul Kalam, Mother Teresa, LalBahadurShastri, J. Krishnamurti, any other personalities that you admire and make a collage for display.</p> <p>Skills: Creative thinking</p> <p><b>ACTIVITY -2</b>  <b>GroupDiscussion:</b> ‘Man kills snake for his greed yet gets scared by mere sight of a snake.  Comment.’</p> <p>Skills:Critical thinking</p>	<ul style="list-style-type: none"> <li>•Listen to and discuss literary /non-literary inputs in varied contexts in order to infer, interpret and appreciate list and interpret the incidents of the story.</li> <li>• Critically examine the characters and sequence of incidents.</li> <li>•Express thoughts, ideas, views, and opinions, verbally and non-verbally, in order to demonstrate language communication skills.</li> <li>•Discuss variety of genres for pleasure specifically autobiography.</li> <li>discusses literary /nonliterary inputs in varied contexts in order to infer, interpret and appreciate</li> <li>•Answer questions based on understanding of the topic.</li> </ul>	<p>Read and analyze the humorous element of the story, comprehension check (The Snake and the Mirror), integrated grammar practice.</p> <ul style="list-style-type: none"> <li>•Read and analyze the essence of the story and the underlying message, comprehension check,</li> <li>•Paragraph writing. (My Childhood)</li> </ul>

October	Beehive: Poem: No Men Are Foreign Moments: CH- 7: The Last Leaf	14	Reading and analyzing the essence of the story, list some of the reasons to feel dejected and depressed, comprehension check.  <b>ACTIVITY – 1</b> <b>Subject Enrichment:</b> Story Writing – Divide the class into four groups. Each group to be given a theme for story writing (Friendship, Faith and Hope, Art as Saviour) Skills: Creative writing	<ul style="list-style-type: none"> <li>•Explain the figurative language of the poem for interpretation and literary appreciation.</li> <li>•Answer reference to the context tasks and questions.</li> <li>•Plan, organise and present ideas coherently by introducing, developing and concluding a topic.</li> </ul>	<ul style="list-style-type: none"> <li>•Draw the inferences, and appreciates the essence of the poem.</li> <li>•Listento and discuss literary /non-literary inputs in varied contexts in order to infer, interpret and appreciate discuss the layers of meaning in the poem</li> <li>•Identify the symbols in the poem .</li> </ul>
November	Beehive: CH-8: Reach for the Top SDG : 5 Gender Equality  Poem: On Killing a Tree Moments: CH-8: A House is Not a Home  Words And Expressions:  Unit: 8 Grammar and Writing :  Reported Speech, Story writing	28	Reads and draws inspiration from the trials of Santosh Yadav and Maria Sharapova’s life, understands the qualities required to climb Mt. Everest and become a successful player, comprehension check.(Reach for the Top) Reads and comprehends the difference between cutting a tree and killing it, poetic devices, comprehension check.(on Killing a Tree), Reporting dialogues Reads and reflects upon the challenges of being a teenager, comprehension check. Reading comprehension, speaking and listening tasks (unit 8), story writing- with description and outline. <b>ACTIVITY- 1</b> <b>Experiential learning:</b> Group Project In January 2018, the President of India awarded 112 amazing “First	<ul style="list-style-type: none"> <li>•Evaluate the trials and tribulations of the young girls to pursue their dreams.</li> <li>•Infer the word meanings from context and use them with the proper tense pattern.</li> <li>•Answer reference to the context tasks and questions.</li> <li>•Discuss the layers of meaning in the poem.</li> <li>•Identify the symbols in the poem and interpret them.</li> <li>•Explain the figurative language of the poem for interpretation and literary appreciation.</li> <li>•Critically examine the characters and sequence of incidents.</li> </ul>	Read literary texts for enjoyment /pleasure and compare, interpret, and appreciate characters, themes, plots, and incidents in order to give an opinion with reasoning. Understand the qualities required to climb Mt. Everest infer the word meanings from context and use them with the proper tense pattern. Understand the qualities required to become a successful.  Draw the inferences, and appreciate the essence of the poem. Discuss literary /non-literary inputs in varied contexts in order to infer, interpret and appreciate. discuss the layers of meaning in the poem

			Ladies” for being first in their respective fields. Make a Power Point Presentation of some of them. (their life, struggle, society, inspiration and achievement) Skills: Critical thinking		
December	<p>Beehive: CH- 10: Kathmandu</p> <p>Poem: A Slumber Did My Spirit Seal</p> <p>Moments: CH- 10: The Beggar SDG: 8 Decent Work and Economic Growth</p> <p>Words And Expressions: Unit: 10</p> <p>Grammar and Writing: Tenses, travelogue writing</p>	21	<p>Reading and analyzing the description of the place ‘Kathmandu’ and its significance, comprehension check, writes a travelogue using appropriate grammar, structure and vocabulary. Reads and comprehends the language of loss and the effect it has on the bereaved, poetic devices, comprehension check. Grammar- Practice exercises on tenses. Highlight the importance of employment and willingness to work, hard work etc., and comprehension check. Exercises of unit: 10 (Words and Expressions) Group discussion- <b>HOTS:</b> ‘You can lead a horse to water, but you cannot make it drink.’ Justify the proverb with reference to the story ‘The Beggar.’ Skills: Thinking skill, writing skill <b>ACTIVITY- 1:</b> <b>Subject Enrichment:</b> Voice your opinion(debate) ‘Should we give alms to beggars’? Skills: Thinking and speaking skills</p>	<ul style="list-style-type: none"> <li>•Respond to the descriptive style of writing and the images created in the story.</li> <li>•Write description of a journey and the places visited.</li> <li>•Answer reference to the context exercises and questions.</li> <li>•Analyze the layers of meaning in the poem.</li> <li>•Explain the figurative language of the poem for interpretation and literary appreciation.</li> <li>•Write short answers/ paragraphs and textual answers using appropriate vocabulary and grammar.</li> <li>•Identify the reasons for poverty and losing a job.</li> <li>•Comprehend the need of always helping the one in need. Frame answers with the help of value points.</li> </ul>	<ul style="list-style-type: none"> <li>•Read literary texts for enjoyment /pleasure and compare interpret and appreciate characters, themes, plots and incidents in order to give an opinion with reasoning.</li> <li>•Identify and appreciate significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention /point of view, rhyme scheme, etc.in order to demonstrate understanding of their significance in literature and narratives</li> <li>Comprehension check-Write short answers / paragraphs, and textual answers using appropriate vocabulary and grammar.</li> <li>•Write short answers /paragraphs /report</li> </ul>

January	Beehive: CH- 11: If I Were You Words And Expressions:Unit- 11 Grammar and Writing:Determiners, Subject verb Agreement, diary writing	21	Unit: 11- reading comprehension, vocabulary, grammar, listening. Diary writing on a given situation. Grammar: practice exercise on determiners, subject- verb agreement Listening activity: based on audio script. <b>ACTIVITY - 1</b> <b>Subject Enrichment:</b> Listening activity Skills: Listening skill <b>ACTIVITY- 2</b> <b>Art Integrated learning:</b> Role Play - Narrate an incident where you were able to handle a tricky situation. 1.How did you handle the situation? 2. What do you think saved you at that time?	<ul style="list-style-type: none"> <li>•Discuss each of the characters and the roles in the plot.</li> <li>•Critically analyses the theme and moral values imparted through the story.</li> <li>•Respond to Reference to the Context, Questions and Answers.</li> <li>•Develop competence, confidence and the ability to write independently.</li> <li>•Identify the errors in the usage of determiners and verbs.</li> <li>•Fill the blanks with the correct words</li> </ul>	<ul style="list-style-type: none"> <li>•Character sketches of each of the characters, Gerrard and the intruder and convert a play to the story.</li> <li>•Write short answers /paragraphs /reports using appropriate vocabulary and grammar on a given theme in order to demonstrate language comprehension and communication skills along with critical thinking skills</li> </ul>
February			<b>Revision</b> Beehive- Ch: 5,6,8,10,11 Moments- Ch: 7,8,10 Poem- No Men are Foreign, On Killing a Tree, A Slumber Did My Spirit Seal. Grammar, story writing, descriptive paragraph, diary entry.		



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**CLASS IX**

Subject- हिंदी					
Book- क्षितिज भाग-1, कृतिका भाग-1, मानक हिंदी व्याकरण					
Month	Chapter	No. of pr.	Topics	Learning Objective	Learning Outcome
April '24	<p>साहित्य की रूपरेखा: एक परिचय</p> <p>क्षितिज:- साखियाँ, सबद, दो बैलों की कथा</p> <p>कृतिका:- इस जल प्रलय में</p> <p>व्याकरण:- उपसर्ग, अनुच्छेद-लेखन, पत्र-लेखन</p>	20	<p>साहित्य की चर्चा ,पूर्वानुभव समीक्षा</p> <p><b>क्षितिज:- कबीर की साखियाँ</b></p> <p><b>जीवन के विभिन्न उदाहरण, जैसे स्वर्ण कलश, हाथी, जहाज के पंछी इत्यादि</b></p> <p><b>कृतिका:- इस जल प्रलय में बाढ़ की विभीषिका</b></p> <p><b>व्याकरण:- उपसर्ग शब्द निर्माण</b></p> <p><b>व्याकरण:- अनुच्छेद लेखन विभिन्न शीर्षकों पर लेखन अभ्यास</b></p>	<p>जीवन मूल्यों का विकास</p> <p>ज्ञान के महत्व से परिचय</p> <p>ईश्वर की सर्वव्यापकता को जानेंगे</p> <p>शब्द निर्माण में उपसर्ग की भूमिका को समझेंगे</p> <p>बैलों के माध्यम से जीवन मूल्यों की समझ बाढ़ की विभीषिका</p> <p>रचनात्मक लेखन का विकास</p>	<p><b>आजादी, मित्रता एवं संघर्ष के मूल्यों का विकास होगा</b></p> <p><b>ज्ञान के साथ साथ ईश्वर की सर्वव्यापकता को जान सकेंगे</b></p> <p><b>शब्द निर्माण की क्षमता विकसित होगी</b></p> <p><b>रचनात्मक लेखन में अभिरुचि होगी</b></p> <p>बाढ़ की विभीषिका से कैसे निबटा जाय, बच्चे सीख सकते हैं। बाढ़ आने से क्या-क्या परेशानी होती है इस कहानी से सीखा जा सकता है और एक उज्ज्वल भविष्य के निर्माण में परिस्थितियों से कैसे निपटा जाए सीखना आवश्यक होता है।</p>

<p>May '24</p>	<p>क्षितिज:- दो बैलों की कथा कृतिका:- इस जल प्रलय में व्याकरण:- प्रत्यय, लघुकथा लेखन</p>	<p>12</p> <ul style="list-style-type: none"> <li>• क्षितिज:- दो बैलों की कथा</li> <li>• व्याकरण:- प्रत्यय शब्द निर्माण, लघुकथा लेखन विभिन्न शीर्षकों पर लेखन अभ्यास</li> <li>• कृतिका: इस जल प्रलय में</li> </ul>	<ul style="list-style-type: none"> <li>&gt; मानवीय मूल्यों के प्रति जागरूकता</li> <li>&gt; आजादी का महत्व जानेंगे</li> <li>&gt; नए शब्दों का निर्माण कर सकेंगे</li> <li>&gt; रचनात्मक लेखन का विकास</li> <li>&gt; बाढ़ की विभीषिका से कैसे निबटा जाय</li> </ul>	<p>मनुष्य एवं पशु प्रवृत्ति के अंतर को समझेंगे</p> <p>नए शब्द गढ़ने की क्षमता विकसित होगी</p> <p>बाढ़ की विभीषिका से कैसे निबटा जाय के महत्व को समझेंगे, लघुकथा लेखन विभिन्न शीर्षकों पर लेखन कर सकेंगे</p>
<p>June '24</p>	<p>क्षितिज:- दो बैलों की कथा वाख, लहासा की ओर कृतिका:- मेरे संग की औरतें अनुच्छेद लेखन, पत्रलेखन</p>	<p>12</p> <ul style="list-style-type: none"> <li>• क्षितिज: दो बैलों की कथा</li> <li>• वाख</li> <li>• कृतिका:- मेरे संग की औरतें</li> <li>• व्याकरण:- प्रत्यय, अनुच्छेद लेखन</li> <li>• क्षितिज:- लहासा की ओर</li> </ul> <p>कृतिका:- मेरे संग की औरतें</p> <p>पत्र :- औपचारिक पत्र</p>	<ul style="list-style-type: none"> <li>&gt; नैतिक मूल्यों का विकास</li> <li>&gt; आध्यात्मिकता के प्रति लगाव</li> <li>&gt; तिब्बत की संस्कृति के बारे में जानेंगे</li> <li>&gt; आत्मविश्वास का जागरण</li> <li>&gt; रचनात्मकलेखन</li> </ul>	<p>नैतिक मूल्यों से सबल होंगे</p> <p>आध्यात्मिक विषयों में रुचि होगी</p> <p>तिब्बत की ऐतिहासिक, भौगोलिक एवं सामाजिक संरचना को जान सकेंगे</p> <p>रचनात्मक लेखन में रुचि होगी</p>

<p>July '24</p>	<p>क्षितिज:- ल्हासा की ओर, सवैये</p> <p>कृतिका:- रीढ़ की हड्डी</p> <p>व्याकरण :- समास, वाक्यभेद, अनौपचारिक पत्र, अपठित गद्यांश एवं पद्यांश</p>	<p>20</p>	<ul style="list-style-type: none"> <li>● क्षितिज:- ल्हासा की ओर</li> <li>● कृतिका:- रीढ़ की हड्डी</li> <li>● क्षितिज:- सवैये</li> <li>● व्याकरण:-समास, वाक्यभेद</li> <li>● अनौपचारिक पत्र</li> <li>● अपठित गद्यांश एवं पद्यांश</li> <li>● कथन : कारण प्रश्न अभ्यास एक परिचय</li> </ul>	<ul style="list-style-type: none"> <li>&gt; तिब्बत की प्रशासनिक व्यवस्था को जानेंगे</li> <li>&gt; विपत्तियों में मन को मजबूत बनाने के प्रति जागरूकता</li> <li>&gt; कृष्ण के प्रति समर्पण एवं भक्ति की पराकाष्ठा</li> <li>&gt; सामासिक शब्दों का निर्माण</li> <li>&gt; अर्थ के आधार पर वाक्य के भेद समझ सकते हैं</li> <li>&gt; रचनात्मक लेखन एवं रचनाशीलता के प्रति जागरूक होंगे</li> </ul>	<p>तिब्बत की प्रशासनिक व्यवस्था को जानेंगे</p> <p>बाढ़ की भयावह स्थिति को समझने के साथ साथ उससे बचाव के प्रति जागरूक होंगे</p> <p>सामासिक शब्दों के निर्माण में समर्थ होंगे</p> <p>कृष्ण के प्रति समर्पण एवं भक्ति की पराकाष्ठा को समझ पाएंगे।</p>
<p>August '24</p>	<p>क्षितिज:- उपभोक्तावाद की संस्कृति, साँवले सपनों की याद, कैदी और कोकिला</p> <p>कृतिका:- रीढ़ की हड्डी</p> <p>व्याकरण :- अलंकार (अनुप्रास, यमक, उपमा, रूपक) पत्रलेखन, अनुच्छेद लेखन</p>	<p>20</p>	<p>क्षितिज:- उपभोक्तावाद की संस्कृति, साँवले सपनों की याद, कैदी और कोकिला</p> <p>पुरुष मानसिकता को त्याग समाज का निर्माण किया जा सकता है</p> <ul style="list-style-type: none"> <li>● व्याकरण :- अलंकार, संवादलेखन पत्रलेखन, अनुच्छेद लेखन लघुकथा</li> </ul>	<ul style="list-style-type: none"> <li>&gt; प्रकृति की रक्षा के लिए जागरूक होना</li> <li>&gt; कविता में अलंकार प्रयोग की जानकारी</li> <li>&gt; आज़ादी के सेनानियों को मिलने वाली यातनाओं को जानेंगे</li> <li>&gt; देशभक्ति की भावना जगेगी</li> <li>&gt; रचनात्मकलेखन के प्रति जागरूक होंगे, पुरुष मानसिकता को त्याग कर ही स्वस्थ समाज का निर्माण किया जा सकता है</li> </ul>	<p>प्रकृति संरक्षण के प्रति जागरूकता आएगी</p> <p>अलंकार प्रयोग एवं पहचान में समर्थ हो पाएंगे</p> <p>देश के स्वतंत्रता सेनानियों के बलिदान को समझ सकेंगे</p> <p>रचनात्मक लेखन में अभिरुचि होगी</p> <p>पुरुष मानसिकता को त्याग कर ही स्वस्थ समाज का निर्माण किया जा सकता है की समझ सकेंगे</p>

September '24	पठित पाठों का पुनरावृत्ति		<ul style="list-style-type: none"> <li>● पुनरावृत्ति</li> </ul>	विषयनिष्ठ ज्ञान	विषयनिष्ठ ज्ञान से परिपूर्ण हो सकेंगे
October '24	<p>क्षितिज:- साँवले सपनों की याद</p> <p>व्याकरण:- उपसर्ग पत्रलेखन</p> <p>कृतिका:- रीढ़ की हड्डी</p>	12	<ul style="list-style-type: none"> <li>➤ साँवले सपनों की याद</li> <li>➤ उपसर्ग- अभ्यास</li> <li>➤ औपचारिकपत्र</li> <li>➤ रीढ़ की हड्डी</li> </ul>	<ul style="list-style-type: none"> <li>➤ प्रकृति की रक्षा के प्रति जागरूक होंगे</li> <li>➤ नए शब्दों का निर्माण कर सकेंगे</li> <li>➤ रचनात्मक लेखन</li> <li>➤ स्त्री शिक्षा के लिए चिंतन करेंगे</li> </ul>	<p>प्रकृति संरक्षण के प्रति जागरूकता होगी</p> <p>नए शब्दों के निर्माण में समर्थ होंगे</p> <p>स्त्रियों की शिक्षा के महत्व को जानेंगे</p>
November '24	<p>क्षितिज:- ग्रामश्री प्रेमचंद के फटे जूते</p> <p>व्याकरण:- प्रत्यय अनुच्छेदलेखन</p> <p>कृतिका:- रीढ़ की हड्डी</p>	16	<ul style="list-style-type: none"> <li>● ग्रामश्री</li> <li>● प्रत्यय-अभ्यास</li> <li>● अनुच्छेदलेखन</li> <li>● रीढ़ की हड्डी</li> </ul>	<ul style="list-style-type: none"> <li>➤ ग्रामीण क्षेत्रों में प्रकृति की सुंदरता का अनुभव</li> <li>➤ प्रेमचंद के सरल व्यक्तित्व से परिचय</li> <li>➤ प्रत्यय की सहायता से नए शब्दों का निर्माण कर सकेंगे</li> <li>➤ रचनात्मक लेखन</li> <li>➤ स्त्री शिक्षा के प्रति जागरूकता</li> </ul>	<p>देश की ग्रामीण क्षेत्र की प्राकृतिक सुंदरता से परिचित होंगे</p> <p>प्रेमचंद की सादगी एवं साहित्य में उनके योगदान को समझेंगे</p> <p>रचनात्मक लेखन में रुचि दिखाएंगे</p>

December '24	<p>क्षितिज:- प्रेमचंद के फ़टे जूते, मेघ आए</p> <p>व्याकरण:- समास, वाक्यभेद</p> <p>कृतिका:- रीढ़ की हड्डी</p>	16	<ul style="list-style-type: none"> <li>&gt; प्रेमचंद के फ़टे जूते</li> <li>&gt; मेघआए</li> <li>&gt; समास- विग्रह एवं पहचान</li> <li>&gt; वाक्यभेद:- पहचान एवं वाक्यपरिवर्तन</li> <li>&gt; रीढ़ की हड्डी</li> </ul>	<ul style="list-style-type: none"> <li>&gt; जीवन में सरलता के महत्व को जानेंगे</li> <li>&gt; प्रकृति में बादलों के आगमन पर होने वाले बदलाव को समझेंगे</li> <li>&gt; नए शब्दों का निर्माण कर सकेंगे</li> <li>&gt; समाज में होने वाले बदलाव को महसूस कर सकेंगे</li> </ul>	<p>जीवन में सरलता के महत्व को समझकर सादगी अपनाने पर जोर देंगे</p> <p>बादलों के आगमन पर प्रकृति में होने वाले परिवर्तनों को जानेंगे</p> <p>नवीन शब्दों के निर्माण की क्षमता विकसित होगी</p>
January '25	<p>क्षितिज:- मेरे बचपन के दिन</p> <p>व्याकरण:- अलंकार</p> <p>लघुकथा, ई-मेल लेखन, सूचनालेखन</p>	16	<ul style="list-style-type: none"> <li>&gt; मेरे बचपन के दिन</li> <li>&gt; अलंकार</li> <li>&gt; लघुकथालेखन</li> <li>&gt; ई-मेल लेखन</li> <li>&gt; सूचनालेखन</li> </ul> <p>Group discussion- अपने बचपन के अनुभवों को साथियों के साथ प्रस्तुत करेंगे</p>	<ul style="list-style-type: none"> <li>&gt; महादेवी वर्मा के बचपन की घटना से प्रेरित होंगे।</li> <li>&gt; कविता में अलंकार के प्रयोग को समझेंगे</li> <li>&gt; रचनात्मक लेखन के प्रति जागरूक होंगे</li> <li>&gt; ई-मेल एवं सूचना लेखन जैसे तकनीकी दक्षता प्राप्त करेंगे</li> </ul>	<p>महादेवी वर्मा के जीवन के कुछ पक्षों को जानेंगे</p> <p>अलंकार के अनुप्रयोग को जान सकेंगे</p> <p>रचनात्मकता के साथ लेखन कर सकेंगे</p> <p>तकनीकी लेखन कर पाएंगे</p>
February '25	<p>क्षितिज:- बच्चे काम पर जा रहे हैं</p> <p>व्याकरण- पुनरभ्यास</p>	12	<ul style="list-style-type: none"> <li>&gt; बच्चे काम पर जा रहे हैं</li> </ul>	<ul style="list-style-type: none"> <li>&gt; बाल मजदूरी जैसी समस्याओं के प्रति संवेदनशील बनेंगे</li> </ul>	<p>बाल मजदूरी के प्रति संवेदनशील होंगे</p>
March '25	वार्षिक परीक्षा				

**SURENDRANATH CENTENARY SCHOOL, RANCHI**  
**ANNUAL PLAN (2024-2025)**

CLASS: IX SUBJECT: MATHEMATICS			BOOKS: 1.NCERT 2.R.S.AGARWAL 3.LAB MANUAL		
MONTH	CHAPTER	No. of Periods	TOPICS	LEARNING OBJECTIVE	LEARNING OUTCOMES
APRIL	CH-1 NUMBER SYSTEM  SDG-Quality Education	17	Introduction to number system  <ul style="list-style-type: none"> <li>• Irrational Numbers</li> <li>• Real Numbers and their Decimal Expansions</li> <li>• Representing Real Numbers on the Number Line ,Operations on Real Number</li> </ul> <b>ACTIVITY -1</b> <b>Representation of irrational number on number line</b>	*Recall numbers and classify a given number * Represent a number in the form of p/q * Calculate and find rational numbers between any two rational numbers *Modify a number *Representation of irrational number *Properties of irrational numbers *Rationalization * Extend the laws of exponents	Applies logical reasoning in classifying real numbers ,proving their properties and using them in different situation.
MAY	CH-2 POLYNOMIALS	10	*Introduction to polynomials,Polynomials in one variable Zeroes of a *Polynomial,Remainder Theorem	*Recognize variables and differentiate *Express real life situations into a polynomial Classify Polynomials *Substitute the value of a *Zero of polynomial *Use Remainder theorem	Identifies /classifies polynomials among algebraic expressions
JUNE	CH-2 POLYNOMIALS	15	* Factorization * Algebraic Identities <b>ACTIVITY -2 To create a cube</b>	*Apply factor theorem * Factorization	Factorize the polynomials by applying appropriate algebraic identities

<p style="text-align: center;"><b>JULY</b></p>	<p style="text-align: center;"><b>CH-3 CO- ORDINATE GEOMETRY CH-5 EUCLID'S GEOMETRY</b></p> <p style="text-align: center;"><b>SDG - Innovation &amp; Infrastructure</b></p>	<p style="text-align: center;">10+10</p>	<ul style="list-style-type: none"> <li>• <b>Coordinates</b></li> </ul> <p style="text-align: center;"><b>ACTIVITY-3 Plotting of points on a square grid on playground</b></p> <ul style="list-style-type: none"> <li>*Axioms</li> <li>* Postulates</li> <li>*Theorems</li> </ul> <p><b>Art Integration:- Geometrical shapes in Sriyantra</b></p>	<ul style="list-style-type: none"> <li>*Plotting of a point</li> <li>* Application</li> <li>*Simplify real life situation</li> </ul> <ul style="list-style-type: none"> <li>*Visualize and illustrate</li> <li>*Define basic geometrical facts</li> <li>* Identify in a given figure</li> </ul>	<p>Develops strategies to locate points in a cartesian plane</p>
<p style="text-align: center;"><b>AUGUST</b></p>	<p style="text-align: center;"><b>CH-6 LINES AND ANGLES</b></p> <p style="text-align: center;"><b>CH-12 HERON'S FORMULA</b></p>	<p style="text-align: center;">17+7</p>	<ul style="list-style-type: none"> <li>*Basic terms &amp; Definitions</li> <li>*Pairs of angles</li> <li>* Parallel lines and a Transversal</li> <li>*Area of triangles</li> </ul>	<ul style="list-style-type: none"> <li>*Apply the concepts of linear pair of angles and vertically opposite angles .</li> <li>*Label angles created by a transversal intersecting two parallel lines and identify.</li> <li>* Calculate the area of triangle</li> <li>* Breakdown a given polygon into triangles and find the area.</li> </ul>	<p>Derives proofs of geometrical concepts,angles,parallel lines Find areas of all types of triangles</p>
<p style="text-align: center;"><b>SEPTEMBER</b></p>	<p style="text-align: center;"><b>CH-7 TRIANGLES</b></p>	<p style="text-align: center;">10</p>	<ul style="list-style-type: none"> <li>*Congruence of Triangles</li> <li>*Inequalities</li> </ul> <p><b>ACTIVITY- Lab Activity -Congruence Criteria</b></p>	<ul style="list-style-type: none"> <li>*Illustrate the criteria of congruencies of triangles and prove the relationships between given angles and sides</li> </ul>	<p>Identifies similarities and differences among different triangles</p>
<p style="text-align: center;"><b>OCTOBER</b></p>	<p style="text-align: center;"><b>CH-4 LINEAR EQUATION IN 2 VARIABLES</b></p>	<p style="text-align: center;">15</p>	<ul style="list-style-type: none"> <li>*Construction of linear equations</li> <li>*Solutions of linear Equations</li> <li>*Graph of linear equations</li> </ul>	<ul style="list-style-type: none"> <li>*Recall concepts of coefficients and variables</li> <li>*Compare with standard form</li> <li>*Plot the points and represent an equation</li> <li>*Formulate and solve variety of real life situations</li> </ul>	<p>Relates the algebraic and graphical representation of a linear equation in ½ variables and applies the concepts to daily life situation</p>

<b>NOVEMBER</b>	<b>CH-13 SURFACE AREA AND VOLUME SDG-Quality Education</b>	14	<ul style="list-style-type: none"> <li>*Conversion of units</li> <li>*Surface area of a right circular cone, cylinder, sphere</li> <li>*Volume of cone ,cylinder ,sphere</li> </ul> <b>Lab Activity – To calculate surface area of cone</b>	<ul style="list-style-type: none"> <li>*Visualize a right circular cone ,cylinder spherein2D</li> <li>And calculate surface area and volume</li> </ul>	Derives formulae for surface areas and volumes of cube, cuboid,c one,cylinder, spheresand hemispheres and applies them to objects found in the surroundings
<b>DECEMBER</b>	<b>CH-10 CIRCLES</b>	17	<ul style="list-style-type: none"> <li>*Introduction</li> <li>*Basic terms</li> <li>*Angles subtended by a chord at a point</li> <li>*Perpendicular from the centre</li> </ul> <b>ACTIVITY- Angles in a same segment are equal.</b>	<ul style="list-style-type: none"> <li>Define ,illustrate and label radius, arc, chord, sector, segment</li> <li>*Compute length of a chord</li> <li>*Interpret and apply theorems on angles</li> <li>*Apply the relation between angles of a cyclic quadrilateral and solve for the value of a given angle</li> </ul>	Derives proofs of circles by applying axiomatic approach and solves problems
<b>JANUARY</b>	<b>CH-8 QUADRILA TERAL</b>	17	<ul style="list-style-type: none"> <li>*Angle sum</li> <li>*Types of quadrilaterals</li> <li>*Properties of parallelogram</li> <li>*Theorems</li> </ul> <b>ACTIVITY- Mid point Theorem</b>	<ul style="list-style-type: none"> <li>*Apply angle sum property of quadrilateraland find the value of the unknown angle</li> <li>*List the properties of quadrilaterals and classify rreal life objects</li> <li>*Prove mid point theorenmof triangle</li> </ul>	Differentiate different quadrilaterals and apply the properties in proving theorems
<b>FEBRUARY</b>	<b>CH-14 STATISTICS SDG- Innovation</b>	5	<ul style="list-style-type: none"> <li>*Collection of data</li> <li>*Presentation of data</li> <li>*Graphical presentation of data</li> </ul>	<ul style="list-style-type: none"> <li>*Identify an appropriate scale and labels and represent given data to create histogram and frequency polygon</li> </ul>	Analyses data by representing it in tabular forms, histogram and frequency polygon



**SURENDRANATH CENTENARY SCHOOL**  
**SESSION – 2024-25**  
**ANNUAL PEDAGOGICAL PLAN**  
**CLASS IX**

Subject: PHYSICS					
Books:1) SCIENCE TEXTBOOK FOR CLASS IX(NCERT)					
2) NUMERICAL PHYSICS-IX (LAXMI PUBLICATIONS)					
3) LAB MANUAL SCIENCE-IX (BLUE PRINT)					
Month	Chapter	No. of pr.	Topics	Learning Objectives	Learning Outcomes
April '24	<b>RECAPITULATION</b>  <b>CH-7 MOTION</b>  <b>SDG:</b> Quality Education.	12	<ul style="list-style-type: none"> <li>● What is Physics?</li> <li>● Branches of Physics</li> <li>● Physical quantities</li> <li>● Fundamental and derived units</li> <li>● Types of physical quantities(scalars and vectors)</li> <li>● Describing motion,distance and displacement</li> <li>● Uniform motion and Non-uniform motion.</li> <li>● Measuring the rate of motion (speed),speed with direction(velocity).</li> </ul>	Enable learners to: <ul style="list-style-type: none"> <li>● relate daily life experiences with physics</li> <li>● differentiate between classical and modern physics</li> <li>● differentiate between fundamental and derived units</li> <li>● differentiate scalars and vectors</li> <li>● Differentiate between the distance and displacement and calculate them in real situations.</li> <li>● Calculate and compare speed of an object at different intervals of time and differentiate between uniform and non- uniform motion.</li> </ul>	Learners will be able to: <ul style="list-style-type: none"> <li>● differentiate between classical and modern physics,types of units,and scalars and vectors</li> <li>● differentiate between distance and displacement, uniform and non uniform motion.</li> </ul>

May '24	CH-7 MOTION (contd.)	6	<ul style="list-style-type: none"> <li>● Rate of change of velocity.</li> <li>● Graphical representation of motion.</li> </ul> <p>ACTIVITY-1 <b>Experiential Learning:</b> Activity to compute the change in velocity of a moving object in non uniform motion in order to correctly calculate its acceleration. <b>Skills:</b> Problem solving, Critical thinking.</p>	<ul style="list-style-type: none"> <li>● Define accelerated motion and compute the change in velocity of a moving object in a non-uniform motion.</li> <li>● Plot distance-time graph for a moving object and determine its speed, velocity and acceleration</li> <li>● Construct velocity- time graphs and interpret them to determine speed, velocity and acceleration.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify changes in motion that produce acceleration.</li> <li>● Analyses and interprets graphs and figures such as, distance-time and velocity-time graphs, computing distance, speed, acceleration of objects in motion</li> <li>●</li> </ul>
June '24	CH-7 MOTION (contd.)  CH-8 FORCE AND LAWS OF MOTION	12	<ul style="list-style-type: none"> <li>● equations of motion</li> <li>● circular motion</li> </ul> <ul style="list-style-type: none"> <li>● Force, balanced and unbalanced forces.</li> <li>● First Law Of Motion.</li> <li>● inertia</li> </ul> <p><b>Subject Enrichment:</b> Activity to show inertia of rest and motion.</p>	<ul style="list-style-type: none"> <li>● Clarify that they have the correct approach towards numerical based on equations of motion.</li> <li>● differentiate between uniform circular motion and linear motion.</li> </ul> <ul style="list-style-type: none"> <li>● Examine forces acting on a body in order to determine change in body's motion as a consequence of resultant force.</li> <li>● Identify examples and situations that illustrate the use of Newton's first law of motion and inertia.</li> </ul>	<ul style="list-style-type: none"> <li>● Clarify that they have the correct approach towards numerical based on equations of motion.</li> <li>● differentiate between uniform circular motion and linear motion</li> </ul> <ul style="list-style-type: none"> <li>● Examine forces acting on a body in order to determine change in body's motion as a consequence of resultant force.</li> <li>● Identify examples and situations that illustrate the use of Newton's first law of motion and inertia.</li> </ul>

July '24	<b>CH-8</b> <b>FORCE AND LAWS OF MOTION(contd.)</b>	12	<ul style="list-style-type: none"> <li>● Second law of motion and momentum.</li> <li>● Mathematical formulation of second law of motion and related numerical.</li> <li>● Third law of motion and its applications.</li> </ul> <p><b>Art Integrated Activity:-</b> Activity to show that action and reaction are equal and opposite.</p> <p><b>Skills-</b>Creative and critical thinking.</p>	<ul style="list-style-type: none"> <li>● Apply Newton's second law of motion and calculate the rate of change of momentum in objects.</li> <li>● Interpret SI unit of force and use formula to calculate mass of an object.</li> <li>● Illustrate Newton's third law of motion.</li> <li>● Identify situations that demonstrate the application of Newton's third law of motion.</li> </ul>	<ul style="list-style-type: none"> <li>● Apply Newton's laws to solve problems involving force, mass, and acceleration.</li> <li>● Design experiments to demonstrate the principles of Newton's laws.</li> <li>● Analyze the motion of objects in various situations using Newton's laws.</li> <li>● Perform calculations involving force, mass and acceleration accurately.</li> <li>● Apply Newton's law to predict and explain the motion of objects in complex scenarios.</li> </ul>
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August '24	<b>CH-9</b> <b>GRAVITATION</b> <b>(GRAVITY)</b>	9	<ul style="list-style-type: none"> <li>● Introduction to Gravitation.</li> <li>● Universal law of gravitation.</li> <li>● Freefall</li> <li>● To calculate the value of <math>g</math></li> <li>● Motion of objects under the influence of gravitational force of the earth</li> <li>● Mass and weight</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate a clear understanding of gravitational force.</li> <li>● Explain the role of centripetal force in life situations.</li> <li>● Calculate gravitational force and its impact on objects.</li> <li>● Estimate the acceleration due to gravity acting on a body.</li> <li>● Calculate the magnitude of acceleration at different points on the path when the object is in motion.</li> <li>● Interpret the relation between <math>G</math> &amp; <math>g</math>.</li> <li>● Assess the force of gravitation exerted and compute mass of an object on earth and moon.</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Calculate effects of gravitational force on planets. Discuss the effects of weightlessness on the human body. Describe and demonstrate how objects in a state of free fall are accelerated by gravity at an equal rate.</li> <li>● Define the concepts of gravitational force, mass, weight, and gravitational field strength.</li> <li>● Cultivate curiosity about astronomical phenomena influenced by gravitational forces, such as tides and eclipses.</li> <li>● Apply the principles of gravitation to explain phenomena such as planetary motion, satellite orbits, and the formation of galaxies.</li> </ul>
September '24	<b>CH-7,8,9</b>	6	Revision of half yearly syllabus.		

October '24	<p><b>CH-9</b></p> <p><b>GRAVITATION</b></p> <p><b>(THRUST &amp; PRESSURE)</b></p>	9	<ul style="list-style-type: none"> <li>● Thrust and Pressure, Pressure in fluids.</li> <li>● Buoyancy, Why objects float or sink when placed on the surface of water.</li> <li>● Archimedes principle and its application.</li> </ul> <p><b><u>Subject Enrichment:</u></b> Determination of the density of solid(denser than water) by using spring balance and a measuring cylinder</p> <p><b><u>Skills:</u></b>Problem solving,Critical Thinking.</p> <p><b><u>Experiential Learning:</u></b> Establishing the relation between the loss in weight of solid when fully immersed in (i) tap water (ii) salty water</p>	<ul style="list-style-type: none"> <li>● Differentiate between Thrust and pressure.</li> <li>● Examine the impact of buoyant force to determine if an object will sink or float in water.</li> <li>● State Archimedes' principle and find its application in daily life</li> </ul>	<ul style="list-style-type: none"> <li>● Develop appreciation for the role of buoyancy</li> <li>● Manipulate variables such as volume,mass and density to predict the behaviour of objects in fluids.</li> </ul>
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<p>November '24</p>	<p><b>CH-10</b> <b>WORK AND ENERGY</b> <b>SDG:-</b> Quality Education.</p>	<p>12</p>	<ul style="list-style-type: none"> <li>● What is work?</li> <li>● Scientific conception of work.</li> <li>● Work done by a constant force and related numerical problems.</li> <li>● Energy and its forms.</li> <li>● Kinetic energy, expression for kinetic energy and related numerical problems.</li> <li>● Potential energy, expression for gravitational potential energy and related numerical problems.</li> </ul> <p><b><u>EXPERIENTIAL LEARNING:-</u></b> Activity to teach them an object moving faster can do more work than an identical object moving slower. <b>Skills:</b> observational and creative.</p>	<ul style="list-style-type: none"> <li>● Judge situations to identify where work is done according to scientific conception and calculate the magnitude of work.</li> <li>● Calculate the total work done on an object when force is applied in varied directions and determine its nature.</li> <li>● Comprehend energy and calculate the amount of work an object is capable of doing.</li> <li>● Relate potential energy to position and calculate P.E .possessed by an object.</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● The student should be able to define mechanical energy and relate it to the amount of kinetic energy and potential energy. The student should be able to analyze a physical situation and identify whether the total mechanical energy of an object is increasing, decreasing or remaining constant.</li> </ul>
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January '25	<b>CH-11 SOUND(Contd.)</b>	12	<ul style="list-style-type: none"> <li>● Characteristics Of a sound wave.</li> <li>● Speed of sound in different mediums.</li> <li>● Reflection Of Sound.</li> <li>● Echo and Reverberation.</li> </ul> <p><b><u>Art Integrated:-</u></b> Examine the paths of reflection of sound on different surfaces.</p>	<ul style="list-style-type: none"> <li>● Relate frequency, amplitude and speed of a sound wave to determine its loudness and frequency.</li> <li>● Interpret the graphical representation of sound waves to determine its frequency, amplitude and speed.</li> <li>● Relate properties of the medium through sound travels to its speed.</li> <li>● Examine the path of reflection of sound on different surfaces.</li> <li>● Explain propagation of sound in a medium based on their knowledge of echo and reverberation.</li> </ul>	<ul style="list-style-type: none"> <li>● Understand that sound waves are longitudinal in nature. Explain the characteristics of sound. Gain knowledge about reflection of sound. ,, Explain ultrasonic sound and understand the applications of ultrasonic sound.</li> </ul>
February '25	<b>CH-11 SOUND(Contd.)</b>	9	<ul style="list-style-type: none"> <li>● Range Of hearing.</li> <li>● Application of Ultrasound.</li> <li>● Revision of Full syllabus</li> </ul>	<ul style="list-style-type: none"> <li>● Classify audible range of sound of different organisms into ultra and infra sounds.</li> <li>● Demonstrate and understanding of application of ultrasound waves in medical, defence and other fields.</li> </ul>	



**SURENDRANATHCENTENARYSCHOOL,RANCHI**  
**ANNUAL PLAN 2024-25**

**Class: IX**

**Book: NCERT book for Science**

**Subject: Chemistry**

**Lab manual: Blue Print**

Month	Chapter	No. of periods	Topic	Learning Objective	Learning Outcome
April	<b>Matter in our surroundings</b>	13	<ul style="list-style-type: none"> <li>• Matter- its constitution and classification. Characteristics of particles of matter.</li> <li>• Existence of solids, liquids and gases and their properties of constituent particles. Difference between solids, liquids and gases on the basis of some specific points</li> <li>• Inter conversion of states of matter and factors responsible for that.</li> </ul> <p><b>Experiential Learning:</b> <u>Activity1</u> To understand that each and every particles of matter possess the same characteristics of the matter itself. <b>Skills:</b> Application of concepts. <b>SDG4:</b>Quality education.</p>	<ul style="list-style-type: none"> <li>➤ Describe the physical properties of solids and illustrate their molecular arrangements.</li> <li>➤ Identifying the distinguishing characteristics of liquids.</li> <li>➤ Classify matter into solids, liquids and gases based on characteristic properties of particles present in them.</li> <li>➤ Identify the characteristic features of gases and compare the three states of matter.</li> <li>➤ Demonstrate that matter is made up of tiny particles.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To be able to describe the physical properties of solids and illustrate their molecular arrangements.</li> <li>➤ To Classify matter into solids, liquids and gases based on characteristic properties of particles present in them.</li> <li>➤ To identify the characteristic features of gases and compare the three states of matter.</li> </ul>

May	<b>Matter in our surroundings</b>	6	<ul style="list-style-type: none"> <li>• Role of temperature and pressure in inter conversion of states of matter.</li> <li>• Terms related to inter conversion of states of matter.</li> <li>• Conversion of Kelvin scale into Celsius scale and vice-versa.</li> <li>• Difference between Condensation and liquefaction.</li> </ul> <p><b>Experiential Learning:</b> <u>Activity1</u> To understand that temperature remains constant during any change in state of matter. <b>Skills:</b> Critical thinking. <b>SDG3:</b> Good health and wellbeing.</p>	<ul style="list-style-type: none"> <li>➤ Identify the various processes during change of substances from one physical state to another and classify substances on this basis.</li> <li>➤ Describe the effect of change in temperature on state of matter to explain why ice melts on heating.</li> <li>➤ Make inferences about effect of temperature on states of matter.</li> <li>➤ Postulate the reason for constancy of temperature during the change in states of matter.</li> </ul> <p>Relate the effect of pressure on different states of matter and its application.</p>	<ul style="list-style-type: none"> <li>➤ To identify the various processes during change of substances from one physical state to another and classify substances on this basis.</li> <li>➤ To describe the effect of change in temperature on state of matter.</li> </ul> <p>To relate the effect of pressure on different states of matter and its application.</p>
June	<b>Matter in our surroundings</b>		<ul style="list-style-type: none"> <li>• Diffusion in gases</li> <li>Diffusion in liquids and solids.</li> <li>• Evaporation and factors on which it depends.</li> </ul> <p>Some real life examples of evaporation and its application.</p>	<ul style="list-style-type: none"> <li>➤ Conclude that particles of matter attract each other and depict the molecular arrangement of particles in the three states of matter i.e. solids, liquids and gases.</li> <li>➤ Infer that intermolecular spaces between the particles make diffusion possible.</li> <li>➤ Provide scientific explanation of diffusion in examples of gases and liquids witnessed in real life.</li> <li>➤ Explain situations that demonstrate factors affecting evaporation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To depict the molecular arrangement of particles in the three states of matter i.e. solids, liquids and gases.</li> <li>➤ To provide scientific explanation of diffusion in examples of gases and liquids.</li> <li>➤ To demonstrate factors affecting evaporation.</li> </ul>

July	<b>Is matter around us pure?</b>	14	<ul style="list-style-type: none"> <li>• Solute, solvent and solution. Classification of solution as homogeneous and heterogeneous. True solutions, suspension solution and colloidal solution.</li> <li>• Properties of colloidal solution- Brownian movement and Tyndall effect. Examples of colloids from day-to-day life.</li> <li>• Classification of substances as elements and compounds. Difference between elements and compounds. <b>Experiential Learning: Activity 1</b> To prepare solutions of different types in order to understand the difference between sol, colloid and suspension.</li> <li>• <b>Skills:</b> Critical thinking.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Differentiate between homogeneous and heterogeneous mixtures to classify mixtures based on their properties.</li> <li>➤ Classify homogeneous and heterogeneous mixtures into solution, suspension and colloids.</li> <li>➤ Differentiate between homogeneous and heterogeneous mixtures.</li> <li>➤ Classify substances into elements and compounds.</li> <li>➤ Differentiate between elements and compounds to classify different materials based on their physical and chemical properties .Classify elements as metals, nonmetals and metalloids.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To differentiate between homogeneous and heterogeneous mixtures.</li> <li>➤ To classify solutions into true solution, suspension and colloids on the basis of some properties.</li> <li>➤ To differentiate between elements and compounds based on their physical and chemical properties.</li> </ul>
August	<b>Is matter around us pure?</b>	13	<ul style="list-style-type: none"> <li>• Concentration of a Solution and strength of a solution.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Determine the effect of concentration of solution on its physical properties.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To determine the effect of concentration of</li> </ul>

			<p>Calculation of mass percentage and volume percentage for a solution.</p> <ul style="list-style-type: none"> <li>• Separation techniques for different types of mixtures on the basis of nature of its components.</li> <li>• Evaporation, distillation, fractional distillation, crystallization, chromatography, centrifugation, sublimation, using separating funnel etc.</li> </ul> <p><b>Experiential Learning:</b> <b>Activity 1</b> To prepare saturated and unsaturated solutions using salt and water. <b>Skills:</b> Applications of known facts.</p>	<ul style="list-style-type: none"> <li>➤ Determine the concentration of sol<sup>n</sup></li> <li>➤ Identifying various techniques to separate mixtures depending on the nature of its components.</li> <li>➤ Examine the process of crystallization to separate solid-liquid mixture.</li> <li>➤ State the underlying principle behind centrifugation and locate its use.</li> <li>➤ Deduce the process of chromatography and identify mixtures that can be separated through this process.</li> <li>➤ Elaborate the technique of fractional distillation to separate miscible liquids. Recognize the basis of distillation and identify mix. that can be separated by this.</li> </ul> <p>Explain the basis for use of separating funnel to separate immiscible liquids</p>	<p>solution on its physical properties.</p> <ul style="list-style-type: none"> <li>➤ To identify various techniques to separate mixtures depending on the nature of its components.</li> </ul> <p>To know the basic principle working behind centrifugation, crystallization, distillation, fractional distillation, chromatography</p>
September	<b>Chapter s 1 &amp; 2</b>		HOTS questions and revision of the chapters 1 & 2.	Become conversant with the basis for separation and suggest procedures to separate mixtures in real life situations.	
September	<b>Atoms and molecules</b>	6	<ul style="list-style-type: none"> <li>• Laws of chemical combination. Law of constant proportion. Law of conservation of mass.</li> <li>• Dalton's atomic theory. Indivisibility of atoms.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Apply the law of conservation of mass to determine the mass of elements in a mixture.</li> <li>➤ Calculate the mass ratio of atoms in a molecule to validate law of constant proportions.</li> </ul> <p>Correlate the fact of invisibility of atoms to the size of atoms</p>	<ul style="list-style-type: none"> <li>➤ To calculate the mass ratio of atoms in a molecule to validate law of constant proportions.</li> <li>➤ To determine the number of atoms in a molecule to determine its atomicity.</li> </ul>

					To know atomic symbols of commonly known elements As per IUPAC.
October	<b>Atoms and molecules</b>	10	<ul style="list-style-type: none"> <li>Understanding the concept of indivisibility of atoms. Formation of molecules and idea of atomicity.</li> <li>Symbols of commonly known elements and Greek names from where the formula is derived.</li> <li>Formula and valencies of complex as well as simple ions.</li> </ul> <p><b>Activity2</b> Group discussion on formula making in the classroom.</p>	<ul style="list-style-type: none"> <li>Determine the number of atoms in a molecule to determine its atomicity.</li> <li>List atomic symbols of commonly known elements as per IUPAC.</li> </ul> <p>Write chemical formulae using chemical symbols and valencies.</p>	To be able to write chemical formulae using chemical symbols and valencies.
November	<b>Atoms and molecules</b>	10	<ul style="list-style-type: none"> <li>Writing the formula of commonly known compounds using formula of ions.</li> <li>Understanding the concept of formula of complex ion and its use in making the formula of commonly known compounds.</li> <li>Understanding the</li> </ul>	<ul style="list-style-type: none"> <li>Calculate the number of moles, mass, atoms and molecules Using Avogadro's number.</li> <li>Recall atomic masses of a few elements to reinforce the idea of different atomic mass for different elements.</li> </ul> <p>Calculate the relative molecular mass of commonly known chemical compounds</p>	<ul style="list-style-type: none"> <li>To be able to calculate the number of moles, mass, atoms and molecules using Avogadro's number.</li> </ul> <p>To calculate the relative molecular mass of commonly known chemical compounds</p>

			<p>Concept of molecular mass and its calculation. Know about the atomic masses of different elements and their application.</p>		
December	<b>Structure of atom</b>	10	<ul style="list-style-type: none"> <li>• Atoms consisting of electrons, protons and neutrons. Discovery of electrons and protons. Idea of the experiments carried out for the discovery of electrons and protons.</li> <li>• Understanding the writing of electronic configuration using the atomic number of the element. Finding out the valency from the electronic configuration.</li> <li>• Understanding the concept of isotopes and isobars.</li> </ul> <p>Difference in atomic masses Of isotopes due to difference in number of neutrons</p>	<ul style="list-style-type: none"> <li>➤ Knowing the different constituents of an atom and differentiate between electrons and protons.</li> <li>➤ Identifying isobars on the basis of their scientific notation.</li> <li>➤ Find out valency of an element on the basis of their electronic configuration.</li> <li>➤ Postulate the reason for different atomic masses for isotopes and the different constituents of an atom and differentiate between electrons and protons.</li> </ul> <p>Identifying isobars on the basis of their scientific notation</p>	<ul style="list-style-type: none"> <li>➤ To identify isobars on the basis of their scientific notation.</li> <li>➤ To find out valency of an element on the basis of their electronic configuration.</li> <li>➤ To postulate the reason for different atomic masses for isotopes and the different constituents of an atom and differentiate between electrons and protons.</li> <li>➤ To identify examples of isobars and their properties</li> </ul> <p>Find out valency of an element on the basis of their electronic configuration</p>

January	<b>Structure of atom</b>	12	<ul style="list-style-type: none"> <li>Thomson's atomic model and its limitations.</li> <li>Rutherford's alpha scattering</li> </ul>	<ul style="list-style-type: none"> <li>Find out valency of an element on the basis of their electronic configuration.</li> <li>Postulate the reason for different atomic masses for isotopes of an</li> </ul>	<ul style="list-style-type: none"> <li>To show the distribution of electrons in elements from atomic numbers 1 to 20.</li> </ul>
			<p>experiment.</p> <ul style="list-style-type: none"> <li>Rutherford's atomic model. Limitations of Rutherford's atomic model. Reason for failure of Rutherford's atomic model.</li> <li>Bohr's model of atom. Understanding the scheme of maximum electrons in an orbit under Bohr-Bury rule. Writing the electronic configuration on the basis of Bohr-Bury scheme.</li> </ul> <p>Finding out the valency from the electronic configuration of the element.</p>	<p>element.</p> <ul style="list-style-type: none"> <li>Calculate the number of electrons distributed in different orbits according to Bohr- Bury rules and find out valence electrons of different elements.</li> <li>Show the distribution of electrons in elements from Atomic Nos 1 to 20.</li> <li>Write the scientific notations of atoms of commonly known elements and calculate their atomic mass and atomic number. Explain Thomson's model of atom and its incoherent features with the results of other experiments.</li> <li>Draw logical conclusions from Rutherford's experiment to understand the structure of atom.</li> <li>Compare Rutherford's model and Thomson's model and state their relative advantages and limitations.</li> <li>State the postulates of Bohr's model of atom and their significance</li> </ul>	<ul style="list-style-type: none"> <li>To explain Thomson's model of atom and its incoherent features with the results of other experiments.</li> <li>To conclude from Rutherford's experiment to understand the structure of atom.</li> <li>To compare Rutherford's model and Thomson's model and state their relative advantages Comparison of Rutherford's model and Thomson's model and state their relative advantages and limitations.</li> </ul> <p>The postulates of Bohr's model of atom and their significance.</p>
February	<b>Chapters 3 &amp; 4</b>		HOTS questions and revision of the chapters 3 & 4.		

**SURENDRANATH CENTENARY SCHOOL**  
**SESSION – 2024-25**  
**ANNUAL PEDAGOGICAL PLAN CLASS IX**

<b>Subject: Biology</b> <b>Books: Science(NCERT) Lab Manual</b>					
<b>MONTH</b>	<b>CHAPTER</b>	<b>No. of Pds.</b>	<b>TOPICS</b>	<b>LEARNING OBJECTIVES</b>	<b>LEARNING OUTCOMES</b>
<b>APRIL</b>	CH- 5 The Fundamental Unit of Life	12	<p style="text-align: center;"><b>Recapitulation: A brief knowledge of</b></p> <ul style="list-style-type: none"> <li>• Structure of amoeba</li> <li>• Various life process performed by and organisms</li> </ul> <p style="text-align: center;"><b>Academic Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Cell, Prokaryotic, Eukaryotic, Osmosis ,Diffusion, Hypertonic, Hypotonic and Isotonic solutions, Cytoplasm, Cell Organelles -Endoplasmic Reticulum, Golgi Apparatus, Lysosomes,mitosis,meiosis</li> <li>• What are living organisms made up of? Cell Theory, Plasma membrane-structure and function, Osmosis and diffusion, hypotonic, hypertonic and isotonic solutions,</li> <li>• Cell wall- composition and function, Nucleus – Structure and functions, Prokaryotic and eukaryotic cells, Cytoplasm, Cell Organelles - Endoplasmic Reticulum, Golgi Apparatus, Lysosomes</li> <li>• Cell Organelles – structure and functions of Mitochondria, Plastids – Chloroplast, Chromoplast &amp; Leucoplast</li> <li>• Cell Organelles – structure and functions of Endoplasmic Reticulum, Golgi Apparatus, Lysosomes, Vacuoles</li> </ul>	<p>To help the learner</p> <ul style="list-style-type: none"> <li>➤ Compare cell wall and cell membrane</li> <li>➤ Locate different cell organelles and state their functions</li> <li>➤ Compare a prokaryotic and an eukaryotic cell</li> <li>➤ Differentiate between types of endoplasmic reticulum and explain their functions</li> <li>➤ Explain the function of mitochondria in a cell</li> <li>➤ Relate the functions of lysosomes in a cell</li> <li>➤ Name the cell organelle responsible for storage, modification and packaging of products in a cell</li> <li>➤ Compare a plant and an animal cell</li> </ul>	<p>Learners will be able to</p> <ul style="list-style-type: none"> <li>➤ Explain the structural difference and functions of cell wall and cell membrane</li> <li>➤ Identify cell organelles and list their functions</li> <li>➤ Correlate the structure with the functions of cell organelles</li> <li>➤ List the differences between plant and animal cells</li> <li>➤ Justify the cell as a self – sustaining unit</li> </ul>



MAY	CH- 5 The Fundamental Unit of Life Contd.		<ul style="list-style-type: none"> <li>• Cell Division – Mitosis and Meiosis – stages and process</li> <li>• comparison and Significance of mitosis and meiosis</li> </ul>	<ul style="list-style-type: none"> <li>➤ Elaborate the role of chromosomes during cell division</li> <li>➤ Explain mitosis and meiosis and compare the two types of cell division</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explain the role of chromosome in inheritance</li> <li>➤ List the type of cell division-</li> </ul>
JUNE	CH- 6 Tissues	20	<p><b>Academic Vocabulary:</b> Tissue, Meristematic Tissue, Parenchyma, Sclerenchyma, Collenchyma, Stomata, Cork, Epidermis, Xylem, phloem, Epithelium, connective tissue, Muscular tissue, Nervous tissue, Tendon, ligament, cartilage, Areolar, Adipose, striated, cardiac</p> <ul style="list-style-type: none"> <li>• Are Plants and Animals made of same types of Tissues? Plant Tissues- Meristematic tissues, Features of meristematic cells, Location and functions of meristematic tissues</li> </ul> <p><b>Case study: based on meristem</b></p> <ul style="list-style-type: none"> <li>• Permanent Tissues-Features and Classification, Simple permanent tissues- Parenchyma, Collenchyma, Sclerenchyma (Comparison and Functions), Structure and Functions of –Epidermis (osmosis and protection) and Stomata, Cork-impervious nature</li> </ul> <p>ACTIVITY1 <b>Subject Enrichment:</b> To observe temporary mount of onion peel and cheek</p>	<ul style="list-style-type: none"> <li>➤ Classify the meristematic tissue based on their location in the plant body</li> <li>➤ Describe the locations and functions of meristematic tissue in plants</li> <li>➤ Compare parenchyma, collenchyma and sclerenchyma</li> <li>➤ Explain functions of simple permanent tissues</li> <li>➤ Describe the functions of epidermis and stomata</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify the various types of plant tissues</li> <li>➤ List functions of various types of plant tissues</li> <li>➤ Compare meristematic and permanent tissues</li> <li>➤ Draw and label the locations of plant tissues on the body of plants</li> <li>➤ Explain the role of protective layer- epidermis and stomata</li> </ul>

<p><b>JULY</b></p>	<p>CH- 6 Tissues</p> <p><b>SDG: 3 Good Health and Well Being</b></p>		<ul style="list-style-type: none"> <li>• Complex Permanent Tissue – Xylem and Phloem- their components (Comparison of structure and functions)</li> <li>• Tissues, levels of organisation, Comparison of plant and animal tissues</li> <li>• Animal tissues- Features and types, Tissues designed to perform the functions in animals</li> <li>• Classification of animal tissue – epithelial, muscular, connective and nervous</li> </ul> <p><b>Group discussion-</b> “Most of the tissues in plants are dead whereas living in animals”</p> <p>ACTIVITY-1 <b>Healing Foods-</b> Students collect information about</p>	<ul style="list-style-type: none"> <li>➤ Identify the types of complex permanent tissues and their functions</li> <li>➤ Classify animal tissue</li> <li>➤ Compare the tissues present in plants and animals</li> </ul>	<ul style="list-style-type: none"> <li>➤ List various types of complex permanent tissues and their functions</li> <li>➤ Classify animal tissues into epithelial, muscular, connective and nervous</li> <li>➤ Compare various types of animal tissues</li> </ul>
<p><b>AUGUST</b></p>	<p>CH- 6 Tissues</p>		<ul style="list-style-type: none"> <li>• Animal Tissues – Epithelial Tissue: Features, Types, Location and Functions</li> </ul> <p><b>HOTs:</b> Correlate the location of epithelial tissues with their functions</p> <p>Connective Tissue: areolar, adipose, tendon, ligament, bone, cartilage, blood and lymph - Features, Location and Functions</p> <p>Muscular Tissue: Striated, smooth and cardiac muscles- Features, Location and Functions</p> <p>Nervous Tissue: Features, Types, Location and Functions, Stimuli and responses</p> <p>ACTIVITY - 1 <b>Subject Enrichment:</b> To observe permanent slides of Striated muscles and a</p>	<ul style="list-style-type: none"> <li>➤ Correlate the structure of epithelial tissue to their functions in an organism</li> <li>➤ Describe different types of connective tissues and relate their structure to specific functions</li> <li>➤ Compare the structure of different types of muscular tissues and relate their functions</li> <li>➤ Describe the structure of a neuron and explain the functioning of nervous</li> </ul>	<ul style="list-style-type: none"> <li>➤ List the functions of various types of animal tissues</li> <li>➤ Draw labelled diagrams of epithelial, connective, muscular and nervous tissues</li> <li>➤ Connect structure of a tissue with its functions</li> </ul>

<p style="text-align: center;"><b>SEPTEMBER</b></p>	<p style="text-align: center;">CH- 5 &amp; 6 CH- 15 Improvement in Food Resources</p>	<p><b>Recapitulation: A brief knowledge of</b></p> <ul style="list-style-type: none"> <li>• What are crops?</li> <li>• Nutritional requirement of crops.</li> <li>• Role of manure and fertilizers in crop production</li> <li>• Various agricultural processes</li> </ul> <p><b>Academic Vocabulary:</b> micro and macronutrients, Manure and fertilizers, Organic farming, Irrigation, Intercropping, mixed cropping and crop rotation, crop protection management, storage of grains, Cattle and Poultry farming, Fish production Marine and Inland fisheries</p> <ul style="list-style-type: none"> <li>• Improvement in crop yields- Crop variety improvement, factors for which variety improvement is done, Crop Production Management – Nutrient management- micro and macronutrients, Manure and fertilizers</li> <li>• Advantages and disadvantages of manures and fertilizers, Organic farming, Irrigation, traditional and advanced methods, initiatives for increasing the water available for agriculture</li> </ul> <p><b>ACTIVITY- 1 <u>Subject Enrichment</u></b> Contribution of Dr. M. S. Swaminathan</p>	<ul style="list-style-type: none"> <li>➤ Recognise growth needs of different crops</li> <li>➤ Discover ways of breeding a better variety of seeds in order to improve quality of crops</li> <li>➤ Enlist various ways of enriching the soil in order to increase crop yield</li> <li>➤ List down ways of irrigating a piece of land in order to provide adequate water to all crops</li> <li>➤ Identify the need of organic farming in order to conserve environment</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explain the factors that influence growth of plants</li> <li>➤ Describe crop varietal improvement</li> <li>➤ List the advantages and disadvantages of manures and fertilisers</li> <li>➤ Describe various ways of irrigation</li> <li>➤ Explain organic farming and its role</li> </ul>
<p style="text-align: center;"><b>OCTOBER</b></p>		<ul style="list-style-type: none"> <li>• Cropping pattern- Intercropping, mixed cropping and crop rotation, crop protection management, storage of grains</li> <li>• Animal Husbandry – Cattle and Poultry farming, Fish production ( Marine and Inland fisheries) and Bee keeping – desirable characters of bee varieties suitable for honey production</li> </ul> <p><b>ACTIVITY – 2</b> Make a list of food resources in Goa and Jharkhand. Compare the soil quality of both the places. <b>Skills :</b> Curiosity and critical thinking</p>	<ul style="list-style-type: none"> <li>➤ Develop eco-friendly approach of growing crops</li> <li>➤ List down some characteristics of local and foreign breeds of cattle, poultry and bees</li> <li>➤ Identify housing, nutritional and environmental requirements of cattle</li> </ul>	<ul style="list-style-type: none"> <li>➤ Describe the advantages of eco-friendly methods of crop cultivation</li> <li>➤ Explain cross breeding and its needs</li> <li>➤ Name indigenous and exotic breeds of</li> </ul>

<p><b>NOVEMBER</b></p>	<p>CH- 14 Natural Resources</p> <p>SDG – 14 Life Below Water</p>	<p>13</p>	<ul style="list-style-type: none"> <li>• What are these resources on the earth? The Breath of Life: Air, The Role of The Atmosphere in Climate control, Winds, Rain and Air Pollution</li> <li>• Water – A Wonder Liquid, Water Pollution, Mineral Riches in the Soil</li> <li>• Biogeochemical cycles – Water, Nitrogen, Carbon cycles, greenhouse gases, positive and negative aspects of greenhouse effect</li> <li>• Oxygen cycles, Ozone layer – importance and causes and ill effects ozone depletion</li> </ul>	<ul style="list-style-type: none"> <li>➤ Classify the resources present on Earth and identify the ways to save them in order to protect our planet</li> <li>➤ Enlist reasons of air and water pollution</li> <li>➤ Elaborate components of soil and their significance in order to improve biodiversity of an area</li> <li>➤ Describe and draw water cycle, nitrogen cycle, carbon cycle and oxygen cycle</li> <li>➤ Elaborate the importance of ozone layer and draw conclusions on causes for</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify natural resources</li> <li>➤ Explain water cycle, biological and physical processes causing rains</li> <li>➤ Describe human activities leading to air and water pollution</li> <li>➤ Explain the steps of biogeochemical cycles</li> <li>➤ Draw biogeochemical cycles and label the steps</li> </ul>
<p><b>DECEMBER</b></p>	<p>CH- 14 Natural Resources</p>		<ul style="list-style-type: none"> <li>• World AIDS DAY-</li> <li>• Health hazards of contaminated water</li> </ul> <p><b>Group discussion-</b> Cause of HIV-AIDS, transmission of AIDS, prevention of AIDS</p> <p><b>ACTIVITY1</b> <b>Art Integrated:</b> Water pollution in Goa and Jharkhand and its impact on aquatic life through posters, collage, masks and songs.</p> <p><b>Skills:</b></p>	<ul style="list-style-type: none"> <li>➤ Identify the causes of AIDS</li> <li>➤ Tabulate different ways to prevent diseases in order to stay healthy</li> <li>➤ Identify the health hazards due to contaminated water</li> </ul>	<ul style="list-style-type: none"> <li>➤ List the causes of AIDS and methods of its prevention</li> <li>➤ Explain the impact of contaminated water on human health</li> </ul>
<p><b>JANUARY</b></p>	<p>CH- 5 &amp; 6 The Fundamental Unit of Life &amp; Tissues</p>	<p>12</p>	<ul style="list-style-type: none"> <li>• Cell structure and functions</li> <li>• Mitosis and meiosis</li> <li>• Plant and animal tissues</li> </ul>		<ul style="list-style-type: none"> <li>• Concept map on Cell Organelles</li> <li>• HOTs questions on mitosis and</li> </ul>

<b>FEBRUARY</b>	CH- 15 Improvement in Food Resources	6	<ul style="list-style-type: none"><li>• Crop variety improvement</li><li>• Crop protection</li><li>• Animal husbandry</li></ul>		<ul style="list-style-type: none"><li>• Concept map on factors for variety improvement</li><li>• HOTS questions on manures and fertilizers</li></ul>
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**SURENDRANATH CENTENARY SCHOOL**  
**SESSION – 2024-25**  
**ANNUAL PEDAGOGICAL PLAN**  
**CLASS IX**

Subject : HISTORY/ POLITICAL SCIENCE					
Book : 1) INDIA AND THE CONTEMPORARY WORLD – I 2) DEMOCRATIC POLITICS –I					
Month	Chapter	No. of pr.	Topics	Learning Objective	Learning Outcome
April '24	HISTORY CH- I FRENCH REVOLUTION  POLITICAL SCIENCE  CH-I WHAT IS DEMOCRACY? WHY DEMOCRACY?	12	<ul style="list-style-type: none"> <li>• Recapitulation</li> <li>• Indian National Movement</li> <li>• French Society during the late eighteenth century</li> <li>• The Outbreak of Revolution</li> <li>• France abolishes Monarchy</li> <li>• What is Democracy ? Why Democracy</li> <li>• Introduction</li> </ul> <p style="text-align: center;"><b>(Subject Enrichment : concept maps)</b></p>	<ul style="list-style-type: none"> <li>• Learners would be able to ....</li> <li>• Compare and contrast the conditions</li> <li>• Prevailed in India Pre 1857.</li> <li>• Critically examine the need of voting rights of common people in France which laid the foundation of future democracies</li> <li>• Examine Various solutions to address imbalances that may lead to revolution</li> <li>• Examine the concept/ Structural components of Democracy and its forms/ features in different countries.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast the conditions that prevailed in France that led to revolution with the conditions that led to the first war of Indian Dependence (1857)</li> <li>• Critically examine the situations that made the rise in demand of voting rights by passive citizens as well as women.</li> <li>• Propose solutions to address such imbalances and discriminations that lead to revolutions. Compare and contrast working of democracies of India and north Korea and infer all their differences &amp; significance.</li> </ul>
May '24	CH- 2 SOCIALISM IN EUROPE AND THE RUSSIAN REVOLUTION	3	<ul style="list-style-type: none"> <li>• The age of social change</li> <li>• The coming of socialism to Europe</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the situations that lead to the rise of Russian and French Revolution.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret the Different Ideas of philosophers and leaders that shaped the revolution.</li> </ul>
June '24	CH- I  WHAT IS DEMOCRACY ? WHY DEMOCRACY?	6	<ul style="list-style-type: none"> <li>• Arguments in favour of Democracy</li> <li>• Agreements against Democracy</li> <li>• Features of Democracy</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the features of democracy</li> <li>• Analyze and infer on the different historical pressure and forces that have contributed for the promotion of Democracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Define Democracy and enumerate its features.</li> <li>• Evaluate the authenticity of the voting rights of Indian population versus the population of other countries.</li> <li>• Summarize the features and benefits of Democracy.</li> </ul>

July '24	CH- 2 SOCIALISM IN EUROPE AND THE RUSSIAN REVOLUTION CH- II CONSTITUTIONAL DESIGN	12	<ul style="list-style-type: none"> <li>The February revolution in Petrograd</li> <li>What Changed after October- global influence of the Russian revolution</li> <li>Democratic Constitution in South Africa</li> <li>Why do we read a constitution?</li> <li>Experiential learning</li> <li>Speech on the making of Constitution</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the reason that led to the Lenin's Communism and Marxist Socialism.</li> <li>Familiarize with the different types of ideas that inspired the revolution.</li> <li>Comprehend the purpose of Constitution.</li> <li>Enumerate the essential features that need to be kept in mind while drafting any constitution.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the situations that lead to the Lenin's Communism.</li> <li>Interpret the different ideas of philosophers and leaders that shaped the revolution.</li> <li>Analyze the difference between written or unwritten constitution with reference to South Africa , India and USA. Describe the situation that led to the creation of Indian Constitution.</li> </ul>
August '24	CH : 2 CONSTITUTIONAL DESIGN CH: 3 ELECTORAL POLITICS	12	<ul style="list-style-type: none"> <li>Guiding Values after Indian Constitution.</li> <li>Why Elections?</li> <li>What is our System of Elections ?</li> <li>What makes elections in India democratic?</li> <li><b>Subject Enrichment</b></li> </ul> <p>Role Play / Design and Present election manifesto</p>	<ul style="list-style-type: none"> <li>Examine the guiding value that created the Indian constitution</li> <li>Comprehend the roles and responsibility as citizens of India</li> <li>Comprehend the Concept and system of elections.</li> <li>Evaluate the conditions that make Elections in India democratic</li> <li>Analyze the Implications of Power of Vote and Power of Recall.</li> <li>Appraise the role of election commission.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and Contrast between Preamble of South Africa with the preamble of Indian Constitution</li> <li>Enumerate the rules and responsibilities as Citizens of India</li> <li>Summarize the essential features of the Indian Electoral System Examine the rationale for adopting the present Indian Electoral System</li> </ul>
September '24	HISTORY CH : 1 & 2 POLITICAL SCIENCE CH: 1 , 2 & 3	6	<p>Revision History CH : 1 &amp; 2 Political Science CH : 1,2,3</p>	Half yearly examination	Revision
October '24	CH : 3 NAZISM AND THE RISE OF HITLER CH : 4 WORKING OF INSTITUTIONS	07	<ul style="list-style-type: none"> <li>Birth of the Weimar Republic</li> <li>Hiter's Rise to Power</li> <li>How did a Major Policy decision taken?</li> <li>Parliament</li> </ul> <p><b>Subject Enrichment :Concept Map</b></p>	<ul style="list-style-type: none"> <li>Analyze the main manipulated control of situations led by an individual.</li> <li>Analyze the role of "Treaty of Versailles that Tied to the rise of Hitler</li> <li>Examine the roles, responsibilities and interdependency of all the 3 organs of the government.</li> </ul>	<ul style="list-style-type: none"> <li>Cite the events that helped Hitler's rise to power</li> <li>Evaluate Various character traits of Hitler</li> <li>Analyze the role of " Treaty of Versailles in the rise of Nazism</li> <li>Analyze and infer how the three organs are inter dependent to execute their roles.</li> </ul>
November '24	CH : 3 NAZISM CH : 4 WORKING OF INSTITUTION	9	<p>The Nazi Worldview</p> <ul style="list-style-type: none"> <li>Youth in Nazi Germany till Crime Against humanity.</li> <li>Political Executive The Judiciary</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the critical Significance of Nazism in the politics of the modern world.</li> <li>Appraise the war compensation compelled on Germany in the name of the "treaty of Versailles led to the rise of Hitler.</li> <li>Examined the rule of law in Indian and its relevance</li> <li>Understand the power and working of Indian judicial system and comprehend the</li> </ul>	<ul style="list-style-type: none"> <li>Critique the genocidal war waged against Jews by the Nazis</li> <li>Summarize and evaluate the rule of law in India</li> <li>Represent the role of Parliament and its procedures</li> <li>Distinguish between Political executive and permanent executive</li> <li>Understand the parliamentary system of executive's accountability to the legislature . Understanding working of</li> </ul>

				hierarchical system of the judiciary in India	Indian Judiciary.
December '24	CH : 3 FOREST SOCIETY  AND COLONIALISM  CH : 5 DEMOCRATIC RIGHTS	9	<ul style="list-style-type: none"> <li>• Inter Disciplinary Project with chapter 5 of geography "Natural Vegetative and wildlife.</li> <li>• Rights in a Democracy Subject Enrichment Inter Disciplinary Project</li> </ul>	<ul style="list-style-type: none"> <li>• Inter disciplinary Project</li> <li>• Comprehend what it is to be a responsible citizen while performing their prescribed duties versus claiming rights.</li> </ul>	<ul style="list-style-type: none"> <li>• For Internal assessment</li> <li>• Analyze their role as responsible citizens.</li> </ul>
January '25	CH : 5 PASTORALISTS IN THE WORLD  CH : 5 DEMOCRATIC RIGHTS	12	<ul style="list-style-type: none"> <li>• Pastoral Nomads and their Movements (Only for internal Assessment)</li> <li>• Rights in the Indian Constitution</li> <li>• Expanding</li> <li>• Scope of rights</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the Situations that have created have created Nomadic Society.</li> <li>• Evaluate the role of rights in Democracy</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast the lives of Pastoralists pre and post colonialism.</li> <li>• Summarize the flipped coexistence of rights versus duties.</li> <li>• Apply the Process available to citizens for</li> <li>• Safe guarding rights.</li> </ul>
February '25	HISTORY CHAPTER 1, 2&3  POLITICAL SCIENCE CHAPTER 1,2,3,4,5	6	<ul style="list-style-type: none"> <li>• French Revelation</li> <li>• Socialism Europe</li> <li>• Nazism and rise of Hitler</li> <li>• What is Democracy ? Why Democracy?</li> <li>• Constitutional Design</li> <li>• Electoral Politics</li> <li>• Working of Institutions</li> <li>• Democratic rights</li> </ul>	REVISION	Annual examination



**SURENDRANATH CENTENARY SCHOOL, RANCHI**  
**SESSION – 2024-25**  
**ANNUAL PEDAGOGICAL PLAN**  
**CLASS –IX**

<b>CLASS:IX</b> <b>SUBJECT: GEOGRAPHY &amp; ECONOMICS</b>				<b>BOOKS : CONTEMPORARY INDIA I</b> <b>UNDERSTANDING ECONOMIC DEVELOPMENT</b>	
<b>MONTH</b>	<b>CHAPTER</b>	<b>No. of Periods.</b>	<b>TOPICS</b>	<b>LEARNING OBJECTIVES</b>	<b>LEARNING OUTCOMES</b>
<b>APRIL 24</b>	<b>Revision work</b>	<b>6</b>	<b>Previous Topics</b>	<ul style="list-style-type: none"> <li>Brainstorming on how the resources are interdependent in nature and the need to develop them in India.</li> </ul>	<ul style="list-style-type: none"> <li>Enumerate how the resources are interdependent, justify how planning is essential in judicious utilization of resources and the need to develop them in India.</li> </ul>
<b>APRIL 24</b>	<p style="text-align: center;"><b>India: Size and Location</b></p> <p style="text-align: center;"><b>The Story of Village Palampur</b></p>	<b>6</b>	<ul style="list-style-type: none"> <li>India size and location.</li> <li>Latitudes Altitudes.</li> <li>Grid latitudinal and longitudinal extent of India</li> <li>Neighbouring countries of India.</li> <li>Silk Route Suez canal</li> <li>Define key features of the economy such as production, ,distribution,demand,supply and commerce.</li> <li>Factors that affect these aspect including technology.</li> <li>Enlist the factors of production.</li> </ul>	<ul style="list-style-type: none"> <li>Familiarize with size and location of India along with latitude and longitude</li> <li>Understand the value of grid and the longitudinal and latitudinal extent .</li> <li>Acquaintance with the contribution of Suez canal and silk route in trade and commerce with neighbouring countries.</li> <li>Students will be able to understand factors of production</li> <li>Familiarization of some economic concept production</li> <li>Understanding the traditional notion of development</li> <li>Familiarizing the students about the income and other goals.</li> </ul>	<ul style="list-style-type: none"> <li>Locates on map/describes features/defines/lists/recalls/classifies/compar es in order to demonstrate skills of recognizing and retrieving facts, figures &amp; narrating processes</li> <li>Recognizes differences/ different perspective/ different situations, etc. in order to demonstrate sensitivity and appreciation skills.</li> <li>Examines and evaluates collected/ given information in order to construct views/arguments/ ideas on its basis.</li> </ul>

				<ul style="list-style-type: none"> <li>Analysing the need of sustainable development.</li> </ul>	
<b>MAY 24</b>	<p><b>Physical features of India</b></p> <p><b>People as a resource</b></p>	<b>6</b>	<ul style="list-style-type: none"> <li>Topographical aspect of India</li> <li>Physical division of India</li> <li>Himalayan region and its characteristics with formation</li> <li>Features of northern plains along with different river basin in India</li> <li>Peninsular plateau , coastal plains along with Indian islands</li> <li>Meaning of water divide perennial, bhagar , khaddar , tarai and bhabar</li> <li>Importance of different sectors of India</li> <li>Reasons that contribute to the quality of population</li> </ul>	<ul style="list-style-type: none"> <li>Understand the importance of physical features of India .</li> <li>Understand the ability and knowledge of how people can turn into resource.</li> <li>Students come to know about the different aspect of population</li> </ul>	<ul style="list-style-type: none"> <li>Examines phenomena, events and their occurrence in order to explain cause and effect relationship between them.</li> </ul>
<b>JUNE 24</b>	<p><b>Drainage</b></p> <p><b>People as a Resource</b></p>	<b>6</b>	<ul style="list-style-type: none"> <li>Meaning of drainage , water divide , gorge , canyons</li> <li>Different river patterns</li> <li>River system of India – Indus river system , Ganga river system</li> <li>Major water disputes in India</li> <li>Contribution of dams and rivers on life of humans beings</li> </ul>	<ul style="list-style-type: none"> <li>Comprehend the importance of water as a resource as well as develop awareness towards its judicious use and conservation.</li> <li>Identify the river system of the country and explain of rivers in human society</li> <li>Examine the information about different lakes and infer on their contribution to Indian ecology</li> </ul>	<ul style="list-style-type: none"> <li>Examines and evaluate given text/ visual, both known and unknown, such as maps/ texts/ symbols/ diagrams/ photos/ posters/ pie diagram/ newspaper clippings/etc. in order to interpret them.</li> <li>Extrapolates in order to predicts events and phenomena.</li> </ul>
	<b>Climate</b>	<b>12</b>	<ul style="list-style-type: none"> <li>Meaning of monsoon ,</li> </ul>	<ul style="list-style-type: none"> <li>To make aware of a major</li> </ul>	<ul style="list-style-type: none"> <li>Examine phenomena, events, and their</li> </ul>

JULY 24	Poverty as a challenge		<p>weather and climate</p> <ul style="list-style-type: none"> <li>• Climatic controls.</li> <li>• Mechanism of monsoon.</li> <li>• Characteristics of cold,hot,weather season.</li> <li>• Withdrawal or retreating of monsoon.</li> <li>• Monsoon as unifying bond.</li> <li>• Importance of Breaks Bulks I the monsoon.</li> </ul>	<p>changes done due to monsoon..</p> <ul style="list-style-type: none"> <li>• To understand how to create more employment.</li> <li>• To analyse various aspect of monsoon.</li> <li>• To analyse different season of India.</li> <li>• To know the basic differences between sectors.</li> </ul>	<p>occurrence in order to explain cause and effect relationship between them.</p>
AUGUST 24	Climate Poverty as challenge	12	<ul style="list-style-type: none"> <li>• Poverty measurement in rural and urban region..</li> <li>• Features of NSSO.</li> <li>• Poverty Estimates.</li> <li>• Vulnerable groups.</li> <li>• Inter state Disparities.</li> <li>• Global Poverty Scenario..</li> <li>• Causes of poverty.</li> <li>• Anti- Poverty Measures.</li> <li>• Poverty estimation in urban and rural regions.</li> <li>• Meaning of minimum subsistence level.</li> </ul>	<ul style="list-style-type: none"> <li>• Inter disciplinary Project with chapter no. IV of History “ Forest Society and Colonialism.</li> <li>• Analyses data related poverty and unemployment.</li> <li>• Describe Indias recent path towards again becoming one of the three largest economies of the world and how individuals contributes to this economic progress</li> <li>• Evaluate the efficacy of government to eradicate poverty.</li> <li>• Compare how poverty estimates have transformed from 1993-94 -2011-12.</li> <li>• Corelate the link between education and poverty.</li> </ul>	<ul style="list-style-type: none"> <li>• Locates on map/describes features,/defines/ lists/ recalls/ classifies/compares/ distinguishes, in order to demonstrate skills of recognizing and retrieving facts, figures, and narrating processes.</li> <li>• Examines and evaluates collected/given information in order to construct views/ arguments/ideas on its basis.</li> </ul>

<p><b>SEPTEMBER 24</b></p>	<p><b>Natural Vegetation and Wildlife Food Security in India</b></p>	<p>6</p>	<ul style="list-style-type: none"> <li>• Inter disciplinary Project Map Practice/Revision</li> <li>• 1<sup>st</sup> Term Q. Paper discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Inter disciplinary Project with chapter no. IV of History “ Forest Society and Colonialism .</li> </ul>	<ul style="list-style-type: none"> <li>• Examine and evaluates given text/visual, both known and unknown, such as maps/ texts, symbols/diagrams/pie charts/newspaper clippings/etc. in order to interpret them.</li> </ul>
<p><b>OCTOBER 24</b></p>	<p><b>Population Food Security of India.</b></p>		<ul style="list-style-type: none"> <li>• What is population.</li> <li>• Census of India .</li> <li>• Population size and distribution</li> <li>• Indias population distribution by density.</li> <li>• Population growth and change .</li> <li>• Processess of population change.</li> <li>• Age composition ,Sex Ratio, Literacy rate.</li> <li>• Health and its benefits</li> <li>• Adolescent and their health .</li> <li>• Features of National Population Policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the need for a planned Census of India..</li> <li>• Students will be able to understand the population size and distribution.</li> <li>• Students will understand the growth and change of population..</li> <li>• Students will came to know about age and sex composition.</li> <li>• Explain the working of the National population policy.</li> <li>• Students will be able to understand the benefits of adolescents health..</li> <li>• Enumerate the different features of PDS that directly address FSI.</li> <li>• Analyse and infer the impact of green revolution.</li> <li>• Analyse the causes and impact of famine disaster in food security during pre and post independent India.</li> </ul>	<ul style="list-style-type: none"> <li>• Examine and evaluates given text/visual, both known and unknown, such as maps/ texts, symbols/diagrams/pie charts/newspaper clippings/etc. in order to interpret them</li> </ul>

<b>NOVEMBER 24</b>	<b>Population Food Security of India.</b>	<b>10</b>	<ul style="list-style-type: none"> <li>• Meaning of food security.</li> <li>• Features of Famine.</li> <li>• Who are food insecure.</li> <li>• Green revolution.</li> <li>• Meaning of buffer stock ,food corporation of India,minimum support price,Issue price,Fair price shop.</li> <li>• Current states of PDS system In India.</li> </ul>	<ul style="list-style-type: none"> <li>• CG-8 Evaluates the economic development of a country in terms of its impact on the lives of its people and nature.</li> </ul>	<ul style="list-style-type: none"> <li>• Enumerate the concept of PDS system and its definition, and impact on the global economy.</li> <li>• Evaluate the key role of the major driver of NPP and their role in shapping the economic growth of India .</li> <li>• Comprehends the significance of role and its significance in the light of indias present role.</li> </ul>
<b>DECEMBER 24</b>	<b>Do</b>	<b>10</b>	<ul style="list-style-type: none"> <li>• Detail study of PDS , RPDS,TPDS, AAY,APS,NF SA.</li> <li>• Role of cooperatives in food security.</li> <li>• Map practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion/Debates on the positive impact of PDS system on the lives of people..</li> </ul>	
<b>JANUARY 25</b>	<b>Revision</b>			Pre board Examination	
<b>FEBRUARY 25</b>					

**SURENDRANATH CENTENARY SCHOOL, RANCHI**  
**ANNUAL PLAN (2024-2025)**

<b>CLASS: IX</b> <b>SUBJECT: ARTIFICIAL INTELLIGENCE(417)</b>		<b>BOOKS : Artificial Intelligence by Sumita Arora</b> <b>Supplement:- AI Facilitator Handbook by CBSE.</b>			
	<b>CHAPTER</b>	<b>No. of Periods</b>	<b>Topic</b>	<b>LEARNING OBJECTIVES</b>	<b>Learning Outcome</b>
<b>APR.</b>	<b>PART B:-Unit 1:</b> Introduction to AI <b>Session 1:-</b> Introduction to AI <b>Session 2:-</b> AI in Daily Lives <b>Session 3:-</b> AI and UN SDG Goals <b>SDG – Sustainable Cities and Communities</b>	8	Introduction, What is AI? Domains of AI- <ul style="list-style-type: none"> <li>• Data Science</li> <li>• Computer Vision</li> <li>• NLP</li> </ul> AI and its Future in <ul style="list-style-type: none"> <li>• Healthcare</li> <li>• Cyber security</li> <li>• Transportation</li> <li>• Education</li> <li>• Communication</li> </ul> AI in Daily Lives <ul style="list-style-type: none"> <li>• Smart Cities,</li> <li>• Smart schools,</li> <li>• Smart Homes</li> </ul> Practical Lab- Python <ul style="list-style-type: none"> <li>• What is Sustainable Development?</li> <li>• UN Sustainable Development Goals,</li> <li>• Impact of AI on</li> <li>• SDG Goals</li> </ul> <b>Activity:-</b> Write a Letter to your future self.  <b>Experiential Learning: -</b> Draw a floor plan of Smart Home/School/City	*To identify and appreciate AI and describe its application in daily life. * To identify and interact with three domains of AI. * To imagine, examine and reflect on the skills required for futuristic job opportunities. * To unleash their imagination towards smart homes and build and interactive story around it. * To understand te impact of AI on SDG Goals to develope responsible citizenship.	* Students are able to understands basic concept of AI. * Discuss about three domains of AI. * Connect AI with SDG goals
<b>MAY</b>	<b>Session 4:-</b> Skills Required for the Job of the Future <b>Session 5:-</b> AI Ethics SDG:- Industry, Innovation and Infrastructure	4	Introduction, Present AI Trends, <ul style="list-style-type: none"> <li>• AI Assisted Customer Support, AI Powered Chatbots, IoT, AI Jobs</li> <li>• Practical- Python</li> </ul> <b>Subject Enrichment-</b> Worksheet and Puzzle Activity	* To research and develope awareness of skills required for jobs of the future. * To understand and reflect on the ethical issues around AI. * To gain awareness around AI bias and AI Access.	* Students are able to list the requisite qualification to work in the field of AI. * list how bias is playing an important role to manipulate the result.

<b>JUNE</b>	<b>Unit 2:- Session 1:- AI Project Cycle &amp; Session 2: Problem Solving SDG:- Industry, Innovation and Infrastructure</b>	4	<ul style="list-style-type: none"> <li>Ethical Issues Around AI,</li> <li>AI Bias and AI Access</li> <li>Reducing and Mitigating AI Bias</li> <li>Stages of AI Project Cycle, Choosing a theme for problem scoping, Identify problems around the selected topic</li> </ul>	<ul style="list-style-type: none"> <li>* Identify the AI Project cycle framework.</li> <li>* Identify stakeholders involved in the problem scoped.</li> <li>*Foresee the kind of data required and the kind of analysis to be done.</li> </ul>	<ul style="list-style-type: none"> <li>Students are able to elaborate different phases of AI project cycle and connect it with real world and see how AI is of great help.</li> </ul>
<b>JULY</b>	<b>Unit 2:- Problem scoping Session 3,4,5, 6,7 &amp; 8 Life Skills – Logical Thinking</b>	8	<ul style="list-style-type: none"> <li>4Ws Canvas, Set Action around the goals, Ethics Involved in the goal,</li> <li>Practical Lab- Python</li> <li>Preparing and assessing data to be collected,</li> <li>Finding Reliable data sources, System Map</li> <li>Practical-Python</li> <li>Data Visualisation and Its Need, AI Modelling, Decision Trees, Identifying Images</li> </ul> <p><b>AIL:-</b>Quick Draw and Google Story Speaker</p>	<ul style="list-style-type: none"> <li>* Identify data requirements and find reliable sources to obtain relevant data.</li> <li>*To understand the purpose of data visualisation.</li> <li>* To understand, create and implement the concept of Decision Tress</li> </ul>	Students are able to Discuss about 4 W canvas and find it relevancy to understand the concept of decision tree
<b>AUG.</b>	<b>PART A:- Unit 1, Unit 2 and Unit 3 Life Skills:- Communication and Self Management Skills</b>	8	<ul style="list-style-type: none"> <li>Comm. Skills:-</li> <li>Intro, Verbal and Non Verbal, Visual and Written Method of Comm.</li> <li>Self Management Skills, Knowing oneself, Self Confidence</li> <li>Practical Lab- Python</li> <li>ICT Tools, Input, output, memory devices, Basic Computer Operation, Internet and its application</li> <li>Practical Lab – Python</li> <li>Internet Services</li> </ul>	<ul style="list-style-type: none"> <li>* To learn the importance of communication skills in personal and professional life.</li> <li>* To understand how self awareness is important for any individual.</li> <li>* To identify the basic utility of computer applications.</li> </ul>	Student are able to use communication and self management skills to minimize the risk of Stress in our life,
<b>SEP.</b>	Part A- Unit 1,2 and 3 Part B- Unit 1 and 2	4	Practical Test / Oral Test / Revision <b>Term-I/Half yearly Examination</b>		
<b>OCT</b>	<b>PART B:-Unit 3 Session 1 Neural Network  SDG – Industry, innovation and Infrastructure.</b>	8	<ul style="list-style-type: none"> <li>Introduction</li> <li>What are Artificial Neural Network? Practical – Python</li> </ul> <p><b>Subject Enrichment Activity:-How to recognise an image?</b></p>	<ul style="list-style-type: none"> <li>*To Understand and appreciate the concept of Neural network through gamification.</li> </ul>	<ul style="list-style-type: none"> <li>* Students are able to explore the multidimensional application of Neural network through day to day use mobile apps.</li> </ul>

<b>NOV</b>	<b>Unit 2:- Session 1:- Introduction to Programming Session 2: Intro to Python</b>  Session 3 and 4	8	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Working in Python</li> <li>• Getting Simple input Practical- Python</li> <li>• Python Basics</li> <li>• Variable and Expression</li> <li>• Data Types</li> <li>• The INPUT() function revisited</li> <li>• Statement</li> <li>• Practical- Python</li> </ul> <b>Experiential Learning:- Practical Assignment in Python</b>	* To Learn basic programming skills through gamified learning.  * To acquire introductory python programming skills in a very user friendly format.	Students are able to use python to create simple programs as well they are able to frame the logic behind every solution offered by python.
<b>DEC</b>	<b>PART A Unit 4:- Entrepreneurship Skills Unit 5:- Green Skills SDG:- Decent work and Economic Growth &amp; Sustainable Communities</b>	8	<ul style="list-style-type: none"> <li>• Type of Business:-Service, Manufacturing and Hybrid</li> <li>• Entrepreneurship as a Career</li> <li>• Role and Rewards of Entrepreneurship</li> <li>• Ecosystem</li> <li>• Environment Protection and Conservation</li> </ul> Green Economy	To identify various types of business activity * To demonstrate the knowledge of distinguishing characteristics of entrepreneurship. * To explore various reasons affecting our sustainable development policies.	* Students are well acquainted with different characteristics of an entrepreneur and they can make comparative analysis between Employed person and an entrepreneur. * Students are familiar with factors making Green Economy possible.
<b>JAN</b>	Part A:- Unit 1 to 5 Part B:- Unit 1 to 4	8	<ul style="list-style-type: none"> <li>• Revision of Term II Syllabus</li> <li>• Practical Exam</li> <li>• Viva</li> </ul> <b>Art Integrated Learning:-Solve the MAZE puzzle.</b>		
<b>FEB</b>			Annual Examination		



**SURENDRANATH CENTENARY SCHOOL**  
**SESSION – 2024-25**  
**ANNUAL PEDAGOGICAL PLAN**  
**CLASS IX E**

Subject- संस्कृतम्					
Books- मञ्जूषा , व्याकरणनिधि , अभ्यासवान् भव , अभ्यासपुस्तिका					
Month	Chapter	No. of pr.	Topics	Learning Objective	Learning Outcome
April '24	पुनरावृत्ति: (1)भारतीयसन्त गीति: (काव्य)	15	प्रश्नपत्रानुसारम् व्याकरणपरिचय: भारतीयसन्तगीति:(काव्य)सस्वरपाठ, अर्थ, भाव ।	<ul style="list-style-type: none"> <li>● अष्टम्या: कक्षाया: पाठ्यक्रमा:</li> <li>● प्रकृति प्रेम ।</li> <li>● विभक्ति , वचन , लिंग , पुरुष एवं कर्ता के साथ क्रिया का सम्बन्ध ।</li> <li>● संधि का ज्ञान।</li> <li>● समास तथा प्रत्यय का ज्ञान ।</li> </ul>	विद्यार्थी काव्य का महत्व, वसंत के बारे में ज्ञान प्राप्त किया।
	SDG : 17. लक्ष्य प्राप्ति में सामूहिक साझदारी।	9	<ul style="list-style-type: none"> <li>● शेमुषी भाग1 -भारतीयसन्तगीति: (काव्य) , प्रश्ननोत्तर।</li> <li>● व्याकरण - व्याकरण संधि</li> <li>● व्याकरण - व्याकरण,समास, प्रत्यय</li> </ul>		
	व्याकरण- SDG: 4.गुणवत्तापूर्ण शिक्षण संधि-स्वर , व्यंजन,विसर्ग शब्दरूपाणि , धातुरूपापि	9	ACTIVITY- 1 कलासमेकितपरियोजना (सस्वरपाठ)मौखिक Skill : भाषा कौशल का विकास , रचनात्मक कौशल का विकास ।	<ul style="list-style-type: none"> <li>● स्वर के भेद तथा उदाहरण</li> <li>● व्यंजन के भेद तथा उदाहरण</li> <li>● विसर्ग के भेद तथा उदाहरण</li> </ul>	विद्यार्थियों ने स्वर, व्यंजन और विसर्ग का ज्ञान-बोध किया।
May '24	'स्वर्णकाक: SDG: 4.गुणवत्तापूर्ण शिक्षण	6	<ul style="list-style-type: none"> <li>● शेमुषी भाग 1- 'स्वर्णकाक : अर्थ ,भाव, प्रश्ननिर्माण और प्रश्ननोत्तर।</li> <li>● उपपदविभक्ति , वाक्य प्रयोग।</li> </ul>	<ul style="list-style-type: none"> <li>● लालच का फल ।</li> <li>● कारक विभक्तिरूपेण उपपद विभक्ति च रचनात्मक कार्य-ज्ञान।</li> </ul>	विद्यार्थियों ने लालच का फल कारक विभक्तिरूपेण उपपद विभक्ति च रचनात्मक कार्य-ज्ञान।
		6	ACTIVITY- - कथाक्रम Skills:वाक्य रचना कौशल विकास ।	<ul style="list-style-type: none"> <li>● अस्मद् - युष्मद् तथा किम् रूपाणि (प्रश्ननिर्माणाय)</li> </ul>	अस्मद् - युष्मद् तथा किम् का महत्व समझा।

June '24	<p>व्याकरण : चित्रवर्णनम् अपठितगद्यांशः अनुवादाः</p> <p>SDG: 4.गुणवत्तापूर्ण शिक्षण</p>	12	<ul style="list-style-type: none"> <li>● चित्रवर्णनम्</li> <li>● अनुवाद</li> </ul> <p>ACTIVITY-संख्या अनुभव जन्य-परियोजना</p> <p>Skills : आलोचनात्मक चिंतन कौशल का विकास।भाषा कौशल का विकास।</p> <p>चिंतन कौशल विकास आत्मविश्वास च सम्बर्धनम्।</p>	<ul style="list-style-type: none"> <li>● कारक तथा उपपदविभक्त्यानुसारेण विभक्ति-कारक-चिह्नरूपेण</li> <li>● रचनात्मक ज्ञान ।</li> <li>● वाक्य प्रयोग के नियम ।</li> </ul>	<p>विद्यार्थियों ने कारक तथा उपपदविभक्त्यानुसारेण विभक्ति-कारक-चिह्नरूपे ण रचनात्मक ज्ञान । वाक्य प्रयोग के नियमों को सीखा।</p>
July '24	<p>गोदोहनम्</p> <p>SDG: 4.गुणवत्तापूर्ण शिक्षण</p>	12  12	<ul style="list-style-type: none"> <li>● शेमुषी भाग1 - गोदोहनम् अर्थ ,भाव, प्रश्ननिर्माण और प्रश्ननोत्तर।</li> <li>● गोदोहनम् पाठ का व्याकरण अंश की पहचान।</li> <li>● उपपदविभक्ति वाक्य प्रयोग अनुवाद चित्रवर्णनम्</li> <li>● व्याकरण - उपपदविभक्ति वाक्य प्रयोग अनुवाद चित्रवर्णनम्</li> </ul> <p>ACTIVITY व्याकरण उपपदविभक्तिचार्ट प्रायोगिकशिक्षण Skill :वाक्य रचना कौशल विकास</p>	<ul style="list-style-type: none"> <li>● नैतिक मूल्य</li> <li>● व्याकरण ज्ञान</li> <li>● उपपदविभक्ति ज्ञान</li> <li>● रचनात्मक ज्ञान ।</li> </ul>	<p>विद्यार्थियों ने नैतिक मूल्य व्याकरण ज्ञान उपपदविभक्ति ज्ञान रचनात्मक ज्ञान प्राप्त किया।</p>
August '24	<p>सूक्तिमौक्तिक म्</p> <p>SDG: 4.गुणवत्तापूर्ण शिक्षण</p>	24	<ul style="list-style-type: none"> <li>● शेमुषी भाग1 - सूक्तिमौक्तिकम् अर्थ, भाव और शब्दार्थ ।</li> <li>● अनुवादाः</li> <li>● सूक्तिमौक्तिकम् प्रश्ननोत्तर पपदविभक्ति</li> <li>● वाक्य प्रयोग, अनुवाद ,चित्रवर्णनम्</li> </ul> <p>ACTIVITY - प्रश्न निर्माण Skill :वाक्य रचना कौशल विकास</p>	<ul style="list-style-type: none"> <li>● नैतिक मूल्य</li> <li>● व्याकरण ज्ञान</li> <li>● उपपदविभक्ति ज्ञान</li> <li>● रचनात्मक ज्ञान ।</li> </ul>	<p>विद्यार्थियों ने सूक्तिमौक्तिकम् अर्थ, भाव और सूक्तिमौक्तिकम् प्रश्ननोत्तर पपदविभक्ति के बिषय में जाना।</p>

September '24	संपूर्ण पाठ्यक्रम	24	<ul style="list-style-type: none"> <li>● प्रश्न पत्र अभ्यास</li> <li>● पुनरावृत्ति</li> </ul>	<ul style="list-style-type: none"> <li>● अभ्यास</li> <li>● संपूर्ण ज्ञान</li> </ul>	विद्यार्थी अपने प्रश्नोत्तर को अच्छी तरह समझ कर हल करने में सफल हुए।
October '24	पुनः प्रश्नोत्तर तथा प्रश्न पत्र हल	12	विभिन्न स्तरीय व्याकरण के नियमानुकूल आवृत्ति।	विद्यार्थी विभिन्न स्तरीय व्याकरण के नियमानुकूल आवृत्ति का महत्व।	विद्यार्थी इन स्तरीय व्याकरण के नियमानुकूल आवृत्ति का महत्व को समझें।
November '24	सिकतासेतुः उपपदविभक्ति वाक्य प्रयोग अनुवाद चित्रवर्णनम्	20	<ul style="list-style-type: none"> <li>● अर्थ, भाव, व्याख्या,</li> <li>● संधि, समास, प्रत्यय, अभ्यास के प्रश्नोत्तर।</li> <li>● उपपदविभक्ति</li> <li>● वाक्य प्रयोग</li> </ul>	विद्यार्थी, भाव, व्याख्या, संधि, समास, प्रत्यय, अभ्यास के प्रश्नोत्तर को भली भांति ज्ञान प्राप्त करें।	विद्यार्थियों ने अर्थ, भाव, व्याख्या, संधि, समास, प्रत्यय, अभ्यास के प्रश्नोत्तर का ज्ञान प्राप्त किया।
December '24	जटायोः शौर्यम् इदम् तीनों लिंगों में तथा अनुवाद वाक्य परिवर्तन पत्रलेखनम्	20	<ul style="list-style-type: none"> <li>● अर्थ, भाव, व्याख्या,</li> <li>● संधि, समास, प्रत्यय, अभ्यास के प्रश्नोत्तर।</li> <li>● भवत् तीनों लिंगों में लिखना तथा वाक्य प्रयोग करना।</li> <li>● वाक्यपरिवर्तनम्</li> <li>● पत्रलेखनम्</li> </ul>	विद्यार्थी अर्थ, भाव, व्याख्या ज्ञान प्राप्त करेंगे।	विद्यार्थियों ने भाव, व्याख्या और प्रश्नोत्तर और व्याकरण विन्दुओं को भली भांति समझा।
January '25	जटायोः शौर्यम् पर्यावरणम् किम् का रूप प्रश्ननिर्माण	20	<ul style="list-style-type: none"> <li>● किम् का रूप</li> <li>● प्रश्ननिर्माण</li> <li>● उपसर्गः</li> </ul>	विद्यार्थी किम् का रूप, प्रश्ननिर्माण और उपसर्गः के प्रयोग का ज्ञान-बोध करेंगे।	विद्यार्थियों ने किम् का रूप प्रश्ननिर्माण उपसर्गः का प्रयोग सीखा।

	उपसर्गाः				
February '25	प्रश्नपत्र हल करवाना	20	<ul style="list-style-type: none"> <li>● अनुवादः</li> <li>● चित्रवर्णनम्</li> <li>● संधि,समास, प्रत्यय, अभ्यास के प्रश्नोत्तर।</li> <li>● कीदृश,अनेक, तः का प्रयोग।</li> <li>● पत्रलेखनम् उपपदविभक्ति</li> <li>● वाक्य प्रयोग</li> </ul>	<p>विद्यार्थी अनुवादः,चित्रवर्णनम् संधि,समास, प्रत्यय, अभ्यास के प्रश्नोत्तर,कीदृश,अनेक, तः का प्रयोग और पत्रलेखनम् सीखने में सक्षम होंगे।</p>	<p>विद्यार्थियों ने चित्रवर्णनम् संधि,समास, प्रत्यय, अभ्यास के प्रश्नोत्तर। कीदृश,अनेक, तः का प्रयोग और पत्रलेखन में सफल हुए।</p>
March '25	संपूर्ण पाठ्यक्रम	24	<ul style="list-style-type: none"> <li>● अभ्यास</li> <li>● संपूर्ण ज्ञान</li> </ul>	<ul style="list-style-type: none"> <li>● प्रश्न पत्र अभ्यास</li> <li>● पुनरावृत्ति</li> </ul>	परिणाम संतोष जनक