ACADEMIC PLANNER CLASS IX

CLASS - IX

MONTHS & DAYS	CONTENTS	LEARNING OUTCOMES	ACTIVITY / EXPERIMENT	ASSIGNMENT/ H.W	MODE OF ASSESSMENT	INTERDISCIPLINARY ASPECT	SUSTAINED IMPACT-SDG	21st CENTURY SKILLS	TEACHING PEDAGOGY
April 1-15									
No. of days-10									
Phy.	Chapter 7 : Motion : Describing motion, motion along a straight line, uniform and non uniform motion, speed with direction, rate of change of velocity	Understand the Concept of Motion: Students will be able to define motion and explain different types of motion, such as rectilinear motion, uniform motion, and non-uniform motion. Describe the Characteristics of Motion: Students will describe key features of motion, such as speed, velocity, acceleration, and displacement, and how they differ. Calculate and Interpret Equations of Motion: Students will be able to derive and use the equations of motion to solve numerical problems related to the motion of objects.	Examples from day to day life (Real life experiences will be discussed while travelling in different vehicles)	Intext Questions	Conceptual Questions Group Discussions Practical Experiments Interactive Polls/Quizzes	Physics and Mathematics: . Physics and Engineering: Physics and Technology: Physics and Sports: Physics and Environmental Science:	SDG 9: Industry, Innovation, and Infrastructure SDG 7: Affordable and Clean Energy SDG 13: Climate Action SDG 11: Sustainable Cities and Communities	Critical Thinking and Problem Solving: Collaboration and Teamwork: Creativity and Innovation: Communication Skills: Digital Literacy: Global Awareness and Sustainability: Adaptability and Flexibility: Self-Management:	Inquiry-Based Learning: Flipped Classroom: . Problem-Based Learning: Interactive Learning with Simulations: Real-World Applications: Collaborative Projects:
Chem.	Chapter 1: Matter in our surroundings : Physical nature of matter, characteristics of particles of matter, state of matter, diffusion	define matter distinguish between the three states of matter Understanding of the temperature conditions required for these changes. develop skills to observe and experiment with the properties and behavior of matter	Activites given in ncert to be done in the classroom	Intext Questions	Multiple Choice Questions (MCQs): Practical/Experimental Questions: Quizzes and Polls:	Mathematics: Measurement and Calculations: Statistical Models:	SDG 12:	Collaboration: Group activities, such as experiments and discussions, can develop collaboration skills.	Inquiry based learning, Experiential learning
Bio.	Chapter 5: The fundamental unit of Life: Discovery of cell, structural organization of a cell, plasma membrane, diffusion,osmosis	1. Understands different levels of organisations of living organisms (from molecules to organisms) 2. Understands structural organization of a cell, plasma membrane, diffusion,osmosis 3. Explores the structure and function of the living world at cellular level the cellular level	1) To prepare the temporary mount of onion peel.	Notes Preperation & Intext Questions	Class test group assignments and projects/ Information gathering	1. Maths in Calcultion of cell sizes 2. Laws of refraction & image formation to understand the pricnciple on which working of microscope	SDG 2 & 3	Critical thinking, creativity and collaboration	Experiential Learning:allowing students to connect scientific concepts to their daily lives and Direct instruction
				ONLINE EDUCOSOFT ASSESSMENTS					
April 16-30									
No. of days-12									
Phy.	Chapter 7 : Motion : graphs - distance/ time graph, velocity/ time graph		Draw the D-t and v-t graphs on graph paper and interpret the	Intext Questions					

Chem.	Chapter 1: Matter in our sorroundings: change of state of matter, Effects of change of pressure	connect the properties of matter to real-life situations and applications, such as the use of solid, liquid, and gas in daily life		Intext questions	Exit Tickets: Concept Maps:				
Bio.	Chapter 5: The fundamental unit of Life: cell wall, nucleus, cytoplasm	1. Understands the role of cellular components (nucleus, mitochondria, endoplasmic reticulum, vacuoles, chloroplast, cell wall), 2. Understand the semi-permeability of cell membrane in making cell the structural basis of living organisms and functional basis of life processes	2) To prepare temporary mount of a human cheek cells.	Notes Preperation & Revision Questions	Interactive Quizzes/Science Concept map written assessments as SAQs	Chemical nature of plasn	SDG 2 &3	Problem solving, communication Information literacy, flexibility and adaptability	Discusson method, peer to peer learning , Recall through mind map & student presentation
				ONLINE EDUCOSOFT ASSESSMENTS					
May 1-15									
No. of days-11									
Phy.	Chapter 7 Motion : circular motion			TBQ and assignment	Provide students with data from an evaporation experiment and				
Chem.	Chapter 1: Matter in our surroundings : evaporation, factors affecting evaporation, How does evaporation causes cooling	apply concept of evaporation to real life situations	To determine the boiling point of water and melting point of ice.	TBQ and assignment	Data Interpretation Provide students with data from an evaporation				
Bio.	Chapter 5 : Cell organelles - ER,golgi apparatus, lysosomes, mitochondria, plastids, vacuoles	1. Understands the role of Cell organelles - ER,golgi apparatus, lysosomes, mitochondria, plastids, vacuoles 2.Draws labelled diagrams, flow charts, concept maps 3. Able handle apparatus in the lab & prepare slides	2) To prepare temporary mount of a human cheek cells.	Notes completion & Back exercises	Written assessments as SAQs, online quiz, oral assessments		SDG 2 & 3	Problem solving, communication Information literacy, flexibility and adaptability	Discusson method, peer to peer learning , Recall through mind map & student presentation
				ONLINE EDUCOSOFT ASSESSMENTS					
May 16-31									
No of Days-8									
	SCIENCE ACTIVITY WEEK		SCIENCE IS FUN						
			1. Simple DIY science experiments						
			2. Science quiz						
			3. Class revision test						
	SUMMER VACATION		H O						
July 1-15									
No. of days-12									

Phy.	**Chapter 8: Force and Laws of Motion : Balanced and Unbalanced forces, 1st law of motion, inertia of rest, inertia of motion and inertia of direction, inertia and mass**	**Define Force: Students will be able to define force and explain its effects, such as causing a change in an object's motion or shape.** **State and Apply Newton's Laws of Motion:** **First Law (Law of Inertia): Students will understand that an object will remain at rest or in uniform motion unless acted upon by an external force.** **Second Law (F = ma): Students will learn how to apply the second law of motion to calculate the force acting on an object, given its mass and acceleration.** **Third Law (Action and Reaction): Students will understand that for every action, there is an equal and opposite reaction and recognize examples of this law in daily life (e.g., rocket propulsion, walking).** **Understand the Concept of Momentum: Students will be able to define momentum and apply the formula p=mv to solve problems involving momentum and impulse.** **Analyze Real-Life Situations: Students will be able to relate Newton's Laws to various real-world examples, such as vehicle crashes, sports, and walking.**	**Activites given in ncert to be done in the classroom**	**Intext Questions**	**Conceptual Questions** **Project Work** **Group Discussions/Debates.** **Interactive Quizzes**	**Physics and Mathematics:** **Physics and Engineering:.** **Physics and Technology:** **Physics and Sports** **Physics and Environmental Science:**	**SDG 9: Industry, Innovation, and Infrastructure** **SDG 7: Affordable and Clean Energy .** **SDG 11: Sustainable Cities and Communities** **SDG 13: Climate Action** **SDG 12: Responsible Consumption and Production**	**Critical Thinking and Problem-Solving:** **Collaboration and** **Creativity and Innovation: .** **Communication Skills:** **Digital Literacy: Adaptability and Flexibility: Global Awareness and Sustainability:**	**Inquiry-Based Learning:** **Problem-Based Learning:** **Flipped Classroom:** **Project-Based Learning: Concept Mapping:** **Real-World Applications: .**
Chem	**Chapter 2 : Is Matter around us pure: Mixtures, types of mixtures, solutions, alloys, concentration of solutions.**	**understand the difference between pure substances and mixtures.** **learn the classification of matter based on its composition and properties.** **Learn about concentration and its significance in solutions.** **Understand the terms like solute, solvent, and the process of dissolving.**	**1) To prepare a) true solution of sugar,salt and alum b) suspension of soil. chalk and sand c) colloid of starch in water**	**Intext Questions**	**Experiment-based Report Writing: Students can be assessed on conducting simple experiments to demonstrate the properties of mixtures and pure substances** **Group Activity**	**Chemistry and Physics: Biology and Chemistry:**	**SDG 13: Climate Action** **The need to conserve natural resources, which might be explored in terms of mixtures and their separation methods, ties into reducing the environmental impact and promoting sustainability.**	**Scientific Inquiry: Chapter 2 encourages a scientific approach to understanding matter. By conducting experiments, making observations, and drawing conclusions, students learn to approach problems with a systematic, evidence-based mindset.**	**Project based learning, collaborative learning**
Bio.	**Chapter 6: Tissues: Plant tissues- merismatic and permanent,**	**1. Understands the differences between plant and animal tissues 2. Different types of plant tissues 3. Able to record observations after observing permanent slides under microscope**	**Permanent Slides :To identify parenchyma , collenchyma and sclerenchyma tissue in plants,**	**Notes Preperatio, Intext Questions &**	**Interactive Quizzes/Science Concept map written assessments as SAQs**		**SDG 2 & 3**	**Problem solving, communication and collaboration**	**Experiential Learning: Direct instruction Peer to peer learning Group work**
				ONLINE EDUCOSOFT ASSESSMENTS					
July 16-31									

No. of days-14									
Phy.	**Chapter 8: Force and laws of motion: 2nd law of motion, momentum,3rd law of motion**		**To verify newton's third law of motion**	**TBQ and assignment**					
Chem.	**Chapter 2 : Is Matter around us pure : suspensions, colloidal solutions**	**Understand the concept of solutions, suspensions, and colloids. differentiate between them on the basis of their properties**		**Intext Questions**	**Class Discussions or Presentations: Experimentation and observations**				
Bio.	**Chapter 6: Tissues: animal tissues - epithelial tissue, connective issue, muscular tissue,nervous tissue**	**1. Understands animal tissues - epithelial tissue, connective issue, muscular tissue,nervous tissue 2.Is able to draw diagrams flow charts and mind maps**	**Permanent Slides:Striped muscle fibres,cardiac musle fibres and nerve cells in animals from**	**Notes completion & Assignment**	**MCQs /Science Concept map written assessments as SAQs Viva**		**SDG 2 & 3**	**Problem solving, communication and collaboration**	**Experiential Learning: Student presentation Direct instruction Peer to peer**
				ONLINE EDUCOSOFT					
	UNIT TEST- I (21 JULY-26 JULY)		**Syllabus- Ch 1- Matter in our surroundings Ch-5 Fundamental unit of**	**Date of exam- 26 july 2025**					
August 1-15									
No. of days-11									
Phy.	**Chapter 9 : Gravitation: Universal law of gravitation,accleration due to gravity**	**Understand the Law of Universal Gravitation: Students will be able to explain Newton's Law of Universal Gravitation and state that every object in the universe attracts every other object with a force that is proportional to the product of their masses and inversely proportional to the square of the distance between them. Calculate Gravitational Force: Students will be able to use the formula for gravitational force to solve problems involving gravitational forces. Explain Free Fall and Acceleration Due to Gravity: Students will understand the concept of free fall and the acceleration due to gravity , and they will be able to calculate the value of g on Earth and its implications.**		**Intext Questions**	**Conceptual Questions Worksheets and Quizzes Practical Activities Investigating how objects of different**	**Physics and Mathematics: Physics and Astronomy: Physics and Engineering: Physics and Environmental Science: Physics and Technology:**	**SDG 9: Industry, Innovation, and Infrastructure .SDG 7: Affordable and Clean Energy SDG 11: Sustainable Cities and Communities SDG 13: Climate Action SDG 14: Life Below Water**	**Critical Thinking and Problem Solving: Collaboration and Creativity and Innovation: Communication Skills: Digital Literacy: Global Awareness and Sustainability: Self-Management:**	**Inquiry-Based Learning: Problem-Based Learning: Flipped Classroom: Conceptual Teaching: Experiments and Demonstrations: Real-Life Connections:**
Chem.	**Chapter 2 : Is Matter around us pure : physical and chemical changes, elements and compounds**	**distinguish between physical and chemical properties of substances.**	**To prepare a mixture and compound using iron filings and sulphur powder**	**TBQ and assignment**	**Case Studies/Real-World Applications: Real-life scenarios to assess students' ability to identify**				
Bio.	**Chapter 15- Improvement in food resources :Introduction**	**1. Understands varieties of crop plants 2. Importance of green revolution**	**Nature walk to be organised**	**Notes Preperation**	**MCQs /Science Concept map written assessments as SAQs Viva**	**Geographical aspects associated with cultivation of different types of crops and soil types needed by them**	**SDG 2, 12 & 15**	**Critical thinking, communication Information literacy, flexibility and adaptability**	**Experiential Learning: Student presentation Direct instruction Peer to peer**

				ONLINE EDUCOSOFT					
August 16-31									
No. of days-12									
Phy	Chapter 9 : Gravitation: free fall, mass and weight			TBQ and assignment					
Chem.	Chapter 3 : Atoms and molecules : Laws of chemical combination	describe matter in terms of its basic building blocks—atoms and molecules. Understand the physical and chemical properties of matter and how these properties are related to the arrangement and behavior of atoms and molecules.	To verify law of conservation of mass	Intext Questions	Numerical Problems: Questions could ask students to calculate the ratios of masses or moles of reactants and products based on the laws of	Mathematics: Calculating atomic masses, molecular masses, and using formulas in stoichiometry involves mathematical concepts such as ratios, percentages, and	SDG 7: Affordable and Clean Energy	Critical Thinking and Problem Solving	Teaching chemical formula through jigsaw sort of puzzle
Bio.	Chapter 15- Improvement in food resources :improvement in crop yields, crop variety improvement	1. Understands importance of HYV 2. Plant and animal breeding and selection for quality improvement and management 3. Understand the use of fertilizers and manures; Protection from pests and diseases.	Nature walk to be organised	Notes Preperation, Intext Questions	MCQs /Science Concept map written assessments as SAQs Viva	Geographical aspects associated with cultivation of different types of crops and soil types needed by them	SDG 2, 12 & 15	Critical thinking, communication Information literacy, flexibility and adaptability	Experiential Learning: Student presentation Direct instruction Peer to peer
September 1 - 15									
No. of days-11									
Phy/Chem/Bio	REVISION OF SYLLABUS of HALF YEARLY EXAM		NOTE						
	HALF YEARLY EXAMINATION (12 Sept-								
September 16-30									
No. of days-12									
Phy./chem/bio	Half Yearly examination (Syllabus)			Date of exam- 24 September					
	Chap 1 - Matter in our surroundings								
	Chap 2 - Is matter around us pure								
	Chap 5 - The fundamental unit of life								
	Chap 6 - Tissues								
	Chap 7 - Motion								
	Chap 8- Force & laws of motion								
	Chap 10- Gravitation(upto topcs coverd)								
October 1-15									
No. of days-08									

Phy.	**Chapter 9 : Gravitation : Pressure in fluids,Buoyancy, floating and sinking, Archimedes Principle**		**1. To determine the density of given solid using spring balance and measuring cylinder 2.To establish the relation between the loss in weight of a solid when fully immersed in a) tap water b) strong salty water**	**Intext Questions**					
Chem.	**Ch 3- Atoms, atomic mass, molecules, molecular mass, mass number, valency, Chemical formula,**	**Learning the units for atomic mass (amu or u) and molecular mass (g/mol). learn how to write chemical formulas for compounds, representing the number of atoms of each element present**	**To verify the law of conservation of mass**	**Intext Questions**	**Interactive quizzes on calculation of mass**				
Bio.	**Chapter 15- Improvement in food resources : crop production management,fertilizers, manure, irrigation, crop protection management Chapter 15 Animal Husbandry, cattle farming, poultry farming, fish production, bee keeping**	**1. Understand crop production management,fertilizers, manure, irrigation, crop protection management 2.Relate the importance of animal Husbandry, cattle farming, poultry farming, fish production, bee keeping**	**Visit to a dairy or agricultural field**	**Notes Preperation, Intext Questions& Back exercises**	**MCQs /Science Concept map written assessments as SAQs Viva questions experiment based**	**Geographical aspects associated with availability of different types of cattle breeds in the different parts of India.**	**SDG 2, 12 & 15**	**Critical thinking, communication Information literacy, flexibility and adaptability**	**Experiential Learning: Student presentation Direct instruction Peer to peer learning Group work**
				ONLINE EDUCOSOFT ASSESSMENTS					
October 16 - 31									
No. of days- 10									

Phy.	**Chapter 10 : Work and energy : work,work done by a force, energy, forms of energy**	**Define Work and Energy: Students will be able to define work as the transfer of energy and explain its conditions (force must act in the direction of displacement).** **Understand and Apply the Formula for Work: Students will be able to use the formula** **W=F×d (work = force × displacement) to calculate work done by a force.** **Understand the Concept of Energy: Students will be able to define energy and understand its different forms, including kinetic energy, potential energy, and mechanical energy.** **Apply the Formula for Kinetic and Potential Energy: Students will be able to calculate kinetic energy and potential energy** **PE=mgh, and solve numerical problems.** **Understand the Law of Conservation of Energy: Students will learn that energy cannot be created or destroyed, only converted from one form to another, and apply the conservation of energy principle in various contexts.** **Understand Power: Students will be able to define power as the rate of doing work and calculate it using the formula.**		**Intext Questions**	**Conceptual Questions:** **Group Activities:** **Online Quizzes** **Experimentation:** **Project-Based Assessment** **Peer and Self-Assessment**	**Physics and Mathematics:** **Physics and Engineering: .** **Physics and Environmental Science:** **Physics and Technology:** **Physics and Biology:**	**SDG 7: Affordable and Clean Energy** **SDG 9: Industry, Innovation, and Infrastructure** **SDG 13: Climate Action** **SDG 12: Responsible Consumption and Production**	**Critical Thinking and Problem Solving: Students apply the laws of energy conservation and work-energy principles to solve real-world problems, such as calculating the energy efficiency of machines or finding ways to minimize energy waste in various systems.** **Collaboration and Teamwork: Through group projects and experiments, students collaborate to design models or solve problems. This promotes teamwork and the ability to share ideas and find solutions together.**	**Inquiry-Based Learning: Encourage students to explore energy transformations by designing their own experiments. For example, students can investigate how energy is transferred in different machines or how potential energy in a raised object is converted into kinetic energy when it falls.** **Problem-Based Learning: Provide real-world problems where students must apply the laws of work and energy to solve challenges. For example, how would you design a more energy-efficient vehicle or a solar-powered device?** **Flipped Classroom**
Chem.	**Chapter 3: Molecular Mass and formula unit mass**	**Understanding how to calculate the atomic mass of elements and molecular mass of compounds.**		**TBQ and assignment**	**Peer Assessment: In group discussions or presentations, peers can assess**				
Bio	**Health and Diseases: Health and its failure. Infectious and Non-infectious diseases, their causes and manifestation. Diseases caused by microbes (Virus, Bacteria and Protozoans) and their prevention; Principles of treatment and prevention. Pulse Polio programmes.**	**1.Students will understand Health and Diseases: Health and its failure .2. Infectious and Non-infectious diseases, their causes and manifestation. 3. Diseases caused by microbes (Virus, Bacteria and Protozoans) and their prevention; Principles of treatment and prevention. Pulse Polio programmes.**		**Intext Questions**	**Interactive quizzes and oral discussions**		**SDG 3**	**Critical thinking, communication Information literacy, flexibility and adaptability**	**Experiential Learning: Student presentation Direct instruction Peer to peer learning Group work**
				ONLINE EDUCOSOFT					
November 1-15									
No. of days-11									
Phy	**Chapter 10 : Work and energy : K.E**			**Intext Questions**					

Chem.	**Ch 4- Structure of atom: thomson model**	**Recognize the historical development of the atomic model, including the contributions of scientists like Dalton, Thomson, Rutherford, and Bohr. Understand Dalton's atomic theory and how it laid the foundation for the study of atoms. Identify the basic structure of an atom, which consists of protons, neutrons, and electrons. Learn about the location of these subatomic particles (protons and neutrons in the nucleus, electrons orbiting the nucleus).**		**Intext Questions**	**Group presentation**	**. History and Philosophy:**	**SDG 9: Industry, Innovation, and Infrastructure The study of atoms is a foundation for technological innovation. It is crucial for students to understand atomic behavior as it relates to the development of**	**Critical Thinking and Problem-Solving Application: Understanding the structure of atoms, identifying subatomic particles, and their properties helps students enhance**	**Interactive Teaching Methods Demonstrations: If possible, show a simple demonstration, like using a ball-and-stick model to represent atoms, to help students visualize atomic**
Bio.	**Ch-5 Recapitulation**			**Extra Questions**					
				ONLINE EDUCOSOFT					
November 16-30									
No. of days-12									
Phy.	**P.E,Law of conservation of energy, power**			**TBQ and assignment**					
Chem.	**Chapter 4 : Structure of atom : Bohr's model**	**Study Bohr's model of the atom and how it explains the arrangement of electrons in specific orbits or energy levels around the nucleus.**			**Comparison with Other Models: Compare the Bohr model with other atomic models, such as the Rutherford model**				
Bio.	**Ch-5 Recapitulation**								
				ONLINE EDUCOSOFT					
December 1-15									
No. of days-12									
	Unit Test -2 (8 Dec- 15 dec)		**Ch 3 Atoms and Molecules**	**Date of Exam- 15 December 2025**					
			Ch 10 Work and						
			Chapter 15-						

Phy.	**Chapter 11 - Sound : Production of sound propagation of sound, characteristics of sound.**	**Understand the Nature of Sound: Students will define sound as a mechanical wave that requires a medium to travel and recognize sound as a form of longitudinal wave. Describe the Properties of Sound: Students will explain key properties of sound waves, such as frequency, wavelength, amplitude, and velocity, and understand how these properties relate to pitch and loudness. Understand the Speed of Sound: Students will be able to calculate and explain the factors affecting the speed of sound, including the medium (air, water, solids) and temperature. Explain Reflection of Sound: Students will understand and explain the reflection of sound (e.g., echo) and its applications in daily life (e.g., sonar, ultrasound). Explore the Phenomenon of Resonance: Students will explain resonance and how it occurs in musical instruments or objects vibrating at their natural frequency. Understand the Applications of Sound: Students will recognize the practical applications of sound, such as in communication (e.g., telephones, radios), medical diagnostics (e.g., ultrasound), and sonar.**	**To determine the velocity of a pulse propagated through a stretched string/slinky**	**Intext Questions**	**Conceptual Questions Worksheets: Provide worksheets with multiple-choice questions (MCQs) and fill-in-the-blank questions to test basic concepts and encourage students to apply their knowledge to new scenarios. Interactive Quizzes: Hands-on Activities Project-Based Assessment**	**Physics and Music: Physics and Engineering: Physics and Biology: Physics and Communication Technology: Physics and Environmental Science:**	**SDG 3: Good Health and Well-Being SDG 9: Industry, Innovation, and Infrastructure SDG 11: Sustainable Cities and Communities SDG 12: Responsible Consumption and Production**	**Critical Thinking and Problem Solving: Collaboration and Teamwork: Digital Literacy: Communication Skills: Global Awareness and Sustainability: Self-Management and Time Management:**	**Inquiry-Based Learning: Experiential Learning: Flipped Classroom: Project-Based Learning: Real-Life Applications: Collaborative Learning:**
Chem	**Chapter 4 : Structure of atom: distribution of electrons, Sub atomic particles, valency**	**Learn to calculate the atomic number (number of protons) and the mass number (sum of protons and neutrons) of an atom.**							
Bio	**Ch-6 Recapitulation**								
				ONLINE EDUCOSOFT ASSESSMENTS					
December 16-31									
No. of days-13									
Phy.	**Chapter 11 - Sound : Speed of sound, reflection of sound,echo,**		**To verify the laws of reflection of sound**	**Intext Questions**					
Chem	**Chapter 4 : Structure of atom: Isotopes, Isobars, applications of isotopes**	**Define isotopes and isobars, and understand the difference between them. Study examples of isotopes (such as carbon-12 and carbon-14) and their applications.**		**Intext Questions**	**Diagram-based Questions (Labeling or Matching) Students may be**				
Bio	**Revision**								
				ONLINE EDUCOSOFT					
JANUARY 1-15	**WINTER BREAK**								
No. of days-3									
Phy	**applications of reflection of sound, reverberation**			**Intext Questions**					

Chem.	**Ch 4 - mass number, atomic number**			**Intext Questions**	**MCQ/ Written test**				
Bio.	**Revision**								
				ONLINE EDUCOSOFT					
January 16-31									
No. of days-13									
Phy	**range of hearing**			**TBQ and assignment**					
Chem.	**Revision**			**TBQ and**					
Bio.	**Revision**								
			NO						
February 1-15									
No. of days-11									
Phy/Chem/Bi	**REVISION**								
February16-28									
No. of days-12									
Phy/Chem/Bi	**ANNUAL EXAMS**		**Complete Book**						
March									
No. of days-24	**ANNUAL EXAMS**								