

NEW ERA PUBLIC SCHOOL, DWARKA

SYLLABUS (2026 - 27)

CLASS: VII

SUBJECT: ENGLISH

Month and working days	Topics and Sub topics	Learning Outcomes	Pedagogical Processes including Art-Integrated projects
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TERM-I

<b>APRIL</b> (22)	<p><u>Literature:</u> O Captain! My Captain! (Poem)</p> <p>Model Millionaire (Prose)</p> <p><u>Grammar:</u> Nouns, Pronouns, Homophones and Homonyms</p> <p><u>Writing:</u> Diary Entry</p>	<p>The learner will be able to:</p> <ol style="list-style-type: none"> <li>1. Think critically and understand the theme.</li> <li>2. Differentiate among different types of nouns and pronouns, and understand their uses.</li> <li>3. Understand the difference between homophones and homonyms.</li> <li>4. Understand the format of a diary entry.</li> </ol>	<ol style="list-style-type: none"> <li>1. Class discussion</li> <li>2. Discussion on sample diary entries.</li> </ol>
<b>MAY</b> (21)	<p><u>Literature:</u> The Ballad of Gum (Poem)</p> <p><u>Grammar:</u> Adjectives, Modals</p> <p><u>Writing:</u> Notice Writing</p>	<p>The learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Read and analyze the poem and identify the poetic devices used.</li> <li>2. Identify different types of adjectives and modals along with their use case.</li> <li>3. Write a notice with appropriate format.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recitation</li> <li>2. Class Discussion</li> <li>3. Sample notice writing</li> </ol>
<b>JUNE</b>	<b>SUMMER</b>	<b>BREAK</b>	
<b>JULY</b> (25)	<p><u>Literature:</u> The story of Ali Cogia (Prose)</p> <p><u>Grammar:</u> Tenses</p> <p><u>Writing:</u> Article Writing</p>	<p>The learner will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the context and facts of the poem.</li> <li>2. Identify and transform sentences into different types of tenses.</li> <li>3. Write an article with proper format.</li> </ol>	<ol style="list-style-type: none"> <li>1. Write a farewell speech for your friend.</li> <li>2. Sample article writing.</li> </ol>
<b>AUGUST</b> (21)	<p><u>Literature:</u> Goodbye Party for Miss Pushpa T.S. (Poem)</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. answer the questions based on the lesson.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sample informal letter.</li> <li>2. Practice</li> </ol>

	<u>Grammar:</u> Prepositions, Conjunctions  <u>Writing:</u> Informal Letter	2. understand and use different types of prepositions and conjunctions.	worksheets on prepositions and conjunctions.
<b>SEPTEMBER (23)</b>	<b>REVISION AND</b>	<b>MID TERM EXAM</b>	

## TERM-II

<b>OCTOBER (18)</b>	<u>Literature:</u> The Legend of Ka Panshandi, the Lazy Tortoise (Prose)  Father (Poem)	Learners will be able to: 1. understand the context and facts of the prose. 2. read the poem and appreciate the role of father figure in their lives.	1. Class Discussion 2. Analyze and offer opinions on the role of parents in our lives.
<b>NOVEMBER (18)</b>	<u>Literature:</u> Our Beloved President (Prose)  Abandoned Dog (Poem)  <u>Grammar:</u> Subject Verb Agreement  <u>Writing:</u> Formal Letter	Learners will be able to: 1. identify details, characters, main idea, plot in the given text. 2. read and understand a simple, classic lyrical poem.	1. Discussion on the rules of subject verb agreement. 2. Sample Formal letter
<b>DECEMBER (23)</b>	<u>Grammar:</u> Articles, Active and Passive Voice	Learners will be able to: 1. know the correct usage of articles. 2. change the active voice into passive.	1. Discussion on definite and indefinite articles. 2. Worksheets on Active and Passive Voice
<b>JANUARY (16)</b>	<u>Literature:</u> The Three Questions (Prose)  <u>Grammar:</u> Reported Speech	Learners will be able to: 1. read, comprehend and analyze the prose. 2. comprehend the difference in the function of direct and indirect speech and demonstrate the ability to transform from one to another.	1. Quizzes 2. Class Discussion 3. Enact the story as a play.
<b>FEBRUARY (22)</b>	<b>REVISION</b>		
<b>MARCH (20)</b>	<b>ANNUAL</b>	<b>EXAMINATION</b>	

न्यू इरा पब्लिक स्कूल, द्वारका

पाठ्यक्रम (2026-27)

कक्षा - सातवीं

विषय - हिंदी

माह	पाठ्य-पुस्तक	भाषा	लेखन कौशल
अप्रैल	1. वरदान 2. देशप्रेम का दाम	1. राजभाषा: हिंदी 2. संधि 3. वर्तनी शुद्धिकरण	1. अनुच्छेद लेखन
मई	1. मैं हूँ सूज़ा तमांग	1. सर्वनाम 2. लिंग और वचन	1. पत्र लेखन (अनौपचारिक)
जुलाई	1. कोशिश करने वालों की कभी हार नहीं होती 2. जानकी अम्माल	1. विशेषण 2. कारक	1. चित्र वर्णन
अगस्त	1. प्रायश्चित	1. क्रिया 2. मुहावरे और लोकोक्तियाँ	1. नारा लेखन
सितंबर	मध्यावधि परीक्षा हेतु पुनरावृत्ति	पुनरावृत्ति	पुनरावृत्ति

अक्टूबर	1. गुमनाम नायक	1. काल 2. पर्यायवाची शब्द	1. विज्ञापन लेखन
नवंबर	1. खुराफ़ाती 2. सरिता	1. अविकारी शब्द 2. विलोम शब्द	1. चित्र वर्णन
दिसंबर	1. यहाँ शब्द नहीं तीर बोलते हैं	2. अनेक शब्दों के लिए एक शब्द	1. पत्र लेखन (औपचारिक)
जनवरी	1. मॉरिशस: छोटा सा हिंदुस्तान	1. वाक्य 2. वाक्य संबंधी अशुद्धियाँ	1. अनुच्छेद लेखन

फ़रवरी	वार्षिक परीक्षा हेतु पुनरावृत्ति	पुनरावृत्ति	पुनरावृत्ति
मार्च	वार्षिक परीक्षा	वार्षिक परीक्षा	वार्षिक परीक्षा

**SYLLABUS (2026-27)**  
**CLASS: VII**  
**SUBJECT: Mathematics**

Month & Working Days	Topic & Sub Topics	Learning Outcomes	Pedagogical Process including Art-integration Project & Competency-based Learning
TERM 1			
APRIL (22)	<u>BOOK I</u>		AIL

	<p>Chapter 1 – Large Number Around Us</p> <p>Chapter 2 – Arithmetic Expressions</p>	<ul style="list-style-type: none"> <li>• Read, Write and Represent large numbers using placement according to Indian and International system.</li> <li>• Creating smallest and greatest numbers using the given set of digits.</li> <li>• Multiplication of numbers in patterns.</li> <li>• Finding average of numbers.</li> <li>• Interpretation of numerical expressions involving brackets and order of operations (BODMAS).</li> <li>• Applying various properties to simplify calculations.</li> <li>• Translating word problems into mathematical expressions.</li> <li>• Comparison of two different expressions without complete calculations.</li> </ul>	<ul style="list-style-type: none"> <li>• Present large numbers through creative charts, infographics or 3-D models.</li> </ul> <p>CBL</p> <ul style="list-style-type: none"> <li>• Comprehend and compare numbers upto crores and beyond.</li> <li>• Read write and expand large numbers in Indian and International system</li> </ul> <p>CBL</p> <ul style="list-style-type: none"> <li>• Applying mathematical operations and evaluating arithmetic expressions with brackets.</li> </ul>
MAY (21)	<p>Chapter 3 – A Peek Beyond the Point</p> <p>Chapter 4 - Expressions using Letter-Numbers</p>	<ul style="list-style-type: none"> <li>• Understand decimal place value of tenths, hundredths and thousandths after the decimal point.</li> <li>• Apply decimals to represent exact length, weight and currency and converting their units decimals.</li> <li>• Locating and comparing decimals on number line.</li> <li>• Perform addition subtraction and basic multiplication and division of decimal numbers.</li> </ul> <p>Learning outcomes aim at:</p> <ul style="list-style-type: none"> <li>• Understanding variables, forming algebraic expressions from word problems and simplifying expressions using addition / subtraction</li> </ul>	<p>AIL</p> <ul style="list-style-type: none"> <li>• Practical application of decimals using various objects like flower, robot.</li> <li>• Art form: Visual art / Grid art</li> </ul> <p>CBL</p> <ul style="list-style-type: none"> <li>• Building Algebraic thinking by translating verbal phrases into mathematical expressions, substituting values and identifying variables / constants</li> </ul>
JUNE	SUMMER VACATIONS		
JULY (25)	<p>Chapter 5- Parallel and Intersecting Lines</p> <p>Chapter 6 -</p>	<ul style="list-style-type: none"> <li>• Definition and identification of intersecting lines, perpendicular lines, parallel lines.</li> <li>• Understanding and calculation of angles formed by these lines.</li> <li>• Properties and angles of parallel lines cut by a transversal.</li> <li>• Divisibility rules, understanding parity, solving cryptarithms and exploring patterns like magic</li> </ul>	<p>AIL</p> <ul style="list-style-type: none"> <li>• Maths working model on parallel and transversal lines.</li> </ul> <p>AIL</p>

	Number Play	square and the virahanka fibonacci sequence.	<ul style="list-style-type: none"> <li>Draw a fibonacci spiral and turn it into a piece of art such as snail shell, a sunflower seed arrangement etc.</li> </ul>
AUGUST (21)	Chapter 7 – A Tale of Three Intersecting Lines	<ul style="list-style-type: none"> <li>Understanding of triangles formed by intersecting lines.</li> <li>Classifying triangles by sides / angles.</li> <li>Applying various properties of triangles, triangles inequality and constructing triangles with compass.</li> </ul>	<p>AIL</p> <ul style="list-style-type: none"> <li>A 3-D model of : <ul style="list-style-type: none"> <li>i) Exterior angle property of triangle.</li> <li>ii) Angle sum property of triangle</li> </ul> </li> </ul>
SEPTEMBER (23)	Chapter 8 – Working with Fractions	<ul style="list-style-type: none"> <li>Finding equivalent fractions, addition and subtraction of fractions, multiplication and division of fractions.</li> </ul>	<p>AIL</p> <ul style="list-style-type: none"> <li>Fraction Bird / Animal model.</li> </ul>
		MID TERM	
OCTOBER (18)	BOOK II Chapter 1 – Geometric Twins	<ul style="list-style-type: none"> <li>Introduction to congruence of plane figures, including SAS congruence and triangle construction.</li> </ul>	<p><b>CBL - "Superposition Audit."</b> Using tracing paper to test congruency of various shapes found in the classroom (notebooks, chairs) and identifying corresponding vertices.</p> <p><b>AIL - "Rangoli Congruence."</b> Students design a traditional Rangoli pattern using only congruent triangles, squares, or circles to showcase artistic symmetry and congruence.</p>
NOVEMBER (18)	Chapter 2 – Operations with Integers Chapter 3 – Finding Common Ground	<ul style="list-style-type: none"> <li>Multiplication and division of positive and negative integers using the token model.</li> <li>Concepts of common factors, common multiples, prime factorization, HCF, and LCM.</li> </ul>	<p><b>CBL - "The Banking Game."</b> Students manage a bank account with positive (deposits) and negative (withdrawals) integers to understand financial transactions, profit/loss, and interest.</p> <p><b>AIL - "Storytelling with Integers."</b> Students create a comic strip where the protagonist navigates a submarine (depth is negative, height is positive) or a hilly terrain, illustrating addition/subtraction of integers.</p>
DECEMBER (23)	Chapter 4 – Another Peek Beyond the Point Chapter 5 – Connecting the Dots	<ul style="list-style-type: none"> <li>Decimals—Multiplication and Division, focusing on practical and systematic handling of decimals.</li> <li>Statistics, introduction to central tendency (mean, median, mode).</li> </ul>	<p>CBL - "Class Survey." Students collect data on favorites (foods, hobbies) or academic performance, calculate the average, and determine the mode, representing the findings with a bar graph.</p>

			AIL - "Infographic Poster." Students use colorful artistic skills to create a data-driven infographic for topics like "Energy Usage in School" or "Favorite Sports," making data visually appealing.
JANUARY (16)	Chapter 6 – Constructions and Tilings	<ul style="list-style-type: none"> <li>Practical geometry and patterns in shapes.</li> </ul>	<p>CBL - Understanding the mathematical rules that allow certain shapes to "tile" (tessellate) a plane without gaps or overlaps.</p> <p>AIL - Students can create "Escher-style" art by using regular polygons to tile a surface. This integrates geometry with visual arts to explore symmetry and repetition.</p>
FEBRUARY (22)	Chapter 7 – Finding the Unknown	<ul style="list-style-type: none"> <li>Algebra and simple equations, introducing variables (e.g., x, y) and rules of arithmetic.</li> </ul>	<p><b>CBL - "Number Puzzle Detective."</b> Solving word problems that involve "finding the missing number" in a detective story setting.</p> <p><b>AIL - "Algebraic Mandala."</b> Creating patterns where the size of shapes is determined by solving an equation, resulting in a complex geometric Mandala.</p>
MARCH (20)			

**NEW ERA PUBLIC SCHOOL, DWARKA SYLLABUS (2026 - 27)**

**CLASS: VII**

**SUBJECT: SCIENCE**

Month & Working Days	Topic & Sub topics	Learning Outcomes	Pedagogical Processes including Art-integration Project & Competency-based Learning
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TERM I

<p>APRIL (22)</p>	<p>Chapter 1- Acids, Bases and Salts Properties of acids and bases Their uses Indicators, Neutralization reaction Daily life uses</p> <p>Chapter 2- Life processes in Animals Steps of Nutrition Human Digestive System Digestion in Ruminants Feeding and digestion in Amoeba Respiration in Organisms Anaerobic and aerobic respiration, breathing Respiration in Humans Breathing, breathing in other animals, plant respiration.</p>	<p>Differentiate between acid and bases. Identify the effect of indicators on acids and bases. study uses of neutralisation reaction.</p> <p>Identify and explain the functions of all the parts of human digestive system. Describe the digestion in ruminants. Explain the digestion in amoeba. Differentiate between anaerobic and aerobic respiration.</p> <p>Explain the respiration in humans</p>	<p>AIL: Effects of turmeric solution on acids and bases ,Effects of indicators on acids, bases and salts Neutralisation reaction Formation of copper sulphate crystals CBL: Students will understand the effects of indicators on acids and bases. They will understand the properties of acids in daily life.</p> <p>AIL: Activity on: Effect of saliva on starch. Story writing on digestion of food in humans. CBL: Students will be able to explain the role of different organs in digestion in humans. AIL:Study of mechanism of breathing through model. Study of changes in breathing rate under different conditions. CBL: Students will understand the concept of respiration in different organisms. They will understand the difference between exhalation and inhalation .</p>
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<p>May (21)</p>	<p>Chapter 3 – Heat Heat and Temperature Scales to measure temperature, Laboratory thermometer, Transfer of heat(Conduction, convection and radiation), Kinds of cloths we wear in summer and winter.</p> <p>Chapter 4- Life processes in Plants Mode of nutrition in plants, Photosynthesis, Other modes of Nutrition in plants: insectivorous plants, Saprophytes How nutrients are replenished in the soil</p>	<p>Differentiate between heat and temperature. Measure the body temperature. Differentiate between the modes of transfer of heat</p> <p>After the completion of the chapter, the students will be able to: Identify different types of nutrition in plants. Differentiate between them . Explain the replenishment of nutrients in soil</p>	<p>AIL: Measurement of body temperature using thermometer. Activity on: Conduction of heat and Convection of heat. CBL: Students will apply the concept of conduction, convection and radiation in daily life.</p> <p>AIL: Fungal growth on bread. Module on types of nutrients. Activity on presence of starch in leaves. CBL: Students will be able to understand the steps involved in photosynthesis.</p>
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<p>JULY (25)</p>	<p>Chapter 5- Physical and Chemical Changes Explanation of types of changes with example Rusting and its prevention Crystallisation</p> <p>Chapter 6- Electric current and its effects Symbols of electric components, heating effect of electric current, magnetic effect of electric current, electromagnet , electric bell</p>	<p>Differentiate between types of changes. Give example for each. Form the crystals of copper sulphate.</p> <p>Identify the symbols of electric components. Explain the construction and working of electric bell. Describe the electric effect of electric current</p>	<p>AIL: Example of physical and chemical changes Reaction between iron and copper sulphate. CBL: Students will apply the knowledge of physical and chemical changes in daily life. They will identify the types of changes in daily life.</p> <p>AIL: Model making of parallel and series connection. Making of electric circuit. Making of electromagnet. CBL: Students will apply the knowledge in handling electric appliances in daily life</p>
<p>AUGUST (21)</p>	<p>Chapter 7- The ever evolving world of Science</p> <p>Chapter 8 Metals and Non metals</p>	<p>Define various scientific terms</p> <p>Differentiate between metals and non metals based on physical and chemical properties.</p>	<p>AIL: Reaction of metals and non metals with oxygen and water and acid. CBL: Students will observe the reactions and properties of metals and non metals around them.</p>
<p>SEPTEMBER (23)</p>	<p>Revision and Mid-Term Examination</p>		
<p>TERM II</p>			

OCTOBER (18)	Chapter 09 - Motion and Time Slow and fast motion, measurement of time, simple pendulum, Uniform and non uniform motion .Measuring speed, distance time graph	Explain the terms related to pendulum. Differentiate between uniform and non uniform motion. Plot the graph of given data.	AIL: Explaining different terms related to a simple Pendulum using a module. CBL: Students will apply the knowledge in solving the numericals related to speed.
NOVEMBER (18)	Chapter 10- Light Light travels in straight line, reflection of light, spherical mirrors, lenses, images formed by lenses, dispersion	.Give example of rectilinear propagation of light  Identify the types of image formed by spherical mirror and lens.	AIL::Reflection of light. Images formed by concave and convex mirrors and lens.Study of dispersion phenomena using prism. CBL: Students will understand the concept of atmospheric refraction, dispersion and their application in daily life.
DECEMBER (23)	Chapter 11- Adolescence:A stage of growth and change; Growing with age, Physical , emotional changes,Changes that indicates reproductive capability,personal hygiene, Physical activities	Identify different changes during adolescence and methods to deal with them.	AIL:Making a flow char of changes that you see in you. CBL: Students will know about the scientific reasons for the changes and wats to deal with their emotions.
JANUARY (16)	Chapter 12- Earth , Moon and the Sun Rotation of the earth,Days and night, seasons,revolution of earth,night sky,Eclipses -Solar and Lunar.	Explain the various fascinating facts related to universe.  Identify the difference between lunar and solar eclipse	AIL:Module on formation of seasons and night sky. Case study on any artificial satellite CBL: Students will understand the various reasons for the formation of seasons.
FEBRUARY (22)	Revision and Annual Examination		
March (21)	Annual Examination		

**NEW ERA PUBLIC SCHOOL, DWARKA**  
**SYLLABUS (2026-27)**  
**CLASS: VII**  
**SUBJECT: SOCIAL SCIENCE**

<b>Month &amp; Working Days</b>	<b>Topic &amp; Sub topics</b>	<b>Learning Outcomes</b>	<b>Pedagogical Processes including Art-integration Project &amp; Competency-based Learning</b>
<b>TERM I</b>			
<b>APRIL (22)</b> <b>Exploring society:India and beyond</b> <b>PART 1</b>	<b>Chapter – 1</b> <b>Geographical diversity of India</b>  <b>-Meaning of geographical diversity</b> <b>-Physical features of India</b> <b>-Climate and seasons</b> <b>-Natural vegetation and wildlife</b> <b>-Human adaptation</b>  <b>Ch– 2</b> <b>Understanding the weather</b>  <b>-Weather and Climate Difference between weather and climate</b> <b>-Elements of Weather</b> <b>Temperature, humidity, rainfall, wind</b> <b>-Weather Instruments</b> <b>Thermometer, rain gauge, wind vane</b> <b>-Weather Reports</b> <b>Reading and interpreting weather data</b>  <b>Ch -3</b> <b>Climates of</b>	<b>Students should be able to Understand-</b>  <b>-Explain geographical diversity</b> <b>-Identify physical features on map</b> <b>-Understand climate influence on life</b> <b>-Appreciate environmental diversity</b>  <b>Students should be able to understand-</b>  <b>-Differentiate between weather and climate</b> <b>-Identify elements affecting weather</b> <b>-Understand how weather is measured</b> <b>-Interpret simple weather reports</b>  <b>Students should be able to understand-</b>	<b>-Map work and atlas activities</b> <b>Group discussion on regional diversity</b> <b>-Use of videos and visuals</b> <b>-Art Integration:</b> Create a relief map or landscape collage <b>-Competency-Based Learning:</b> Compare life in mountains, plains, and deserts <b>Analyze how geography affects occupation</b>  <b>-Daily weather observation activity</b> <b>Demonstration of instruments</b> <b>-Art Integration:</b> Draw and label weather instruments <b>-Competency-Based Learning:</b> Maintain a weekly weather chart <b>Analyze weather changes</b>  <b>-Case studies of different regions</b> <b>-Map work on rainfall distribution</b> <b>-Art Integration:</b> Climate zone

	<p><b>India</b></p> <ul style="list-style-type: none"> <li>-Types of Climate Tropical, desert, mountain climate</li> <li>-Monsoon System Southwest and northeast monsoon</li> <li>-Regional Variations Differences in rainfall and temperature</li> <li>-Impact on Life Agriculture, lifestyle, occupations</li> </ul>	<ul style="list-style-type: none"> <li>-Explain the climatic conditions of India</li> <li>-Understand the importance of the monsoon</li> <li>-Analyze regional climate variations</li> <li>-Relate climate to human activities</li> </ul>	<p>map</p> <p><b>-Competency-Based Learning:</b> Interpret rainfall data Suggest ways to adapt to climate</p>
<p><b>MAY (10)</b></p>	<p><b>Ch -4 New Beginning: cities and states</b></p> <ul style="list-style-type: none"> <li>-Early Urbanisation Growth of towns and cities</li> <li>-Janapadas and Mahajanapadas</li> <li>-Formation of early states</li> <li>-Life in Cities Trade, occupations, administration</li> </ul> <p><b>Ch -5 The rise of empires</b></p> <ul style="list-style-type: none"> <li>-Meaning of Empire</li> <li>-Mauryan Empire Expansion and administration</li> </ul>	<p><b>Students should be able to understand-</b></p> <ul style="list-style-type: none"> <li>-Understand the rise of cities and states</li> <li>-Explain features of early urban life</li> <li>-Identify importance of trade and administration</li> </ul> <p><b>Students should be able to understand-</b></p> <ul style="list-style-type: none"> <li>-Explain how empires are formed</li> <li>-Describe features of the - Mauryan Empire</li> <li>-Understand Ashoka's contributions</li> <li>-Analyze governance systems</li> </ul>	<ul style="list-style-type: none"> <li>-Timeline creation</li> <li>-Storytelling of early cities</li> <li>-<b>Art Integration:</b> Model of an ancient city</li> <li>-<b>Competency-Based Learning:</b> Compare ancient and modern cities Analyze reasons for urban growth</li> <li>-Role play (Ashoka's court)</li> <li>-Discussion on leadership</li> <li>-<b>Art Integration:</b> Map of Mauryan Empire</li> <li>-<b>Competency-Based Learning:</b></li> </ul>

	<p><b>-Ashoka's Rule Policies and Dhamma</b> <b>-Governance Systems</b></p> <p><b>Ch -6 The age of reorganisation</b></p> <p><b>-Political Changes</b> <b>-Decline of empires</b> <b>-Regional Kingdoms</b> <b>-Rise of smaller states</b> <b>-Social and Economic Changes</b></p>	<p><b>Students should be able to understand-</b></p> <p>-Understand political transitions -Explain rise of regional powers -Analyze social and economic developments</p>	<p>Evaluate Ashoka as a ruler</p> <p>Compare ancient governance with modern</p> <p>-Group discussion</p> <p>-Timeline activity</p> <p><b>-Art Integration:</b> Chart showing political changes</p> <p><b>-Competency-Based Learning:</b></p> <p>Identify causes of change</p> <p>Compare different regions</p>
<b>JUNE</b>		<b>SUMMER VACATIONS</b>	
<b>JULY (25)</b>	<p><b>Ch-7 The Gupta era - An age of tireless Creativity</b></p> <p><b>-Gupta Rulers. - Achievements in Science, Mathematics, and Astronomy -Art and Literature Architecture, Sanskrit literature</b> <b>-Cultural Development</b></p> <p><b>Ch-8 How the land became sacred</b></p> <p><b>-Sacred Landscapes Rivers, mountains, pilgrimage sites</b></p>	<p><b>Students should be able to understand-</b></p> <p><b>-Describe achievements of the Gupta period</b> <b>-Understand contributions in science and art</b> <b>-Appreciate India's cultural heritage</b></p> <p><b>Students should be able to understand-</b></p> <p>-Understand the concept of sacred geography</p> <p>-Explain importance of</p>	<p>-Research-based learning</p> <p>-Presentation on Gupta achievements</p> <p><b>-Art Integration:</b> Create Gupta-style artwork</p> <p><b>-Competency-Based Learning:</b> Evaluate contributions of the Gupta period Relate past achievements to present</p> <p>-Storytelling and discussion</p> <p>-Sharing personal experiences</p> <p><b>-Art Integration:</b> Draw sacred places</p>

	<p><b>-Religious Traditions Beliefs and practices</b> <b>-Cultural Significance</b></p> <p><b>Ch-9 From the Rulers to the Ruled – Types of Governments</b></p> <p><b>-Forms of Government Monarchy, democracy</b> <b>-Features of Democracy Equality, participation</b> <b>-Role of Citizens</b></p>	<p>pilgrimage</p> <p>-Appreciate cultural traditions</p> <p><b>Students should be able to understand-</b></p> <p>-Differentiate types of governments</p> <p>-Understand democratic principles</p> <p>-Explain citizen participation</p>	<p><b>-Competency-Based Learning:</b> Reflect on cultural values Compare traditions</p> <p>-Debate and discussion</p> <p>-Mock election activity</p> <p><b>-Art Integration:</b> Poster on democracy</p> <p><b>-Competency-Based Learning:</b> Analyze real-life democratic practices. Decision-making exercises</p>
<p><b>AUGUST (21)</b></p>	<p><b>Ch-10 The Constitution of India – An Introduction</b></p> <p><b>-Meaning of Constitution</b> <b>-Key Features Justice, liberty, equality</b> <b>-Fundamental Rights and Duties</b></p> <p><b>Ch-11 From Barter to Money</b></p> <p><b>-Barter System Meaning and limitations</b> <b>-Evolution of Money Coins, paper, digital</b> <b>-Modern Currency</b></p> <p><b>Ch -12 Understanding Markets</b></p>	<p><b>Students should be able to understand-</b></p> <p>-Explain importance of the Constitution</p> <p>-Identify key features</p> <p>-Understand rights and duties</p> <p><b>Students should be able to understand-</b></p> <p>-Explain evolution of money</p> <p>-Understand need for currency</p> <p>-Identify modern payment systems</p> <p><b>Students should be able to understand-</b></p>	<p>-Case study discussion</p> <p>-Reading Preamble</p> <p><b>-Art Integration:</b> Poster on rights and duties</p> <p><b>-Competency-Based Learning:</b> Apply rights in real-life situations Analyze case scenarios</p> <p>-Role play (barter system)</p> <p>-Discussion on evolution of money</p> <p><b>-Art Integration:</b> Design currency notes</p> <p><b>-Competency-Based Learning:</b> Solve exchange problems Compare barter vs money</p> <p>-Market survey activity</p>

	<ul style="list-style-type: none"> <li>-Types of Markets Local, national, online</li> <li>-Buyers and Sellers</li> <li>-Demand and Supply</li> <li>-Role of Markets in Economy</li> </ul>	<ul style="list-style-type: none"> <li>-Explain how markets function</li> <li>-Understand demand and supply</li> <li>-Identify different types of markets</li> </ul>	<ul style="list-style-type: none"> <li>-Group discussion</li> <li>-<b>Art Integration:</b> Draw a market scene</li> <li>-<b>Competency-Based Learning:</b> Budget planning activity Analyze real-life market situations</li> </ul>
SEPTEMBER (23)	<b>Revision and Mid-Term Examination</b>		
<b>TERM II</b>			
<b>OCTOBER (18)</b>  <b>Exploring society:India and beyond PART 2</b>	<b>Ch-1 The Story of Indian Farming</b>  <ul style="list-style-type: none"> <li>-Meaning and importance of farming</li> <li>-Types of farming (subsistence, commercial)</li> <li>-Agricultural seasons (Kharif, Rabi, Zaid)</li> <li>-Crops of India</li> <li>-Challenges faced by farmers</li> </ul> <b>Ch-2 India and Her Neighbours</b>  <b>Geographical Location of India</b> <ul style="list-style-type: none"> <li>-India's position in South Asia</li> <li>- Neighbourin</li> </ul>	<b>Students will be able to understand-</b>  <ul style="list-style-type: none"> <li>-Explain the importance of agriculture in daily life and national economy</li> <li>-Differentiate between types of farming practices</li> <li>-Identify and classify crops based on seasons</li> <li>-Understand real-life problems faced by farmers</li> <li>-Develop awareness about sustainable farming practices</li> </ul> <b>Student should be able to understand-</b>  <ul style="list-style-type: none"> <li>-Locate and identify India's neighbouring countries on a map</li> <li>-Explain India's relationship with neighbouring nations</li> <li>-Understand the</li> </ul>	<ul style="list-style-type: none"> <li>-Discussion on students' local agricultural practices</li> <li>-Preparation of crop calendar</li> <li>-Use of videos/images to explain farming techniques</li> <li>-<b>Art Integration:</b> Draw and label the farming cycle or create a model of a farm</li> <li>-<b>Competency-Based Learning:</b> Case study on a farmer's life</li> <li>- Problem-solving activity: Suggest solutions to farming challenges</li> <li>-Map marking activities</li> <li>-Group discussion on international relations</li> <li>-<b>Art Integration:</b> Create a colorful political map of South Asia</li> <li>-<b>Competency-Based Learning:</b></li> </ul>

	<p><b>g Countries</b>  <b>Pakistan,</b>  <b>Afghanistan,</b>  <b>China,</b>  <b>Nepal,</b>  <b>Bhutan,</b>  <b>Bangladesh,</b>  <b>Myanmar,</b>  <b>Sri Lanka</b>  <b>-Relations</b>  <b>with</b>  <b>Neighbours</b>  <b>-Cultural,</b>  <b>economic</b>  <b>and political</b>  <b>connections</b>  <b>-Trade and</b>  <b>Cooperation</b>  <b>-Regional</b>  <b>cooperation</b>  <b>and</b>  <b>exchanges</b></p>	<p>importance of peaceful cooperation and trade</p> <p>-Develop map-reading and analytical skills</p>	<p>Compare India with any neighbouring country</p> <p>Analyze how countries depend on each other</p>
<p><b>NOVEMBER</b>  <b>(18)</b></p>	<p><b>Ch -3</b>  <b>Empires and</b>  <b>Kingdoms</b>  <b>(6th to 10th</b>  <b>Centuries)</b></p> <p><b>-Major</b>  <b>Dynasties</b>  <b>and</b>  <b>Kingdoms</b>  <b>Gurjara-</b>  <b>Pratiharas,</b>  <b>Palas,</b>  <b>Rashtrakuta</b>  <b>s</b>  <b>-</b>  <b>Administrati</b>  <b>on</b>  <b>Kingship,</b>  <b>governance,</b>  <b>taxation</b>  <b>-Society and</b>  <b>Culture</b>  <b>Religion,</b>  <b>education,</b>  <b>art and</b>  <b>architecture</b></p>	<p><b>Students should be able to understand-</b></p> <p><b>-Describe important kingdoms and dynasties</b></p> <p><b>-Understand the administrative systems of the past</b></p> <p><b>-Analyze cultural developments of the period</b></p> <p><b>-Develop historical thinking skills</b></p>	<p><b>-Timeline creation activity</b></p> <p><b>-Storytelling about kings and rulers</b></p> <p><b>-Art Integration:</b> Draw temples or monuments of that period</p> <p><b>-Competency-Based Learning:</b></p> <p>Compare governance of ancient and modern times</p> <p>Identify causes behind rise and fall of kingdoms</p>

	<p><b>Ch -4 Turning Tides (11th and 12th Centuries)</b></p> <p><b>-Political Changes</b> Decline of old kingdoms -Invasions and New Powers Entry of new rulers <b>-Cultural Interactions</b> Exchange of ideas, traditions</p>	<p><b>Students should be able to understand-</b></p> <p><b>-Explain major historical transitions</b></p> <p><b>-Understand the impact of invasions on society</b></p> <p><b>-Analyze cultural blending and changes</b></p>	<p>-Cause-effect discussion</p> <p>-Case study method</p> <p><b>-Art Integration:</b> Draw scenes showing cultural interactions</p> <p><b>-Competency-Based Learning:</b></p> <p>Analyze reasons for political changes</p> <p>Reflect on how history shapes present</p>
<p><b>DECEMBER (23)</b></p>	<p><b>Ch -5 India, a Home to Many</b></p> <p><b>-Diversity in India</b> Languages, religions, traditions <b>Cultural Practices</b> Festivals, food, clothing <b>-Unity in Diversity</b> <b>-Importance of coexistence</b></p> <p><b>Ch -6 The State, the Government, and You</b></p> <p><b>-Meaning of State and Government.</b> <b>-Levels of Government</b> <b>-Local, State, National - Role of</b></p>	<p><b>Students should be able to understand-</b></p> <p>-Appreciate India’s cultural richness and diversity</p> <p>-Understand the concept of unity in diversity</p> <p>-Respect different cultures and traditions</p> <p><b>Students should be able to understand-</b></p> <p>-Explain the structure of government systems</p> <p>-Understand their role as responsible citizens</p> <p>-Identify functions of different levels of government</p>	<p>-Sharing of cultural experiences</p> <p>-Group presentations</p> <p><b>-Art Integration:</b> Make a collage showing cultural diversity</p> <p><b>-Competency-Based Learning:</b></p> <p>Reflect on inclusiveness</p> <p>Compare different cultural practices</p> <p>- Role play (citizen and government roles)</p> <p>-Discussion on civic duties</p> <p><b>-Art Integration:</b> Flowchart of government structure</p> <p><b>-Competency-Based Learning:</b></p> <p>Real-life examples of civic participation</p>

	<b>Citizens - Rights and responsibilities</b>		Decision-making scenarios
<b>JANUARY (16)</b>	<p><b>Ch -7 Infrastructure – Engine of India’s Development</b></p> <p>-Meaning of Infrastructure -Types of Infrastructure Transport, communication, energy -Role in Development Economic growth and connectivity</p> <p><b>Ch -8 Banks and the Magic of Finance</b></p> <p>-Functions of Banks Deposits, loans Savings and Financial Planning -Digital Banking ATM, UPI, online banking -Financial Inclusion</p>	<p><b>Student should be able understand-</b></p> <p><b>-Define and explain infrastructure</b></p> <p><b>-Identify its types and importance</b></p> <p><b>-Understand its role in development</b></p> <p><b>Student should be able understand-</b></p> <p>-Understand the working of banks -Explain the importance of saving money -Identify modern banking methods -Develop financial awareness</p>	<p>-Observation of local infrastructure -Case study discussions</p> <p><b>-Art Integration:</b> Model or drawing of infrastructure</p> <p><b>-Competency-Based Learning:</b> Analyze local infrastructure problems Suggest improvements</p> <p>-Simulation of bank activities -Discussion on saving habits</p> <p><b>-Art Integration:</b> Design a bank poster or digital payment chart</p> <p><b>-Competency-Based Learning:</b> Create a simple budget Solve real-life financial situations</p>
<b>FEBRUARY (22)</b>	<b>Revision and Annual Examination</b>		
<b>MARCH (20)</b>	<b>Annual Examination</b>		

पाठ्यक्रम (2026-27)

कक्षा - सातवीं

विषय - संस्कृत

माह	संस्कृत सोपानम्	शब्द रूप	धातु रूप	संख्यावाची शब्द	अधिगम उद्देश्य
अप्रैल	पाठ-1 ईश्वर वन्दना पाठ-2 लङ् लकारः (प्रथमपुरुषः एकवचनम्)	लता	पठ्, (लङ् लकार)		1. छात्रों को लङ् लकार प्रथम पुरुष एकवचन का प्रयोग करना सिखाना । 2. लङ् लकार के धातु रूप को समझाना ।
मई	पाठ-3 लङ् लकारः (प्रथमपुरुषः द्विवचनम्) पाठ-4 लङ् लकारः (प्रथमपुरुषः बहुवचनम्)		वद् (लङ् लकार)	1 से 15 तक	1. छात्रों को लङ् लकार प्रथम पुरुष द्विवचन तथा बहु वचन के प्रयोग में अंतर करना सिखाना । 2. संस्कृत में संख्यावाची शब्दों को समझाना ।
जुलाई	पाठ-5 लङ् लकारः (मध्यमपुरुषः एकवचनम्) पाठ-6 लङ् लकारः (मध्यमपुरुषः द्विवचनम्)	अस्मद्	नम्, गम्, (लङ् लकार)		1. छात्रों को लङ् लकारः मध्यम पुरुष एकवचन तथा द्विवचन का प्रयोग करना सिखाना । 2. अस्मद् के शब्द रूप के प्रयोग को समझाना ।
अगस्त	पाठ-7 लङ् लकारः (मध्यमपुरुषः बहुवचनम्) पाठ-8 लङ् लकारः (उत्तमपुरुषः एकवचनम्)	तत् (तीनों लिंगों में)	अस् (लङ् लकार)		1. तत् के तीनों लिंगों के शब्द रूप के प्रयोग को समझाना ।
सितंबर	पुनरावृत्ति			1 से 15 तक	

अक्टूबर	पाठ-9 लङ् लकारः (उत्तमपुरुषः द्विवचनम्) पाठ-10 लङ् लकारः (उत्तमपुरुषः बहुवचनम्)	मुनि	पठ् (लोट् लकार)		1. छात्रों को लङ् लकार उत्तम पुरुष तीनों वचनों का प्रयोग करना सिखाना । 2. मुनि के शब्द रूप के प्रयोग को समझाना । 3. छात्रों को विभिन्न धातुओं के लोट् लकार के प्रयोग को समझाना ।
नवंबर	पाठ-11 लोट् लकारः (प्रथमपुरुषः एकवचनम्) पाठ-12 लोट् लकारः (प्रथमपुरुषः द्विवचनम्)		नम्, (लोट् लकार)	16 से 30 तक	1. छात्रों को लोट् लकार प्रथम पुरुष के एकवचन तथा द्विवचन का प्रयोग करना सिखाना । 2. संस्कृत में संख्यावाची शब्दों को समझाना ।
दिसंबर	पाठ-13 लोट् लकारः (प्रथमपुरुषः बहुवचनम्) पाठ-14 लोट् लकारः (मध्यमपुरुषः एकवचनम्)	युष्मद्	गम्, अस् (लोट् लकार)		1. छात्रों को लोट् लकार प्रथम पुरुष बहुवचन तथा मध्यमपुरुष एकवचन का प्रयोग करना सिखाना । 2. युष्मद् के शब्द रूप के प्रयोग को समझाना ।
जनवरी	पाठ-15 लोट् लकारः (मध्यमपुरुषः द्विवचनम्)	एतत् (तीनों लिंगों में)	वद् (लोट् लकार)		1. छात्रों को लोट् लकार मध्यमपुरुष द्विवचन का प्रयोग करना सिखाना । 2. एतत् के शब्द रूप के प्रयोग को समझाना ।
फरवरी	पुनरावृत्ति			16 से 30 तक	