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| I         | AL AIN J     | UNIORS<br>IAN SYS | S SCHOOL<br>STEM | Name of the subject T   |  | DEPARTMENTSOCIAL SCIENCE(ECON  | OMICS) SYLLABUS BREAK  | UP 2020-21 -AJI   | I   |   |   |  |                            |
| MONT      | Unit/Section | m Po              | Periods          | Topic Break Down / for<br>Periods   | Learning Outcomes/ Skills acquired   | Grade 9  Activities (Formative assessment tasks, projects, Visits including virtual learning)  | 3  | Competencies and Values   | My Identity   | Resourc<br>es   | Art Integration   | Cross<br>curricular<br>link  | Artificial<br>Intelligence |
| APRIL 1 E | ECONOMICS    | S 1               |                  | Chapter-1 The Story of the Village Palampur-Factors of production and features of the palampur village                        | Report an entire components existing in an ideal village-Palampur.Explain the factors of production in detail. | MCQs in FORMS APP, Discussions in Teams platform, Group Activity: Role play on the basic farm activities in a village. Jigsaw,, Gallary walk, debate and group discussion. | FORMS APP, MICROSOFT<br>TEAMS APP,World Map,You Tube,<br>Internet Connection for Research<br>and Chart papers.   | Tolerance, Collaboration, Critical thinking skills and Integrity    | Reporting the efforts initiated by the Government of UAE under the aegis of various rulers in uplifting the village economy to a modern country-Research work             | .nic.in, Forms APP, google .com, youtube platform and   |   | The concepts like the features of the village are connected with science and technology.           |                            |
| 2         | ECONOMIC     | S                 | 1                | Chapter-1 The Story of the Village Palampur-The key features of land as a factor of production                                | Analyze the feature of the land as the prominent factor of production.   | Indiviual activity: Conduct research on the land distribution pattern in India.  | FORMS APP, MICROSOFT<br>TEAMS APP,World Map,You Tube,<br>Internet Connection for Research<br>and Chart papers.   | erance, Collaboration, Critical thinking skills,Integrity and Hone  | taken by the UAE in bringing the susta  | .nic.in,<br>Forms<br>APP,<br>google<br>.com,<br>i youtube   | Students an image of the palampur village by incorporating all the features of it in a chart paper. |  |                            |
| 3         | ECONOMIC     | s                 | 1                | Chapter-1 The Story of the Village Palampur- Techniques used to enhance the  production produce from the same  piece of land. | Report the farm techniques used by the farmers to produce more from the same piece of land.                    | 3) Picture reading and interpreting it.  | FORMS APP, MICROSOFT<br>TEAMS APP,World Map,You Tube,<br>Internet Connection for Research<br>and Chart papers.   | erance, Collaboration, Critical thinking skills,Integrity and Hone  |   | .nic.in, Forms APP, google .com, youtube www.cbse .nic.in, Forms APP,                               |   | The concepts like the  |                            |
|           |              |                   | 1                |   |  |  | FORMS AND MICROSOFT  |   | taken by the UAE in bringing the susta  | google .com, youtube platform and worksheet s in soft iforms.                                       |   | fixe the<br>features of<br>the village are<br>connected<br>with science<br>and<br>technology.      |                            |
| 4         | ECONOMIC     | s                 | 1                | Chapter-1 The Story of the Village Palampur- Diffrentiate intensive and extensive farming.                                    | Diffrentiate intensive and extensive farming.  | Group discussion on the impact of the green revolution on India.   | FORMS APP, MICROSOFT<br>TEAMS APP, World Map, You Tube,<br>Internet Connection for Research<br>and Chart papers. | rance, Collaboration, Critical thinking skills,Integrity and Toler  | ad in UAE and showcasing the transitio  | .nic.in, Forms APP, google .com, ryoutube   |   |  |                            |
| May       | ECONOMIC     | S                 | 1                | Chapter-1 The Story of the Village Palampur- land distribution pattern in the village of Palampur.                            | Report the land distribution pattern in the village of Palampur.   | Conduct a research work on the land distribution pattern of land India.  | FORMS APP, MICROSOFT<br>TEAMS APP,World Map,You Tube,<br>Internet Connection for Research<br>and Chart papers.   | erance, Collaboration, Critical thinking skills,Integrity and Hone  | ad in UAE and showcasing the transitio  | .nic.in, Forms APP, google .com, youtube platform and   |   | The concepts like the features of the village are connected with science and technology.           |                            |
| ńew 2     | ECONOMIC     | s                 | 1                | Chapter-1 The Story of the Village Palampur- Non-Farm activities of Palampur Village  | Summarize the Non-Farm activities of Palampur Village  | Group Activity: Conduct research on the Non farm activities of India.Jigsaw,, Gallary walk, debate and group discussion.   | FORMS APP, MICROSOFT<br>TEAMS APP,World Map,You Tube,<br>Internet Connection for Research<br>and Chart papers.   | erance, Collaboration, Critical thinking skills,Integrity and Hone  | Reporting the efforts initiated by the<br>Government of UAE under the aegis of<br>various rulers in uplifting the village<br>economy to a modern country-Research<br>work | .nic.in, Forms APP, google .com, youtube platform and   | The land distribution pattern is depicted in the form of a poster.                                  |  |                            |
| May       | ECONOMIC     | s                 | 1                | Chapter-1 The Story of the Village Palampur-the agricultural activities of India and the UAE.                                 | Compare and contrast the agricultural activities of India and the UAE.   | Research activity on agricultural practices in the UAE.  | FORMS APP, MICROSOFT<br>TEAMS APP,World Map,You Tube,<br>Internet Connection for Research<br>and Chart papers.   | erance, Collaboration, Critical thinking skills,Integrity and Hone  | Reporting the efforts initiated by the<br>Government of UAE under the aegis of<br>various rulers in uplifting the village<br>economy to a modern country-Research<br>work | www.cbse<br>.nic.in,<br>Forms<br>APP,<br>google<br>.com,<br>youtube<br>platform<br>and<br>worksheet |   |  |                            |
| WAX 4     | ECONOMIC     |                   | 1                | Chapter 2: People As resource-Meaning   | Summarize the meaning of people as reource'.   | Group Activity: Discussion on the human capital and how it is different from the rest of the resources.  | FORMS APP, MICROSOFT<br>TEAMS APP,World Map,You Tube,<br>Internet Connection for Research<br>and Chart papers.   | rance, Collaboration, Critical thinking skills, Integrity and Toler | nent in education in UAE in line with pr  | www.cbse .nic.in, Forms APP, google .com, youtube platform  |   | The concepts of<br>human capital<br>formation is<br>linked with<br>science, Math<br>and psychology |                            |
| 1 1       | ECONOMIC     | s                 | 1                | Chapter 2: People As resource-<br>Meaning of human resource<br>management   | Explain the meaning of human resource. 3) Report the process of investment in human capital.                   | Visit avillage located near to your residential area and note down the various activities undertaken by the people of that village.  | FORMS APP, MICROSOFT<br>TEAMS APP,World Map,You Tube,<br>Internet Connection for Research<br>and Chart papers.   | e, Collaboration, Critical thinking skills,Integrity and Competiti  |   | www.cbse<br>.nic.in,<br>Forms<br>APP,<br>google<br>.com,<br>youtube                                 |   |  |                            |

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|------------|------|-----------|---|---|---|--|--|---|--|---|------------------|--|
|            |      |           |   |   | Chapter 2: People As resource-<br>Distinguish the market and non-market | Distinguish the market and non-market activities. 5) Report the difference between human resource and other resources. | Group Activity: Discussion on the human capital and<br>how it is different from the rest of the resources. | FORMS APP, MICROSOFT<br>TEAMS APP, World Map, You Tube,             | e, Collaboration, Critical thinking skills,Integrity and Competiti   |   | .nic.in,         |  |
|            |      |           |   |   | activities.   | between numan resource and other resources.  | now it is different from the rest of the resources.  | Internet Connection for Research                                    |  |   | Forms            |  |
|            |      |           |   |   | activities.   |  |  | and Chart papers.   |  |   | APP,<br>google   |  |
| <b>E</b> 3 | E    | CONOMICS  |   |   |   |  |  |   |  |   | .com,            | The concepts of  |
|            | EC   | CONOMICS  |   | 1 |   |  |  |   |  |   | youtube          | human capital  |
|            |      |           |   |   |   |  |  |   |  |   | platform         | formation is   |
|            |      |           |   |   |   |  |  |   |  |   | and              | linked with  |
|            |      |           |   |   |   |  |  |   |  | mer friendly market initiatives taken by t  | worksheet        | science, Math<br>and psychology                        |
|            |      |           |   |   | Chapter 2: People As resource- the role                                 | Summarize the role of education and health in human capital formation.   | 3) Count the number of boys and girls studying in your   | Projector, World Map, You Tube,                                     | rance, Collaboration, Critical thinking skills, Integrity and Tolera | The menaly market militatives taken by t    | .nic.in,         | and psychology   |
|            |      |           |   |   | of education and health in human  | r  | school and as your School Administrator to provide you   |   |  |   | Forms            |  |
|            |      |           |   |   | capital formation.  |  | the data of boys and girls. 4) Group work: Visit nearby  | and Chart papers.   |  |   | APP,             |  |
| <b>E</b> 3 | . E  | CONOMICS  |   |   |   |  | hospital and note down the facilities they have there in   |   |  |   | google           | A beautiful picture-                                   |
|            | EC   | CONOMICS  |   | 1 |   |  | the hospital.Reserch work on the intensity of the educated unemployment in India.                          |   |  |   | .com,<br>youtube | connected concept<br>map is drawn by                   |
|            |      |           |   |   |   |  | educated unemployment in india.  |   |  |   | platform         | linking the factors                                    |
|            |      |           |   |   |   |  |  |   |  |   | and              | involved human   |
|            |      |           |   |   |   |  |  |   |  | the UAE in compating the diseases and       | worksheet        | capital formation.                                     |
|            |      |           |   |   | Chapter 2: People As resource-  | Describe the issue of different types of unemployment in India.  | Research work on the type of unemployment existing in  | FORMS APP, MICROSOFT  | rance, Collaboration, Critical thinking skills, Integrity and Tolera |   |                  |  |
|            |      |           |   |   | different types of unemployment in<br>India.                            |  | Indian Villages.   | TEAMS APP, World Map, You Tube,<br>Internet Connection for Research |  |   |                  |  |
| 4          | l Fo | CONOMICS  |   | 1 | maa.  |  |  | and Chart papers.   |  | Research work on the investment             |                  | Unemployment   |
|            |      | corronnes |   | • |   |  |  |   |  | opportunities and employment                |                  | is related with  |
|            |      |           |   |   |   |  |  |   |  | creation in the UAE since its               |                  | technological  |
|            |      |           |   |   |   |  |  |   |  | formation in 1972.                          |                  | development.   |
|            |      |           |   |   |   |  |  |   |  |   |                  |  |
| 員          |      |           |   |   |   |  |  | ED DDE 4 V  |  |   |                  |  |
|            |      |           |   |   |   |  | SUMMI  | ER BREAK  |  |   |                  |  |
|            |      |           |   |   |   |  |  |   |  |   |                  |  |
|            | 1    |           | I |   | Chapter 2: People As resource-  | Report the measures to be taken in education to address the issue of   | Reserch work on the intensity of the educated  | Projector, World Map, You Tube,                                     | e, Collaboration, Critical thinking skills, Integrity and Competiti  |   |                  |  |
|            |      |           |   |   | Educated unemployment   | educated unemployment.   | unemployment in India.   | Internet Connection for Research                                    | ,,,  |   |                  |  |
|            |      |           |   |   |   |  |  | and Chart papers.   |  |   |                  |  |
| er         |      |           |   |   |   |  |  |   |  |   |                  |  |
|            | EC   | CONOMICS  |   | 1 |   |  |  |   |  |   |                  |  |
| epte       | .    |           |   | • |   |  |  |   |  |   |                  |  |
| Š          |      |           |   |   |   |  |  |   |  |   |                  |  |
|            |      |           |   |   |   |  |  |   |  |   | A4 Color         |  |
|            |      |           |   |   |   |  |  |   |  | ne UAE in compating the diseases and in     |                  |  |
|            |      |           |   |   | Chapter 2: People As resource-  | Report the measures to be taken in education to address the issue of   | Reserch work on the intensity of the educated  | Projector, World Map, You Tube,                                     | e, Collaboration, Critical thinking skills, Integrity and Competiti  | io or in arround and arround and in         |                  | 1  |
|            |      |           |   |   | measures to be taken in education to                                    | educated unemployment.   | unemployment in India.   | Internet Connection for Research                                    |  |   |                  |  |
|            |      |           |   |   | address the issue of educated   |  |  | and Chart papers.   |  |   |                  |  |
| r er       |      |           |   |   | unemployment.   |  |  |   |  |   |                  |  |
| 訚,         | EC   | CONOMICS  |   | 1 |   |  |  |   |  |   |                  |  |
| atd 2      | EC   | CONOMICS  |   | 1 |   |  |  |   |  |   |                  |  |
| Š          |      |           |   |   |   |  |  |   |  |   |                  |  |
|            |      |           |   |   |   |  |  |   |  |   |                  |  |
|            |      |           |   |   |   |  |  |   |  |   |                  |  |
|            | -    |           |   |   | Cl. a D. l.   |  |  | D :   |  | pating the diseases and improving the       |                  |  |
|            |      |           |   |   | Chapter 2: People As resource   | Analyzing the major concepts -Revision   | Group Act: Summarize the major concepts through Jigsaw   | Projector, World Map, You Tube,<br>Internet Connection for Research | boration, Critical thinking skills, Integrity and Scintific Temper a |   |                  |  |
|            |      |           |   |   |   |  | Jigsaw   | and Chart papers.   |  |   |                  |  |
| ber        |      |           |   |   |   |  |  | and Chart papers.   |  |   |                  |  |
| <b>E</b> 3 | EC   | CONOMICS  |   | 1 |   |  |  |   |  |   |                  |  |
| Sep        |      |           |   |   |   |  |  |   |  |   |                  |  |
| 32         |      |           |   |   |   |  |  |   |  |   |                  |  |
|            |      |           |   |   |   |  |  |   |  |   | Chart            |  |
|            | +    |           |   |   | Chanter 3: Poverty as a challenge                                       | Summarize the meaning of noverty   | 1) Group Activity: Calculate the poverty line of the HAE   | Projector, World Map, You Tube,                                     | boration, Critical thinking skills, Integrity and Scintific Temper a | pating the diseases and improving the d     | paper-10         | 1  |
|            |      |           |   |   | Chapter 3: Poverty as a challenge                                       | Summarize the meaning of poverty.  | Group Activity: Calculate the poverty line of the UAE through the research work.                           | Internet Connection for Research                                    | oracion, Critical uninking skins, integrity and scindiff remper a    |   |                  |  |
|            |      |           |   |   |   |  |  | and Chart papers.   |  |   |                  |  |
| per        |      |           |   |   |   |  |  |   |  |   |                  |  |
| T 4        | EC   | CONOMICS  |   | 1 |   |  |  |   |  |   | Ob.              |  |
| ept        |      |           |   |   |   |  |  |   |  |   | Chart<br>Paper:  |  |
| <b>3</b> 2 |      |           |   |   |   |  |  |   |  |   | Рарег.<br>10,    |  |
|            |      |           |   |   |   |  |  |   |  |   | Workshee         |  |
|            |      |           |   |   |   |  |  |   |  | ggle experienced by the Emiratis in add     | ts-120           |  |
|            |      |           |   |   | Chapter 3: Poverty as a challenge                                       | Distinguish Social exclusion and vulnerability Report the meaning of   | Group Activity: Calculate the poverty line of the UAE     through the research work                        | Projector, World Map, You Tube,                                     | boration, Critical thinking skills, Integrity and Scintific Temper a |   |                  |  |
|            |      |           |   |   |   | poverty line and how the it is measured.   | through the research work.   | Internet Connection for Research<br>and Chart papers.               |  |   |                  |  |
|            |      |           |   |   |   |  |  | and Chart papers.   |  |   |                  |  |
| per        |      |           |   |   |   |  |  |   |  |   |                  |  |
| <b>9</b> 1 | EC   | CONOMICS  |   | 1 |   |  |  |   |  |   |                  | An imaginary village The concepts of                   |
| 0          |      |           |   |   |   |  |  |   |  |   |                  | is drawn by poverty are incorporating the related with |
|            |      |           |   |   |   |  |  |   |  |   |                  | various aspects like science, math,                    |
|            |      |           |   |   |   |  |  |   |  |   | A4 Color         | poverty and politics and                               |
|            |      |           | - |   |   |  |  |   |  | ggle experienced by the Emiratis in add     | sheets 20        | unemployment. history                                  |
|            |      |           |   |   | Chapter 3: Poverty as a challenge-                                      |  | 2) Role play on the existence of poverty in the villages of  |   | rance, Collaboration, Critical thinking skills,Integrity and Tolera  |   |                  |  |
|            |      |           |   |   | Meaning of the concept of poverty.                                      | India.   | India. Research work on the intensity of poverty in India.   | Internet Connection for Research<br>and Chart papers.               |  |   |                  |  |
| per        | .    | CONONECC  |   |   |   |  |  | and Chart papers.   |  |   |                  |  |
| 95         | EC   | CONOMICS  |   | 1 |   |  |  |   |  |   |                  |  |
| 0          |      |           |   |   |   |  |  |   |  |   |                  |  |
|            |      |           |   |   |   |  |  |   |  |   | A4 Color         |  |
|            | I    |           | L |   | 1   | I  | I  | I   | ı  | rs initiatives in enhancing the standard of | sneets 20        | 1  |
|            |      |           |   |   |   |  |  |   |  |   |                  |  |

|  |   | Chapter 3: Poverty as a challenge-inter-                           |  | Conduct research on the intensity of the poverty in the   |   | rance, Collaboration, Critical thinking skills, Integrity and Tole  | ra   |                    | ]                                       |                                   |
|--|---|--|--|---|---|---|--|--------------------|---|-----------------------------------|
|  |   | state disparities in India.  | Development Goals of the United Nations.   | world.  | Internet Connection for Research<br>and Chart papers.               |   |  |                    |   |                                   |
| 3 ECONOMICS  | 1 |  |  |   |   |   |  |                    |   |                                   |
| 0  |   |  |  |   |   |   |  |                    |   |                                   |
|  |   |  |  |   |   |   | addressing the place of Cond De                          | A4 Color           |   |                                   |
|  |   | Chapter 3: Poverty as a challenge- the                             | Summarize the causes of the poverty.   | 4) Conduct research work on the causes of the poverty.  | Projector, World Map, You Tube,                                     | rance, Collaboration, Critical thinking skills,Integrity and Tole   | addressing the global poverty-Food Bar                   | Sneets 20          | 1                                       |                                   |
|  |   | causes of the poverty.   |  |   | Internet Connection for Research<br>and Chart papers.               |   |  |                    |   |                                   |
| a de la companya de l |   |  |  |   |   |   |  |                    |   | The concepts of                   |
| 4 ECONOMICS  | 1 |  |  |   |   |   |  |                    |   | poverty are                       |
|  |   |  |  |   |   |   |  |                    |   | related with science, math,       |
|  |   |  |  |   |   |   | addressing the global poverty-Food Bar                   |                    |   | politics and<br>history           |
|  |   | Chapter 3: Poverty as a challenge-Anti-<br>poverty programs        | List out the anti-poverty programmes introduced by the government.  Summarize the meaning of Human poverty.  | Research work on the list of Anti-poverty programmes introduced by the government in India.                         | Projector, World Map, You Tube,<br>Internet Connection for Research | boration, Critical thinking skills,Integrity and Scintific Temper   | 8  |                    |   |                                   |
| ı.   |   | porterly programs  | Summarize the incuming of Fundam poverty.  | introduced by the government in matter  | and Chart papers.   |   |  |                    | A drama is                              |                                   |
| 1 ECONOMICS  | 1 |  |  |   |   |   |  |                    | performed on the<br>Public distribution |                                   |
| No   |   |  |  |   |   |   |  |                    | system in India by including all the    |                                   |
|  |   |  |  |   |   |   | n the UAE's effort in stamping out the th                |                    | essential components.                   |                                   |
|  |   | Chapter 3: Poverty as a challenge-Anti-                            | List out the anti-poverty programmes introduced by the government.   | Research work on the list of Anti-poverty programmes  | Projector, World Map, You Tube,                                     | erance, Collaboration, Critical thinking skills, Integrity and Tole |  |                    | componente.                             |                                   |
| <u>.</u>   |   | poverty programs.  | Summarize the meaning of Human poverty.  | introduced by the government in India.  | Internet Connection for Research<br>and Chart papers.               |   |  |                    |   |                                   |
| 2 ECONOMICS  | 1 |  |  |   |   |   |  |                    |   |                                   |
| Neve   |   |  |  |   |   |   |  |                    |   |                                   |
|  |   |  |  |   |   |   |  |                    |   |                                   |
|  |   | Chapter 3: Poverty as a challenge-                                 | Summarizing all the concepts-Revision-1) Summarize the meaning of  | Penning down the major points Iin the notebook.   | Projector, World Map, You Tube,                                     | rance, Collaboration, Critical thinking skills, Integrity and Tole  | n the UAE's effort in stamping out the th                |                    |   |                                   |
|  |   | Revision   | poverty.2) Distinguish Social exclusion and vulnerability.3) Report the<br>meaning of poverty line and how the it is measured. 3) List out the       |   | Internet Connection for Research<br>and Chart papers.               |   |  |                    |   |                                   |
| 3 ECONOMICS  |   |  | vulnerable groups in India. 4) Report the inter-state disparities in India.5)<br>Summarize the Millenium Development Goals of the United Nations. 6) |   |   |   |  |                    |   |                                   |
| S ECONOMICS  | 1 |  | Summarize the causes of the poverty. 7) List out the anti-poverty  |   |   |   |  |                    |   |                                   |
|  |   |  | programmes introduced by the government. Summarize the meaning of Human poverty.   |   |   |   |  |                    |   |                                   |
| <u> </u>   |   | Chapter 4: Food Sechurity in India-                                | Summarize the meaning and dimensions of the food security in India.  | Group Activity: Picture reading and interpreting-Figure   | Projector, World Map, You Tube,                                     | boration, Critical thinking skills, Integrity and Scintific Temper  | n the UAE's effort in stamping out the th                |                    |   |                                   |
| 4 ECONOMICS  | 1 | Meaning and its dimensions   |  | based on food security.   | Internet Connection for Research<br>and Chart papers.               | , <u>-</u>  |  | Paper:<br>10,      |   |                                   |
| New  |   |  |  |   |   |   | storicity of effort taken by the UAE in ad               | Workshee<br>ts-120 |   |                                   |
|  |   | Chapter 4: Food Sechurity in India-<br>Importance of food security | Report the importance of the food security.Conduct a case study on the<br>Bengal Famine through the research activity.                               | Group Activity: Picture reading and interpreting-Figure<br>based on food security. Project work: Gather information |   | collaboration, Critical thinking skills, Integrity and hardwork and | 1  |                    |   |                                   |
|  |   |  |  | on the famines so far we had in India.  | and Chart papers.   |   |  |                    |   |                                   |
| 1 ECONOMICS  | 1 |  |  |   |   |   |  |                    |   |                                   |
| Dec  |   |  |  |   |   |   |  |                    |   |                                   |
|  |   |  |  |   |   |   |  | A4 Color           |   |                                   |
|  |   | Chapter 4: Food Sechurity in India-                                | Listing out the the food insecure people in India. Reporting the process in  | Project work: Gather information on the famines so far  | Projector, World Map, You Tube,                                     | ollaboration, Critical thinking skills, Integrity and hardwork and  | storicity of effort taken by the UAE in ad               | sheets 20          | -                                       |                                   |
|  |   | Food indecure in India.  | which the food security is ensured in India.   | we had in India. Research work on PDS   | Internet Connection for Research and Chart papers.                  |   |  |                    |   | Foos security is                  |
| 2 ECONOMICS  | 1 |  |  |   | pupero.   |   | Project on analysing the historicity of                  |                    |   | related with geography,           |
|  |   |  |  |   |   |   | effort taken by the UAE in addressing the food security. |                    |   | Politics, science and psychology. |
|  |   |  |  |   |   |   |  |                    |   |                                   |
| Decem  |   |  |  | WINTE   | ER BREAK  |   |  |                    |   |                                   |
|  |   | Chapter 4: Food Sechurity in India-                                | Reporting the process in which the food security is ensured in India   | Group Activity: Visit a farm nearby and collect the   | Projector, World Map, You Tube,                                     | ollaboration, Critical thinking skills,Integrity and hardwork and   | 1  |                    |   |                                   |
|  |   | process of food security in India.                                 | Distinguishing the Buffar Stock and PDS.   | details of items grown over there.  | Internet Connection for Research<br>and Chart papers.               |   |  |                    |   |                                   |
| <u>S</u>   |   |  |  |   |   |   |  |                    |   |                                   |
| 2 ECONOMICS  | 1 |  |  |   |   |   |  |                    |   |                                   |
|  |   |  |  |   |   |   |  |                    |   |                                   |
|  |   |  |  |   |   |   | eating a wonderful earies!!!: rel east :-                |                    |   |                                   |
| <u> </u>   |   | _  | I  | I   | I   | 1   | eating a wonderful agricultural sector in                |                    | J                                       |                                   |
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|                |             |            | measures to be taken in education to   | educated unemployment.  | unemployment in India.                                 | Internet Connection for Research | , , , , , , , , , , , , , , , , , , ,                               |   |           |
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ANNUAL EXAMINATIONS.

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