Curriculum for Out of School Children

SUBJECT :- SCIENCE

CLASSES :- IV - VIII
EVS as a subject is taught in primary classes from 4th onwards. For classes 1, 2, & 3 it has been suggested that EVS should be taught through Language and Mathematics.

Little efforts are required for preparing the children to get along smoothly with the students of class IV.

Most of the children of age 6-8 years and above know and are able to tell a lot about themselves, their families, their natural and social environment, games they play, animals, plants, food, means of communications and transport etc. The curriculum in EVS at level A should include activities and teaching – learning processes that enable the children to be adjust with the students of class 4. For this purpose, it is suggested that they should be made familiar with the following content (given, under the heading of themes as taken up in the EVS textbooks):

I. Family and Friends

1. Their families, name of their family members, relationships in the family, importance of family their life and occupations of the family members.
2. Expected behaviour towards elders in the family, children of the same age group and younger children.
3. Main parts of the body and their functions (Mainly the external organs).
4. Importance of personal hygiene. Adopts habits related to cleanliness of body like brushing teeth and taking bath regularly, cutting nails, washing hands, wearing clean clothes, using a hankie etc.
5. From here to there.
6. Communicating with relatives and other people living at a distance through telephone and letters and also through other means of communication (mobile/ fax / telegram internet etc.)
7. Local games like pithhoo, hide and seek, gilli-danda, marbels, stapoo etc.
8. Importance of Sun, Moon, Stars, day and night.
9. Local animals and birds, their feeding habits sounds they make etc.
10. Names of animals that run jump creep, fly and swim. Animals that have a tail and animals that have wings.
11. Plants growing in the neighbourhood, their common features like size, colour of the flowers etc.

II. Food

12. Importance of food and names of different food items.
13. Different dishes cooked out of one food item like chapatti, halwa cooked from wheat flour.
14. Vegetables and fruits that can be eaten raw and those that require cooking.
15. Junk food and its bad effect.

III. Water

16. Importance of water and its various uses.

IV. Shelter
17. Different types of houses like pucca houses, kuchcha houses, kothis, flats, huts etc.
18. Importance of dustbin and its regular use.
19. Names of the animals living in our houses.
20. Domestic animals / pet animals / wild animals
22. Concept of seasons........

V. Things We Make and Do

24. Printing and creating new designs using vegetables like potato, lady finger, onion etc.
25. Names of utensils made of clay.
Curriculum for Out of School Children

SUBJECT :- SCIENCE

CLASS :- V

Level B prepares a child to adjust in class 5 of the school. Though the children are familiar with a number of things included in the syllabus for class 4, their coverage through various activities will reinforce their knowledge and help them understand higher concepts in a better way. The theme based content given below may be covered in the bridge course through various child centred activities within a period of six months:

1. Family and Friends
   1. Names of family members and relatives and their relationships with one another.
   2. Common customs, habits and hobbies of different family members.
   3. Occupations of parents and other family members.
   4. Local occupations and their importance in our life.
   5. Changing families.
   6. Meaning and importance of joint and nuclear families.
   7. Problems faced by people with different types of disabilities and provision of facilities for them like ramp etc.
   8. Maintenance of account of the expenditure after purchasing things from the market.
   9. Rules of playing local games like Kabaddi, marbles, Pithhoo etc. And names of games/ sports equipments.
  10. Names of different fruits and vegetables and their classification on the basis of seasons.
  11. Recognitions and use of different edible and medicinal plants.
  12. Identification of spices on the basis of their characteristics like colour, fragrance etc.
  13. Recognition with names of national animal, bird and flower.
  14. Recognition of flowers like, rose, marigold etc on the basis of their colour, fragrance and other features.
  15. Functions of roots and names of some edible roots like carrot and radish.
  16. Functions of stems and names of some edible stems like potato and sugarcane.
  17. Animals and their babies.

II. Food

  18. Names of common utensils used for cooking food.
  19. Names of common fuels used for cooking food like kerosene oil, coal, cooking gas, electricity, wood etc.
  20. Common cooking practices like boiling, frying, roasting etc.
  21. Meaning of community lunch and its importance in our social life.
  22. Knowledge of mid day meals programme in schools.
  23. Eating together in school (mid day meals) and good habits like washing hands before and after having meals.
  24. Story of foods
  25. Food and fun
III. Water

26. Names of common sources of water like taps, hand pump, pond, take, river etc.
27. Water borne diseases from contaminated water like vomiting, diarrhoea, and cholera.
28. Common methods of water like taps, hand pump, pond, take, river etc.
29. Minimising wastage of water.
30. Utility of ORS and method of preparing it.
31. Flood (Excess Water)/ Drought (Scarcity of water)

IV. Shelter

32. Different types of houses with figure.
33. Material used for constructing different types of houses.
34. People (Like mason, carpenter, electrician etc.) involved in the construction of a house.
35. Importance of decorating the house and celebrating festivals.

V. Travel

36. The concepts of left-right, up-down in front of – behind etc.
37. Recognition of common means of transport (roads, rails, water, and air).
38. Public means of transport like trains and aeroplanes have fixed schedules and tickets have to be purchased in advance for travelling.

VI. Things we make and Do.

40. Recognition of common insects in the surroundings and their uses e.g. honey from honey bees (bees prepare honey from nectar of the flowers).
41. Local occupations like cobbler, carpenter etc and their tools.

42. Fibres (Cotton, wool, silk, polyester, Nylon) and their sources.
Level C prepares a child to adjust in class 6. Though many things are known to the child their experiences may be used to further strengthen their knowledge with required additions wherever necessary. Children may be involved in various exploratory activities so that they develop an interest in learning about their environment through their environment and for their environment. The content has been divided into themes as per the syllabus of EVS (NCERT).

I. Family and Friends
1. General traditions, customs etc. Being followed in the family and society. Importance of decisions of the head of the family.
2. Difference between rural and urban lifestyle.
3. Sensitivity towards the students with different abilities. Their special needs and problems faced by them.
4. Sanitary workers and the challenges of their work.
5. Modern means and techniques of sanitary work.
6. Feeling of body processes like breathing, heart beat and activities to measure them (No. Of times air exhaled per minute no. of times pulse felt per minute).
7. Wind based musical instruments (flute, been etc.) and vibration based musical instruments (tabla, mridang etc.)
8. Games base on blowing air like whistling etc.
9. Names of famous personalities associated with different games and sports (like Sachin Tendulkar)
10. Significance of giving fist aid or treatment and using the knowledge whenever required.
11. Significance of giving polio drops to children in order to completely eradicate the disease.
12. Names the people who use animals as a source of entertainment and earn their livelihood through them.
13. Classification of animals on the basis of their characteristics like smelling, hearing seeing, feeling etc.
14. Classification of animals on the basis of external ears, skin, egg laying or giving birth to young ones.
15. Names of animals that live in groups. Advantages and disadvantages of living in groups.
16. Names of things obtained from animals like elephant’s tusk, skin of deer, horn of rhinoceros etc.
17. Names of diseased spread by mosquitoes (Malaria, Dengue, chikengunia etc.) and the conditions that promote mosquito breeding.
18. Names of common birds and their classification based on their breaks, claws, nests etc. (parrot, sparrow, eagle etc.)
19. Methods of preserving vegetables and fruits.
20. Uses of flowers in daily life (e.g. colour, scents, medicines etc.)
21. Names of tools used in agriculture.
22. Factors contributing to decrease in the number of plants and animals and suggestions to protect them.
23. Pollution (Elementary ideas)

II. Food
24. Recognition of food items on the basis of their taste and smell.
25. Reasons of food getting spoiled.
27. Precautions to be observed while buying food items from the market.
28. Iron deficiency if food, disease caused due to it (anaemia).
29. Names of food items specially prepared on the occasion of different festivals (Kheer, Sevian, Halwa, Poori, Gujhia etc).
30. Hunger / Famine (Natural / Man Made)

**III. Water**
31. Importance of water in our life, traditional and modern sources of water measures we can take to minimise wastage of water.
32. Path of a river from its origin to its merger in to the sea.
33. Names of plants and animals found in or near water sources (fish, frog, lotus, water, grass etc.)
34. Causes and effects of water pollution.
35. Diseases caused due to polluted water (Cholera, Vomiting, and Diarrhoea and methods of prevention).
36. Methods of harvesting rain water.
37. Names of things which are soluble in water, insoluble in water, float on water, sink in water.

**IV. Shelter**
38. Material used in the construction of kuccha and pucca houses.
39. Changes with time in construction pattern and material used in the construction of houses.
40. Difference between available facilities in the houses in buildings and houses in basis.
41. Problem faced by people in crowded cities (Houses, water shortage, clean toilets, garbage disposal etc.).
42. Preventives measures to be taken at the time of disasters like earthquake, importance of the knowledge of important telephone numbers like police – 100, fire brigade – 101, ambulance – 102 etc.

**V. Travel**
43. Need to construct gates at railway crossings, overhead bridge, tunnels etc.
44. Traffic rule.
45. Recognition of flags (Own tricolour, flags of other countries like America, England, Shri Lanka, Pakistan etc.).
46. Variations in the climate conditions, dresses, food, currency etc of different countries.
47. Importance of heavenly bodies, like Sun, Moon, Stars etc.
48. Formation of Day and Night, changes in seasons, changing shapes of moon, no moon day, and full moon day.
49. Heritage building.

**VI. Things We Make and Do**
50. Knowledge of traditional family occupations like carpet weaving, toy making etc.
51. Use of fuels – where and how
52. Conventional fuels (wood, coal, kerosene, cooking gas etc.) and non-conventional fuels so (solar heat, water energy, bio gas etc.) their advantages and disadvantages.
53. Environmental pollution due to vehicular emissions.
54. Noise polluter due to vehicles.
<table>
<thead>
<tr>
<th>S.No</th>
<th>Topic</th>
<th>Sub topic / Concepts / Themes</th>
<th>Material and Methods Suggested for Teaching Learning Process</th>
</tr>
</thead>
</table>
| 1.   | Food                        | ✷ Food for energy, growth and maintenance of body  
       ✷ Plant and Animal sources of food.  
       ✷ Components of balanced diet and tests for various food components.  
       ✷ Vitamins (A, B, C, D) and Minerals and their Deficiency diseases. | ✷ Charts of different edible material and role of vitamins and minerals along with deficiency diseases.  
       ✷ Activities to test the presence of different components of food.                                                                 |
| 2.   | Plants                      | ✷ Introduction to plants and their variety  
       ✷ Parts of plants and their functions.  
       ✷ Trees, herbs and shrubs  
       ✷ Aquatics and xerophytes plants with examples. | ✷ Visit to field, park and nearby vegetation.  
       ✷ Activity of pasting leaves of different plants on paper. Charts and pictures.                                                                 |
| 3.   | Living Organisms and their surroundings | ✷ Brief Introduction of topic  
       ✷ Characteristics of living organisms  
       ✷ Habits, adaptations and habitat of living organisms | ✷ Charts.  
       ✷ Play on the theme of features of living organisms.  
       ✷ Project work                                                                 |
| 4.   | Body Movements              | ✷ Need of motion for animals  
       ✷ Joints and their types in human body  
       ✷ Introduction to human skeleton  
       ✷ Movement in different animals | ✷ Chart and models.  
       ✷ Activity of making joints.                                                                 |
| 5.   | Fibres                      | ✷ Brief History of fibres  
       ✷ Introduction to natural and man – made fibres  
       ✷ Plant fibres- cotton and jute | ✷ Collection and pasting of fibers in notebooks.                                                                 |
| 6.   | Classification of Material Around us | ✷ Need of classifying materials  
       ✷ Classifying material on the basis of: appearance, hardness and softness, solubility and insolubility. | ✷ Activity of selection of criteria and classifying things.  
       ✷ Group activities of classifying things.                                                                 |
| 7.   | Separation of substances    | ✷ Need of separating substances  
       ✷ Methods of separation: handpicking, sieving, threshing, winnowing, filtration, decantation and evaporation | ✷ Activities.  
       ✷ Project work                                                                 |
| 8.   | Changes Around us           | ✷ Changes  
       ✷ Reversibility and ir-reversibility of changes | ✷ Activities  
       ✷ Project work  
       ✷ Demonstrations                                                                 |
<table>
<thead>
<tr>
<th>Chapter</th>
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<th>Points</th>
<th>Activities</th>
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| 9          | Measurement of Mass and Length | - Need of measurement  
             - Standard an local units of mass and length  
             - Activities of measuring mass and length  
             - Types of motion: rectilinear, periodic and circular | Activities and demonstrations. |
| 10         | Light                          | - Sources of light  
             - Transparent, translucent and opaque objects  
             - Light travels in a straight line and reflection | Activities and Visuals |
| 11         | Electricity                    | - Introduction to electricity charge  
             - Application of electricity in daily lives  
             - Making electrical arrangements: circuit and switch  
             - Cell: A source of Electricity  
             - Conductors and insulators | Activities and demonstrations |
| 12         | Magnet                         | - What is a magnet, a brief history of magnet  
             - Poles of a magnet and compass needle  
             - Games using magnet  
             - Magnet in daily life | Demonstrations  
             Activities: Outdoor and Inside classroom |
| 13         | Air and Water                  | - Air as matter and its components  
             - Needs of water for life  
             - Water cycle and some festivals and customs related to water  
             - Examples of traditional water conservation methods and Rain water harvesting | Charts, group discussion, quiz, plays.  
             Globe |
| 14         | Garbage Disposal               | - Types of garbage: decomposable and non decomposable  
             - Ways of disposal of garbage  
             - Vermicomposting | Observing and making the list of decomposable and non-decomposable garbage |
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<tr>
<td></td>
<td></td>
<td>2. Different modes of nutrition autotrophs, heterotrophs, insectivorous plants, posasiles, saprophytes, symbiotic relationship.</td>
<td>2. Visit to a garden/ natural habitat.</td>
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<td>3. Photosynthesis in plants- stomata-structure &amp; role, raw material required for photosynthesis (only word- equation)</td>
<td>3. Picture cutting &amp; pasting and categorizing on the basis of models of saliva or starch.</td>
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<td>5. Arrange jumbled organs to make proper alimentary canal of human digestive system.</td>
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<td>3. Human respiration-inhalation, exhalation and breathing rate.</td>
<td>3. Study Root Hairs in various plants.</td>
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<td>4. Human Respiratory System- labeled diagram, organs of respiratory system.</td>
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<td>5. Names of Breathing Organs of some animals- Cockroach, Earthworm, Frog &amp; Fish.</td>
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<td>6. Respiration in Plants- an introduction, Role of Stomata, Role of Root hairs.</td>
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<td>3.</td>
<td>Transportation in Animals &amp; Plants</td>
<td>1. Definition &amp; Importance of Transportation.</td>
<td>1. Feel your (each student) pulse movement, find pulse rate.</td>
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<tr>
<td>Types</td>
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<td>3. Human Heart - general idea of blood circulation along with diagram.</td>
<td>3. Count heartbeat</td>
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<td>4. Pulse &amp; Pulse Rate</td>
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<td>5. Heartbeat</td>
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<tr>
<td>6. Transportation in Plants - introduction of Xylem &amp; Phloem</td>
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<tbody>
<tr>
<td></td>
<td>2. Human Excretory System - organs of human excretory with general idea of the process of excretion, labeled diagram.</td>
<td>2. Activity to study transpiration in plants using Vaseline &amp; polybags to cover leaf in one set up &amp; without Vaseline coverage of leaf in polythene.</td>
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<td>3. Sweating</td>
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<td>4. Excretion in Plants - Transpiration, Role of Stomata.</td>
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<tbody>
<tr>
<td>5. Reproduction in Plants</td>
<td>1. Definition &amp; Importance of reproduction</td>
<td>1. Collect various plants e.g. bryophyllum, mint, potato to study vegetative propagation.</td>
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<td>(ii) Sexual Reproduction - Structure of flower, fertilization, formation of seed &amp; fruit, seed dispersal.</td>
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<tr>
<td>6. Fiber to Fabric</td>
<td>1. An introduction of the term fiber, types of fibers along with examples</td>
<td>1. Collect &amp; identify various types of fibers</td>
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</tbody>
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<tbody>
<tr>
<td></td>
<td>2. Identification by using litmus paper, phenolphthalein and various natural indicators (turmeric, china rose)</td>
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<tr>
<td>Section</td>
<td>Topic</td>
<td>Details</td>
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<tr>
<td>8.</td>
<td>Physical and Chemical Changes</td>
<td>1. Definition alongwith examples with special reference to rusting of iron and galvenisation in addition to other examples.</td>
</tr>
</tbody>
</table>
2. Water- Ground Water- water table, reasons of depletion of water table, rainwater harvesting. |
2. Transfer of Heat- Conduction, Convection & radiation  
3. Measurement of time & speed- simple pendulum, units of time and speed, measuring speed, distance-time graph (reading & plotting) |
| 11. | Light | 1. Introduction of various types of mirrors and lenses.  
2. Identification and image formation by plane mirror, concave and convex mirrors, concave and convex lenses (only through activities, no ray-diagram) |
2. Simple Circuit diagram showing all the components  
3. Application of electric current using heating effect (examples of heater, bulb, iron)  
4. Make your own electromagnet |
|   | Natural Resources and our environment | 1. Soil- soil profile, types of soil (sandy, clayey & loamy) properties of soil-percolation, moisture, absorption  
2. Forest-crown, canopy, understory, forest floor, decomposers, usefulness of forest.  
3. Weather & Climate- definition and difference  
4. Climate & Adaptation- with reference to the polar region (e.g. polar bear, penguins etc.) and tropical rain forest (e.g. lion, monkey, elephant etc.) | 1. Visit school ground/ garden etc., study soil-profile, types and properties using improvised pots  
2. Visit a zoo/ make models of forest in groups of students  
3. Collect date about the weather/ climate conditions of your locality.  
4. Collect pictures of various animals and discuss adopted physical features. |

**Note:** There would be no test at the entry level of the child. There would be a continuous assessment and evaluation based on child’s performance on regular basis and active participation in the activities related to the curriculum. A few activities have been suggested alongwith.
# Chapterwise Suggestions

1. Teacher can demonstrate the presence of food components in food substances using simple methods.

2. Xerophytes have been included to assist learner developing understanding of two different habitats without dealing them in detail as it will be done in the next chapter.

3. Adaptation and habitats can be briefly dealt. Each habitat can be presented citing the most common inhabitant and its unique features. A Visit to a nearby park, field or pond can enhance concept development. The content of characteristics of living organisms can be transmitted through a play enacted by the learners. Students shall be asked to enscript or script can be annexed or developed by the teacher.

4. Chapter four has been added, as it is felt that motion in animals and its diverse ways is important. The model of joints can be made by learners.

5. Chapter five is also an addition in the syllabus. The spiral nature of operational curriculum highlights gradual knowledge construction. In class vi, the learners shall be introduced to fibres as the topic is included in higher classes and presented with increasing level of difficulty. Cotton and jute fibres are included.

6. Learners can be involved in activities of making criteria on their own and then group things subsequently. For instance, piece of furniture, games equipments, and edible substances.

7. Besides the prescribed methods of separation, others like threshing, winnowing and evaporation have been added in evaporation, a reference to Dandi March can be given. Learners can be asked to enlist process of separation at home included in various house–hold activities.

8. The concept of reversibility and ir-reversibility is included prior to dealing with daily life examples of changes.

9. The type of motion has been appended, which includes rectilinear, periodic and circular motion. Suitable activities will make the topic interesting.

10. The subtopic, reflection has been included.

11. In this chapter, basic knowledge of electricity and electrical charge has been included. The concept of conductors and insulators have been added focussing on their application in our daily life.

12. In this chapter, magnetic compass needle has been included.

13. In chapter 3, learners will be taught about breathing. Also, learners will study various habitats in one of the chapters. Both these concepts can be combined to transmit the fact that air is everywhere around us. Water cycle, various customs and festivals related to water and rain water harvesting have been included traditional methods of water conservation can be cited.

   Teacher can use a globe for the learners to develop an idea of proportion of water and land on earth.

14. Learners can be asked to maintain two different waste bins in classroom and at home one for decomposable and non-decomposable each.
Suggestions for teachers

1. Teacher should list all, find age of child and then.
2. Make a questionnaire according to class (based on topic which is mentioned in learning indicators).
3. Make an informal test (just ask question).
4. If a child get 40 to 50 percent marks in the mock test. Then child should be admitted in respective class.

Activities

Rahul (age 9) years a child living in nearly juggi name Majnu Ka Tilla. Teacher recognise this underprivileged child and contact him. He wants him to join with main stream of class 4th for this. One may ask the following questions for .

Q.1 What is the name of your Grand Father?
Q.2 What is the occupation of your parents?
Q.3. Please tell name of five fruits?
Q.4. Is your family joint or nuclear?
Q.5. What do we call the babies of (i) dog & (ii) cow?
Q.6. Name any common fuel?
Q.7. Please tell name of water disease?
Q.8. What is flood and draught?
Q.9. What is left-Right & up- down?
Q.10. what are traffic signals? (what does yellow, Red and Green signals means).

Activity-1

Level – A, B, & C

Given here is a list of vegetables and fruits. Which of these will spoil earlier and which will stay for some days? Write the names in the correct column.

<table>
<thead>
<tr>
<th>Spinach</th>
<th>Potato</th>
<th>Banana</th>
<th>Tomato</th>
<th>Pear</th>
<th>Chikoo</th>
<th>Pineapple</th>
<th>Gourd</th>
<th>Onion</th>
<th>Cabbage</th>
<th>Cucumber</th>
<th>Grapes</th>
<th>Ginger</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fruits and Vegetable that Spoil Quickly</td>
<td>Fruits and Vegetables that can stay for some days</td>
<td></td>
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</tbody>
</table>
Some of there fruits and vegetable are smooth to touch while some are rough. From the list above put the names in the correct column.

<table>
<thead>
<tr>
<th>Smooth</th>
<th>Rough</th>
</tr>
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</table>

**Activity- 2**

You could do this in groups of 5 or 6 each.

1. Collect flowers that have fallen from trees or plants and bring them to the class.
2. Spread these flowers neatly between the sheets of an old newspaper.
3. Make sure that the flowers do not touch each
4. Now put a heavy object on the newspaper leave it pressed for 5 days at one place.
5. After this, take out all the flowers very carefully and prepare a scrap book.
6. You can also use these dried flower do make pretty cards.
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