CURRICULUM
GRADE-IX



ENGLISH

BACKGROUND

At the secondary stage of English language learning the textual materials and other resources should represent a wide range of learning experience. Literature has always played a significant role in learning language. However, it is felt that pupils should be apprised with contemporary issues, read authentic literature and experiences of people to reflect and build their personality traits.

While there is a trend for inclusion of a wider range of contemporary and authentic texts, accessible and culturally appropriate pieces of literature should play a pivotal role at the secondary stage of education. The English class is meant for reading literature from different perspectives and to engage in activities for developing communicative competence, creativity and enrichment of language skills. It should not be seen as a place merely to read poems and stories in but an area of activities to develop the learner's imagination as a major aim of language study and to equip the learner with communicative skills to perform various language functions through speech and writing.

Objectives

The objectives of the course are to enable learners to:

- *Build greater confidence and proficiency in oral and written communication*
- *Develop the ability and knowledge required in order to engage in independent reflection and inquiry*
- *Make appropriate usage of English language to communicate in various social settings*
- *Equip learners with essential language skills to question and to articulate their point of view*
- *Build competence in the different aspects of the language*
- *Develop sensitivity to and appreciation of world literature representing varieties of English and cultures embedded in it.*
- *Enable the learner to access knowledge and information through reference skills (consulting a dictionary / thesaurus, library, internet, etc.)*
- *Develop curiosity and creativity through extensive reading*
- *Facilitate self-learning to enable them to become independent learners*
- *Review, organise and edit their own work and work done by peers*
- *Integrate listening and speaking skills in the curriculum.*
- *Retell the contents of authentic audio texts (weather reports, public announcements, simple advertisements, short interviews, etc.)*
- *Participate in conversations, discussions, etc., on the topics of mutual interest in non-classroom situations*

- *Respond, in writing to formal letters, based on given situation*
- *Read and identify the main points / significant details of texts like scripts of audio-video interviews, discussions, debates, etc.*
- *Write without prior preparation on a given topic and be able to defend or explain the stand taken / views expressed*
- *Write a summary of short lectures on familiar topics by making / taking notes*
- *Read poems effectively (with proper rhythm and intonation)*
- *This curriculum is designed in alignment with the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023.*
- *The primary driver behind Kaveri is to increase the representation of Indian authors and integrate Indian Knowledge Systems (IKS) into the language curriculum.While promoting Indian literature, the curriculum maintains a balance between Indian, regional, and foreign literary traditions.*

Language Items

In addition to consolidating the grammatical items practised earlier, the course at the secondary level seek to reinforce the following explicitly:

- *Sequence of tenses, reported speech in extended texts*
- *Modal auxiliaries (those not covered at upper primary), non-finites (infinitives, gerunds, participles)*
- *Conditional clauses, complex and compound sentences*
- *Phrasal verbs and prepositional phrases*
- *Cohesive devices, punctuation (semicolon, colon, dash, hyphen, parenthesis or use of brackets and exclamation mark)*

Month	Concept/Content	Objective/Theme/Skills
April	Discussion of the question paper pattern and marking scheme	Acquainting the students
	How I Taught My Grandmother to Read	• Lifelong learning, the importance of literacy for independence, and the strength of intergenerational bonds • Tenses explanation and practice • Debate • Formal Letter to the Editor
	Poem :Bharat Our Land	• Types of Poetry • Patriotism,national pride and Indias unmatch timeless glory • Figures of Speech
June	The Pot Maker	• Preserving traditional,hand-crafted skills (pottery) • Explanation and Practice Clauses, Determiners
July	Poem: Gift of Grace: Honouring Our Vocations	• Dignity of labour and the celebration • Poster Making • Haiku • Modals explanation and practice
	Winds of Change	• Cultural Heritage and Tradition • Craftsmanship and Artistry of Fans • Descriptive paragraph writing
	REVISION	
August	Poem:Canvas of Soil	• Gardening as an artistic endeavour, equating the soil to a "palette" and the garden to a "canvas" • Interview with a Gardener
	Vitamin M	• Family ties, empathy for the elderly, and the importance of respecting their dignity and independence. • Reported Speech explanation and practice
	Poem : I Cannot Rememeber My Mother	• The Power of Maternal Love • Longing and Nostalgia • Diary Entry
September	The World of Limitless Possibilities	• Resilience, determination, ability beyond disability, and breaking societal stereotypes • Notice Writing

Month	Concept/Content	Objective/Theme/Skills
October	Nine Gold Medals	• True victory lies in empathy, compassion, and human solidarity rather than selfish competition • Slogan writing
	Twin Melodies	• Harmony between tradition and modernity, exploring how classical inheritance can coexist with musical experimentation • Notes of music • Creating Play script
November	Poem : A Friend Found in Music	• Harmony between tradition and modernity, exploring how classical inheritance can coexist with musical experimentation • Invitation Letter
	Carrier of Words	• Profound human connection and responsibility involved in communication, particularly in remote areas. • Message writing • Revision
December	Poem : Words	• Words alone are often insufficient to express true emotions. • Essay writing
	Follow that Dream	• Passionate pursuit of ambitions through determination and hard work • Encouragement and Realism • Email writing , Vision Board Creation
January	Believe in Yourself	• Courage, personal growth, and self-belief • Speech writing
	Revision	
February	Revision	
March	Revision	

HINDI

प्रस्तावना

पाठ्यक्रम में हिंदी विषय की उपयोगिता

भाषा मनुष्य के बीच संवाद का माध्यम ही नहीं है अपितु भाषा में मनुष्य के संस्कार, उसकी अस्मिता और पीढ़ियों से संचित गौरव अंतर्निहित है।

एक ओर जहाँ भाषा मनुष्य को सभ्यता, संस्कृति, साहित्य और ज्ञान–विज्ञान की विरासत को अक्षुण्ण रखती है वहीं आधुनिक संदर्भो में विकास के प्रतीकों को राष्ट्र के गौरव के रूप में सहजने का कार्य भी करती है। अतः संवैधानिक रूप से भारत की प्रथम राजभाषा तथा सर्वाधिक बोली और समझे जानी वाली भाषा हिंदी का पाठ्यक्रम में चयन विभिन्न उद्देश्यों को ध्यान में रखते हुए किया गया है जिसमें विद्यार्थियों का भाषिक दायरा एवं वैचारिक समृद्धि का विकास, सृजनात्मकता और संवेदनशीलता का परिष्कार, सौंदर्य बोध की समृद्धि, जीवन के विविध संदर्भो से जोड़ने वाले मानवीय गुणों का विकास आदि प्रमुख हैं।

हिंदी भाषा शिक्षण के विशिष्ट उद्देश्य–

1. विद्यार्थियों को हिंदी साहित्य की समृद्धि और शक्ति से परिचित कराना।
2. विद्यार्थियों में कल्पनाशीलता, विस्मय, कौतुहल, जिज्ञासा एवं सृजनात्मकता का विकास करना
3. भाषा एवं साहित्य के माध्यम से सांस्कृतिक धरोहर से विद्यार्थियों को जोड़ने का प्रयास करना
4. गद्य विधाओ के माध्यम से वैयक्तिक गुणों और क्षमताओं का विकास करना
5. परंपरागत पद्धतियों से आगे बढ़कर आधुनिक जीवन के परिवेश, समकालीन यथार्थ तथा मानवीय मूल्यों के प्रति अडिग आस्था विकसित करना।

पाठ्यचर्या . 9

शिक्षार्थियों में श्रवण, कथन, पठन एवं लेखन कौशल में दक्षता हेतु आयाम

माह	अवधारणा	कौशल श्रवण – कथन – पठन – लेखन – कौशल
अप्रैल	दो बैलों की कथा – प्रेमचंद	• पठन–पाठन, सरलोकरण, व्याख्या, प्रश्नोत्तर
	समानार्थी शब्द	• अभ्यास पत्रक के माध्यम से
	मुहावरे	• अभ्यास पत्रक के माध्यम से
	शब्द भंडार	• अभ्यास पत्रक के माध्यम से
	अनुच्छेद लेखन	• अभ्यास पत्रक के माध्यम से
	अलंकार	• अभ्यास पत्रक के माध्यम से
जून	पद–रैदास	• भक्तिकाल, पठन–पाठन, सरलोकरण, व्याख्या, प्रश्नोत्तर
	शब्द निर्माण, उपसर्ग – प्रत्यय	• अभ्यास पत्रक के माध्यम से
	पत्र लेखन	• अभ्यास पत्रक के माध्यम से
	अपठित गद्यांश – पद्यांश	• अभ्यास पत्रक के माध्यम से
जुलाई	क्या लिखूँ – पदुमलाल पुन्नालाल बख्शी	• आदर्श– अनुकरण वाचन, काठिन्य निवारण, व्याख्या, प्रश्नोत्तर
	भारति, जय विजय कर – निराला	• व्याख्या, सरलीकरण, प्रश्नोत्तर
	विराम चिह्न	• अभ्यास पत्रक के माध्यम से
अगस्त	संवादहीन – शेखर जोशी	• आदर्श – अनुकरण वाचन, व्याख्या, प्रश्नोत्तर
	राम–लक्ष्मण– परशुराम संवाद – तुलसीदास	• व्याख्या, सरलीकरण, प्रश्नोत्तर
	संज्ञा, सर्वनाम एवं निपात	• अभ्यास पत्रक के माध्यम से
	चित्र वर्णन	• अभ्यास पत्रक के माध्यम से

माह	अवधारणा	कौशल श्रवण — कथन — पठन — लेखन — कौशल
सितंबर	संवाद लेखन	• अभ्यास पत्रक के माध्यम से
	पुनरावलोकन	• अभ्यास पत्रक के माध्यम से
अक्टूबर	ऐसी भी बातें हेाती है — यतीन्द्र मिश्र (लता मंगेशकर से साक्षात्कार)	• आदर्श— अनुकरण वाचन, काठिन्य निवारण, व्याख्या, प्रश्नोत्तर
	झाँसी की रानी — सुभद्राकुमारी चौहान	• व्याख्या, सरलीकरण, वस्तुनिष्ठ प्रश्न, प्रश्नोत्तर
	अनुच्छेद लेखन	• अभ्यास पत्रक के माध्यम से
	पत्र लेखन	• अभ्यास पत्रक के माध्यम से
नवम्बर	आखिरी चट्टान तक — मोहन राकेश	• आदर्श — अनुकरण वाचन एवं प्रश्नोत्तर
	घर की याद — भवानी प्रसाद मिश्र	• व्याख्या, सरलीकरण, वस्तुनिष्ठ प्रश्न, प्रश्नोत्तर
	समानार्थी शब्द / मुहावरे	• अभ्यास पत्रक के माध्यम से
	अनुच्छेद लेखन	• अभ्यास पत्रक के माध्यम से
	संज्ञा सर्वनाम एवं निपात	• अभ्यास पत्रक के माध्यम से
दिसंबर	रीढ़ की हड्डी — जगदीशचंद्र माथुर	• आदर्श — अनुकरण वाचन एवं प्रश्नोत्तर
	शब्द निर्माण— उपसर्ग — प्रत्यय —	• अभ्यास पत्रक के माध्यम से
	पुनरावलोकन	• अभ्यास पत्रक के माध्यम से
जनवरी	मैं ओर मेरा देश — कन्हैयालाल मिश्र प्रभाकर	• पठन—पाठन, सरलोकरण, व्याख्या, प्रश्नोत्तर
	तब याद तुम्हारी आती है — रामनरेश	• पठन—पाठन
	निर्मलजीत सिंह सेखों — रा.शै.अ.प्र.प	• पठन—पाठन
	संवाद लेखन / चित्रवर्णन	• अभ्यास पत्रक के माध्यम से
फरवरी	पुनरावलोकन	• अभ्यास पत्रक के माध्यम से

MATHEMATICS

GENERAL OBJECTIVE

- *Consolidate the Mathematical knowledge and skills acquired at the upper primary stage:*
- *Acquire knowledge and understanding, particularly by way of motivation and visualization, of basic concepts, terms, principles and symbols and underlying process and skills; develop mastery of basic algebraic skills:*
- *Feel the flow of reason while proving a result or solving a problem;*
- *To develop awareness of the need of national integration protection of environment, observance of small family norms, removal of social barriers, elimination of gender biases;*
- *To develop interest in mathematics as a problem-solving tool in various fields for its beautiful structures and patterns, etc.*
- *To develop reverence and respect towards great Mathematicians for their contributions to the field of Mathematics;*
- *To develop an interest in students to study mathematics as a discipline.*

SPECIFIC OBJECTIVE

- *Develop drawing skills;*
- *To develop positive ability to think, analyze and articulate logically;*
- *To develop necessary skills to work with modern technological devices such as calculators, computers, etc.*
- *To develop interest in the subject by participating in related competitions;*
- *To acquaint students with different aspects of mathematics used in daily life;*

Month	*Concept*	*Sub-Concepts*
April	*Number System*	• *Types of numbers* • *Finding Rational Numbers* • *Real Numbers and their decimal expansions* • *Representing real numbers on the number line* • *Operations on real numbers* • *To prove* $\sqrt{2}$ $\sqrt{3}$ *… Irrational*
June	*Polynomials*	• *Definition* • *Polynomial in one variable and its types.* • *Degree of polynomial & types of polynomials on the basis of degree* • *Zeroes of polynomials*
July	*Polynomials (Contd…)*	• *Remainder Theorem* • *Factor Theorem* • *Facotrization in Polynomials* • *Algebric Identities*
	Co-ordinate Geometry	• *Brief history of coordinate geometry* • *The 2-D Cartesian coordinate system* • *Distance between two points in the 2-D plane* • *Midpoint of the line segment between two points in the 2-D plane*
	Exploring algebraic identities	• *Revisting algebraic identities* • *Visualising identities using geometrical models* • *Factorisation of algebraic expressions using identities.*
August	*Circles*	• *Practical applications and uses of circles* • *Definitions related to a circle – centre, diameter, and radius.* • *Chords and the angles the subtend.* • *Midpoints and perpendicular bisectors of chords.*
	Perimeter and area	• *Perimeter of shapes* • *Perimeter of a circle; Introduction to Pi and its irrationality* • *Area of shapes* • *Heron's formula*
	Triangles	• *Congruency of triangles* • *Criteria of congruency of triangles* • *Some properties of triangles*
September	*Probability*	• *Concept of probability and randomness* • *The probability scale* • *Empirical probability analyzing statistical data and performing experiments*
	Sequence and progression	• *Introduction to sequence* • *Arithmetic progressions* • *AP: nth term, visualizing an AP, and practical contexts leading to Aps* • *Sum of the first n natural numbers* • *Geometric*
October	*Lines & Angles,* *Triangles*	• *Angle sum property of quadrilateral, Types of quad.* • *Property of parallelogram and problems on them* • *Mid-point theorem and its converse*

Month	Concept	Sub-Concepts
October	Euclid Geometrics	• Graphical representation of data (Bar Graph, Histogram, Frequency Polygon) • Mean • Mode • Median
November	Quadrilaterals Surface Area Volume	• Equations, linear equations (One & Two Variables) • Solutions of Linear equations • Graphs of Equations • Word Problems of Linear Equations
December	Linear equation in two variable Statitics	• Practical applications and uses of circles • Definitions related to a circle – centre, diameter, and radius • Chords and the angles they subtend • Midpoints and perpendicular bisectors of chords • Distance of chords form the centre • Subtended angles by an arec • Cyclicity of points
Januaruy	Intorduction to Probability	• Concent of probability and randomness • The Probability scale • Empericial probability: analyzing statiscial data and performing experiments • Theoretical probability: sample space and events. • Representing probability through tree diagrams and tables
	Surface Area & Volumes	• Surface areas and volumes of spheres (including hemispheres) and right circular cones.
February	Revision	

List of Suggestive Tools for Maths

- Written Test,
- Lab Activity,
- Home Assignment,
- MCQ,
- Oral,
- PPT,
- Project Work, etc.

SOCIAL SCIENCE

SOCIAL SCIENCE

Rationale

Social Science is a compulsory subject upto secondary stage of school education. It is an integral component of general education because it helps the learners in understanding the environment in its totality and developing a broader perspective and an empirical, reasonable and humane outlook. This is of crucial importance because it helps them grow into well- informed and responsible citizens with necessary attributes and skills for being able to participate and contribute effectively in the process of development and nation building.

Objectives of learning of social science

General objective of learning social science

- *To develop an understanding of contemporary India with its historical perspective, of the basic framework of the goals and policies of national development in independent India, and of the process of change with appropriate connections to world development.*
- *To deepen knowledge about the understanding of India's freedom struggle and of the values and ideals that it represented, and to develop an appreciation of the contributions made by people of all sections and regions of the country.*
- *To help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.*
- *To deepen the knowledge and understanding of India's environment in its totality, their interactive processes and effects on the future quality of people's lives.*
- *To facilitate the learners to understand and appreciate the diversity in the land and people of the country with its underlying unity.*
- *To develop an appreciation of the richness and variety of India's heritage-both natural and cultural and the need for its preservation.*
- *To develop qualities clustered around the personal, social, moral, national and spiritual values that make a person humane and socially effective.*

Specific objective of learning social science

- *To develop an understanding of the processes of change and development spatio temporal, through which human societies have evolved.*
- *To make learners realize that the process of change is perpetual and any event or phenomenon or issue cannot be viewed in isolation but in a wider context of time and space.*
- *To promote an understanding of the issues and challenges of contemporary India- environmental, economic and social, as part of the development process*
- *To help pupils acquire knowledge, skills and understanding to face the challenges of contemporary society as individual's and groups and learn the art of living a confident and stress-free life as well as participating effectively in the community.*
- *To develop scientific temper by promoting the spirit of enquiry and following a rational and objective approach in analyzing and evaluating data and information as well as views and interpretations*
- *To develop academic and social skills such as critical thinking, communicating effectively both in visual and verbal forms-cooperating with others, taking initiatives and providing leadership in solving others problems.*

MONTH	Concept / Content	Sub- Concept
APRIL	Geography– (India-Size and Location)	• India -Latitude & Longitude • India & the World • India's Neighbours
	Economics– (People as Resource)	• Meaning of People as Resource • Human Capital Formation • Role of Education in Human Capital Formation • Role of Health in Human Capital Formation • Measures taken for Human Capital Formation
	Democratic Politics– (What is Democracy?) (Why Democracy?)	• Defining Democracy • Features of Democracy • Arguments Against Democracy • Arguments For Democracy • Broader Meaning of Democracy
June	History– (The French Revolution)	• Causes of French Revolution • Structure of French Society • Course of Revolution (5 May-1789 to Sep 1792) • France as a Republic • Directory Rule and Napoleon • Women & Revolution • Abolition of Slavery • Legacy of French Revolution
July	Geography– (Physical Features of India)	• Major physiographic division • The Himalayan Mountains • The Northen plains • The peninsular plateau • The Indian Desert • The Coastal plains • The Islands
	Democratic Politics – (Constitutional Design)	• Constitution : Concept • Why do we need a Constitution • Making of Indian Constitution • Preamble
First Unit Test		

MONTH	Concept / Content	Sub- Concept
August	Geography – (Drainage)	• Drainage System in India • Himalayan & Peninsular Rivers • Economic Importance of Rivers &Lakes • River Pollution
	History– (Socialism in Europe and the Russian Revolution)	• The age of social change • Liberals, Radicals, conservatives • Industrial society and social change • The coming of socialism to Europe • Support for socialism • The Russian Revolution • The Russian Empire in 1914 • Economy and Society • Socialism in Russia • The first world war and the Russian empire • The February Revolution • The Revolution of October 1917 • What changed after October • The Civil War • Making a Socialist Society • Stalinism and Collectivisation, Global Influence
	Economics – (Poverty as a Challenge)	• Meaning of Poverty • Vulnerable Groups ,Poverty Estimation • Interstate and Global Poverty Scenario • Causes of Poverty • □Poverty Alleviation Programmes
September	History – (Nazism and The Rise of Hitler)	• World War I & Treaty of Versailles • Birth of Weimar Republic& Reasons for its Failure • Hitler's Rise to Power • Destruction of Democracy and World War II • The Nazi Worldview • Youth in Nazi • Ordinary People and Crimes Against Humanity
	Democratic Politics– (Electoral Politics)	• Why Election? (Meaning & Need of Election) • Electoral Process in India • What makes Election in India Democratic? • Challenges to Free and Fair Election • Political Competition– Merits and Demerits • People Participation– A comparison
	First Term Examination	
October	Geography – (Climate)	• Climate and Weather • Factors affecting Climate • Indian Monsoon • The Seasons (Cold,Rainy, Hot) • Distribution of Rainfall • Monsoon as an Unifying Bond
	Democratic Politics– (Working of Institutions)	• Office Memorandum • Need of Political Institution • Parliament and its functions • Executives(PM, President) • Judiciary

MONTH	Concept / Content	Sub- Concept
November	Democratic Politics- (Democratic Rights)	• Life Without Rights Case Study of Saudi Arabia and Kosovo • Rights- Meaning • Needs of Rights • Fundamental Rights • Expanding Scope of Rights • NHRC and PIL
	Geography- (Population)	• Size and distribution of population-India • Population density • Population growth and population change • Sex ratio • Literacy rate and Health • National Population Policy
	Economics- (Food Security)	• What is Food Security • Need of Food Security • Who are Food insecured • Steps taken for Attaining Food Security- Green Revolution, Buffer Stock, PDS etc. • Role of Cooperatives in Food Security
December	Pre-Annual Examinations	
January	Revision	
February	Revision and Mock Test	
March	Final Term Examination	

LIST OF SUGGESTIVE TOOLS FOR SOCIAL SCIENCE

- Project work
- Map skills
- Written Assignement

SCIENCE

OVERVIEW OF SCIENCE

The subject of Science plays an important role in developing well-defined abilities in cognitive, affective and psychomotor domains in children. It augments the spirit of enquiry, creativity, objectivity and aesthetic sensibility.
Whereas the upper primary stage demands that a number of opportunities should be provided to the students to engage them with the processes of Science like observing, recording observation, drawing tabulation, plotting graphs, etc., the secondary stage expects abstraction and quantitative reasoning occupy a more central place in the teaching and learning of Science. Thus, the idea of atoms and molecules being the building blocks of matter makes its appearance, as does Newton's law of gravitation.
The present syllabus has been designed around six broad themes viz. Food, Materials, The World of the Living, How things Work, Moving Things, People and Ideas, Natural Phenomenon and Natural Resources Special care has been taken to avoid temptation of adding too many concepts than can be comfortably learnt in the given time frame. No attempt has been made to be comprehensive.
At this stage, while science is still a common subject, the disciplines of Physics, Chemistry and Biology being to emerge.
The student should be exposed to experience as well as modes of reasoning that are typical of the subject

GENERAL OBJECTIVE OF TEACHING SCIENCE

- *Consolidate the science knowledge and skill acquired at the upper primary stage*
- *Develop drawing skill*
- *To develop the reasoning skills.*
- *To develop awareness of the need for national integration protection of environment, observance of small family norms, removal of social barriers elimination of gender biases*
- *To develop interest in science as a problem solving tool in various fields such as modern technology medical, agriculture.*
- *A scientific understanding of the living world*
- *Mental and motor abilities appropriate to the acquisition and use of scientific understanding*
- *An appreciation of the products and influences of science and technology, balanced by a concern for their wise application*
- *An understanding of the nature and limitations of scientific activity*
- *An ability to apply scientific understanding to appropriate problems(including those of everyday life) and to approach those problems in rational ways*
- *Respect for evidence, rationality and intellectual honesty*
- *Capacities to express themselves coherently and logically, both orally and in writing, and to use appropriately modes of communication characteristic of scientific work*
- *An ability to work effectively with others.*
- *Cognitive, affective, and psychomotor abilities appropriate to the acquisition and use of scientific knowledge, understanding, attitude, and skills.*

SPECIFIC OBJECTIVES OF TEACHING SCIENCE

- *Detailed understanding of human system*
- *Awareness towards environment values*
- *To enable students, give example of moving bodies and bodies at rest or motion*
- *To give reason for things going on in daily life*
- *To understand concept of work energy and propagation of sound*
- *To enable the students to classify matter and compare properties of matter*
- *Enable to student explain role of colloids in everyday life*
- *Enable to students to appreciate various model of atom*

PHYSICS

Month	*Concept*	*Sub-Concept*
April	*Motion*	• *Motion and its types* • *Distance and displacement* • *Speed and Velocity* • *Uniform and non uniform motion along a straight line* • *acceleration*
June	*Motion (Contd.…)*	• *Equations of motion* • *Distance-time and velocity-time graphs for uniform motion and uniformly accelerted motion* • *Elementry idea of uniform circular motion*
July	*Force & Laws of Motion*	• *Force and motion* • *Newton's laws of motion* • *Action and reaction forces* • *Inertia of a body* • *Inertia and mass* • *Momentum, force & acceleration* • *Elementary idea of conservation of momentum.*
August	*Gravitation*	• *Gravitation* • *Universal law of gravitation* • *Force of gravitation of the earth (gravity)* • *Acceleration due to gravity* • *mass and weight* • *Free fall*
September	*Floatation*	• *Thrust and pressure* • *Buoyancy* • *Archimedes' principle*
October	*Work, Energy & Simple Machines*	• *Work done by a force* • *Energy* • *Kinetic energy*
	Practicals	• ***Experiment No. 1*** *- Determination of the density of solid (denser than water) by using a spring balance and a measuring cylinder.* • ***Experiment No. 2*** *- Establising the relation between the loss in weight of solid when fully immersed in (a) Tap water (b) Strongly salty water with weight of water displaced by it by taking at least two different solids)*

Month	Concept	Sub-Concept
November	Work, Energy & Simple Machines	• Potential energy • Law of conservation of energy (excluding commercial unit of energy • Power • Simple Machines and their mechanical advantage
December	• Sound. Nature of sound and propagation of sound in various media	
January	Practicals	• Echo
February	Revision	• Revision

CHEMISTRY

Month	Concept	Sub-Concept
April	Matter in our Surroundings	• Definition of matter • Characteristics of particles of Matter • Solid, Liquid Gas • Characterstics - shape, volume, density • Change of state - metling, freezing, condensation and sublimation.
June	Matter in our Surroundings (Contd..)	• Evoporation • Factors affecting evaporation • Cooling by evaporation
	Practical	• Preparation of solution, suspension, colloid
July	Matter in our Surroundings (Contd..)	• Some Examples of cooling caused by Evaporation
	Is Matter Around us Pure?	• Elements, compounds and mixtures. • Heterogeneous and homogenous mixtures
	Practicals	• To prepare mixture and compound and study their properties • To determine the melting and boiling point.
	Unit Test	
August	Is Matter Around us Pure? (Contd..)	• Colloids and suspensions • Physical and chemical changes (excluding separating the components of a mixture.
September	Atoms and molecules	• Atoms and Molecules • Law of Chemical Combination • Chemical formula of common compounds
	First Term Examination	
October	Atoms and molecules	• Atomic and molecular mass
	Practical	• Classification of physical and chemical changes
November	Structure of the Atom	• Electrons, protons and neutrons. • Models of atom
	Practial	• Law of conservation mass

Month	*Concept*	*Sub-Concept*
December	*Structure of the Atom (contd….)*	• *Valency* • *Atomic number* • *Mass number Isotopes* • *Isobars*
Pre-Annual Examinations		
January	*Revision*	
February	*Revision*	
March	***Final Term Examination***	

BIOLOGY

Month	*Concept*	*Sub-Concept*
April	*Cell – Fundamental Unit of Life*	• *Discovery of cell and Cell theory* • *Cell as structural and functional unit of life* • *Plant and animal cells* • *Prokaryotic and eukaryotic cells* • *Plasma membrane – structure and permeability* • *Diffusion and osmosis* • *Cell wall*
June	*Cell (Continued)*	• *Cell organelles – nucleus, mitochondria, plastids* • *Endoplasmic reticulum, Golgi apparatus, ribosomes* • *Vacuoles and their functions* • *Cellular division and cancer* • *Recent advancement in cell biology*
July	*Tissues*	• *Introduction and importance of tissues* • *Levels of organisation* • *Plant tissues – meristematic tissues (types and functions of each)* • *Permanent tissues – simple tissues (parenchyma, collenchyma, sclerenchyma)* • *Complex tissues – xylem and phloem*
August	*Tissues (Continued)*	• *Animal tissues – Epithelial tissue (types and functions)* • *Connective tissues – Blood, bone, cartilage, ligaments, tendons* • *Muscular tissues – striated, smooth and cardiac* • *Nervous tissue* • *Elementary idea of musculoskeletal system* • *Care of musculoskeletal system : Injuries, postural care, nutrition and exercise*
September	*Reproduction in Organisms*	• *Introduction to different forms of reproduction - sexual and asexual* • *Types of Asexual reproduction with examples – fission, budding, fragmentation, spore formation* • *Sexual reproduction in flowering plants (Flower and its parts, Pollination, Fertilisation, seed dispersal)*
October	*Reproduction (Continued)*	• *Sexual reproduction in humans* • *Male and female reproductive systems(Structure and function, Formation of gametes, sperm and egg, fertilisation, Pregnancy and development of embryo)* • *Menstrual cycle* • *Reproductive health and hygiene* • *Introduction to birth control methods and importance*

November	*Diversity in Living Organisms*	• *Importance of classification* • *Five kingdom classification and key characteristics* • *Major divisions in plants*
December	*Diversity in Living Organisms (Continued)*	• *Major divisions in animals* • *Binomial nomenclature*
January	*Diversity in Living Organisms (Continued)*	• *Acellular organisms – viruses* • *Classification activities and examples*
February	*Revision*	*Revision*

FRENCH

OVERVIEW

In class IX students can choose Hindi or French as second language which they will study up to class X. In second language, there is an integration of all the four skills i.e. Listening, Speaking, Reading, and Writing. In addition to this, appropriate and correct expression of language is reinforced by understanding grammar.

OBJECTIVES

By the end of class IX, students will be able to:-

- *Utilize clear language and vocabulary that is easy to comprehend.*
- *Conjugate regular and irregular verbs.*
- *Use appropriate vocabulary to write a paragraph.*
- *Use vocabulary given in the text and analyze impact of some phrases with proper intonations.*
- *Use different words and expressions to convey the desired sequence of events.*
- *Use various kinds of sentences (Interrogative, exclamatory and imperative) in conversation.*
- *Use concepts like tenses in situational conversations.*
- *Write a demonstrative text that conveys the core idea of the subject by selecting, organizing and analysing the given content.*
- *Write on a simple subject with appropriate vocabulary, fine points and examples.*
- *Analyze how to use synonyms or better sounding words to give an impact that consists of all the essential points of the chapter or the text.*
- *Use different words and expressions to convey the desired sequence of events.]*
- *Develop skills to enhance the language by daily exercises of reading, writing, speaking and listening by using the material provided by the school as well as internet.*

Month	Concepts	Sub-Concept
April	• La Famille(Lesson-1) • Numbers • Definite, Indefinite, Partitive, Contracted Articles • French Culture • Form Filling • Au Lycée(In the school) (Lesson-2) • La sale de classe (Classroom) • Demonstrative Adjective • -IR verbs • Prepositions	Will be able to: • Learn about the family description in French. • Present ourselves in French. • Acquire knowledge of ER verbs. • Learn Articles (Definite /indefinite). • Definite, Indefinite, Partitive, Contracted Articles • Salutations & Learn French Culture. • Learn how to form the Question . • Describe a person. • Identify things. • Use Verbs (-ER and -IR) in the sentences.
June	• Une Journée de Pauline (Lesson-3) • L'heure (Time) • Les repas (Food) • -RE verbs • Pronominal verbs(Reflexive Verbs)	• Learn Partitive articles and Contracted articles. • Acquire Knowledge of Days /Months. • Use –RE verbs in the sentences. • Propose things, Refuse things and Accept things. • Use Reflexive Verbs. • Write the daily routine • Learn Basic Culture differences between India and France.
July	• Les Saisons (Seasons)(Lesson-4) • The Weather • Future Tense • Imperative • Les Voyages(Travel)(Lesson-5) • Means of Transportation • Past Tense • The Vacations • Expression (Avoir/ être)	• Learn the Tenses (Past and Future) • Use the Auxiliary Verbes (être and Avoir) • Form Sentences using these tenses. • Learn to speak about the weather and seasons. • Write a post card . • Give the suggestions and advice. • Ask for the information and reserve a ticket.
First Unit Test		
August	• Les Loisirs et les sports (Hobbies and Sports)(Lesson-6) • Pronominal verbs (Past tense) • Interrogation • Imparfait (Imperfect tense)	• Express the obligation • Talk about the sports and the hobbies • Describe the past event using Imparfait (Imperfect tense) • Learn the Interrogation • Acquire knowledge about Negation (Expression)
September	• L'argent de poche (Pocket Money)(Lesson-7) • Negation • Personal Pronouns (COD, COI) • Interrogative Adjective	• Learn the Compléments d'objet direct (COD) and Compléments d'objet indirect personal pronouns. • Express his/her point of view . • Learn the culture difference between the two countries. • Acquire knowledge about Interrogative Adjective • Use the Negative Expressions in the sentences.
First Term Examination		
October	• Faire des Achats(Do the Shopping)(Lesson-8) • Vocabulary of the Shops • Conditional Tense • Pronoun <<en>> • Un diner en Famille (Lesson-9) • <<y>> and <<en>> Pronouns • Interrogative Pronouns • Recent Past tense	• Learn the Vocabulary of Shops . • Express the quantity and quality • Use the Conditional tense for politeness • Learn about the pronouns <y>and <en> • Make a recipe of a French dish. • Invite someone and reserve a table • Ask for his/her opinion. • Express the desire or intentions.

Month	Concepts	Sub-Concept
November	• La mode (Fashion)(Lesson-10) • Vocabulary of Clothes • Comparative sentences • Tonique Pronouns • Relative Pronouns(Qui,Dont..)	• Give the advice or opinion on a topic • Express wishes and interview someone • Learn the Comparison between people or things • Ask the questions based on French Fashion. • Acquire knowledge about the French Brands. • Express the conditions and clause
December	• Les fêtes (Lesson-11) • Si Expressions • La francophones (Lesson-12) • Francophonic countries	• Observe a festival and talking about it. • Write a letter using imperfect tense. • Learn Si (if) expressions/Hypothesis • Describe the francophonic countries • Discover a singer(Francophonic). • Revise the tenses by using them in the letter writing. • Acquire knowledge about francophonic day.
Pre-Annual Examinations		
January	Révision	
February	Révision	
March	**Final Term Examination**	

SUGGESTIVE TOOLS FOR FRENCH

Listening Skills	Speaking skills	Reading skills	Writing skills	Activities
• French songs • Memory Games • Interactive activities from the CD • Listen and fill in the blanks • French Pronunciation • Audio Visuals Games	• Role Play • Picture description • Skit • Daily Routine • Group Discussion • Story Telling	• Picture Reading • Unseen Passage • Paragraph Reading	• Letter Writing • Post Card Writing • Paragraph Writing • Recipe Writing • Designing a Poster • Invitation • Message Writing • Describing a person • Describing the weather conditions	• PPT • Quiz • Writing a Movie Review • Group Discussion • Designing the map

Information Technology

Objective:

The course intends to develop Vocational skills related to Computer which helps students to create customized application. Knowledge of Fundamental thinking is helping students to make closure with computer architecture. The curriculum is designed to develop appropriate technical knowledge as well as the professional skill of the students.

Learning Objectives:

- *Ability to develop mathematical skills and computational thinking*
- *Ability to understand Word processing application.*
- *Ability to understand Digital presentation and Employability skills.*
- *Ability to understand Electronic Spreadsheet application*
- *Ability to develop Practical skills.*

Month	Concepts
April	• Data Entry and Keyboarding skills : (i) Types of keys (ii) Typing ergonomics (iii) Pointing device
June	• Digital Documentation : (i) Creating a document (ii) Cursor and mouse pointer
July	• Digital Documentation : (i) Applying editing features (ii) Applying formatting features (iii) Working with Tables (iv)Using Print options (v) Using Mail merge
	First Unit Test
August	• Introduction to IT-ITeS industry : (i)Introduction (ii) BPM industry- structure (iii)Applications • Communication Skills : (i) Methods (ii) Communication cycle (iii) Perspectives-types and factors
September	• Self Management Skills : (i) Meaning and importance (ii) Factors helping in building self-confidence
	First Term Examination
October	• Digital presentation : (i)Introduction (ii) Slide Master (iii)Formatting text and images (iv) Graphics objects (v) Animations
November	• Electronic Spreadsheet : (i) Create a spreadsheet (ii) Applying Formulas and Functions (iii) Formatting data (iv) Referencing (v) Charts
December	• Green Skills • Basic ICT skills
	Pre-Annual Examination
January	• Entrepreneurial Skills
February	Revision
	Final Term Examination

ARTIFICIAL INTELLIGENCE

Objective:

The objective of this curriculum is to combines both Inspire and Acquire modules is to develop a readiness for understanding and appreciating Artificial Intelligence and its application in our lives. This curriculum focuses on:

1. *Helping learners understand the world of Artificial Intelligence and its applications through games, activities and multi-sensorial learning to become AI-Ready.*
2. *Introducing the learners to three domains of AI.*
3. *Allowing the learners to construct the meaning of AI through interactive participation and engaging hands-on activities.*
4. *Revisiting AI domains, project cycle and Ethics*
5. *Introducing the learners to the importance of Math for AI, data literacy and generative AI*
6. *Introducing the learners to programming skills - Basic python coding language.*

Learning Objectives:

1. *Identify and appreciate Artificial Intelligence and describe its applications in daily life.*
2. *Relate, apply and reflect on the Human-Machine Interactions to identify and interact with the three domains of AI: Statistical Data, Computer Vision and Natural Language Processing*
3. *Understand the impact of Artificial Intelligence on Sustainable Development Goals to develop responsible citizenship.*
4. *Gain awareness about AI bias and AI access and describe the potential ethical considerations of AI.*
5. *Get familiar and motivated towards Artificial Intelligence and Identify the AI Project Cycle framework.*
6. *Learn problem scoping and ways to set goals for an AI project and understand the iterative nature of problem scoping in the AI project cycle. Brainstorm on the ethical issues involved around the problem selected.*
7. *Foresee the kind of data required and the kind of analysis to be done, identify data requirements and find reliable sources to obtain relevant data.*
8. *Use various types of graphs to visualize acquired data.*
9. *Understand types of modeling.*
10. *Understand the importance of Math for AI.*
11. *Learn the concept of data literacy and generative AI*
12. *Acquire introductory Python programming skills in a very user-friendly format.*

Month	Concept	Sub-Concept
April	AI Reflection, Project Cycle and Ethics	• Introduction to AI and its three domain • Introduction to AI Project Cycle • Problem Scoping ➢ 4Ws problem canvas ➢ Problem statement template • Data Acquisition ➢ Introduction to data and its types ➢ Data Features ➢ System Maps
June	AI Reflection, Project Cycle and Ethics(Contd..)	• Data Exploration/ Data Visualisation ➢ Need of visualising data ➢ Ways to visualise data using various types of graphical tools. • Modeling ➢ Introduction to modeling and types of models (Rule-based & Learning-based) • Evaluation ➢ True Positive ➢ False Positive ➢ True Negative ➢ False Negative • Deployment • AI Ethics • AI Bias and AI Access
July	Data Literacy	• Basics of data literacy ➢ Introduction to Data Literacy ➢ Impact of data Literacy ➢ How to become Data Literate? ➢ What are data security and privacy? ➢ How are they related to AI? ➢ Best Practices for Cyber Security • Acquiring Data, Processing, and Interpreting Data ➢ Types of data ➢ Data Acquisition/Acquiring Data ➢ Best Practices for Acquiring Data ➢ Features of data and Data Preprocessing ➢ Data Processing and Data Interpretation ➢ Types of Data Interpretation ➢ Importance of Data Interpretation • Project Interactive Data Dashboard & Presentation ➢ Data visualization Using Tableau
Month	Concept	Sub-Concept

August	*Introduction to Python*	• *Introduction to Python language* • *Introducing python programming and its applications* • *Python Basics (Theory + Practical):* ➢ *Variables* ➢ *Arithmetic Operators* ➢ *Expressions* ➢ *Comparison Operators* ➢ *logical operators* ➢ *Assignment Operators* ➢ *Data Types - integer, float, strings* ➢ *Type conversion* ➢ *Using print() and input() functions* ➢ *Simple problem-solving exercises on Python Compiler.* • *Practical only:* ➢ *Flow of control and conditions : conditional and iterative statements (if, for and while)* ➢ *Basic problem-solving exercises using conditional and iterative statements on Python Compiler.* ➢ *Python Lists (Simple operations using list)* ➢ *Basic problem-solving exercises using lists on Python Compiler.*
September	*Communication Skills-I* *And* *Self Management Skills-I* *Ands* *Entrepreneurial Skills-I*	• *Communication Skills Methods* • *Communication cycle* • *Perspectives-types and factors* *And* • *Meaning and importance* • *Factors helping in building self-confidence* *Ands* • *Types of businesses* • *Meaning of entrepreneurship development* • *Role and rewards of entrepreneurship*
October	*Math for AI (Statistics & Probability)*	• *Importance of Math for AI* • *Finding Patterns in Numbers and images.* • *Uses of Math – Statistics, Linear Algebra, Probability, Calculus* • *Definition of Statistics* • *Applications - Disaster Management , Sports, Diseases Prediction,Weather Forecast* • *Introduction to Probability* ➢ *How to calculate the probability of an event* ➢ *Types of events* ➢ *Understand the concept of Probability using a relatable example.*

Month	Concept	Sub-Concept
October		• Applications of Probability -Sports, Weather Forecast ,
November	Introduction to Generative AI	• Introduction to Generative AI • Generative AI vs Conventional AI • Types of Generative AI • Examples of Generative AI • Benefits of using Generative AI • Limitations of using Generative AI • Ethical considerations of using Generative AI
December	Basic ICT skills-I And Green Skills-I	• Introduction to ICT • Computer System • Peripherals devices and their uses • Primary operations on a computer system And • Introduction to environment • Natural resource conservation • Importance of green economyo
January	Revision	
February	Revision	

PAINTING

Objective:

The focus of the painting curriculum should be to provide students with an opportunity to explore natural and man made objects, situations and subjects to learn about the elements and principles of painting while enjoying their creative expression through different mediums and techniques. The course consists of (i) Painting theory and (ii) Painting practicals. Theory and Practice are co-related and complement each other by application of medium and technique. Theory can make students understand the medium they are practicing with all its beauty and meaning. Theory provides knowledge and enhances the value of the practical.

Learning outcomes -

Students after studying 'Painting' as additional subject will be able to:

- *Enjoy paintings as a medium of expressions and appreciate the beauty in lines, forms and colours*
- *Know the fundamentals of Painting (Elements and Principles) and apply them in their creations.*
- *Use painting tools and materials appropriately.*
- *Apply pencil colours, oil pastels, poster colours, water colours etc. as a painting medium and differentiate between 'opaque' and 'transparent' colours as a technique.*
- *Refine memory and observation power through study / still life and painting composition*

Month	Concept	Sub-Concept
April	Basic of Still life drawing	• Object drawing • Nature study
June	Still life composition	• Object + Nature + Drapery (Drawing)
	Unit 1 (i) Fundamental of art	• Elements
July	Study of Indian folk art	• Mandana
	Unit 1 (ii) Methods and Materials of Painting	• Tools
	Unit Test-1	
August	Still life composition	• 2 Object + Nature + Drapery (medium- soft pastels)
	Methods and Materials of Painting	• Poster colours, water colours, oil pastels and pencils
September	Unit 2 Story of Indian Art	• Appreciation of Indian Art - Painting - Wizard's Dance (Bhimbethaka) • Sculpture- Yaksha-Yakshi at R.B.I. New Delhi (by Ramkinker Vaij)
	Still Life Painting	• 2 Object + Nature + Drapery (medium- water colour)
First Term Examination		
October	Study of Landscape	• Landscape Drawing
	Unit 2 Story of Indian Art cont…	• Architecture- Sun Temple (Konark, Odisha) • folk Art- Alpana, Rangoli
November	Still life painting	• Still life study (oil painting) (understanding artist)
December	Landscape Painting	• Water colour Landscape
Pre-Annual Examination		
January	Revision	
February	Revision	
Final Term Examination		

HINDUSTANI MUSIC VOCAL

_ Month	Sub-Concept
April	• Definition (Sangeet,Dhwani,Shruti,laya) • Raag – Yaman (Aroh Avroh) • Taal-Kahrwa (Basic Knowledge)
June	• Definition-Naad,Swar,Saptak • Raag- Yaman Sargam Geet Chota Khyal
July	• Definition – Alanakar Thaat • Raag –Yaman Alaap,Taan • Taal-Kaharwa ,Dadra • Life Sketch Of V'N Bhatkhande
	First Unit Test
August	• Definition (revision) • Raag-Kafi Aroh Avroh with Alap Taan • Taal – TeenTaal (Ekgun ,Dugun)
September	• Raag –Revision • Definition Revision • Life Sketch V.D Paluskar
	First Term Examination
October	• Raag-Alhaiya Bilawal (Aroh –Avroh) Chota Khyal with(Alap Taan) Taal –Ektaal • Knowledge of Basic Term used in Indian classical Music(Vadi,Anuvadi,Vivadi)
November	• Raag-Notation Writing • Yaman,Kafi,Alhaiya Bilawa • Taal – Teentaal Ektaal Notation WritingFolk Music
December	• Definition-Taal,Laya,Khali,Vibhag • Sargamgeet,Lakshyangeet • Divotional Song
	Pre-Annual Examinations
January	• Raag- Alhaiya Bilawal • Yaman Alap Taan • Taal- Taal notation writing (ekgun & Dugun)
February	Revision
March	**Final Term Examination**

HINDUSTANI PERCUSSION MUSIC-9

Month	Concept	Sub-Concept
April	• Introduction to Tabla/Pakhawaj • Origin and importance in Hindustani music	• Identification of parts of Tabla • Simple Theka practice
June	• Basic concepts: Theka, Tali, Khali • Notation system basics	• Practice of Thekas in Teentala • Recitation with hand beats
July	• Understanding Kayada and Tukra	• Playing Kayada and simple Tukras in Teentala
	First Unit Test	
August	• Gharanas of Tabla (brief introduction)	• Rela and Palta practice in Teentala
September	• Introduction to Tihai and its use in compositions	• Recitation and performance of Theka with Dugun
	First Term Examination	
October	• Biographical sketch of V.N. Bhatkhande	• Final internal performance preparation and revision
November	• Full syllabus revision • Practice theory questions	• Full practical revision • Mock performance tests
December	**Pre-Annual Examinations**	
January	Revision	
February	Revision	
March	**Final Term Examination**	

NATIONAL CADET CORPS NCC

Rationales:

1. *To develop well-rounded, responsible, and patriotic citizens with a strong sense of civic duty and leadership potential.*
2. *To develop discipline, character, and a spirit of adventure in youth, while also motivating them to consider careers in the armed forces or other public service roles.*
3. *Offering students opportunities for outdoor activities and leadership development*
4. *To create a human resource of trained and motivated youth who can lead in various walks of life and serve the nation.*
5. *To develop overall personally and social skills such as problem solving skills , coping with stress, emotions, self awareness, self confidence values, ethics.*
6. *Encourages students to engage in social service activities and contribute to the betterment of their communities, fostering a sense of responsibility and compassion.*
7. *To give basic Knowledge of weapon. 22 rifle for boosting confidence.*
8. *To provide knowledge of renewed military generals Armed forces and study of famous battles.*
9. *To provide basic understanding of maps and conventional signs.*
10. *To inculcate sense of patriotism, unity and diversity religions, culture, traditions and customs of India.*

Month	*Concept*	*Sub-concept*
April	*Unit-1 The NCC*	*Aims to acquaint cadets with the aims and objectives of NCC* *Scope: Introduction, aims, organization and general information about NCC* • *Aims and Objectives of NCC* • *Organization and Training and NCC Song* • *Incentives of Joining NCC*
	Unit-9: Health and Hygiene	*Aim: To instill respect and responsibility towards personal health and hygiene* *Scope: Basic in formation of the human body, maintenance of health and hygiene, sanitation, disease and and elementary knowledge of First Aid and Nursing* • *Hygiene and sanitation (Personal and Food Hygiene)* • *Physical and mental health* • *Infectious and contagious diseases and its prevention* • *Basics of first aid in common medical emergencies* • *Wounds and fractures* • *Introduction to yoga and exercise*

Month	Concept	Sub-concept
June	*Unit-2 National Integration and Awareness*	*Aim: To inculcate sense of patriotism, secular values and motivate cadets to contribute towards nation building through national unity and social cohesion.* *Scope: The concepts of National Interests, Objectives and integration, Unity in diversity and cultural heritage of India.* • *Religions, Culture, Traditions and Customs of India.* • *National Integration: Importance and Necessity* • *Problems/Challenges of National Integration* • *Images/Slogans for National Integration*
June	*Unit 1* ***Armed Forces (Specialized subject)***	*Aim: To acquaint cadets with the Armed Forces* *Scope: Introductory and general information about the Armed Forces.* • *Basic organization of Armed Forces* • *Organization of the Army* • *Badges and Ranks* • *Honors and Awards* • *Modes of entry into Army*
July	*Unit-7 Personality Development and Leadership*	*Aim: To develop an all-round dynamic personality with adequate leadership traits to deal/ contribute effectively in all walks of life* *Scope: Basic subjects of leadership with emphasis on self-awareness, life/soft skills, time management and character building* • *Introduction to Personality development* • *Factors in flouncing /shaping personality: Physical, Social, Psychological and Philosophical* • *Self-Awareness-know yourself* • *Self-confidence, courage & self-conviction* • *Problem solving skills* • *Importance of group and teamwork* • *Effective use of time* • *Coping with stress/emotions* • *Sociability : Social Skills* • *Characteristics of healthy personalities– ethics/values*
July	*Unit-3* ***Map Reading (Specialized subject)***	*Aim: To teach cadets elementary map reading* *Scope: Basic understanding of map sheets and map reading instruments and development of capability to use them to carry out simple Map Reading* • *Introduction to types of Maps and conventional signs.* • *Scales and grid system* • *Topographical forms and technical terms*

Month	Concept	Sub-concept
August	*Unit – 4 Drill* ***(Common Subject)***	*Aim: To inculcate a sense of discipline, improve bearing, smartness, ant turnout and to develop the quality of immediate and implicit obedience to cadets* *Scope: All important basic aspects of drill including ceremonial drill, drill with arms and words of command Drill without Arms* • *General and Words of Command* • *Attention, Stand at Ease and Stand Easy, turning and inclining at the halt* • *Saluting at the halt* • *Getting on parade, dismissing and falling out* • *Saluting on the March Individual word of command*
	Unit-4 ***Field Craft and Battle Craft (Specialized subject)***	*Aim: To teach cadets elementary field craft and battle craft* *Scope: Basic field craft and battle craft* • *Introduction* • *Judging distance* • *Description of ground* • *Field signals* • *Use of ground and movement* • *Selection of formations (Section formation)*
September	*Unit-5 Weapon Training* ***(Common Subject)***	*Aim: To give elementary knowledge about rifles* *Scope: Basic knowledge about rifle and firing* • *Characteristics of a rifle /rifle ammunition and its fire power* • *Stripping, assembling, care and cleaning and sight setting* • *Loading, cocking and unloading* • *The lying position and Holding* • *Aiming, range and figure target* • *Range precautions and safety precautions*
	Unit-5 : Communication (Specialized subject)	*Aim: To introduce cadets to the latest trends in the field of communications* *Scope: Types of communications and future trends* • *Importance of communication* • *Means of communication*

Month	Concept	Sub-concept
October	*Unit – 6 Adventure Training*	*Aim: To inculcate a sense of adventure and develop confidence, courage and determination.* *Scope: To expose cadets to various adventure activities.* • *Trekking including selection of route and administrative planning* • *Cycle expedition including selection of route and administrative planning*
	Unit – 3 Civil Affairs	*Aim: To train Cadets to assist Civil administration in performance of selective duties during disasters.* *Scope: Basic information about civil defense organization and its duties, maintenance of essential services and providing assistance to civil administration in various types of emergencies during national disasters.* • *Types of Emergencies/ Natural Hazards* • *Role of NCC during Natural Hazards/Calamities* • *Fire Service and Fire Fighting*
November	*Unit – 8 Social Awareness Community Development*	*Aim: To teach cadets the values and skills involved in providing voluntary Social Service* *Scope: Understanding of social service and its needs, knowledge about the weaker sections of our society and their requirements, about NGOs and contribution of youth towards social welfare.* • *Basics of Social Service, and its needs.* • *Contribution of youth toward social welfare* • *Civic responsibilities* • *Drug abuse and trafficking* • *Causes and prevention of HIV/AIDS, Role of Youth* • *Corruption* • *Provisions of child Act*
	Unit – 2 ***Military History (Specialized subject)***	*Aim: To provide knowledge of renowned Military Generals, PVCs and Indo-Pak Wars* *Scope: Introduction to biographies, famous Indian battles and gallantry awards* • *Biographies of renowned generals (Carriappa / Manekshaw)* • *Study of battles of Indo-Pak war 1965, 1971 and Kargil* • *War movies*

- *Project and Assignment work*
- *Map Skills*
- *Practical's – Weapon, Map reading Field Craft and Battle craft*
- *Visits- Social and community development, Adventure*
- *Drill -practice*

ELEMENTS OF BUSINESS

Rationale:

The study of the elements of business in Grade 9 serves as a foundational introduction to the world of economic activities. It aims to equip young learners with a basic understanding of how businesses operate, their various forms, and the essential functions that drive them. This early exposure fosters financial literacy and an entrepreneurial mindset, enabling students to appreciate the economic environment around them.

By exploring concepts like different types of business activities, the steps involved in setting up a business, and fundamental areas such as finance, marketing, and human resources, students begin to develop critical thinking and decision-making skills. This knowledge is not only relevant for potential future careers in business but also provides a valuable framework for understanding broader economic and social issues. In essence, introducing these elements at this stage lays the groundwork for more advanced studies in commerce and economics, while also empowering students with practical life skills.

Objectives:

1. *Understanding Basic Business Concepts.*
2. *Identifying Human Activities: Economic and Non Economic*
3. *Exploring Different Forms of Business Organization.*
4. *To understand the concept of domestic and international trade and their role in the economy.*
5. *Appreciating Aids to Trade.*
6. *Developing Basic Entrepreneurial Awareness.*
7. *Building Foundational Knowledge for Future.*
8. *Connecting Business to Everyday Life.*

Month	*Concept*	*Sub-Concept*
April	*Unit I: Fundamentals of Business Activities*	• *Characteristics of Business Activities* • *Business as an Activity – How it is different from* • *(i) Profession* • *(ii)Employment*
June	*Unit I: Fundamentals of Business Activities*	• *Characteristics of vocational activities* • *Factors affecting business* • *(i) Economic* • *(ii)Social* • *(iii) Political*
	Unit II : Operative Activities in Business	• *Industry– Introduction* • *Concept* • *Meaning*
July	*Unit II: Operative Activities in Business*	• *Industry–* • *Characteristics,* • *Types - Primary, Secondary, Tertiary Industries* • *Nature* • *Concept of Commerce*
	Unit Test -	
August	*Unit II :Operative Activities in Business*	• *Different components of business.* • *(i) Banking* • *(ii)Insurance* • *(iii) Transportation* • *(iv) Trade*
	UNIT – III: Steps Involved in Establishing Business	• *Nature of Business Organization*
September	*Unit III: Steps Involved in Establishing Business*	• *Forms of Business organisation* • *Sole proprietorship - Meaning and features* • *Partnership - Meaning , features and types*
	First Term Examination	
October	*UNIT – IV: Fundamental Areas of Business*	• *Finance - Meaning and Concept* • *Marketing - Meaning and concept*
November	*UNIT – IV: Fundamental Areas of Business*	• *Human Resources* • *Meaning* • *Concept*
December	*Pre-Annual Examination*	
January	*Revisions*	
February	*Revision, Mock Test*	
March	*Final Term Examination*	