

CURRICULUM



SWAMINARAYAN VIDYAPITH

(Girls Section)
KARAMSAD

CURRICULUM, PEDAGOGY, ASSESSMENT AND EVALUATION

An educational institution undertakes the responsibility to impart to all the children who come to the school with the knowledge, skills and attitudes they will need to understand better the world they live in and their place in it.

The curriculum of studies that is adopted must meet the learners' needs, societal expectations, community aspirations and international comparisons. The child is a thinking, feeling and active little person and the school must ensure that the development and growth of the child is taking place in the cognitive and affective domains as well as the psychomotor skills. Our endeavour has been to adopt an integrated approach to the task of helping the children to discover their world and learn.

THE CURRICULUM

The curriculum we have adopted does not lose sight of the traditional basic goals of education to develop capacity among students to manage the information surging in from multiple sources and turn it into knowledge relevant to their emerging needs through the use of modern technologies. The focus of education is no longer the mastery of a fixed body of knowledge but to treat knowledge as a web of inter-related parts in which the student finds patterns and connections and processes the information rather than simply collecting the information.

The curriculum therefore, has components of scholastic pursuits, non-scholastic activities and opportunity to reflect and inculcate positive attitudes and habits. The curriculum also takes into consideration the overwhelming need of the child to adapt to challenges of everyday life. In order to equip children of this school to deal effectively with these demands of a rapidly changing society, Life Skills is an integral part of the course for children of all ages.

We have integrated the curriculum with the pedagogy and the assessment and evaluation processes to ensure that all the activities undertaken by the child are linked and serve the ultimate goal of educating the child.

PEDAGOGY

The pedagogy is based on the following beliefs:

- The child is the focus of the school and therefore all teaching will be child-centred.
- Self-esteem is critical to successful learning.

- Children learn from each other as much, if not more, than they learn from us.
- Experiential learning lasts longer.
- Learning must start with what is familiar and relevant.
- Optimal learning occurs when all the intelligences are accessed in an integrated way—Linguistic, logical/mathematical, spatial, kinaesthetic, musical, emotional, interpersonal.
- Children access learning in different ways. The classroom teacher would have to adopt a pluralistic approach to get the maximum performance from all learners.
- The child has to learn how to learn. No child can learn all the knowledge and skills that she would require as an adult. Therefore, the child needs to acquire the skill to learn effectively all through life.
- The constructivist theory which accepts the child as the constructor of knowledge is adopted. The teacher is then a facilitator—guiding, mentoring and ensuring that learning is taking place towards desired objectives/learning outcomes. The child is allowed to involve herself with the content, opportunities provided for peer discussion, come up with problems and given time for self-observation and reflection. The teachers as facilitators guides the learner through these processes by providing the environment, opportunities and resources, thereby creating lifelong, self-directed learners.
- Teaching will be objective based and in small units, easily undertaken within the normal attention span of a child. The opportunity to revise and undertake evaluation till objectives are achieved is built into the system of teaching in the school.
- Instructional strategies uses will include story-telling, puppetry, folk play, drama, mime and dance. The classroom becomes a place to share and consolidate all the information that the children will bring in from various sources or activities, e.g. walks, tours, library, labs, activity centres, etc. They will learn to process the information and glean learnings from their experiences.

ENGLISH CURRICULUM FOR THE YEAR 02-03

INTRODUCTION

English is a vital way of communication in school, in public life and internationally. Literature in English is rich and influential, reflecting the experience of people from many countries and times. We set out to foster an awareness of language and literature and aim to provide students with opportunities to improve their powers of communication. The skills of speaking, listening and writing will enable the students to express themselves creatively, and imaginatively and communicate effectively. Also inculcated are varied activities that opens a wider field for the enjoyment and appreciation of the English language.

SYLLABUS CONTENT

The objective of helping students learn English ensures developing of the following skills:

● PRIMARY LEVEL

○ LISTENING / SPEAKING

- ✍ Sustaining concentration
- ✍ Remembering key points that interest them
- ✍ Making relevant comments
- ✍ Asking questions to clarify understanding
- ✍ Following simple instructions
- ✍ Answering basic questions
- ✍ Conversing with peers
- ✍ Story telling
- ✍ Reciting poems and songs with proper intonation and expression
- ✍ Vocabulary - Recognising and recalling about 3000 words

○ READING

- ✍ Reading aloud of poems and simple sentences
- ✍ Focusing on meanings derived from the text as a whole
- ✍ Learning, reciting and acting of poems

○ WRITING

- ✍ Using a wide ranging vocabulary
- ✍ Sequencing events and recounting in appropriate details
- ✍ Assembling and developing ideas on paper
- ✍ Using correct punctuation and sentence structure

- ✍ Using correct spellings
- ✍ Writing neatly and legibly with reasonable speed
- ✍ Composition on common topics, picture composition

○ ACTIVITIES

- ✍ Picture reading, map reading
- ✍ Role play
- ✍ Project work
- ✍ **Creative writing:** letter writing, essay, diary entry, poem writing
- ✍ **Oral activities:** recitation, story telling, narrating personal experiences, interviewing
- ✍ Grammar games
- ✍ Debates, group discussions, elocutions

● MIDDLE LEVEL

○ LISTENING / SPEAKING

- ✍ Describing and narrating experiences in their own words
- ✍ Conversing with newly acquainted persons and strangers with ease and in appropriate manners using common courtesies
- ✍ Speaking with correct pronunciation, intonation and stress
- ✍ Organising thoughts
- ✍ Narrating or describing experiences by proper sequencing
- ✍ Comprehension of narration and descriptions
- ✍ Vocabulary of 5000 words

○ READING

- ✍ Using reference material for different purposes
- ✍ Respond imaginatively in different ways to what they read
- ✍ Contextual understanding
- ✍ Silent reading
- ✍ Learn to use a suitable dictionary

○ WRITING

- ✍ Paragraph writing
- ✍ Correct sequencing and logically arranging sentences
- ✍ Writing formal / informal letters
- ✍ Writing poems with rhyming words
- ✍ Varying their writing to suit the purpose and reader
- ✍ Writing neatly with proper speed
- ✍ Develop communication skills through writing

✍ Develop the skill of making notes

○ **ACTIVITIES**

✍ Dramatics, situational role play

✍ **Creative writing:** essay, letter writing, dialogue writing, diary entry, quotations and proverbs writing, writing notices, drafting advertisements, poetry writing

✍ Project work

✍ Group discussion, debate, elocutions, declamation

✍ Campaigning on a topic in school

✍ Grammar games

✍ **Oral activities:** interviewing, recitation, narrating incidents

● **LANGUAGE STRUCTURE & VARIATION**

✍ Understanding the use of numbers, genders, tenses, punctuation, parts of speech, figures of speech

✍ Expressing different moods and setting in words

✍ Crosswords, Anagrams, Glidograms

✍ Using of idioms and proverbs for picturesque speech

✍ Use of word clauses (noun, verb, adjective, adverb)

✍ Model auxiliaries of sentences

✍ Understanding how language varies

✍ (a) According to Context and purpose e.g., Choice of vocabulary in formal / informal situations

✍ (b) Standard and dialect forms

✍ (c) Spoken and written forms e.g. Direct and reported speech

● **CORE TEXTBOOKS**

○ **DIRECT APPROACH TO INTERACTIVE ENGLISH**

Main course book and Workbook (**Std: IV - V**)

Main course book, literature reader and work book (**Std: VI-VII**)

Edited by: D.P. Bhanot and Shelly Sangar

Published by Holyfaith International Ltd.

INTRODUCTION

Gujarati is the second language in the school. The study of the regional language of the state aims to stimulate curiosity, interest and enjoyment in Gujarati and make the students use the language effectively. Students would be introduced to a wide range of literary material and thus get a thorough exposure to the Gujarati culture.

GOALS OF OUR CURRICULUM

The objectives of the syllabus in Gujarati is to introduce students to develop the skills of listening, speaking, reading and writing.

● **PRIMARY LEVEL**

○ **LISTENING / SPEAKING**

✍ Introduction of the consonants and vowels

✍ Listening to oral expression

✍ Speaking simple sentences

✍ Using grammatically correct sentences in conversation

✍ Asking questions to clarify understanding

○ **READING**

✍ Vocabulary of 500-1000 words (According to their age groups-simple words)

✍ Introduction to alphabet singing

✍ Reading simple printed paragraphs, stories for children

✍ Reading aloud words and sentences with appropriate pitch, intonation

✍ Reciting poems

✍ Silent reading

✍ Loud reading

○ **WRITING**

✍ Writing neatly and legibly with correct grammatical sentence pattern

✍ Writing appropriate format i.e. letter (formal or informal) paragraph writing

✍ Sequencing events logically in appropriate details / punctuation

○ **LANGUAGE STRUCTURE**

✍ Imparting knowledge regarding different linguistic sounds,

consonants and vowels

- ✍ Using grammatically correct language in speech and writing
- ✍ Introduction to different parts of speech
- ✍ Introduction to numbers, gender, tenses, etc.

● **MIDDLE LEVEL**

○ **LISTENING/SPEAKING**

- ✍ Listening to stories
- ✍ Speaking in paragraphs
- ✍ Using grammatically correct sentences in conversation
- ✍ Asking questions to clarify understanding

○ **READING**

- ✍ Vocabulary of 1000-2000 words
- ✍ Reading reference / fiction/non-fiction books
- ✍ Reading paragraphs with appropriate pitch and intonation
- ✍ Silent reading

○ **WRITING**

- ✍ Writing neatly and legibly with correct grammatical sentence pattern
- ✍ Writing appropriate format for Essays, Poem, Paragraph, Comprehension
- ✍ Sequencing events logically in appropriate details
- ✍ Evaluating topics and writing conclusions

○ **LANGUAGE STRUCTURE**

- ✍ Imparting knowledge regarding different linguistic sounds, consonants and vowels
- ✍ Using grammatically correct language in speech and writing
- ✍ Introduction of proverbs
- ✍ Introduction of high-level grammar
- ✍ Applied work related to society
- ✍ Presentation of work from related experiences and imagination
- ✍ Reference and research work

○ **ACTIVITIES**

- ✍ Picture reading, map reading
- ✍ Role play
- ✍ Project work
- ✍ **Creative writing:** letter writing, essay, diary entry, poem writing

✍ **Oral activities:** recitation, story telling, narrating personal experiences, interviewing

- ✍ Grammar games
- ✍ Debates, group discussions, elocutions
- ✍ Art of elocution
- ✍ Team work and performance

● **CORE TEXTBOOKS**

- ✍ Gujarat State Education Board for textbook class IV-VIII
- ✍ Workbook Class IV to VIII

BRIDGE COURSE-GUJARATI FOR THE YEAR 02-03

INTRODUCTION

Gujarati as a bridge course is offered to students who do not possess the ability to speak, read and write in Gujarati.

● **OBJECTIVES**

- ✍ To help students communicate in Gujarati in their day-to-day lives
- ✍ To help them integrate and make friends

METHODOLOGY

First the child is assessed to see if he has any knowledge of Gujarati and accordingly put in the beginners, intermediate or advanced level. The students are then given intensive instruction in Gujarati. A variety of techniques such as reading, role playing, narrating incidents or stories, reciting and writing is used to improve students' ability to read, write and speak in Gujarati. A vocabulary of commonly used words and terms in day-to-day life activities is also built.

It is important to ensure that all non-Gujarati speaking students do not feel isolated. Therefore in Music, Art, Life Skills, Physical Education and other non-academic activities they participate with the rest of the class.

The exposure to Gujarati will enable the non-Gujarati speaking students to be at par with their peers in all areas of the curriculum and communicate with teachers, peers and in outside world.

HINDI CURRICULUM FOR THE YEAR 02-03 (CLASS V TO VIII)

INTRODUCTION

Hindi is the third language in the school curriculum which is offered from class V onwards. As the National Language it provides valuable educational, social and cultural experience for all students and the ability to use the language effectively for practical communication. Learning Hindi raises the awareness of the multi-lingual and multi-cultural world and introduces a national dimension to the pupil's learning, giving them an insight into their own culture.

● **OBJECTIVE: TO HELP THE CHILD TO**

- ✍ Develop the abilities of listening, speaking, reading and writing Hindi
- ✍ Communicate in Hindi with appropriateness and with right pronunciation
- ✍ Think independently to differentiate between facts, and to use language intelligently and creatively [understand emotion / intention behind words.]

SYLLABUS CONTENT

They will develop the abilities of listening, speaking, reading, writing and thinking with reference to a certain quantum of language spell. The objective of helping students learn Hindi ensures developing of the following skills:

● **LISTENING / SPEAKING**

- ✍ Introduction to letters of alphabet sounds, vowels and signs of Hindi
- ✍ Using simple words of Hindi to make logical sentences
- ✍ Speaking with clear diction and appropriate intonation
- ✍ Telling stories with clear pronunciation and expression
- ✍ Reciting simple rhymes and songs in groups with appropriate gestures/action
- ✍ Telling stories and reciting with clear pronunciation

○ **READING**

- To recognize the letters of the alphabet from sounds and vowels by:
- ✍ Reading simple stories, reciting poems with a view to get exposed to the language
- ✍ Vocabulary building

MATHEMATICS CURRICULUM FOR THE YEAR 02-03

- ✍ Rhyming words
- ✍ Contextual understanding
- ✍ Reading simple stories, poems with a view to get exposed to the language
- ✍ Developing a taste for reading

○ WRITING

- ✍ Introduction to handwriting skills to write legibly, correctly and neatly
- ✍ Expressing their ideas and thoughts into sentences
- ✍ Writing small paragraphs or essays on contextual texts

● CONTENT OF THE COURSE

○ A) LANGUAGE-FUNCTIONS/NOTIONS

The language content would be selected for realizing the following functions:

- ✍ Responding to instructions
- ✍ Talking about oneself and one's surroundings
- ✍ Expressing one's feelings and emotions
- ✍ Exchanging greetings, etc.
- ✍ Supplying information

○ B) LANGUAGE ITEMS

- ✍ Word classes (noun, verb, adjective, adverb)
- ✍ Sentence types
- ✍ Usage of grammatical forms and punctuation marks
- ✍ Introduction to number, gender, tenses, etc.

○ LANGUAGE STRUCTURE

- ✍ Usage of grammatical forms and punctuation marks
- ✍ Idioms and Phrases
- ✍ Writing formal / informal letters

● CORE TEXTBOOKS

- ✍ Padho Aur Sikho Hindi Reader Abhyas Pustika (Part I - IV)
Publisher - Madhuban

INTRODUCTION

Maths is the study of patterns. It is not just a collection of skills but a way of thinking. It is global - it transcends cultural and linguistic boundaries.

● GOALS OF OUR CURRICULUM

- ✍ To develop numeracy skills. Numeracy is regarded as perhaps the most important skill today
- ✍ To create a 'number world' and a 'maths language' so that maths is shown to be an obvious part of everyday life
- ✍ To develop communication skills in maths language through activities and games
- ✍ To develop logic and reasoning skills
- ✍ To develop skills of drawing, model making and measuring
- ✍ To develop skill of reading and interpreting data from statistical graph / chart / diagrams

SYLLABUS CONTENT

● PRIMARY LEVEL

This syllabus is for Classes 4 and 5. The topics may be dealt with in both classes but the difficulty levels vary. Having classes in MAC - Maths Activity Centre - is a part of the weekly time-table. At MAC, each maths topic is taught through a creative activity and revised through games.

- ✍ Number & Number Systems
- ✍ Indian and international number systems
- ✍ Basic mathematical operations - addition, subtraction, multiplication and division
- ✍ Fractions
- ✍ Decimals
- ✍ Estimation
- ✍ Basic commercial maths - percentage, profit & loss, bills
- ✍ Time and time-tables - 12 and 24 hour clocks
- ✍ Beginning geometry - measurement, lines, squares, rectangles, triangles and circles. Simple properties and basic construction.
- ✍ 3-D shapes - cubes, cuboids, cylinders and cones.

● MIDDLE LEVEL

This syllabus is for Classes 6,7 and 8. The topics may be dealt with all the

three classes but the difficulty levels vary. Having classes in MAC - Maths Activity Centre - is a part of the weekly time-table. At MAC , each maths topic is taught through a creative activity and revised through games. These activities may involve the use of concrete materials, models, patterns, charts, pictures, posters, puzzles and experiments.

Mental maths: A lot of emphasis is given on mental maths to make the calculation process simpler and quicker, e.g., Squaring of numbers, rounding of numbers, etc.

○ **ARITHMETIC**

- ✍ Properties of whole numbers - place value, prime and composite numbers, HCF and LCM
- ✍ Integers and their properties
- ✍ Fractions
- ✍ Decimals
- ✍ Squares and square roots. Cube roots by factorizing and division method.
 - *Finding square roots and cube roots by factorizing and division method*
 - *Problems based on square roots*

- ✍ Exponents
- ✍ Laws of exponents including rational numbers as exponents
- ✍ Idea of radical and radicand

○ **COMMERCIAL ARITHMETIC**

- ✍ Ratio and proportion
- ✍ Percentage and its application
- ✍ Profit and loss
- ✍ Simple interest
- ✍ Compound interest
- ✍ Calculation of amount and compound interest by unitary method
- ✍ Calculation of amount and compound interest by formula up to three years, compounded annually
- ✍ Average
- ✍ General Banking facilities
 - *Opening and operating a bank account*
- ✍ Shares and Debentures
 - *Concept of joint stock company, shares, dividend, brokerage and value of shares will be explained*

- ✍ Direct and Inverse variation

○ **ALGEBRA**

- ✍ Algebraic expressions:- monomials, binomials and polynomials
 - *Addition, Subtraction, Multiplication and Division of algebraic expression*
 - *Concept of factor of a polynomial*
 - *Identities*

- ✍ Linear equations and word problems on linear equation in one variable framed from daily life, translate word problems into mathematical statements

○ **GEOMETRY**

- ✍ Lines and angles - types and construction. Construction of parallel, perpendicular lines. To divide line segments in a given ratio
- ✍ Special types of quadrilaterals and its properties
 - *Square, rectangle, rhombus, parallelogram and trapezium*
 - *Construction of quadrilaterals*

✍ **CIRCLES**

- *Concept of different parts of a circle and construction of a circle*
- *Chords of a circle. Angle subtended at the center*
- *Some angle properties of the circle*
- *Cyclic Quadrilateral and its angles*
- *Angles in a semi-circle*
- *Tangent to a circle, Length of a tangent*
- *Circumference and area of a circle*

○ **MENSURATION**

- ✍ Perimeter
- ✍ Area and volume of square, rectangle, triangle, cube and cuboid
- ✍ Volumes and surface area of cylinders, cones and spheres

○ **STATISTICS**

- ✍ Reading and interpretation of a given bar graph
- ✍ Drawing of a bar graph from the given data
- ✍ Making frequency table from the given raw data
- ✍ Reading and interpretation of histograms
- ✍ Arithmetic mean of raw data

SCIENCE CURRICULUM FOR THE YEAR 02-03

INTRODUCTION

Science stimulates and excites students' curiosity about different phenomena and the world around them. It also satisfies their curiosity and increases their knowledge. The aim of science at the Elementary level is to develop in children, besides knowledge, certain skills and attitudes which help them to live as informed citizens of the 21st century. We hope to impart this education through activities, so that children enjoy science.

○ SCIENCE SKILLS

- ✍ Observation
- ✍ Enquiry
- ✍ Problem solving
- ✍ Safety
- ✍ Recording and analysing data
- ✍ Applying relevant knowledge and skills to new situations

○ COMMUNICATION SKILLS

- ✍ Acquisition and correct usage of scientific vocabulary
- ✍ Ability to follow oral and written instructions
- ✍ Reading and comprehension of scientific texts
- ✍ Dictionary and other reference skills
- ✍ Communicating through words, diagrams, graphs, maps, tables, chemical and algebraic equations

○ ATTITUDES

- ✍ Awareness of the inter relationship between different disciplines of science
- ✍ Interest in and enjoyment of science, awareness of its contribution to everyday life
- ✍ Objectivity in observing and in evaluating information
- ✍ Awareness of the role of each individual in protection and conservation of the environment, combined with the practice of simple steps at a personal level
- ✍ An interest in self-learning and self-improvement with an aim to becoming effective life-long learners and aware, thinking adults

SYLLABUS CONTENT

● PRIMARY LEVEL (CLASSES IV-V)

○ THE HUMAN BODY, HEALTH, HYGIENE & SAFETY

- ✍ Food & its digestion
- ✍ Circulatory system
- ✍ Nervous system

○ LIFE SCIENCE

- ✍ Flowers, its parts, functions
- ✍ Insects

○ EARTH SCIENCE

- ✍ Solar system
- ✍ Soil, rock

○ MATTER & MATERIAL

- ✍ States of matter
- ✍ Air

○ OTHER PHYSICAL SCIENCE

- ✍ Heat
- ✍ Simple machines
- ✍ Measurement
 - a) Temperature
 - b) Length
 - c) Volume
- ✍ Light & mirror

○ BECOMING A SCIENTIST

- ✍ Observation
- ✍ Inquiry
- ✍ Performing experiments
- ✍ Comparison
- ✍ Classification
- ✍ Conclusion

● MIDDLE LEVEL: CLASS VI - VII

- ✍ **MEASUREMENT:** of length, area, volume, weight, time, temperature, force, pressure
- ✍ **PATTERNS:** physical properties of matter, classification, periodic table, classification of plants and animals
- ✍ **CHANGES:** periodic and non-periodic, chemical and physical

changes, types and rates of chemical changes, types and rates of chemical reactions, changes in nature

- ✍ **FORCES:** types and effects, inertia, mass, weight, action, reaction, work, simple machine
- ✍ **ELECTRICITY & MAGNETISM:** effects and uses of electricity, safety, conservation, circuits, conductors / insulators, types of cells, circuit diagrams, electrostatic phenomena, resistances, ohm's law, electrolysis, electroplating, magnets and their properties, magnetic field, electromagnets and electromagnetic phenomena, AC/DC motor
- ✍ **LIGHT:** light and shadow, mirror images, laws of reflection, images formed by plane/concave mirrors, refraction, prisms, lenses, images formed by a convex lens
- ✍ **HEAT & ENERGY:** temperature, flow and effects of heat, how heat is transmitted and its applications, measuring heat, specific heat, forms of energy, conversions, conservation change of state, latent heat and applications
- ✍ **MOTION:** types of motion, speed, velocity and acceleration
- ✍ **SOUND:** loudness, pitch, frequency, decibels, noise pollution
- ✍ **THE WORLD OF LIVING THINGS:** characteristics of plants, animals and micro-organisms
- ✍ **HOW LIVING THINGS WORK:** structures of animals and plants and their functions, diversity, scientific nomenclature
- ✍ **STRUCTURE AND FUNCTION OF HUMAN BODY SYSTEMS:** INCLUDING FOOD, NUTRITION AND HEALTH, PERSONAL HYGIENE, PREVENTION OF DISEASES.
- ✍ **LEVELS OF ORGANIZATION:** from cells to organisms
- **ADAPTATION AND EVOLUTION**
- ✍ **ENVIRONMENT:** balance in nature, population, cycles, pollution and conservation, biotic and abiotic components and interaction, socio-cultural environment
- ✍ **USEFUL ORGANISMS:** including growing and improving crops
- ✍ **STRUCTURE, COMPOSITION AND PROPERTIES OF ELEMENTS AND COMPOUNDS, MIXTURES AND METHOD OF SEPARATING MIXTURES**
- ✍ **AIR AND WATER:** all aspects
- ✍ **CHEMISTRY IN DAILY LIFE:** Earth's treasures, man-made materials
- ✍ **THE UNIVERSE:** Earth in the solar system, structure of earth,

atmosphere, lithosphere and hydrosphere, earth as a unique planet, factors essential for life

● **MIDDLE LEVEL: CLASS VIII**

○ **CHEMISTRY**

✍ **Elements and compounds:** Hydrogen and its properties, oxidation- reduction reactions, carbon and its compounds, allotropy, chemical properties, combustion, fuels, candle flame and its zones

○ **ACTIVITIES**

- ✍ Laboratory preparation of H₂
- ✍ Model for diamond and graphite
- ✍ Laboratory preparation of CO₂.
- ✍ Chemistry in daily life
- ✍ Earth's treasure - rocks, minerals, ores & their properties, metallurgy alloys
- ✍ Man-made materials - building materials , ceramics, glass, plastics, fibres, soaps and detergents and their actions.

○ **ACTIVITIES**

- ✍ Collecting samples of rocks of different kinds
- ✍ Collecting coins of different alloys and metals
- ✍ Preparation of soap
- ✍ Collecting different man-made materials

✍ **ATOMIC STRUCTURE:** Structure of an atom, isotopes, radio-activity , nuclear energy

○ **ACTIVITIES**

- ✍ Model making for an atom
- ✍ **CHANGES :** Types of reactions, characteristics of chemical reactions, speed of a reaction, simple calculation, electrolysis

○ **ACTIVITIES**

- ✍ To perform double - decomposition reaction
- ✍ Demonstration of electroplating

✍ **CLASSIFICATION:** Grouping elements/compounds, metals and non-metals according to their properties, metal reactivity series, introduction to periodic table

○ **ACTIVITIES**

- ✍ Classify the given objects into metals and non-metals

- **LIFE SCIENCES**
- ✍ **THE WORLD OF LIVING THINGS:** Useful micro-organisms, plants and animals
- **ACTIVITIES**
- ✍ To grow bread mould
- ✍ To visit Amul dairy
- ✍ Observing the permanent slides of available micro-organisms
- ✍ **AGRICULTURE:** Practice and equipments, methods for improving crop yield, livestock farming
- **ACTIVITIES**
- ✍ Visit to an agricultural institution/farm
- ✍ Visit to a poultry farm
- ✍ **HUMANS AS ORGANISMS:** Nutrition and health, sense organs, endocrine system, reproduction
- **ACTIVITIES**
- ✍ Models for eye, ear
- ✍ To observe vegetative reproduction in ginger and onion, etc.
- ✍ To prepare a first-aid box
- ✍ **ADAPTATION AND EVOLUTION:** Adaptation in animals, plants, theories and evidences of evolution, population
- **ACTIVITIES**
- ✍ To observe adaptations in cactus, leaf insect, butterfly, etc.
- ✍ **ENVIRONMENT:** Cycles in nature, energy transformation
- **ACTIVITIES**
- ✍ Visit to a greenhouse
- ✍ Growing a leguminous plant in the school garden
- ✍ **POLLUTION AND CONSERVATION:** Types of resources, conservation of environment
- **ACTIVITIES**
- ✍ Watch cds on pollution of various types
- ✍ Make a scrapbook of Indian wildlife and about Indian sanctuary and wildlife parks
- **PHYSICS**
- ✍ **FORCE AND WORK:** Inertia, mass and weight, work, simple machines

- **ACTIVITIES**
- ✍ To collect objects of daily use and classify as 1st, 2nd, 3rd, order level
- ✍ To observe the experiments showing inertia
- ✍ To construct a model of pulley
- ✍ **THE UNIVERSE:** Solar system, eclipses, phases of moon, tides
- **ACTIVITIES**
- ✍ Visit to a planetarium
- ✍ Observation of phases of moon and different constellations
- ✍ **LIGHT:** Reflection, Refraction, images formed by plane, convex concave mirrors and lenses and their uses
- **ACTIVITIES**
- ✍ Demonstration of the laws of reflection
- ✍ Model of a periscope
- ✍ Model of a kaleidoscope
- ✍ **HEAT:** Specific heat and its units, calculation of heat gained or lost, changes of state, latent heat of vaporization and fusion
- ✍ **ELECTRICITY:** Electrostatic attraction and repulsion, electroscope, electrostatic phenomena, charge, current, OHM's law, resistance, power, electrolysis, electromagnets
- **ACTIVITIES**
- ✍ To observe static charge using electroscope
- ✍ Model of an electroscope
- ✍ Demo of a simple circuit
- ✍ **MAGNETISM:** Magnetic fields, electromagnetic induction, A.C., D.C., the principle of the electric motor.
- **ACTIVITIES**
- ✍ Making an electromagnet

SOCIAL STUDIES CURRICULUM FOR THE YEAR 02-03

INTRODUCTION

The learning of Social Studies helps in acquiring awareness about one's wellbeing in the context of socio-civic environment. It develops an understanding of and interpreting the spatial and interactive relationship between man and the world around him. It helps in learning that the past can be represented and interpreted in different ways. A study of global perspective and appreciation of the world and the social, economic and political problems will enable the students to develop the problem solving skills, both inside and outside the classroom.

● **SYLLABUS CONTENT**

● **PRIMARY LEVEL**

- ✍ Provide opportunities for thinking, applying knowledge, acquiring skills like observation, classification, sequencing, map reading and picture reading
- ✍ Study of India's physical features, soil, environment, climate and states
- ✍ India's minerals and natural resources
- ✍ Transport & Communication
- ✍ Man and History
- ✍ Earth, Land & Landscape
- ✍ Climate of the world
- ✍ The struggle for freedom
- ✍ Independence
- ✍ More about constitution
- ✍ World organisations
- **ACTIVITIES**
 - ✍ Map work - to study basic elementary geographic details, i.e. location of India and Asia on the world map, physical divisions and the political divisions
 - ✍ To prepare models out of clay of different land forms
 - ✍ Plantation of different types of crops
 - ✍ Project work on transportation, different states and cultures
 - ✍ Visit to a Planetarium
 - ✍ Solving jigsaw puzzles

● **MIDDLE LEVEL**

History, Civics & Geography are introduced as a part of Social Studies from Class VI onwards:

○ **HISTORY**

- ✍ Promoting knowledge and understanding of India's common cultural heritage
- ✍ Study of Indian history and different ages
- ✍ The coming of different Empires and their downfall
- ✍ World situation in the 18th century
- ✍ Growth and consolidation of British rule in India
- ✍ Resurgence of India's Nationalism

○ **ACTIVITIES**

- ✍ Showing slides and films on Mohen-jodaro and Harappa
- ✍ Visit to Lothal
- ✍ Project on teachings of different religions
- ✍ Visit to Museum/ Sardar Memorial Hall
- ✍ To enact the role play of freedom fighters
- ✍ Experts to be invited to teach spinning on the "charkha"
- ✍ Film on freedom movement to be shown

○ **CIVICS**

- ✍ Civic life in community and the local institutions, as the foundation of participative democracy
- ✍ District officials, basic background and knowledge of all institutions
- ✍ Understanding of India's constitution and the functioning of the government and its various institutions
- ✍ Developing an awareness of the various social and economic challenges before India
- ✍ Understanding contemporary India & the world; become aware of current processes of change and related issues

○ **ACTIVITIES**

- ✍ To observe and prepare a report of daily activities in the surrounding areas
- ✍ Visit to the rural areas and perform "Shramyagna"
- ✍ To hold elections and to prepare manifestos
- ✍ To make a scrapbook of national symbols of any three countries
- ✍ To collect cartoons from newspapers relating to the

functions of the government

✍ Arrange debates and quizzes on the current affairs of the country

○ GEOGRAPHY

✍ **Planet:** Earth in the solar system

✍ **Globe:** Latitudes and longitudes, motions of the earth/rotation and revolutions

✍ **Map:** Distance, direction and symbols

✍ **India in the world:** Physiographic divisions

✍ **Environment in its totality :** Natural and human environment

✍ **Air :** composition, structure of atmosphere, natural vegetation and wildlife

✍ **Resources:** Natural and Human, their distribution and utilisation

✍ Agriculture and Industries

○ ACTIVITIES

✍ Developing certain basic skills which are acquired mainly through geography i.e. graphicacy, maps, explorations

✍ Reading and interpreting visual representation such as graphs, diagrams, photograph, maps

✍ To draw a solar system on a chart/ to make models

✍ To visit a sanctuary in Gujarat

✍ To prepare a report on observation about local cultural environment

✍ Vanmohotsav Celebration

✍ Visit to an Industry/ local agriculture farm

● CORE TEXTBOOKS

✍ Headway - Social Studies IV-V

✍ NCERT Textbooks of History, Civics & Geography from class VI onwards

✍ O.U.P. Atlas - IV - VIII

INFORMATION & COMMUNICATION TECHNOLOGY CURRICULUM FOR THE YEAR 02-03

INTRODUCTION

The study of Information Technology recognizes competencies expected of children at different stages therefore the syllabus has been developed as a continuum of a number of skills. Such skills are linked to the regular school curriculum. The students are involved in doing things, using IT Tools, searching for information and constructing knowledge through a dynamic process of learning. The students are encouraged to acquire the skills of using these IT Tools in their classroom from off-line (on CDs) and on-line (on the Web) sources. The study of IT does not aim for promotion of technology, but for bringing about changes in the content, process and the outcome of education.

SYLLABUS CONTENT

The skills and activities for computer learning at the Primary and Middle Level includes:

● PRIMARY LEVEL

○ FUNDAMENTAL OPERATIONS & CONCEPTS

✍ Communicate about basic technology of computer using the right vocabulary

✍ Use input and output devices to operate computers

✍ Communicate about internal technology operation using the right terminology

✍ Demonstrate functional operation of technology components - like keyboard, mouse, multimedia resources, educational software effectively

○ SOCIAL & ETHICAL ISSUES

✍ Work co-operatively in the classroom

✍ Practice responsible use of devices

✍ Acknowledge sources of information

✍ Safeguard system against viruses

○ IT TOOLS

✍ Work with folders and files

✍ Use outlook express as communication tool

✍ Use drawing tools for illustrations

✍ Use a word processor

● MIDDLE LEVEL

○ FUNDAMENTAL OPERATIONS & CONCEPTS

- ✍ Demonstrate functional operation of technology components
- ✍ When the system is not working properly, demonstrate an understanding of hardware, software and connectivity problems
- ✍ Recognise problems caused by viruses

○ SOCIAL & ETHICAL ISSUES

- ✍ Practice responsible use of software/hardware
- ✍ Exhibit legal and ethical behaviour
- ✍ Use anti-virus programmes and update them

○ IT TOOLS

- ✍ Use tools for publishing and presenting information
- ✍ Use interfaces/tools for data collection and analysis
- ✍ Use tools for analysing models
- ✍ Use LOGO as programming tool

○ COMMUNICATION TOOLS

- ✍ Communicate with others using electronic communication tools
- ✍ Collaborate with others using on-line resources
- ✍ Work in networked environment

○ TECHNOLOGY RESEARCH TOOLS

- ✍ Recognise electronic information sources
- ✍ Locate information from worldwide sources
- ✍ Evaluate the accuracy, relevance and bias in materials collected from worldwide resources

○ TOOLS FOR PROBLEM SOLVING

- ✍ Use IT resources for problem solving and self directed learning
- ✍ Select appropriate technology tools to interpret data and create a model using electronic spreadsheet

LIBRARY & INFORMATION SCIENCE CURRICULUM FOR THE YEAR 02-03

INTRODUCTION

In a world of ever increasing knowledge and rising competition, the information science curriculum equips the students to face challenges with confidence. The information science helps the students acquire necessary skills and abilities, both academic and social, which will enable the learner to differentiate between fact and fiction and will help them to think critically and creatively, communicate effectively, cooperate with others and respond to the needs of others.

SYLLABUS CONTENT

The skills and activities for information science learning at the primary and middle level includes:

● PRIMARY LEVEL

○ FUNDAMENTAL OPERATIONS AND CONCEPTS

- ✍ Knowledge of vocabulary used in information center
- ✍ Knowledge of usage of information sources available
- ✍ To inculcate reading habit
- ✍ To organize activities like
 - *Composition writing based on stories*
 - *Story telling sessions*
 - *Making of different projects on and given subject or topic*

○ INFORMATION TOOLS

- ✍ Create love and respect for information tools like books, cds, cassettes, etc.
- ✍ Access of information through index
- ✍ Access of information through internet/search engines

● MIDDLE LEVEL

○ FUNDAMENTAL OPERATIONS AND CONCEPTS

- ✍ To inculcate the habit of using information resources not only with reference to their learning for course requirement but also by learning, reading, pleasure, general knowledge and recreation
- ✍ Development of learning skills for accessing and collecting information on any topic
- ✍ Development of communication skills
- ✍ To organize activities like

- Quiz/Debate
- Book talk/review
- Book exhibition
- Presentation of projects on given topic/subject
- Talk by Author

○ **INFORMATION TOOLS**

- ✍ Consultation and reference service
- ✍ Guidance and advice service
- ✍ Accession of information through various resources including internet

○ **CORE INFORMATION RESOURCES**

- ✍ Reference sources like dictionaries, encyclopedias, year books, test papers, etc.
- ✍ Books and CD's on different subjects
- ✍ Educational magazines
- ✍ Books and magazines for light reading
- ✍ Hand book, Journal etc.

LIFE SKILLS CURRICULUM FOR THE YEAR 02-03

INTRODUCTION

The role of a woman has been revolutionalised in the modern era with gender equality, knowledge explosion and high technology. Today, a well adjusted woman in society is one who not only is a successful career-woman, but who also keeps her home and hearth warm, beautifying every aspect of her family and environment. In 'Life Skills' activity, the girls learn everything from personality development to good housekeeping, so that they can be an asset to society.

SYLLABUS CONTENT

The objective of helping students learn 'Life Skills' ensures developing of the following skills:

● **GROOMING**

- ✍ Good grooming from the moment they awake to the time they sleep
- ✍ Appropriate grooming for different occasions and events
- ✍ Personal hygiene

○ **CLOTHING**

- ✍ **Tailoring:** cutting, stitching, knitting
- ✍ Embroidery
- ✍ Knowledge about different kinds of fabrics, their uses and printing
- ✍ Laundry, taking care of clothes by washing, ironing and storing
- ✍ Knowledge about different soaps, detergents, cleaning liquids and their uses

○ **HOUSEKEEPING**

- ✍ Cleaning of the interior and exterior of the house
- ✍ Skills in interior decoration (western, ethnic, traditional)
- ✍ Etiquettes
- ✍ Banking and postal errands
- ✍ Minor household repairs
- ✍ Organising celebrations such as those of festivals, special occasions, etc.
- ✍ Handicrafts
- ✍ Care and use of household equipments

○ FOOD AND NUTRITION

- ✍ Cooking daily meals, different types of cuisines and specialities
- ✍ Planning of daily menus considering the nutritive values of different foods
- ✍ Processing and preservation of food products according to the season

ART & CRAFT CURRICULUM FOR THE YEAR 02-03

INTRODUCTION

Creative Arts enhance the learning process not only for fun and interaction but also to foster creativity and imagination. Students learn about the diverse roles and functions of art, craft and design in contemporary life, and in different times and culture. Students use colour, form, texture, pattern, different materials and process to represent their ideas and feelings. Creative Arts develop spiritual values and contribute a wider understanding to the experience of life.

SYLLABUS CONTENT

● PRIMARY / MIDDLE LEVEL

○ EXPLORING AND DEVELOPING IDEAS TO RECORD FROM EXPERIENCE AND IMAGINATION

- ✍ Introduction to art & design
- ✍ Enlarging a drawing with the help of a girl
- ✍ Observation of various living & non-living things in the surrounding for outdoorsketches, memory drawing, reflect painting

○ PROVIDING KNOWLEDGE & UNDERSTANDING OF

- ✍ Different kinds of arts, crafts and design in the locality and in a variety of genres, styles and traditions, for example, visits to museums, galleries, sites on the internet
- ✍ Stumping with brush techniques
- ✍ Stippling techniques in cube, cylinder, cone, sphere
- ✍ Silhouette painting
- ✍ Chinese painting
- ✍ Jute painting, Fabric painting, Glass painting

○ INVESTIGATING AND COMBINING VISUAL AND TACTILE QUALITIES OF MATERIAL & PROCESSES AND MATCH THESE QUALITIES TO THE PURPOSE OF THE WORK INCLUDING

- ✍ Colour, pattern and texture, line and tone, shape, form and space and how these elements can be combined and organized for different purposes
- ✍ Painting by making thumb, finger and vegetable impression
- ✍ Gum paintings, picture composition, pictures with the help of stencil and sponge

- ✍ Paper mosaic painting, Tiles mosaic painting, Wax-crayon painting
- ✍ Pottery
- ✍ Lino-cut prints
- ✍ Greeting card
- **WORKING WITH CLAY**
- ✍ Awareness about different varieties of clay and clay equipment and their use
- ✍ Important points to be taken care of
- ✍ Clay moulding
- ✍ Ball forms
- ✍ Coiling techniques
- ✍ Slab techniques
- ✍ Exposure to potter wheel
- **PAPER CRAFT**
- ✍ Origami
- ✍ Paper cutting and pasting and paper tearing
- ✍ Picture framing
- ✍ Card making
- ✍ Making envelopes
- ✍ Papier mache
- ✍ Mask making
- ✍ Puppet making
- ✍ Paper batik
- **COLLAGE WORK**
- **HANDICRAFTS**
- ✍ Working with cloths, bamboo, jute, etc.
- **ACTIVITIES RELATED TO LANGUAGE, MATHS & E.V.S.**
- **MACRAME**
- **PRINTING**
- **SCULPTING (PLASTER OF PARIS)**
- Colography (Collage + Graphic)

MUSIC & DANCE CURRICULUM FOR THE YEAR 02-03

INTRODUCTION

Music is the most universal of all arts. It makes links between the study of languages and other arts, history and the sciences. Music and Dance increases self discipline and creativity, aesthetic sensitivity and fulfillment. As an integral part of culture, it enables personal expression, reflection and emotional development.

SYLLABUS CONTENT

Students perform a range of musical and dance activities that build and integrate, listening, performing, composing and appraising skills in different styles with increasing understanding of musical devices, processes and contextual influences. Students use software designs and recording equipments to enable the exploration of music and dance.

● **PRIMARY LEVEL (STD. 4 & 5)**

- **BASIC FUNDAMENTALS OF INDIAN CLASSICAL MUSIC**
- **SWAR**
- ✍ Knowledge of Swars - Indian as well as Western notes
- ✍ Basic Alankars
- ✍ Swarmalika of different ragas
- ✍ Controlling sound through singing
- ✍ How sound can be made in different ways. i.e. vocalising, musical instruments.
- **BASIC FUNDAMENTALS OF INDIAN CLASSICAL DANCE**
- ✍ Basic exercises
- ✍ Basic steps
- ✍ Basic hand gestures
- ✍ Basic head movements, eye movements, neck movements
- ✍ Movement of hand and feet in coordination with rhythmic footsteps
- ✍ Songs expressed through hand gestures
- **TAAL**
- ✍ Basic taals of tabla
- ✍ Recitation of taals
- ✍ Knowledge of different layas through different songs

○ **PERFORMING SKILLS**

- ✍ Sing songs in unison and two parts, with clear diction, control of pitch
- ✍ Practice, rehearse and present performances with an awareness of the audience
- ✍ To know qualities & defects of musician
- ✍ Understand and learn from performing artists
- ✍ Event participation
- ✍ How songs can be expressed with different hand gestures and facial expressions
- ✍ Observing others walking, gestures in various moods
- ✍ To develop the concept of time in relation to space and body movement
- ✍ Different body movements according to the talent of students

○ **LEARN OTHER FORMS OF MUSIC AND DANCE**

- ✍ Light music
- ✍ Bhajans
- ✍ Folk and festive
- ✍ Patriotic songs
- ✍ Child - centered songs
- ✍ Dance on patriotic song
- ✍ Folk dance
- ✍ Dance on festive songs
- ✍ Dance on child-centered songs

○ **MUSIC AND DANCE APPRECIATION**

- ✍ Listen and Learn good music through audio and video
- ✍ See and learn good dance through video

○ **INSTRUMENTS - PLAYING SKILL**

- ✍ Play tuned instrument with control and accuracy i.e. harmonium, tabla, violin, flute
- ✍ Classification of different instruments

● **MIDDLE LEVEL**

○ **CLASSIFICATION OF MUSIC AND DANCE**

- ✍ Classical
- ✍ Semi-classical
- ✍ Light music

○ **KNOWLEDGE OF INDIAN CLASSICAL MUSIC**

○ **SWAR**

- ✍ Some complicated alankars
- ✍ Swarmalika in different ragas
- ✍ Knowledge of writing notations of a song
- ✍ How the combined musical elements of pitch, tempo, timbre can be organized within musical structures
- ✍ Different aspects of voice culture

NOTATION

- ✍ Basic knowledge of Indian and western notations

○ **BASIC FUNDAMENTALS OF INDIAN CLASSICAL DANCE**

- ✍ Basic exercises
- ✍ Basic steps
- ✍ Basic hand gestures
- ✍ Basic head movements, eye movements, neck movements
- ✍ Movement of hand and feet in coordination with rhythmic footsteps
- ✍ Songs expressed through hand gestures
- ✍ Some complicated dance movement

○ **TAAL**

- ✍ Knowledge of different taals
- ✍ Recitation of taals
- ✍ Knowledge of laya & different laya patterns through different songs

○ **PERFORMING SKILLS**

- ✍ Same as primary level

○ **DANCE**

- ✍ How song can be expressed with different hand gestures and facial expressions
- ✍ Observing others walking, gestures in various moods
- ✍ To develop the concept of time in relation to space and body movements
- ✍ Different body movements according to the talent of students
- ✍ Creating different geometric shapes through body movements

○ **LEARN OTHER FORMS OF MUSIC AND DANCE**

- ✍ Light music
- ✍ Bhajans
- ✍ Folk and festive

- ✍ Patriotic songs
- ✍ Child-centered songs
- ✍ Dance on patriotic song
- ✍ Folk dance
- ✍ Dance on festive songs
- ✍ Dance on different themes
- **MUSIC AND DANCE APPRECIATION**
- ✍ Listen and learn good music through audio and video
- ✍ See and learn good dances through video
- **INSTRUMENTS - PLAYING SKILL**
- ✍ Play tuned instrument with control and accuracy i.e. harmonium, tabla, violin, flute
- ✍ Classification of different instruments

PHYSICAL EDUCATION CURRICULUM FOR THE YEAR 02-03

INTRODUCTION

Exercise activates the brain and gives energy for everything. Physical education provides opportunities for students to be creative, competitive and to face up to different challenges as individuals and in groups and teams. Students learn about themselves, their capabilities, their potential and their limitations. By listening, watching and experimenting, students learn how to plan, perform and evaluate actions, ideas and performance to improve their quality and effectiveness.

● SYLLABUS CONTENT

- **SELECTING, ACQUIRING AND APPLYING SKILLS**
- ✍ Introduction to games, rules, measurement & techniques
- ✍ Use equipments in different ways for developing skills in playing games i.e. play simple, competitive net, striking and fielding using simple tactics
- ✍ **Games:** Badminton, Table Tennis, Volleyball, Basketball, Kho-kho, Kabaddi, Athletics
- **APPLY SKILLS & ACTIONS IN SEQUENCE AND COMBINATION**
- ✍ Perform basic skills in being still, finding space and using it safely, both on floor & using apparatus
- ✍ Choose and link skills and actions in short movement phrases e.g. clear beginning, middle and end and contrasts in direction, level and speed.
- ✍ Develop the range of skills in balancing, taking off and landing, turning and rolling
- **GYMNASTIC ACTIVITIES**
- ✍ Rolls, bridge, back walkover, forward walkover, cartwheel.
- **ALL ROUND PHYSICAL FITNESS**
- ✍ Develop skills for meditation necessary for peace of mind and body, self-control, rejuvenating themselves
- ✍ For mind-body integration develop skills in yogasans activities- padmasan, suryanamskar, halasan, chakrasan, dhanurasan
- **A RANGE OF ORIENTING SKILLS WITH PEER GROUPS**
- ✍ Take part in outdoor activities challenges, develop quality like cooperation, identify the roles and responsibilities of individuals

within a group when planning strategies

- ✍ Meet challenges and outdoor activities conditions and situations
- ✍ Develop sportsman spirit, team spirit, leadership skills
- ✍ **Outdoor Activities:** Kabbadi, Kho-kho, Volleyball, Basketball, Athletics, etc.
- ✍ **Athletics Activities:** Running, jumping and throwing techniques, sprint practices
- ✍ **Other Activities:** mass drill, indigenous, calisthenics exercises, etc.
- **KNOWLEDGE & UNDERSTANDING OF FITNESS & HEALTH**
- ✍ To be healthy, fit and active
- ✍ Combine & develop stamina, endurance through regular exercises
- ✍ Regular diet, discipline, punctuality and practice meditation

“The heart of Education is
Education of the Heart,
Mind and Spirit.
This is not achieved by chance
But by great effort
And care,
Both by the students and
The schooling system
That meets these needs.”

**His Divine Holiness
Pramukh Swami Maharaj**

FOR MORE INFORMATION

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