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AG ITBH Curriculum 23-24

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Particular Programment Company of Control Particular Programme		SI No	Vargha	Unit No	Theme	Chapter No	Chapter	
1 Section Section Content	Γ				Pharatius Mhaseasus mulam Sources of Indian Process	1.1	Rishi Veda Vyasa	traditions.
2 Manufactures in claim the manufactures of the claim to the common to the common to the claim to the common to the claim					One only a conductory months - cources or indian History	1.2	Katha: Vyasa-Ganesha Samvada	Learn the story of how the Mahabharata came to be written and the importance of Mahabharata. Learn the importance of listening vs understanding through this story
A CONTRACT C						2.1	Introduction to timekeeping with the Sun and the Moon	Learn about the sun, moon and the sky and about basic Bharatiya ways of keeping time
A K 1 - Company bounders, 100 accounts of the company of the comp				2	Bharatiyaa kaalagananaa - Indian Time Measurement			Apply the learnings about Bharatiya Calendrical systems in the form of a simple activity and practically use it to say the day's markers
Participation (Control of March 1999) 1. State of Foundation Control of March 1999 and Application and Application Control of March 1999 and Appl						3.1	Matrudevo bhavaiPitrudevobhavaiAcharya Devo Bhava	
A Residence of the control of the co	1					3.2	Katha of Pundarika Vitthala: Matrudevo bhava/Pitrudevo bhava	To learn the story of Pundarika Vitthala and the idea of parents as central to a person's identity and cultural
A RE 1 Standard Alloy Devo Date	ı			3	Bharatiya Samskrtih - Niti and niyati - Indian Law and	3.3	Katha of Garuda: Matrudevo bhava	Students learn the value of perseverence, resilience focus and a spirit of doing seva to a mother and the
A Company of the comp	1				Lines			Understand the importance of the teacher-taught relationship and the school was a second home and the
1 Segregation of the property of the control of the	1		1					the school making for a healthy and strong ecosystem
Benefit Fragment Coloring of Coloring C	1	1					Satyam Vada Dharmam Chara	Learn the story of keeping up one's word and through the story of Punyakoti
Part	ı		1					Learn the basic approach towards the earth in Bharatiya ethos and attitudes towards the earth, ecolog
A K 2	1		-	4	Bharatiya Paryavaranam - Ecology and Environment			Learn the civilizational, cultural and geographic importance of the rivers of Bharatam
A K 2	1							
Beautiful Floor 13 Resident Plane of England Anti-Ambridage and State State State of England Anti-Ambridage and State Stat				5	Svasthyam - Health			
Section of the content of the cont						6.1	Introduction	Aharamulam - Ideals of food in Bharatam and how food is perceived
A Company and the second company of the seco	- [<i>"</i>		6	ashaaraha - Food			Learn about the classification and types of food - Bhojyam bhakshyam peyam. Sloka in Ramayana and Mbh. Learn about the crigins of agriculture and the story of Prthuvainva.
Calvant supermit methodic continues. All continues and in Calvant of the Calvant of Section 2012 and continues and continues. 1								Learn the importance of mental purity and thoughts when making and eating food and the mindfulness in
Control compares an administration and burston 1								***************************************
A Supervision Services and Services Annual Ser	- [Y			Grham nagaram samuhaha rashtram - About me and	7.1	mama parivaraha	Learn about the members of their taminy and members of a household. Alignment with ICSE/NCERT curriculum
Page 1 Marsian - Burster of Indian Helion The		•			Around me	7.2	National Symbols and borders	Learn about National Symbols and Borders
Page 1 Marsian - Burster of Indian Helion The	F							Understand the basic sources of history of Bharatam.
A Marie Marie Management of the control of the cont						1	Introduction and sources - Who is a Rishi and names of Rishi.	
A Marie Marie Management of the control of the cont							Saptarshi Mandala - Brief introduction and content and Sky observation activity	Learn about the impact of the Saptarshis on Bharatiya minds and culture extending to astronomy. The students learn the forgotten science of sky observations and learning nomenclature from a Bharatiya negregative.
Service of the Servic			-		Bharatiya Itihaasasya mulam - Sources of Indian History	2	What is Vamsham? Simple Introduction and Ikshvaku Vamsham	Know the basic idea of a dynasty and be able to connect it with one's own family. Understand the role of certain dynasties and their impact due to their dharmic kinoship
Programment of the process of the pr						3	Itihasa - Valmiki Ramayana - Valmiki Narada Samvadah	
Blastings Basiconness - Itils Time Measurement 2 Blastings Basiconness - Itils Time Measurement 4 Earth : Time Measurement 5 Branch of the search of the part o	-					4	Purana and Names of Purana	Learn that the third important source of itihaasa are the puranas and know the names of the puranas.
2 March Machanie and Tibos Control Control Machanie and Tibos Control						2	Rtus and Masas - Chaandramaana Maasas	Learn about the time divisors of seasons and months and how seasons are tied into nature, ayurvedic dinarharva
# States - Start - Start - Chrow and Distortion State - States - Chron - State - States - Sta				2	Rharativa kaalanananaa , Indian Time Measurement	_		Know the list of months, nakshatra and tithis
The field of the and offices in his particular following and particular of the words. They from an associated part of the interpretation of the words. They from an associated part of the interpretation of the words. They from an associated part of the interpretation of the words. They from an associated part of the interpretation of the words. They from an associated particular part				-				helps us to learn about the pole star, its changes over time in higher grades
Part						5	Sky observation - Dhruva with reference to Saptarshi Mandala	Into students observe the hazanara mansara and make observations of Direva with reference to the saptarshi mandala
Blassily Payswaram Ecology and Emisterated 1						1	Samanyadharma - Introduction.	
Blassily Payswaram Ecology and Emisterated 1			Δ			2	Valmiki Ramayana - Qualities of Rama	Students learn that the code of behavior and ethics extended to the kingship and they had as many rules and qualities that were required through the outlining of the qualities of Rama in the Valmiki Ramayana
The story of Dilips to difference in seyant Affanding and State many Issue and American Enter Institutes. Compared in the parts of State many issues on its neutronic and institutes. Compared in the parts of State many issues on its neutronic and institutes. Compared in the parts of State Institutes and its and the terminal production of the compared into great dates and the state of terminals. And in the parts of State Institutes and its analysis of the control in the parts of the Institute in the Institute		,				3	Guru and Shishya - Qualities of a student	Another fundamental structure is the guru-shishya system. The attitudes of the teacher and learner and the ecosystem they create determine the quality of education. Students learn and reflect on the qualities they
5 Kahasa Shiba Cooperation owners follow creatives, orderstanding prospectives of what is good for one can be not good for another and what has light bed bedoor in their responsible of contractives and of productive for their another and what has light bed bedoor in the responsible of contractive most of the format of the contractive most o		2		3				need to have The story of Dilipa told through the eyes of Kalidasa tells us the human values of bravery and kindness and
5 Kahasa Shiba Cooperation owners follow creatives, orderstanding prospectives of what is good for one can be not good for another and what has light bed bedoor in their responsible of contractives and of productive for their another and what has light bed bedoor in the responsible of contractive most of the format of the contractive most o			2			▼.	Katnaa: Dilipa	compassion in a powertial rung and teaches many lessons in environmentalism, caring for animals, and towards a teacher The story of Shihl feld though the core of Mahah-
6 Kilman Manu Hill Chola backes had no one its campel in the upper of the law. This is in important and manual interest in the part of the law. This is in important and manual interest in the part of the law. This is in important and manual interest in the part of the law. This is in important and manual interest in the part of the law. This is in important and manual interest in the part of the law. This is in important and manual interest in the part of the law. This is interest in the law. This is in the part of the law. This is interest in the law. This is in the part of the law. This is interest in the law. This is in the part of the law. This is interest in the law. Th						5	Kathaa: Shibi	for another and what a kinn who is decision maker responsible for all creatures must do
Bharatija Paywaranam - Codog and Environment 1 Jajachakaram and Jaderashayaha 5 Suderits kam albord the Importance of select and salest crycis, the sames of various select bodies and the Suderits contains on a shody of their of Bharatim barring labor the cultural, National and geographical forms of the Suderits of the Suderits of Suderits and Suderits on a shody of their or of Bharatim barring labor the cultural, National and geographical forms of the Suderits of Suderits on a shody of their or of Bharatim barring labor the cultural, National and geographical and supplication of their fine place of the suderits of Suderits of Suderits on a shody of their or or object in the suderits of suderits of their containing and fine place of the suderits of Su						6	Kathaa: Manu Niti Cholah	The story of Manu Niti Chola teaches that no one is exempt in the eyes of the law. This is an important and relevant lesson for a student to apply to modern day law and society
## Bharetijs Payerenamen - Ecology and Enveronment ## Bharetijs Payerenamen - Ecology and Ecology and Ecology ## Bharetijs Payerenamen - Ecology and Ecology and Ecology ## Bharetijs Payerenamen - Ecology and Ecology and Ecology ## Bharetijs Payerenamen - Ecology and Ecology and Ecology and Ecology and Ecology ## Bharetijs Payerenamen - Ecology and Ecology and Ecology and Ecology ## Bharetijs Payerenamen - Ecology and						-	Jalachakram and Jalaraashavaha	
S Breathyme - Health 1 Description of fewer while printed and the importance of few reality of filterina and fewer in the subject of				4	Bharatiya Paryavaranam - Ecology and Environment			importance of rain. Students embark on a study of rivers of Bharatam learning about the cultural, historical and geographical
5 Seathyum - Neath 1 Seathyum - Neathyum - Neath 1 Seathyum - Neathyum - Neath 1 Seathyum - Neathyum								significance of nadis. They begin with learning about the utpatti and sangama sthanas of nadis They begin their study of Rivers and the importance of river valley civilizations with Ganga and Kaveri
Substantian Food 1					Superfloorer, Health			The students are introduced to the idea of health, wellness and exercise from a holistic view and from the
The contraction of the ACCENT (CEEE controllance where a student learn about the accessor control learn about the accessor of				•	Svastnyam - Health		Svastnyam vyaayamana	standpoint of Ayurveda
The contraction of the ACCENT (CEEE controllance where a student learn about the accessor control learn about the accessor of				6	ashaaraha - Food	1	Krishi - Annamuulam	The students are introduced to notions of producing food. They learn about food sources, cultural significance of food and the importance of agriculture
The students have about a service and address the best of the students and a students and address the best students and a students and address the best students and a students and address the best students and a students and address the students and the same stude						1	Grham and Paatashaalaa	This unit aligns with the NCERT / ICSE curriculum where student learn about the environments around them
1.1 Introduction to secret geography and history 1.2 Sapia Biolaba Puri Silvania 1.3 Develops Trithe and Kahnas Drivania 1.4 Kahnas Silvanapakshedram and Biolavaks Varenia 1.5 Sculptures and inscriptions in Silvania 1.6 Sculptures and inscriptions in Silvania 1.7 Sculptures and inscriptions in Silvania 1.8 Sculptures and inscriptions in Silvania 1.9 Sculptures and inscriptions in Silvania 1.0 Develops Trithe and Kahnas Puri Silvania 1.1 Sculptures and inscriptions in Silvania 1.2 Sapia Biolaba Puri Silvania 1.3 Develops Trithe and Kahnas Puri Silvania 1.4 Kahnas Silvanapakshedram and Biolavaks Varenia 1.5 Sculptures and inscriptions in Temples and James Ja	-				Grham nanaram samuhaha rashtram . About me and	2		The students learn about a schedule and a structure and also study how a king's schedule was in Bharatam.
1.1 Introducción los sacred geography and history 1.2 Bayla labolada Puri Biola and map 1.3 Develoya Trithe and history and production of the complete and the production of the complete and the production of				7	Around me	3	Raghuvamsha and the Janapadas of Bharata	This unit explains the cultural continuity of Bharata and shows a snippet of history as recorded in Raghuvamann, describing the movement of King Raghu's froops throughout Bharatam. It shows the janapadas and the fauna flora and rivers during that time and the students are able to observe the remarkable continuity that continues to exist foodly
1.2 Sayta Moksha Puri Stoka and map 1.3 Dovalnya Titha and Kahela Puri Stoka and map 1.3 Dovalnya Titha and Kahela Purita (see the surface of the surface of packs and the surface of the surface	f					1.1	Introduction to sacred geography and history	Sacred geography and history refers to the idea of spatial features have important meanings to cultures. Students learn about the importance of sacred geography, its role in the development of Bharat's cities towns and piligrimage places and how those shape culture and history
1.3 Develops Tiths and Kinhetz Pursus In this Colphate, the actualists are infollialisated with the layer of fasts and the sources the difficuous the finding of the actual policy. They have been done to the control of the commission of the commi						1.2	Sapta Moksha Puri Sloka and map	and important characteristics and groupings. This helps them understand the idea of nationhood in its
1.4 Kathas Birliangsahaheran and Isahraku Vannah 1.8 Berulyu Bihasaya mulam 1.8 Beru						1.3	Devalaya Tirtha and Kshetra Purana	In this chapter, the students are familiarised with the type of texts and the sources that discuss the geographical and historical details of various sacred places. They learn about these centers in dharmic
1. Sculptures and inscriptions in Tamples and Janamajuya Inscription 1. Sculptures and Inscriptions in Tamples and Janamajuya Inscription 1. To Instruction to Dail Shippalas 1. The students learn the story of Dail and Instruction and the vertices perfect one selection to necessimals may be fair and instruction of the scriptions. 1. The students learn the story of Jalananachusys is unique and resembles on the scriptions. 1. The students learn the story of Jalananachusys is unique and resembles of the scriptions. 1. The students learn the story of Jalananachusys is unique and resembles of the scriptions.								Kathaa' The students huild on the connection of the vamsha of lisshvaku learnt in the previous unit and
1. Sculptures and inscriptions in Tamples and Janamajuya Inscription 1. Sculptures and Inscriptions in Tamples and Janamajuya Inscription 1. To Instruction to Dail Shippalas 1. The students learn the story of Dail and Instruction and the vertices perfect one selection to necessimals may be fair and instruction of the scriptions. 1. The students learn the story of Jalananachusys is unique and resembles on the scriptions. 1. The students learn the story of Jalananachusys is unique and resembles of the scriptions. 1. The students learn the story of Jalananachusys is unique and resembles of the scriptions.						1.4	Kathaa Shrirangakshetram and Ikshvaku Vamsha	searn the story of the temple of Srirangam in Tamilinadu and its relevance to the itshvaku family. It also explains the interconnectedness of various regions of Bharata from Ayodhya in the North to the South as strands of a single unified culture
This culpate introduces the history of the air of sculpture and the various practices surrounding this is better the sculpture of the sculpture of the sculpture of the sculpture. 1.5 Kathu: Jadánanckunys The students learn the story of Jadánanchunys understand from the Sculpture.				1	Bharatiya Itihasasya mulam	1.6	Sculptures and Inscriptions in Temples and Janamejaya Inscription	The students continue their study of temples from the standpoint of inscriptions and sculptures. They learn this through the study of a sample from the famous Janamejaya Inscription which will provide unity between the idea of disbases in texts and lithbases in history.
1.8 Katha: Jakkanacharya The students learn the story of Jakkanacharya to understand how the shilipakiala is a learned and an intuitive and the story of Jakkanacharya to understand how the shilipakiala is a learned and an intuitive and the story of Jakkanacharya to understand how the shilipakiala is a learned and an intuitive and the story of Jakkanacharya to understand how the shilipakiala is a learned and an intuitive and the story of Jakkanacharya to understand how the shilipakiala is a learned and an intuitive and the story of Jakkanacharya to understand how the shilipakiala is a learned and an intuitive and the story of Jakkanacharya to understand how the shilipakiala is a learned and an intuitive and the story of Jakkanacharya to understand how the shilipakiala is a learned and an intuitive and the story of Jakkanacharya to understand how the shilipakiala is a learned and an intuitive and the story of Jakkanacharya to understand how the shilipakiala is a learned and an intuitive and the story of Jakkanacharya to understand how the shilipakiala is a learned and an intuitive and the story of Jakkanacharya to understand how the shilipakiala is a learned and an intuitive and the story of Jakkanacharya to understand how the shilipakiala is a learned and an intuitive and the story of Jakkanacharya to understand how the shilipakiala is a learned and an intuitive and the story of Jakkanacharya to understand how the story of Jakkanacharya t						1.7	Introduction to Daivi Shilpakala	This chapter introduces the history of the art of sculpture and the various practices surrounding this shilpakala, its training and transmission, from stone selection to netroemillanam the final opening of the eve
							The students learn the story of Jakkanacharva to understand how the shilpakala is a learned and an intuitive	
1.79 Importance of unst troatcome - importance in an ancient continue, since interconticion. Troatcome pays an important rick. Students understand the professions and wildlight of any factory - the idea of military as a present or immediate for immediate and military of any factory - the idea of military as a present or immediate for immediate and military of any factory - the idea of military as a present or immediate for immediate and military of any factory - the idea of military as a present or immediate for immediate and military or immediate and milit							·	art and how stones were selected for sculptures In addition to written and printed sources, in a diverse land such as Bharatam with a long history, oral
	-					1.9	impursance or one traditions - importance in all ancient cultures. Brief Introduction.	transitions pray an important role. Students understand the importance and valuity of oral history - the idea of aitihya as a pramaana or means of knowledge.



				1.10	Ex. Story from a native american culture, an upakhyana in the Veda. Vedas as intangible oral heritage, Suta as oral transmitters of Puranas, Lava and Kusha saying the Story of Ramayana.	Students learn of examples of oral transmission of culture through stories of wisdom transmitted in Native American cultures, the culture of Bharatam. They also learn about Pauralikas, wandering bards, Sutas and how or
	P	2	Charitzakanah	1	Ahilyabai Holkar	The Charitrakanah unit introduces students to brave, victorious and inspiring kings and heroes from various regions spread across the land of Bharata. The students learn about Ahilyabal Holikar and how she defended her land and its traditions.
		-	Charlestand	3	Nalki Devi and Battle of Kasarahada Rana Sangha	Students learn the history of the Chalukya queen Naiki Devi and her battle against invaders. Students learn the history of the Mewar King Rana Sanga from the Sisodia dynasty in Rajasthan.
	Α .					
	D	3	Bharatiyakaalagananaa	1	Indian Time measures large and small	astronomers and Bharatiya texts used these
3	Α			2	Utsava and Festivals	The students begin with the unit of Ulaxao and Festivals and apply the knowledge of sale ganana they learn in the previous unit into understanding how festivals occurs. Ulavav and festivals are also taught from the standpoint of diversity in practices and similarity across Bharat
	M 1			1	Nachiketa - Needs - Family, Society and Self	In this Unit, the idea of indigenous ethics is expanded with a set of stories that promote mindfulness and skills that contribute to success. The students learn the story of Nachkkeas both for understanding the power of runt, overviction and persuavance in statisting goals. They also learn to see the structure of family, community and self as three layers in how facilitations asked the boons to Yama and how these form the fundamental structure of themsipy doctal thrings.
		4	Bharatiya Samskrtih - Niti and niyati	2	Dhrti and Steadfastness - Savitri	Here the students learn the story of Savitri and her resillence to save her husband and how her steadfastness or dhrti and her strength of conviction and wisdom helped her save her family
				3	Dhrti and Perseverance - Avvaiyar	The idea of the power of resilience is taught from the standpoint of mindfulness and completion of tasks through the simple story of the Tamil poet Avvalyar worship of Ganesha and how she reaches her goal simple you be possible to the control of the course in task.
				4	Dirti - Focus and Mindfulness - Narada and the farmer	The idea of being steadfast and mindful in the midst of distraction and how simple daily habits can be powerful and can make an impact is understood from the story of Narada and the farmer who was used by Visinus as an example of who the greatest devotee was
				1	Bharata's Nadis - Places and Utpatti sthana, sangama and Katha - Yamuna and Sindhu	The students continue to explore the journeys of Indian rivers and understand the rivers of Yamuna and Sindhu, their cultural historical and geographical context
		5	Paryavaranam	2	Introduction to Bharata's Parvatas	The students begin to learn about the mountain of Bharatam, the types of mountains and mountain ranges, their locations and their role in India Charatam, the types of mountains and mountain ranges, their locations and their role in India Charatam their Importance from the standpoint of history and geography
		6	Svasthyam	1	Raja Vaidya Jivakaha	The students learn the story of the great physician of Buddha, Jivaka
		•	ovastnyam	2	Ayurvediya Dinacharya Introduction	Students learn about Ayurveda Dinacharya and its impact on health and wellness
	1	7	Aahaaraha	1	aahaara shrnkala	The food web or food chain is introduced in this chapter to align with the NCERT/ICSE syllabus
	1			1	Bharatasya Rashtriyam - Diversity and similarity in food	The connections and diversity of food, cooking practices across various regions and the integral unity in
1		8	Grham nagaram samuhaha rashtram	2	Kashi - Rameshvaram Dharmika Sangamam - A paragraph and places	Bitudents learn about the ancient connection between Kashi and Rameshivaram and how these two pilgrimage centers in two different regions of Bharstam have provided an integral unity. They learn about chateams or resting places built by those from the South in Kashi and the centers built in Rameshivaram by the Ying of Kashimir.
				3	Names janapadas and adhunika namani - Maps and symbols	The students solidify the names of janapadas and the regions and their current names and locations in this lesson
-						
1				2	Ramayana and the world - Cambodia, Indonesia, Bauddha and Jaina Traditions - Introduction	Students learn the impact of Bharatiya culture on the regions surrounding Bharata. Students are introduced to Jaina and Bauddha traditions that arose in Bharatam and travelled across the
				3	Sikh Tradition - Introduction	world Students are introduced to Sikh tradition and they learn about the impact and influence of Sikhism in the face of invasion
	•	1	Bharatiya kihasasya mulam		Introduction to Archeology - Written in the form of a day in the life of an archelogist. Use some example and a handson activity similar to how books give on fossits and dinosaurs	
	Ĭ			4		In this chapter, students explore archeology and understand the role of excavation, artifacts and how archelogy impacts and is useful to the study of history
				5	Introduction to Epigraphy - Inscriptions, Types of Inscriptions - Metal and Stone.	In this chapter, students explore epigraphy and learn about the types of inscriptions and information contained in inscriptions and the types of material used
		2	Charitrakanah	1	Vikramaditya	In this section from Glimpses of History, students learn about the variety of narratives pertaining to Vikramaditya, understand the importance of how to piece together different traditions and come to an understanding l
		-		3	Chandragupta Maurya Chanakya, Chandragupta and the story of the Rotika	The students learn about the Gupta empire and Chandragupta Mauryas establishing of the empire Kathaa: The political wisdom of not attacking the middle of a city and attacking the city from its borders is told through an oral narrative.
				2	Utsava and Festivals - Part 2 Time Measurement - Names of Years	Students continue to Isam about festivals and food and other practices. The students continue their study of units and Isam about the measurement of years and the names of years and barhaspatyamana
	l	3	Bharatiyakaalagananaa		Time measurement - Names of Tears	years and barhaspatyamana
		_		3	Counting Years and Starting Point - 2023CE, What does that mean, What was there before	In this chapter students understand how the counting of years works and and the common era,
				3	Counting Years and Starting Point - 2023CE, What does that mean, What was there before in Bharatam? Short introduction to shakabda, yudhishtirabda shankarabda etc	In this chapter students understand how the counting of years works and and the common era, Yudhishthira Shaka, Shakabda, Shankarabda and other such systems.
	_	_	4	1 2	India's arts and sacred origins.	In this chapter students understand how the counting of years works and and the common era, Yudhishthirs Shaka, Shakada, Shakarba, Shakarbada and other such systems. The learners gain an overview of Indian arts and understand its sacred origins
	P	4	Bharatiya Samskrith - Kalaa Nid and rilyati			In this chapter students understand how the counting of years works and and the common era, Yudhishthira Shaka, Shakabda, Shankarabda and other such systems. The learners gain an overview of Indian arts and understand its accred origins The learners learn the origin of Natya from Natyashatata and how a play was conducted in ancient India
	Α		4	1 2	India's arts and sacred origins. The story of origin of Natya - From Natyashastram	In this chapter students understand how the counting of years works and and the common era, Yudhishthirs Shaka, Shakada, Shakarba, Shakarbada and other such systems. The learners gain an overview of Indian arts and understand its sacred origins
4	A D		4	1 2 3	India's arts and source origine. The story of origin of Nalya - From National seasons September 1 Vode, etc., sculpture, traditional end music. India's fast and suppressed with larger traditions. Marga and deal in the right approach	In the Leighter students anderstand from the counting of years works and end the common are, National to the County of the Coun
4	A D A		4	1 2	India's arts and secred origins. The story of origin of Natys - From Natjasphastram Septements - In Vota, etc., sculpture, tradition and mucic. India's fask arts alignment with larger traditions, Marga and deal in the right appreach Bharata's Nadis - Goderani, Narmada and Brahmaputra	In the Configure students understand from the counting of years works and and the common are, when the county of
4	A D	4	Dharaigo Samakriti - Kalaa Nili and mjell	1 2 3 4	India's arts and seared origins. The story of origin of Nalya - From Nationalseam Eaglessness - In Web, etc., Ecolotium, Indiation and music. Septembers - In Web, etc., Ecolotium, Indiation and music. India's fash arts with larger vocations. Manya and deal in the right approach Bharstin Nadio - Ondersori, Narmada and Brahmaputro Narmada Madi Purksness - Coology in Practice	In this chapter students understand how the counting of years works and and the common are, National basis balles, distantables and with example and the county and The learners gains an overview of finding rate and understand as secret origins. The learners gains an overview of finding rate and understand fits secret origins. The learners gain and operation of the gain the learners gains and the country of the county of the country of the county of the country of the
4	A D A		4	1 2 3 4	India's arts and secred origins. The story of origin of Natys - From Natjasphastram Septements - In Vota, etc., sculpture, tradition and mucic. India's fask arts alignment with larger traditions, Marga and deal in the right appreach Bharata's Nadis - Goderani, Narmada and Brahmaputra	In the scape standards and restant from the counting of year's works and and the common are. The issumes gian an overview of Indian sets and understand an event was to years. The issumes gian an overview of Indian sets and understand as source of origins. The issumes gian to everview of Indian sets and understand the soundested in society follows. The issumes gian to everview of Indian studies and how it has changed but set make interested in society follows the indiance of the indianc
4	A D A M	4	Dharaigo Samakriti - Kalaa Nili and mjell	1 2 3 4 1 2	India's arts and sacred origins. The story of origin of Natys. 'From Natyshastateam Bagtanesses Nivide, art, scholar, tradition and music. Judin's fish arts alignment with larger traditions. Marga and doel in the right approach Bharatis's Natios. 'Godework, Nameada and Brahmapotra Narmada Natif Periforans Ecology in Practice Forsitis and thair Simportance. Arrangesia sakture. Native environmental approaches to economical control.	In this chapter standards understand how the counting of years works and and the common are, When the property of the country
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						Students begin with a study of the basic aspects and approaches to Bharativa learning - questioning.
		3	History of Ideas and Knowledge Traditions	3.1	3.1 Bharatiya approaches to education - Stories of Pippalada, Indra-Brhaspati and Narada- Sanatkumara	Students begin with a study of the basic aspects and approaches to Bharatiya learning - questioning, experimental learning, continuous learning, attitudes to learning through the stories in the Upanishads and the subjects that formed the base of knowledge of the past
				3.2	3.2 What all did they learn?Brief overview of kala, shastra, upavedas	They go into the details of the vidyasthanas the types of learning -VedarUpaveda, KalaalShaastram differences in learning methodologies
				4.1	4.1 The influence of Bhoja on Krishnadevaraya and upto Shahaji of the Bhonsle Vamsha	The students learn about the civilizational and cultural continuity of King Bhoja and many kings from several dynasties in several regions of Bharata calling themselves Abhinava Bhoja establishing the integral unity of Bharatam
		4	Culture - Connections, Unity and Diversity	4.2	4.2 Kashmira and the South	The students learn about the civilizational and cultural continuity and integral unity of Bharata with the interactions and influences and similarity in practices and migrating scholars between Kashmira and South
				**	4.2 resimilarità de codei	India
				5.1	5.1 The story of currency in Bharata	The economic development of Bharata and its role in ancient trading is learnt in this unit
		5	Economic History	5.2	5.2 Textile Industry in Arthashastra and Shukraniti	The economics and nature of textile industry development of Bharata and its role in ancient trading is learnt in this unit
						The state of the s
		6	Society & Ethics	6.1	6.1 Indian Ideas of Social Welfare, Dana, Dharma and Paropakara	The students build on their study of Bharatiya Niti and Niyati and learn about the ethics and social history of Bharata in indigenous terms
	V		The same	6.2	6.2 Ethics and Ideals of Kingship in the Valmiki Ramayana and Raghuvamsha.	The students learn about dharma, and kingship and high ideals of rulers as told through Valmiki Ramayana and Raghuvamsha and citizen's welfare
	а			7.1	7.1 Valmiki and Epigraphy	Students build on the knowledge of Bharatiya Itihasasya mulam units of the earlier grades and the
				7.2	7.2 Ramayana and Indian Temple Frescos	Students build on the knowledge of Bharatlya lithassaya mulam units of the earlier grades and the introduction to epigraphy and understand the use of Ramayana in epigraphy Students build on the knowledge of Bharatlya li
	k	7	History in Action - Archeology and Epigraphy	7.3	7.3 Indian Scripts - Introduction	examine the Indian Temple Freace paintings where Ramayana has been showcased Students learn the historical evolution, variety and kinds of Bharatiya Lipis with additional details and also understand the expansion of India scripts outside Bharat
5	У			7.4	7.4 Brahmi - The mother of Indian Lipis - Wyanjanani, Samyuktaksharas	understand the expansion of Indic scripts outside Bharat The learners continue their study of the Brahmi lipi in detail
	a					
	-	8	Civics and Governance	8.1 8.2	8.1 Uthiramerur - Elections - A historical record 8.2 Indian Constitution	Democratic Institutions in the history of Bharatam The Indian Constitution, (formation, nature, need,and guiding principles).
	m					
	1 1	9	Representation of Geographical Features	B1.1	1.1 Maps - Representation of Geographical Features	Students learn about maps, representation of geographical features, making cultural and historical maps, maps to tell stories and maps and scales Student create a cultural map of Bharatam based on their chosen area of interest using and applying what
				B1.2	1.2 Creating, reading and using maps	Student create a cultural map of Bharatam based on their chosen area of interest using and applying what has been learnt
				R2 1	2.1 Mountains of India	The students continue their journey on the geographical features of Bharatam focussing on mountains, impact of mountains in weather
L		10	Landforms	B2.1 B2.2	2.1 Mountains of India 2.2 Forests	impact of mountains in weather
				82.2	2.2 Forests	The students learn about the types, variety of forests and how forestry has been treated in cultural historical and geographical and ecological contexts and the importance of indigenous ecology
				B3.1	3.1 Jambudvipa	The students are introduced to the idea of and the basic geographical structure in the puranas and the
1		11	Bharatam and its boundaries	B3.2	3.2 Current boundaries of Bharata Varsha	The students are introduced to the ridea of and the basic peographical structure in the purans and the contemporary understanding of the earth and its continents and oceanns. The students are introduced to the traditional boundaries of Bharata Varsha, the idea of Indian subcontinent and the current boundaries of the land.
اب				B3.3	3.3 Latitudes and Longitudes - Ancient ideas and modern imaginary lines/axes	and the current boundaries of the land The students are introduced to the idea of equator, the poles, an imaginary axis or the Meru and the use and importance of latitudes and longitudes in jiyautisha, narigation and ancient and modern India
(0 1	5 (The understanding of the importance of rains and monsoon in Bharatam is central to its development. Here, the students understand seasons, monsoons and rain prediction methods such as garbhottam and the importance and role played by temple tanks and channels for rainwater harvesting. They size learn about the urban sprawl and understand the importance of rainwater harvesting and flooding in contemporary Bhart sprawl and understand the importance of rainwater harvesting and flooding in contemporary Bhart sprawl and understand the importance of rainwater harvesting and flooding in contemporary Bhart sprawl and understand the importance of rainwater harvesting and flooding in contemporary.
		12	Climate and Weather	B4.1	4.1 Seasons - Rains and Monsoons and their role	importance and role played by temple tanks and channels for rainwater harvesting. They also learn about the urban sprawl and understand the importance of rainwater harvesting and flooding in contemporary
						Bharat
				B5.1	5.1 Vrkshayurveda - Introduction	Students study the native approaches to soil and seed selection and agricultural practices and the variety and types of trees that were planted
	-	13	Soil and Agriculture	B5.1	5.1 Soil selection methods - maya, agama	and types of trees that were planted. Soil and the study of soil have found a place in many texts ranging from temple construction to agriculture. Students study the native approaches to soil, soil enrichment, preservation
		14	Ecology	B6.1	6.1 Reduce Reuse and Recycle - Approaches in indigenous ways of thinking	Indigenous ecology helps shape students understanding of carbon footprint of various nations and provides a clear understanding of how indigenous developing societies already have in place many methods for reduce, reuse and recycle.
				B7.1	7.1 Wrap up of Nadis - Krishna, Tapati Brahmaputra, Tamraparni	The students complete the study of Indian rivers building up on the knowledge gained in previous years and study the Krishna, Tapati, Brahmaputra and Tamraparni
		15	Water bodies	B7.2	7.2 Rivers of Kerala	The students study the Indian rivers and the importance of water in the land of Kerala The students learn about seas, oceans and waterways in Indian texts and in the modern settings of the oceanic boundaries around us
				B7.3	7.3 Seas , And Waterways In Context To Shastras	The students learn about seas, oceans and waterways in indian texts and in the modern settings of the
						oceanic boundaries around us
				B7.4	7.4 Construction Of Dams(Karikala Chola)	Cosanic boundaries around us The students learn about the use of dams, bunds, irrigation channels historical evidences of construction and modern dams
		16			7.4 Construction Of Dams(Karikala Chola)	The students learn about the use of dams, bunds, irrigation channels historical evidences of construction and modern dams
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			R2 3	2.3 Movements Of Earth - Uttarayana And Dakshinayana	Here, the students learn about the movements of the earth and perform an experiment to determine the true
	10	Earth and Landforms, Earth and Space	R2.4	2.4 Earth in Solar System	east and learn about the solstice and equinox and also learn about sayana and nirayana Here students learn the place of earth in solar system and the history of theories of heliocentricity and
			B2.5	2.5 History of Indian Astronomy	Hear, the students learn about the novements of the sent and perform an experiment to determine the true earl and learn about the solidition and explants and learn about separate and integrans. Here students learn the place of earth in solar system and the history of theories of heliocentricity and geocentricity from the standpoint of history or the companied or history. The students learn the historical developments in Juyurisha from Legatha to Aryshhata to the Kerala school from the standpoint of history and evolution of blacks and evolution of the sent and the school that the standard is the school of the sent and the school of the school of the sent and the school of the sent and the school of the sent and the school of the school of the sent and the school of the sent and the school of the schoo
					The students learn about the significance of Bharata and India from Veda. Purana and the sources of foreign
	11	India and its boundaries	B3.1	3.1 Significance of the name Bharata, India	
			B3.2	3.2 Topography of Yatra in the Mahabharata Aranyaka Parva - Dhaumya and Pulastya	The Mahabharata has two narratives of Yatras and places as described by Narada and as described by Ohaumya. These places of piligrimage are classified according to the directions. A study of the locations and names of these places are learnt in this unit.
	12	Climate and Weather	B4.1 B4.2	4.1 Rain forecasting techniques	Here students learn about the details of rain forecasting techniques in Krshi Parashara, Brhatsamhita and other such texts for each month. The students learn about the sight types of rainfall mentioned in texts.
			B4.2 B4.3	4.2 Eight Types of Rainfall 4.3 Clouds and Krshi Parashara	The students learn about the eight types of rainfall mentioned in texts The students learn about the study of clouds mentioned in texts on Krishi Ayurveda
	13	Soil and Agriculture	B5.1	5.1 Bhumi Varga in Vrkshayurveda texts	The students learn about the study of land , classification from the texts on Krishi Ayurveda
			B5.2	5.2. Vanavarga and distribution of forests	The students learn about the study of varivarga chapter and the distribution of forests
					Here students begin with a study of indigenous ecology and how it has been practiced and continues to be practised in various ways embedded into culture from use of sustainable ingredients for decorating
		Ecology	B6.2	6.2 Overview of Indian ecology	practised in várious ways embedded into culture from use of sustainable ingredients for decorating doorways to use and preservation of acerd tree and leaves Students do a deeper study and analysis of Aranyani Suktam, Forest as Devata. Similarity in ancient cultures across the world in preservation and relationship of humans and the natural world
	14		B6.3	6.3 Ecological awareness and concerns in Bharata - Aranyani Suktam, Forest as Devata. Similarity to ancient cultures	cultures across the world in preservation and relationship of humans and the natural world Students learn about the indigenous approaches to forests and how yare was treated as sacred. They also
			B6.4	6.4 Our Relationship to forests	Students learn about the indigenous approaches to forests and how vana was treated as sacred. They also learn how Kings approach Ashramas in forests, they ashrama and forest dwellers saw the importance of Vana, their relations with animals and forests are the importance of Vana, their relations with animals and forests.
			B6.5	6.5 Indigenous Approaches to Conservation - Sant, Gondal, Bishnoi others	Here students learn of indigenous and sustainable approaches to forest conservation and how various indigenous groups such as Sant,Gondal and Bishnoi have preserved the lands
			B7.1	7.1 Oceans	Here students align their traditional understanding of the oceans and add it to perspectives of voyage, discovery of oceans and seafaring upto the present day understanding of oceans and seas
	15	Water Bodies	B7.2	7.2 Trading Routes	This unit focuses on the trading routes since ancient and medieval and modern times. This unit focuses on the trading routes since ancient and medieval and modern times. This unit focuses on Ship building and seafaring and the types of vessels that are seen throughout the history of Bharatam
			B7.3	7.3 Seas and waterways and Ship Building	history of Bharatam
	16	Geography of the world	B8.1	8.1 Continents	Here students align their traditional understanding of the dvipas, the changes and evolutions of landmasses and also add to it the present day understanding of continents
			1.1.	North East of Bharatam - History Cultures and Traditions	Students learn about the historical traditions of the North Eastern states and their civilizational and historical connections and commonalities with Bharatam
		History of Civilizations	1.2	Tribes - Adivasis and other terminology	Students learn to understand the narratives and impact of terminology behind terms such as Adivasis, who gave these terminologies and why
	·	matery of continuous	1.3	Sumerian Civilization	In this Unit, students learn about common features in ancient civilizations - astronomical and other traditions of Sumerian civilization
	_		1.4	Greek, Roman Civilization and Connections with Bharatiya Civilization	In this Unit, students learn about common features in ancient civilizations - Greek, Roman and Bharatiya and their connections in art, philosophy, theatre, janapadas and city states, democratic ideas etc
V,			2.1	SamudraGupta and Overview of Gupta contributions	Students continue their study of the heoric rulers of Bharata with the contribution of Samudra Gupta and the
			2.2	Mahendravarma Pallava and Glory of Pallava Empire	contribution of the Guptas Students learn of the architectural cultural and literary confributions of Mahendravarma Pallava and learn the glory of the Pallava empire. They are able to name monuments and structures built by the Pallavas and the stylistic features.
_			2.3	Great Pandya Kings	the stylistic features. The trail of the kingship in South India and the kingdoms of Chera, Chozha and Pandya kingdoms continues
-	2	Political History Kingdoms	2.4	Hoysala Kings	The trail of the kingship in South India and the kingdoms of Chera, Chozha and Pandya kingdoms continues with a focus on the great Pandya Kinga in Tamil region The students learn of the Hoysala Kinga, their contributions to art, architecture and their glory in Karnata deshia
			2.5	Satavahanas	Students continue their study of the heoric rulers of Bharata and learn of the contributions of the
			2.6	Shungas Srivijaya	Students gain and understanding of the Shunga kings The students learn of the role of the Srivijaya Kingdoms in the Island of Sumatra
			3.1	The Sutra, Varttika System of Knowledge Organization	The students focus on the specific ways Indic knowledge is organized and how subsequent thinkers build upon knowledge. They also learn of ancient methodologies of knowledge and research and critical thinking that are relevant today
	3	History of Ideas and Knowledge Traditions	3.2	Panini, Katyayana Patanjali Gotama, Kanada, Vatsyayana, Jayanta and Udayana	In this unit, the students focus on the knowledge system of Vyakarana and the three munis of Vyakarana In this unit, the students focus on the knowledge system of Nyaya Vaisheshika and learn about the styles of
	-		3.4	Bharatiya Epistemology - Pramana Shastra - An Introduction	In this unit, the subseries focus on the interviencing bytesim or vyavariant and the rinner minus or vyavariant in this unit, the sidentist focus on the knowledge system of Nyaya Valshashika and learn about the styles of rhebotic, debates and structure of reasoning in Bharatam through the study of the history of great nayaylas in this unit, the students gain a fundamental understanding of the means of knowledge and how the application of these helps in critical thinking and evaluation of ideas
			3.5	Luminaries in Ayurveda - Charaka, Sushruta	Here the students learn of the history and contributions of the forerunners of Medicine - Ayurveda Acharyas Charaka, Sushruta
					Here the students learn the ideas of using allegory and analogies in political science and the story and structure of Panchatantra and Hitopadesha. They also learn how these texts and fragments are found in the
			41	Hitopadesha, Panchatantra and its spread and value in teaching Political Science	
K	4	Culture - Connections, Unity and Diversity	42	Games, Sports and Pasttimes in Bharatam - Commonality and Cultural Connections	Here the students learn of traditional games and sports as evidenced in historical and literary works and how remnants of these and cultural connections are seen across Bharat The students explore the commonants and confining of Bharatyla culture, -generalities, specificities of a region taking the example of Odisha and Tamil nadu in Sangita
а			4.3	Commonality and specificities in Bharatiya Sangita and Natya across the country - Odisha and Tamilhadu as specific examples	region taking the example of Odisha and Tamil nadu in Sangita
n	5		5.1	Rajyadharma in Mahabharata	Here students learn of ancient principles of governance and polity in ancient india and the role of the state in the welfare and how a holistic vision was required of a ruler through Yudhishthira's conversations in Mal
d	5	Political and Economic History	5.2	Kacchitsargaha of Ramayana - An analysis	Nere students learn of ancient principles of governance and polity in ancient India and the role of the state in the welfare and how a holistic vision was required of a ruler through Rama's conversation with Bharata Here students discover the exciting history of spies and espionage and their role in history
а			5.3	A history of espionage and its role in Political History - Arthashastra, other texts	
m	6	Society & Ethics	6.1	Logal Framework in Bharatam - Ideas in Yajnavalkya Smrti and DattaMimamsa	The studens focus on the ethical framework provided by smritis and their role in administering justice including how the constitutents were chosen for a panel of judges. The role and nature and mobility of all members of a community including women during the Gupta period.
1			6.2	Employment and role of women in Gupta and Later Period - Arthashastra and other texts	through evidences of literature, sculpture inscriptions
			7.1	Metallurgical Culture in India Roman Sites in Bharatam	Students understand the importance of numismatics, metallurgy and the evidences these provide in history Students study the interactions and connections of civilizational contact due to roman traders and learn about the roman sites.
	7	History in Action - Archeology and Epigraphy	7.2	Roman Sites in Bharatam Local Tax - Thiruverumbur Inscription of Rajaraja	about the roman sites An exmaple of a local tax used for a specific purpose of an upknep of a temple tank is studied here to understand the aspects of taxation
					unuerstand the aspects of taxation
	8	Civics and Governance	8.1	NCERT	
	9	Representation of Geographical Features			
	10	Landforms			
	11	Bharatam and its boundaries	11.1	The 16 mahajanapadas	The students study the 16 Janapadas and their locations ancient and modern in detail
	12	Climate and Weather	12.1		
	13	Soil and Agriculture	13.1	Temple Tanks, Irrigation and their role in agriculture	Students learn of the role of irrigation and waterways and how they prevented flooding, famines and the role and importance of temple tanks and other construction
	14	Ecology	14.1	Ecology in Practice and the Carbon footprint	Students learn of how ecology is practised in everyday life and compare the carbon footprints of various nations and understand how indigenous practices contribute to sustainable living
			15.1		
	15	Water bodies	15.2 15.3		
			15.4		
	16	Geography of the world	16.1		
			1.1	Colonization - Aryan and Dravidian Aspects 1.2 History of Human Origins	
		History of Chillipstions	1.3	China, Japan and Indic Civilization	



