

ARMY PUBLIC SCHOOL, AHMEDNAGAR

YEARLY SPLIT UP (2024-25)

CLASS VIII (2024-25)

HINDI			
SUBJECT	TOPIC	ACTIVITY PLANNED	LEARNING OBJECTIVE
अप्रैल 2024	वसंत भाग -3 पाठ - 1 लाख की चूड़ियाँ (कहानी)	पाठ पूर्व गतिविधि- व्यक्तिवाचक संज्ञा ,जातिवाचक संज्ञा और भाववाचक संज्ञा के ५-५ उदाहरण छाँटकर लिखिए । पाठ पश्चात गतिविधि- शहरीकरण के कारण गाँव से विलुप्त हो चुकी हस्तकलाओं की जानकारी प्राप्त करें एवं सचित्र नोटबुक में लिखें ।	*पठन एवं लेखन कौशल का विकास करना । * विद्यार्थियों को लेखक के ग्रामीण अंचल से प्रेम के माध्यम से जीवन की यथार्थकथा से परिचित कराना । * विद्यार्थियों को कहानी के माध्यम से अनुभव जीवन के यथार्थ से परिचित कराना ।
	वसंत भाग -3 पाठ - 2 बस की यात्रा (व्यंग्य)	पाठ पूर्व गतिविधि- पाठ में से अनुस्वार और अनुनासिका वाले १०-१० शब्द चुनकर लिखिए । पाठ पश्चात गतिविधि-	*पठन ,श्रवण ,वाचन एवं लेखन कौशलों का विकास करना । *विद्यार्थियों को कहानी के माध्यम से हास्य एवं व्यंग्य के

		अपनी किसी अविस्मरणीय यात्रा से जुड़े अनुभव को अनुच्छेद रूप में लिखिए।	पुट से विरोधी परिस्थितियों पर विजय प्राप्त कराना । *बस की यात्रा व्यंग्यात्मक लेख के माध्यम से अनुभव आधारित जीवन से परिचित कराना ।
भारत की खोज (पूरक पुस्तक) पाठ- 1 अहमदनगर का किला	गतिविधि - अपने गाँव की ऐतिहासिक विशेषताओं का वर्णन कीजिए।		*भाषिक कौशलों का विकास करना । *ऐतिहासिक भावना का विकास करना।
रचनात्मक लेखन - विज्ञापन, अनुच्छेद लेखन	पत्र लेखन ,अनुच्छेद लेखन के मुद्दों पर सामूहिक चर्चा करना ।		*शुद्ध लेखन क्षमता का विकास करना । *पठन कौशल का विकास करना । *शब्द भंडार विकसित करना ।
व्याकरण पाठ *उपसर्ग *प्रत्यय *विराम चिह्न *मुहवारें	पाठ पूर्व गतिविधि- गद्यांश में से उपसर्ग और प्रत्यय युक्त शब्दों को ढूँढकर लिखिए। पाठ पश्चात गतिविधि- दिए गए प्रत्यय और उपसर्ग से नए शब्दों का निर्माण करके वाक्य में प्रयोग कीजिए। पाठ पूर्व गतिविधि-		*छात्रों को उपसर्ग की परिभाषा तथा उपसर्ग के भेद समझाना । * प्रत्यय की परिभाषा एवं उसके भेदों से अवगत करवाना । * विराम चिह्न तथा विराम चिह्न के भेद समझाना ।

		<p>यातायात के नियमों को दर्शाते उनके चिह्न का निर्माण कीजिए।</p> <p>पाठ पश्चात गतिविधि- दिए गए विराम चिह्नों का प्रयोग वाक्य में कीजिए।</p>	
जून 2024	<p>वसंत भाग -3 पाठ -दीवानों की हस्ती (पद्य)</p>	<p>पाठ पूर्व गतिविधि- कविता में से क्रिया शब्दों को छँटकर लिखिए ।</p> <p>पाठ पश्चात गतिविधि- 'जीवन अनमोल है सुख - दुख इसके साथी हैं'- इस भाव को व्यक्त करते हुए स्वरचित कविता लिखिए ।</p>	<ul style="list-style-type: none"> * पठन व लेखन कौशल का विकास करना। * जीवन में सबको खुश रखने के महत्व की जानकारी पारस्परिक सहभागिता के माध्यम से प्राप्त कराना । *कविता के माध्यम से जीवन में सबको खुश रखने के महत्व से परिचित कराना ।
	<p>भारत की खोज (पूरक पुस्तक) पाठ -2 तलाश</p>	<p>गतिविधि- भारत के अतीत की झाँकी विषय पर सार लेखन कीजिए।</p>	<ul style="list-style-type: none"> *भाषिक कौशलों का विकास करना । *ऐतिहासिक भावना का विकास करना। *जिज्ञासात्मक कार्य करने के लिए प्रोत्साहित करना।
	<p>वसंत भाग -3 पाठ - भगवान के डाकिए (पद्य)</p>	<p>पाठ पूर्व गतिविधि- कविता में प्रयुक्त शब्द जैसे - भगवान ,बादल ,पेड़</p>	<ul style="list-style-type: none"> *भाषिक कौशलों का विकास करना ।

	<p>व्याकरण पाठ- अनुनासिक, अनुस्वार</p>	<p>,धरती आदि शब्दों के २-२ पर्यायवाची शब्द लिखिए । पाठ पश्चात गतिविधि- 'यदि आपकी भेंट ईश्वर से हो जाए तो आप अपने लिए उनसे क्या मांगेंगे?' - इसे अपने व भगवान के मध्य संवाद रूप में लिखिए । पाठ पूर्व गतिविधि- दिए शब्दों का उच्चारण कीजिए। पाठ पश्चात गतिविधि- दिए शब्दों का वर्गीकरण अनुनासिक अनुस्वार के आधार पर कीजिए।</p>	<p>*निःस्वार्थ भावना का विकास करना । *संचार माध्यमों की विभिन्न खामियों और खूबियों से अवगत कराना। *छात्रों को अनुनासिक, अनुस्वार की परिभाषा को उदाहरणों के माध्यम से समझाना ।</p>
<p>जुलाई 2024</p>	<p>व्याकरण पाठ - संधि पत्र लेखन</p>	<p>संधि के भेदानुसार प्रत्येक की पाँच -पाँच उदाहरण लिखेंगे।</p>	<p>*संधि विच्छेद एवं संधि के संयोग से नए शब्द निर्माण करने की क्षमता का विकास करना ।</p>
	<p>वसंत भाग -3 क्या निराश हुआ जाए (निबंध)</p>	<p>पाठ पूर्व गतिविधि- पाठ में से द्वंद्व समास के उदाहरण चुनकर लिखिए ।</p>	<p>*भाषिक कौशलों का विकास करना । *विद्यार्थियों को संसार में निराशा के</p>

		<p>वर्तमान समय में क्या आशावान बना जा सकता है? इस विषय पर सामूहिक चर्चा करना ।</p> <p>पाठ पश्चात गतिविधि- आप अपने जीवन में किसे अपना आदर्श मानते हैं ?अपने आदर्श का चित्र चिपकाएँ उनके कौन- से गुणों को अपनाना चाहते हैं लिखिए ।</p>	<p>मध्य आशा की किरण मौजूद है -से परिचित कराना ।</p> <p>*पाठ के माध्यम से सच्चे ,ईमानदार ,बेईमानों के कार्यों से समाज पर पड़ने वाले प्रभाव के तुलनात्मक ज्ञान से परिचित कराना।</p> <p>* निबंध के माध्यम से जीवन की यथार्थकता से परिचित कराना।</p>
अगस्त 2024	भारत की खोज (पूरक पुस्तक) पाठ-3 सिंधु घाटी सभ्यता	*नेहरू जी के साहित्यिक विशेषताओं की सूची बनाएँ।	* भाषिक कौशलों का विकास करना । *भावों का कलात्मक रूप से विकसित करना।
	व्याकरण पाठ - अनुच्छेद चित्रवर्णन	पत्र लेखन ,अनुच्छेद लेखन के मुद्दों पर सामूहिक चर्चा करना ।	*शब्द भंडार का विकास करना । *शब्द निर्माण कैसे करने हैं यह सिखाना ।
	वसंत भाग -3 यह सबसे कठिन समय नहीं (कविता	पाठ पूर्व गतिविधि- नहीं ,भी ,और ,की , कि ,का ,के ,जो आदि शब्दों का वाक्य में प्रयोग कीजिए । पाठ पश्चात गतिविधि-	*भाषिक कौशलों का विकास करना । *जीवन में आने वाले कठिन समय को भी सहजता से स्वीकार कर लेना चाहिए ।

		बादल फटने से आई प्राकृतिक आपदा से ग्रस्त लोगों को राहत सामग्री की आवश्यकता है इसकी सूचना अपने क्षेत्र के निवासियों तक पहुँचाएँ । (सूचना लेखन)	*सफलता के लिए परिश्रम व सकारात्मक सोच की आवश्यकता से परिचित कराना । *कविता के माध्यम से समय की श्रेष्ठता के साथ-साथ दूरदर्शिता का विकास व प्रभाव से परिचित कराना।
	वसंत भाग -3 कबीर की सखियाँ(पद्य)	पाठ पूर्व गतिविधि- संत कबीर एवं रहीम जी द्वारा रचित दोहों का गायन । पाठ पश्चात गतिविधि- कबीर दास की सखियों से मिलने वाली शिक्षा को सुविचार के रूप में लिखिए।	*भाषिक कौशलों का विकास करना । *समूह के समक्ष अपनी बात को तर्कपूर्ण ढंग से रखने की कला को विकसित करना।
	भारत की खोज (पूरक पुस्तक) युगों का दौर	-	*भाषिक कौशलों का विकास करना । *आधुनिक सोच का विकास करना।
सितंबर 2024	वसंत भाग -3 सुदामा चरित (पद्य)	पाठ पूर्व गतिविधि- * कविता में आए तुकांत शब्दों को चुनकर लिखिए । *वाद-विवाद- विषय- 'भाग्य बड़ा या पुरुषार्थ' पाठ पश्चात गतिविधि-	*पठन कौशल का विकास करना । *कविता के माध्यम से मानवीय संबंधों में मित्र की आवश्यकता से परिचित कराना।

		अपने सबसे अच्छे मित्र की फोटो चिपकाकर अपनी भावनाओं को व्यक्त करते हुए एक सुंदर एवं आकर्षक ग्रीटिंग कार्ड बनाइए।	
अक्टूबर 2024	वसंत भाग -3 जहाँ पहिया है (गद्य)	पाठ पूर्व गतिविधि- पाठ में प्रयुक्त कुछ उपसर्ग - अभि , प्र , अनु , परि , वि प्रत्यय - इक ,वाला ,ता , ना से दो -दो शब्द बनाइए । पाठ पश्चात् गतिविधि - 'साइकिल प्रशिक्षण केंद्र के प्रचार -प्रसार हेतु' आकर्षक विज्ञापन तैयार कीजिए।	*भाषिक कौशलों का विकास करना । *जीवन में आत्मनिर्भरता के महत्व के बारे में बताना । *साइकिल चलाने से जुड़े अन्य लाभ बताना । *साइकिल और विकास के संबंध को समझाना ।
	भारत की खोज (पूरक पुस्तक) पाठ - नई समस्याएँ	(For reading and open book test only)	* पठन और भाषण कौशल का विकास । *ऐतिहासिक ज्ञान का विकास करना।
	व्याकरण पाठ - क्रिया विशेषण	क्रिया विशेषण शब्दों का वाक्य में प्रयोग करें ।	*क्रिया- विशेषण की परिभाषा एवं उसके चार भेदों से अवगत करवाना ।
नवंबर 2024	वसंत भाग -3 पाठ-अकबरी लोटा	पाठ पूर्व गतिविधि- कहानी में से मुहावरे चुनकर उनका वाक्य में प्रयोग कीजिए ।	*भाषिक कौशलों का विकास करना ।

<p>जनवरी 2025</p>	<p>पाठ -पानी की कहानी</p>	<p>पानी का बचाव हम किस प्रकार कर सकते हैं? यह दर्शाते हुए 'जल संरक्षण' पर एक पोस्टर तैयार कीजिए ।</p>	<p>*जीवन में आने वाली हर एक परिस्थिति के अनुसार अपने आप को ढाल लेना चाहिए यह बताना ।</p>
	<p>भारत की खोज (पूरक पुस्तक) पाठ - अंतिम दौर - दो</p>	<p>*रवीन्द्रनाथ टैगोर और महात्मा गांधी जी का तुलनात्मक विवरण करें ।</p>	<p>* महान पुरुषों की जीवन शैली से अवगत कराना ।</p>
	<p>व्याकरण पाठ - समास</p>		<p>*सही शब्द निर्माण करना सिखाना । *वाक्य में प्रयुक्त उचित व्याकरणिक कोटि को पहचाना सिखाना ।</p>
	<p>वसंत भाग -3 बाज और साँप</p>	<p>पाठ पूर्व गतिविधि दिए गए शब्दों के बहुवचन रूप लिखिए - जैसे - गुफ़ा - गुफ़ाएँ समुंद्र - समुंद्र पाठ पश्चात गतिविधि 'कर्म ही पूजा है' विषय पर अनुच्छेद लेखन करेंगे।</p>	<p>*भाषिक कौशलों का विकास करना । *विद्यार्थियों को पाठ के माध्यम से साँप के समान सामान्य जीवन बिताने वाले लोगों के स्वभाव से परिचित कराना । * पाठ के माध्यम से उत्साही लोगों की उपलब्धियों से परिचित कराना।</p>

फरवरी 2025	रचनात्मक लेखन पत्र लेखन अपठित गद्य	पत्र ,अनुच्छेद लेखन के मुद्दों पर सामूहिक चर्चा करना ।	*शुद्ध लेखन क्षमता का विकास करना । *पठन कौशल का विकास करना । *शब्द भंडार विकसित करना ।
	भारत की खोज (पूरक पुस्तक) पृष्ठभूमियाँ भारत और अँग्रेज	विदेशियों के सत्कार्य की सूची बनाए।	*भाषिक कौशलों का विकास करना । *तुलनात्मक विषयों की जानकारी देना ।

ENGLISH

SUBJECT	TOPIC	ACTIVITY PLANNED	LEARNING OBJECTIVE
APRIL 2024	Honeydew- Ch.1- The Best Christmas...	Pre- Draw a gift box along with the favorite gift you've received. Write the story behind this gift. Post- Write a letter to your mother sharing your feelings about her and post it to your address.	- Evaluate consequences of war and describe importance of peace. - Locate the aesthetic and historical significance of antiques. - Locate the aesthetic and historical significance of antiques.
	P 1- The Ant and the Cricket	Pre- Definition of 'a fable'. Draw/ paste your favorite creature along with the moral conveyed by it in any story. Post- Fable presentation on TAL and discussion on moral values.	- Recognize and classify the genre of fable. - Infer, deduce and analyze the qualities of characters. - Reciting the poem with proper pronunciation and desired effects.
	Ch.2- Tsunami	Pre- A video showing the disastrous effect of the Tsunami that occurred in 2004. Post- research online and then writes a diary entry as a volunteer for relief work, distributing food, water and medicine to the victims.	- Study and assess the impact of natural calamities. - Evaluate qualities- courage, care, compassion, etc. - Discuss and share stories of courage and survival
	Supplementary Reader Ch.1- How the Camel....	Pre- discussing where camels live, what they use their humps for, and any cultural stories or myths they may have heard about camels. Post- asking students to create their own version of the story with a different animal and a different reason for how it got its distinctive feature. Pre- Teacher gives jumbled words to the students	- understand the importance of hard work.

	<p>Grammar Ch.2- Sentences</p> <p>WS- Letter writing</p>	<p>and ask them to frame proper sentence</p> <p>Post-Teacher gives sentences and ask do as directed activity</p> <p>Pre- Questions based on the letter written by Jim to Connie (Ch.1)</p> <p>Post- Write letters on the given topics (Formal and Informal)</p>	<p>-Understand and critique sentence structure and a variety of sentences.</p> <p>Identify, critique, and revise fragments.</p> <p>-To learn the proper format to write both the kinds of letters, their usages and need.</p>
<p>JUNE 2024</p>	<p>Honeydew- P2- Geography Lesson</p> <p>Supplementary Reader Ch.2-Children at Work</p>	<p>Pre- A virtual tour through an aero plane/ helicopter.</p> <p>Post- Group discussion- Need for peace over war and hatred.</p> <p>Pre-Provide students with images or descriptions of different settings where child labor might occur, such as factories, mines, or fields. Ask them to describe what they see and predict what challenges children in these settings might face.</p> <p>Post- asking students to express their understanding of the story through creative means such as writing poems, creating artwork, or composing songs. Encourage them to convey</p>	<p>-To highlight human talent of achieving knowledge about the earth and beyond.</p> <p>-Contrast and appraise how the city appears from different perspectives.</p> <p>-Understand the importance of peace between countries.</p> <p>-To illustrate the importance and meaning of freedom and its value in life.</p> <p>-to be empathic with these children and help whatever we can.</p>

	<p>Grammar- Ch3- Nouns</p> <p>Ch.4- Determiners</p> <p>WS- Notice Writing</p>	<p>the emotions and experiences of child laborers in their creations.</p> <p>Pre-Teacher asks students to list any ten nouns present in the surrounding and classify them in different types of nouns</p> <p>Post-: Teacher assigns the workbook activity</p> <p>Pre- Teacher writes few sentences and ask students to underline the articles in it</p> <p>Post- the teacher divides the class into groups and organize a quiz along with the workbook activity</p> <p>Pre-Teacher displays few samples of notice to students and its purpose</p> <p>Post: Teacher gives a topic to write a notice</p>	<p>-Identify the usages of all the kinds of nouns and comprehending the differences between them to improve written and spoken English.</p> <p>- Identifies the different types of determiners.</p> <p>- Enables them to write, speak and communicate effectively, and benefits their understanding of language and prose.</p> <p>- To relate this work of writing with real life.</p> <p>-To know the correct format and use of writing notice.</p>
<p>JULY 2024</p>	<p>Supplementary Reader- Ch.3- The Selfish Giant</p>	<p>Pre- Ask students to brainstorm about why some people are selfish and how it affects others.</p> <p>Post-Ask students to choose one character from the story (e.g., the Selfish Giant, the children) and analyze their motivations, actions, and growth</p>	<p>-To read aloud sentences in the given text with the correct pronunciation, stress and intonation.</p> <p>- To learn the importance of moral values like cooperation, patience and confidence.</p>

	<p>Grammar- Ch.5- Adjective</p> <p>Ch.6- Pronoun</p> <p>WS- Biographical Sketch</p>	<p>throughout the narrative.</p> <p>Pre- Teacher writes few nouns and asks students to write a quality for it. Post- Teacher assigns the workbook activity.</p> <p>Pre- Teacher ask student to write few lines about themselves and ask to underline the pronouns. Post- Teacher assigns the workbook activity to the students</p> <p>Pre- Begin with some thought-provoking questions related to biography writing. For example:</p> <ul style="list-style-type: none"> • What is a biography? How is it different from other forms of writing? • Why do you think biographies are important? <p>Post-Teacher assigns student an activity to collect information about their famous personality and write a biography on it.</p>	<p>-Explain the purpose and types of adjectives. -Identify adjectives in text. -Compose adjectives.</p> <p>-Define and identify pronouns in text. -Differentiate between subject and object pronouns. -Identify singular and plural pronouns as well as first, second and third person pronouns and framing sentences by using those.</p> <p>- Determine what information is included in biographies and autobiographies. -Identify the text structure used in biographies and autobiographies. -Know about the famous personalities and their achievements.</p>
<p>AUGUST 2024</p>	<p>Honeydew- Ch.3- Glimpses of the Past</p> <p>Grammar- Ch.7- Verb</p>	<p>Pre- Speaking - Present a speech on Raja Ram Mohan Roy, Mahatma Phule and any of your favorite freedom fighters. Post- Speaking – Play act the role of farmers who have grievances against the policies of the government.</p> <p>Pre- Teacher shows some images and asks students to write the actions shown in the picture. Post- Teacher assigns the workbook activity to the students.</p>	<p>- Analyze and summarize the role that blind beliefs and superstitions played in framing the history of India. -Justify the value of freedom and the responsibility that comes with freedom.</p>

<p>SEPTEMBER 2024</p>	<p>Honeydew P4- The Last Bargain</p>	<p>Pre- Enact a vendor offering you something in return for money or some service.</p> <p>Post- Assess, review, verbalize in the form of a debate whether the speaker should have taken up the offer made by the king, the old man and the fair maid.</p>	<p>-Evaluate theme/ message of the poem that power, money and beautiful things cannot win us happiness; -Justify how innocence and simplicity is the key to happiness.</p> <p>-Read, memorize and recite the poem with correct pronunciation and intonation.</p>
	<p>Ch.5- The Summit Within</p>	<p>Pre- Showing a video about the odds and hardships faced by the mountaineers while climbing.</p> <p>Post- Use internet, library and other sources to read up information and determine the reasons for climbing mountains and climbing Mount Everest in particular.</p>	<p>-Discuss and understand the strategies to be successful in life.</p> <p>-Realize that there is another summit to be reached, which is higher and more difficult to achieve - the internal summit.</p>
	<p>Grammar Ch.10- Modals</p>	<p>Pre: Teacher provides few statements and ask students to identify modal verbs in it.</p> <p>Post- Teacher discusses about the modal verbs and its function and assigns workbook activity to the students.</p>	<p>-To explore the functions of modal verbs.</p> <p>-To be able to explain how changing the modal verb can change the meaning of the sentence.</p> <p>-To use modal verbs accurately to convey meaning.</p>
	<p>Ch.11- Conditionals</p>	<p>Pre- Present students with various real-life scenarios where conditionals are commonly used in language. For example:</p> <ul style="list-style-type: none"> • If it rains, I'll bring an umbrella. • If I study hard, I'll pass the exam. <p>Post- Show students a series of pictures depicting various situations. For each picture, ask students to create a conditional sentence describing what might happen in that situation. Encourage them to be as descriptive as possible and to use a variety of conditional structures</p>	<p>- Evaluate a conditional statement and predict the outcome, given an input.</p> <p>- To express a wide variety of English language functions.</p> <p>-Frame variety of sentences.</p>
		<p>Pre- Teacher shows few reports to the student and asks them to describe what all things do they understand from it, is there a certain pattern followed in the reports.</p>	<p>- Recognize how to plan and complete reports</p>

	<p>WS Report Writing</p>	<p>Post- Teacher gives a topic to write report in the notebook</p>	<p>for maximum impact. -Understand the Who, What, When, Where Why and How.</p>
<p>OCTOBER 2024</p>	<p>Honeydew- P5- The School Boy</p> <p>Supplementary Reader Ch.4- The Treasure Within</p> <p>Grammar Ch.12- Phrases/Clauses</p>	<p>Pre- Share real incidents to understand the importance of freedom and its value in life.</p> <p>Post- Debate on whether it is right to kill an animal to save a human life.</p> <p>-Gather and share information about Prevention of Cruelty to Animals Act</p> <p>Pre-Start by asking students to brainstorm different types of treasures people value, both material and non-material.</p> <p>Post-Ask students to analyze the characters in the chapter, focusing on their motivations, actions, and growth throughout the story.</p> <p>Pre- Teacher writes few statements on the board and ask student to identify whether it a phrase or a clause</p> <p>Post- Teacher assigns the workbook activity</p>	<p>-Evaluate that nothing in the world comes free of cost. Relate this idea to different contexts and experiences.</p> <p>-Develop a sympathetic attitude towards animals.</p> <p>-To encourage the learners to share their personal experiences. -To sensitize the students to the feelings of an individual.</p> <p>-To enable the learners, identify their strengths & weaknesses based on areas of their aptitude & interest.</p> <p>- Create grammatically correct sentences using phrases and clauses. -Explore the differences between phrases and clauses.</p>

	<p>Ch.13- Simple, Compound, Complex</p> <p>WS Speech Writing</p>	<p>Pre-: Teacher displays few statements on the board and ask student to identify the main and the subordinate clause</p> <p>Post: Teacher assigns workbook activity.</p> <p>Pre: Teacher gives some topics and asks students to speak a few lines on it.</p> <p>Post- Teacher gives one topic to prepare a speech on it and present in front of the class</p>	<p>-Use vocabulary terms related to simple and compound sentences appropriately.</p> <p>-Compare and contrast simple and compound and Complex sentences.</p> <p>-Identify the independent and dependent clauses in a complex sentence. -To learn how to use a variety of sentences in their writing to make their paragraphs more interesting and varied.</p> <p>- Discuss the elements of a successful speech delivery.</p> <p>-Select a topic of expertise to develop an informative speech.</p> <p>-Use speaking skills to deliver an informative speech to classmates.</p>
<p>NOVEMBER 2024</p>	<p>Grammar Ch.8- Adverbs</p> <p>WS Diary Entry</p>	<p>Pre- Teacher asks students to name Parts of Speech. Then list a few verbs like singing or dancing and ask them to describe the verb' like how she sings, or how he dances. (sweetly, gracefully)</p> <p>Post-teacher assigns the workbook activity</p> <p>Pre- Teacher asks students to write how they were at school.</p> <p>Post: Teacher gives one situation and asks student to write on it for e.g.: You went to the picnic today describe about it.</p>	<p>-To identify and use adverbs as modifiers to express time, place, manner, degree, and frequency.</p> <p>- Acquire imaginative skills and techniques required for diary entry. -Use sequences of sentences and paragraphs that are linked smoothly to demonstrate knowledge of diary entry.</p>

<p>DECEMBER 2024</p>	<p>Honeydew Ch.7- A Visit to Cambridge</p> <p>Supplementary Reader Ch.6- The Fight</p> <p>Grammar Ch.15- Preposition</p> <p>Ch.16- Reported Speech</p> <p>WS Debate Writing</p>	<p>Pre- Showing a video about the successful personalities who are disable.</p> <p>Post- Use internet, library and other resources to gather information on Paralympics.</p> <p>Pre-Post-Ask students to write a continuation of the story, imagining what might happen next in the journey of the birds.</p> <p>Pre- Teacher performs a simple activity in she places the objects in different direction and ask students to locate it.</p> <p>Post-; Teacher assigns the workbook activity</p> <p>Pre- Teacher asks one student to speak few lines and asks another student to summarize it and introduces the reported speech.</p> <p>post-Teacher asks student to convert few sentences in reported speech and assigns the workbook activity.</p> <p>Pre- Teacher writes one sentence on the board and ask students whether they agree with it or not and support their answer with reason</p> <p>Post- Teacher conducts a debate in the class</p>	<p>-Locate main ideas and the theme of the chapter to have faith in yourself.</p> <p>- Evaluate his advice to concentrate on what one is good at.</p> <p>To understand that we should never be too proud instead help one another and establish love and not hate with each other.</p> <p>-To illustrate the importance of good relationships and avoiding unnecessary fights.</p> <p>- Framing complete meaningful sentences connecting the dots of our thoughts.</p> <p>- Differentiate reported speech from direct speech by comparing their features and use at the text level.</p> <p>-Use direct speech and reported speech appropriately to report people's viewpoints in news articles.</p> <p>- To generate effective critical thinking into primary issues in the given topic.</p> <p>-To enhance social & community building, logistical ease, coordination & support of another class activity, learning specific content thoroughly.</p>

JANUARY 2025	<p>Honeydew Ch.8- A Short Monsoon Diary</p> <p>Supplementary Reader Ch.7- Jalebis</p> <p>Grammar Ch.18- Conjunction</p>	<p>Pre- Gather, share and discuss information about a variety of animals, birds and insects which can be seen in the monsoon.</p> <p>Post- Narrate the differences at the beginning and at the end of monsoon. Present arguments on why people have faith in blind beliefs and superstitions.</p> <p>Pre-asking students what they know about Indian cuisine and desserts. Encourage them to share their knowledge and experiences with Indian sweets.</p> <p>Post-Guide students in analyzing the role of jalebis in the chapter and its significance to the characters and storyline. Encourage them to explore themes such as food, family, and cultural identity, and to draw connections between the chapter and their own experiences.</p> <p>Pre-Teacher writes/shows two sentences on the board and ask student to combine both into one sentence</p> <p>Post: Teacher asks students to write a paragraph on their favorite subject and ask them to underline various conjunctions used in it. The teacher assigns workbook activities to the students.</p> <p>Pre: Teacher shows few statements having idioms in it and ask students to guess the meaning/ Teacher ask students about the thought of the day</p>	<p>-Comprehend how Ruskin Bond portrays the silent miracles of nature and life's little joys and regrets.</p> <p>-Gather ideas on how monsoon can be enjoyed even while staying indoors.</p> <p>- To understand that we should think before doing anything.</p> <p>-Learn the value to not to depend blindly on prayers for the fulfillment of our dreams or needs.</p> <p>- To identify clauses and use conjunctions to combine them into more complex sentences.</p> <p>-To repair run-on sentences using conjunctions.</p>

	<p>Ch.19- Idioms/ Proverbs</p> <p>WS</p> <p>Comprehension</p>	<p>Post- Teacher asks students to frame few sentences using the idioms/ Teacher ask students to write few proverbs in their notebook along with its explanation</p> <p>Pre- Teacher reads one paragraph and ask students to summarize it</p> <p>Post-: Teacher provides a worksheet of passage and questions along with it to answer in the notebook</p>	<p>-To practice them to be effective speakers.</p> <p>-To frame quality sentences to improve writing habits.</p> <p>- Comprehend, interpret, analyze, and evaluate the text.</p> <p>-Apply reading strategies throughout the reading process.</p>
<p>FEBRUARY 2025</p>	<p>Honeydew</p> <p>P8- On the Grasshopper and Cricket</p> <p>Supplementary Reader</p> <p>Ch.11- Ancient Education System of India</p>	<p>Pre- Justify how 'beauty is in the eyes of the beholder'.</p> <p>Post- Paraphrase the poem. / Write a diary entry on 'a hot summer day'.</p> <p>Pre-Introduce students to primary sources related to ancient Indian education, such as excerpts from ancient texts like the Vedas, Upanishads, or Artha shastra.</p>	<p>-Recognize and analyze the poet's observation on the beauty of earth during summer and winter.</p> <p>-Interpret variations of beauty represented in nature.</p> <p>-Recite the poem with correct pronunciation and intonation.</p> <p>-Developing not only in the outer body but also on the inner body.</p> <p>-Imparting ethics like humility, truthfulness, discipline, self-reliance, and respecting all the generations and their strategies to improve.</p>

		Post-Organize a debate or discussion on topics related to ancient Indian education, such as the role of religion in education, the value of memorization versus critical thinking, or the accessibility of education to different social classes.	
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ARMY PUBLIC SCHOOL, AHMEDNAGAR

YEARLY SPLIT UP (2024-25)

CLASS VIII (2024-25)

SOCIAL SCIENCE			
SUBJECT	TOPIC	ACTIVITY PLANNED	LEARNING OBJECTIVE
APRIL 2024	G1- Resources	<p><u>Individual Activity:[Pre activity]</u> Students will write a poem on 'Conservation of resources.'</p> <p><u>Individual Activity:[Post activity]</u> Students will make a poster on 'Sustainable Development.'</p>	<ol style="list-style-type: none"> 1. To demonstrate what makes a substance as a resource. 2. Classify and describe the different types of resources. 3. Appreciate the need and methods of resource conservation.
	H1- How, When & Where?	<p><u>Individual Activity:</u> Students to make a note of the events in the last year, which they consider important, and the dates associated with these events. Ask a few students to read out the dates and associated events. Some of the dates and events will be common, and others will be different.</p> <p>Individual Activity: Students will analyse Source 1 and Source 2 given in the chapter and find the difference in the nature of reporting</p>	<ol style="list-style-type: none"> 1. Recall different ways in which history is periodised 2. Analyse how different people use sources in different ways 3. Judge the utility of different sources available to us from this period
	H2- From Trade to Territory	<p><u>Internal Assessment activity-</u> Role play on any one of the major players of the various wars</p> <p>Experiential learning: Imagine that you are a nawab's nephew and have been brought up thinking that you will one day be king. Now you find that this will not be allowed by the British because of the new Doctrine of</p>	<ol style="list-style-type: none"> 1. Describe mercantilism and how it shaped global trade 2. Classify and examine the methods employed by the EIC to set up and expand trade in Bengal 3. Analyse the impact of the various battles- Buxar, Plassey, Anglo-Mysore

		<p>Lapse. How will you feel? Write your feelings and plans in a diary entry</p> <p>Map Work:</p> <p>Three presidencies - Bombay, Calcutta, Madras, Seringapatam, Buxar</p>	<p>4. Comprehend the distinction between a state and a private trading company</p> <p>5. Explain how the EIC became the most dominant power</p>
JUNE 2024	C1- The Indian Constitution	<p>Individual activity:</p> <p>Compare and contrast the preamble of India and USA.</p>	<p>1. Familiarize with constitutive rules with the help of the case study of Nepal, learn very basic understanding of the significance of these features within the working of democracy.</p> <p>2. Develop concerns of diversity, unity, socioeconomic reform and Representation, understand the ways in which a balance was created between the then existing concerns and the commitment to transform independent India into a strong and democratic society</p>
JULY 2024	C2- Understanding Secularism	<p>Individual activity:</p> <p>Prepare a poster depicting secularism in India.</p>	<p>1. Learns the concept of peaceful co-existence where all the religions are same in the eyes of the law.</p> <p>2. Avoids conflicts of interests and feeling of a subject by accepting that the two have different identities.</p> <p>3. Sense of equality prevails and all religions enjoy equal freedom.</p>
	H3- Ruling the Countryside	<p>Group Activity:</p> <p>A small skit to understand better Permanent Settlement, Mahalwari System, Munro / Ryotwari System.</p> <p>Through the skit, students will explain the strategy of the Britishers, impact on Indian cultivators, and advantages / disadvantages of each system</p>	<p>1. Critically examine the administrative policies introduced by the British</p> <p>2. Explain the differences in impact of colonial agrarian policies in different regions of the country</p> <p>3. Evaluate the importance of indigo for the EIC</p>

	G2- Land, Soil, Water, Natural Vegetation & Wildlife Resources	<p>Individual activity :(Map activity)</p> <p>On an outline map of India mark the Places where different types of soils are found.</p>	<ol style="list-style-type: none"> 1. Describes about the soils, land , Water and Natural vegetation found in India. 2. Appreciates the diversity found in India. 3. Understands the need to protect these resources. 4. Understands the implications of their actions and contribution on environmental
	H4- Tribals, Dikus & Visions of a Golden Age	<p>Individual Activity:</p> <p>Make a scrapbook on Birsa Munda- his vision of a golden age</p> <p>OR</p> <p>Make a scrapbook on new forest laws introduced by the British</p>	<ol style="list-style-type: none"> 1. Compare and contrast the difference between the lives of tribals and the mainstream society 2. Analyse the impact of new laws introduced by the colonial state on forest rights 3. Analyse the strategy adopted by Birsa Munda and his rebellion 4. List various tribal communities of India 5. Explain the impact of trade and moneylending on the lives of tribal communities 6. Describes the forms of tribal societies in the 19th century and their relationship with the environment
AUGUST 2024	C3- Parliament and the Making of Laws	<p>ACTIVITY:</p> <p>Collect Data regarding result of Lok Sabha elections held in 2024. While discussing the seats bagged by different National and State level parties, answer the following questions.</p> <ol style="list-style-type: none"> 1) What is the total number of seats in Lok Sabha? 2) How many seats have been obtained 	<ol style="list-style-type: none"> 1. Understand the relation between the ideas of participation in decision-making and the need for all democratic governments to have the consent of their citizens. 2. Enables understanding of how citizens of India participate in decision making and control the government. 3. Appreciates the reflection of society in the Parliament in form of


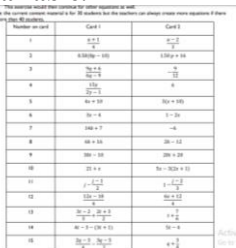
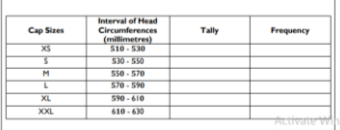
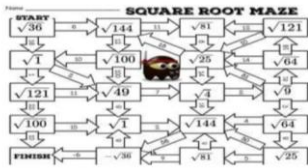
		<p>by the winning party?</p> <p>3) What do you mean by Coalition Government?</p> <p>Is this a Coalition Government?</p> <p>4) Compare result of this Lok Sabha election with the Lok Sabha elections held in 2009. What are the differences that you observe?</p> <p>5) Represent the seat allotment through pie diagram.</p>	<p>presence of people from different backgrounds.</p>
	G3- Agriculture	<p>Group Activity:</p> <p>Debate on 'Traditional Farming Versus Modern Farming.'</p> <p>SCRAP BOOK ACTIVITY :</p> <p>Collect different kinds of crops- Food, Fibre crops and beverages-paste its pictures and</p> <p>write about the climatic conditions and soil required to cultivate them.</p>	<ol style="list-style-type: none"> 1. Classify and examine the different types of farming. 2. list the properties of crops/ 3. Critically analyse the factors of growing crops. 4. List the major crop producers in the India map. 5. Assess agricultural development both in developing and developed countries.
	H5- When People Rebel	<p>Individual Activity:</p> <p>Students will read Source 1 and Source 2 given in the chapter. Based on their reading they will write a diary entry from the point of view of either a sepoy or peasant on how they felt about the new laws</p>	<ol style="list-style-type: none"> 1. Explain the origin, nature, and spread of revolt of 1857 and the lessons learned from it 2. Appreciate the selfless lives of the freedom fighters like Mangal Pandey and Rani Laxmibai 3. Develop empathy towards the lives of sepoys peasants and others impacted by colonial laws
SEPTEMBER 2024	H6- Civilising the Native, Educating the Native	<p>Group Activity:</p> <p>In groups, students will design their ideal school keeping in mind teaching-learning practices, activities, sports and other facets</p>	<ol style="list-style-type: none"> 1. Explain the institutionalisation of new education system in India. 2. Critique the views of Orinetalists and their critics 3. Analyse the importance of educating the natives for the colonial administration 4. Contrast the system of education

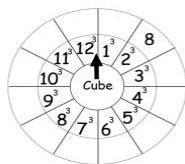
			<p>in local pathshalas and Santiniketan versus the current education system in India.</p> <p>5. Compare the views of Mahatama Gandhi and Rabindranath Tagore on education and utility of western education</p>
OCTOBER 2024	C4- Judiciary	<p><u>Individual Activity:</u></p> <p>Design a web chart on the structure of Judiciary in India</p> <p><u>Interclass Activity:</u></p> <p>Inter-class moot court</p>	<p>1. Appreciate the significant role played by Indian judiciary in upholding the principles enshrined in the Constitution.</p> <p>2. Attach significance to the judicial system in upholding the rule of law.</p> <p>3. Explain three different levels of courts in our country and only one apex court.</p> <p>4. Understand civil law and criminal laws with the help of case studies</p> <p>5. Recognize greatly simplified justice system and access to justice by common people through public interest litigation.</p> <p>6. Understand that the role played by the police is to arrest the person, every individual charged of a crime has to be given a fair trial.</p>
	C5- Understanding Marginalisation	<p><u>Individual activity:</u></p> <p>Poster Making on 'Social Justice' for these groups e.g. - Gender Equality, Caste Equality, Elders, Socio-religious harmony, Marginal groups.</p>	<p>1. Identify various Indian communities the original inhabitant who lived in close association with forests. Learn about their beliefs and traditions.</p> <p>2. Break the stereotypical semblance about their looks, costumes, dances etc. Cement the interconnections between the economic and social dimensions of the tribal life.</p> <p>3. Address marginalization of minorities through various struggles.</p>
	G4- Industries	<p><u>Group activity:</u></p> <p>Students are supposed to research</p>	<p>1. Describe the factors affecting locations of industries.</p>

		<p>make a short presentation on what are different kinds of industries there are in our country or in the world too. In the presentation students should include photos and brief info on what these industries do.</p> <p><u>Map work:</u></p> <p>In the outline map of India mark the iron and steel industries.</p>	<ol style="list-style-type: none"> 2. Outline the features of the industrial system and industrial regions. 3. Categorise the different types of industries on the basis of various factors. 4. Describe the formation, features, history, and distribution of the iron and steel industry and cotton industry. 5. Analyse industrial disasters and risk reduction measures.
NOVEMBER 2024	C6- Confronting Marginalisation	<p><u>Individual activity:</u></p> <p>Critical Evaluation of schemes drafted by government of India in favour of tribal groups. - Do you think the schemes are capable enough to achieve the started objective</p>	<ol style="list-style-type: none"> 1. Acquire understanding about Article 15 that has been used by Dalits to seek equality. 2. Promote Social Justice through understanding of specific laws and policies. 3. Raise voice against the practice of ostracism by the powerful castes in the village. 4. Understand the act of 1989 and take seriously the ill treatment and humiliation Dalits and tribal groups
	C7- Public Facilities	<p><u>Individual activity:</u></p> <p>Compare the condition of public facilities of Chennai with your city. What developmental pattern do you think should be followed by municipal corporation of your city.</p>	<ol style="list-style-type: none"> 1. Diagnose importance of equal availability, affordability and quality of water for all through case study of Chennai. 2. Identify the right to water as being a part of the Right to Life under Article 21 or universal access to water. 3. Recognize crucial role of the government in providing public facilities.
DECEMBER 2024	H7- Women, Caste and Reform	<p><u>Individual Activity:</u></p> <p>Students will ask their parents or grandparents about the changes in</p>	<ol style="list-style-type: none"> 1. Analyses the issues related to caste, women, widow remarriage, child marriage, social reforms and the laws and policies of colonial


		<p>gender roles that they can see, and students will compare it to what they themselves see today</p> <p><u>Group Activity:</u></p> <p>Poster making on gender equality</p> <p><u>Internal Assessment Activity:</u></p> <p>OTBA</p>	<p>administration towards these issues</p> <ol style="list-style-type: none"> 2. Develop an understanding about gender and caste relations in society 3. Evaluate the changes in society, and appreciate the long time taken and efforts required to create an equal society 4. List the various reformers and the issues they worked on 5. Analyse and explain the work done by reformers to bring about changes in society
JANUARY 2025	H8- Making of the National Movement	<p><u>Individual Activity:</u></p> <p>Map work on important places associated with the national movement</p> <p><u>Group Activity:</u></p> <p>Each group will choose either the Moderate viewpoint or the Radical viewpoint and come up with a suggestion on how they would fight against the British.</p>	<ol style="list-style-type: none"> 1. Outlines the course of the Indian national movement from the 1870s till independence 2. Develop a sense of pride in our freedom fighters 3. Become aware of the importance associated with being independent and free 4. Contrast the views and methods of the Moderates and Radicals within the Congress 5. Analyse the impact of the path of non-violence emphasised by Mahatama Gandhi 6. Examine the demand for a separate nation raised by the Muslim League 7. Judge the impact of global events (World War I) on internal matters 8. Assess the involvement of different social groups in the various movements as part of the national movement
	C8- Law & Social Justice	<p><u>Individual activity:</u></p> <p>Prepare a detailed analysis of any one of the disaster occurred. in past. Discuss the steps taken by Government for rehabilitation of victims.</p>	<ol style="list-style-type: none"> 1. Compare between UC's safety system in Bhopal and its other plant in the US in order to analyze the causes of the tragedy and to combat injustice against the workers. 2. Learns about the right to Life guaranteed under Article 21 of the Constitution and need for strict

			<p>adherence.</p> <p>3. Demand stronger laws protecting workers' interests and environment etc.</p>
	G5- Human Resources	<p><u>Group Activity :</u></p> <p>Students are supposed to be divided into groups and discuss what are the factors that are affecting the distribution of population according to them.</p>	<ol style="list-style-type: none"> 1. Identify the factors affecting population distribution in different parts of the world. 2. Measure population density based on data. 3. List the factors affecting population distribution. 4. Evaluate the features, patterns, and impact of population change. 5. Examine the structure of population with the use of population pyramid. 6. Examine the different age groups and their contribution in the national economy.
FEBRUARY 2025	Revision		

MONTH	SR. NO.	CHAPTERS NAME	ACTIVITY PLANNED	LEARNING OUTCOMES
APR 2024	CH 1.	RATIONAL NUMBERS	<ul style="list-style-type: none"> OBJECTIVE: <ul style="list-style-type: none"> To verify the closure and the commutative properties of rational numbers. <p align="center"><small>Sample charts are given below:</small></p>  <ul style="list-style-type: none"> To represent rational numbers on a number line. 	<p>The learner will be able to :</p> <ul style="list-style-type: none"> Define rational numbers. Generalize properties of addition, subtraction, multiplication and division of rational numbers through patterns. <p>Skills: Aesthetic skills and thinking capacity</p>
	CH 2.	LINEAR EQUATIONS IN ONE VARIABLES	<ul style="list-style-type: none"> OBJECTIVE: To solve a variety of linear equations in one variable. 	<p>The learner will be able to :</p> <ul style="list-style-type: none"> Identify a linear equation in one variable. Find the solution of a linear equation in one variable. Verify the solution of a linear equation. <p>Skills: Logical thinking, problem solving.</p>
JUN 2024	CH 4.	DATA HANDLING	<ul style="list-style-type: none"> OBJECTIVE: To construct histograms. 	<p>The learner will be able to :</p> <ul style="list-style-type: none"> Draw bar graphs, double- bar graphs and pie charts. Interpret data using bar graphs and circle graphs. <p>Skills: Organization and accuracy</p>
JUL 2024	CH 5.	SQUARES & SQUARE ROOTS	<ul style="list-style-type: none"> OBJECTIVE: <ul style="list-style-type: none"> Define a perfect square in order to classify a given number as perfect squares or non-perfect squares. SQUARE ROOT MAZE: Students will be able to calculate the square and square roots of the numbers. 	<p>The learner will be able to :</p> <ul style="list-style-type: none"> Identifying a square number Generalizes the properties of square numbers. Prove divisibility rules of 2, 3, 4, 5, 6, 9 and 11. Apply patterns in square numbers to solve puzzles. Find squares and square roots of numbers using different methods. <p>Skills: Intellectual reasoning and creativity.</p>
	CH 6.	CUBES & CUBES ROOT	<ul style="list-style-type: none"> OBJECTIVE: <ul style="list-style-type: none"> Prime factorise a given number in order to find the smallest number to be operated (all the four arithmetic operations) on a given number to get a perfect cube. NUMBER WHEEL: Students will be able to calculate the cubes and cube roots of the numbers. 	<p>The learner will be able to :</p> <ul style="list-style-type: none"> Express cube numbers and explore the one's digit of cubes of numbers ending in 2, 3, 4 etc. Generalize interesting patterns of cube numbers. Find cubes and cube roots of numbers through the prime factorization method. <p>Skills: Organization and observation skills.</p>



AUG 2024	CH 3.	UNDERSTANDING QUADRILATERALS	<ul style="list-style-type: none"> OBJECTIVE: <ul style="list-style-type: none"> List the properties of a polygon in order to classify the given figures as a polygon. To visualize the relation between the interior and the exterior angles in n-sided regular polygons (as the number of sides increases). 	<p>The learner will be able to :</p> <ul style="list-style-type: none"> Represent convex and concave polygons. Classifies polygon on the basis of its sides. Solve problems related to angles of a quadrilateral using angle-sum property. Verify properties of parallelograms and establish relationships between them through reasoning. <p>Skills: Reasoning ability and creativity.</p>																																																																																																																																															
	CH 7.	COMPARING QUANTITIES	<ul style="list-style-type: none"> OBJECTIVE: <ul style="list-style-type: none"> Calculate the simple interest in order to find the total amount to be paid. To identify the numeric values for the principal, rate, and interest located in word problems. 	<p>The learner will be able to :</p> <ul style="list-style-type: none"> Find ratio to compare two quantities of the same type. Calculate increase or decrease percent. Apply the concept of percent in profit and loss situations. Find discount percent and value added tax applying the concept of percent. <p>Skills: Social skills such as honesty, utilitarian values.</p>																																																																																																																																															
SEP 2024	REVISION																																																																																																																																																		
OCT 2024	CH 11.	DIRECT & INVERSE PROPORTION	<ul style="list-style-type: none"> OBJECTIVE: : <ul style="list-style-type: none"> To examine quantities in order to decide whether two quantities are proportional to each other or not. To develop intuitive understanding of proportion through enlargement. 	<p>The learner will be able to :</p> <ul style="list-style-type: none"> Write a few situations where change in one quantity leads to change in another quantity. Cite examples from real- life situations based on the concept of direct and inverse proportions. Solve problems based on direct and inverse proportions. <p>Skills: Reasoning power and problem solving attitude.</p>																																																																																																																																															
	CH 13.	INTRODUCTION TO GRAPHS	<ul style="list-style-type: none"> OBJECTIVE: : COUSIN'S DATA: To collect, organise and represent the data graphically. <table border="1" style="font-size: small;"> <thead> <tr> <th>S.N</th> <th>Student Name</th> <th>Number of exercise</th> <th>S.N</th> <th>Student Name</th> <th>Number of exercise</th> <th>S.N</th> <th>Student Name</th> <th>Number of exercise</th> </tr> </thead> <tbody> <tr><td>1.</td><td>Ramesh</td><td>6</td><td>16.</td><td>Pooja</td><td>3</td><td>31.</td><td>Shreya</td><td>2</td></tr> <tr><td>2.</td><td>Shruti</td><td>2</td><td>17.</td><td>Shantanu</td><td>2</td><td>32.</td><td>Vaani</td><td>3</td></tr> <tr><td>3.</td><td>Ravi</td><td>1</td><td>18.</td><td>Shravan</td><td>3</td><td>33.</td><td>Arushi</td><td>4</td></tr> <tr><td>4.</td><td>Anika</td><td>3</td><td>19.</td><td>Divyanshu</td><td>2</td><td>34.</td><td>Pankaj</td><td>1</td></tr> <tr><td>5.</td><td>Amit</td><td>4</td><td>20.</td><td>Rishi</td><td>1</td><td>35.</td><td>Rishi</td><td>4</td></tr> <tr><td>6.</td><td>Madhavi</td><td>3</td><td>21.</td><td>Ansh</td><td>2</td><td>36.</td><td>Chin</td><td>1</td></tr> <tr><td>7.</td><td>Pooja</td><td>2</td><td>22.</td><td>Smit</td><td>4</td><td>37.</td><td>Jay</td><td>4</td></tr> <tr><td>8.</td><td>Shikha</td><td>6</td><td>23.</td><td>Sunil</td><td>4</td><td>38.</td><td>Sudhama</td><td>1</td></tr> <tr><td>9.</td><td>Rashmi</td><td>3</td><td>24.</td><td>Dinesh</td><td>3</td><td>39.</td><td>Sushila</td><td>2</td></tr> <tr><td>10.</td><td>Sonu</td><td>4</td><td>25.</td><td>Vish</td><td>2</td><td>40.</td><td>Rishi</td><td>1</td></tr> <tr><td>11.</td><td>Mou</td><td>1</td><td>26.</td><td>Ashish</td><td>1</td><td>41.</td><td>Atul</td><td>3</td></tr> <tr><td>12.</td><td>Shweta</td><td>2</td><td>27.</td><td>Sanam</td><td>2</td><td>42.</td><td>Akash</td><td>2</td></tr> <tr><td>13.</td><td>Sita</td><td>4</td><td>28.</td><td>Sanam</td><td>3</td><td>43.</td><td>Atul</td><td>1</td></tr> <tr><td>14.</td><td>Ravi</td><td>3</td><td>29.</td><td>Rishi</td><td>2</td><td>44.</td><td>Vinod</td><td>2</td></tr> <tr><td>15.</td><td>Ritu</td><td>2</td><td>30.</td><td>Rupam</td><td>3</td><td>45.</td><td>Sharda</td><td>1</td></tr> </tbody> </table>	S.N	Student Name	Number of exercise	S.N	Student Name	Number of exercise	S.N	Student Name	Number of exercise	1.	Ramesh	6	16.	Pooja	3	31.	Shreya	2	2.	Shruti	2	17.	Shantanu	2	32.	Vaani	3	3.	Ravi	1	18.	Shravan	3	33.	Arushi	4	4.	Anika	3	19.	Divyanshu	2	34.	Pankaj	1	5.	Amit	4	20.	Rishi	1	35.	Rishi	4	6.	Madhavi	3	21.	Ansh	2	36.	Chin	1	7.	Pooja	2	22.	Smit	4	37.	Jay	4	8.	Shikha	6	23.	Sunil	4	38.	Sudhama	1	9.	Rashmi	3	24.	Dinesh	3	39.	Sushila	2	10.	Sonu	4	25.	Vish	2	40.	Rishi	1	11.	Mou	1	26.	Ashish	1	41.	Atul	3	12.	Shweta	2	27.	Sanam	2	42.	Akash	2	13.	Sita	4	28.	Sanam	3	43.	Atul	1	14.	Ravi	3	29.	Rishi	2	44.	Vinod	2	15.	Ritu	2	30.	Rupam	3	45.	Sharda	1
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				Skills: Accuracy, justification and concentration.																																	
NOV 2024	CH 8.	ALGEBRAIC EXPRESSIONS & IDENTITIES	<ul style="list-style-type: none"> OBJECTIVE: <ul style="list-style-type: none"> Identify like and unlike terms in algebraic expressions in order to add or subtract the given algebraic expressions. Students will be able to express growth of the square pattern in algebraic expressions 	<p>The learner will be able to :</p> <ul style="list-style-type: none"> Classify a polynomial as monomial, binomial or trinomial. Construct as many polynomials as possible using variables. Perform different operations such as addition, multiplication and subtraction of algebraic expressions. Use various algebraic identities in solving problems of daily life. <p>Skills: Power of expression and problem solving.</p>																																	
DEC 2024	CH 12.	FACTORISATION	<ul style="list-style-type: none"> OBJECTIVE: Use the method of common factors in order to factorize the given algebraic expression. <p>A sample of expressions has been given below:</p> <table border="1"> <thead> <tr> <th>S. No.</th> <th>Expanded Form</th> <th>Factorised form</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>$21x^2y^2 + 27x^2y^2$</td> <td>$3x^2y^2(7y + 9x)$</td> </tr> <tr> <td>2</td> <td>$4x^2 - 20x + 25$</td> <td>$(2x - 5)(2x - 5)$</td> </tr> <tr> <td>3</td> <td>$23xy - 46x + 59y - 100$</td> <td>$(x - 2)(23x + 59)$</td> </tr> <tr> <td>4</td> <td>$6x^2y^2 + 9xy^2 + 18y^2$</td> <td>$3y^2(2x^2 + 3xy + 6y)$</td> </tr> <tr> <td>5</td> <td>$16a^2 - 36a^2$</td> <td>$(4a - 6a)(4a + 6a)$</td> </tr> <tr> <td>6</td> <td>$a^2 - 16a^2$</td> <td>$(a^2 + 4a^2)(a - 2a)$</td> </tr> <tr> <td>7</td> <td>$x^2 - 2x + 15/16$</td> <td>$(x - 5/4)(x - 3/4)$</td> </tr> <tr> <td>8</td> <td>$-2x^2 - 2x^2 + 112x$</td> <td>$-2x(x - 7)(x + 8)$</td> </tr> <tr> <td>9</td> <td>$x^2 - 9x^2$</td> <td>$(x^2 + 9x^2)(x^2 + 3x)(x^2 - 3x)$</td> </tr> <tr> <td>10</td> <td>$9x^2 - 3x - 12$</td> <td>$3(x + 1)(3x - 4)$</td> </tr> </tbody> </table>	S. No.	Expanded Form	Factorised form	1	$21x^2y^2 + 27x^2y^2$	$3x^2y^2(7y + 9x)$	2	$4x^2 - 20x + 25$	$(2x - 5)(2x - 5)$	3	$23xy - 46x + 59y - 100$	$(x - 2)(23x + 59)$	4	$6x^2y^2 + 9xy^2 + 18y^2$	$3y^2(2x^2 + 3xy + 6y)$	5	$16a^2 - 36a^2$	$(4a - 6a)(4a + 6a)$	6	$a^2 - 16a^2$	$(a^2 + 4a^2)(a - 2a)$	7	$x^2 - 2x + 15/16$	$(x - 5/4)(x - 3/4)$	8	$-2x^2 - 2x^2 + 112x$	$-2x(x - 7)(x + 8)$	9	$x^2 - 9x^2$	$(x^2 + 9x^2)(x^2 + 3x)(x^2 - 3x)$	10	$9x^2 - 3x - 12$	$3(x + 1)(3x - 4)$	<p>The learner will be able to :</p> <ul style="list-style-type: none"> Express algebraic expressions as a product of their factors. Factorise algebraic expressions by the method of common factors and regrouping terms. Solve problems based on the division of one polynomial by another. Verify the idea of inverse operation of multiplication (i.e. division) for algebraic expressions. <p>Skills: Hard work, simplicity and accuracy.</p>
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4	$6x^2y^2 + 9xy^2 + 18y^2$	$3y^2(2x^2 + 3xy + 6y)$																																			
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JAN 2024	CH 10.	EXPONENTS & POWERS	<ul style="list-style-type: none"> OBJECTIVE: <ul style="list-style-type: none"> To simplify powers with negative exponents in order to calculate the multiplicative inverse of a number Students will be able to simplify exponential numbers. 	<p>The learner will be able to :</p> <ul style="list-style-type: none"> Write large and very small numbers using exponents. Solve problems with integral exponents. Generalize laws of exponents through simplifications. Find the sum of very large numbers using standard form. <p>Skills: Concentration and problem solving.</p>																																	
	CH 9.	MENSURATION	<ul style="list-style-type: none"> OBJECTIVE: Illustrate 2-D representation of a cuboid, cube and cylinder in order to compute the surface areas by breaking them in to areas of known figures 	<p>The learner will be able to :</p> <ul style="list-style-type: none"> Estimate the area of shapes and other polygons by using square grid/ graph sheet. Verify the area of polygons using formulae. Find the area of a polygon. Find surface area and volume of cuboidal and cylindrical objects. Apply the concept of surface area and volume to solve real life problems. <p>Skills: Practical values (constructions and architecture).</p>																																	

FEB
2024


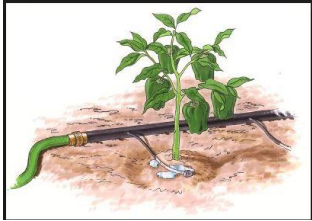
REVISION




ARMY PUBLIC SCHOOL, AHMEDNAGAR

YEARLY SPLIT UP (2024-25)

CLASS VIII (2024-25)

SCIENCE

SUBJECT	TOPIC	ACTIVITY PLANNED	LEARNING OBJECTIVE
APRIL 2024	<p>CH 1 CROP PRODUCTION AND MANAGEMENT</p>  	<p>COMPOSTING: To prepare compost</p> <p>DRIP IRRIGATION ACTIVITY: To visit school drip irrigation system/ sprinkler irrigation system/ prepare a system for drip irrigation in your garden.</p> <p>PRACTICAL IN COMPOSITE LAB: To separate seeds of good and bad quality.</p>	<p>The learner will be able to</p> <ol style="list-style-type: none">1) Understand that biodegradable wastes are used for preparing compost.2) Investigate common crop plants grown in India.3) Differentiate between the various implements used in ploughing.4) Explore different ways to increase crop production.5) List the importance of Nitrogen Cycle which represents one of the most important nutrient cycles found in terrestrial ecosystems6) Demonstrate and understand the diversity in modern

			<p>agriculture organisation.</p>
	<p>CH 2 MICRORGANISMS: FRIENDS AND FOES</p>   	<p>To observe slides of different microorganisms</p> <p>To study bacteria present in a soil sample/ curd sample</p> <p>To observe bread mould in a piece of bread with the help of microscope</p>	<ol style="list-style-type: none"> 1. Classify types of microorganisms 2. List harmful and useful microorganisms 3. Differentiate between methods of food preservation. 4. Explain how dead microorganisms are used to make antibiotics. 5. Describe the function of microorganisms in food preservation. 6. Analyse the functions of microorganisms in Nitrogen cycle.

JUNE 2024

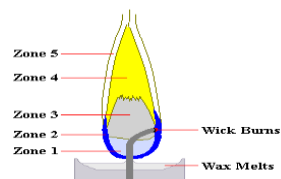
CH 3 COAL AND PETROLEUM



1. Discuss ways to save non-renewable sources of energy. Prepare a report on it.
 2. Get an outline map of India. Mark the places in the map where coal, petroleum and natural gas are found.
 3. Collage making on conservation of fuels.
1. Recognize the natural resources and their utilization on the earth
 2. Differentiate between renewable and non-renewable resources
 3. Point out the ways to conserve the resources
 4. Compute the formation of fossil fuels.
 5. Recognize the importance and prevention of limited natural resources.
 6. **Explain** why renewable resources are required?

JULY 2024

CH 4 COMBUSTION AND FLAME



1. Experiment to show that air is essential for burning.
 2. Make a model of fire extinguisher.
 3. To prove that CO₂ is produced on burning candle wax
 4. To show different zones of candle flame in composite lab.
1. Recognise that burning of any substance in air is called combustion.
 2. Explain the principle of fire extinguisher
 3. identify the parts of flame
 4. Define calorific value of fuel
 5. Impact of burning fuel s on the environment
 6. **Illustrate** different colour of different zone

AUGUST 2024

Chapter5 Conservation of plants and animals



1. Put together a case study on disappearing tigers in India. Include information on the tiger's natural habitat, why its numbers are decreasing and the steps being taken for its conservation.

2. Plant a tree in your garden and write its detail like scientific name, medicinal importance or any other use of tree.

3. Poster making on conservation of wild life.

1. Outline that biodiversity boosts ecosystem productivity

2. Classify flora and fauna

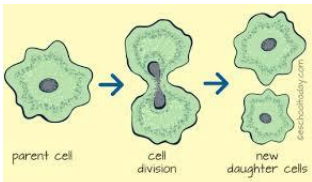
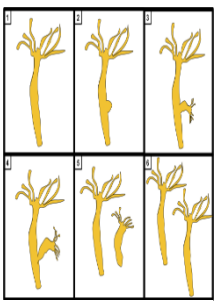
3. Point out best practices of protecting plants and wildlife and their habitats

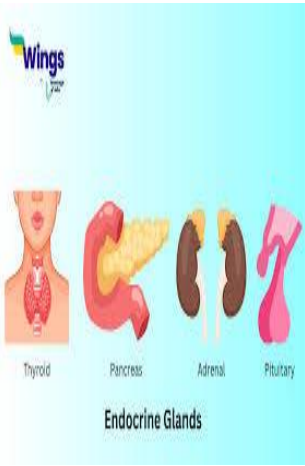

4. Identification of the threatened animals and the assessment of their extinction according To the red data book.




5. **explain** migration concept on migrated animals

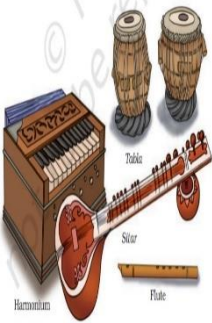
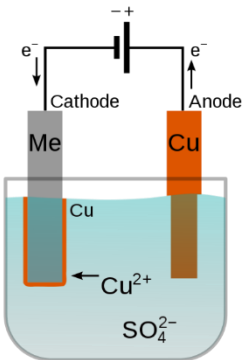
6. **illustrate** why animals kept in zoo or in national parks(biosphere reserve)

1. Explore the various

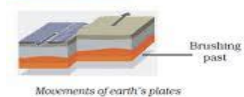
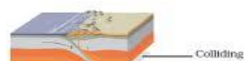
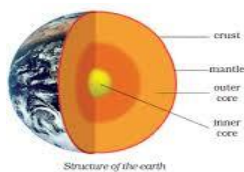
	<p>Chapter6 Reproduction in animals</p>  	<ol style="list-style-type: none"> 1. To observe the slide of binary fission in Amoeba. 2. To observe budding in yeast in composite lab/ bio lab. 3. Make a report on cloning, its applications, advantage, and disadvantages. 	<p>ways in which organisms reproduce</p> <ol style="list-style-type: none"> 2. describe about the male and female reproductive systems and the developmental changes of pregnancy 3. Differentiate viviparous and oviparous animals 4. Illustrate certain changes takes place in some organisms. 5. explain process of sexual/asexual reproduction in animals 6. Analyse different animals reproduces by different methods.
<p>SEPTEMBER 2024</p>	<p>CHAPTER -7 Reaching the age of adolescence</p>	<ol style="list-style-type: none"> 1. To calculate average height of students based on formula given at the end of adolescence period. 	<ol style="list-style-type: none"> 1. students will understand the puberty and changes takes place in the body. 2. describe about the male and female reproductive systems and the

	 <p>Wings</p> <p>Thyroid Pancreas Adrenal Pituitary</p> <p>Endocrine Glands</p>		<p>developmental changes of pregnancy</p> <p>3. Differentiate viviparous and oviparous animals</p> <p>4. Illustrate certain changes takes place in some organisms.</p> <p>5. explain process of sexual/asexual reproduction in animals</p> <p>6. Analyse different animals reproduces by different methods.</p>
<p>OCTOBER 2024</p>	<p>Chapter : 8</p> <p>FORCE AND PRESSURE</p> 	<ol style="list-style-type: none"> 1. Making a small statue with modelling clay to study how we need to vary magnitude and direction of force to shape clay in to different shapes. 2. Discussing the role of correct magnitude and direction, of muscular force and contact force in different games like kabaddi, volley-ball, cricket etc. 3. Experiment in lab to show liquids exert 	<p>The learner will be able to</p> <ol style="list-style-type: none"> 1. Make the list of examples of different types of force like contact force and non-contact force. 2. Distinguish between between the contact and non-contact force, and compare force with pressure. 3. Choose fabrics made up of specific types of fibres to use in particular season. 4. Examine the importance of magnitude and the direction of applied

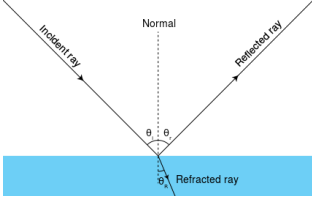
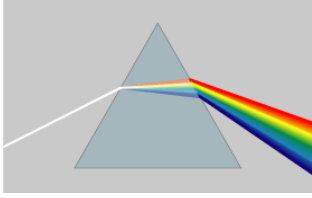
		<p>pressure on wall of containers by using bottle cut at down and balloon or rubber sheet tied down .</p> <p>4. With comb and plastic scales and tiny pieces of paper or balloon the demonstration of electrostatic force in class/ lab</p>	<p>force to accomplish the given task.</p>
<p>NOVEMBER 2024</p>	<p>CH 9 :FRICTION</p>  	<ol style="list-style-type: none"> 1. To show impact of surface on friction With the help of ball and hanker chief in class or lab. 2. To show how friction can be reduced by ball bearings in lab or lubrication. 3. To study streamlined shape and how it reduces fluid friction by making aero plane or boat with different creative ideas in class. 	<p>The learner will be able to</p> <ol style="list-style-type: none"> 1. Make the list of applications where we increase or reduce friction to reduce our efforts. 2. compare between static, sliding and rolling friction. 3. Identify when to and how to increase or reduce the friction 4. Examine through different examples that static friction always is highest and rolling fricrion always is lowest among the three types of friction. 5. Conclude that like solids liquids and gases also offer friction
	<p>CH10 SOUND</p>		<p>The learner will be able to</p>

		<p>Propagation of sound in water in composite lab by using plate and a rod to hit.</p> <p>Making and Playing of some Musical instruments.</p> <p>Vibrating rubber band to understand to-fro motion</p>	<ol style="list-style-type: none"> 1. Make the list of instruments and their part which vibrates to produce the Sound. 2. Compare between sounds produced by different instruments comment about their characteristics like amplitude, frequency, loudness etc
<p>DECEMBER 2024</p>	<p>CH 11. CHEMICAL EFFECTS OF ELECTRIC CURRENTS</p> 	<p>Making some testers for measuring the conductivity of solids, liquids by using cell, bulbs, wires, plastic caps of bottles for containing liquid samples to test etc.</p> <p>Connecting the circuit by using basic electronics.</p>	<p>The learner will be able to</p> <ol style="list-style-type: none"> 1. select the flow of electric current by using the magnet & the basic battery circuit. 2. evaluate the complex circuit by judging & interpreting through rules. 3. Apply the basic circuit in various practical situations by illustrating. 4. relate the energy crisis due to demand of population. 5. Apply electroplating in day to day life. 6. draw & set up the electric circuit for testing conductivity of various liquids.

CHAPTER 12
SOME NATURAL
PHENOMENA



- The learner will be able to
1. Identify the concept of charging by rubbing, the nature & transfer of charges.
 2. Explain the phenomena of lightening & its relation with the charges.
 3. Describe the phenomena of earthquake
 4. Synthesis by Summarise the various preventive

			measures taken during lightening & earthquake.
JANUARY 2025	<p>CH 13 LIGHT</p>  	<ol style="list-style-type: none"> 1. To perform Reflection experiment in dark room 2. To create kaleidoscope/P eriscope to learn multiple images. 3. To study dispersion by prism 4. To make Newton's disc to show white colour is made of seven colours. 	<ol style="list-style-type: none"> 1.Learner will understand the process of reflection, laws of reflection, 2. Multiple images, 3. Factors affecting reflection. 4. Learner will understand the Dispersion process, rainbow formation.
FEBRUASY 2025	REVISION FOR EXAM	<p>Mock test</p> <p>Flipped learning</p> <p>Orals, quizzes, Open book tests</p>	

आर्मी पब्लिक स्कूल अहमदनगर
पाठ्यक्रम-संस्कृत सत्र 2024-25

कक्षा- अष्टमी

SPLIT-UP AND ANNUAL PAEDAGOGICAL LESSON PLAN

MONTH	BOOK/CHAPTER	METHODOLOGY	ACTIVITIES	LEARNING OBJECTIVES
अप्रैल	सुभाषितानि नूतनपदावबोधः । प्रश्नवाचकशब्दाः । समय लेखन ।	* खण्डान्वय / दण्डान्वय विधिः । * आगमन विधिः । * निगमन विधिः ।	पाठपूर्व गतिविधि चित्राणि दृष्ट्वा श्लोकांशम् पूरयत । पाठ पश्यात् गतिविधि कण्ठस्थीकरणम् । सस्वरगायनम् । श्लोकांशमेलनम् । सन्धियुक्तपदानां सङ्कलनम् ।	* प्रकृतेः उपयोगितायाः सौन्दर्यस्य च वर्णनम् । जीवने सरलतया, मधुरवचनैः, प्रज्ञाभिः च छात्रान् प्रेरयितुं। * पर्यावरणस्य शुद्धतायाः विषये जागरूकं कर्तुं । * वृक्षाणां लाभस्य परिचयं कर्तुं । * जनानां मध्ये प्रकृतेः प्रेम्णः विकासाय । * जनानां सुस्वास्थ्यं सुजीवनं च कामना। * भाषातत्त्वानां ज्ञानम् । समाजे नारीणाम महत्वम् । शिक्षयाः महत्वम्
	बिलस्य वाणी न कदापि मे श्रुता अव्ययप्रयोगः । नूतनपदावबोधः । चित्र-वर्णन	* प्रश्नोत्तर विधिः । * चित्रविधिः । स्पष्टीकरण विधि	पाठपूर्व गतिविधि अभिनयप्रयोगम्। वर्गाप्रहेलिका। अव्ययैः वाक्यप्रयो गः । पाठ पश्यात् गतिविधि पाठात् अव्ययसङ्कलनम् ।	जगति प्रत्येकस्य जीवस्य परस्परसंश्रयनियमं दृष्ट्वा परस्पराश्रयनियमान् दृष्टव्यानि । लकार-पुरुष-वचन- उपपदविभक्ति- विशेषण- विशेष्यानाम् उचितप्रयोगेन संस्कृतवाक्यरचना कर्तुं सक्षमाः स्युः ।

			पाठगतश्लोकगाय न	
जून	डीजीभारतम् विशेषण विशेष्यमेलनम् । सन्धिं कृत्वा लिखत । तुमुन् प्रत्ययः । संख्यापदानि 1 से 50	* प्रत्यक्ष विधिः । * व्याख्यान विधिः । * अभिनय विधिः । * विश्लेषण विधिः । * संश्लेषण विधिः ।	पाठपूर्व गतिविधि PPT कुर्यात्। पाठ पश्यात् गतिविधि पदाधारितवाक्यर चना सङ्घणकस्य संस्कृत नामानि लिखत ।	संधि विग्रहं कर्तुम् सक्षमाः स्युः । संख्यानाम् उचित प्रयोग कर्तुं स्युः। विशेषण विशेष्यानाम् उचितप्रयोगेन संस्कृतवाक्यरचना कर्तुं सक्षमाः स्युः । प्रगतीशील भारतस्य विषये जागरूकाः सन्ति ।
जुलाई	सदैवपुरतो निधेहि चरणम् समानार्थकानि/ विलोमपदानि विधिलिङ् / लोट् - लकारौ । विभक्त्यन्तपद - निर्माणम्। पत्र लेखन	* अवबोधन विधिः । * चित्रविधिः । * चर्चा विधि * प्रश्नोत्तर विधिः । * आगमन-निगमन विधिः ।	पाठपूर्व गतिविधि “मम प्रिय भारतदेश” इतस्य विषयेन संस्कृतेन ५ वाक्यानि लिखत। पाठ पश्यात् गतिविधि पद्यस्य सस्वरगा यनम् । कण्ठस्थीकरणम् ।	मानवजीवने परिश्रमस्य गुणानां च महत्त्वं व्याख्यातव्यम्। * न केवलं मानवजीवने, अपितु पशुपक्षिकीटपतङ्गवृक्षेषु अपि मातृभावनायां अवगमनम्। * * बालस्य आनन्दः दुःखं च मातापितृणां आनन्दः दुःखं च इति अवगच्छन्तु।
	गृहं शून्यं सुतां बिना ऋकारान्त - स्त्रीलिङ्ग शब्दरूपाणि । मातृ - स्वसृ इत्यादयः (मातृ- स्वसृ - इत्यादयः	* चर्चा विधि * प्रश्नोत्तर विधिः । * आगमन-निगमन विधिः ।	पाठपूर्व गतिविधि चित्राणि दृष्ट्वा तेषां नामानि लिखत। पाठ पश्यात् गतिविधि	* समाजे बालिकानाम् महत्त्वं व्याख्यातुं। अपत्यहीनस्य मातुः स्थितिं परिचितं कर्तुं । सर्वनाम शब्दस्य उचित प्रयोग कर्तुं स्युः।

			चित्राधारितकथापूरणम् । चित्राधारितवाक्यरचना । कथायाः चित्रीकरणम् ।	
अगस्त सितंबर	भारतजनताSहम् तत्समशब्दलेखनम् । उपपद विभक्ति विशेषण- विशेष्यपदमेलन। विलोमपदानि । सन्धिः । उपसर्ग पत्र लेखन	* खण्डान्वय / दण्डान्वय विधिः । * गीतनाट्य विधिः । चर्चा विधि * समवाय विधिः । * आगमन-निगमन विधिः ।	पाठपूर्व गतिविधि छात्राःसामुहे विभाजितम् कृत्वा अभिनयम् कुर्यात्। पाठ पश्यात् गतिविधि नाट्यांशस्य अभि नयः। भिन्न- भिन्न क्षेत्रेषु सफलता प्राप्त महिलानां नामानि । साहि त्य, संगीत, कला, क्रीडा इत्यादि ।	पत्रप्रारूपस्य ज्ञानम् पत्रपूर्तिः च । * विभिन्नैः संस्कृतकविभिः मानवजीवनस्य महत्त्वं व्याख्यातुं। * मानवजीवने परिश्रमस्य गुणानां च महत्त्वं व्याख्यातव्यम्। * मानवजीवने क्रोधरहितसत्यस्य आचरणस्य उपरि बलं दातुं। * महान् जनानां सङ्गमे कार्यं कृत्वा तेषां संकेतान् अवगत्य। * न्यायस्य महत्त्वं अवबोधनम् ।
अक्तूबर	संसारसागस्य नायकाः तुमुन्- ल्यप् प्रत्ययानां पुनरावृत्तिः । विलोमसमानार्थकानि । उपपदविभक्तिः ।	* उद्बोधन विधिः । * अभिनय विधिः । * आगमन-निगमन विधिः । चर्चा तथा प्रश्नोत्तर विधि	पाठपूर्व गतिविधि भारतस्य विविधानि देवालायानाम् ज्ञानं सङ्ग्रहीतं कृत्वा तेषां नामानि लिखत। आधुनिक भवननिर्माणसाध नानां चित्रसङ्ग्रहः ।	भारतस्य राज्यानाम विषये तथा इतिहास भूगोल विषये जानन्ति। * लकार-पुरुष-वचन- उपपदविभक्ति- विशेषण- विशेष्यानाम् अशुद्धि- संशोधनं कर्तुं सक्षमाः स्युः ।

			पाठ पश्यात गतिविधि गृहनिर्माणकर्तृणा म् चित्रसङ्ग्रहः ।	
नवंबर	नीति नवनीतम् सङ्ख्यावाचकाः(51- 100) लिङ्ग, वचन , विभक्ति, लकार दृष्ट्या भिन्नप्रकृतिकपदानाम् पृथक्करणम् । विशेष्य- विशेषणप्रयोगपुनरावृत्तिः	* खण्डान्वय । दण्डान्वय विधिः । * अभिनय विधिः । * संवाद विधिः । * प्रश्नोत्तर विधिः । * चित्रविधिः ।	पाठपूर्व गतिविधि पाठ पश्यात गतिविधि	* जगति प्रत्येकस्य जीवस्य परस्परसंश्रयनियमं <u>दृष्टव्यम्।परस्पराश्रयनियमान्</u> <u>दृष्टव्यानि ।</u> * जीवने सामान्यगुणान् त्यक्त्वा विशेषान् आन्तरिकगुणान् स्वीकुर्वन्तु इति जनान् शिक्षयितुं। * मानवजीवने गुणानां सत्कर्मणां च महत्त्वं ज्ञातुं जीवने सर्वेषां सम्मानं कर्तुं प्रेरयितुं। सत्यमार्गं अनुसृत्य मनुष्याणां जीवनं सफलं * कर्तुं प्रेरयितुं। मानवजीवनस्य महत्त्वं शिक्षितुं।
दिसंबर	सावित्री बाई फुले कः रक्षति कः रक्षितः (PSA) लट् , युक्त वाक्यानां लङ् , लकारे। परिवर्तनम् । संख्यवाचकपदानाम् पुनस्मर णम् ।	* चर्चा विधि * प्रश्नोत्तर विधिः । * आगमन-निगमन विधिः ।	महिलासमाजोद्धा रकाणांपरिचयः - सङ्ग्रहः । प्रदत्तशब्दैः सरल वाक्यरचना । स्रीशिक्षाविषये सावित्र्याः योगदा नम् अधिकृत्य पञ्चष	स्त्री शिक्षायाः महत्त्वम् । छात्राः समाजकार्यविषये जागरूकाः सन्ति । धातुनाम उचित उपयोग कृत्वा वाक्यरचना करोति।

	सन्धिनां पुनः स्मरणम् । धातुरूपाणां परिचयः ।		इवाक्यानि लिख न्तु	
जनवरी	<p>क्षितौराजते भारतस्वर्ण आर्यभटः समानार्थकानि / विलोमपदानि विभक्तिवचनप्रयोगः । सन्धिः, सरलसंस्कृत- वाक्य रचना । कारकाणां पुनरावृत्तिः । विपरीतार्थकाः। इकारान्तस्रीलिङ्ग। - शब्दस्य प्रयोगः । समानार्थकानि विलोमार्थका निच । पदपरिचयः ।</p>	<p>* अवबोधन विधिः * चित्रविधिः । * चर्चा विधि * प्रश्नोत्तर विधिः । * आगमन-निगमन विधिः ।</p>	<p>पाठपूर्व गतिविधि प्लास्टिकस्य उपयोगेन पर्यावरणस्य विषये की दृशीक्षतिः भवति इति। विषयमधिकृत्य पञ्चवाक्यलेखनम् । पाठ पश्यात् गतिविधि प्लास्टिक निर्मितवस्तूनाम् नामानि । संवादः ।</p>	<p>महान् जनानां सङ्गमे कार्यं कृत्वा तेषां संकेतान् अवगत्य जीवने कार्यं करोति। * जगति सर्वं प्रयोजनं न किमपि निष्प्रयोजनम् इति ज्ञात्वा। व्याख्यातव्यम्। विज्ञान, खगोलशास्त्र विषये रुचि जागरूकाः सन्ति।</p>
फरवरी	प्रहेलिका	<p>* अवबोधन विधिः । * चित्रविधिः । * चर्चा विधि * प्रश्नोत्तर विधिः । * आगमन-निगमन विधिः ।</p>	<p>पाठपूर्व गतिविधि भारतीयवैज्ञानिका नां परिचयः । पाठ पश्यात् गतिविधि पाठेभ्यः पदानि चित्वा सरलवा क्यरचना ।</p>	<p>संस्कृत भाषायाः विकास भवति। शब्द संग्रहे वृद्धिः भवति।</p>
मार्च	FINAL EXAM			