



# Pinegrove School

## Annual Pedagogy Plan (Classes 9 to 12)

Session: 2023-24

Affiliation No. 630044, School Code: 43035

## Table of Contents (click to navigate)

### Class IX

[English](#)  
[Hindi](#)  
[Mathematics](#)  
[Science](#)  
[Social Science](#)  
[Visual Arts](#)  
[Hindustani Vocal Music](#)  
[Computer Applications](#)

### Class X

[English](#)  
[Hindi](#)  
[Mathematics](#)  
[Science](#)  
[Social Science](#)  
[Health and Physical Education](#)  
[Visual Arts](#)  
[Computer Applications](#)  
[Hindustani Vocal Music](#)  
[Dance Classes](#)

### Class XI

[English](#)  
[Chemistry](#)  
[Physics](#)  
[Mathematics](#)  
[Biology](#)  
[Economics](#)  
[Business Studies](#)  
[Information Practices](#)  
[Physical Education](#)  
[Painting](#)  
[Hindustani Music Vocal](#)

### Class XII

[English](#)  
[Chemistry](#)  
[Physics](#)  
[Mathematics](#)  
[Biology](#)  
[Accountancy](#)  
[Economics](#)  
[Business Studies](#)  
[Information Practices](#)  
[Physical Education](#)  
[Painting](#)  
[Hindustani Music Vocal](#)

**PINEGROVE SCHOOL, DHARAMPUR**

Affiliation No. 630044; School Code: 43035

**Annual Pedagogy Plan: English**

**Class: IX**

**Session 2023- 24**

Month and No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/ Interdisciplinary linkage/Art Integration/Practical/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<b>FEB:(Total Working Days- 6)</b>	Topics: 1. How I Taught My Grandmother to read (Story)	<ul style="list-style-type: none"> <li>● Loud Reading by students</li> <li>● Explanation by the teacher</li> <li>● Use of dictionary</li> <li>● Use of Extra Marks Modules</li> <li>● PDF of the chapter (NCERT book)</li> <li>● Chalk,board,duster</li> <li>● <b>Computer Aided Teaching</b>(Extra marks)</li> </ul>	<ul style="list-style-type: none"> <li>● Entry /Exit Cards <b>(Practical Based Learning)</b></li> <li>● Students will write down in which manner have they been able to help their grandparents till now. <b>(Experiential Learning)</b></li> </ul>	<ul style="list-style-type: none"> <li>● (CW) Discussion and (HW) writing of Question answers.</li> <li>● Writing of Difficult words, Word Meanings and Making Sentences</li> <li>● Class Test based on the story</li> <li>● MCQ, Quiz</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Ice-Breaking Activity and PK Testing:</b></li> <li>● The children would be asked about the author Sudha Murthy and which famous books can they relate with her</li> <li>● Children can attempt creative writing like stories, their own answers,etc</li> <li>● Children will learn new words.</li> <li>● Children will be able to answer the</li> </ul>	The following skills of the students shall be enhanced: <ul style="list-style-type: none"> <li>● Reading skills</li> <li>● Speaking skills</li> <li>● Writing skills</li> <li>● Problem solving</li> <li>● Creative writing</li> <li>● Critical thinking</li> <li>● Inter-personal skills</li> <li>● The learners ask questions in different contexts and situations(based</li> </ul>

Month and No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/ Interdisciplinary linkage/Art Integration/Practical/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			<ul style="list-style-type: none"> <li>• <b>Role Play</b> of the story(<b>ART INTEGRATION</b>)</li> <li>• <b>Skill Assessment</b> – Reading, Writing, Speaking, Critical Thinking, Inter-personal</li> </ul>		<p>questions asked. - Children will be able to take dictation of the words learnt.</p> <ul style="list-style-type: none"> <li>• Children will be able to enjoy reading.</li> <li>• Children will be able to read stories/plays and locate details, sequence of ideas and events and identify main idea</li> </ul>	<p>on the text/beyond the text</p> <ul style="list-style-type: none"> <li>• The learners participate in different events such as role play,skit etc.</li> <li>• The learners are able to connect with the morals and values highlighted in the story.</li> <li>• The learners refer to a dictionary to check meanings and spelling.</li> <li>• The students infer the meaning of unfamiliar words by reading them in context.</li> <li>• The students are able to spell the</li> </ul>

Month and No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/ Interdisciplinary linkage/Art Integration/Practical/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						<p>words correctly when dictation is given.</p> <ul style="list-style-type: none"> <li>The students are able to read a variety of texts for pleasure</li> </ul>
	Letter Writing (Formal & Informal)	<ul style="list-style-type: none"> <li>Explanation by the teacher</li> <li>Discussion</li> <li>Use of dictionary</li> <li>BBC Compacta Workbook</li> <li>Chalk,board,duster</li> <li>Use of Extra Marks Modules</li> <li>You tube videos <a href="https://www.youtube.com/watch?v=8pFd8DLcPIY">https://www.youtube.com/watch?v=8pFd8DLcPIY</a>  <a href="https://www.youtube.com/watch?v=m6TuXixyg9E">https://www.youtube.com/watch?v=m6TuXixyg9E</a></li> </ul>	<ul style="list-style-type: none"> <li><b>Enactment of the life cycle of a letter</b> (from the time it is written to the time it reaches the recipient) (<b>Art Integration</b>)</li> <li>This activity will be followed by discussion</li> <li>Visit to a post office (<b>Experiential Learning</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Class Test based on letter Writing</li> <li>CW and HW in BBC Compacta</li> <li>MCQ,Quiz</li> </ul>	<ul style="list-style-type: none"> <li><b>Ice-Breaking Activity and PK Testing:</b></li> <li>How do we send messages to other people?</li> <li>How did this communication start?</li> <li>Let's turn back the pages of history and look at the journey of a letter.</li> <li>The children would be asked to bring cut outs of letters and</li> </ul>	<p>The following skills of the students shall be enhanced:</p> <ul style="list-style-type: none"> <li>Reading skills</li> <li>Speaking skills</li> <li>Writing skills</li> <li>Problem solving</li> <li>Creative writing</li> <li>Critical thinking</li> <li>Interpersonal communication skills</li> <li>The students are able to write an application and</li> </ul>

Month and No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/ Interdisciplinary linkage/Art Integration/Practical/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			<ul style="list-style-type: none"> <li>• <b>Collaborative Learning with Social Science – Study of Communication</b></li> <li>• <b>Skill Assessment –</b> Reading, Writing, Speaking, Critical Thinking, Inter-personal</li> </ul>		<p>applications from newspapers and magazines</p> <ul style="list-style-type: none"> <li>• Children would be able to write an application.</li> <li>• Students will be able to understand and use different forms of writing (informal letter and application)</li> <li>• Children would be able to understand the importance and history of communication.</li> </ul>	<p>different forms of letters.</p> <ul style="list-style-type: none"> <li>• They will be able to learn the skill of letter writing</li> <li>• They will know the importance of postal system.</li> <li>• They will know the role of letters in present day digitized life</li> <li>• They will come to know the importance of collaborative study.</li> </ul>
<b>MARCH:</b>	Topics: 1.The Brook (Poem)	<ul style="list-style-type: none"> <li>• Model Recitation by the teacher</li> <li>• Recitation by the students</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Project:</b> Compose a short poem on nature (<b>Art Integration</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• (CW) Discussion and (HW) writing of Question answers.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ice-Breaking Activity and PK Testing:</b></li> </ul>	The following skills of the students shall be enhanced:

Month and No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/ Interdisciplinary linkage/Art Integration/Practical/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
(Total Working Days) 25		<ul style="list-style-type: none"> <li>● <b>Computer Aided Teaching</b> (using Extra marks)</li> <li>● <b>PPT made by the facilitator</b></li> </ul>	<ul style="list-style-type: none"> <li>● Visit to a park (<b>Experiential Learning</b>)</li> <li>● <b>Skill Assessment</b> – Reading, Writing, Speaking, Critical Thinking, Inter-personal</li> <li>● <b>Critical Thinking-</b> Which things around you are mortal and which are immortal?</li> </ul>	<ul style="list-style-type: none"> <li>● Writing of Difficult words, Word Meanings and Making Sentences</li> <li>● Class Test based on the poem</li> <li>● MCQ,Quiz</li> </ul>	<ul style="list-style-type: none"> <li>● The children would be initiated into talking about their feelings for nature.</li> <li>● Children will learn new words.</li> <li>● Children will be able to answer the questions asked</li> <li>● Children will be able to take dictation of the words learnt</li> <li>● Children would be able to enjoy reading</li> <li>● Children will be able to appreciate poetry and poetic terms</li> </ul>	<ul style="list-style-type: none"> <li>● Reading skills</li> <li>● Speaking skills</li> <li>● Writing skills</li> <li>● Problem solving</li> <li>● Creative writing</li> <li>● Critical thinking</li> <li>● The learners refer to a dictionary to check meanings and spelling.</li> <li>● The students infer the meaning of unfamiliar words by reading them in context.</li> <li>● The students are able to spell the words correctly when dictation is given.</li> <li>● Students are able to recite poems with expressions and intonation</li> </ul>

Month and No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/ Interdisciplinary linkage/Art Integration/Practical/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<ul style="list-style-type: none"> <li>Children will be able to think critically, compare and contrast characters/events/ ideas and relate them to their life</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to appreciate the bounties of nature.</li> <li>Students will be able to understand the importance of rhyming words/scheme in poetry and poetic devices.</li> </ul>
	2.A Dog named Duke (Story)	<ul style="list-style-type: none"> <li>Loud Reading by students</li> <li>Explanation and discussion</li> <li>Use of dictionary</li> <li>Use of Extra Marks Modules</li> <li>PDF of the chapter (NCERT book)</li> <li>Chalk, board, duster</li> </ul>	<ul style="list-style-type: none"> <li>Write about the bond a person shares with his/her pet. (<b>Experiential Learning</b>)</li> <li>Find out more about dogs and their various breeds.What are their distinctive</li> </ul>	<ul style="list-style-type: none"> <li>(CW) Discussion and (HW) writing of Question answers.</li> <li>Writing of Difficult words, Word Meanings and Making Sentences</li> </ul>	<ul style="list-style-type: none"> <li><b>Ice-Breaking Activity and PK Testing:</b></li> <li>Do we keep pets only for entertainment?</li> <li>The children would be able to empathize with</li> </ul>	<p>The following skills of the students shall be enhanced:</p> <ul style="list-style-type: none"> <li>Reading skills</li> <li>Speaking skills</li> <li>Writing skills</li> <li>Problem solving</li> <li>Creative writing</li> <li>Critical thinking</li> </ul>



Month and No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/ Interdisciplinary linkage/Art Integration/Practical/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		Computer Aided Teaching (Extra marks)	features.( <b>Collaborative Learning with Science</b> )  <ul style="list-style-type: none"> <li>• <b>Skill Assessment</b> – Reading, Writing, Speaking, Critical Thinking, Inter-personal</li> </ul>	<ul style="list-style-type: none"> <li>• Class Test based on the story</li> <li>• MCQ, Quiz</li> </ul>	animals around them.  <ul style="list-style-type: none"> <li>• The children would be able to learn new vocabulary.</li> <li>• Children would refer to sources such as dictionary, thesaurus and encyclopedia for meaning in context and understanding texts</li> </ul>	<ul style="list-style-type: none"> <li>• The learners refer to a dictionary to check meanings and spelling.</li> <li>• The students infer the meaning of unfamiliar words by reading them in context.</li> <li>• The students are able to spell the words correctly when dictation is given.</li> <li>• Students narrate stories with expressions and proper pronunciation</li> <li>• Students would develop their abstract thinking.</li> </ul>

Month and No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/ Interdisciplinary linkage/Art Integration/Practical/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	3.The Road Not Taken (Story)	<ul style="list-style-type: none"> <li>● Loud Reading by students</li> <li>● Explanation by the teacher</li> <li>● Use of dictionary</li> <li>● Use of Extra Marks Modules</li> <li>● PDF of the chapter (NCERT book)</li> <li>● Chalk, board, duster</li> <li>● Computer Aided Teaching (Extra marks)</li> </ul>	<ul style="list-style-type: none"> <li>● Draw a landscape having a bifurcating road. (<b>Art Integration</b>) and colour it with various colours showing spring/autumn. Specify some trees. (<b>Collaborative Project with Science</b>)</li> <li>● <b>Skill Assessment</b> – Reading, Writing, Speaking, Critical Thinking, Inter-personal</li> <li>● <b>Critical Thinking- Problem Solving</b> Through discussion on the conflict given in the poem. Have you ever come across a dilemma in life about which path to take and which not?</li> </ul>	<ul style="list-style-type: none"> <li>● (CW) Discussion and (HW) writing of Question answers.</li> <li>● Writing of Difficult words, Word Meanings and Making Sentences</li> <li>● Class Test based on the story</li> <li>● MCQ,Quiz</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Ice-Breaking Activity and PK Testing:</b></li> <li>● Have you ever regretted your decision?</li> <li>● The children would be able to summarise orally the stories and events that he/she has read or heard</li> <li>● The children would be able to empathize with animals around them.</li> </ul>	<p>The following skills of the students shall be enhanced:</p> <ul style="list-style-type: none"> <li>● Reading skills</li> <li>● Speaking skills</li> <li>● Writing skills</li> <li>● Problem solving</li> <li>● Creative writing</li> <li>● Critical thinking</li> <li>● The learners refer to a dictionary to check meanings and spelling.</li> <li>● The students infer the meaning of unfamiliar words by reading them in context.</li> <li>● The students are able to spell the words correctly when dictation is given.</li> </ul>

Month and No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/ Interdisciplinary linkage/Art Integration/Practical/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	6.Article Writing 7.Short Story Writing 8.Determiners 9.Reading Comprehension	<ul style="list-style-type: none"> <li>● <b>Computer Aided Teaching</b> (using Extra marks)</li> <li>● Explanation by the teacher</li> <li>● Use of dictionary</li> <li>● BBC Compacta Workbook</li> <li>● Chalk,board,duster</li> <li>● You tube videos</li> <li>● <a href="https://www.youtube.com/watch?v=MbMMZ4rPrfI">https://www.youtube.com/watch?v=MbMMZ4rPrfI</a></li> <li>● <a href="https://www.youtube.com/watch?v=ae61kGNpQPs">https://www.youtube.com/watch?v=ae61kGNpQPs</a></li> <li>● <a href="https://www.youtube.com/watch?v=SrHrTUZWww4">https://www.youtube.com/watch?v=SrHrTUZWww4</a></li> </ul>	<ul style="list-style-type: none"> <li>● Roll-a-Story will be done (<b>Experiential Learning</b>)In the same activity, the children would be able to identify <b>Determiners</b> too</li> <li>● Collage Making for Article Writing (<b>Art integration</b>)</li> <li>● <b>Skill Assessment</b> – Reading, Writing, Speaking, Critical Thinking, Inter-personal</li> <li>● <b>Social Skills:</b> Relay culture game will be played, and their social skills will be</li> </ul>	<ul style="list-style-type: none"> <li>● Writing of Difficult words, Word Meanings and Making Sentences</li> <li>● Class Test based on Determiners/Article Writing/Short Story Writing</li> <li>● MCQ,Quiz</li> <li>● Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Ice-Breaking Activity and PK Testing:</b></li> <li>● The students would be shown a few slides which will contain various writing tasks and they would identify them.</li> <li>● Children would understand the context for various types of writing tasks</li> <li>● Students will be able to identify determiners in</li> </ul>	<ul style="list-style-type: none"> <li>● Students are able to use determiners in speech and writing.</li> <li>● The students are able to attempt reading comprehension.</li> <li>● The students are able to write descriptions/narratives showing sensitivity to his environment and appreciates cultural diversity</li> </ul>

Month and No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/ Interdisciplinary linkage/Art Integration/Practical/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			enhanced through this.		spoken and written language  ● Students will be able to write articles and short stories.	
<b>APRIL:</b>  <b>(Total Working Days)</b>  <b>20</b>	Topics:  1. Villa for Sale (Story)	<ul style="list-style-type: none"> <li>● Loud Reading by students</li> <li>● Explanation by the teacher</li> <li>● <b>Computer Aided Teaching</b> (using Extramarks)</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Role Play- Art Integration</b></li> <li>● <b>Skill Assessment</b> – Reading, Writing, Speaking, Critical Thinking, Inter-persona</li> </ul> <p>1</p> <ul style="list-style-type: none"> <li>● <b>Social Skills:</b> They will learn how the real world works when it comes to buying and selling a house.</li> </ul>	<ul style="list-style-type: none"> <li>● (CW) Discussion and (HW) writing of Question answers.</li> <li>● Short class test of questions based on the story.</li> <li>● MCQ Quiz</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Ice-Breaking Activity and PK Testing:</b></li> <li>● How do your parents decide upon buying an apartment,etc. Who has the final word?</li> <li>● The children would be able to become proficient in decision making</li> <li>● Children will be able to see</li> </ul>	The following skills of the students shall be enhanced: <ul style="list-style-type: none"> <li>● Reading skills</li> <li>● Speaking skills</li> <li>● Writing skills</li> <li>● Problem solving</li> <li>● Creative writing</li> <li>● Critical thinking</li> <li>● Social skills</li> <li>● Decision making skill.</li> <li>● The students can infer the meaning of unfamiliar</li> </ul>

Month and No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/ Interdisciplinary linkage/Art Integration/Practical/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					contradictions in normal behavior.  <ul style="list-style-type: none"> <li>● Children will learn new words</li> <li>● Children will be able to answer the questions asked</li> <li>● The children will enjoy reading</li> <li>● This will enable the students to understand the meaning of the prose by reading</li> </ul>	words by reading them in context  <ul style="list-style-type: none"> <li>● The students can write dictation of words</li> <li>● The students would understand the difference between preaching and practicing</li> </ul>
	2.The Solitary Reaper (Poem)	<ul style="list-style-type: none"> <li>● Loud Reading by students</li> <li>● Explanation by the teacher</li> <li>● Model Recitation by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>● <b>INTERDISCIPLINARY PROJECT WITH SOCIAL SCIENCE</b> Find out information about the famous</li> </ul>	<ul style="list-style-type: none"> <li>● (CW) Discussion and (HW) writing of Question answers.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Ice-Breaking Activity and PK Testing:</b></li> <li>● Do you like music and songs apart</li> </ul>	The following skills of the students shall be enhanced:  <ul style="list-style-type: none"> <li>● Reading skills</li> <li>● Speaking skills</li> <li>● Writing skills</li> </ul>

Month and No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/ Interdisciplinary linkage/Art Integration/Practical/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		<ul style="list-style-type: none"> <li>● Recitation by the students</li> <li>● <b>Computer Aided Teaching</b> (using Extra marks)</li> </ul>	<p>Scottish poems (<b>ART INTEGRATION</b>)</p> <ul style="list-style-type: none"> <li>● <b>Skill Assessment</b> – Reading, Writing, Speaking, Critical Thinking, Inter-personal</li> <li>● <b>Critical Thinking- Problem Solving</b> Through discussion on the given statement: Does music have no language?</li> </ul>	<ul style="list-style-type: none"> <li>● Short class test of questions based on the poem.</li> <li>● MCQ Quiz</li> </ul>	<p>from your own language?</p> <ul style="list-style-type: none"> <li>● The children will read different kinds of texts such as prose,plays,poeetry etc</li> <li>● <b>The children will be able to:</b></li> <li>● Children will learn new words.</li> <li>● Children will be able to answer the questions asked</li> <li>● Children will enjoy reading</li> </ul>	<ul style="list-style-type: none"> <li>● Problem solving</li> <li>● Creative writing</li> <li>● Critical thinking</li> <li>● The students can infer the meaning of unfamiliar words by reading them in context</li> <li>● The students can write dictation of words</li> <li>● Students recite poem with expressions and intonation</li> </ul>

Month and No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/ Interdisciplinary linkage/Art Integration/Practical/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<ul style="list-style-type: none"> <li>understand the meaning of the prose by reading</li> </ul>	
	3.The Man Who Knew Too Much (Story)	<ul style="list-style-type: none"> <li>Loud Reading by students</li> <li>Explanation by the teacher</li> <li><b>Computer Aided Teaching</b> (using Extra marks)</li> </ul>	<ul style="list-style-type: none"> <li><b>Art integration and project:</b> Comic Strip will be made on the given topic.</li> <li><b>Collaborative Project with Hindi</b> (The dialogues would be written in Hindi too in the comic strip)</li> <li><b>Skill Assessment</b> – Reading, Writing, Speaking, Critical Thinking, Inter-personal</li> </ul>	<ul style="list-style-type: none"> <li>(CW) Discussion and (HW) writing of Question answers.</li> <li>Short class test of questions based on the story.</li> <li>MCQ Quiz</li> </ul>	<ul style="list-style-type: none"> <li><b>Ice-Breaking Activity and PK Testing:</b></li> <li>Who is the KNOW-IT-ALL person in your class?</li> <li>Children will be able to look at cartoons/comics/pictures without words and write about them.</li> <li>Children will learn new words.</li> <li>Children will be able to answer the questions asked</li> </ul>	<p>The following skills of the students shall be enhanced:</p> <ul style="list-style-type: none"> <li>Reading skills</li> <li>Speaking skills</li> <li>Writing skills</li> <li>Problem solving</li> <li>Creative writing</li> <li>Critical thinking</li> <li>The students can infer the meaning of unfamiliar words by reading them in context</li> <li>The students can write dictation of words</li> <li>The students develop multilingual competence</li> </ul>

Month and No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/ Interdisciplinary linkage/Art Integration/Practical/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<ul style="list-style-type: none"> <li>The children will enjoy reading</li> <li>To enable the students to understand the meaning of the prose by reading</li> </ul>	<p>through using multilingualism as a strategy for learning of languages and subjects</p>
	<p>4.Article Writing</p> <p>5.Adjectives</p> <p>6. Reading Comprehension</p> <p>7. Diary entry</p> <p>8. Paragraph Writing</p>	<p><b>Computer Aided Teaching</b> (using Extra marks)</p> <ul style="list-style-type: none"> <li>Explanation by the teacher</li> <li>Use of dictionary</li> <li>BBC Compacta Workbook</li> <li>Chalk,board,duster</li> <li>You tube videos</li> <li><a href="https://www.youtube.com/watch?v=laQUXyfVM9Y">https://www.youtube.com/watch?v=laQUXyfVM9Y</a></li> </ul>	<ul style="list-style-type: none"> <li>Write names of your family members and write five adjectives for each member. Also illustrate those adjectives. (<b>Art Integration</b>)</li> <li>Write about your feelings on how you felt when you were very angry. Describe briefly the situation. (<b>Experiential Learning</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Writing of Difficult words, Word Meanings and Making Sentences</li> <li>Class Test based on Determiners/adjectives /Article Writing/Diary writing/Paragraph Writing</li> <li>MCQ,Quiz</li> </ul>	<ul style="list-style-type: none"> <li><b>Ice-Breaking Activity and PK Testing:</b></li> <li>The children would be asked about their favourite poets and authors. They will be asked to describe them using various adjectives.</li> <li>The children would consciously listen</li> </ul>	<p>The following skills of the students shall be enhanced:</p> <ul style="list-style-type: none"> <li>Reading skills</li> <li>Writing skills</li> <li>Problem solving</li> <li>Creative writing</li> <li>Critical thinking</li> <li>Listening Skills</li> <li>The students are able to identify and use adjectives in their speech and writing.</li> </ul>



Month and No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/ Interdisciplinary linkage/Art Integration/Practical/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		<ul style="list-style-type: none"> <li>● <a href="https://www.youtube.com/watch?v=4qGFMNxdDo">https://www.youtube.com/watch?v=4qGFMNxdDo</a></li> <li>● <a href="https://www.youtube.com/watch?v=L1J9ZPVydrC">https://www.youtube.com/watch?v=L1J9ZPVydrC</a></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Skill Assessment</b> – Reading, Writing, Speaking, Critical Thinking, Inter-personal</li> </ul>		<p>to songs/poems and other forms of texts in English through interaction and being exposed to print-rich environment</p> <ul style="list-style-type: none"> <li>● The children would be able to read text, both familiar and unfamiliar, and write answers for comprehension and inferential questions</li> <li>● The children would use material from various sources in English and other</li> </ul>	<ul style="list-style-type: none"> <li>● The students are able to attempt reading comprehension.</li> <li>● The students develop the ability to express their thoughts effortlessly, confidently and in an organised manner.</li> </ul>

Month and No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/ Interdisciplinary linkage/Art Integration/Practical/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					languages to facilitate comprehension and co-relation <ul style="list-style-type: none"> <li>● The children will be able to use adjectives correctly in speech and writing</li> <li>● The children will be able to write a paragraph and an article.</li> <li>● The children will be able to write a diary entry.</li> </ul>	
<b>MAY:</b>  <b>(Total Working Days)</b>	The Seven Ages (Poem)	<ul style="list-style-type: none"> <li>● Loud Reading by students</li> <li>● Explanation by the teacher</li> <li>● Model Recitation by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>● Children will be depicting the seven ages on charts/ 3D models, etc <b>(Project)</b></li> </ul>	<ul style="list-style-type: none"> <li>● (CW) Discussion and (HW) writing of Question answers.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Ice-Breaking Activity and PK Testing:</b></li> <li>● According to you, in which age does a person has maximum fun?</li> </ul>	The following skills of the students shall be enhanced: <ul style="list-style-type: none"> <li>● Reading skills</li> <li>● Speaking skills</li> <li>● Writing skills</li> </ul>

Month and No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/ Interdisciplinary linkage/Art Integration/Practical/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
23		<ul style="list-style-type: none"> <li>Recitation by the students</li> <li><b>Computer Aided Teaching</b> (using Extramarks)</li> </ul>	<ul style="list-style-type: none"> <li><b>Role play (art integration)</b> Children will enact various stages of a man's life as shown in the poem.</li> <li><b>Skill Assessment</b> – Reading, Writing, Speaking, Critical Thinking, Inter-personal</li> <li><b>(Critical Thinking- Problem Solving)</b> Through discussion on the conflict given in the poem. Why do our elders (parents and siblings) keep recalling their young days?</li> </ul>	<ul style="list-style-type: none"> <li>Short class test of questions based on the poems</li> <li>MCQ, Quiz</li> </ul>	<ul style="list-style-type: none"> <li>The children would think critically on inputs based on reading and interaction and try to provide suggestions/solutions to the problems raised</li> <li>The children would attempt self-composed poems</li> <li>Children will learn new words.</li> <li>Children will be able to answer the questions asked</li> </ul>	<ul style="list-style-type: none"> <li>Problem solving</li> <li>Creative writing</li> <li>Critical thinking</li> <li>The students can infer the meaning of unfamiliar words by reading them in context</li> <li>-The students can write dictation of words</li> <li>-Students can recite poem with expressions and intonation</li> </ul>

Month and No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/ Interdisciplinary linkage/Art Integration/Practical/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<ul style="list-style-type: none"> <li>The children will enjoy reading</li> <li>To enable the students to understand the meaning of the prose by reading</li> </ul>	
<b>JULY:</b> Total number of Working Days-24	6. Tenses  7. Short Story Writing	<ul style="list-style-type: none"> <li>Loud Reading by students</li> <li>Explanation by the teacher</li> <li><b>Computer Aided Teaching</b> (using Extra marks)</li> <li>Explanation by the teacher</li> <li>Use of dictionary</li> <li>BBC Compacta Workbook</li> <li>Chalk,board,duster</li> <li>You tube videos</li> <li><a href="https://www.youtube.com/watch?v=Iee_txj59o0">https://www.youtube.com/watch?v=Iee_txj59o0</a></li> <li><a href="https://www.youtube.com/watch?v=d62WwKbTzv8">https://www.youtube.com/watch?v=d62WwKbTzv8</a></li> </ul>	<ul style="list-style-type: none"> <li>Self-Composed Poem on Tenses (<b>Art Integration</b>)</li> <li><b>Project-</b> To celebrate <b>Tiger Day</b>, an integrated project will be done. Children will compare and contrast various poems written on the theme ‘Tigers’</li> <li>Write a short story on your best experience of your last session (<b>Experiential Learning</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Writing of Difficult words, Word Meanings and Making Sentences</li> <li>Class Test based on tenses and story writing</li> <li>MCQ,Quiz</li> </ul>	<ul style="list-style-type: none"> <li><b>Ice-Breaking Activity and PK Testing:</b> <b>TWO TRUTHS AND A LIE GAME WILL BE PLAYED</b></li> <li>Each student says three sentences about themselves. Everyone guesses the lie! You can use any verb tense with this to review what you are studying. Have students choose their own or choose for them.</li> </ul>	<ul style="list-style-type: none"> <li>The students are able to identify and use Verbs in their speech and writing.</li> <li>The students are able to write short stories with correct tense usage</li> <li>The students are able to engage in conversations using correct tense usage</li> <li>The students write dialogues from a story and story from dialogues</li> </ul>

Month and No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/ Interdisciplinary linkage/Art Integration/Practical/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		<ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=j2SnOp6vZc">https://www.youtube.com/watch?v=j2SnOp6vZc</a></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Skill Assessment</b> – Reading, Writing, Speaking, Critical Thinking, Inter-personal</li> </ul>		<ul style="list-style-type: none"> <li>• The three forms of verbs would be recited in form of a poem and gradually the topic ‘Tenses’ would be introduced</li> <li>• The children will be able to use tenses, correctly in speech and writing</li> <li>• The children will be able to write a short story</li> <li>• The children will understand the context for various types of writing such as</li> </ul>	

Month and No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/ Interdisciplinary linkage/Art Integration/Practical/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					diary entry, story writing, etc.	
	Topic: 1. Keeping it From Harold (Story)	<ul style="list-style-type: none"> <li>• Loud Reading by students</li> <li>• Explanation by the teacher</li> <li>• <b>Computer Aided Teaching</b> (using Extramarks)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Collaborative Project with Social Science</b> on ‘Child Prodigies’. Find out the famous child prodigies around the world. What is the similarity among them? <b>Research Activity.</b></li> <li>• <b>Skill Assessment</b> – Reading, Writing, Speaking, Critical Thinking, Inter-personal</li> </ul>	<ul style="list-style-type: none"> <li>• (CW) Discussion and (HW) writing of Question answers.</li> <li>• Short class test of questions based on the story</li> <li>• MCQ, Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Ice-Breaking Activity and PK Testing:</li> <li>• What is meant by IQ, EQ, SQ? What is the average IQ of a human being?</li> <li>• Children will be able to respond to a variety of questions on familiar and unfamiliar texts.</li> <li>• the children will be able to enjoy reading</li> <li>• the students will be encouraged to read more</li> </ul>	<p>The following skills of the students shall be enhanced:</p> <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Creative writing</li> <li>• Critical thinking</li> <li>• The students ask and respond to questions based on texts and out of curiosity</li> </ul> <p>-The students infer the meaning of unfamiliar words by reading them in context</p>

Month and No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/ Interdisciplinary linkage/Art Integration/Practical/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<ul style="list-style-type: none"> <li>the students will understand the meaning of the prose by reading</li> </ul>	
	3.E-mail 4. Reading Comprehension	<ul style="list-style-type: none"> <li><b>Computer Aided Teaching</b> (using Extra marks)</li> <li>Explanation by the teacher</li> <li>Use of dictionary</li> <li>BBC Compacta Workbook</li> <li>Chalk,board,duster</li> <li>You tube videos</li> <li><a href="https://www.youtube.com/watch?v=3Tu1jN65slw">https://www.youtube.com/watch?v=3Tu1jN65slw</a></li> <li><a href="https://www.youtube.com/watch?v=4PDgVEhfKso">https://www.youtube.com/watch?v=4PDgVEhfKso</a></li> <li><a href="https://www.youtube.com/watch?v=M4BkVmA0p6Y">https://www.youtube.com/watch?v=M4BkVmA0p6Y</a></li> </ul>	<ul style="list-style-type: none"> <li><b>Role Play</b> – Children will enact the journey of e-mail from the sender to the recipient. The children themselves will play the roles of various buttons e.g., Cc,Bcc,Subject,etc.(<b>Art Integration</b>)</li> <li><b>Skill Assessment</b> – Reading, Writing, Speaking, Critical Thinking, Inter-personal</li> <li><b>Social Skills:</b> They will be enhanced through the way they interact (to</li> </ul>	<ul style="list-style-type: none"> <li>Writing of Difficult words, Word Meanings and Making Sentences</li> <li>Class Test based on e-mail writing and reading comprehension</li> <li>MCQ,Quiz</li> </ul>	<ul style="list-style-type: none"> <li><b>Ice-Breaking Activity and PK Testing:</b> How did your grandparents communicate with their relatives and friends?</li> <li>The story of journey of messaging from pigeons to what’s app would be shown on the screen.</li> <li>Children will learn new words</li> </ul>	The following skills will be assessed: <ul style="list-style-type: none"> <li>Listening Skill</li> <li>Inter-personal Skills</li> <li>Creative Writing</li> <li>Writing Skills</li> <li>Reading Skills</li> <li>Social Skills</li> <li>The students would be able to use appropriate grammatical forms in communication</li> <li>The students comprehend unfamiliar text</li> <li>The students write e-mails and stories showing sensitivity to gender,environment and appreciation of cultural diversity</li> </ul>

Month and No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/ Interdisciplinary linkage/Art Integration/Practical/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			whom they are writing mails)		<ul style="list-style-type: none"> <li>● Students will be able to use the correct format for writing an Email</li> <li>● Students will be able to write a coherent piece undergoing various stages and processes of writing</li> <li>● Students will be able to use new vocabulary</li> </ul>	
<b>AUGUST : Total number of Working Days-24</b>	1.The Bishop’s candlesticks (Story)	<ul style="list-style-type: none"> <li>● Loud Reading by students</li> <li>● Explanation by the teacher</li> <li>● <b><u>Computer Aided Teaching</u></b> (using Extramarks)</li> <li>● <b><u>PPT</u> on the play</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Project Work: Imitate the famous motivational speeches of social influencers.</b></li> <li>● <b>Role Play</b>(Art Integration)</li> </ul>	<ul style="list-style-type: none"> <li>● (CW) Discussion and (HW) writing of Question answers.</li> <li>● Short class test of questions based on the story</li> </ul>	<b>Ice-Breaking Activity and PK Testing:</b> <ul style="list-style-type: none"> <li>● The Trailer of the movie ‘The Two Popes’ would be shown.</li> </ul>	The following skills of the students shall be enhanced: <ul style="list-style-type: none"> <li>● Reading skills</li> <li>● Speaking skills</li> <li>● Writing skills</li> <li>● Problem solving</li> </ul>



Month and No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/ Interdisciplinary linkage/Art Integration/Practical/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			<ul style="list-style-type: none"> <li>● Watch the movies ‘The Two Popes’</li> <li>● <b>Skill Assessment</b> – Reading, Writing, Speaking, Critical Thinking, Inter-personal</li> <li>● <b>(Critical Thinking- Problem Solving</b> Through discussion on the conflict given in the story. Would you be in favour of the Bishop or Persome?</li> </ul>	<ul style="list-style-type: none"> <li>● MCQ,Quiz</li> </ul>	<ul style="list-style-type: none"> <li>● Children will learn new words.</li> <li>● Children will be able to respond to a variety of questions on familiar and unfamiliar texts.</li> <li>● the children will be able to enjoy reading</li> <li>● the students will be encouraged to read more.</li> </ul>	<ul style="list-style-type: none"> <li>● Creative writing</li> <li>● Critical thinking</li> <li>● Love for reading</li> <li>● Students participate in activities in English like role play</li> </ul> <p>-Students respond to a variety of questions on familiar and unfamiliar texts verbally and in writing.</p>
	4.Speech Writing 5.Prepositions 6. Direct-Indirect Speech	<ul style="list-style-type: none"> <li>● <b>Computer Aided Teaching</b> (using Extra marks)</li> <li>● Explanation by the teacher</li> <li>● Use of dictionary</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Collaborative Project with Social Science on ‘Media’</b>- Children will prepare a questionnaire to be asked from the HRD Minister on</li> </ul>	<ul style="list-style-type: none"> <li>● Writing of Difficult words, Word Meanings and Making Sentences</li> <li>● Class Test based on Speech Writing,</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Ice-Breaking Activity and PK Testing:</b></li> <li>● The students would be asked to</li> </ul>	<p><b>The following skills will be assessed:</b></p> <ul style="list-style-type: none"> <li>● Listening Skill</li> <li>● Inter-personal Skills</li> <li>● Creative Writing</li> <li>● Writing Skills</li> <li>● Reading Skills</li> </ul>

Month and No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/ Interdisciplinary linkage/Art Integration/Practical/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		<ul style="list-style-type: none"> <li>● BBC Compacta Workbook</li> <li>● Chalk,board,duster</li> <li>● You tube videos</li> <li>● <a href="https://www.youtube.com/watch?v=M4BkVmA0p6Y">https://www.youtube.com/watch?v=M4BkVmA0p6Y</a></li> <li>● <a href="https://www.youtube.com/watch?v=XzkbcWh8s4w">https://www.youtube.com/watch?v=XzkbcWh8s4w</a></li> <li>● <a href="https://www.youtube.com/watch?v=lcNVMh0tR9w">https://www.youtube.com/watch?v=lcNVMh0tR9w</a></li> </ul>	<p>the given topic ‘<b>What steps is the government taking to ban Chinese Products?’</b></p> <ul style="list-style-type: none"> <li>● <b>Skill Assessment:</b></li> <li>● <b>Art Integration-</b> Children will illustrate the prepositions of location</li> <li>● <b>Experiential Learning-</b> Intra-class Quiz will be played on Direct-Indirect Speech</li> <li>● <b>Skill Assessment –</b> Reading, Writing, Speaking, Critical Thinking, Inter-personal</li> </ul>	<p>Prepositions and Direct-Indirect Speech</p> <ul style="list-style-type: none"> <li>● MCQ,Quiz</li> </ul>	<p>bring newspapers in which they would be asked to identify various types of sentences which contain inverted commas and words which show position. <b>(Direct-Indirect Speech)</b></p> <ul style="list-style-type: none"> <li>● To enable the students to understand the meaning of the prose by reading</li> <li>● Students will be able to identify Direct and Indirect speech</li> </ul>	<ul style="list-style-type: none"> <li>● Social Skills</li> <li>● Students are able to use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses.</li> <li>● Students write grammatically correct sentences for a variety of situations using nouns, pronouns, prepositions etc.</li> </ul>

Month and No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/ Interdisciplinary linkage/Art Integration/Practical/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<ul style="list-style-type: none"> <li>Students will be able to use correct prepositions.</li> <li>The students participate indifferent events/activities in English in the classroom, school assembly and other institutions</li> </ul>	
<b>SEPTEMBER:</b>  <b>(Total Working Days- 23)</b>	1. Best Seller(Story)	<ul style="list-style-type: none"> <li>Loud Reading by students</li> <li>Explanation by the teacher</li> <li><b>Computer Aided Teaching</b> (using Extramarks)</li> <li>Flipped Teaching</li> </ul>	<ul style="list-style-type: none"> <li>Make book covers of any 3 best sellers (<b>Art Integration</b>)</li> <li><b>Project:</b> Slogan Writing on <b>World Reading Day.</b></li> </ul>	<ul style="list-style-type: none"> <li>(CW) Discussion and (HW) writing of Question answers.</li> <li>Short class test of questions based on the stories</li> <li>MCQ,Quiz</li> </ul>	<ul style="list-style-type: none"> <li><b>Ice-Breaking Activity and PK Testing:</b></li> <li>Which was the last best seller you read? Name its main character.</li> <li>Children will learn new words.</li> <li>Children will be able to respond to a variety of questions on</li> </ul>	The following skills of the students shall be enhanced: <ul style="list-style-type: none"> <li>Reading skills</li> <li>Speaking skills</li> <li>Writing skills</li> <li>Problem solving</li> <li>Creative writing</li> <li>Critical thinking</li> <li>Love for reading</li> <li>The students can use meaningful sentences to</li> </ul>

Month and No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/ Interdisciplinary linkage/Art Integration/Practical/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			<ul style="list-style-type: none"> <li>● <b>Skill Assessment</b> – Reading, Writing, Speaking, Critical Thinking, Inter-personal</li> <li>● <b>Critical Thinking- Problem Solving</b> Through discussion on the conflict given in the story.  What is more important- Reality or Fiction?</li> </ul>		familiar and unfamiliar texts. <ul style="list-style-type: none"> <li>● To enable the children to enjoy reading</li> <li>● To encourage the students to read more.</li> <li>● To enable the students to understand the meaning of the prose by reading</li> </ul>	describe/narrate factual/imaginary situations <ul style="list-style-type: none"> <li>● The students respond to a variety of questions on familiar and unfamiliar texts verbally and in writing</li> </ul>
	3.Modals 4. Debate	<ul style="list-style-type: none"> <li>● <b>Computer Aided Teaching</b> (using Extra marks)</li> <li>● Explanation by the teacher</li> <li>● Use of dictionary</li> <li>● BBC Compacta Workbook</li> <li>● Chalk,board,duster</li> <li>● You tube videos</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Activity (Project):</b> Children will be asked to make a chart (in groups) on school rules in which they will incorporate ‘<b>Modals</b>’. Make it as creative as possible(<b>Art</b></li> </ul>	<ul style="list-style-type: none"> <li>● Writing of Difficult words, Word Meanings and Making Sentences</li> <li>● Class Test based on modals</li> </ul>	<ul style="list-style-type: none"> <li>● What do you generally hear teachers and parents telling you when you are doing something which is not correct? (<b>Modals</b>)</li> </ul>	<ul style="list-style-type: none"> <li>● Students are able to use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses.</li> <li>● They are able to frame</li> </ul>

Month and No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/ Interdisciplinary linkage/Art Integration/Practical/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		<ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=Nk9nQwoCFig">https://www.youtube.com/watch?v=Nk9nQwoCFig</a></li> <li>• <a href="https://www.youtube.com/watch?v=NyE1Kz0e--0">https://www.youtube.com/watch?v=NyE1Kz0e--0</a></li> </ul>	<p><b>Integration/Project )</b></p> <ul style="list-style-type: none"> <li>• Inter-Class Debate would be organized on the topic- ‘INFLUENCE OF FOREIGN LANGUAGES ON YOUNG GENERATION NOWADAYS’</li> </ul> <p><b>(Experiential Learning)</b></p> <ul style="list-style-type: none"> <li>• <b>Skill Assessment</b> – Reading, Writing, Speaking, Critical Thinking, Inter-personal</li> </ul>	<ul style="list-style-type: none"> <li>• Intra class debate will be held and marked</li> <li>• MCQ, Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• The topic ‘Beauty lies in the eyes of the Beholder’ would be written on the board. The children would be asked to give their viewpoints <b>(Debate)</b></li> <li>• Children would be able to participate confidently in debates.</li> <li>• Children would be able to differentiate and use modals correctly</li> </ul>	<p>grammatically correct sentences.</p> <ul style="list-style-type: none"> <li>• The students are able to respond to instructions given by the facilitator.</li> </ul>

Month and No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/ Interdisciplinary linkage/Art Integration/Practical/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
OCTOBER- Working Days:20	4. Oh, I Wish I'd Looked After Me Teeth (Poem)	<ul style="list-style-type: none"> <li>● Loud Reading by students</li> <li>● Explanation by the teacher</li> <li>● Model Recitation by the teacher</li> <li>● Recitation by the students</li> <li>● <u>Computer Aided Teaching</u> (using Extra marks)</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Advertisement making: Make ads on tooth pastes, brushes, floss etc</b></li> <li>● <b>Enactment of the poem</b> (Art Integration)</li> <li>● Imagine you wake up in the morning and you realize you have no teeth in your mouth? Write your first five reactions.(<b>Experiential Learning</b>)</li> <li>● <b>Skill Assessment</b> – Reading, Writing, Speaking, Critical Thinking, Inter-personal</li> </ul>	<ul style="list-style-type: none"> <li>● (CW) Discussion and (HW) writing of Question answers.</li> <li>● Short class test of questions based on the stories</li> <li>● MCQ,Quiz</li> </ul>	<ul style="list-style-type: none"> <li>● Do you know when is International Smile Day celebrated?</li> <li>● Students would consciously listen to stories/prose/texts in English through interaction and being exposed to print rich environment</li> </ul>	<p>The following skills of the students shall be enhanced:</p> <ul style="list-style-type: none"> <li>● Reading skills</li> <li>● Speaking skills</li> <li>● Writing skills</li> <li>● Problem solving</li> <li>● Creative writing</li> <li>● Critical thinking</li> <li>● Students are able to comprehend English stories/text/prose.</li> </ul>

Month and No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/ Interdisciplinary linkage/Art Integration/Practical/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	7.Voice(Active & Passive) 8.Short Story Writing 9.Conjunctions	<ul style="list-style-type: none"> <li>● <b>Computer Aided Teaching</b> (using Extra marks)</li> <li>● Explanation by the teacher</li> <li>● Use of dictionary</li> <li>● BBC Compacta Workbook</li> <li>● Chalk,board,duster</li> <li>● You tube videos</li> <li>● <a href="https://www.youtube.com/watch?v=nBm0OkI3AYE">https://www.youtube.com/watch?v=nBm0OkI3AYE</a></li> <li>● <a href="https://www.youtube.com/watch?v=nXNFyY7xe8I">https://www.youtube.com/watch?v=nXNFyY7xe8I</a></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Intra class quiz</b> would be played wherein one team would speak sentences in Active voice and the other team has to convert them into Passive voice and vice-versa(<b>Experiential Learning</b>)</li> <li>● <b>Role Play</b> on FANBOYS(Conjunctions) (<b>Art Integration</b>)</li> <li>● <b>Group Project</b> – Relay Story Narration will take place</li> <li>● <b>Skill Assessment</b> –</li> </ul>	<ul style="list-style-type: none"> <li>● (CW) Children will do some exercises in BBC Compacta and the same will be discussed in class.</li> <li>● (HW) Children will do exercises in the BBC Compacta (workbook)</li> <li>● A Short class test based on the topics</li> <li>● MCQ,Quiz</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Ice-Breaking Activity and PK Testing:</b></li> <li>● What do you understand by sentence structure, subject and object? (<b>Voice</b>)</li> <li>● Children would be asked to bring a newspaper and circle the words- and, but, or, because. They would be asked what they know about them. (<b>Conjunctions</b>)</li> <li>● To enable the students to achieve linguistic competency</li> </ul>	The students are able to <ul style="list-style-type: none"> <li>● Identify Active and Passive Voice</li> <li>● Change the active voice into passive voice and vice-versa</li> <li>● The writing skills will improve</li> <li>● Use meaningful sentences to describe/ narrate factual/ imaginary situations in story writing.</li> <li>● draft various writing tasks in grammatically correct manner</li> </ul>

Month and No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/ Interdisciplinary linkage/Art Integration/Practical/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			Reading, Writing, Speaking, Critical Thinking, Inter-personal		<ul style="list-style-type: none"> <li>● To enable the students to use grammar as a tool in the comprehension and creation of oral and written language.</li> <li>● To enable the students to use the language efficiently</li> <li>● Students will be able to change the voice of a sentence</li> <li>● Students will be able to use conjunctions appropriately</li> <li>● Students will be able to write factual descriptions.</li> </ul>	



Month and No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/ Interdisciplinary linkage/Art Integration/Practical/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<ul style="list-style-type: none"> <li>understand the grammatical forms in context/through reading</li> </ul>	
<b>NOVEMBER: Total Working Days-12</b>	Topic:  Song of the Rain (Poem)	<ul style="list-style-type: none"> <li>Loud Reading by students</li> <li>Explanation by the teacher</li> <li><b><u>Computer Aided Teaching</u></b> (using Extramarks)</li> <li><b><u>Ppts</u></b></li> </ul>	<ul style="list-style-type: none"> <li><b>Activity: Art Integrated Project</b> Children will make a <b>timeline on the various stages of water cycle</b>. This will be a <b>group activity</b>.</li> <li><b>Project-</b> PPT making on ways of saving water.</li> <li><b>Skill Assessment</b> – Reading, Writing, Speaking, Critical Thinking, Inter-personal</li> </ul>	<ul style="list-style-type: none"> <li>(CW) Discussion and (HW) writing of Question answers.</li> <li>Short class test of questions based on the stories</li> <li>MCQ, Quiz</li> </ul>	<ul style="list-style-type: none"> <li><b>Ice-Breaking Activity and PK Testing:</b></li> <li>The students will be asked to close their eyes and imagine rain drops on their faces. How would they feel?</li> </ul>	The following skills of the students shall be enhanced: <ul style="list-style-type: none"> <li>Reading skills</li> <li>Speaking skills</li> <li>Writing skills</li> <li>Creative writing</li> <li>Critical thinking (Problem solving)</li> <li>The students are able to comprehend and appreciate sports personalities and contributions towards space voyage.</li> </ul>

Month and No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/ Interdisciplinary linkage/Art Integration/Practical/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	3. Integrated Grammar	<ul style="list-style-type: none"> <li>● <b>Computer Aided Teaching</b> (using Extra marks)</li> <li>● Explanation by the teacher</li> <li>● Use of dictionary</li> <li>● BBC Compacta Workbook</li> <li>● Chalk,board,duster</li> <li>● You tube videos</li> <li>● <a href="https://www.youtube.com/watch?v=j1UQ11wxvDU">https://www.youtube.com/watch?v=j1UQ11wxvDU</a></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Experiential learning:</b> Intra-class Quiz will be played on integrated grammar</li> <li>● <b>Project:</b> Children will make power point presentation on integrated grammar.</li> <li>● <b>Skill Assessment –</b> Reading, Writing, Speaking, Critical Thinking, Inter-personal</li> </ul>	<ul style="list-style-type: none"> <li>● (CW) Children will do some exercises in BBC Compacta and the same will be discussed in class.</li> <li>● (HW) Children will do exercises in the BBC Compacta (workbook)</li> <li>● MCQ,quiz</li> </ul>	<ul style="list-style-type: none"> <li>● The students are able to watch /listen to English news,serials,educ ational channels and eminent speakers</li> <li>● The students are able to apply their comprehensive knowledge to the integrated grammar exercises</li> </ul>	<ul style="list-style-type: none"> <li>● The students are able to engage in English with family, friends and people from different professions.</li> <li>● The students are able to solve integrated grammar exercises</li> </ul>
<b>DECEMBER:</b> <b>Total number of</b>	Revision and Final Exams	<ul style="list-style-type: none"> <li>● Worksheets</li> <li>● Computer aided Teaching</li> </ul>				

Month and No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/ Interdisciplinary linkage/Art Integration/Practical/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
working days: 12						

पाइनग्रोव स्कूल, धर्मपुर

संबद्धीकरणसंख्या 630044; स्कूल कोड: 43035

वार्षिक शिक्षा शास्त्र योजना : हिन्दी

कक्षा : नवमी

सत्र: 2023-24

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
	व्याकरण -संवाद लेखन, अनुच्छेद लेखन, अपठित गद्यांश से उत्तर	<ul style="list-style-type: none"> <li>ई-पुस्तक से पठन</li> <li>एक्स्ट्रा मार्क्स द्वारा प्रस्तुति</li> <li>पी.पी टी</li> <li>चर्चा</li> <li>चॉक</li> <li>ब्लैक बोर्ड</li> <li>डस्टर</li> </ul> वीडियो- संवाद लेखन <a href="https://www.youtube.com/watch?v=oMNMAba9xtg">https://www.youtube.com/watch?v=oMNMAba9xtg</a> वीडियो - अपठित गद्यांश <a href="https://www.youtube.com/watch?v=6CPySHCtj94">https://www.youtube.com/watch?v=6CPySHCtj94</a>	<b>आनुभविक ज्ञानार्जन –</b> <ul style="list-style-type: none"> <li>नारा लेखन पर वीडियो दिखाना</li> <li>संवाद लेखन पर वीडियो दिखाना</li> <li>कोई भी विषय देकर कक्षा में अभ्यास</li> </ul> <b>कला समेकित ज्ञानार्जन-</b>	<ul style="list-style-type: none"> <li>लिखित अभ्यास</li> <li>लिखित परीक्षा</li> </ul>	<ul style="list-style-type: none"> <li><b>पूर्व ज्ञान परीक्षण</b></li> <li>कक्षा में अध्यापिका बच्चों से सम्बंधित प्रश्न पूछेंगी।</li> <li>कक्षा में चर्चा</li> </ul> <b>विषय की घोषणा -</b> <ul style="list-style-type: none"> <li>प्रत्येक का कक्षा में बोर्ड पर प्रारूप बताते हुए अभ्यास करवाना</li> </ul>	<b>विषय सम्बन्धी –</b> <ul style="list-style-type: none"> <li>लेखन कौशल का विकास हुआ</li> <li>रचनात्मक कौशल का विकास हुआ</li> <li>परीक्षाओं तथा आवश्यकता अनुसार लिखने योग्य हुए</li> </ul>

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			<ul style="list-style-type: none"> <li>दो के समूह में संवाद लिखकर कक्षा में अभिनय</li> <li>दो के समूह में नारा लेखन कक्षा में करवाना</li> </ul>			
मार्च – 23 दिन	संचयन भाग-1-गिल्लू	<ul style="list-style-type: none"> <li>ई-पुस्तक से पठन</li> <li>एक्स्ट्रा मार्क्स द्वारा प्रस्तुति</li> <li>पी. पी टी</li> <li>चर्चा</li> <li>चॉक</li> <li>ब्लैक बोर्ड</li> <li>डस्टर</li> <li>कहानी की पुनरावृत्ति के लिए वीडियो दिखाना <a href="https://www.youtube.com/watch?v=-HJ6ejlhxhk">https://www.youtube.com/watch?v=-HJ6ejlhxhk</a></li> </ul>	<p><b>आनुभविक ज्ञानार्जन</b></p> <ul style="list-style-type: none"> <li>अपने किसी पालतू पशु/ पक्षी का वर्णन।</li> <li>ऐसी घटना का वर्णन जब आपने किसी पशु/ पक्षी की जान बचाई, उसका अनुभव लिखिए।</li> </ul> <p><b>कला समेकित ज्ञानार्जन/ परियोजना कार्य –</b></p>	<ul style="list-style-type: none"> <li>प्रश्नोत्तरी</li> <li>बहुवैकल्पिक प्रश्न</li> <li>मौखिक परीक्षा</li> <li>लिखित कार्य</li> <li>कक्षा में चर्चा</li> <li>लिखित परीक्षा</li> </ul>	<p><b>आइस-ब्रेकिंग गतिविधि</b></p> <ul style="list-style-type: none"> <li>कक्षा के बाहर ले जाकर आस-पास कक्षा के बाहर ले जाकर गिलहरियों को दिखाना को दिखाना</li> <li>उनके बारे में बातचीत जैसे गिलहरियों आयु, खान –पान आदि पर बात की जाएगी।</li> </ul> <p><b>विषय की घोषणा-</b></p>	<p><b>विषय सम्बन्धी -</b></p> <ul style="list-style-type: none"> <li>पठन कौशल का विस्तार</li> <li>लेखन कौशल का विस्तार</li> <li>वाचन कौशल का विस्तार</li> <li>श्रवण कौशल का विस्तार</li> <li>रचनात्मक लेखन का विस्तार</li> </ul>

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		<p>दिखाना  <a href="https://www.youtube.com/watch?v=1nbAYK SpeP8">https://www.youtube.com/watch?v=1nbAYK SpeP8</a></p>	<ul style="list-style-type: none"> <li>मेरा परिवार की कोई कहानी पढ़ना</li> <li>कहानी का चित्रों के रूप में वर्णन करना  </li> </ul>		<ul style="list-style-type: none"> <li>लेखिका महादेवी वर्मा का जीवन परिचय</li> <li>कहानी का परिचय</li> </ul> <p><b>विषयविस्तार-</b></p> <ul style="list-style-type: none"> <li>पठन अभ्यास</li> <li>चर्चा</li> <li>सम्बंधित प्रश्न पूछना</li> <li>खुले अंतवाले प्रश्न</li> <li>पुनरावृत्ति</li> </ul>	<ul style="list-style-type: none"> <li>नए शब्दों के अर्थ समझकर शब्द भंडार में वृद्धि करना</li> <li>कहानी का सारांश अपने शब्दों में लिख सकते हैं  </li> <li>रचनाकार के उद्देश्य को स्पष्ट करना</li> <li>महादेवी वर्मा का जीवन परिचय प्राप्त हुआ</li> <li>मेरा परिवार पुस्तक की जानकारी मिली</li> </ul> <p><b>कला सम्बन्धी –</b></p> <ul style="list-style-type: none"> <li>रचनात्मकता का विकास</li> <li>वाचन कौशल का विकास</li> <li>श्रवण कौशल का विकास</li> </ul>

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
						<ul style="list-style-type: none"> <li>• रचनात्मक लेखन का विकास</li> <li>• मेरा परिवार की कहानियां पढ़ने को प्रेरित हुए</li> <li>• कंप्यूटर दक्षता में सुधार</li> </ul> <p><b>नैतिक मूल्य -</b> जीवों के प्रति दया का भाव उत्पन्न हुआ।</p>
	<b>स्पर्श भाग -1</b> <b>गद्य खंड -दुःख का अधिकार</b>	<ul style="list-style-type: none"> <li>• ई-पुस्तक से पठन</li> <li>• एकस्ट्रा मार्क्स द्वारा प्रस्तुति</li> <li>• पी. पी टी</li> <li>• चर्चा</li> <li>• चॉक</li> <li>• ब्लैक बोर्ड</li> <li>• डस्टर</li> <li>• पुस्तक से पठन</li> </ul>	<b>आनुभविक ज्ञानार्जन -</b> <ul style="list-style-type: none"> <li>• क्या लेखक का बुद्धिया के प्रति व्यवहार उचित था?</li> <li>• यदि आप लेखक के स्थान पर होते तो क्या करते ?</li> <li>• टीवी पर कोई खबर दिखाना</li> </ul>	<ul style="list-style-type: none"> <li>• प्रश्नोत्तरी</li> <li>• बहुवैकल्पिक प्रश्न</li> <li>• मौखिक परीक्षा</li> <li>• लिखित कार्य</li> <li>• कक्षा में चर्चा</li> <li>• लिखित परीक्षा</li> </ul>	<b>आइस-ब्रेकिंग गतिविधि</b> <ul style="list-style-type: none"> <li>• टीवी पर कोई खबर दिखाकर उस पर चर्चा <a href="https://www.youtube.com/watch?v=nv4NzLlrHhQ">https://www.youtube.com/watch?v=nv4NzLlrHhQ</a></li> <li>• पुराने समय तथा आज के समय में अन्तर पर बातचीत</li> <li>• पहनावा हमारी पहचान - पर चर्चा</li> </ul>	<b>विषय सम्बन्धी -</b> <ul style="list-style-type: none"> <li>• पठन कौशल का विस्तार</li> <li>• लेखन कौशल का विस्तार</li> <li>• वाचन कौशल का विस्तार</li> <li>• श्रवण कौशल का विस्तार</li> </ul>

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		<ul style="list-style-type: none"> <li>• पुनरावृत्ति के लिए वीडियो दिखाना</li> <li>• <a href="https://www.youtube.com/watch?v=V6um9kklF0M">https://www.youtube.com/watch?v=V6um9kklF0M</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=nv4NzLrHhQ">https://www.youtube.com/watch?v=nv4NzLrHhQ</a></li> </ul> <p><b>कला समेकित ज्ञानार्जन –</b></p> <ul style="list-style-type: none"> <li>• कहानी कानाटक के रूप में सामूहिक अभिनय</li> <li>• <b>हमारा पहनावा हमारी पहचान होता है – वाद –विवाद</b></li> </ul> <p><b>रचनात्मक लेखन</b></p> <ul style="list-style-type: none"> <li>• विद्यार्थियों द्वारा अपना वाद –विवाद स्वयं लिखा जाएगा।</li> </ul>		<p><b>विषयकीघोषणा-</b></p> <ul style="list-style-type: none"> <li>• लेखक यशपाल का जीवन परिचय</li> <li>• कहानी का परिचय</li> </ul> <p><b>विषयविस्तार-</b></p> <ul style="list-style-type: none"> <li>• पठन अभ्यास</li> <li>• चर्चा</li> <li>• सम्बंधित प्रश्न पूछना</li> <li>• खुले अंतवालेप्रश्न</li> <li>• पुनरावृत्ति</li> </ul>	<ul style="list-style-type: none"> <li>• रचनात्मक लेखन का विस्तार</li> <li>• नए शब्दों के अर्थ समझकर शब्द भंडार में वृद्धि करना</li> <li>• रचनाकार के उद्देश्य को स्पष्ट करना</li> <li>• पोशाक तथा चरित्र दोनों का महत्व समझे</li> <li>• समाज की कुरीतियों का ज्ञान हुआ</li> <li>• कहानी के मूल भाव को समझकर उत्तर देने में सक्षम हुए।</li> </ul> <p><b>कला सम्बन्धी –</b></p> <ul style="list-style-type: none"> <li>• रचनात्मकता का विकास</li> <li>• वाचन कौशल का विकास</li> </ul>



महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
						<ul style="list-style-type: none"> <li>• श्रवण कौशलका विकास हुआ</li> <li>• लेखन कौशल का विकास हुआ</li> <li>• कंप्यूटर दक्षता में सुधार</li> </ul> <p><b>नैतिक मूल्य -</b></p> <ul style="list-style-type: none"> <li>• गरीबों के प्रति सहानुभूति उत्पन्न हुई</li> <li>• उचित – अनुचित की समझ उत्पन्न हुई।</li> </ul>
	<b>व्याकरण</b> - पर्यायवाची, विलोम शब्द तथा श्रुति सम भिन्नार्थक शब्द	<ul style="list-style-type: none"> <li>• ई-पुस्तक से पठन</li> <li>• एकस्ट्रा मार्क्स द्वारा प्रस्तुति</li> <li>• पी पी टी</li> <li>• चर्चा</li> <li>• चॉक</li> <li>• ब्लैक बोर्ड</li> <li>• डस्टर</li> </ul>		<ul style="list-style-type: none"> <li>• प्रश्नोत्तरी</li> <li>• मौखिक परीक्षा</li> <li>• बहुवैकल्पिक प्रश्न</li> <li>• लिखित परीक्षा</li> </ul>	<ul style="list-style-type: none"> <li>• पूर्वज्ञान परीक्षण</li> <li>• पुस्तक से कुछ शब्द लेकर प्रत्येक के लिए उदाहरण देकर कक्षा में इनका अध्ययन</li> </ul>	<b>विषय सम्बन्धी –</b> <ul style="list-style-type: none"> <li>• परीक्षा के लिए व्यवहारिक रूप में पठन करते हुए इनके अर्थ व रूपों को समझने में सक्षम</li> </ul>

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		<ul style="list-style-type: none"> <li>पुस्तक से सरल अर्थ बताना</li> </ul>				
	<b>स्पर्श भाग -1-काव्य खंड-रैदास के पद</b>	<ul style="list-style-type: none"> <li>ई-पुस्तक से पठन</li> <li>एक्स्ट्रा मार्क्स द्वारा प्रस्तुति</li> <li>पीपी टी</li> <li>चर्चा</li> <li>चाँक</li> <li>ब्लैक बोर्ड</li> <li>डस्टर</li> <li>प्रभु जी तुम चन्दन हम पानी..... (अनूप जलोटा) द्वारा सुनाना</li> </ul>	<p><b>आनुभविक ज्ञानार्जन</b></p> <ul style="list-style-type: none"> <li>प्रभु जी तुम चन्दन ---- गीत दिखाना व बच्चों द्वारा गुनगुनाना</li> <li>गुरुवाणी के शब्द दिखाना</li> </ul> <p><a href="https://www.youtube.com/watch?v=s-swJI3A6zI">https://www.youtube.com/watch?v=s-swJI3A6zI</a></p> <p><b>कलासमेकित ज्ञानार्जन-</b></p> <ul style="list-style-type: none"> <li>मन चंगा तो कठौती में गंगा ---- कहावत के पीछे छिपी कहानी का वीडियो दिखाना  </li> </ul> <p><a href="https://www.youtube.com/watch?v=Rn">https://www.youtube.com/watch?v=Rn</a></p>	<ul style="list-style-type: none"> <li>प्रश्नोत्तरी</li> <li>मौखिक परीक्षा</li> <li>लिखितकार्य</li> <li>बहुवैकल्पिकप्रश्न</li> <li>लिखित परीक्षा</li> </ul>	<p><b>आइस-ब्रेकिंगगतिविधि</b></p> <ul style="list-style-type: none"> <li>प्रभु जी तुम चन्दन --- - गीत दिखाना</li> </ul> <p><a href="https://www.youtube.com/watch?v=s-swJI3A6zI">https://www.youtube.com/watch?v=s-swJI3A6zI</a></p> <ul style="list-style-type: none"> <li>भक्तिकाल पर बात करते हुए संत सम्प्रदाय का परिचय</li> <li>संतों की विचारधारा पर जानकारी</li> <li>कबीर, रहीम तथा रैदास आदि की जानकारी</li> </ul> <p><b>विषयकीघोषणा-</b></p> <ul style="list-style-type: none"> <li>ईश्वर के निर्गुण रूप को समझाते हुए रैदास के पदों का सरल अर्थ समझाना</li> </ul>	<p><b>विषय सम्बन्धी -</b></p> <ul style="list-style-type: none"> <li>मानवीय गुणों का विकास</li> <li>समाज की कुरीतियों की जानकारी प्राप्त हुई  </li> <li>रैदास जैसे संतों का ज्ञान समझा सके।</li> <li>संतों की विचारधारा से परिचित हुए तथा पदों का अर्थ ग्रहण कर उत्तर देने में सक्षम  </li> <li>गुरु ग्रन्थ साहिब में इनके 40 पदों के योगदान से अवगत हुए  </li> <li>नएशब्दोंकेअर्थसमझ करशब्दभंडारमेवृद्धि करना</li> </ul>

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			<p><a href="https://www.youtube.com/watch?v=2KtdbTYUIfw">ZTJKbqxLY</a></p> <ul style="list-style-type: none"> <li>विद्यार्थियों द्वारा रविदास के जीवन से जुड़ी चमत्कारिक कहानियों को कक्षा में सुनाना</li> <li>ऐसी लाल ---शब्द सुनाना</li> </ul> <p><a href="https://www.youtube.com/watch?v=2KtdbTYUIfw">https://www.youtube.com/watch?v=2KtdbTYUIfw</a></p>		<p><b>विषयविस्तार-</b></p> <ul style="list-style-type: none"> <li>पठन अभ्यास</li> <li>चर्चा</li> <li>सम्बंधित प्रश्न पूछना</li> <li>खुले अंतवाले प्रश्न</li> <li>पुनरावृत्ति</li> </ul>	<ul style="list-style-type: none"> <li>रचनाकार के उद्देश्य को स्पष्ट करना</li> </ul> <p><b>कला सम्बन्धी -</b></p> <ul style="list-style-type: none"> <li>वाचन कौशल का विस्तार</li> <li>लेखन कौशल का विस्तार</li> <li>श्रवण कौशल का विस्तार</li> <li>रचनात्मक लेखन का विस्तार</li> </ul>
	<b>व्याकरण -अनुस्वार- अनुनासिक</b>	<ul style="list-style-type: none"> <li>ई-पुस्तक से पठन</li> <li>एक्स्ट्रा मार्क्स द्वारा प्रस्तुति</li> <li>पी पी टी</li> <li>चर्चा</li> <li>चॉक</li> <li>ब्लैक बोर्ड</li> </ul>		<ul style="list-style-type: none"> <li>अभ्यास</li> <li>लिखित परीक्षा</li> <li>प्रश्नोत्तरी</li> <li>बहुवैकल्पिक प्रश्न</li> <li>लिखित परीक्षा</li> </ul>	<p><b>आइस-ब्रेकिंग गतिविधि</b></p> <ul style="list-style-type: none"> <li><b>पूर्व ज्ञान परीक्षण</b></li> <li>प्रत्येक के लिए श्यामपट पर शब्दों को उदाहरण देकर समझाना।</li> </ul>	<p><b>विषय सम्बन्धी -</b></p> <ul style="list-style-type: none"> <li>वर्ण-विच्छेद, अनुस्वार- अनुनासिक, नुक्ता आदिकी पहचान में सक्षम</li> </ul>

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		<ul style="list-style-type: none"> <li>डस्टर</li> </ul>			<ul style="list-style-type: none"> <li>बरी-बारी सबका अभ्यास करवाना</li> </ul>	<ul style="list-style-type: none"> <li>प्रश्नों पर आधारित उत्तर देने में सक्षम</li> </ul>
अप्रैल -25 दिन	व्याकरण -उपसर्ग-प्रत्यय	<ul style="list-style-type: none"> <li>ई-पुस्तक से पठन</li> <li>एक्स्ट्रा मार्क्स द्वारा प्रस्तुति</li> <li>पी पी टी</li> <li>चर्चा</li> <li>चॉक</li> <li>ब्लैक बोर्ड</li> <li>डस्टर</li> </ul>		<ul style="list-style-type: none"> <li>अभ्यास</li> <li>लिखित परीक्षा</li> <li>प्रश्नोत्तरी</li> <li>बहुवैकल्पिकप्रश्न</li> <li>लिखित परीक्षा</li> </ul>	<b>आइस-ब्रेकिंग गतिविधि</b> <ul style="list-style-type: none"> <li><b>पूर्वज्ञान परीक्षण</b></li> <li>उपसर्ग-प्रत्यय का परिचय देते हुए भाषा में उनका महत्व समझाकर अभ्यास</li> <li>विभिन्न सहायक सामग्रियों जैसे पुस्तक, बोर्ड, पीपीटी द्वारा अभ्यास</li> </ul>	<b>विषय सम्बन्धी -</b> <ul style="list-style-type: none"> <li>उपसर्ग-प्रत्यय का भाषा में महत्व समझ सके।</li> <li>शब्द तथा वाक्यों में उनकी पहचान करते हुए मूल शब्द से उपसर्ग/प्रत्यय को अलग करने में सक्षम हुए</li> </ul>
	<b>स्पर्श भाग -1 – गद्य खंड -एवेरेस्ट मेरी शिखर यात्रा</b>	<ul style="list-style-type: none"> <li>ई-पुस्तक से पठन</li> <li>एक्स्ट्रा मार्क्स द्वारा प्रस्तुति</li> <li>पीपी टी</li> <li>चर्चा</li> <li>चॉक</li> </ul>	<b>आनुभविक ज्ञानार्जन – (सामूहिक परियोजना)</b> <ul style="list-style-type: none"> <li>दो के समूहों में एवेरेस्ट शिखर तक पहुँचने के लिए आवश्यक जानकारी</li> </ul>	<ul style="list-style-type: none"> <li>प्रश्नोत्तरी</li> <li>बहुवैकल्पिक प्रश्न</li> <li>मौखिक परीक्षा</li> <li>लिखित कार्य</li> <li>कक्षा में चर्चा</li> <li>लिखित परीक्षा</li> </ul>	<b>आइस-ब्रेकिंग गतिविधि</b> <ul style="list-style-type: none"> <li>अरुणिमा सिंह की कहानी दिखाना <a href="https://www.youtube.com/watch?v=q7TdngbYbFo">https://www.youtube.com/watch?v=q7TdngbYbFo</a></li> </ul>	<b>विषय सम्बन्धी -</b> <ul style="list-style-type: none"> <li>पठनकौशल का विस्तार</li> <li>लेखन कौशल का विस्तार</li> <li>वाचन कौशल का विस्तार</li> </ul>

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		<ul style="list-style-type: none"> <li>• ब्लैक बोर्ड</li> <li>• डस्टर</li> <li>• पाठ की पुनरावृत्ति के लिए वीडियो दिखाना <a href="https://www.youtube.com/watch?v=BbBeaeCSz-c">https://www.youtube.com/watch?v=BbBeaeCSz-c</a></li> </ul>	<p>पर पी पी टी तैयार करना</p> <ul style="list-style-type: none"> <li>• किन्ही तीन भारतीय एवेरेस्ट विजेता पर्वतारोहियों पर पी पी टी बनाना</li> <li>• रास्ते के खतरों का वर्णन</li> </ul> <p><b>कलासमेकित ज्ञानार्जन/ परियोजना कार्य</b></p> <ul style="list-style-type: none"> <li>• एवेरेस्ट तक के सभी कैम्पों का सचित्र वर्णन</li> <li>• ग्लेशियर तथा इसकी नदी के बहने से सम्बंधित वीडियो दिखाना <a href="https://www.youtu">https://www.youtu</a></li> </ul>		<ul style="list-style-type: none"> <li>• पर्वतारोहण से जुड़े खतरों तथा पर्वतारोहियों पर बात</li> <li>• बर्चेद्री पाल का जीवन परिचय</li> </ul> <p><b>विषय की घोषणा-</b> पाठ एवेरेस्ट मेरी शिखर यात्रा का पठन</p> <p><b>विषय विस्तार-</b></p> <ul style="list-style-type: none"> <li>• पठन अभ्यास</li> <li>• चर्चा</li> <li>• सम्बंधित प्रश्न पूछना</li> <li>• खुले अंतवाले प्रश्न</li> <li>• पुनरावृत्ति</li> <li>• तेनजिंग और हिलेरी की वीडियो दिखाना <a href="https://www.youtube.com/watch?v=wVWqzHWZGLQ">https://www.youtube.com/watch?v=wVWqzHWZGLQ</a></li> </ul>	<ul style="list-style-type: none"> <li>• श्रवण कौशल का विस्तार</li> <li>• रचनात्मक लेखन का विस्तार</li> <li>• नए शब्दों के अर्थ समझकर शब्द भंडार में वृद्धि करना</li> <li>• रचनाकार के उद्देश्य को स्पष्ट करना</li> <li>• महान व्यक्तियों के जीवन की जानकारी प्राप्त की  </li> <li>• पर्वतारोहण से जुड़े खतरों को समझ सके।</li> <li>• बर्चेद्री पाल के जीवन की उपलब्धियों की जानकारी प्राप्त हुई</li> <li>• पाठ का अर्थ समझकर उत्तर देने में सक्षम हुए</li> </ul> <p><b>कला सम्बन्धी –</b></p>

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			<a href="https://www.youtube.com/watch?v=IICMB6ID8Do">be.com/watch?v=IICMB6ID8Do</a> <ul style="list-style-type: none"> <li>अरुणिमा सिंह की कहानी दिखाना <a href="https://www.youtube.com/watch?v=q7TdnqbYbFo">https://www.youtube.com/watch?v=q7TdnqbYbFo</a></li> </ul>			<ul style="list-style-type: none"> <li>रचनात्मकता का विकास</li> <li>वाचन कौशल का विकास</li> <li>श्रवण कौशलका विकास हुआ</li> <li>लेखन कौशल का विकास हुआ</li> <li>कंप्यूटर दक्षता में सुधार</li> </ul> <p><b>नैतिक मूल्य -</b> जीवन में संघर्षों से डर कर हार न मानने के लिए प्रेरित हुए</p>
	<ul style="list-style-type: none"> <li>व्याकरण -अर्थ के आधार पर वाक्य भेद</li> </ul>	<ul style="list-style-type: none"> <li>ई-पुस्तक से पठन</li> <li>एक्स्ट्रा मार्क्स द्वारा प्रस्तुति</li> <li>पी पी टी</li> <li>चर्चा</li> </ul>		<ul style="list-style-type: none"> <li>प्रश्नोत्तरी</li> <li>मौखिक अभ्यास</li> <li>बहुवैकल्पिक प्रश्न</li> <li>लिखित अभ्यास</li> <li>लिखित परीक्षा</li> </ul>	<b>आइस-ब्रेकिंग गतिविधि</b> <ul style="list-style-type: none"> <li>पूर्व ज्ञान परीक्षण</li> <li>शब्द रचना तथा प्रत्येक वाक्य रचना को समझाते हुए को</li> </ul>	<b>विषय सम्बन्धी –</b> <ul style="list-style-type: none"> <li>परीक्षाओं तथा आवश्यकता अनुसार उत्तर देने योग्य</li> </ul>

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		<ul style="list-style-type: none"> <li>• चॉक</li> <li>• ब्लैक बोर्ड</li> <li>• डस्टर</li> <li>• कक्षा में श्यामपट पर अभ्यास</li> <li>• वीडियो दिखाना <a href="https://www.youtube.com/watch?v=R5eOtt9uWZA">https://www.youtube.com/watch?v=R5eOtt9uWZA</a></li> </ul>			कक्षा में बोर्ड पर इनकी पहचान सिखाना तथा रूप परिवर्तन बताते हुए अभ्यास	<ul style="list-style-type: none"> <li>• एक वाक्य का दूसरे रूप में परिवर्तन करने में सक्षम</li> </ul>

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
	<b>स्पर्श भाग -1 –काव्य खंड – रहीम के दोहे</b>	<ul style="list-style-type: none"> <li>ई-पुस्तक से पठन</li> <li>एक्स्ट्रा मार्क्स द्वारा प्रस्तुति</li> <li>पी पी टी</li> <li>चर्चा</li> <li>चॉक</li> <li>ब्लैक बोर्ड</li> <li>डस्टर</li> </ul>	<ul style="list-style-type: none"> <li><b>आनुभविक ज्ञानार्जन –</b> विद्यार्थियों द्वारा किन्ही पांच दोहों को याद कर कक्षा में उनका गायन</li> <li>दोहों के अर्थ पर चर्चा</li> <li>श्रवण गतिविधि</li> <li><b>कला समेकित ज्ञानार्जन-</b></li> <li>अनूप जलोटा द्वारा दोहों का गायन <a href="https://www.youtube.com/watch?v=dIhHcThJkPI">https://www.youtube.com/watch?v=dIhHcThJkPI</a></li> <li>बहुविषयक सहलग्नता (संगीत, कम्प्यूटर) - विद्यार्थी फ्लिप ग्रीड पर अपने गायन का वीडियो</li> </ul>	<ul style="list-style-type: none"> <li>प्रश्नोत्तरी</li> <li>मौखिकपरीक्षा</li> <li>बहुवैकल्पिकप्रश्न</li> <li>लिखित परीक्षा</li> </ul>	<p><b>आइस-ब्रेकिंग गतिविधि</b></p> <ul style="list-style-type: none"> <li>हिंदी फ़िल्म अतिथि कब जाओगे के दोहे सुनाना <a href="https://www.youtube.com/watch?v=rHs8UCk-FNo">https://www.youtube.com/watch?v=rHs8UCk-FNo</a></li> <li><b>पूर्वज्ञान परीक्षण</b></li> <li>संतों की विचारधारा पर बात करते हुए कबीर, रहीम तथा रैदास आदि की जानकारी, चर्चा व बातचीत  </li> <li>संतों के अनुभव पर आधारित ज्ञान व दोहों में उनके संकलन पर बातचीत</li> </ul> <p><b>विषयकीघोषणा-</b></p> <ul style="list-style-type: none"> <li>दोहों के सत्य से अवगत करवाना</li> </ul>	<p><b>विषय सम्बन्धी -</b></p> <ul style="list-style-type: none"> <li>संत सम्प्रदाय का परिचय प्राप्त हुआ</li> <li>रहीम जैसे संतों का ज्ञान समझा सके</li> <li>दोहों में छिपे उनके अनुभवात्मक ज्ञान की समझ उत्पन्न हुई</li> <li>संतों की विचारधारा से परिचित हुए तथा दोहों का अर्थ ग्रहण कर उत्तर देने में सक्षम</li> </ul> <p><b>कला सम्बन्धी -</b></p> <ul style="list-style-type: none"> <li>वाचन कौशल का विस्तार</li> <li>लेखन कौशल का विस्तार</li> <li>श्रवण कौशल का विस्तार</li> </ul>



महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			भेजेंगे		<ul style="list-style-type: none"> <li>• दोहों का सरल अर्थ समझाना</li> </ul> <b>विषयविस्तार-</b> <ul style="list-style-type: none"> <li>• पठन अभ्यास</li> <li>• चर्चा</li> <li>• सम्बंधित प्रश्न पूछना</li> <li>• खुले अंतवाले प्रश्न</li> <li>• पुनरावृत्ति</li> </ul>	<ul style="list-style-type: none"> <li>• रचनात्मक लेखन का विस्तार</li> </ul>
		अप्रैल - प्रथम इकाई परीक्षा कोविड संक्रमण के कारण परीक्षा स्थगित	<ul style="list-style-type: none"> <li>• अब तक किए गए सारे कार्य की दोहराई</li> </ul>			
मई -21 दिन	स्पर्श भाग -1 – काव्य खंड – कविता एक फूल की चाह	<ul style="list-style-type: none"> <li>• ई-पुस्तक से पठन</li> <li>• एकस्ट्रा मार्क्स द्वारा प्रस्तुति</li> <li>• पीपी टी</li> </ul>	आनुभविक ज्ञानार्जन <ul style="list-style-type: none"> <li>• कविता की कहानी अपने शब्दों में अंत</li> </ul>	<ul style="list-style-type: none"> <li>• प्रश्नोत्तरी</li> <li>• मौखिक परीक्षा</li> <li>• लिखित कार्य</li> <li>• बहुवैकल्पिकप्रश्न</li> </ul>	आइस-ब्रेकिंगगतिविधि <a href="https://www.amarujala.com/video/bizarre-news/spanish-flu-was-more-dangerous-than-coronavirus">https://www.amarujala.com/video/bizarre-news/spanish-flu-was-more-dangerous-than-coronavirus</a>	विषय सम्बन्धी – <ul style="list-style-type: none"> <li>• महामारी तथा इसके दुष्प्रभावों से परिचित हुए</li> </ul>

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		<ul style="list-style-type: none"> <li>• चर्चा</li> <li>• चॉक</li> <li>• ब्लैक बोर्ड</li> <li>• डस्टर</li> <li>• कविता की पुनरावृत्तिके लिए वीडियो दिखाना <a href="https://www.youtube.com/watch?v=PcSDFNL7uok">https://www.youtube.com/watch?v=PcSDFNL7uok</a></li> </ul>	<ul style="list-style-type: none"> <li>• परिवर्तित करते हुए लिखना</li> <li>• कवि निराला के बारे में जानकारी दिखाना</li> <li>• सरोज स्मृति के बारे में जानकारी एकत्रित कर कक्षा में सुनाना  </li> <li>• कविता के दृश्यों का सचित्र वर्णन</li> </ul> <p><b>कलासमेकित ज्ञानार्जन-</b> बहुविषयक सहलग्नता( विज्ञान, सामाजिक अध्ययन )</p> <ul style="list-style-type: none"> <li>• आज कोरोना महामारी के कारण किस प्रकार जीवन प्रभावित हुआ है ?</li> </ul>	<ul style="list-style-type: none"> <li>• लिखित परीक्षा</li> </ul>	<ul style="list-style-type: none"> <li>• महामारी की खबर दिखाना</li> <li>• प्राचीन समय के बारे में बात व चर्चा </li> <li>• महामारी व उसके प्रभावों पर बातचीत</li> </ul> <p><b>विषय की घोषणा</b></p> <ul style="list-style-type: none"> <li>• पुस्तक से कविता एक फूल की चाह का पठन व सरल अर्थ</li> </ul> <p><b>विषय विस्तार-</b></p> <ul style="list-style-type: none"> <li>• पठन अभ्यास</li> <li>• चर्चा</li> <li>• सम्बंधित प्रश्न पूछना</li> <li>• खुले अंतवालेप्रश्न</li> <li>• पुनरावृत्ति</li> </ul>	<ul style="list-style-type: none"> <li>• उचित-अनुचित तथा सभी के लिए समानता का भाव उत्पन्न</li> <li>• कवि के उद्देश्यों से परिचित</li> <li>• कथात्मक कविता से परिचित हुए</li> <li>• समाज की कुरीतियों को जानकर उसे आज के संदर्भ से जोड़कर समझने में सक्षम</li> <li>• कविता के मूल भाव को समझकर पूछे गए किसी भी प्रश्न का उत्तर देने में सक्षम</li> </ul> <p><b>कला सम्बन्धी -</b></p> <ul style="list-style-type: none"> <li>• वाचन कौशल का विस्तार</li> <li>• लेखन कौशल का विस्तार</li> </ul>

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			<ul style="list-style-type: none"> <li>• महामारी किन- किन कारणों से फैलती है ? सुरक्षा तथा बचाव कैसे हो सकता है ?</li> </ul>			<ul style="list-style-type: none"> <li>• श्रवण कौशल का विस्तार</li> <li>• रचनात्मक लेखन का विस्तार</li> </ul> <p><b>नैतिक मूल्य</b> सबके लिए समानता का भाव जागृत हुआ</p>
	<b>व्याकरण -अनुस्वार- अनुनासिक</b>	<ul style="list-style-type: none"> <li>• ई-पुस्तक से पठन</li> <li>• एकस्ट्रा मार्क्स द्वारा प्रस्तुति</li> <li>• पी पी टी</li> <li>• चर्चा</li> <li>• चॉक</li> <li>• ब्लैक बोर्ड</li> <li>• डस्टर</li> </ul>		<ul style="list-style-type: none"> <li>• अभ्यास</li> <li>• लिखित परीक्षा</li> <li>• प्रश्नोत्तरी</li> <li>• बहुवैकल्पिकप्रश्न</li> <li>• लिखित परीक्षा</li> </ul>	<b>आइस-ब्रेकिंग गतिविधि</b> <ul style="list-style-type: none"> <li>• पूर्वज्ञान परीक्षण</li> <li>• प्रत्येक के लिए श्यामपट पर शब्दों को उदाहरण देकर समझाना।</li> <li>• बरी -बारी सबका अभ्यास करवाना</li> </ul>	<b>विषय सम्बन्धी -</b> <ul style="list-style-type: none"> <li>• वर्ण-विच्छेद, अनुस्वार- अनुनासिक, आदि की पहचान में सक्षम</li> <li>• प्रश्नों पर आधारित उत्तर देने में सक्षम</li> </ul>
	<b>स्पर्श भाग -1 - गद्य खंड - तुम कब जाओगे अतिथि</b>	<ul style="list-style-type: none"> <li>• ई-पुस्तक से पठन</li> <li>• एकस्ट्रा मार्क्स द्वारा प्रस्तुति</li> </ul>	<b>आनुभविक ज्ञानार्जन -</b> <ul style="list-style-type: none"> <li>• जब आपके घर में कोई ऐसा अतिथि</li> </ul>	<ul style="list-style-type: none"> <li>• प्रश्नोत्तरी</li> <li>• मौखिक परीक्षा</li> <li>• लिखित कार्य</li> </ul>	<b>आइस-ब्रेकिंग गतिविधि</b>	<b>विषय सम्बन्धी -</b> <ul style="list-style-type: none"> <li>• अतिथि के रूप व आतिथ्य भाव की</li> </ul>

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		<ul style="list-style-type: none"> <li>पी पी टी</li> <li>चर्चा</li> <li>चॉक</li> <li>ब्लैक बोर्ड</li> <li>डस्टर</li> <li>पाठ की पुनरावृत्ति के लिए वीडियो दिखाना</li> </ul> <p><a href="https://www.youtube.com/watch?v=H91ZgCikD74">https://www.youtube.com/watch?v=H91ZgCikD74</a></p>	<p>आया.....अपने अनुभव बताना - क्या अतिथि का यह व्यवहार उचित था ?</p> <ul style="list-style-type: none"> <li>यदि आप लेखक के स्थान पर होते तो क्या करते ?</li> <li>व्यंग्य रचना पर आधारित फ़िल्म अतिथि कब जाओगे को विद्यार्थियों को दिखाना</li> </ul> <p><b>कला समेकित ज्ञानार्जन-</b></p> <ul style="list-style-type: none"> <li>पाठ की कहानी का अंत परिवर्तित करते हुए सामूहिक अभिनय</li> <li>फ़िल्म की कहानी की पाठ से तुलना करते हुए समीक्षा लिखना</li> </ul>	<ul style="list-style-type: none"> <li>बहुवैकल्पिक प्रश्न</li> <li>लिखित परीक्षा</li> </ul>	<ul style="list-style-type: none"> <li>हिंदी फ़िल्म अतिथि कब जाओगे का गाना सुनाना <a href="https://www.youtube.com/watch?v=ILheO6BHtGg">https://www.youtube.com/watch?v=ILheO6BHtGg</a></li> <li>बच्चों से गाने के बारे में चर्चा ....</li> <li>अतिथि के आगमन पर क्या क्या बदलाव आते हैं ....अपने घर के आधार पर बताइए</li> <li>व्यंग्यको समझाते हुए अनचाहे अतिथियों पर चर्चा</li> </ul> <p><b>विषय की घोषणा-</b></p> <ul style="list-style-type: none"> <li>पुस्तक से पाठ का पठन व सरल अर्थ</li> </ul> <p><b>विषयविस्तार-</b></p> <ul style="list-style-type: none"> <li>पठन अभ्यास</li> <li>चर्चा</li> </ul>	<p>समझ व चिंतन की प्रवृत्ति का विकास</p> <ul style="list-style-type: none"> <li>पाठ की कहानी को समझकर पुस्तक से सम्बंधित उत्तर देने में सक्षम</li> <li>सही और गलत की सूझ-बूझ उत्पन्न हुई।</li> <li>व्यंग्य तथा व्यंग्य रचना के उद्देश्य को समझने में सक्षम</li> </ul> <p><b>कला सम्बन्धी -</b></p> <ul style="list-style-type: none"> <li>वाचन कौशल का विस्तार</li> <li>लेखन कौशल का विस्तार</li> <li>श्रवण कौशल का विस्तार</li> <li>रचनात्मक लेखन का विस्तार</li> </ul>

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
					<ul style="list-style-type: none"> <li>• सम्बंधित प्रश्न पूछना</li> <li>• खुले अंतवाले प्रश्न</li> <li>• पुनरावृत्ति</li> </ul>	<b>नैतिक मूल्य</b> <ul style="list-style-type: none"> <li>• किसी के घर अतिथि की तरह रहने का पता चला</li> </ul>
	व्याकरण -उपसर्ग, प्रत्यय	<ul style="list-style-type: none"> <li>• ई-पुस्तक से पठन</li> <li>• एक्स्ट्रा मार्क्स द्वारा प्रस्तुति</li> <li>• पी पी टी</li> <li>• चर्चा</li> <li>• चॉक</li> <li>• ब्लैक बोर्ड</li> <li>• डस्टर</li> <li>• श्यामपट्ट</li> <li>• पुस्तकसे अभ्यास</li> </ul>		<ul style="list-style-type: none"> <li>• प्रश्नोत्तरी</li> <li>• मौखिक परीक्षा</li> <li>• बहुवैकल्पिक प्रश्न</li> <li>• लिखित अभ्यास</li> <li>• लिखित परीक्षा</li> </ul>	<ul style="list-style-type: none"> <li>• पूर्वज्ञान परीक्षण</li> <li>• पुनरावृत्ति</li> <li>• उपसर्ग का परिचय देते हुए भाषा में उनका महत्व समझाकर अभ्यास</li> </ul>	<b>विषय सम्बन्धी –</b> <ul style="list-style-type: none"> <li>• उपसर्ग-प्रत्यय का भाषा में महत्व समझा सके</li> <li>• शब्द तथा वाक्यों में उनकी पहचान करते हुए मूल शब्द से उपसर्ग-प्रत्यय को अलग करने में सक्षम हुए</li> <li>• शब्दों में उन्हें पहचानने में सक्षम</li> </ul>
	संचयन भाग -1-स्मृति	<ul style="list-style-type: none"> <li>• ई-पुस्तक से पठन</li> </ul>	आनुभविक ज्ञानार्जन-	<ul style="list-style-type: none"> <li>• प्रश्नोत्तरी</li> <li>• मौखिक परीक्षा</li> </ul>	आइस-ब्रेकिंग गतिविधि	विषय सम्बन्धी –

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		<ul style="list-style-type: none"> <li>• एकस्ट्रा मार्क्स द्वारा प्रस्तुति</li> <li>• पीपी टी</li> <li>• चर्चा</li> <li>• चॉक</li> <li>• ब्लैक बोर्ड</li> <li>• डस्टर</li> <li>• पुस्तक से सरल अर्थ</li> <li>• वीडियो दिखाना</li> </ul> <p><a href="https://www.youtube.com/watch?v=sHgn5PmHIsI">https://www.youtube.com/watch?v=sHgn5PmHIsI</a></p> <p><a href="https://www.youtube.com/watch?v=7StEW-pknIU">https://www.youtube.com/watch?v=7StEW-pknIU</a></p>	<ul style="list-style-type: none"> <li>• लेखक ने चिठ्ठियों के लिए जान का जोखिम लिया- यदि आप उसके स्थान पर होते तो क्या करते ?</li> </ul> <p><b>कला समेकित ज्ञानार्जन/ परियोजना कार्य –</b></p> <ul style="list-style-type: none"> <li>• कला के अध्यापक द्वारा स्केच का ज्ञान कक्षा में देना</li> <li>• अपनी पसंद के दृश्य का स्केच तैयार करना</li> <li>• बच्चे कक्षा में अपने बचपन के अनुभव सुनाएंगे</li> </ul>	<ul style="list-style-type: none"> <li>• बहुवैकल्पिक प्रश्न</li> <li>• लिखित परीक्षा</li> <li>• लिखित अभ्यास</li> </ul>	<ul style="list-style-type: none"> <li>• अपने बचपन की किसी खतरनाक/ जोखिम भरी घटना का वर्णन सुनाना</li> <li>• संस्मरण विधा पर बात करते हुए पुस्तक से पाठ का अध्ययन करवाना</li> </ul> <p><b>विषय की घोषणा-</b></p> <ul style="list-style-type: none"> <li>• पुस्तक से कविता एक फूल की चाह का पठन व सरल अर्थ</li> </ul> <p><b>विषय विस्तार-</b></p> <ul style="list-style-type: none"> <li>• पठन अभ्यास</li> <li>• चर्चा</li> <li>• सम्बंधित प्रश्न पूछना</li> <li>• खुले अंतवाले प्रश्न</li> <li>• पुनरावृत्ति</li> </ul>	<ul style="list-style-type: none"> <li>• बाल सुलभ शरारतों का ज्ञान हुआ</li> <li>• ग्रामीण खेलों को समझने के साथ पुराने समय में बच्चों के संघर्ष की समझ।</li> <li>• कहानी के सार को समझकर पूछे गए प्रश्नों के उत्तर देने में सक्षम</li> </ul> <p><b>कला सम्बन्धी -</b></p> <ul style="list-style-type: none"> <li>• वाचन कौशल का विस्तार</li> <li>• लेखन कौशल का विस्तार</li> <li>• श्रवण कौशल का विस्तार</li> <li>• रचनात्मक लेखन का विस्तार</li> </ul>

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
						<b>नैतिक मूल्य</b> <ul style="list-style-type: none"> <li>अपने से बड़ों के प्रति आदर का भाव विकसित</li> <li>नैतिक मूल्यों का विकास</li> </ul>
	व्याकरण -शब्द और पद	<ul style="list-style-type: none"> <li>ई-पुस्तक से पठन</li> <li>एक्स्ट्रा मार्क्स द्वारा प्रस्तुति</li> <li>पी पी टी</li> <li>चर्चा</li> <li>चॉक</li> <li>ब्लैक बोर्ड</li> <li>डस्टर</li> <li><a href="https://www.youtube.com/watch?v=8mEiL0e5Jyg">https://www.youtube.com/watch?v=8mEiL0e5Jyg</a></li> </ul>		<ul style="list-style-type: none"> <li>प्रश्नोत्तरी</li> <li>मौखिक परीक्षा</li> <li>बहुवैकल्पिक प्रश्न</li> <li>लिखित कार्य</li> <li>लिखित परीक्षा</li> </ul>	<b>आइस-ब्रेकिंग गतिविधि</b> <ul style="list-style-type: none"> <li><b>पूर्व ज्ञान परीक्षण</b></li> <li>अध्यापिका बोर्ड पर कुछ शब्द लिखकर उनका वाक्य में प्रयोग करने के लिए कहेंगी</li> <li>शब्दों के रूप परिवर्तन पर चर्चा</li> </ul> <b>विषय की घोषणा –</b> <ul style="list-style-type: none"> <li>अन्य उदाहरण देकर शब्द और पद का परिचय</li> </ul>	<b>विषय सम्बन्धी –</b> <ul style="list-style-type: none"> <li>शब्द और पद के अंतर को जान सके</li> <li>वाक्यों में इनकी पहचान करने में सक्षम बने</li> <li>परीक्षाओं तथा आवश्यकता अनुसार लिखने योग्य हुए</li> </ul>

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
					<ul style="list-style-type: none"> <li>• शब्द और पद के बीच का अंतर</li> <li>• चर्चा</li> <li>• अभ्यास</li> </ul>	
	<ul style="list-style-type: none"> <li>• व्याकरण -अर्थ के आधार पर वाक्य भेद</li> </ul>	<ul style="list-style-type: none"> <li>• ई-पुस्तक से पठन</li> <li>• एकस्ट्रा मार्क्स द्वारा प्रस्तुति</li> <li>• पी पी टी</li> <li>• चर्चा</li> <li>• चॉक</li> <li>• ब्लैक बोर्ड</li> <li>• डस्टर</li> <li>• कक्षा में श्यामपट पर अभ्यास</li> <li>• वीडियो दिखाना <a href="https://www.youtube.co">https://www.youtube.co</a></li> </ul>		<ul style="list-style-type: none"> <li>• प्रश्नोत्तरी</li> <li>• मौखिक अभ्यास</li> <li>• बहुवैकल्पिक प्रश्न</li> <li>• लिखित अभ्यास</li> <li>• लिखित परीक्षा</li> </ul>	<b>आइस-ब्रेकिंग गतिविधि</b> <ul style="list-style-type: none"> <li>• पूर्वज्ञान परीक्षण</li> <li>• शब्द रचना तथा प्रत्येक वाक्य रचना को समझाते हुए को कक्षा में बोर्ड पर इनकी पहचान सिखाना तथा रूप परिवर्तन बताते हुए अभ्यास</li> </ul>	<b>विषय सम्बन्धी –</b> <ul style="list-style-type: none"> <li>• परीक्षाओं तथा आवश्यकता अनुसार उत्तर देने योग्य</li> <li>• एक वाक्य का दूसरे रूप में परिवर्तन करने में सक्षम</li> </ul>



महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		<a href="https://www.youtube.com/watch?v=R5eOtt9uWZA">m/watch?v=R5eOtt9uWZA</a>				
	<b>व्याकरण - पर्यायवाची, विलोम शब्द तथा श्रुति सम भिन्नार्थक शब्द</b>	<ul style="list-style-type: none"> <li>ई-पुस्तक से पठन</li> <li>एक्स्ट्रा मार्क्स द्वारा प्रस्तुति</li> <li>पी पी टी</li> <li>चर्चा</li> <li>चॉक</li> <li>ब्लैक बोर्ड</li> <li>डस्टर</li> <li>पुस्तक से सरल अर्थ बताना</li> </ul>		<ul style="list-style-type: none"> <li>प्रश्नोत्तरी</li> <li>मौखिक परीक्षा</li> <li>बहुवैकल्पिक प्रश्न</li> <li>लिखित परीक्षा</li> </ul>	<ul style="list-style-type: none"> <li>पूर्वज्ञान परीक्षण</li> <li>पुस्तक से कुछ शब्द लेकर प्रत्येक के लिए उदाहरण देकर कक्षा में इनका अध्ययन</li> </ul>	<b>विषय सम्बन्धी -</b> <ul style="list-style-type: none"> <li>परीक्षा के लिए व्यवहारिक रूप में पठन करते हुए इनके अर्थ व रूपों को समझने में सक्षम हुए</li> </ul>
जून -	<b>जून -प्रथम इकाई परीक्षा</b>	<ul style="list-style-type: none"> <li>अब तक किए गए सारे कार्य की दोहराई</li> </ul>				
जुलाई 22 दिन	<b>संचयन भाग -1- हामिद खान</b>	<ul style="list-style-type: none"> <li>ई-पुस्तक से पठन</li> <li>एक्स्ट्रा मार्क्स द्वारा प्रस्तुति</li> <li>पी पी टी</li> <li>चर्चा</li> <li>चॉक</li> <li>ब्लैक बोर्ड</li> </ul>	<b>आनुभविक ज्ञानार्जन -</b> <ul style="list-style-type: none"> <li>लेखक ने हामिद खान के होटल पर खाना खाया और पैसे भी नहीं दे पाया यदि आप लेखक के स्थान पर होते तो क्या करते</li> </ul>	<ul style="list-style-type: none"> <li>प्रश्नोत्तरी</li> <li>मौखिक परीक्षा</li> <li>बहुवैकल्पिक प्रश्न</li> <li>लिखित कार्य</li> <li>लिखित परीक्षा</li> </ul>	<b>आइस-ब्रेकिंग गतिविधि</b> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=AybQRxHoVfA">https://www.youtube.com/watch?v=AybQRxHoVfA</a></li> <li>ए पी जे अब्दुल कलाम का वीडियो दिखाना</li> </ul>	<b>विषय सम्बन्धी -</b> <ul style="list-style-type: none"> <li>लेखककीविचारधाराका ज्ञानहुआ</li> <li>साम्प्रदायिकसदभावकी भावनाकाविकासहुआ।</li> <li>नए शब्दों को समझकर उनका</li> </ul>

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		<ul style="list-style-type: none"> <li>डस्टर</li> <li>पुस्तक से सरल अर्थ</li> <li>वीडियो दिखाना <a href="https://www.youtube.com/watch?v=-QjnVUdII_4">https://www.youtube.com/watch?v=-QjnVUdII_4</a></li> </ul>	<p><b>कला समेकित ज्ञानार्जन-</b></p> <ul style="list-style-type: none"> <li>ए पी जे अब्दुल कलाम का वीडियो दिखाना</li> <li><a href="https://www.youtube.com/watch?v=-AvbQRxHoVfA">https://www.youtube.com/watch?v=-AvbQRxHoVfA</a></li> <li>साम्प्रदायिक दंगों के दृश्य पर पोस्टर तैयार करना</li> <li>भारत के पिछड़ेपन का कारण धार्मिक उन्माद विवाद है/ विषय पर वाद – विवाद  </li> </ul> <p>बहुविषयक सहलग्नता(कम्प्यूटर) -</p>		<ul style="list-style-type: none"> <li>वीडियो से शिक्षा बातचीत</li> <li>धार्मिक एकता पर चर्चा</li> </ul> <p><b>विषय की घोषणा-</b></p> <ul style="list-style-type: none"> <li>विभिन्न धर्मों तथा उनके विचारों पर बातचीत करते हुए पाठ 'हामिदखान' का अध्ययन करवाया जाएगा</li> </ul> <p><b>विषयविस्तार-</b></p> <ul style="list-style-type: none"> <li>पठन अभ्यास</li> <li>चर्चा</li> <li>सम्बंधित प्रश्न पूछना</li> <li>खुले अंतवाले प्रश्न</li> <li>पुनरावृत्ति</li> </ul>	<p>प्रयोग समझने में सक्षम हुए</p> <ul style="list-style-type: none"> <li>कहानी का सार समझकर उसके मूल संदेश को समझ सके</li> <li>मानवीय गुणों का विकास</li> </ul> <p><b>कला सम्बन्धी -</b></p> <ul style="list-style-type: none"> <li>वाचन कौशल का विस्तार</li> <li>लेखन कौशल का विस्तार</li> <li>श्रवण कौशल का विस्तार</li> <li>रचनात्मक लेखन का विस्तार</li> </ul> <p><b>नैतिक मूल्य</b></p> <ul style="list-style-type: none"> <li>समाज में सभी के प्रति आदर तथा</li> </ul>

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
						समानता का भाव उत्पन्न हुआ
	<b>स्पर्श भाग -1 – गद्य खंड – धर्म की आड़</b>	<ul style="list-style-type: none"> <li>ई-पुस्तक से पठन</li> <li>एक्स्ट्रा मार्क्स द्वारा प्रस्तुति</li> <li>पी पी टी</li> <li>चर्चा</li> <li>चॉक</li> <li>ब्लैक बोर्ड</li> <li>डस्टर</li> <li>पुस्तक से सरल अर्थ</li> <li>वीडियो दिखाना <a href="https://www.youtube.com/watch?v=ADXuAIT-etw">https://www.youtube.com/watch?v=ADXuAIT-etw</a></li> </ul>	<b>आनुभविक ज्ञानार्जन</b> <ul style="list-style-type: none"> <li>आर्ट अध्यापक श्रीमान मेयत्रो द्वारा पोस्टर पर कक्षा में जानकारी</li> <li>आज के संदर्भ में पाठ की प्रासंगिकता पर चर्चा  </li> <li>विभिन्न धर्मों पर जानकारी एकत्रित करना व धर्मों की मान्यताओं पर चर्चा</li> <li><b>कला समेकित परियोजना कार्य - धार्मिक एकता /मजहब नहीं</b></li> </ul>	<ul style="list-style-type: none"> <li>प्रश्नोत्तरी</li> <li>मौखिक परीक्षा</li> <li>बहुवैकल्पिक प्रश्न</li> <li>लिखित परीक्षा</li> </ul>	<b>आइस-ब्रेकिंगगतिविधि</b> <a href="https://www.youtube.com/watch?v=nPQ8PO3MJ2E">https://www.youtube.com/watch?v=nPQ8PO3MJ2E</a> <ul style="list-style-type: none"> <li>हिंदी फिल्म ओह माई गोड का दृश्य दिखाना</li> <li>दृश्य पर चर्चा  </li> <li>भ्रष्ट धर्म गुरुओं के उदाहरण व चर्चा</li> <li>हामिदखानसेइसेजोड़ते हुए वार्तालाप</li> </ul> <b>विषयकीघोषणा-</b> <ul style="list-style-type: none"> <li>पाठकापुस्तककीसहायतासेअध्ययन</li> <li>लेखकेमूलभावतथासन्देशपरचर्चा</li> </ul>	<b>विषय सम्बन्धी –</b> <ul style="list-style-type: none"> <li>मजहब नहीं सिखाता आपसमें बैर रखना- की भावना का विकास</li> <li>स्वार्थी धर्मगुरुओं केबारेमेंज्ञान व समझ</li> <li>नए शब्दों की पहचान व अर्थ ग्रहण  </li> <li>लेखक व लेख के भाव को समझ कर उत्तर देने में सक्षम</li> </ul> <b>कला सम्बन्धी -</b> <ul style="list-style-type: none"> <li>वाचन कौशल का विस्तार</li> </ul>

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			सिखाता आपस में बैर रखना – विषय पर पोस्टर बनाते हुए नारा लेखन		<ul style="list-style-type: none"> <li>आज के संदर्भ में पाठ की प्रासंगिकता पर सामूहिक चर्चा  </li> <li><b>विषयविस्तार-</b></li> <li>पठन अभ्यास</li> <li>चर्चा</li> <li>सम्बंधित प्रश्न पूछना</li> <li>खुले अंतवाले प्रश्न</li> <li>पुनरावृत्ति</li> </ul>	<ul style="list-style-type: none"> <li>लेखन कौशल का विस्तार</li> <li>श्रवण कौशल का विस्तार</li> <li>रचनात्मक लेखन का विस्तार</li> </ul> <p><b>नैतिक मूल्य</b></p> <ul style="list-style-type: none"> <li>मानवीय गुणों का विकास व सभी धर्मों के प्रति संवेदना का विकास हुआ</li> </ul>
	संचयन भाग -1 –दिए जल उठे	<ul style="list-style-type: none"> <li>ई-पुस्तक से पठन</li> <li>एक्स्ट्रा मार्क्स द्वारा प्रस्तुति</li> <li>पीपी टी</li> <li>चर्चा</li> </ul>	<ul style="list-style-type: none"> <li><b>आनुभविक ज्ञानार्जन</b> –गाँधी जी की दांडी यात्रा की सचित्र</li> </ul>	<ul style="list-style-type: none"> <li>प्रश्नोत्तरी</li> <li>मौखिक परीक्षा</li> <li>बहुवैकल्पिक प्रश्न</li> <li>लिखित कार्य</li> <li>लिखित परीक्षा</li> </ul>	<p><b>आइस-ब्रेकिंग गतिविधि</b></p> <p><a href="https://www.youtube.com/watch?v=K_X7gix6FsY">https://www.youtube.com/watch?v=K_X7gix6FsY</a></p> <ul style="list-style-type: none"> <li>दांडी यात्रा पर वीडियो दिखाना</li> </ul>	<p><b>विषय सम्बन्धी –</b></p> <ul style="list-style-type: none"> <li>गाँधी जी के स्वतंत्रता आन्दोलन व योगदान की जानकारी</li> </ul>

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		<ul style="list-style-type: none"> <li>• चॉक</li> <li>• ब्लैक बोर्ड</li> <li>• डस्टर</li> <li>• वीडियो द्वारा पुनरावृत्ति</li> </ul> <a href="https://www.youtube.com/watch?v=vfYmouFhM5Q">https://www.youtube.com/watch?v=vfYmouFhM5Q</a>	<p>जानकारी एकत्रित कीजिए  </p> <ul style="list-style-type: none"> <li>• इस यात्रा में वे किन-किन स्थानों से होकर गए तथा यह यात्रा कितने दिन चली, किसने इसमें भाग लिया आदि  </li> </ul> <p><b>कला समेकित ज्ञानार्जन / परियोजना (सामाजिक अध्ययन )</b></p> <ul style="list-style-type: none"> <li>• मानचित्र पर यात्रा का रास्ता दर्शाना</li> </ul>		<ul style="list-style-type: none"> <li>• वीडियो पर बातचीत</li> <li>• नमक आन्दोलन पर चर्चा</li> </ul> <p><b>विषयकीघोषणा-</b></p> <ul style="list-style-type: none"> <li>• पाठ का पुस्तक की सहायता से अध्ययन</li> <li>• लेख के मूलभाव तथा सन्देश पर चर्चा</li> </ul> <p><b>विषयविस्तार-</b></p> <ul style="list-style-type: none"> <li>• पठन अभ्यास</li> <li>• चर्चा</li> <li>• सम्बंधित प्रश्न पूछना</li> <li>• खुले अंतवाले प्रश्न</li> <li>• करतेहुए पाठका अध्ययन तथा सरल अर्थ</li> <li>• पाठ से जुड़े शब्दों के अर्थ व घटनाओं की चर्चा  </li> </ul>	<ul style="list-style-type: none"> <li>• दांडी यात्राव संघर्ष का ज्ञान</li> <li>• जनताकेसंघर्षवआज़ा दीकेलिएबलिदानसेअवगत</li> <li>• पाठ की संपूर्ण कथा को समझकर उत्तर देने में सक्षम</li> </ul> <p><b>कला सम्बन्धी -</b></p> <ul style="list-style-type: none"> <li>• वाचन कौशल का विस्तार</li> <li>• लेखन कौशल का विस्तार</li> <li>• श्रवण कौशल का विस्तार</li> <li>• रचनात्मक लेखन का विस्तार</li> </ul> <p><b>नैतिक मूल्य</b></p>

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
						<ul style="list-style-type: none"> <li>मानवीय गुणों का विकास व सभी धर्मों के प्रति संवेदना का विकास हुआ</li> </ul>
	व्याकरण - पर्यायवाची, विलोम शब्द तथा श्रुति सम भिन्नार्थक शब्द	<ul style="list-style-type: none"> <li>ई-पुस्तक से पठन</li> <li>एक्स्ट्रा मार्क्स द्वारा प्रस्तुति</li> <li>पीपी टी</li> <li>चर्चा</li> <li>चॉक</li> <li>ब्लैक बोर्ड</li> <li>डस्टर <ul style="list-style-type: none"> <li>पुस्तक से सरल अर्थ</li> </ul> </li> <li>अभ्यास</li> </ul>		<ul style="list-style-type: none"> <li>प्रश्नोत्तरी</li> <li>मौखिक परीक्षा</li> <li>बहुवैकल्पिक प्रश्न</li> <li>लिखित परीक्षा</li> </ul>	<ul style="list-style-type: none"> <li>पूर्वज्ञान परीक्षण</li> <li><b>विषय की घोषणा-</b></li> <li>पुस्तक से कुछ शब्द लेकर प्रत्येक के लिए उदाहरण देकर कक्षा में इनका अध्ययन</li> </ul>	<b>विषय सम्बन्धी -</b> <ul style="list-style-type: none"> <li>परीक्षा व्यवहारिक रूप में पठन करते हुए इनके अर्थ व रूपों को समझने में सक्षम हुए</li> </ul>
	व्याकरण -उपसर्ग, प्रत्यय	<ul style="list-style-type: none"> <li>ई-पुस्तक से पठन</li> <li>एक्स्ट्रा मार्क्स द्वारा प्रस्तुति</li> <li>पीपी टी</li> <li>चर्चा</li> <li>चॉक</li> </ul>		<ul style="list-style-type: none"> <li>प्रश्नोत्तरी</li> <li>बहुवैकल्पिक प्रश्न</li> <li>लिखित अभ्यास</li> <li>लिखित परीक्षा</li> </ul>	<ul style="list-style-type: none"> <li>पूर्वज्ञान परीक्षण</li> <li><b>विषय की घोषणा</b></li> <li>उपसर्ग का परिचय देते हुए भाषा में</li> </ul>	<b>विषय सम्बन्धी -</b> <ul style="list-style-type: none"> <li>उपसर्ग-प्रत्यय का भाषा में महत्व समझा सके</li> <li>शब्द तथा वाक्यों में उनकी पहचान करते हुए</li> </ul>

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		<ul style="list-style-type: none"> <li>• ब्लैक बोर्ड</li> <li>• डस्टर</li> </ul>			<p>उनका महत्व समझाकर अभ्यास</p> <ul style="list-style-type: none"> <li>• विभिन्न सहायक सामग्रियों जैसे पुस्तक, बोर्ड, पीपी टी द्वारा अभ्यास</li> </ul>	<p>मूल शब्द से उपसर्ग-प्रत्यय को अलग करने में सक्षम हुए</p> <ul style="list-style-type: none"> <li>• शब्दों में उन्हें पहचानने में सक्षम हुए</li> </ul>
	व्याकरण -अर्थ के आधार पर वाक्य भेद	<ul style="list-style-type: none"> <li>• ई-पुस्तक से पठन</li> <li>• एकस्ट्रा मार्क्स द्वारा प्रस्तुति</li> <li>• पी पी टी</li> <li>• चर्चा</li> <li>• चॉक</li> <li>• ब्लैक बोर्ड</li> <li>• डस्टर</li> </ul> <p><a href="https://www.youtube.com/watch?v=R5eOtt9uWZA">https://www.youtube.com/watch?v=R5eOtt9uWZA</a></p>		<ul style="list-style-type: none"> <li>• प्रश्नोत्तरी</li> <li>• बहुवैकल्पिक प्रश्न</li> <li>• लिखित अभ्यास</li> <li>• लिखित परीक्षा</li> </ul>	<ul style="list-style-type: none"> <li>• पूर्वज्ञान परीक्षण</li> </ul> <p><b>विषयकीघोषणा-</b></p> <ul style="list-style-type: none"> <li>• शब्द रचना तथा प्रत्येक वाक्य रचना को समझाते हुए को कक्षा में बोर्ड पर इनकी पहचान सिखाना तथा रूप परिवर्तन बताते हुए अभ्यास करवाना</li> </ul>	<p><b>विषय सम्बन्धी –</b></p> <ul style="list-style-type: none"> <li>• परीक्षाओं तथा आवश्यकता अनुसार लिखने योग्य बने</li> </ul>
	व्याकरण - पत्र लेखन, अनुच्छेद लेखन, नारा लेखन, संवाद लेखन	<ul style="list-style-type: none"> <li>• ई-पुस्तक से पठन</li> <li>• एकस्ट्रा मार्क्स द्वारा प्रस्तुति</li> </ul>	<p><b>आनुभविक ज्ञानार्जन</b></p> <ul style="list-style-type: none"> <li>• नारा लेखन पर वीडियो दिखाना</li> </ul>	<ul style="list-style-type: none"> <li>• लिखित अभ्यास</li> <li>• लिखित परीक्षा</li> </ul>	<p><b>आइस ब्रेकिंग गतिविधि</b></p> <ul style="list-style-type: none"> <li>• पूर्वज्ञान परीक्षण</li> </ul>	<p><b>विषय सम्बन्धी –</b></p> <ul style="list-style-type: none"> <li>• लेखन कौशल का विकास हुआ</li> </ul>

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		<ul style="list-style-type: none"> <li>पीपी टी</li> <li>चर्चा</li> <li>चॉक</li> <li>ब्लैक बोर्ड</li> <li>डस्टर</li> </ul> <p>नारा लेखन पर वीडियो <a href="https://www.youtube.com/watch?v=E-gNSw8vQI">https://www.youtube.com/watch?v=E-gNSw8vQI</a></p> <p>वीडियो- संवाद लेखन <a href="https://www.youtube.com/watch?v=oMNMABA9xtg">https://www.youtube.com/watch?v=oMNMABA9xtg</a></p>	<ul style="list-style-type: none"> <li>संवाद लेखन पर वीडियो दिखाना</li> <li>कोई भी विषय देकर कक्षा में अभ्यास  </li> </ul> <p><b>कलासमेकित ज्ञानार्जन-</b></p> <ul style="list-style-type: none"> <li>दो के समूह में संवाद लिखकर कक्षा में अभिनय</li> <li>दो के समूह में नारा लेखन कक्षा में करवाना</li> </ul>		<ul style="list-style-type: none"> <li>कक्षा में अध्यापिका बच्चों से सम्बंधित प्रश्न पूछेंगी</li> <li>कक्षा में चर्चा</li> </ul> <p><b>विषय की घोषणा -</b></p> <ul style="list-style-type: none"> <li>प्रत्येक का कक्षा में बोर्ड पर प्रारूप बताते हुए अभ्यास करवाना</li> </ul>	<ul style="list-style-type: none"> <li>रचनात्मक कौशल का विकास हुआ</li> <li>परीक्षाओं तथा आवश्यकता अनुसार लिखने योग्य हुए</li> </ul>
अगस्त 22 दिन	<p><b>स्पर्श भाग -1 – काव्य खंड –</b></p> <ul style="list-style-type: none"> <li>खुशबू रचते हैं हाथ</li> <li>नए इलाके में</li> </ul>	<ul style="list-style-type: none"> <li>ई-पुस्तक से पठन</li> <li>एक्स्ट्रा मार्क्स द्वारा प्रस्तुति</li> <li>पी पी टी</li> <li>चर्चा</li> <li>चॉक</li> <li>ब्लैक बोर्ड</li> </ul>	<p><b>आनुभविक ज्ञानार्जन</b></p> <ul style="list-style-type: none"> <li>लघु उद्योगों जैसे मोमबत्ती बनाना, पापड़, लिफाफे या अगरबत्ती बनाने आदि की जानकारी एकत्रित करना  </li> </ul>	<ul style="list-style-type: none"> <li>प्रश्नोत्तरी</li> <li>मौखिकपरीक्षा</li> <li>बहुवैकल्पिकप्रश्न</li> <li>लिखित कार्य</li> <li>लिखित परीक्षा</li> </ul>	<p><b>आइस ब्रेकिंग गतिविधि</b></p> <ul style="list-style-type: none"> <li>अध्यापिका बच्चों को तस्वीरें दिखाकर प्रश्न पूछेंगी</li> <li>तस्वीरों पर विद्यार्थी अपने विचार देंगे .</li> <li>चर्चा</li> </ul>	<p><b>विषय सम्बन्धी –</b></p> <ul style="list-style-type: none"> <li>समाज के पिछड़े वर्ग की मुसीबतों से अवगत उनके प्रति संवेदना व सहायता का भाव कविता के मूल भाव की समझ</li> </ul>



महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		<ul style="list-style-type: none"> <li>डस्टर</li> <li>वीडियो द्वारा कविताओं की पुनरावृत्ति</li> </ul> <a href="https://www.youtube.com/watch?v=hwmCGJgFx5w">https://www.youtube.com/watch?v=hwmCGJgFx5w</a> <a href="https://www.youtube.com/watch?v=2a2nT2n7_j8">https://www.youtube.com/watch?v=2a2nT2n7_j8</a>	<ul style="list-style-type: none"> <li>अपने आस-पास होने वाले बदलावों का वर्णन</li> </ul> <p><b>बहुविषयकसहलग्नता</b>          –(सामाजिक अध्ययन)परियोजना कार्य–  <b>(Multidisciplinary linkage)</b></p> <ul style="list-style-type: none"> <li>किन्ही दो लघु उद्योगों की जानकारी एकत्रित कर दो-दो के समूहों में पी पी टी बनाना  </li> </ul>		<ul style="list-style-type: none"> <li>संघर्ष व परिश्रम पर बातचीत</li> </ul> <p><b>विषय की घोषणा -</b></p> <ul style="list-style-type: none"> <li>चर्चा के साथ ही कविता खुशबू रचते हैं हाथ का सरल अर्थ करवाना  </li> <li>गरीबी व इससे जुड़ी बेरोज़गारी पर चर्चा  </li> <li>आज के समय की मुख्य समस्या, समय का अभाव तथा शहरीकरण पर बात</li> <li>कविता 'नए इलाके में' कविता का अध्ययन व सरल अर्थ करवाना</li> </ul> <p><b>विषयविस्तार-</b></p> <ul style="list-style-type: none"> <li>पठन अभ्यास</li> <li>चर्चा</li> <li>सम्बंधित प्रश्न पूछना</li> </ul>	<ul style="list-style-type: none"> <li>शहरीकरण से उत्पन्न समस्याओं की जानकारी</li> <li>संयुक्त परिवारों का महत्व समझेंगे</li> <li>दोनों कविताओं के मूल भाव को समझकर कविताओं से जुड़े उत्तर देने में सक्षम हुए  </li> </ul> <p><b>कला सम्बन्धी -</b></p> <ul style="list-style-type: none"> <li>वाचन कौशल का विस्तार</li> <li>लेखन कौशल का विस्तार</li> <li>श्रवण कौशल का विस्तार</li> <li>रचनात्मक लेखन का विस्तार</li> </ul> <p><b>नैतिक मूल्य</b></p>

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
					<ul style="list-style-type: none"> <li>• खुले अंतवालेप्रश्न पुनरावृत्ति</li> </ul>	<ul style="list-style-type: none"> <li>• समाज के लिए अपना योगदान देने हेतु प्रेरित हुए।</li> </ul>
	व्याकरण -संदेश लेखन	<ul style="list-style-type: none"> <li>• ई-पुस्तक से पठन</li> <li>• एकस्ट्रा मार्क्स द्वारा प्रस्तुति</li> <li>• पी. पी टी</li> <li>• चर्चा</li> <li>• चॉक</li> <li>• ब्लैक बोर्ड</li> <li>• डस्टर</li> <li>• सन्देश लेखन पर वीडियो <a href="https://www.youtube.com/watch?v=vdEZ3-aZ3SM">https://www.youtube.com/watch?v=vdEZ3-aZ3SM</a></li> </ul>	<p><b>आनुभविक ज्ञानार्जन</b></p> <ul style="list-style-type: none"> <li>• किसी शुभ अवसर के लिए सन्देश तैयार करना</li> </ul> <p><b>कला समेकित</b></p> <ul style="list-style-type: none"> <li>• कक्षा में गाना दिखाना- संदेश आते हैं---</li> <li>• <a href="https://www.youtube.com/watch?v=d6g6novTLDE">https://www.youtube.com/watch?v=d6g6novTLDE</a></li> <li>• दीपावली की शुभकामनाएं देते हुए सन्देश लिखवाना।</li> </ul>	<ul style="list-style-type: none"> <li>• लिखित अभ्यास</li> <li>• लिखित परीक्षा</li> </ul>	<p><b>आइस ब्रेकिंग गतिविधि</b></p> <p>कक्षा में गाना दिखाना <a href="https://www.youtube.com/watch?v=d6g6novTLDE">https://www.youtube.com/watch?v=d6g6novTLDE</a></p> <ul style="list-style-type: none"> <li>• गाने पर चर्चा</li> <li>• सन्देश का विभिन्न प्रकारों पर चर्चा</li> </ul> <p><b>विषय की घोषणा -</b></p> <ul style="list-style-type: none"> <li>• कक्षा में सन्देश लेखन को बोर्ड पर समझाना</li> <li>• अभ्यास द्वारा सिखाना</li> </ul>	<p><b>विषय सम्बन्धी -</b></p> <ul style="list-style-type: none"> <li>• सन्देश लेखन के विषय से परिचित हुए</li> <li>• व्यावहारिक जीवन में इन्हें उचित रूप में लिखने में सक्षम हुए</li> <li>• परीक्षाओं तथा आवश्यकता अनुसार लिखने योग्य हुए।</li> </ul>
	स्पर्श भाग -1 – खंड –कीचड़ का काव्य	<ul style="list-style-type: none"> <li>• ई-पुस्तक से पठन</li> <li>• एकस्ट्रा मार्क्स द्वारा प्रस्तुति</li> </ul>	<p><b>आनुभविक ज्ञानार्जन</b></p>	<ul style="list-style-type: none"> <li>• प्रश्नोत्तरी</li> <li>• मौखिकपरीक्षा</li> <li>• बहुवैकल्पिकप्रश्न</li> </ul>	<p><b>आइस ब्रेकिंग गतिविधि</b></p> <ul style="list-style-type: none"> <li>• अवांछित वस्तुओं के महत्व पर बातचीत</li> </ul>	<p><b>विषय सम्बन्धी -</b></p>

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		<ul style="list-style-type: none"> <li>• पी. पी टी</li> <li>• चर्चा</li> <li>• चॉक</li> <li>• ब्लैक बोर्ड</li> <li>• डस्टर</li> </ul>	<ul style="list-style-type: none"> <li>• दो निर्जीव वस्तुओं के बीच संवाद लिखना</li> <li>• संवाद का अभिनय करना</li> <li>• <b>कला समेकित ज्ञानार्जन-</b> खम्बात की खाड़ी के किनारों व कीचड़ का वीडियो दिखाना। <a href="https://www.youtube.com/watch?v=RCwUBbzAI2c">https://www.youtube.com/watch?v=RCwUBbzAI2c</a></li> <li>• कीचड़ पर बना गाना दिखाना   <a href="https://www.youtube.com/watch?v=CtlabgKGXrw">https://www.youtube.com/watch?v=CtlabgKGXrw</a></li> </ul> <p><b>श्रवण गतिविधि</b></p>		<ul style="list-style-type: none"> <li>• कीचड़ पर गाना दिखाना</li> </ul> <p><b>विषय की घोषणा -</b></p> <ul style="list-style-type: none"> <li>• पाठ कीचड़ का काव्य का पुस्तक से अध्ययन व सरल अर्थ समझाना।</li> </ul> <p><b>विषयविस्तार-</b></p> <ul style="list-style-type: none"> <li>• पठन अभ्यास</li> <li>• चर्चा</li> <li>• सम्बंधित प्रश्न पूछना</li> <li>• खुले अंतवाले प्रश्न</li> <li>• पुनरावृत्ति</li> </ul>	<ul style="list-style-type: none"> <li>• कीचड़ अन्न उत्पादन व कला के क्षेत्र में महत्वपूर्ण है, जान सके</li> <li>• कवियों के सुन्दरता प्रेम की जानकारी मिली  </li> </ul> <p><b>कला सम्बन्धी -</b></p> <ul style="list-style-type: none"> <li>• वाचन कौशल का विस्तार</li> <li>• लेखन कौशल का विस्तार</li> <li>• श्रवण कौशल का विस्तार</li> <li>• अभिनय कौशल का विकास</li> </ul> <p><b>नैतिक मूल्य</b></p> <ul style="list-style-type: none"> <li>• कोई भी वस्तु अनुपयोगी नहीं होती- धारणा का विकास हुआ</li> </ul>

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			<ul style="list-style-type: none"> <li>• कक्षा में कोई कहानी सुनाकर प्रश्न देना  </li> </ul>			
	<b>स्पर्श भाग -1-गद्य खंड</b> –चेतना के वाहक डॉक्टर चंद्रशेखर वेंकट रामन	<ul style="list-style-type: none"> <li>• ई-पुस्तक से पठन</li> <li>• एक्स्ट्रा मार्क्स द्वारा प्रस्तुति</li> <li>• पी. पी टी</li> <li>• चर्चा</li> <li>• चॉक</li> <li>• ब्लैक बोर्ड</li> <li>• डस्टर</li> <li>• वीडियो द्वारा पुनरावृत्ति <a href="https://www.youtube.com/watch?v=QLSNlzXnEWs">https://www.youtube.com/watch?v=QLSNlzXnEWs</a></li> </ul>	<b>आनुभविक ज्ञानार्जन –</b> <ul style="list-style-type: none"> <li>• कला के अध्यापक द्वारा कक्षा में कोलाज पर जानकारी</li> <li>• विज्ञान के अध्यापक द्वारा कक्षा में रामन प्रभाव पर जानकारी तथा बातचीत</li> </ul> <b>कला समेकित –</b> <ul style="list-style-type: none"> <li>• भारत के प्रमुख भौतिक शास्त्रियों की जानकारी एकत्रित कर कोलाज बनाना</li> </ul> <b>बहुविषयक</b>	<ul style="list-style-type: none"> <li>• प्रश्नोत्तरी</li> <li>• मौखिकपरीक्षा</li> <li>• बहुवैकल्पिकप्रश्न</li> </ul>	<b>आइस ब्रेकिंग गतिविधि</b> <ul style="list-style-type: none"> <li>• अध्यापिका समय के बदलावों पर प्रश्न पूछेंगी जैसे- 1) आज मनुष्य के विकास का क्या कारण है ?</li> <li>• मानव की प्रगति मुख्य आधार क्या है ? <a href="https://www.youtube.com/watch?v=fCL9vYytWy8">https://www.youtube.com/watch?v=fCL9vYytWy8</a></li> </ul> <b>वीडियोपरचर्चा</b> <b>विषयकीघोषणा -</b> <ul style="list-style-type: none"> <li>• पाठ से परिचय तथा पुस्तक की सहायता</li> </ul>	<b>विषय सम्बन्धी –</b> <ul style="list-style-type: none"> <li>• दृढ निश्चय की भावना का विकास</li> <li>• कंप्यूटर कौशल का विकास</li> <li>• विभिन्न वैज्ञानिकों के योगदान से परिचित होंगे</li> <li>• भारतीय विज्ञान में रामन के योगदान को समझने में सक्षम होंगे</li> </ul> <b>कला सम्बन्धी -</b> <ul style="list-style-type: none"> <li>• वाचन कौशल का विस्तार</li> <li>• लेखन कौशल का विस्तार</li> </ul>

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			<b>सहलग्नता – (विज्ञान)परियोजना कार्य – (Multidisciplinary linkage)</b> <ul style="list-style-type: none"> <li>भारत के नोबेल पुरस्कार विजेता वैज्ञानिकों की जानकारी एकत्रित कर पी पी टी बनाना/ लिखना</li> </ul>		से पाठ का सरल अर्थ व अध्ययन   <b>विषयविस्तार-</b> <ul style="list-style-type: none"> <li>पठन अभ्यास</li> <li>चर्चा</li> <li>सम्बंधित प्रश्न पूछना</li> <li>खुले अंतवालेप्रश्न</li> <li>पुनरावृत्ति</li> <li>कठिन शब्दों के अर्थ</li> <li>वैज्ञानिक शब्दावली को हिंदी में समझाना  </li> </ul>	<ul style="list-style-type: none"> <li>श्रवण कौशल का विस्तार</li> <li>रचनात्मक लेखन का विस्तार</li> <li><b>नैतिक मूल्य</b></li> <li>जीवन में जिज्ञासु बनने के लिए प्रेरित हुए</li> <li>कठिनाइयों में हार न मानने के लिए प्रेरित हुए</li> </ul>
सितंबर- 24 दिन	सितंबर - तृतीय इकाई परीक्षा के लिए	• अब तक किए गए सारे कार्य की दोहराई				
अक्टूबर-21 दिन	स्पर्श भाग -1- काव्य खंड –अग्निपथ	<ul style="list-style-type: none"> <li>ई-पुस्तक से पठन</li> <li>एक्स्ट्रा मार्क्स द्वारा प्रस्तुति</li> <li>पी. पी टी</li> <li>चर्चा</li> <li>चॉक</li> <li>ब्लैक बोर्ड</li> </ul>	<b>आनुभविक ज्ञानार्जन –</b> <ul style="list-style-type: none"> <li>वीर रस की दो कविताएं लिखना, पढ़ना तथा कोई एक कविता याद करके कक्षा में सुनाना</li> </ul>	<ul style="list-style-type: none"> <li>प्रश्नोत्तरी</li> <li>मौखिक परीक्षा</li> <li>बहुवैकल्पिक प्रश्न</li> </ul>	<b>आइस ब्रेकिंग गतिविधि –</b> <a href="https://www.youtube.com/watch?v=k-mRjh1cDM">https://www.youtube.com/watch?v=k-mRjh1cDM</a> <ul style="list-style-type: none"> <li>आशुतोषराणाकीकवितादिखाना  </li> <li>कविताकेबारेमेंबात</li> </ul>	<ul style="list-style-type: none"> <li>वीर रस की रचना का ज्ञान हुआ</li> <li>जीवन एक संघर्ष है,इस बात को समझे</li> <li>कविता के मूल भाव को समझकर उत्तर देने में सक्षम हुए</li> </ul>

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		<ul style="list-style-type: none"> <li>डस्टर</li> <li>अमिताभ बच्चन द्वारा कविता वाचन वीडियो दिखाना <a href="https://www.youtube.com/watch?v=J7rZjejrpQ">https://www.youtube.com/watch?v=J7rZjejrpQ</a></li> </ul>	<ul style="list-style-type: none"> <li><b>कला समेकित ज्ञानार्जन -</b> वीर रस की कविता कक्षा में वीडियो तथा दिखाना <a href="https://www.youtube.com/watch?v=k-mRjh1cDM">https://www.youtube.com/watch?v=k-mRjh1cDM</a></li> <li>आशुतोष राणा की कविता दिखाना  </li> </ul> <p><b>बहुविषयक सहलग्नता(कम्प्यूटर) -</b></p> <ul style="list-style-type: none"> <li>वीर रस पर आधारित कविता</li> </ul>		<ul style="list-style-type: none"> <li>रससेपरिचितकरवाना <b>विषयकीघोषणा-</b></li> <li>कवि से परिचय तथा पुस्तक की सहायता से कविता का सरल अर्थ व अध्ययन  </li> <li><b>विषयविस्तार-</b></li> <li>पठन अभ्यास</li> <li>चर्चा</li> <li>सम्बंधित प्रश्न पूछना</li> <li>खुले अंतवालेप्रश्न</li> <li>पुनरावृत्ति</li> <li>कठिन शब्दों के अर्थ</li> <li>वैज्ञानिक शब्दावली को हिंदी में समझाना</li> <li>समाज के विभिन्न वर्गों पर बात करते हुए कविता अग्निपथ</li> </ul>	<p><b>कला सम्बन्धी -</b></p> <ul style="list-style-type: none"> <li>वाचन कौशल का विस्तार</li> <li>लेखन कौशल का विस्तार</li> <li>श्रवण कौशल का विस्तार</li> <li>रचनात्मक लेखन का विस्तार</li> </ul> <p><b>नैतिक मूल्य</b></p> <ul style="list-style-type: none"> <li>संघर्ष से हार न मानने के लिए प्रेरित हुए</li> </ul>

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
					का सरल अर्थ समझाना • वीर रस से परिचित करवाना • कविता के मूल भाव पर चर्चा	
	<b>स्पर्श भाग -1-गद्य खंड - शुक्रतारे के समान</b>	<ul style="list-style-type: none"> <li>ई-पुस्तक से पठन</li> <li>एक्स्ट्रा मार्क्स द्वारा प्रस्तुति</li> <li>पी. पी टी</li> <li>चर्चा</li> <li>चॉक</li> <li>ब्लैक बोर्ड</li> <li>डस्टर</li> <li>वीडियो द्वारा पाठ की पुनरावृत्ति</li> </ul> <a href="https://www.youtube.com/watch?v=1nvWFrDxuZM">https://www.youtube.com/watch?v=1nvWFrDxuZM</a>	<b>आनुभविक ज्ञानार्जन</b> <ul style="list-style-type: none"> <li>साबरमती की सचित्र जानकारी एकत्रित करना</li> </ul> <b>कला समेकित ज्ञानार्जन</b> <ul style="list-style-type: none"> <li>महादेव भाई के जीवन का वीडियो दिखाना  </li> <li><a href="https://www.youtube.com/watch?v=QitC5uU3X">https://www.youtube.com/watch?v=QitC5uU3X</a></li> <li>वन्देमातरम गीत दिखाना</li> </ul> <a href="https://www.youtube.com/watch?v=QitC5uU3X">https://www.youtube.com/watch?v=QitC5uU3X</a>	<ul style="list-style-type: none"> <li>प्रश्नोत्तरी</li> <li>मौखिकपरीक्षा</li> <li>बहुवैकल्पिकप्रश्न</li> </ul>	<b>आइस ब्रेकिंग गतिविधि</b> - <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=QitC5uU3XZI">https://www.youtube.com/watch?v=QitC5uU3XZI</a></li> <li>महादेव भाई के जीवन पर वीडियो दिखाना</li> <li>साबरमती, गाँधी जी के जीवन तथा उनके सहयोगियों पर बातचीत करते हुए पाठ का अध्ययन करवाना</li> </ul>	<b>विषय सम्बन्धी -</b> <ul style="list-style-type: none"> <li>एक नए स्वतंत्रता सेनानी की जानकारी प्राप्त हुई</li> <li>कर्म ही पूजा है – इस उक्ति का संदर्भ समझ सके</li> <li>पाठ के सार व भाव को समझकर प्रश्नों के उत्तर देने में सक्षम हुए</li> </ul> <b>कला सम्बन्धी -</b> <ul style="list-style-type: none"> <li>वाचन कौशल का विस्तार</li> </ul>

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			<p><a href="https://www.youtube.com/watch?v=vOwvP34mRMY">com/watch?v=vOwvP34mRMY</a></p> <ul style="list-style-type: none"> <li>महादेव भाई के जीवन का वीडियो दिखाना  </li> </ul> <p><b>बहुविषयकसहलग्नता – (विज्ञान)परियोजना कार्य– (Multidisciplinary linkage)</b></p> <ul style="list-style-type: none"> <li>सुबह तथा शाम में आसमान में शुक्रतारा देखना</li> <li>इस तारे के विषय में जानकारी एकत्रित करना</li> </ul>		<ul style="list-style-type: none"> <li>पाठ में आए नए शब्दों के अर्थ समझाना</li> <li>कर्म ही जीवन है – महादेव भाई के इस जीवंत उदहारण को समझाना</li> </ul> <p><b>विषय की घोषणा-</b></p> <ul style="list-style-type: none"> <li>पाठ का सरल अर्थ व अध्ययन  </li> </ul> <p><b>विषय विस्तार-</b></p> <ul style="list-style-type: none"> <li>पठनअभ्यास</li> <li>चर्चा</li> <li>सम्बंधित प्रश्न पूछना</li> <li>खुले अंत वाले प्रश्न</li> <li>पुनरावृत्ति</li> <li>कठिन शब्दों के अर्थ</li> <li>वैज्ञानिक शब्दावली को हिंदी में बताना</li> </ul>	<ul style="list-style-type: none"> <li>लेखन कौशल का विस्तार</li> <li>श्रवण कौशल का विस्तार</li> <li>रचनात्मक लेखन का विस्तार</li> </ul> <p><b>नैतिक मूल्य</b></p> <ul style="list-style-type: none"> <li>कर्म ही पूजा है- उक्ति को समझे</li> </ul>



महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
	<b>स्पर्श भाग -1-काव्य खंड - आदमीनामा</b>	<ul style="list-style-type: none"> <li>ई-पुस्तक से पठन</li> <li>एक्स्ट्रा मार्क्स द्वारा प्रस्तुति</li> <li>पीपी टी</li> <li>चर्चा</li> <li>चॉक</li> <li>ब्लैक बोर्ड</li> <li>डस्टर</li> <li>वीडियो द्वारा पुनरावृत्ति <a href="https://www.youtube.com/watch?v=t5rCkfL5YkE">https://www.youtube.com/watch?v=t5rCkfL5YkE</a> <a href="https://www.youtube.com/watch?v=1kxrNp8bLZU">https://www.youtube.com/watch?v=1kxrNp8bLZU</a></li> </ul>	<b>आनुभविक ज्ञानार्जन</b> <ul style="list-style-type: none"> <li>कविता हमें क्या सीख देती है – लिखिए।</li> <li>‘बदलता ज़माना’ पर इसी प्रकार की एक कविता तैयार कीजिए</li> </ul> <ul style="list-style-type: none"> <li><b>कला समेकित ज्ञानार्जन –</b></li> </ul>	<ul style="list-style-type: none"> <li>प्रश्नोत्तरी</li> <li>मौखिकपरीक्षा</li> <li>बहुवैकल्पिकप्रश्न</li> </ul>	<b>आइस ब्रेकिंग गतिविधि</b> – <ul style="list-style-type: none"> <li>आदमी मुसाफिर है ....गाना सुनाना</li> <li><a href="https://www.youtube.com/watch?v=vrycdLgVntU">https://www.youtube.com/watch?v=vrycdLgVntU</a></li> <li>भावों पर चर्चा</li> </ul> <b>विषयकीघोषणा-</b> <ul style="list-style-type: none"> <li>कवि से परिचय</li> <li>कविता का सरल अर्थ व अध्ययन</li> </ul> <b>विषयविस्तार-</b> <ul style="list-style-type: none"> <li>पठनअभ्यास</li> <li>चर्चा</li> <li>सम्बंधित प्रश्न पूछना</li> <li>खुले अंत वाले प्रश्न</li> <li>पुनरावृत्ति</li> <li>कठिन शब्दों के अर्थ</li> </ul>	<b>विषय सम्बन्धी –</b> <ul style="list-style-type: none"> <li>आदमी के विभिन्न रूपों का ज्ञान हुआ।</li> <li>मनुष्य अपने कर्मों से ही पहचाना जाता है – धारणा का विकास हुआ।</li> <li>रचनाकार के उद्देश्यों को समझ सके।</li> <li>नए शब्दों के अर्थ ग्रहण कर शब्दकोश में वृद्धि हुई।</li> </ul> <b>कला सम्बन्धी -</b> <ul style="list-style-type: none"> <li>वाचन कौशल का विस्तार</li> <li>लेखन कौशल का विस्तार</li> <li>श्रवण कौशल का विस्तार</li> <li>रचनात्मक लेखन का विस्तार</li> </ul>

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
						<b>नैतिक मूल्य</b> • सोच तथा कर्म ही इंसान की पहचान हैं – धारणा का विकास हुआ
	<b>व्याकरण - पत्र लेखन, संवाद लेखन व अनुच्छेद लेखन, नारा लेखन</b>	<ul style="list-style-type: none"> <li>ई-पुस्तक से पठन</li> <li>एक्स्ट्रा मार्क्स द्वारा प्रस्तुति</li> <li>पीपी टी</li> <li>चर्चा</li> <li>चाँक</li> <li>ब्लैक बोर्ड</li> <li>डस्टर</li> </ul> <p>नारा लेखन पर वीडियो <a href="https://www.youtube.com/watch?v=E-gNSw8vQI">https://www.youtube.com/watch?v=E-gNSw8vQI</a> वीडियो- संवाद लेखन <a href="https://www.youtube.com/watch?v=oMNMABA9xtg">https://www.youtube.com/watch?v=oMNMABA9xtg</a></p>	<b>आनुभविक ज्ञानार्जन</b> <ul style="list-style-type: none"> <li>नारा लेखन पर वीडियो दिखाना</li> <li>संवाद लेखन पर वीडियो दिखाना</li> <li>कोई भी विषय देकर कक्षा में अभ्यास  </li> </ul> <b>कलासमेकित ज्ञानार्जन-</b> <ul style="list-style-type: none"> <li>दो के समूह में संवाद लिखकर कक्षा में अभिनय</li> </ul>	<ul style="list-style-type: none"> <li>लिखित अभ्यास</li> <li>लिखित परीक्षा</li> </ul>	<ul style="list-style-type: none"> <li><b>पूर्वज्ञान परीक्षण</b></li> <li>कक्षा में अध्यापिका बच्चों से सम्बंधित प्रश्न पूछेंगी  </li> <li>कक्षा में चर्चा</li> </ul> <b>विषय की घोषणा -</b> <ul style="list-style-type: none"> <li>प्रत्येक का कक्षा में बोर्ड पर प्रारूप बताते हुए अभ्यास करवाना  </li> </ul>	<b>विषय सम्बन्धी -</b> <ul style="list-style-type: none"> <li>लेखन कौशल का विकास हुआ</li> <li>रचनात्मक कौशल का विकास हुआ</li> <li>परीक्षाओं तथा आवश्यकता अनुसार लिखने योग्य हुए</li> </ul>

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			<ul style="list-style-type: none"> <li>दो के समूह में नारा लेखन कक्षा में करवाना</li> </ul>			
	<b>व्याकरण -अर्थ के आधार पर वाक्य भेद</b>	<ul style="list-style-type: none"> <li>ई-पुस्तक से पठन</li> <li>एक्स्ट्रा मार्क्स द्वारा प्रस्तुति</li> <li>पीपी टी</li> <li>चर्चा</li> <li>चॉक</li> <li>ब्लैक बोर्ड</li> <li>डस्टर</li> </ul> <a href="https://www.youtube.com/watch?v=R5eOtt9uWZA">https://www.youtube.com/watch?v=R5eOtt9uWZA</a>		<ul style="list-style-type: none"> <li>प्रश्नोत्तरी</li> <li>मौखिक परीक्षा</li> <li>बहुवैकल्पिक प्रश्न</li> <li>लिखित अभ्यास</li> <li>लिखित परीक्षा</li> </ul>	<ul style="list-style-type: none"> <li>पूर्वज्ञान परीक्षण</li> <li><b>विषयकीघोषणा-</b></li> <li>शब्द रचना तथा प्रत्येक वाक्य रचना को समझाते हुए को कक्षा में बोर्ड पर इनकी पहचान सिखाना तथा रूप परिवर्तन बताते हुए अभ्यास करवाना ।</li> </ul>	<b>विषयसम्बन्धी-</b> <ul style="list-style-type: none"> <li>परीक्षाओं तथा आवश्यकता अनुसार लिखने योग्य बने ।</li> </ul>
	<b>संचयन भाग -1 – मेरा छोटा सा निजी पुस्तकालय</b>	<ul style="list-style-type: none"> <li>ई-पुस्तक से सरल अर्थ</li> <li>वीडियो दिखाना</li> <li>पी. पी टी</li> <li>चॉक</li> <li>ब्लैक बोर्ड</li> <li>डस्टर</li> </ul>	<b>आनुभविक ज्ञानार्जन</b> <ul style="list-style-type: none"> <li>पुस्तकों के बारे में बातचीत</li> <li><b>कला समेकित ज्ञानार्जन-</b></li> </ul>	<ul style="list-style-type: none"> <li>प्रश्नोत्तरी</li> <li>मौखिक परीक्षा</li> <li>बहुवैकल्पिकप्रश्न</li> </ul>	<b>आइस ब्रेकिंग गतिविधि -</b> <ul style="list-style-type: none"> <li><b>ज्ञान के भंडार पर बातचीत</b></li> <li>पुस्तकों के महत्त्व पर बातचीत</li> <li><b>विषय की घोषणा -</b></li> </ul>	<b>विषय सम्बन्धी –</b> <ul style="list-style-type: none"> <li>नए शब्दों को समझकर उनका प्रयोग समझने में सक्षम हुए</li> </ul>

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		<ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=NEv15-2e6wU">https://www.youtube.com/watch?v=NEv15-2e6wU</a></li> </ul>	<ul style="list-style-type: none"> <li>• प्रमुख पुस्तकालयों पर चर्चा</li> <li>• भारत के पाँच प्रमुख पुस्तकालयों की जानकारी एकत्रित कर पी पी टी बनाना</li> </ul>		<ul style="list-style-type: none"> <li>• पाठ 'मेरा छोटा सा निजी पुस्तकालय का पुस्तक से अध्ययन करवाना</li> <li>• सरल अर्थ समझाना</li> </ul> <p><b>विषयविस्तार-</b></p> <ul style="list-style-type: none"> <li>• पठन अभ्यास</li> <li>• चर्चा</li> <li>• सम्बंधित प्रश्न पूछना</li> <li>• खुले अंतवाले प्रश्न</li> <li>• पुनरावृत्ति</li> </ul>	<ul style="list-style-type: none"> <li>• कहानी का सार समझकर उसके मूल संदेश को समझ सके</li> <li>• पुस्तकों के महत्त्व का ज्ञान हुआ</li> </ul> <p><b>कला सम्बन्धी -</b></p> <ul style="list-style-type: none"> <li>• वाचन कौशल का विस्तार</li> <li>• लेखन कौशल का विस्तार</li> <li>• श्रवण कौशल का विस्तार</li> </ul> <p><b>नैतिक मूल्य</b></p> <ul style="list-style-type: none"> <li>• पुस्तकों के प्रति सम्मान की भावना का विकास हुआ</li> </ul>

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
	व्याकरण - पर्यायवाची, विलोम शब्द तथा श्रुति सम भिन्नार्थक शब्द	<ul style="list-style-type: none"> <li>ई-पुस्तक से पठन</li> <li>एक्स्ट्रा मार्क्स द्वारा प्रस्तुति</li> <li>पी. पी टी</li> <li>चर्चा</li> <li>चॉक</li> <li>ब्लैक बोर्ड</li> <li>डस्टर</li> </ul>		<ul style="list-style-type: none"> <li>प्रश्नोत्तरी</li> <li>मौखिक परीक्षा</li> <li>बहुवैकल्पिक प्रश्न</li> <li>लिखित अभ्यास</li> <li>लिखित परीक्षा</li> </ul>	<ul style="list-style-type: none"> <li>पूर्वज्ञान परीक्षण</li> <li>पुस्तक से कुछ शब्द लेकर प्रत्येक के लिए उदाहरण देकर कक्षा में इनका अध्ययन</li> </ul>	<b>विषयसम्बन्धी-</b> <ul style="list-style-type: none"> <li>परीक्षा में व्यवहारिक रूप में पठन करते हुए इनके अर्थ व रूपों को समझने में सक्षम</li> </ul>
	व्याकरण –शब्द और पद	<ul style="list-style-type: none"> <li>ई-पुस्तक से पठन</li> <li>एक्स्ट्रा मार्क्स द्वारा प्रस्तुति</li> <li>पी. पी टी</li> <li>चर्चा</li> <li>चॉक</li> <li>ब्लैक बोर्ड</li> <li>डस्टर</li> <li><a href="https://www.youtube.com/watch?v=8mEiL0e5Jyg">https://www.youtube.com/watch?v=8mEiL0e5Jyg</a></li> </ul>		<ul style="list-style-type: none"> <li>प्रश्नोत्तरी</li> <li>मौखिक परीक्षा</li> <li>बहुवैकल्पिक प्रश्न</li> <li>लिखित कार्य</li> <li>लिखित परीक्षा</li> </ul>	<ul style="list-style-type: none"> <li><b>पूर्वज्ञान परीक्षण</b></li> <li>अध्यापिका बोर्ड पर कुछ शब्द लिखकर उनका वाक्य में प्रयोग करने के लिए कहेंगी।</li> <li>शब्दों के रूप परिवर्तन पर चर्चा</li> <li><b>विषय की घोषणा –</b> <ul style="list-style-type: none"> <li>अन्य उदाहरण देकर शब्द और पद का परिचय</li> </ul> </li> </ul>	<b>विषयसम्बन्धी-</b> <ul style="list-style-type: none"> <li>शब्द और पद के अंतर को जान सके</li> <li>वाक्यों में इनकी पहचान करने में सक्षम बने</li> <li>परीक्षाओं तथा आवश्यकता अनुसार लिखने योग्य हुए</li> </ul>

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
					<ul style="list-style-type: none"> <li>• शब्द और पद के बीच का अंतर</li> <li>• चर्चा</li> <li>• अभ्यास</li> </ul>	
	नवम्बर -11 दिन	<ul style="list-style-type: none"> <li>• वार्षिक परीक्षा के लिए अब तक किए गए सारे कार्य की दोहराई करवाई जाएगी</li> </ul>				
	दिसंबर 13 दिन	<ul style="list-style-type: none"> <li>• वार्षिक परीक्षा</li> </ul>				

**PINEGROVE SCHOOL, DHARAMPUR**  
**Affiliation No. 630044; School Code: 43035**  
**Annual Pedagogy Plan: MATHEMATICS**  
**Class: IX**  
**Session 2023-24**

<b>Feb - March</b>	<b>Number System:</b> <ul style="list-style-type: none"> <li>• <b>Rational Number:</b> A number 'r' is called a rational</li> </ul>	<ul style="list-style-type: none"> <li>• Smart Board</li> <li>• PPT's</li> <li>• Videos</li> <li>• Chalk Board</li> <li>• White Board</li> </ul>	<b>Art Integrated Project:</b> <ul style="list-style-type: none"> <li>• To find the Square Root by spiral method</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ's</li> <li>• Oral Test:</li> <li>• Written Test:</li> <li>• Written Work:</li> </ul>	<b>Cognitive Pedagogy:</b> <ul style="list-style-type: none"> <li>• Students are taught based on cognitive psychology.</li> </ul>	The children are able to develop an understanding of number system and its importance in life.
--------------------	---	--	---	---	---	--

<p><b>No. of Days:10</b></p> <p><b>Term-1</b></p>	<p>number, if it can be written in the form <math>\frac{p}{q}</math>, where p and q are integers and <math>q \neq 0</math>.</p> <ul style="list-style-type: none"> <li>• <b>Irrational Numbers:</b> A number 's' is called irrational if it cannot be written in the form <math>\frac{p}{q}</math>, where p and q are integers.</li> </ul>	<ul style="list-style-type: none"> <li>• Wacom Tablet</li> <li>• e-book</li> <li>• Extra mark</li> <li>• Mind maps</li> <li>• Green Board</li> </ul> <p><a href="https://www.youtube.com/watch?v=B-mFYTCGm28">https://www.youtube.com/watch?v=B-mFYTCGm28</a></p>	<p><b>Experiential Learning:</b></p> <ul style="list-style-type: none"> <li>• Shown Pythagoras Theorem by using three sticks of length 5cm,4cm and 3cm.</li> </ul> <p><b>Skill Assessment:</b></p> <ul style="list-style-type: none"> <li>• Represent <math>\sqrt{5}</math> on the number line.</li> <li>• Flowchart used to understand the number system.</li> </ul>	<ul style="list-style-type: none"> <li>• By doing Correction Work</li> <li>• Assignments</li> </ul>	<p><b>Critical pedagogy:</b></p> <ul style="list-style-type: none"> <li>• It is a theory and practice of helping students achieve critical consciousness.</li> </ul> <p><b>Social pedagogy:</b></p> <ul style="list-style-type: none"> <li>• It suggests that education is critical to a student's social development and wellbeing.</li> </ul> <p><b>Bloom Taxonomy:</b></p> <ul style="list-style-type: none"> <li>• Knowledge, comprehension, application, analysis, synthesis, and evaluation. The students are taught on basis of Bloom Taxonomy.</li> </ul>	
<p><b>March</b></p> <p><b>No. of Days: 15</b></p> <p><b>Term -1</b></p>	<p><b>LINEAR EQUATIONS IN TWO VARIABLES</b></p>	<ul style="list-style-type: none"> <li>• Smart Board</li> <li>• PPT's</li> <li>• Videos</li> <li>• Chalk Board</li> <li>• White Board</li> <li>• Wacom Tablet</li> <li>• e-book</li> <li>• Extra mark</li> <li>• Mind maps</li> <li>• Green Board</li> </ul>	<p><b>Activity:</b></p> <p>To draw a geometric representation ( graph) of a linear equation in two variables.</p> <p>Graphical representation of <math>2x + 3y = 6</math></p>	<ul style="list-style-type: none"> <li>• MCQ's</li> <li>• Oral Test:</li> <li>• Written Test:</li> <li>• Written Work:</li> <li>• By doing Correction Work</li> <li>• Assignments</li> </ul>	<p><b>P K Testing</b></p> <p>Worksheet Analysis from graphs-Read and Answer.</p> <p>Learning by doing – Drawing the Graphs of the given equation.</p> <p><b>Group Activity-</b> Questionnaire on framing equations based on the given sentences.</p> <p><b>MCQ Worksheet</b></p>	<p>To understand the following concepts:</p> <p>An equation of the form <math>ax + by + c = 0</math>, where a, b and c are real numbers, such that a and b are not both zero, is called a linear equation in two variables.</p> <p>A linear equation in two variables has infinitely many solutions.</p>

<p><i>March</i></p> <p><i>No. of Days: 5</i></p>	<p><b>COORDINATE GEOMETRY</b></p>	<ul style="list-style-type: none"> <li>• Smart Board</li> <li>• PPT's</li> <li>• Videos</li> <li>• Chalk Board</li> <li>• White Board</li> <li>• Wacom Tablet</li> <li>• e-book</li> <li>• Extra mark</li> </ul>	<p><b>Activity:</b> To obtain the mirror images of the given triangle w.r.t <i>x axis</i> and the <i>y axis</i> on a graph paper.</p>	<ul style="list-style-type: none"> <li>• MCQ's</li> <li>• Oral Test:</li> <li>• Written Test:</li> <li>• Written Work:</li> <li>• By doing Correction Work</li> </ul> <p>Assignments</p>	<p>Home assignment on different situations on day-to-day life and framing the equations</p> <p>P K Testing <b>Experiential Learning Method</b> to initiate the concept- Asking Questions like: How do you locate the position of you seat in a Cinema Hall/in an</p>	<p>The graph of every linear equation in two variables is a straight line.</p> <p><math>x = 0</math> is the equation of the <i>y-axis</i> and <math>y = 0</math> is the equation of the <i>x-axis</i>.</p> <p>The graph of <math>x = a</math> is a straight line parallel to the <i>y-axis</i>.</p> <p>The graph of <math>y = a</math> is a straight line parallel to the <i>x-axis</i>.</p> <p>To locate the position of an object or a point in a plane.</p> <p>To develop strategies to locate points in a Cartesian plane</p> <p>The children are able to understand the concept and develop drawing skills and apply in real life. Children are able to understand the related topic.</p>
--	-----------------------------------	--	---	--	--	--



<p><i>April</i></p>	<p><b>LINES AND ANGLES</b></p> <ul style="list-style-type: none"> <li>If a ray stands on a line, then the sum of the two adjacent</li> </ul>	<ul style="list-style-type: none"> <li>Mind maps</li> <li>Green Board</li>   <li>Smart Board</li> <li>PPT's</li> <li>Videos</li> <li>Chalk Board</li> <li>White Board</li> <li>Wacom Tablet</li> <li>e-book</li> </ul>	<p><b>Inter disciplinary Linkages: (with Social studies)</b></p> <p>Map activity</p> <ul style="list-style-type: none"> <li>Diagrammatical representation of angles.</li> </ul> <p><b>Art Integrated Project:</b></p> <ul style="list-style-type: none"> <li>To verify the sum of any two sides of a triangle is always</li> </ul>	<ul style="list-style-type: none"> <li>MCQ's</li> <li>Oral Test:</li> <li>Written Test:</li> <li>Written Work:</li> <li>By doing Correction Work</li> </ul>	<p>aeroplane?</p> <p>Reading the given graphs. Locate the position of the marked points on a worksheet. Graphical representation of points like A(6,5), B(3,-4), C(-3,-5)</p> <p><b>Cognitive Pedagogy:</b></p> <ul style="list-style-type: none"> <li>Students are taught based on cognitive psychology</li> </ul> <p><b>Critical pedagogy:</b></p> <ul style="list-style-type: none"> <li>It is a theory and practice of helping students</li> </ul>	<p>The children are able to understand the concept and develop drawing skills and apply in real life. Children are able to understand the related topic.</p>
---------------------	--	--	---	---	--	--

<p><b>No. of Days:12</b></p> <p><b>Term -1</b></p>	<p>angles so formed is <math>180^\circ</math> and vice versa. This property is called as the Linear pair axiom.</p> <ul style="list-style-type: none"> <li>• If two lines intersect each other, then the vertically opposite angles are equal.</li> <li>• If a transversal intersects two parallel lines, then</li> <li>• each pair of corresponding angles is equal,</li> <li>• each pair of alternate interior angles is equal,</li> <li>• each pair of interior angles on the same side of the transversal is supplementary.</li> </ul> <p>If a transversal intersects two lines such that, either</p>	<ul style="list-style-type: none"> <li>• Extra mark</li> <li>• Mind maps</li> <li>• Green Board</li> </ul> <p><a href="https://www.youtube.com/watch?v=hhfHeoj9aQ&amp;list=PLq20sSZoEi13krpTxciG80PlewV07iwgD">https://www.youtube.com/watch?v=hhfHeoj9aQ&amp;list=PLq20sSZoEi13krpTxciG80PlewV07iwgD</a></p>	<p>greater than the third side.</p> <ul style="list-style-type: none"> <li>• Mind Maps</li> <li>• Diagrams:</li> </ul>	<p>Assignments</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>achieve critical consciousness.</p> <p><b>Social pedagogy:</b></p> <ul style="list-style-type: none"> <li>• It suggests that education is critical to a student's social development and wellbeing</li> </ul> <p><b>Bloom Taxonomy:</b></p> <ul style="list-style-type: none"> <li>• Knowledge, comprehension, application, analysis, synthesis, and evaluation. The students are taught on basis of Bloom Taxonomy.</li> </ul> <p><b>Culturally Responsive Pedagogy:</b></p> <ul style="list-style-type: none"> <li>• This pedagogical method often relies on a student-centered approach to teaching.</li> </ul>	
<p><b>April</b></p>	<p><b>HERON'S FORMULA</b></p> <p><b>Area of right angled triangle:</b></p>	<ul style="list-style-type: none"> <li>• Smart Board</li> <li>• PPT's</li> <li>• Videos</li> <li>• Chalk Board</li> <li>• White Board</li> </ul>	<p><b>Art Integrated Project:</b></p> <ul style="list-style-type: none"> <li>• To show that area of a triangle is half the product of its</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ's</li> <li>• Oral Test:</li> <li>• Written Test:</li> <li>• Written Work:</li> <li>• By doing Correction Work</li> </ul>	<p><b>Cognitive Pedagogy:</b></p> <ul style="list-style-type: none"> <li>• Students are taught based on cognitive psychology</li> </ul> <p><b>Critical pedagogy:</b></p>	<p>Children are able to find the area of triangle by using Heron's Formula.</p>

<p><b>No. of Days:4</b></p> <p><b>Term-1</b></p>	<p><b>Area of a Triangle — by Heron's Formula</b></p> <p><b>Example:</b> Find the area of a triangle, two sides of which are 8 cm and 11 cm and the perimeter is 32 cm</p> <p><b>Example:</b> The sides of a triangular plot are in the ratio of 3 : 5 : 7 and its perimeter is 300 m. Find its area.</p>	<ul style="list-style-type: none"> <li>• Wacom Tablet</li> <li>• e-book</li> <li>• Extra mark</li> <li>• Mind maps</li> <li>• Green Board</li> </ul> <p><a href="https://www.youtube.com/watch?v=79q6kDa9jBA&amp;list=PLq20sSZoEi13Rjez4AwdVapPtSwExscZ6">https://www.youtube.com/watch?v=79q6kDa9jBA&amp;list=PLq20sSZoEi13Rjez4AwdVapPtSwExscZ6</a></p>	<p>base and height using paper cutting and pasting method.</p> <p><b>Experiential Learning:</b></p> <ul style="list-style-type: none"> <li>• Students will find the area of right-angled triangle with the help of both formula of area of triangle.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• It is a theory and practice of helping students achieve critical consciousness.</li> </ul> <p><b>Social pedagogy:</b></p> <ul style="list-style-type: none"> <li>• It suggests that education is critical to a student's social development and wellbeing</li> </ul> <p><b>Bloom Taxonomy:</b></p> <ul style="list-style-type: none"> <li>• Knowledge, comprehension, application, analysis, synthesis, and evaluation. The students are taught on basis of Bloom Taxonomy.</li> </ul> <p><b>Culturally Responsive Pedagogy:</b></p> <p>This pedagogical method often relies on a student-centered approach to teaching.</p>	
<p><b>May</b></p> <p><b>No. of Days:12</b></p> <p><b>Term-1</b></p>	<p><b>TRIANGLES:</b></p> <ul style="list-style-type: none"> <li>• Two figures are congruent, if they are of the same shape and of the same size.</li> <li>• Two circles of the same radii are congruent.</li> </ul>	<ul style="list-style-type: none"> <li>• Smart Board</li> <li>• PPT's</li> <li>• Videos</li> <li>• Chalk Board</li> <li>• White Board</li> <li>• Wacom Tablet</li> <li>• e-book</li> <li>• Extra mark</li> <li>• Mind maps</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Experiential Learning:</b> Making equilateral and isosceles triangles with the help of 6cm,5cm,6cm and 6cm sticks</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ's</li> <li>• Oral Test:</li> <li>• Written Test:</li> <li>• Written Work:</li> <li>• By doing Correction Work</li> <li>• Assignments</li> <li>•</li> </ul>	<p><b>Cognitive Pedagogy:</b></p> <ul style="list-style-type: none"> <li>• Students are taught based on cognitive psychology</li> </ul> <p><b>Critical pedagogy:</b></p> <ul style="list-style-type: none"> <li>• It is a theory and practice of helping students</li> </ul>	<p>The children are able to understand the concept and develop drawing skills and apply in real life. Children are able to understand the related topic.</p>

	<ul style="list-style-type: none"> <li>If two sides and the included angle of one triangle are equal to two sides and the included angle of the other triangle, then the two triangles are congruent (SAS Congruence Rule). Similarly</li> <li>ASA Congruence Rule.</li> <li>AAS Congruence Rule.</li> <li>SSS Congruence Rule.</li> <li>RHS Congruence Rule.</li> </ul>	<ul style="list-style-type: none"> <li>Green Board</li> </ul> <p><a href="https://www.youtube.com/watch?v=VA6XGfiqfSw&amp;list=PLq20sSZoEi10N2mmxcqVNINFPAgmhLw3L">https://www.youtube.com/watch?v=VA6XGfiqfSw&amp;list=PLq20sSZoEi10N2mmxcqVNINFPAgmhLw3L</a></p> <ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Diagrammatical representation of Triangles.</li> </ul> <p><b>Art Integrated Project:</b> To verify the sum of any two sides of a triangle is always greater than the third side.</p>		<p>achieve critical consciousness.</p> <p><b>Social pedagogy:</b></p> <ul style="list-style-type: none"> <li>It suggests that education is critical to a student's social development and wellbeing</li> </ul> <p><b>Bloom Taxonomy:</b></p> <ul style="list-style-type: none"> <li>Knowledge, comprehension, application, analysis, synthesis, and evaluation. The students are taught on basis of Bloom Taxonomy.</li> </ul> <p><b>Culturally Responsive Pedagogy:</b></p> <ul style="list-style-type: none"> <li>This pedagogical method often relies on a student-centered approach to teaching.</li> <li></li> </ul>	
<p><i>May</i></p> <p><i>No. of Days:7</i></p>	<p><b>STATISTICS</b></p> <ul style="list-style-type: none"> <li><b>DATA:</b> Facts or figures, collected with a definite purpose, are called data.</li> <li>The three measures of central tendency for ungrouped data are:</li> </ul>	<ul style="list-style-type: none"> <li>Smart Board</li> <li>PPT's</li> <li>Videos</li> <li>Chalk Board</li> <li>White Board</li> <li>Wacom Tablet</li> <li>e-book</li> <li>Extra mark</li> <li>Mind maps</li> <li>Green Board</li> </ul>	<p><b>Art Integrated Project:</b></p> <ul style="list-style-type: none"> <li>Collection of data of vowels and consonants from a given article. Draw a pie diagram from the recorded data). Answer the question asked on the basis of recorded data.</li> </ul>	<ul style="list-style-type: none"> <li>MCQ's</li> <li>Oral Test:</li> <li>Written Test:</li> <li>Written Work:</li> <li>By doing Correction Work</li> <li>Assignments</li> <li></li> </ul>	<p><b>Cognitive Pedagogy:</b></p> <ul style="list-style-type: none"> <li>Students are taught based on cognitive psychology</li> </ul> <p><b>Critical pedagogy:</b></p> <ul style="list-style-type: none"> <li>It is a theory and practice of helping students achieve critical consciousness.</li> </ul> <p><b>Social pedagogy:</b></p>	<ul style="list-style-type: none"> <li>The children are able to develop skills to apply mathematical knowledge to solve real life problem. Children are able to understand the related topic.</li> </ul>

<p><b>Term-1</b></p>	<ul style="list-style-type: none"> <li>• <b>Mean:</b> It is found by adding all the values of the observations and dividing it by the total number of observations.</li> <li>• <b>Median:</b> It is the value of the middle-most observation (s).</li> <li>• <b>Mode:</b> The mode is the most frequently occurring observation.</li> <li>• <b>Range:</b> difference between highest value and lowest value.</li> <li>• <b>Class size:</b> Difference between the class interval.</li> </ul>	<p><a href="https://www.youtube.com/watch?v=I14-2s24_JI">https://www.youtube.com/watch?v=I14-2s24_JI</a></p>	<p><b>Experiential Learning:</b></p> <ul style="list-style-type: none"> <li>• Collect the age of villagers and represent the data in the form of class interval and frequency. And locate graphically the mode of a given frequency distribution.</li> </ul> <p><b>Project:</b></p> <ul style="list-style-type: none"> <li>• To find the mean of marks obtained by the students in Mathematics class test.</li> </ul> <p><b>Skill Assessment:</b> Find the mean of first 10 prime numbers.</p>		<ul style="list-style-type: none"> <li>• It suggests that education is critical to a student's social development and wellbeing</li> </ul> <p><b>Bloom Taxonomy:</b></p> <ul style="list-style-type: none"> <li>• Knowledge, comprehension, application, analysis, synthesis, and evaluation.</li> </ul> <p>The students are taught on basis of Bloom Taxonomy. Developing logical reasoning by using Vedic maths in multiplying two digits and three digits numbers to make calculation easy.</p>	
<p><b>July</b></p> <p><b>No. of Days:15</b></p>	<p><b>Polynomials</b></p> <ul style="list-style-type: none"> <li>• <b>Polynomials:</b> Definition Relationship between Zeroes and Coefficients of a Polynomial. Types of Polynomial.</li> <li>• Division Algorithm for Polynomials.</li> </ul>	<ul style="list-style-type: none"> <li>• Smart Board</li> <li>• PPT's</li> <li>• Videos</li> <li>• Chalk Board</li> <li>• White Board</li> <li>• Wacom Tablet</li> <li>• e-book</li> <li>• Extra mark</li> <li>• Mind maps</li> <li>• Green Board</li> </ul>	<p><b>Art Integrated Project:</b></p> <ul style="list-style-type: none"> <li>• To verify the identity <math>(a + b)^3 = a^3 + 3a^2b + 3ab^2 + b^3</math>. Using cuboids and unit cubes.</li> <li>• Mind Maps</li> <li>• Diagrams:</li> </ul> <p><b>Experiential Learning:</b></p>	<ul style="list-style-type: none"> <li>• MCQ's</li> <li>• Oral Test:</li> <li>• Written Test:</li> <li>• Written Work:</li> <li>• By doing Correction Work</li> <li>• Assignments</li> <li>•</li> </ul>	<p><b>Cognitive Pedagogy:</b></p> <ul style="list-style-type: none"> <li>• Students are taught based on cognitive psychology</li> </ul> <p><b>Critical pedagogy:</b></p> <ul style="list-style-type: none"> <li>• It is a theory and practice of helping students achieve critical consciousness.</li> </ul> <p><b>Social pedagogy:</b></p>	<p>The children can understand the concept of Polynomial.</p>

<p><b>Term - 2</b></p>	<ul style="list-style-type: none"> <li>• <b>Euclid's Division:</b> Dividend = Divisor × Quotient + Remainder.</li> <li>• <b>ALGEBRAICALLY:</b> A real number <math>a</math> is called a zero of a polynomial <math>p(x,0)</math>, if <math>p(a) = 0</math>.</li> </ul> <p><b>GEOMETRICALLY:</b> The <math>x</math> – coordinate of the point where graph of a polynomial intersects <math>x</math>- axis is called the zero of the polynomials.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Graphical representation of <math>x+3=6</math>.</li> </ul> <p><b>Skill Assessment:</b></p> <ul style="list-style-type: none"> <li>• Differentiate different polynomials on the basis of degrees.</li> </ul>		<ul style="list-style-type: none"> <li>• It suggests that education is critical to a student's social development and wellbeing.</li> </ul> <p><b>Bloom Taxonomy:</b></p> <ul style="list-style-type: none"> <li>• Knowledge, comprehension, application, analysis, synthesis, and evaluation.</li> </ul> <p>The students are taught on basis of Bloom Taxonomy.</p> <p><b>Culturally Responsive Pedagogy:</b> This pedagogical method often relies on a student-centered approach to teaching.</p>	
<p><b>July</b></p> <p><b>No. of Days:15</b></p> <p><b>Term-2</b></p>	<p><b>SURFACE AREAS AND VOLUMES</b></p> <p><b>Area of rectangle = length x breadth.</b></p> <p><b>Surface Area of a Cuboid = <math>2(lb + bh + hl)</math></b></p> <p><b>Surface Area of a Cube = <math>6a^2</math></b></p> <p><b>Curved Surface Area of a Cylinder = <math>2\pi r h</math>.</b></p> <p><b>Total Surface Area of a Cylinder = <math>2\pi r(r + h)</math>.</b></p> <p><b>Curved Surface Area of a Cone = <math>\pi rl</math></b></p>	<ul style="list-style-type: none"> <li>• Smart Board</li> <li>• PPT's</li> <li>• Videos</li> <li>• Chalk Board</li> <li>• White Board</li> <li>• Wacom Tablet</li> <li>• e-book</li> <li>• Extra mark</li> <li>• Mind maps</li> <li>• Green Board</li> </ul> <p><a href="https://www.youtube.com/watch?v=ZrvoSpV5wSs">https://www.youtube.com/watch?v=ZrvoSpV5wSs</a></p>	<p><b>Experiential Learning:</b></p> <ul style="list-style-type: none"> <li>• Children will go to neighboring houses, interact with people and collect data for making shapes like cone, cylinder sphere, hemisphere and frustum.</li> </ul> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>• To show that area of a triangle is half the product of its base and height using paper cutting</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ's</li> <li>• Oral Test:</li> <li>• Written Work:</li> <li>• By doing Correction Work</li> <li>• Assignments</li> </ul>	<p><b>Cognitive Pedagogy:</b></p> <ul style="list-style-type: none"> <li>• Students are taught based on cognitive psychology</li> </ul> <p><b>Critical pedagogy:</b></p> <ul style="list-style-type: none"> <li>• It is a theory and practice of helping students achieve critical consciousness.</li> </ul> <p><b>Social pedagogy:</b></p> <ul style="list-style-type: none"> <li>• It suggests that education is critical to a student's social development and wellbeing.</li> </ul> <p><b>Bloom Taxonomy:</b></p> <ul style="list-style-type: none"> <li>• Knowledge, comprehension,</li> </ul>	<p>The children are able to develop skills to apply mathematical knowledge to solve real life problem</p>

	<p><b>Total Surface Area of a Cone</b> = <math>\pi r l + \pi r^2 = \pi r (l + r)</math></p> <p><b>Surface Area of a Sphere</b> = <math>4\pi r^2</math></p> <p><b>Curved Surface Area of a Hemisphere</b> = <math>2\pi r^2</math></p> <p><b>Volume of a Cylinder</b> = <math>\pi r^2 h</math></p> <p><b>Volume of a Cone</b> = <math>1/3 \pi r^2 h</math></p> <p><b>Volume of a Sphere</b> = <math>4/3\pi r^3</math></p>		<p>and pasting method</p> <p><b>Art Integrated Project:</b></p> <ul style="list-style-type: none"> <li>To design and build the model of a house which is in the shape of cuboid and roof is in the form of semicircular. Find the capacity and surface area of the house.</li> </ul>		<p>application, analysis, synthesis, and evaluation.</p> <p>The students are taught on basis of Bloom Taxonomy.</p> <p><b>Culturally Responsive Pedagogy:</b></p> <p>This pedagogical method often relies on a student-centered approach to teaching.</p>	
<p><b>July-August</b></p> <p><b>No. of Days:12</b></p> <p><b>Term - 2</b></p>	<p><b>CIRCLES</b></p> <ul style="list-style-type: none"> <li><b>Theorem:</b> The perpendicular from the center of a circle to a chord bisects the chord.</li> <li><b>Theorem:</b> The line drawn through the center of a circle to bisect a chord is perpendicular to the chord.</li> <li><b>Theorem:</b> There is one and only one circle passing through three given non-collinear points.</li> <li><b>Theorem:</b> Equal chords of a circle (or of congruent</li> </ul>	<ul style="list-style-type: none"> <li>Smart Board</li> <li>PPT's</li> <li>Videos</li> <li>Chalk Board</li> <li>White Board</li> <li>Wacom Tablet</li> <li>e-book</li> <li>Extra mark</li> <li>Mind maps</li> <li>Green Board</li> </ul> <p><a href="https://www.youtube.com/watch?v=ZypE0xBOcL4">https://www.youtube.com/watch?v=ZypE0xBOcL4</a></p>	<ul style="list-style-type: none"> <li>Project Work:</li> <li>Diagrams:</li> </ul> <p><b>Art Integrated Project:</b></p> <ul style="list-style-type: none"> <li>To verify, using the method of paper cutting, pasting and folding that the angle in a semi-circle is a right angle.</li> <li>Diagrammatical representation of Circle.</li> <li>Mind Maps</li> <li>Diagrams:</li> </ul>	<ul style="list-style-type: none"> <li>MCQ's</li> <li>Oral Test:</li> <li>Written Test:</li> <li>Written Work:</li> <li>By doing Correction Work</li> <li>Assignments</li> </ul>	<p><b>Cognitive Pedagogy:</b></p> <ul style="list-style-type: none"> <li>Students are taught based on cognitive psychology</li> </ul> <p><b>Critical pedagogy:</b></p> <ul style="list-style-type: none"> <li>It is a theory and practice of helping students achieve critical consciousness.</li> </ul> <p><b>Social pedagogy:</b></p> <ul style="list-style-type: none"> <li>It suggests that education is critical to a student's social development and wellbeing.</li> </ul> <p><b>Bloom Taxonomy:</b></p> <ul style="list-style-type: none"> <li>Knowledge, comprehension, application, analysis, synthesis, and evaluation.</li> <li>The students are</li> </ul>	<p>The children are able to develop skills to apply mathematical knowledge to solve real life problem</p>

	<p>circles) are equidistant from the center (or centers).</p> <ul style="list-style-type: none"> <li>• <b>Theorem:</b> Chords equidistant from the center of a circle are equal in length.</li> </ul> <p><b>Theorem:</b> The angle subtended by an arc at the center is double the angle subtended by it</p>				<p>taught on basis of Bloom Taxonomy.</p> <p><b>Culturally Responsive Pedagogy:</b> This pedagogical method often relies on a student-centered approach to teaching.</p>	
<p><i>September</i></p> <p><i>No. of Days:16</i></p> <p><i>Term - 2</i></p>	<p><b>QUADRILATERALS</b></p> <ul style="list-style-type: none"> <li>• Sum of the angles of a quadrilateral is <math>360^\circ</math>.</li> <li>• The diagonal of a parallelogram divides it into two congruent triangles.</li> <li>• In a parallelogram, opposite sides are equal (ii) opposite angles are equal</li> <li>• diagonals bisect each other.</li> <li>• A quadrilateral is a parallelogram, if opposite sides are equal or (ii)</li> </ul>	<ul style="list-style-type: none"> <li>• Smart Board</li> <li>• PPT's</li> <li>• Videos</li> <li>• Chalk Board</li> <li>• White Board</li> <li>• Wacom Tablet</li> <li>• e-book</li> <li>• Extra mark</li> <li>• Mind maps</li> <li>• Green Board</li> </ul> <p><a href="https://www.youtube.com/watch?v=Uf6BaaKyjj0">https://www.youtube.com/watch?v=Uf6BaaKyjj0</a></p>	<ul style="list-style-type: none"> <li>• Diagrams:</li> </ul> <p><b>Art Integration:</b></p> <ul style="list-style-type: none"> <li>• To show that the figure formed by joining the mid points of consecutive sides.</li> </ul> <p>Diagrammatical representation of Parallelogram Rectangle, and Square</p>	<ul style="list-style-type: none"> <li>• MCQ's</li> <li>• Oral Test:</li> <li>• Written Test:</li> <li>• Written Work:</li> <li>• By doing Correction Work</li> <li>• Assignments</li> </ul>	<p><b>Cognitive Pedagogy:</b></p> <ul style="list-style-type: none"> <li>• Students are taught based on cognitive psychology</li> </ul> <p><b>Critical pedagogy:</b></p> <ul style="list-style-type: none"> <li>• It is a theory and practice of helping students achieve critical consciousness.</li> </ul> <p><b>Social pedagogy:</b></p> <ul style="list-style-type: none"> <li>• It suggests that education is critical to a student's social development and wellbeing.</li> </ul> <p><b>Bloom Taxonomy:</b></p> <ul style="list-style-type: none"> <li>• Knowledge, comprehension, application, analysis, synthesis, and evaluation.</li> </ul> <p>The students are taught on basis of</p>	<p>The children are able to develop skills to apply mathematical knowledge to solve real life problem.</p>



	<p>opposite angles are equal</p> <ul style="list-style-type: none"> <li>(iii) diagonals bisect each other.</li> <li>(iv) a pair of opposite sides is equal and parallel</li> </ul>				<p>Bloom Taxonomy.</p> <p><b>Culturally Responsive Pedagogy:</b></p> <p>This pedagogical method often relies on a student-centered approach to teaching.</p>	
<p><i>September</i></p> <p><i>No. of Days:4</i></p> <p><i>Term - 2</i></p>	<p><b>CONSTRUCTIONS</b></p> <ul style="list-style-type: none"> <li>Bisector of a given angle.</li> <li>Construct the perpendicular bisector of a given line segment.</li> <li>Construct the following angles and verify by measuring them by a protractor:</li> </ul> <p>(i) <math>75^\circ</math> (ii) <math>105^\circ</math> (iii) <math>135^\circ</math></p> <ul style="list-style-type: none"> <li>Construct a triangle, given its base, a base angle and sum of other two sides.</li> <li>Construct a triangle given its base, a base angle and the difference of the other two sides.</li> <li>Construct a triangle, given its</li> </ul>	<ul style="list-style-type: none"> <li>Smart Board</li> <li>PPT's</li> <li>Videos</li> <li>Chalk Board</li> <li>White Board</li> <li>Wacom Tablet</li> <li>e-book</li> <li>Extra mark</li> <li>Mind maps</li> <li>Green Board</li> </ul> <p><a href="https://www.youtube.com/watch?v=oBH_lEggX0E">https://www.youtube.com/watch?v=oBH_lEggX0E</a></p>	<p><b>Art Integrated Project:</b></p> <ul style="list-style-type: none"> <li>Construct the <math>75^\circ</math> angle and verify by measuring them by a protractor:</li> </ul>	<ul style="list-style-type: none"> <li>MCQ's</li> <li>Oral Test:</li> <li>Written Test:</li> <li>Written Work:</li> <li>By doing Correction Work</li> <li>Assignments</li> </ul>	<p><b>Cognitive Pedagogy:</b></p> <ul style="list-style-type: none"> <li>Students are taught based on cognitive psychology</li> </ul> <p><b>Critical pedagogy:</b></p> <ul style="list-style-type: none"> <li>It is a theory and practice of helping students achieve critical consciousness.</li> </ul> <p><b>Social pedagogy:</b></p> <ul style="list-style-type: none"> <li>It suggests that education is critical to a student's social development and wellbeing.</li> </ul> <p><b>Bloom Taxonomy:</b></p> <ul style="list-style-type: none"> <li>Knowledge, comprehension, application, analysis, synthesis, and evaluation.</li> </ul> <p>The students are taught on basis of Bloom Taxonomy.</p> <p><b>Culturally Responsive Pedagogy:</b></p> <p>This pedagogical method often relies</p>	<p>Children are able to construct the perpendicular bisector of a given line segment.</p>

	perimeter and its two base angles.				on a student-centered approach to teaching.	
<i>September</i> <i>No. of Days:5</i> <i>Term - 2</i>	<p><b>PROBABILITY</b></p> <ul style="list-style-type: none"> <li>The difference between experimental probability and theoretical probability.</li> <li>The theoretical (classical) probability of an event E, written as P(E), is defined as</li> <li>Number of outcomes favorable to Number of all possible outcomes of the experiment</li> <li>The probability of a sure event (or certain event) is 1.</li> <li>The probability of an impossible event is 0.</li> <li>The probability of an event E is a number P(E) such that <math>0 \leq P(E) \leq 1</math></li> </ul>	<ul style="list-style-type: none"> <li>Smart Board</li> <li>PPT's</li> <li>Videos</li> <li>Chalk Board</li> <li>White Board</li> <li>Wacom Tablet</li> <li>e-book</li> <li>Extra mark</li> <li>Mind maps</li> <li>Green Board</li> </ul> <p><a href="https://www.youtube.com/watch?v=fbM6MsueWT8&amp;list=PLq20sSZoEi13iIz1A32a2D46XyG-wefK">https://www.youtube.com/watch?v=fbM6MsueWT8&amp;list=PLq20sSZoEi13iIz1A32a2D46XyG-wefK</a></p>	<p><b>Art Integrated:</b></p> <p><b>Project:</b></p> <ul style="list-style-type: none"> <li>Shuffle two dice and write the sample space of the experiment.</li> </ul> <p>Now colour even number outcome with green and odd number with purple. Find the probability of odd number on both dice.</p> <p><b>Experiential Learning:</b></p> <ul style="list-style-type: none"> <li>Take 6 red balls, 5 black balls and 7 green balls and put them in a box. Probability of red ball will be 6/18 or 1/3</li> <li><b>Project:</b> To get familiar with the idea of probability of an event through a double color card experiment.</li> </ul>	<ul style="list-style-type: none"> <li>MCQ's</li> <li>Oral Test:</li> <li>Written Test:</li> <li>Written Work:</li> <li>By doing Correction Work</li> <li>Assignments</li> </ul>	<p><b>Cognitive Pedagogy:</b></p> <ul style="list-style-type: none"> <li>Students are taught based on cognitive psychology</li> </ul> <p><b>Critical pedagogy:</b></p> <ul style="list-style-type: none"> <li>It is a theory and practice of helping students achieve critical consciousness.</li> </ul> <p><b>Social pedagogy:</b></p> <ul style="list-style-type: none"> <li>It suggests that education is critical to a student's social development and wellbeing.</li> </ul> <p><b>Bloom Taxonomy:</b></p> <ul style="list-style-type: none"> <li>Knowledge, comprehension, application, analysis, synthesis, and evaluation. The students are taught on basis of Bloom Taxonomy.</li> </ul> <p><b>Culturally Responsive Pedagogy:</b></p> <p>This pedagogical method often relies on a student-centered approach to teaching.</p>	The children are able to develop skills to apply mathematical knowledge to solve real life problem

<p><i>October</i></p> <p><i>No. of Days:12</i></p> <p><i>Term - 2</i></p>	<p><b>AREAS OF PARALLELOGRAMS AND TRIANGLES</b></p> <ul style="list-style-type: none"> <li>• <b>Theorem:</b> Parallelograms on the same base and between the same parallels are equal in area.</li> <li>• <b>Property:</b> Area of a triangle is half the product of its base and the corresponding altitude.</li> <li>• <b>Property:</b> A median of a triangle divides it into two triangles of equal areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Smart Board</li> <li>• PPT's</li> <li>• Videos</li> <li>• Chalk Board</li> <li>• White Board</li> <li>• Wacom Tablet</li> <li>• e-book</li> <li>• Extra mark</li> <li>• Mind maps</li> <li>• Green Board</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Diagrams:</b></li> </ul> <p><b>Art Integrated Project:</b> To show that the area of a parallelogram is product of its base and altitude, using paper cutting and pasting method.</p>	<ul style="list-style-type: none"> <li>• MCQ's</li> <li>• Oral Test:</li> <li>• Written Test:</li> <li>• Written Work:</li> <li>• By doing Correction Work</li> <li>• Assignments</li> </ul>	<p><b>Cognitive Pedagogy:</b></p> <ul style="list-style-type: none"> <li>• Students are taught based on cognitive psychology</li> </ul> <p><b>Critical pedagogy:</b></p> <ul style="list-style-type: none"> <li>• It is a theory and practice of helping students achieve critical consciousness.</li> </ul> <p><b>Social pedagogy:</b></p> <ul style="list-style-type: none"> <li>• It suggests that education is critical to a student's social development and wellbeing.</li> </ul> <p><b>Bloom Taxonomy:</b></p> <ul style="list-style-type: none"> <li>• Knowledge, comprehension, application, analysis, synthesis, and evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• The children are able to understand the concept and develop drawing skills and apply in real life.</li> <li>• Children are able to understand the related topic.</li> </ul>
---	---	--	--	--	---	--

**PINEGROVE SCHOOL, DHARAMPUR,**  
Affiliation No. 630044; School Code: 43035  
**Annual Pedagogy Plan: General Science**  
**Class: IX**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
Feb - Mar (10)	<ul style="list-style-type: none"> <li>• <b>Motion</b></li> <li>• Set Induction</li> <li>• Discussion on the state of rest or motion with the example of travelling by car.</li> <li>• Understand the concept of motion, speed, velocity, and acceleration</li> <li>• Comprehend the concept of distance and displacement</li> <li>• Differentiate between distance and displacement</li> <li>• Differentiate between speed and velocity, uniform, and non-uniform motion</li> <li>• Calculate the speed, velocity, and acceleration of an object</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teaching Aids</i></li> <li>• Blackboard, chalk, smart board, Extra marks</li> <li>• <i>Video:</i></li> <li>• Rest and Motion</li> <li>• Uniform and Non-Uniform Motion</li> <li>• Speed and Velocity</li> <li>• Graphical representation of linear motion.</li> <li>• Project work</li> <li>• On the motion, uniform, and non-uniform.</li> <li>• PowerPoint presentation on displacement, distance, speed, velocity, and</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Concrete Learning:</i></li> <li>• By model making and hands on learning</li> <li>• <i>Inter disciplinary Linkages:</i></li> <li>• Math for graphical calculation of velocity, acceleration, and distance.</li> <li>• <i>Diagram:</i></li> <li>• Graphical Representation of motion</li> <li>• <i>Art Integration:</i></li> <li>• Model making for understanding the concept of motion.</li> </ul>	<ul style="list-style-type: none"> <li>• The L.O. will be assessed with an oral and written test.</li> <li>• Quiz for daily reinforcement of topics.</li> <li>• Cross word and puzzles.</li> <li>• Project work on finding the kinematical equations.</li> <li>• Peer assessment for better understanding of concepts. Correction of notebooks, mind calculations etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Activating Prior Knowledge</li> <li>• By relating the concept of movement and use of limbs.</li> <li>• Interactive Lecture:</li> <li>• In coordination with group activity, model making and tug of war.</li> <li>• Constructive learning</li> <li>• Learning by doing. Concept of force to be introduced by playful activities of Tug of War, Role Play for understanding the types of forces.</li> </ul>	<p>The learners</p> <ul style="list-style-type: none"> <li>• relates the process motion, speed, velocity, and acceleration</li> <li>• Comprehend the concept of distance and displacement</li> <li>• differentiate between speed and velocity, uniform, and non-uniform motion</li> <li>• calculate the speed, velocity, and acceleration of an object</li> <li>• represent the motion by graphical method</li> <li>• draw the inference from a given graph Measure the values of velocity, speed, acceleration etc.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>Represent the motion by graphical method</li> <li>Draw the inference from a given graph</li> </ul>	types of acceleration. <ul style="list-style-type: none"> <li>Model making for understanding the concept of motion.</li> </ul>			<ul style="list-style-type: none"> <li>Inquiry Based Learning:</li> <li>Enhancing the knowledge of students by activities like running, walking, sitting. Relating the concept with forces.</li> </ul>	
March 10	<b>Matter in Our Surroundings</b> <ul style="list-style-type: none"> <li>Characteristics of particles of matter</li> <li>States of matter</li> <li>Change of state of matter.</li> <li>Evaporation and its applications.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching Aids</li> <li>Blackboard, chalk, smart board</li> <li>Video related to : Change of state of matter Applications of evaporation in day to day life.</li> </ul>	<ul style="list-style-type: none"> <li>Concrete Learning:</li> <li>By model making and hands on learning</li> <li>Inter disciplinary</li> <li>Linkages:</li> <li>Maths for interconversion of units of temperature</li> <li>Art Integration:</li> <li>Model making for understanding the concept of states of matter.</li> </ul>	<ul style="list-style-type: none"> <li>The L.O. will be assessed with an oral and written test.</li> <li>Quiz for daily reinforcement of topics.</li> <li>Cross word and puzzles.</li> <li>Project work on finding the kinematical equations.</li> <li>Peer assessment for better understanding of concepts. Correction of notebooks, mind</li> </ul>	<ul style="list-style-type: none"> <li>Activating Prior Knowledge</li> <li>By relating the concept of movement of students in a playground.</li> <li>Interactive Lecture:</li> <li>In coordination with group activity, model making.</li> <li>Constructive learning</li> <li>Learning by doing. Concept of evaporation to be introduced with</li> </ul>	The learners <ul style="list-style-type: none"> <li>relates the process of evaporation with day to day life observations.</li> <li>Comprehend the concept of change of states of matter.</li> <li>differentiate between the states of matter.</li> <li>Convert the temperature units</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
				calculations etc	the help of water cycle.	
April 10	<b>The Fundamental Unit of Life</b> <ul style="list-style-type: none"> <li>Discovery of cell</li> <li>Prokaryotic and eukaryotic cell.</li> <li>Structure of plasma membrane.</li> <li>Plant and animal cell.</li> <li>Cell organelles.</li> <li>Mitosis and meiosis.</li> </ul>	<ul style="list-style-type: none"> <li>Computer aided Class (using power point presentation).</li> <li>Chalkboard, chalk, duster, Textbook.</li> <li>Smart board (Extra marks).</li> <li>Video related to: Cell structure Cell Division</li> </ul>	<b>Experiential learning:</b> <ul style="list-style-type: none"> <li><b>Role play:</b> A group of students will be presenting a skit on cell organelles.</li> <li><b>Practical:</b> To prepare a temporary mount of Onion peel and to study the cells.</li> <li>To prepare a temporary mount of Human Cheek cells and to study its characteristics.</li> <li>To explore the concept of plasmolysis and deplasmolysis.</li> <li><b>Project:</b> To make project on plant cell or animal cell and write the structure and functions of all the organelles.</li> <li><b>Art Integration:</b></li> <li>To draw diagrams of Prokaryotic cell</li> <li>Plant Cell, Animal Cell, bacterial Cell,</li> </ul>	The L.O will be assessed on <ul style="list-style-type: none"> <li>Homework</li> <li>Class test</li> <li>Daily Quiz</li> <li>Oral test</li> <li>Written test</li> </ul>	<ul style="list-style-type: none"> <li><b>Brain storming (Collaborative)</b></li> <li>Teacher will ask few questions to introduce the topic</li> <li><b>Active learning (Critical thinking)</b> The students will draw four columns on a chart and will write about essential and non-essential component of prokaryotic cell.</li> <li><b>Group learning (Communication , Collaboration)</b> The class will be divided into group of five students and questions will be asked by the teacher about the different solutions of osmosis.</li> </ul>	The learner <ul style="list-style-type: none"> <li>Understand about the prokaryotic cell and eukaryotic cell</li> <li>Characteristic features of eukaryotic cell, importance of cell membrane and cell wall</li> <li>Function and structure of different cell organelles</li> <li>Concept of Osmosis and Diffusion</li> <li>Components of a cell and types of cell division.</li> <li>Differentiate between nucleus and nucleoid</li> <li>Draw the inference from a given diagram</li> <li>To explore the concept of plasmolysis and deplasmolysis.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			Structure of cell organelles Mitochondria, Golgi apparatus, Endoplasmic reticulum, Nucleus mitosis and meiosis.		<ul style="list-style-type: none"> <li>• <b>Differentiation (Character, Citizenship)</b> The student in a group of ten, will be presenting a skit on all the organelles of the cell.</li> <li>• <b>Questioning (Critical thinking, Communication)</b> Teacher will prepare a list of questions about the functions of the cell organelles and will ask these questions during discussions.</li> <li>• Built <b>character</b> and <b>citizenship</b> amongst themselves by discussing equal contribution of plants and animals in maintaining life.</li> <li>• <b>Create</b> flow chart based on cell organelle's</li> </ul>	

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					structure and functions.	
April (12)	<b>Force and Laws of Motion</b> <ul style="list-style-type: none"> <li>Set Induction by Tug of War.</li> <li>Push and pull are experienced by both the teams. One who applies more force will win,</li> <li>Understand the concept of Balanced and Unbalanced Forces</li> <li>Evaluate Laws of Motion</li> <li>Mass and Inertia</li> <li>Explain Conservation of Momentum</li> <li>Distinguish action and reaction forces</li> </ul>	<b>Teaching Aids</b> <ul style="list-style-type: none"> <li>Blackboard, chalk, smart board.</li> <li>Ball, chair, table, rope, students.</li> <li>Videos on Balanced and unbalanced forces</li> <li>Mass and Inertia</li> <li>Laws of motion</li> <li>Conservation of momentum.</li> <li>PowerPoint Presentation on unbalanced force, Newton's Laws on forces.</li> </ul>	<ul style="list-style-type: none"> <li><b>Learning By doing:</b> Tug of War, Role play by students to understand push and pull.</li> <li><i>Inter disciplinary Linkages:</i> Linking motion to parts of body required for movement. Bones performing an action like lever. (Biology).</li> <li><i>Art Integration:</i> Diagram for accelerating body and body at rest. Role play of students in reaction and action forces in sports.</li> <li>Games and Sports Of football, cricket to understand the concept of reaction and action forces.</li> </ul>	<ul style="list-style-type: none"> <li>The L.O. will be assessed with an oral and written test.</li> <li>reinforcement of topics by Cross word and puzzles.</li> <li>Project work on finding the kinematical equations.</li> </ul> Peer assessment for better understanding of concepts. Correction of notebooks, mind calculations etc.	<ul style="list-style-type: none"> <li>Activating Prior Knowledge By relating the concept of movement and use of limbs. What causes motion</li> <li>Raising Curiosity By various activities of IBL like role play for the concept of reactive and unreactive forces.</li> <li>Higher Thinking Skills by relating the effect of gravity on force.</li> </ul>	<i>The learner</i> <ul style="list-style-type: none"> <li>Relates the concept of Balanced and Unbalanced Forces. Inertia is dependent on mass. More the mass more the momentum.</li> <li>Evaluate Three Laws of Motion</li> <li>Relation between Mass and Inertia Explain Law of Conservation of Momentum and its derivation</li> <li>Distinguish between action and reaction forces and their impact on the objects.</li> <li>Relation between Force, Mass, and Acceleration.</li> </ul> Measures the values of unbalanced, balanced forces, conservation of momentum.
May (10)	<ul style="list-style-type: none"> <li><b>Is Matter Around Us Pure</b></li> <li>Set Induction</li> </ul>	<ul style="list-style-type: none"> <li><b>Teaching Aids</b></li> <li><b>Video:</b></li> <li>Videos on</li> </ul>	<ul style="list-style-type: none"> <li><b>Project Work:</b></li> <li>Studying the separation</li> </ul>	<ul style="list-style-type: none"> <li>The L.O. will be assessed with an oral</li> </ul>	<ul style="list-style-type: none"> <li><b>Activating Prior Knowledge</b></li> </ul>	<ul style="list-style-type: none"> <li><i>The learner</i></li> <li>will be able to relate the</li> </ul>



Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>• Understanding the concept of pure and impure. Explaining the concept of Elements, Compounds as Pure. Mixtures as impure.</li> <li>• Difference between pure and impure.</li> <li>• <b>Calculation</b> of concentration by % mass and % volume.</li> <li>• Comprehend the separation techniques, Physical and Chemical Changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Separation Technique</li> <li>• Chromatography</li> <li>• Tyndall Effect</li> <li>• Sublimation.</li> <li>• Centrifugation.</li> <li>• Distillation and Fractional Distillation.</li> <li>• <b>Flow Charts:</b></li> <li>• Related to classification of Pure and Impure Substances.</li> <li>• <b>Classification of separation techniques.</b></li> <li>• <b>PowerPoint presentation</b> on Separation techniques.</li> <li>• <b>Use of virtual lab</b> for experiment on separation techniques.</li> </ul>	<p>techniques like separating funnel, chromatography.</p> <ul style="list-style-type: none"> <li>• <b>Group Activity</b> of students for <b>flip teaching</b> on topics of impure and pure substances, centrifugation etc.</li> <li>• <b>Activity of</b> Tyndall effect:</li> <li>• Using torch and ink solution.</li> <li>• <b>Interdisciplinary</b></li> <li>• <b>Linkages:</b> Concept of Physics and Math's in understanding the concepts of Concentration. Physics for centrifugal force</li> <li>• <b>Art Integration:</b></li> <li>• Use of diagrams for Chromatography and Distillation.</li> </ul>	<p>and written test.</p> <ul style="list-style-type: none"> <li>• Daily quiz having set of 5 questions to assess students and develop an attitude of self-analysis.</li> <li>• Formative and Summative assessment</li> </ul>	<ul style="list-style-type: none"> <li>• reinforcing the ideas and concepts related to pure and impure substances.</li> <li>• <b>Interactive Lectures:</b></li> <li>• in coordination</li> <li>• with chalk, board, group discussion.</li> <li>• <b>Art Integration:</b></li> <li>• concepts of Separation Techniques, videos, and ppt.</li> <li>• on same.</li> <li>• <b>Real Life examples</b> of chromatography, distillation, centrifugation by their applications and uses.</li> <li>• Filtration technique for</li> </ul>	<p>concept of Impure and Pure substances.</p> <ul style="list-style-type: none"> <li>• Analyze and interpret the topics of Separation Techniques.</li> <li>• Comprehend the Physical and Chemical Changes with day-to-day life examples.</li> <li>• relates processes and phenomena of separation in understanding the separation of fats from milk, scattering of light by colloids and suspension. Sun rays entering through slit for scattering phenomenon.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					tea and coffee etc.	
May (11)	<b>Tissues</b> <ul style="list-style-type: none"> <li>• Various type of Plant Tissue.</li> <li>• Meristematic tissue.</li> <li>• Simple and complex permanent tissue.</li> <li>• Epidermis.</li> <li>• Epithelial tissue and its types.</li> <li>• Connective tissue.</li> <li>• Different types of muscular tissue.</li> </ul>	<ul style="list-style-type: none"> <li>• Computer aided Class (using power point presentation).</li> <li>• Chalkboard, chalk, duster, Textbook.</li> <li>• Smart board (Extra marks)</li> <li>• Video related to:</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Experiential learning:</b></li> <li>• <b>Flow charts and Mind Maps</b> of types of Plant Tissues and Animal tissues, Comparative study of different type of tissues.</li> <li>• <b>Activity:</b> To study growth of roots in onion bulbs.</li> <li>• To study structure of different plant tissue</li> <li>• To identify permanent slides of animal tissues</li> <li>• <b>Project:</b> To make a project on plant tissue and its types and animal tissue and its types.</li> <li>• Collect information on different types of meristematic tissues.</li> <li>• <b>Draw a structure</b> of a neuron</li> <li>• Discussion on plant and animal tissues.</li> <li>• <b>Art Integration: Diagrams</b> of all</li> </ul>	The L.O will be assessed on <ul style="list-style-type: none"> <li>• Homework</li> <li>• Class test</li> <li>• Daily Quiz</li> <li>• Oral test</li> <li>• Written test</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Brain storming (Collaborative)</b> Teacher will ask few questions to introduce the topic</li> <li>• <b>Active learning (Critical thinking)</b> The students will draw four columns on a chart and will write about characteristics, non-characteristics, location, and functions of a) meristematic tissue. Permanent tissue</li> <li>• <b>Group learning (Communication, Collaboration)</b> The class will be divided into group of five students and questions will be asked by the teacher about the</li> </ul>	The learner <ul style="list-style-type: none"> <li>• Identify different tissue types within the plants and human body.</li> <li>• Classify tissue types and associate them with specific organs and functions of plants and animals</li> <li>• Explain the function and location of different plant and animal tissues</li> <li>• Understanding how plant tissues undergoes differentiation and meristematic tissues gets converted into permanent tissue.</li> <li>• Understanding the concept of neurons and working of the nervous system.</li> <li>• Understand the reason that why plant, and animal</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			Plant Tissues and Animal tissues. <ul style="list-style-type: none"> <li>• <b>Experiment</b> for studying onion peel.</li> </ul>		different types of simple permanent tissue. <ul style="list-style-type: none"> <li>• <b>Demonstration-</b> Observation of animal and plant tissue. Students will observe it and note down their observations in the notebook.</li> <li>• <b>Questioning (Critical thinking and Communication)</b> Teacher will prepare a list of question about the animal tissues.</li> <li>• Built <b>character and citizenship</b> by discussing the importance of blood tissue in maintaining life.</li> <li>• <b>Create</b> flow chart on the bases of different tissue structure and functions.</li> </ul>	tissues are different. <ul style="list-style-type: none"> <li>• Differentiate between simple and complex permanent tissue.</li> <li>• Differentiate between xylem and phloem</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
July (9)	<ul style="list-style-type: none"> <li>• <b>Atoms and Molecules</b></li> <li>• Set Induction</li> <li>• Revisiting the concept of matter.</li> <li>• <b>Using Flash Cards by students to study different elements</b></li> <li>• Atomic Postulates.</li> <li>• Understanding of Atoms, their relative atomic mass and concept of one atomic mass unit.</li> <li>• Molecule, molecular mass.</li> <li>• Understanding the concept of compounds, formula unit mass, atomicity, moles etc.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Teaching Aids</b></li> <li>• <b>Video:</b></li> <li>• Mole concept</li> <li>• Postulates of Dalton's Atomic Theory</li> <li>• Use of Avogadro's Number.</li> <li>• <b>Flash Cards:</b></li> <li>• Group activity</li> <li>• <b>PowerPoint Presentation</b></li> <li>• For the concepts of postulates etc.</li> <li>• Cross words and puzzles for elements.</li> <li>• <b>Ball and Stick model:</b></li> <li>• Develop models of atoms, molecules etc. for and hands on learning.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Concrete Learning:</b></li> <li>• Hands on experience of students to differentiate between NaCl, H<sub>2</sub>O and Oxygen present in air. Use of ball and stick model.</li> <li>• <b>Role Play:</b> for postulates. Students will be able to enact the scientists and their contribution</li> <li>• <b>Interdisciplinary Linkages:</b></li> <li>• Biology and chemistry for the concept of atoms and cell.</li> <li>• Fundamental functional unit.</li> <li>• Math for calculation of molecular mass and atomic mass.</li> <li>• <b>Art Integration:</b> Representation of molecules, and atomicity.</li> </ul>	<ul style="list-style-type: none"> <li>• The L.O. will be assessed with an oral and written test.</li> <li>• Quiz for daily reinforcement of topics.</li> <li>• Cross word and puzzles.</li> <li>• Project work on advance learning about the Bohr's atomic model.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Group Discussion:</b> concept of Moles, Atomicity, Avogadro's Number etc.</li> <li>• <b>Activating Prior Knowledge:</b> revisiting the concept of atoms, matter, and properties of atoms.</li> <li>• <b>Activity Based Learning</b> Puzzles, questionnaire, making models of atoms and molecules.</li> <li>• <b>Higher Order Skills by Model</b> making for understanding the shape of atoms and molecules.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The students should be able to understand the</i></li> <li>• Relates processes and phenomena of molecular formula, concept of compounds.</li> <li>• Differentiate the concept of Molecular mass, relative atomic mass, mole concept, compound, and mixtures.</li> <li>• Analyze and interpret the topics of moles, Avogadro's number, and presence of molecules both in elements and compounds.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			<ul style="list-style-type: none"> <li>Comparing the size of atoms with cells.</li> <li>for atomic theory.</li> </ul>			
	•				•	•
July :10	<b>Gravitation</b> <ul style="list-style-type: none"> <li>Set Induction</li> <li>By introducing the chapter with an activity of throwing ball and feather in the air</li> <li>Understanding the concept of Acceleration due to Gravity and Universal law of Gravitation</li> <li>Motion of Objects under the influence of Gravity</li> <li>Mass and weight</li> <li>Thrust and Pressure</li> <li>Buoyancy</li> </ul>	<ul style="list-style-type: none"> <li><b>Teaching Aids</b> Blackboard, chalk, smart board, ball, feather etc.</li> <li><b>Video:</b> Mass and Weight Thrust and Pressure Acceleration due to gravity Universal Law of Gravitation Archimedes Principle Buoyant Force.</li> <li>PowerPoint Presentation on Concepts of gravity, Buoyant</li> </ul>	<ul style="list-style-type: none"> <li><b>Experiential Learning</b> By model making. Vacuum cleaner to introduce the topic of gravity.</li> <li>NASA, ISRO as an example to introduce the concept of thrust and against gravity missions</li> <li><b>Inter disciplinary Linkages:</b> Math: calculation of velocity. Chemistry: Coulomb's Law for charged particles</li> </ul>	<ul style="list-style-type: none"> <li>The L.O. will be assessed with an oral and written test</li> <li>reinforcement of topics by Cross word and puzzles.</li> <li>Project work on finding the force of buoyancy, thrust.</li> <li>Peer assessment for better understanding of concepts. Correction of</li> </ul>	<ul style="list-style-type: none"> <li>Activating Prior Knowledge By relating the concept of force and gravity.</li> <li>Interactive Lecture: In coordination with group activity, model making and force of buoyancy.</li> <li>Concrete learning by doing. Concept of force to be introduced by playful activities of,</li> </ul>	<i>The learner</i> <ul style="list-style-type: none"> <li>Can relate between the concept of Acceleration due to Gravity and Universal law of Gravitation, Theory of free fall</li> <li>Change in Motion and Weight of Objects under the influence of Gravity</li> <li>Differentiate between Mass and weight</li> <li>Differentiate between Thrust and Pressure</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>Archimedes principle</li> <li>Relative Density</li> </ul>	force, Mass weight difference etc. Vacuum pump to demonstrate the effect of vacuum on gravity.	<ul style="list-style-type: none"> <li><i>Art Integration: Diagram:</i> Archimedes Principal: Establishing the relation between the loss in weight of solid when immersed in a liquid.</li> <li><i>Practical:</i> Developing model of vacuum pump. Functioning of vacuum pump. Relating with motion</li> </ul>	notebooks, mind calculations etc.	Role Play for understanding the force of buoyancy. <ul style="list-style-type: none"> <li>Activity Based Learning: Enhancing the knowledge of students by activities like swimming, making paper jets to understand thrust etc.</li> </ul>	<ul style="list-style-type: none"> <li>Buoyancy and its relationship with sinking and floating of objects</li> <li>Archimedes principle</li> <li>Concept of Relative Density and its use</li> </ul>
July (12)	<b>Work and Energy</b> <ul style="list-style-type: none"> <li>Set Induction The basic thing required to do work. The topic will be introduced by activity of role play.</li> <li>Understand Work and Energy by concept of digestion of food.</li> <li>Calculate Work using formulas</li> <li>Concept of Energy and transformation of energy</li> </ul>	<ul style="list-style-type: none"> <li><i>Teaching Aids</i> <i>Blackboard, Chalk, smart Board, table, chair, ball, candle, etc.</i></li> <li><i>Video:</i> Work and Energy Types of Energy Potential and Kinetic Energy Conception of work.</li> <li>PowerPoint Presentation on concept of energy.</li> </ul>	<ul style="list-style-type: none"> <li><b>Role Play:</b> Students will be asked to perform the activities like physical exercise and say the importance of each step. They will be asked to explain their experience after 5 minutes.</li> <li><b>Inter disciplinary Linkages:</b> Linking with Biology the process</li> </ul>	<ul style="list-style-type: none"> <li>The L.O. will be assessed with an oral and written test</li> <li>reinforcement of topics by Cross word and puzzles.</li> <li>Project work on finding the Kinetic and Potential energy with uses.</li> <li>Peer assessment for better</li> </ul>	<ul style="list-style-type: none"> <li><b>Activating Prior Knowledge</b> By relating the concept of force and gravity.</li> <li>Interactive Lecture: <b>In coordination with group activity, model</b></li> <li>Raising curiosity by relating with digestion and process of deriving energy. Role Play for</li> </ul>	<i>The learner.</i> <ul style="list-style-type: none"> <li>relate concept of Work and Energy</li> <li>Calculate Work done by an object using formulas</li> <li>Energy changes from one form to another</li> <li>Derive expression for Kinetic and Potential energy</li> <li>Define power</li> <li>Relation between Commercial and SI unit of energy.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>Derive expression for Kinetic and Potential energy</li> <li>Define power</li> <li>Commercial and SI unit of energy</li> </ul>	<ul style="list-style-type: none"> <li>Digestion of food Kinetic energy, Potential Energy, transformation of Energy.</li> </ul>	<ul style="list-style-type: none"> <li>of digestion for energy. Chemistry to understand the process of chemical energy into various other forms. Math for calculation of Energy.</li> <li><b>Art Integration:</b> Diagrams for conversion of energy.</li> <li>Flow charts for conversion of energy and its examples.</li> </ul>	<ul style="list-style-type: none"> <li>understanding of concepts. Correction of notebooks, mind calculations etc.</li> </ul>	<ul style="list-style-type: none"> <li>understanding the Energy.</li> <li><b>Activity Based Learning:</b> Enhancing the knowledge of students by activities like sports, physical exercises, various sources of energy etc.</li> </ul>	<ul style="list-style-type: none"> <li>Apply knowledge that food is fuel for our body, just like fossil fuels for vehicles.</li> </ul>
August (12)	<ul style="list-style-type: none"> <li><b>Structure of Atoms</b></li> <li>Set Induction</li> <li>Discussion method for discovery of atom and Subatomic Particles.</li> <li>Comprehend the Models of Thomson, Rutherford, Bohr's.</li> <li>Understanding, drawbacks.</li> </ul>	<ul style="list-style-type: none"> <li><b>Video:</b></li> <li>Models</li> <li>Rutherford's Model</li> <li>Bohr's Model</li> <li>Valency concept.</li> <li><b>Charts and models</b> for understanding different atomic structures</li> </ul>	<ul style="list-style-type: none"> <li><b>Role Play:</b></li> <li>To understand to roles of different scientists in developing atomic models</li> <li><b>Interdisciplinary</b></li> <li>Relating Biology (watermelon with Thomson's model).</li> <li>Math's for counting the various shells</li> </ul>	<ul style="list-style-type: none"> <li>The L.O. will be assessed with an oral and written test.</li> <li>Quiz for daily reinforcement of topics.</li> <li>Cross word and puzzles.</li> <li>Project work on advance learning about the</li> </ul>	<ul style="list-style-type: none"> <li><b>Activating Prior Knowledge</b> by the ideas and concepts related to atoms, subatomic particles.</li> <li><b>Interactive Lectures:</b> in coordination with chalk,</li> </ul>	<ul style="list-style-type: none"> <li><b>The Learner</b></li> <li>relates processes and phenomena atomic Models. Subatomic Particles and their discovery.</li> <li>Analyze and Interpret charges and distribution of electrons in</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	Contribution in the discovery of subatomic particles	<p>proposed by scientists.</p> <ul style="list-style-type: none"> <li>• <b>PowerPoint presentation</b> On Thomson's model, Bohr's structure etc.</li> </ul>	<p>and distribution of electrons.</p> <ul style="list-style-type: none"> <li>• <b>Art Integration</b></li> <li>• Rutherford's model of Scattering of rays.</li> <li>• Developing Rutherford's model for beam of light.</li> <li>• Diagrams for atoms.</li> </ul>	Rutherford's atomic model.	<p>board, group discussion on electrons, protons etc. and their discovery</p> <ul style="list-style-type: none"> <li>• <b>Art Integration:</b> concepts of Thomson's model, using concrete and hands learning for ball and stick model of atoms.</li> <li>• <b>Real Life examples</b> radioactivity, alpha, beta, and gamma rays. Medical uses etc.</li> </ul>	<p>specific orbitals called as shells.</p> <ul style="list-style-type: none"> <li>• Apply the knowledge of radiations and radioactivity, their effects and uses.</li> <li>• Measures the number of electrons, protons, and other subatomic particles in an atom.</li> <li>• Will relate the properties of different atoms of different elements.</li> </ul>
					<ul style="list-style-type: none"> <li>• <b>Group Discussion:</b> concept of Moles, Atomicity, Avogadro's Number etc.</li> </ul>	



Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<ul style="list-style-type: none"> <li>• <b>Activity Based Learning</b></li> <li>• Puzzles, questionnaire, making models of atoms and molecules.</li> <li>• <b>Higher Order Skills by Model</b> making for understanding the shape of atoms and molecules.</li> </ul>	
September 10	<b>Sound</b> <ul style="list-style-type: none"> <li>• Production of Sound</li> <li>• Propagation of Sound</li> <li>• Characteristics of a sound wave.</li> <li>• Reflection of Sound.</li> <li>• Ultrasound and Infrasound</li> </ul>	<ul style="list-style-type: none"> <li>• Computer aided Class (using power point presentation)</li> <li>• Chalkboard, chalk, duster, Textbook</li> <li>• Smart board (Extra marks)</li> <li>• Video related to: Propagation of Sound Reflection of sound.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Role Play:</b> Students will be asked to perform the role of different terms related to sound wave.</li> <li>• <b>Inter disciplinary Linkages:</b> Students will be able to excel in maths by solving various numerical problems.</li> <li>• <b>Art Integration:</b> Diagrams for wave shapes of propagation of sound.</li> </ul>	The L.O will be assessed on <ul style="list-style-type: none"> <li>• Homework</li> <li>• Class test</li> <li>• Daily Quiz</li> <li>• Oral test</li> <li>• Written test</li> </ul>	<ul style="list-style-type: none"> <li>• Activating Prior Knowledge By relating the concept of sound production by humans.</li> <li>• Interactive Lecture: In coordination with group activity.</li> <li>• Concrete learning by doing.</li> <li>• Activity Based Learning.</li> </ul>	The learners <ul style="list-style-type: none"> <li>• relates the process of reflection of sound and light.</li> <li>• Comprehend the concept of propagation of sound.</li> <li>• differentiate between low-pitched and high-pitched.</li> <li>• calculate the speed of sound.</li> <li>• represent the sound wave by graphical method draw the inference from a given graph.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
October (10)	<b>Why do we fall ill?</b> <ul style="list-style-type: none"> <li>• Introduction to Diseases.</li> <li>• Types of diseases.</li> <li>• Acute, chronic.</li> <li>• Communicable, non-communicable.</li> <li>• Immuno- deficiency diseases.</li> <li>• Vaccination.</li> </ul>	<ul style="list-style-type: none"> <li>• Computer aided Class (using power point presentation)</li> <li>• Chalkboard, chalk, duster, Textbook</li> <li>• Smart board (Extra marks)</li> <li>• Video related to: Health and diseases Types of diseases Prevention of disease</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Experiential learning:</b></li> <li>• <b>Roleplay:</b> The students will be divided into groups and will be presenting a skit on the different diseases, symptoms, methods of prevention and treatment.</li> <li>• Flowchart and Table: Classification of personal and community health.</li> <li>• Concept of healthy and disease free.</li> <li>• <b>Vaccination and immunization</b></li> <li>• <b>Acute disease and chronic disease.</b></li> <li>• Skill assessment:</li> <li>• Appreciate the important role played by clean environment in maintaining the health</li> </ul>	<p>The L.O will be assessed on</p> <ul style="list-style-type: none"> <li>• Homework</li> <li>• Class test</li> <li>• Daily Quiz</li> <li>• Oral test</li> <li>• Written test</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Brain storming (Collaborative)</b> Teacher will ask few questions to introduce the topic about the healthy lifestyle, basic knowledge of healthy diet, diseases etc.</li> <li>• <b>Active learning (Critical thinking)</b> through discussion, explanation and paraphrase on diseases and its causes</li> <li>• <b>Group learning (Communication , Collaboration)</b> The class will be divided into group of five students and questions would be asked on the significance of the topic and share the ideas in pair.</li> </ul>	<p><i>The learner</i></p> <ul style="list-style-type: none"> <li>• Differentiate Understand the concept of health and its failure.</li> <li>• To study the basis of classification of personal and community health</li> <li>• Comprehend the concept of healthy and disease free</li> <li>• Differentiate between acute and chronic diseases</li> <li>• Understanding the cause of diseases</li> <li>• Differentiate between infectious and non-infectious disease</li> <li>• Imparting knowledge on how the medicine functions on different micro-organism</li> <li>• Comprehending the concept of means of spread of disease</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			<ul style="list-style-type: none"> <li>• Critically analyze the importance of healthy diet</li> <li>• Design creative method or techniques by which some disorder can be resolved.</li> <li>• Develop citizenship by visualizing and observing the given scenario (different communicable and non-communicable diseases) how to sensitize others regarding those disorders</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Differentiation (Character, Citizenship)</b> The student in a group of ten, will be presenting a skit on the different diseases, symptoms, methods of prevention and treatment.</li> <li>• <b>Questioning (Critical thinking, Communication)</b> Teacher will prepare a list of questions about the vaccination</li> <li>• Develop <b>citizenship</b> by observing and sensitize others regarding different communicable and non-communicable diseases.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding organ specific and tissue specific manifestation</li> <li>• Imparting knowledge on the principles of treatment and prevention of disease</li> <li>• Draw the inference from a given table</li> </ul>
		•	•		•	

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
October: (9)	<b>Natural resources</b> <ul style="list-style-type: none"> <li>Renewable and non-renewable resources</li> <li>Soil erosion.</li> <li>Carbon cycle.</li> <li>Nitrogen cycle.</li> <li>Greenhouse effect.</li> <li>The oxygen cycles.</li> <li>The ozone layers.</li> <li>Movement of air:</li> <li>Winds.</li> <li>Formation of soil.</li> <li>Water cycle.</li> <li>Air pollution.</li> <li>Water pollution.</li> <li>Soil pollution.</li> </ul>	<ul style="list-style-type: none"> <li>Computer aided Class (using power point presentation).</li> <li>Chalkboard, chalk, duster, Textbook.</li> <li>Smart board (Extra marks)</li> <li>Video related to:</li> </ul>	<ul style="list-style-type: none"> <li>Experiential learning:</li> <li>Project:</li> <li>To make a project on biogeochemical cycle.</li> <li>Interdisciplinary Linkage (with Social Science)</li> <li>Activity: To show the presence of lichen, as an indicator of air pollution.</li> <li>Art Integration:</li> <li>To draw biogeochemical cycle.</li> <li>The water cycles</li> <li>The nitrogen cycles</li> <li>The carbon cycles</li> <li>The greenhouse effects.</li> <li>The oxygen cycles</li> <li>Skill assessment:</li> <li>Appreciate and discuss the importance of natural resources and biogeochemical cycles collaboratively</li> <li>Critically analyse various issues</li> </ul>	<b>The L.O will be assessed on</b> <ul style="list-style-type: none"> <li>Homework</li> <li>Class test</li> <li>Daily Quiz</li> <li>Oral test</li> <li>Written test</li> </ul>	<ul style="list-style-type: none"> <li><b>Brain storming (Collaborative)</b> Teacher will ask few questions to introduce the topic like physical changes and chemical changes, biotic and abiotic components of environment.</li> <li><b>Active learning (Critical thinking)</b> through discussion</li> <li><b>Group learning (Communication , Collaboration)</b> The class will be divided into group of five students. Groups will be asked to prepare presentation on allotted topics. Each group will be given five minutes to give presentation.</li> <li><b>Questioning (Critical</b></li> </ul>	<i>The learner</i> <ul style="list-style-type: none"> <li>Understand the importance of air.</li> <li>Comprehend the role of the atmosphere in climatic control.</li> <li>Imparting knowledge on the movement of air: winds</li> <li>Understanding the concept of condensation and evaporation in water cycle.</li> <li>Comprehend the concept of air pollution, its cause, effect, and ways of controlling it.</li> <li>Understanding the importance of water, water pollution, its causes, effect, and ways of controlling water pollution.</li> <li>Imparting knowledge on the process of weathering of rock.</li> <li>Comprehending the processes of</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			<p>related to natural resources and biogeochemical cycles</p> <ul style="list-style-type: none"> <li>• Built character by recognizing ways to conserve natural resources</li> </ul>		<p><b><i>thinking, Communication</i></b>            Teacher will prepare a list of questions about the conservation of water resources and will ask these questions during discussions.</p>	<p>biogeochemical cycle.</p> <ul style="list-style-type: none"> <li>• The water cycles</li> <li>• The nitrogen cycles</li> <li>• The carbon cycles</li> <li>• The greenhouse effects</li> <li>• The oxygen cycles</li> <li>• Understanding the concept of ozone layer and its depletion.</li> <li>• Differentiate between evaporation and condensation</li> </ul>

**PINEGROVE SCHOOL, DHARAMPUR**

Affiliation No. 630044; School Code: 43035

**Annual Pedagogy Plan: Social Science**

**Class: IX**

**Session 2023-24**

Month (No of working days)	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
March (21)	<u>History</u>  The French Revolution	<ul style="list-style-type: none"> <li>● Written notes</li> <li>● Oral material</li> <li>● Visual material to conceptualize the history of revolutions.</li> <li>● Flowcharts</li> </ul>	<u>Experiential Learning:</u> <ul style="list-style-type: none"> <li>● Roleplay on the French revolution</li> </ul> <u>Practical:</u> <ul style="list-style-type: none"> <li>● Map Activity</li> </ul>	<ul style="list-style-type: none"> <li>● Quiz</li> <li>● Oral Test</li> <li>● Written Test</li> </ul>	<p>The Learner will be given an opportunity to:</p> <ul style="list-style-type: none"> <li>▪ Select the works of eminent thinkers like Montesquieu, Jean Jacques Rousseau, etc., and study the influence of their works on the outbreak of the French Revolution.</li> <li>● Develop timeline on significant events related to the outbreak of the French Revolution. Some events that can be displayed in the timeline are—  Constitutional Monarchy,</li> </ul>	<p>The Learner will be able to: -</p> <p>Classify and compare events, facts, data and figures</p> <ul style="list-style-type: none"> <li>● Compare the course of events that lead to French revolution.</li> <li>● Remember the names of the people involved</li> <li>● Different types of ideas that inspired the revolution</li> <li>● The wider forces that shaped the revolution.</li> <li>● It's impact on other European countries.</li> </ul>

Month (No of working days)	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					Declaration of Rights of Man, on becoming a Republic and the Reign of Terror. The students can add more information in this timeline on the French Revolution.	
March (21)	<u>Economics</u>  The Story of village Palampur	<ul style="list-style-type: none"> <li>Lecture method</li> <li>Oral reading of the chapter.</li> <li>Smart class- Extra Marks</li> </ul>	<u>Inter disciplinary linkage:</u> <ul style="list-style-type: none"> <li>Writeup on the visualization of a village</li> </ul> <u>Art integration:</u> <ul style="list-style-type: none"> <li>Draw a picture of a typical modern village with all basic facilities.</li> </ul>	<ul style="list-style-type: none"> <li>Oral Quiz</li> <li>Written Test</li> </ul>	<p>The Learner will be encouraged to: - Collect the details of different factors of production like Land, Labor, Capital and Human resources from their surroundings.</p> <p><u>Art Integration Process:</u> The students will be shown pictures of a typical village on the Internet and will be asked to draw the same on a chart paper and color the same.</p>	<p>The learner will be able to: -</p> <ul style="list-style-type: none"> <li>Define basic Economic terms such as factors of production, human capital, working capital and physical capital.</li> <li>Explain cause and effect relationship between different factors of production.</li> </ul>
March (21)	<u>Geography</u>  India- Size and Location	<ul style="list-style-type: none"> <li>Oral Explanation: Location and Size</li> <li>Internet for Political map of India: Locating Tropic of</li> </ul>	<u>Practical:</u> <ul style="list-style-type: none"> <li>Map Activity: On outline map of India, locate and label the neighboring countries and States along with their</li> </ul>	<ul style="list-style-type: none"> <li>NCERT book Exercise.</li> <li>Written Assignment</li> </ul>	<p>The Learner will get an opportunity to:</p> <p>Observe political map of India <i>as per</i> NCERT, mark with reference to location,</p>	<p>The Learner retrieves facts and figures, narrate the processes related to:</p> <ul style="list-style-type: none"> <li>locating places, states, union territories,</li> </ul>

Month (No of working days)	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		Cancer and Standard Meridian  <ul style="list-style-type: none"> <li>Smartboard class-Extra Marks</li> </ul>	capitals.	<ul style="list-style-type: none"> <li>Extra HOTS Questions</li> <li>Oral Quiz</li> </ul>	extent, shape, size, etc., of States and UTs.	and other physical features on the map of India. <ul style="list-style-type: none"> <li>Describes important terms in Geography such as, standard meridian, International standard time, etc.</li> </ul>
April (25)	<u>Democratic politics</u>  What is Democracy? Why Democracy?	<ul style="list-style-type: none"> <li>Lecture method</li> <li>Flowcharts related to case study of Pakistan, Zimbabwe and Mexico.</li> </ul>	<u>Inter disciplinary linkage:</u> An informal letter written to a friend describing the specific features of a democratic country like India. Also, describing how it is different from a non-democratic country  <u>Experiential Learning:</u> Classroom debate on Democracy V/s Non-Democracy.	<ul style="list-style-type: none"> <li>Concept based MCQs</li> <li>Written Test</li> <li>Written Assignment</li> </ul>	The Learner will be encouraged to: <ul style="list-style-type: none"> <li>Take part in discussion of the important political terms and concepts, such as, martial law, coup, veto, and referendum to recognise democracy as well as dictatorship.</li> <li>Collect and discuss information about democratic countries of the world and their history of establishment, conditions under which those governments got established.</li> <li>Discuss democracy as a</li> </ul>	The Learner will be able to classify, compare and contrast on the basis of the facts and data shown: <ul style="list-style-type: none"> <li>Outlines the formation of democratic governance in different countries of the world.</li> </ul> Explains the process of change in democracies.



Month (No of working days)	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					government of the people, by the people, and for the people by engaging with some examples.	
April (25)	<u>Democratic Politics</u>  Constitutional Design	<ul style="list-style-type: none"> <li>• Oral Explanation</li> <li>• Flow chart- Case study of India in comparison with South Africa</li> <li>• Smart Class- Extra Marks</li> </ul>	<u>Experiential Learning:</u> Debate on Why we should have a Constitution and who all should be a part of the making of the Constitution?  <u>Art integration:</u> Making the preamble of the Indian constitution on a chart paper.	<ul style="list-style-type: none"> <li>• Written Questionnaire</li> <li>• Concept based MCQ's</li> <li>• Quiz based on Concept mapping</li> </ul>	The Learner will be provided with the relevant information : <ul style="list-style-type: none"> <li>• By discussing the details of: (a) the time when universal adult franchise was first provided to the citizens and (b) how the end of colonialism took place.</li> <li>• By collecting information and discussing the process of the making of the Indian Constitution.</li> </ul>	The Learner will be able to understand the cause and effect relationship between phenomena, events and their occurrence for example: <ul style="list-style-type: none"> <li>• Explains the process of change in democracies.</li> <li>• Identifies democratic rights of Indian citizens and constitutional values such as, democracy, justice, liberty, equality, etc.</li> </ul>
April (25)	<u>Geography</u>  Physical Features of India	<ul style="list-style-type: none"> <li>• Lecture method – Explanation with the help of Map, pictures and diagrams.</li> <li>• Oral reading of the chapter by students.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Practical:</u> Map work related to the plateaus, peaks, western ghats, Eastern ghats and coastal plains.</li> </ul> <u>Experiential learning:</u> A PowerPoint	<ul style="list-style-type: none"> <li>• Oral Quiz</li> <li>• Written Test</li> <li>• Concept based questions related to the chapter</li> </ul>	The Learner will be encouraged to take an opportunity to: <ul style="list-style-type: none"> <li>• Gather information about physical features in their surroundings and discuss about</li> </ul>	The Learner will be able to classify and compare events, facts, data and figures for example; <ul style="list-style-type: none"> <li>• Classifies physical features in the surroundings and compare them with</li> </ul>

Month (No of working days)	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		<ul style="list-style-type: none"> <li>Smart class- Extra marks</li> </ul>	presentation on the various landforms of India.		<p>these features with peers; visuals related to other physiographic divisions may be shown and their features may be explained to them.</p> <ul style="list-style-type: none"> <li>Show different physiographic divisions and data to look out for the similarities and differences.</li> <li>Use tactile maps and models to classify physical features of India.</li> </ul>	<p>physical features of other places.</p> <ul style="list-style-type: none"> <li>Understand the origin of the Himalayas, Northern plains, plateaus and deserts.</li> </ul>
April (25)	<u>Economics</u>  People as a Resource  Note-Unit I Examinations conducted	<ul style="list-style-type: none"> <li>Lecture method</li> <li>Dictation of important terms</li> <li>Smart Class- Extra marks</li> </ul>	<u>Inter disciplinary linkage:</u> Write an article on the importance of education highlighting the New Education Policy adopted by CBSE (Word length should not exceed 500 words).	<ul style="list-style-type: none"> <li>Written Test</li> <li>Oral Quiz</li> <li>Written Assignment</li> </ul>	The Learner will be encouraged to : <ul style="list-style-type: none"> <li>Choose photographs of persons engaged in different occupations in rural and urban areas and categorise into three sectors of the economy.</li> <li>Compile data from their</li> </ul>	The Learner will be able to understand and analyze: <ul style="list-style-type: none"> <li>Empathise with differently abled and other marginalised sections of the society, such as, Scheduled Tribes</li> <li>Appreciates political diversity</li> </ul>

Month (No of working days)	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					surroundings and Government reports on (i) unemployment existing in urban and rural areas (ii) poverty existing in different states. ● Raise questions to secure healthcare, education and job security for its citizens; people from different communities be invited to make presentation on improving these issues.	<ul style="list-style-type: none"> <li>● Appreciates cultural diversity</li> <li>● Appreciates religious diversity</li> <li>● Recognises language diversity</li> <li>● Recognises social diversity</li> </ul>
May (21)	<u>Democratic Politics</u>  Electoral Politics	<ul style="list-style-type: none"> <li>● Flowcharts</li> <li>● Written Notes on certain topics – Importance of Election Commission and Procedure of Elections.</li> <li>● Smart Class-Extra Marks</li> </ul>	<u>Experiential Learning:</u>  Conducting Elections in the class.  <u>Art Integration:</u> Making the following items in class-Ballot boxes, Ballot paper, Placards, Students I card will be treated as voter ID, Students list will be treated as Voters, Pamphlets, Stamp, Stamp Pad, Table, Card Board to	<ul style="list-style-type: none"> <li>● Concept based MCQ's</li> <li>● Written Test</li> <li>● Oral Test</li> </ul>	The Learner is motivated to: <ul style="list-style-type: none"> <li>● Familiarize with our electoral system and reasons for choosing this</li> <li>● Understand the idea of democracy via party politics</li> <li>● Recognize the significance of the Election Commission of India.</li> </ul> <u>Art Integration:</u> The Learner is made familiar with:	The Learner will be able to understand: <ul style="list-style-type: none"> <li>● The system of Elections in India</li> <li>● The processes involved in Elections</li> <li>● Describe the organizations responsible for conducting free and fair elections</li> <li>● The Challenges faced by the Election Commission of India.</li> </ul>

Month (No of working days)	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			cover the election area, Permanent markers as Voting ink, Chalk, Smart Board.		<ul style="list-style-type: none"> <li>• Objects used during elections and their importance.</li> </ul>	
May (21)	<u>Geography</u> Drainage	<ul style="list-style-type: none"> <li>• Power point presentation on Ganga-Brahmaputra system.</li> <li>• Lecture method</li> <li>• Oral reading</li> <li>• Smart class-Extra Marks</li> </ul>	<u>Practical:</u> Map activity- <ul style="list-style-type: none"> <li>• Correlate different maps, for example, physical features and drainage, physical features and population.</li> <li>• Finding out which river is a home to rich mineral deposits in the Northern plains.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Quiz</li> <li>• Written Test</li> <li>• Written Assignment (back exercise-NCERT)</li> </ul>	<p>The Learner is encouraged to:</p> <ul style="list-style-type: none"> <li>• Explore various rivers, find details of their origin, course of river, major cities, industries on the banks of a river; discuss how river affects the lives of people in cities leading to pollution of rivers.</li> <li>• Work on group projects in which they can collect information from various sources, such as, books, magazines, newspapers, internet, elders, and plot the river and associated findings on a map and prepare a report.</li> </ul>	<p>The Learner is able to: -</p> <ul style="list-style-type: none"> <li>• Explain factors affecting course of a river, climate, population distribution, flora and fauna of a region.</li> <li>• Interprets maps of river systems in India, physiograph, and population distribution.</li> </ul>
June (4)	Revision and Unit II Exams conducted	-	-	-	-	-

Month (No of working days)	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
July (22)	<u>History</u>  Socialism in Europe and the Russian Revolution	<ul style="list-style-type: none"> <li>● Lecture Method</li> <li>● Smart class-Extra marks</li> <li>● Flowcharts</li> <li>● A short video shown on the October revolution.</li> <li>● Oral Reading</li> </ul>	<u>Experiential Learning:</u> <ul style="list-style-type: none"> <li>● Divide the students into three groups for a debate.</li> <li>● The first group should be of the opinion that everything is fine in Russia.</li> <li>● The second group should argue that there need to be changes, but not during a war and not to get rid of the Tsar.</li> <li>● The third group should argue for a complete revolution.</li> <li>● At first, grant the students supporting the Tsar more power, practically only allowing the third group only a few words occasionally.</li> <li>● After two rounds of debate, acknowledge that Lenin has been sent back to Russia, and</li> </ul>	<ul style="list-style-type: none"> <li>● Written Test</li> <li>● Oral Quiz</li> <li>● Concept based MCQ's</li> </ul>	The Learner will be encouraged to: <ul style="list-style-type: none"> <li>● Identify social, economic, and political causes that led to the Russian Revolution in 1905; use a variety of teaching aids like a flow chart, power point presentation, newspaper clippings, etc., belonging to that period (1905).</li> <li>● Locate the places of French and Russian Revolutions on an outline map of the world.</li> <li>● Participate in a discussion on the fall of Monarchy in February 1917, workers, strike, refusal of peasants to pay rent and activities of different political parties such as, Liberals, Social Democrats, and Social Revolutionaries</li> <li>● Discussion may be initiated on</li> </ul>	The Learner will be able to understand the cause and effect relationship, events and phenomena related to the same for example: <ul style="list-style-type: none"> <li>● Explains the causes and effects of various revolutions.</li> <li>● Illustrates how different social groups coped with changes in the contemporary world and describe these changes</li> <li>● Explains the difference between revolution and social change.</li> </ul>

Month (No of working days)	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			<p>now, the third group can raise their hand, you will cut off the other groups to let the third group talk.</p> <ul style="list-style-type: none"> <li>Slowly, have the students from the other two groups join the third group so their opinions can be heard.</li> </ul>		<p>the concepts of revolution and social change.</p> <ul style="list-style-type: none"> <li>Elucidate the idea that some revolutions like the French and Russian were results of bloodshed.</li> </ul>	
July (22)	<p><u>Geography</u>  Natural Vegetation and Wildlife</p>	<ul style="list-style-type: none"> <li>Power point presentation</li> <li>Lecture Method</li> <li>Oral Reading</li> </ul>	<p><u>Project:</u> Disaster management- The Learner has to explain any Man - made Disaster in the past mentioning it's causes, effects and effective measures of preparedness.</p>	<ul style="list-style-type: none"> <li>Oral Quiz</li> <li>Written Test</li> </ul>	<p>The Learner will be encouraged to:</p> <ul style="list-style-type: none"> <li>Participate in group projects to recognize the values of flora and fauna, disaster preparedness and waste management projects.</li> <li>Participate in activities that require conservation of environment (plants, water bodies, etc.), water disputes— interstate and across the border and promote nature-human sustainable relationship.</li> </ul>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>Illustrate decision- making and problem-solving skills, for example</li> <li>Mitigating the impact of water pollution.</li> <li>Conservation of resources.</li> <li>Deciding on the appropriateness of resources in historical events and developments.</li> </ul>

Month (No of working days)	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
July (22)	<u>Economics</u>  Poverty as a Challenge	<ul style="list-style-type: none"> <li>● Flowcharts</li> <li>● Oral reading</li> <li>● Lecture method</li> <li>● Smart class- Extra marks</li> <li>● Dictation of important terms related to the chapter.</li> </ul>	<u>Practical:</u> Group discussion on what measures can be implemented by the government to reduce poverty.	<ul style="list-style-type: none"> <li>● Oral Quiz</li> <li>● Written Test</li> </ul>	<p>The Learner is motivated to:</p> <ul style="list-style-type: none"> <li>● Discuss how poverty line is estimated especially from the viewpoint of social scientists.</li> <li>● Discussion may be held on the newspaper clipping or the teacher may provide data from government report on poverty.</li> <li>● Show movies and documentaries such as, 3 Shades, Mirch Masala, Manthan and link them with low income and poverty which can then be followed by discussion in classroom on conflict between economic development and environmental conservation.</li> </ul>	<p>The Learner will be able to:</p> <ul style="list-style-type: none"> <li>● Explain causes and impact of economic issues such as, poverty, landlessness etc.</li> <li>● Analyze the impact of social exclusion and vulnerability.</li> <li>● Analyze historical trends in important developmental indicators, such as, literacy and poverty.</li> <li>● Assess the impact of important government welfare programmes which aimed at (a) poverty alleviation; (b) ensure food security; (c) generate self-employment.</li> <li>● Methodology used to estimate poverty and suitable measures taken by the government.</li> </ul>

Month (No of working days)	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
July (22)	<u>History</u>  Nazism and the rise of Hitler	<ul style="list-style-type: none"> <li>• Lecture method</li> <li>• A short video on Hitler</li> <li>• Smart class- Extra Marks</li> </ul>	<u>Art Integration:</u> (Theatre)A short Role Play depicting how Hitler became a dictator.  <u>Practical:</u> Pair and share activity-In this activity, the entire class will be divided into groups of four or five and they will share the information with each other on the allocated topic.	<ul style="list-style-type: none"> <li>• Individual Presentation</li> <li>• Written Test</li> <li>• Oral Quiz</li> </ul>	The Learner will be encouraged to: - <ul style="list-style-type: none"> <li>• Collect visuals, newspaper clippings, posters, leaflets, videos, memorabilia, writings, albums, and speeches of Hitler on the rise of Nazism and discuss how Nazism led to the genocidal war that resulted in the killing of innocent civilians like the Jews, Gypsies, and Polish.</li> <li>• Record or gather (from the internet) the interviews of living legends who have experienced trials and tribulations of Nazism.</li> </ul>	The Learner will be able to show sensitivity and appreciation skills, for example, <ul style="list-style-type: none"> <li>• Empathizes with the people who were affected by wars and holocaust.</li> <li>• Decides on the appropriateness of resources in historical events and developments</li> <li>• Recalls names, places, dates, and people associated with some important historical events and developments such as the Russian Revolution, nationalism, Imperialism and colonialism.</li> </ul>
August (22)	<u>Democratic Politics</u>  Working of Institutions	<ul style="list-style-type: none"> <li>• Lecture method</li> <li>• Oral Reading</li> <li>• Dictating definitions of</li> </ul>	<u>Practical:</u>  A Lok Sabha setup in which the Prime Minister, the Lok Sabha Speaker, Council of Ministers, the MLA's and the	<ul style="list-style-type: none"> <li>• Oral Quiz</li> <li>• Written Test</li> </ul>	The learner will be encouraged to: - <ul style="list-style-type: none"> <li>• Study features of different types of government and discuss.</li> </ul>	The Learner will be able to understand: - <ul style="list-style-type: none"> <li>• How is the country governed?</li> <li>• What does the Parliament do in our democracy?</li> </ul>



Month (No of working days)	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		important terms used in the glossary.	opposition party prepare a Question hour and present it in the classroom. In this activity, all students will be given a chance to speak and raise questions to the ruling party.		<ul style="list-style-type: none"> <li>Study a few political developments and government decisions and look at them from the point of view of geographical importance and electoral constituencies.</li> </ul>	<ul style="list-style-type: none"> <li>What is the role of the President of India, Prime Minister and the Council of Ministers?</li> <li>How do these relate to one another?</li> </ul>
September (22)	Revision and UNIT III Examinations conducted.					
October (21)	<u>Geography</u>  Climate	<ul style="list-style-type: none"> <li>Lecture method</li> <li>Smart Class-Extra Marks</li> <li>Usage of Videos from the Internet</li> <li>PowerPoint Presentation</li> </ul>	<u>Inter disciplinary linkage:</u> -  A Power Point Presentation on the advancement of Monsoons and the withdrawal of Monsoons.	<ul style="list-style-type: none"> <li>Oral Quiz</li> <li>Written Test</li> </ul>	The Learner will be encouraged to: <ul style="list-style-type: none"> <li>Familiarize with major climatic controls — latitude, altitude, pressure and wind systems, and distance from the sea and discuss how they affect the climate of various geographical regions.</li> </ul>	The Learner will be able to: <ul style="list-style-type: none"> <li>Explain factors affecting climate, population distribution, flora and fauna of a region.</li> <li>Analyses and evaluates information, for example,</li> <li>Analyses different types of climate found in</li> </ul>

Month (No of working days)	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<ul style="list-style-type: none"> <li>● Discuss how the climate of hilly regions is significantly different from the plains.</li> <li>● Overlay maps showing physical features of India and relating it's climate.</li> </ul>	different regions of India and the world.
Novemb- er /Decemb -er	Revision and Final Assessment	-	=	-	-	-

**PINEGROVE SCHOOL, DHARAMPUR**

Affiliation No. 630044; School Code: 43035

**Annual Pedagogy Plan: Visual Arts**

**Class: IX**

**Session 2023-24**

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
March 19	<p><b>Topic/Theme:</b> <b>Environment</b> <b>/people/object/tradition based</b></p> <ul style="list-style-type: none"> <li>Outdoor Sketching</li> <li>Natural and manmade object</li> </ul> <p><b>Sub-topic:</b></p> <ul style="list-style-type: none"> <li>Line, shape, form, texture, color, space and perspective</li> </ul>	<ul style="list-style-type: none"> <li>Sketch book</li> <li>Black board</li> <li>Wikipedia</li> <li>Natural things</li> <li>YouTube</li> </ul>	<ul style="list-style-type: none"> <li>Practical study of nature (Experiential learning)</li> <li>Skill assessment</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of practical work.</li> <li>Daily portfolio assessment.</li> </ul>	<ul style="list-style-type: none"> <li>The learner will be taken for a walk to explore the nature.</li> <li>The learners will be encouraged to feel the light and shades or different surfaces of natural and manmade object.</li> <li>Groups will be made for foliage study.</li> <li>The learners discuss the elements of arts in the classroom using exemplary work of artists to pinpoint each elements and its value in their work.</li> <li>Perspective (graphical)- Wikipedia <a href="https://en.m.wikipedia.org/wiki/">https://en.m.wikipedia.org/wiki/</a></li> <li>Brunelleschi.Great cathedral mistery <a href="https://www.youtube.com/watch?v=f_3DTSyuJIQ">https://www.youtube.com/watch?v=f_3DTSyuJIQ</a></li> </ul>	<ul style="list-style-type: none"> <li>The learners differentiate 2D and 3D art forms while drawing, painting, printing, or craft, clay modeling etc.</li> <li>The learners understand and explain the elements of visual arts.</li> <li>The learners appreciate the beauty of nature, color, form, light and shades, textures, and work of artist/artisans and beauty of manmade objects.</li> <li>The learners experiment with different methods and materials of visual arts.</li> </ul>

<b>Month/ No. of working days</b>	<b>Topic/Sub-topic</b>	<b>Teaching Aids</b>	<b>Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments</b>	<b>Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)</b>	<b>Pedagogical Processes</b>	<b>Learning Outcomes</b>

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
April 12	<b>Topic /Theme:</b> <b>Environment</b> <b>/people/object/tradition based</b> <ul style="list-style-type: none"> <li>• Still life study</li> </ul> <b>Sub-topic:</b> <ul style="list-style-type: none"> <li>• Form, Shape, Tone, texture and color</li> </ul>	<ul style="list-style-type: none"> <li>• Sketch book</li> <li>• Black board</li> <li>• Wikipedia</li> <li>• Natural things</li> <li>• YouTube</li> </ul>	<ul style="list-style-type: none"> <li>• Practical study of nature(Experiential learning)</li> <li>• Skill assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of practical work.</li> <li>• Daily portfolio assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Paintings of Jaun van der Harmen will be shown. <a href="https://www.saatchiart.com">https://www.saatchiart.com</a></li> <li>• Objects will be arranged with drapery</li> <li>• Still life done with Pencil and water color will be shown.</li> <li>• <a href="https://www.pinterest.com/">https://www.pinterest.com/</a></li> <li>• Paintings of great Indian artists will be shown. <a href="https://www.thebetterindia.com">https://www.thebetterindia.com</a></li> <li>• <a href="https://www.mojarto.com">https://www.mojarto.com</a></li> <li>• Daily practice during art school.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners will improve skills on use of line, color scheme and tones.</li> <li>• The learners experiment with different methods and materials of visual arts.</li> <li>• The learners appreciate the beauty of manmade objects and its color, form, light and shades, textures, and work of artist/artisans.</li> <li>• The learners develop observation, recording, manipulation and application skills.</li> <li>• The learners discover their potential for creativity, self-expression and visual awareness through painting.</li> <li>•</li> </ul>

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
May 15	<p><b>Topic /Theme:</b> <b>Environment</b> <b>/people/object/tradition based Tradition based</b></p> <ul style="list-style-type: none"> <li>Folk Art</li> </ul> <p><b>Sub-topic:</b></p> <ul style="list-style-type: none"> <li>Limbs of art (Form, proportion, Expression, Resemblance, color and grace)</li> <li>Principles of art (Balance, Rhythm, Harmony etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Books</li> <li>Wikipedia</li> <li>Black board</li> </ul>	<ul style="list-style-type: none"> <li>Practical study of nature(Experiential learning)</li> <li>Skill assessment</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of practical work.</li> <li>Daily portfolio assessment.</li> </ul>	<ul style="list-style-type: none"> <li>The learners will Visit to e-museum <a href="http://www.nationalmuseumindia.gov.in/collection.asp">http://www.nationalmuseumindia.gov.in/collection.asp</a></li> <li>The learners will Visit to Folk art- Wikipedia <a href="https://en.m.wikipedia.org/">https://en.m.wikipedia.org/</a></li> <li>The learner would read and narrate stories from the lives of folk artists or about any folk art.</li> <li>The learners would be involved in making paintings and masks.</li> <li>A project would be given on any current situation which will be executed in any folk style.</li> </ul>	<ul style="list-style-type: none"> <li>The learners develop observation, recording, manipulation and application skills.</li> <li>The learners discover their potential for creativity, self-expression and visual awareness through painting.</li> <li>The learners experiment with different methods and materials of visual arts.</li> <li>The learners will instill respect for the folk artists and understands the regional traditional art.</li> </ul>
June	Revisions, Exams, and assessment.	–	–	–	–	–
July 16	<p><b>Topic/Theme:</b> <b>Environment</b> <b>/people/object/tradition based</b></p> <ul style="list-style-type: none"> <li>Clay modeling</li> </ul> <p><b>Sub-topic:</b></p>	<ul style="list-style-type: none"> <li>Wikipedia</li> <li>You Tube</li> <li>Books</li> </ul>	<ul style="list-style-type: none"> <li>Practical study of nature(Experiential learning)</li> <li>Skill assessment</li> <li>Integration with history</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of practical work.</li> </ul>	<ul style="list-style-type: none"> <li>The class will start with a story of konarak Temple</li> <li>The class will be watching a video of Indian temple sculpture.</li> </ul>	<ul style="list-style-type: none"> <li>The learners develop observation, recording, manipulation and application skills.</li> </ul>

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>Form, proportion, texture and sculptural techniques.</li> </ul>				<ul style="list-style-type: none"> <li>The class will be introduced with a book of Indian architecture and discussed in detail about the patterns of different architectures. <b>TEMPLE ARCHITECTURE OF INDIA</b> by Dr. N.C Panda and Siva Negi Reddy <b>INDIAN ARCHITECTURE</b> by Percy Brown</li> <li>Visit to e-museum <a href="http://www.nationalmuseumindia.gov.in/collection.asp">http://www.nationalmuseumindia.gov.in/collection.asp</a></li> <li>You Tube video Henry Moor- The language of sculpture <a href="https://youtu.be/wEpbZxA2YVM">https://youtu.be/wEpbZxA2YVM</a></li> <li>Daily practice.</li> </ul>	<ul style="list-style-type: none"> <li>The learners discover their potential for creativity, self-expression and visual awareness through sculptures.</li> <li>The learners will instill respect for the folk artists and understands the regional traditional art.</li> <li>The learners appreciate the beauty of nature, color, form, light and shades, textures, and work of artist/artisans and beauty of manmade objects.</li> </ul>
August 15	<p><b>Topic/Theme:</b> <b>Environment /people/object/tradition based</b></p> <ul style="list-style-type: none"> <li>Print making</li> </ul> <p><b>Sub-topic:</b></p> <ul style="list-style-type: none"> <li>Form, proportion, texture, color and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Books</li> <li>Wikipedia</li> </ul>	<ul style="list-style-type: none"> <li>Live Demonstration</li> <li>Practical's</li> <li>Integration with history.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of practical work.</li> </ul>	<ul style="list-style-type: none"> <li>The class will start with taking some prints of anything found locally and then discussion has taken place on how print culture started by humans based on students' prior knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>The learners Will be able to talk, discuss or appreciate the print making culture and will also understand the modern Indian print making practice and</li> </ul>

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<ul style="list-style-type: none"> <li>• Video will be shown on print culture and modern world <a href="https://youtu.be/sD4C6NAR3J0">https://youtu.be/sD4C6NAR3J0</a></li> <li>• The learners will be involved in live demonstration</li> <li>• The learners will make linocut prints.</li> <li>• The learners will make a project on how print making culture helped industrial revolution to happen.</li> </ul>	<ul style="list-style-type: none"> <li>• connection to the traditional print making practice in the world.</li> <li>• The learners discover their potential for creativity, self-expression and visual awareness through print makings.</li> <li>• The learners develop observation, recording, manipulation, and application skills.</li> </ul>
September 19	<b>Topic /Theme: Environment /people/object/traditi on based</b> <ul style="list-style-type: none"> <li>• <b>Painting Composition</b></li> <li>• Painting Composition Imaginative painting based on subjects from Life and Nature in water and poster colours with colour values.</li> </ul>	<ul style="list-style-type: none"> <li>• Image references.</li> <li>• Wikipedia</li> <li>• Books</li> </ul>	<ul style="list-style-type: none"> <li>• Practical assignments</li> <li>• Integrated with the history and techniques of water color, pencil shading and oil pastel etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessments of practical work.</li> <li>• Portfolio assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• The class will start with a discussion on what we do on daily basis and what can be good composition in a painting practice.</li> <li>• Paintings of great Indian artists are shown. <a href="https://www.thebetterindia.com">https://www.thebetterindia.com</a> <a href="https://www.mojarto.com">https://www.mojarto.com</a></li> <li>• Children will be involved in a demonstration class on how to make abstract painting.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners Will be able to appreciate the beauty in nature and man-made objects using the different elements of art.</li> <li>• Doing it practically they will improve skills on use of line, color scheme and tones.</li> <li>• The learners Would be able to understand the core</li> </ul>



Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>Composition on daily life</li> <li>Sub- topic: Drawings of human and animal figures, perspective learning and color application.</li> </ul>					<ul style="list-style-type: none"> <li>values of an art piece.</li> <li>Understand the basic principles of colour.</li> <li>The learners Discover their potential for creativity, self-expression and visual awareness through painting.</li> </ul>
October 25	<ul style="list-style-type: none"> <li><b>Portfolio assessment</b></li> </ul>	<ul style="list-style-type: none"> <li>Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio design as a project.</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio assessment</li> </ul>	<ul style="list-style-type: none"> <li>The learners will see few examples of previously made portfolio.</li> <li>The learners will be involved in making a portfolio in a form of a project.</li> </ul>	<ul style="list-style-type: none"> <li>The learners will be able to design a folio with their work or sample of works which would be self-explanatory of their creative skills.</li> </ul>

**PINEGROVE SCHOOL, DHARAMPUR**  
 Affiliation No. 630044; School Code: 43035  
**Annual Pedagogy Plan: Hindustani Vocal Music**  
**Class: IX**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
March (19)	<b>Topic:</b> Alankar <ul style="list-style-type: none"> <li>• Four Alankars set to all prescribed ragas and talas.</li> </ul>	<ul style="list-style-type: none"> <li>• Notebook</li> <li>• Harmonium</li> <li>• Tabla</li> </ul>	<ul style="list-style-type: none"> <li>• Experiential Learning: One activity of number arrangement will be given to understand the Alankar patterns in various ragas.</li> <li>• After this activity they will make some patterns of Sargam to make Alankars in different beats.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Test</li> <li>• Written Test</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• Class will start with one activity of number arrangement to understand the Alankar patterns in various ragas.</li> <li>• Different swar pattern will be created in various ragas and various talas.</li> <li>• Students will practice of Alankars with the help of Tanpura, Harmonium and Tabla.</li> <li>• <a href="https://www.youtube.com/watch?v=9t4WcumdnR0">https://www.youtube.com/watch?v=9t4WcumdnR0</a></li> </ul>	<ul style="list-style-type: none"> <li>• Student will be able to understand different note and their frequencies.</li> <li>• This practice is helpful in voice modulation and voice flexibility.</li> <li>• Students will learn to create different swar patterns in various Ragas.</li> <li>• Helpful in improvisation and creating tanas in various ragas.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
April (12)	<ul style="list-style-type: none"> <li>Raga Alhaiya Bilawal</li> <li>Raga Yaman</li> <li>Aroha, avroha, pakad and one drut khayal in all ragas.</li> </ul>	<ul style="list-style-type: none"> <li>PDF Files</li> <li>Electric Tanpura</li> <li>Electric Tabla</li> <li>Virtual Piano</li> </ul>	<ul style="list-style-type: none"> <li>Creation of innovative swar patterns according to the nature of ragas.</li> <li>Documentation of swar combination in notebook.</li> <li>Practical practice of notes used in Raga Alhaiya Bilawal and Raga Yaman.</li> <li>One activity to identify songs composed in both ragas.</li> </ul>	<ul style="list-style-type: none"> <li>Oral Test</li> <li>Home Assignment.</li> <li>Written test.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be provided with a manual Tanpura and then they will sing aroha-avroha of Raga Alhaiya Bilawal and Raga Yaman.</li> <li>One composition of Drut Laya will be taught with small improvisation and few tanas in each raga.</li> <li>Swar pattern and one composition in both ragas will be shared with students. <a href="https://www.youtube.com/watch?v=vYL5ZONNzdQ">https://www.youtube.com/watch?v=vYL5ZONNzdQ</a></li> <li><a href="https://www.youtube.com/watch?v=UoymDZjTuC8">https://www.youtube.com/watch?v=UoymDZjTuC8</a></li> </ul>	<ul style="list-style-type: none"> <li>Sings aroha, avroha and pakad of the ragas</li> <li>Identifies the swar patterns of the given ragas.</li> <li>Sings composition of chhota khayal.</li> <li>This study will help students to identify the music or songs based on these notes.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
May (15)	<ul style="list-style-type: none"> <li>• Raga Kafi</li> <li>• Swarmalika</li> <li>• Lakshangeet</li> <li>• One composition in each prescribed ragas.</li> </ul>	<ul style="list-style-type: none"> <li>• PDF Files</li> <li>• Text Books</li> <li>• Tanpura</li> <li>• Harmonium</li> <li>• You Tube</li> </ul>	<ul style="list-style-type: none"> <li>• Experiential Learning: one project of creating a composition in one of the raga will be given to students.</li> <li>• They will creat one swarmalika (composition of Notes) in any one raga.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Test</li> <li>• Home Assignment.</li> <li>• Written test.</li> </ul>	<ul style="list-style-type: none"> <li>• Class will start with one project of creating a composition in one of the raga prescribed in syllabus.</li> <li>• Students will be taught how to creat a composition in raga keeping vadi, samvadi, nyas, jati etc. terms in mind.</li> <li>• <a href="https://www.youtube.com/watch?v=0ES8YfOTkaE">https://www.youtube.com/watch?v=0ES8YfOTkaE</a></li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to understand Ragas with the help of lakshan Geet.</li> <li>• They will be able to identify the different swar patterns of various ragas.</li> <li>• They will be able to sing compositions in Ragas.</li> <li>• This study will help students to identify the music or songs based on these notes.</li> </ul>
June	Revisions, Exams and assessment	–	–	–	–	–

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
July (16)	<ul style="list-style-type: none"> <li>Identification of Ragas from phrases of swaras.</li> </ul>	<ul style="list-style-type: none"> <li>Video</li> <li>Audio</li> <li>Tabla</li> <li>Tanpura</li> </ul>	<ul style="list-style-type: none"> <li>Experiential learning: One activity to find similar swar pattern in Film/ Regional/ Folk Music etc.</li> <li>Documentation in notebook.</li> </ul>	<ul style="list-style-type: none"> <li>MCQ</li> <li>Oral Test</li> <li>Assignment</li> </ul>	<ul style="list-style-type: none"> <li>One activity in the beginning of the class to find out similar swar pattern in Film/ Regional/ Folk Music etc.</li> <li>Practice and techniques to identify the phrases in various ragas. <a href="https://www.youtube.com/watch?v=M876dYgl2mc">https://www.youtube.com/watch?v=M876dYgl2mc</a></li> </ul>	<ul style="list-style-type: none"> <li>Able to understand the swar pattern in different ragas.</li> <li>Helps to identify the ragas from music phrases, tunes or songs etc.</li> <li>Helpful in creating or composing own music.</li> </ul>
August (15)	<ul style="list-style-type: none"> <li>Devotional Song</li> <li>Folk Song</li> </ul>	<ul style="list-style-type: none"> <li>PDF Files</li> <li>Tanpura</li> <li>Tabla</li> <li>Harmonium</li> <li>Wikipedia</li> <li>Audio video clips</li> </ul>	<ul style="list-style-type: none"> <li>Project: one project will be given to listen different genre of music like Bhajan, Geet, Folk Music etc. of any region and to write their views according to their understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Oral Test</li> <li>MCQ</li> <li>Home work</li> <li>Assignment</li> </ul>	<ul style="list-style-type: none"> <li>Vides of different music genre of Indian music will be shown to the students.</li> <li>They will be explained about different style of Indian Classical, Semi-Classical, and Folk Music.</li> <li>They will learn various Bhajans and Folk Songs in their classes.</li> </ul>	<ul style="list-style-type: none"> <li>Students will learn different genres of Indian Music.</li> <li>Comprehends the relevance/ importance of Folk Music.</li> <li>They will learn different bhajans.</li> </ul>
September	Exams and Assessment	-	-	-	-	-

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
October (20)	Recitation of Talas: <ul style="list-style-type: none"> <li>• Dadra</li> <li>• Keharwa</li> <li>• Teentala</li> <li>• Ektala</li> </ul>	<ul style="list-style-type: none"> <li>• Tabla</li> <li>• Audio</li> <li>• Video</li> </ul>	<ul style="list-style-type: none"> <li>• Practical practice to recite tala with hand gesture.</li> <li>• Recite tala in ekgun dugun and chaugun keeping hand beat same</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Oral Test</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• In the beginning of the class a demonstration will be shown on Tabla for better understanding.</li> <li>• They will be taught tala in ekgun dugun and chaugun keeping hand beat same.</li> <li>• <a href="https://www.youtube.com/watch?v=g-TlqIQ17NU">https://www.youtube.com/watch?v=g-TlqIQ17NU</a></li> </ul>	<ul style="list-style-type: none"> <li>• It will help to understand the musical meter, that is any rhythmic beat or strike that measures musical time of Tala Jhaptala, Rupak, Tilwada, and Tala Dhamar.</li> </ul>
November/ December	Exams and assessment	–	–	–	–	–

**PINEGROVE SCHOOL, DHARAMPUR**  
 Affiliation No. 630044; School Code: 43035  
**Annual Pedagogy Plan: Computer Application (165)**  
**Class: IX**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
March	<b>Ch. 1: Basics of Information Technology</b> <ul style="list-style-type: none"> <li>• Computer Systems: characteristics of a computer, components of a computer system – CPU, memory, storage devices and I/O devices</li> <li>• Memory: primary (RAM and ROM) and secondary memory</li> <li>• Storage devices: hard disk, CD ROM, DVD, pen/flash drive, memory stick • I/O devices: keyboard, mouse, monitor, printer, scanner, web camera</li> <li>• Types of software: system software (operating system, device drivers), application software including mobile applications</li> <li>• Computer networking: Type of networks: PAN, LAN, MAN,</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Digitizer</li> <li>• Videos</li> <li>• Presentations</li> <li>• Computer Hardware Parts</li> </ul>	<ul style="list-style-type: none"> <li>• Explore various hardware components installed in computer lab and write their uses.</li> <li>• Prepare a ppt to depict various storage devices and their storage capacity.</li> <li>• Draw a connection diagram of a typical Desktop computer system.</li> <li>• Discuss the following in a text document about the basic organisation of a computer: CPU, memory, input/output devices, hard disk.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• MCQ Quiz (Chapter-Wise)</li> <li>• Objective Test (Chapter-Wise)</li> <li>• Random Oral testing</li> <li>• Notes Preparation</li> </ul>	<ul style="list-style-type: none"> <li>• Videos</li> <li>• Presentations</li> <li>• tutorialspoint(Online learningplatform)</li> </ul>	<p>Child will be able to identify different hardware and software components of a computer system and comprehend their importance and uses. They will also understand the connections of different input, output and storage devices.</p> <p>Child will be able to comprehend:                      Computer Network and its Components, Types of Networks,</p>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p>WAN, wired/wireless communication, Wi-Fi, Bluetooth, cloud computers (private/public)</p> <ul style="list-style-type: none"> <li>• Multimedia: images, audio, video, animation</li> </ul>					Networking devices, Protocols
<b>April</b>	<p><b>Ch. 2: Cyber-safety</b></p> <ul style="list-style-type: none"> <li>• Safely browsing the web and using social networks: identity protection, proper usage of passwords, privacy, confidentiality of information, cyber stalking, reporting cybercrimes</li> <li>• Safely accessing websites: viruses and malware , adware</li> </ul> <p><b>Ch. 3: Working with Word Processor</b></p> <p>Create and save a document.</p> <ul style="list-style-type: none"> <li>• Edit and format text: text style (B, I, U), font type, font size, text colour, alignment of text. Format paragraphs with line and/or paragraph spacing. Add headers and footers,</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Digitizer</li> <li>• Videos</li> <li>• Presentations</li> <li>• Stories</li> </ul>	<ul style="list-style-type: none"> <li>• Study the cases of cyber stalking around you and write an article on it.</li> <li>• Obtain cybersmart Student certification through <a href="https://cybersmart.wnscaresfoundation.org">https://cybersmart.wnscaresfoundation.org</a></li> </ul> <p>Working with the operating system: Navigation of the file system using a mouse and keyboard.</p> <p>Create a text document; create a letter, report, and greeting card.</p>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• MCQ Quiz (Chapter-Wise)</li> <li>• Objective Test (Chapter-Wise)</li> <li>• Random Oral testing</li> <li>• Notes Preparation</li> </ul>	<ul style="list-style-type: none"> <li>• Videos</li> <li>• Presentations</li> </ul> <p><a href="https://cybersmart.wnscaresfoundation.org">https://cybersmart.wnscaresfoundation.org</a></p>	<ul style="list-style-type: none"> <li>• Students will be able to describe the meaning and importance of cyber security.</li> </ul> <p>Child will be able to create, edit and save word documents with different formatting of text and paragraph.</p>



Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	numbering pages.					
May	<p><b>Ch. 3: Working with Word Processor</b> Grammar and spell check utilities, subscript and superscript, insert symbols, use print preview, and print a document.</p> <ul style="list-style-type: none"> <li>• Insert pictures, change the page setting, add bullets and numbering, borders and shading, and insert tables – insert/delete rows and columns, merge and split cells.</li> <li>• Use auto-format, track changes, review comments, use of drawing tools, shapes and mathematical symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Digitizer</li> <li>• SmartClass System</li> <li>• Videos</li> <li>• Presentations</li> </ul>	<p>Create a text document in an Indian language other than English.</p> <p>Design a book cover using word processor for your Computer Book. Use images, shapes, page colour and other design aspects.</p>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• MCQ Quiz (Chapter-Wise)</li> <li>• Objective Test (Chapter-Wise)</li> <li>• Random Oral testing</li> <li>• Notes Preparation</li> </ul>	<ul style="list-style-type: none"> <li>• Videos</li> <li>• Presentations</li> <li>• Tutorialspoint (Online learning platform)</li> </ul>	<ul style="list-style-type: none"> <li>• Child will be able to created spelling and grammatical error free documents containing data in a tabulated form.</li> <li>• Will be able to create, edit, delete table and/or it's components(row, column, cell, boarder, background colour).</li> </ul>
June	<b>Revision, Exams and Assessment</b>					
July	<p><b>Ch 4: Working with presentation:</b> Understand the concept of slide shows, basic elements of a slide, different types of slide layouts, create and save a presentation, and learn about the different views</p>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Digitizer</li> <li>• SmartClass System</li> <li>• Videos</li> <li>• Presentation</li> </ul>	<p>Create a presentation to describe your learning &amp; Achievements in activity classes. Add images and animation.</p>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• MCQ Quiz (Chapter-Wise)</li> <li>• Objective Test (Chapter-Wise)</li> <li>• Random Oral testing</li> <li>• Notes Preparation</li> </ul>	<ul style="list-style-type: none"> <li>• Videos</li> <li>• Presentations</li> <li>• tutorialspoint(Online learningplatform)</li> </ul>	<ul style="list-style-type: none"> <li>• Child will be able to design beautiful and organized presentation on any given topic. He/she will also be able to present the ppt</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	of a slide set – normal view, slide sorter view and hand-outs.	s				before audience.
<b>August</b>	<b>Ch. 5 Effects in presentation</b> <ul style="list-style-type: none"> <li>• Edit and format a slide: add titles, subtitles, text, background, and watermark, headers and footers, and slide numbers.</li> <li>• Insert pictures from files, create animations, add sound effects, and rehearse timings.</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Digitizer</li> <li>• SmartClass System</li> <li>• Videos</li> <li>• Presentation s</li> </ul>	<ul style="list-style-type: none"> <li>• Create a presentation with animation.</li> <li>• Include existing images/ pictures in a presentation</li> <li>• Animate pictures and text with sound effects in a presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• MCQ Quiz (Chapter-Wise)</li> <li>• Objective Test (Chapter-Wise)</li> <li>• Random Oral testing</li> <li>• Notes Preparation</li> </ul>	<ul style="list-style-type: none"> <li>• Videos</li> <li>• Presentations</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Child will be able to add animation and sound effect to different components of a presentation. He/she will also develop aesthetics skill and will be able to appreciate beautiful presentations.</li> </ul>
<b>September</b>	<b>6. Working with Spreadsheets</b> Concept of a worksheet and a workbook, <b>Create</b> and save a worksheet. <ul style="list-style-type: none"> <li>• Enter numbers, text, date/time, series using auto fill; edit and format a worksheet including changing the colour, size, font, alignment of text; insert and delete cells, rows and columns. Enter a formula using the</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Digitizer</li> <li>• SmartClass System</li> <li>• Videos</li> <li>• Presentat ions</li> </ul>	Create different types of charts using a spreadsheet: line, bar, area and pie	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• MCQ Quiz (Chapter-Wise)</li> <li>• Objective Test (Chapter-Wise)</li> <li>• Random Oral testing</li> <li>Notes Preparation</li> </ul>	<ul style="list-style-type: none"> <li>• Videos</li> <li>• Presentations</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Child will be able to comprehend spreadsheet application, its uses.</li> <li>• Will be able create, edit and save spreadsheet.</li> <li>• Will be able to enter different types of data, do formatting and create visually pleasing sheets.</li> <li>• Will be able to use</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	operators (+,-,*, /), refer to cells, and print a worksheet.					spreadsheet functions to do various calculations on data.
<b>October</b>	<b>7. Data Analysis</b> Use simple statistical functions: SUM (), AVERAGE (), MAX (), MIN (), IF () (without compound statements. Embed charts of various types: line, pie, scatter, bar and area in a worksheet.	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Digitizer</li> <li>• SmartClass System</li> <li>• Videos</li> <li>• Presentations</li> </ul>	<p>Enters marks of your terms 2 exam in a spreadsheet and calculate sum, average, min, max and grade using appropriate function.</p> <p>Create different types of charts using a spreadsheet: line, bar, area and pie.</p>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• MCQ Quiz (Chapter-Wise)</li> <li>• Objective Test (Chapter-Wise)</li> <li>• Random Oral testing</li> </ul> <p>Notes Preparation</p>	<ul style="list-style-type: none"> <li>• Videos</li> <li>• Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Children will be able to use spreadsheet application to analyze data using visual presentation and make calculations on data.</li> </ul>
<b>November</b>	Project work, Lab Test, Viva, Report					
<b>December</b>	<b>Revision, Exams and Assessment</b>					

**PINEGROVE SCHOOL, DHARAMPUR**  
 Affiliation No. 630044; School Code: 43035  
**Annual Pedagogy Plan: Health and Physical Education**  
**Class: IX**  
**Session 2023-24**

Month (No. of working days)	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<b>FEBRUARY</b> <b>06</b>	<b>Physical Fitness Test.</b>	<ul style="list-style-type: none"> <li>• Measuring tape</li> <li>• Lime powder</li> <li>• Clapper</li> <li>• Wooden box (3'x 3')</li> <li>• Stopwatch</li> <li>• Whistle</li> <li>• Rope</li> <li>• Cones</li> <li>• Weighing machine</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion on all the aspects of the tests</li> <li>• Preparing a project on the given tests. Showing videos</li> </ul>	<ul style="list-style-type: none"> <li>• MCQs</li> </ul>	<ul style="list-style-type: none"> <li>• Vertical jump</li> <li>• Shuttle runs</li> <li>• 60-meter sprint</li> <li>• 800-meter run</li> <li>• Height (Meter)</li> <li>• Weight (Kg)</li> <li>• BMI</li> </ul>	<ul style="list-style-type: none"> <li>• Data collection</li> <li>• Height</li> <li>• Weight</li> <li>• BMI,</li> <li>• Speed</li> <li>• Strength</li> <li>• Agility</li> <li>• Coordination</li> </ul>
<b>MARCH</b> <b>26</b>	<ul style="list-style-type: none"> <li>• What is Physical Education?</li> <li>• What are the Objectives of Physical education?</li> <li>• What is Warming up?</li> <li>• How to get Ready and Limbering</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Study Materials</li> <li>• class lectures</li> <li>• Playground</li> <li>• Stopwatch</li> <li>• Measuring tape</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking on the topic</li> <li>• Preparing a presentation.</li> <li>• Sharing the views taking help of science teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ Tests.</li> <li>• Performance recording of every individual.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Participation</li> <li>• Interactive sessions.</li> <li>• Discussion</li> <li>• Playing games after warming up.</li> <li>• Measuring of pulse rate.</li> </ul> <p><b>Conducting physical fitness tests like-</b></p> <ul style="list-style-type: none"> <li>• Short runs</li> <li>• Distance runs</li> <li>• Sit-ups</li> <li>• Pull ups</li> </ul>	<ul style="list-style-type: none"> <li>• Realize the importance of disease-free life, display healthy habit, growth and development and address gender difference.</li> <li>• Develop positive attitude and life skills to promote mental health, self-control, concentration, and discipline in life.</li> </ul>

Month (No. of working days)	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p>Down for and after specific physical activity?</p> <ul style="list-style-type: none"> <li>• What is Physical Fitness?</li> <li>• What are the effects of Physical fitness on us human body?</li> </ul>				<ul style="list-style-type: none"> <li>• Pushups</li> <li>• Vertical jump</li> <li>• Standing broad jump</li> <li>• Recording the performance of each child and documenting the same.</li> </ul>	<ul style="list-style-type: none"> <li>• Displays different ways to manage stress and aggression.</li> </ul>
<b>APRIL 23</b>	<ul style="list-style-type: none"> <li>• Can we measure the growth of human body?</li> <li>• What are sports training?</li> <li>• How can we prepare for performance excellencies at higher level?</li> </ul>	<ul style="list-style-type: none"> <li>• Stadiometer</li> <li>• weighing machine</li> <li>• measuring tape</li> <li>• Age Appropriate Index.</li> <li>• Playfield</li> <li>• stopwatches</li> <li>• measuring tape</li> <li>• textbooks</li> <li>• reference books</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking on the topic</li> <li>• Sharing the views</li> <li>• Taking help of Biology teachers</li> <li>• Watching videos</li> </ul>	<ul style="list-style-type: none"> <li>• Research on the topic.</li> <li>• Sharing views.</li> <li>• Performance recording of every individual. oral Testing.</li> </ul>	<ul style="list-style-type: none"> <li>• Practical</li> <li>• Demonstration of measuring the body parts and weight and recording the data in the practical file.</li> <li>• Interactive Session</li> <li>• practical use of principles of sports training in playfield with the help of Various sports.</li> <li>• Demonstration and participation in games and sports</li> </ul>	<ul style="list-style-type: none"> <li>• Deal with psycho-social issues like drug abuse anxiety, attitudes, behavioral, coping with stress and emotion at school, home and in the community.</li> <li>• Measures body parameters such as pulse rate, height, bodyweight, and girth using correct procedure.</li> </ul>
<b>MAY 26</b>	<ul style="list-style-type: none"> <li>• What is Fatigue?</li> <li>• What is Load</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking on the Topic.</li> <li>• Sharing each other's views.</li> </ul>	<ul style="list-style-type: none"> <li>• Organizing quiz competition and further sharing the experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Practical demonstration of fatigue factors on playfield using</li> </ul>	<ul style="list-style-type: none"> <li>• Deal with psycho-social issues like drug abuse anxiety, attitudes, behavioral,</li> </ul>

Month (No. of working days)	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	and adaptation?  • How to judge the Load?		<ul style="list-style-type: none"> <li>Sharing experiences.</li> </ul>		various physical activity.  <ul style="list-style-type: none"> <li>Project work Interactive Session</li> <li>Use of physical activity and various sports along with other training methods on the playfield.</li> </ul>	coping with stress and emotion at school, home and in the community <ul style="list-style-type: none"> <li>Develop positive attitude and life skills to promote mental health, self-control, concentration, and discipline in life.</li> <li>Displays different ways to manage stress and aggression</li> </ul>
<b>JUNE</b>	<b>TERM-1 EXAMINATION</b>	<b>VACATIONS</b>	-	-	-	-
<b>JULY 23</b>	<ul style="list-style-type: none"> <li>What are the types of tournaments and drawing of fixtures?</li> <li>How various sports were evolved?</li> <li>What are the rules and terminologies governing? Sports?</li> </ul>	<ul style="list-style-type: none"> <li>Fixtures of various tournaments</li> <li>Reference books.</li> <li>Use of Rules book of various sports.</li> </ul>	<ul style="list-style-type: none"> <li>Speaking on the topic.</li> <li>Preparing a presentation.</li> <li>Sharing the views.</li> <li>Taking help of computer teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Written Tests. Performance</li> <li>Recording of every individual</li> <li>Assignments on the topic for preparation.</li> </ul>	<b>Knock-out</b> <ul style="list-style-type: none"> <li>Single</li> <li>double</li> </ul> <b>League</b> <ul style="list-style-type: none"> <li>Single</li> <li>Double</li> </ul> <b>Combination Fixtures:</b> <ul style="list-style-type: none"> <li>League cum knock-out</li> <li>knock-out cum league.</li> </ul> <b>Sports and games</b>	<ul style="list-style-type: none"> <li>Displays leadership qualities with special references to planning, contributing</li> <li>Resources mobilization in games and sports meet organization and administration.</li> <li>Identifies sports facilities and equipment in the school and community.</li> <li>Uses concepts and applications of games, sports and</li> </ul>

Month (No. of working days)	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<p><b>(any two):</b></p> <ul style="list-style-type: none"> <li>• Badminton</li> <li>• Basketball</li> <li>• Cricket</li> <li>• Football</li> <li>• Gymnastics</li> <li>• Hockey</li> <li>• Kabaddi</li> <li>• Kho- Kho</li> <li>• Swimming</li> <li>• Table-Tennis</li> <li>• Tennis</li> <li>• Volleyball</li> </ul> <p><b>Combative Sports:</b></p> <ul style="list-style-type: none"> <li>• Judo</li> <li>• Wrestling</li> </ul> <p>Preparing record book, Playing of above stated games and sports</p>	<p>yoga in the learning of various subjects.</p> <ul style="list-style-type: none"> <li>• Participates in the games and sports by following the rules including indigenous games.</li> </ul>
<p><b>AUGUST 24</b></p>	<ul style="list-style-type: none"> <li>• What are the rules and terminologies governing the sport?</li> <li>• Do you know the area required to play various sports?</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Rules book of various sports. Playground.</li> <li>• Knowledge from various websites.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking on the topic.</li> <li>• Sharing the views and experiences.</li> <li>• Taking help of computer teachers for the research work.</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ Tests. Performance recording of every individual.</li> </ul>	<ul style="list-style-type: none"> <li>• Playing of above stated games and sports.</li> <li>• Visit to various sports stadiums or schools in the vicinity having various sports facilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciates achievement and contribution of various personalities in the field of games, sports and yoga including special needs sportspersons.</li> <li>• Establishes linkage of games and sports</li> </ul>

Month (No. of working days)	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>What skills/Techniques needed to play various sports</li> </ul>	<ul style="list-style-type: none"> <li>Playground outdoor and indoor sports area.</li> </ul>	<ul style="list-style-type: none"> <li>Watching videos.</li> </ul>		<ul style="list-style-type: none"> <li>Demonstration Practice</li> </ul>	<p>learning with other subject areas.</p> <ul style="list-style-type: none"> <li>Appreciates indigenous and local areas the games.</li> <li>Displays different ways to manage stress and aggression.</li> </ul>
<b>SEPTEMBER</b> 16	<ul style="list-style-type: none"> <li>What is the importance of safety at workplace?</li> <li>What Precautions should we take while using medicines?</li> <li>How can these be harmful to our body?</li> </ul>	<ul style="list-style-type: none"> <li>Resource Material</li> <li>Media Material</li> <li>Medicines</li> <li>Charts</li> </ul>	<ul style="list-style-type: none"> <li>Speaking on the topic.</li> <li>Preparing a presentation.</li> <li>Sharing the views and experiences.</li> <li>Taking help of the medical and admin staff.</li> </ul>	<ul style="list-style-type: none"> <li>Written Tests. Performance</li> <li>Recording of every individual assignment on the topic for preparation.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion and sharing the experiences of peer group.</li> <li>Discussions and lectures</li> </ul>	<ul style="list-style-type: none"> <li>Applies safety measures in different situation.</li> <li>Explain the role education in health promotion.</li> <li>Applies first aid principles and survival skills during injuries and emergency.</li> <li>Expresses responsible behavior regarding substances misuse.</li> </ul>
<b>OCTOBER</b> 27	<ul style="list-style-type: none"> <li>How can we educate people about their health?</li> <li>How can school be helpful in promoting health of each child?</li> </ul>	<ul style="list-style-type: none"> <li>Developing a format for each child reading material.</li> <li>Health promoting materials.</li> <li>Case Studies. Sports and Sports Education</li> </ul>	<ul style="list-style-type: none"> <li>Speaking on the topic.</li> <li>Preparing a presentation.</li> <li>Sharing the views and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Written Tests. Performance recording of every individual</li> <li>Assignments on the topic for preparation.</li> </ul>	<ul style="list-style-type: none"> <li>Screening of health by school authorities.</li> <li>Employing the senior students to record the health data of young children under the supervision of physical education teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies factors affecting health and wellbeing.</li> <li>Analyses factors affecting growth and development during adolescence period.</li> <li>Explain the need of nutrition food as pertinent to health.</li> </ul>



Month (No. of working days)	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>• Is health insurance essential for every person?</li> <li>• What are future careers in health care?</li> <li>• What is the Role of Government In sports promotion?</li> </ul>	Promoting Agencies. <ul style="list-style-type: none"> <li>• Literature</li> <li>• Information</li> <li>• Institutional Profile</li> <li>• Reading Material.</li> </ul>	<ul style="list-style-type: none"> <li>• Taking help of the medical staff.</li> </ul>		<ul style="list-style-type: none"> <li>• Discussions.</li> <li>• Interactive sessions and quiz competition.</li> <li>• Projects</li> <li>• Interactive Session.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning about the role of Government in setting up sports facilities and its organization.</li> </ul>
<b>NOVEMBER 19</b>	<b>ACADEMIC REVISION</b>					

**PINEGROVE SCHOOL, DHARAMPUR**  
**Affiliation No. 630044; School Code: 43035**  
**Annual Pedagogy Plan: Dance**  
**Class: IX**  
**Session 2023-24**

Month/ No of working days	Topic / Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/ Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<b>FEBRUARY</b> (06 Days)	<p><b><u>DANCE (INDIAN CLASSICAL AND OTHER GROUP DANCES)</u></b></p> <p><b><i>Kathak (Classical form)</i></b></p> <p><b>Basic values :</b></p> <ul style="list-style-type: none"> <li>• Bhumipranam</li> <li>• Gurupranam</li> <li>• Bowing to the stage</li> <li>• Pranam to instruments</li> <li>• Courtesy to accompanist</li> </ul>	Books related to Indian classical dances.	<b>Inter disciplinary linkage:</b> (with EVS, English and Hindi)	<ul style="list-style-type: none"> <li>• Reflection</li> <li>• Teacher's feedback</li> </ul>	<p>Step by step demonstration.</p> <p>Demonstration of your hand movements</p> <p>Demonstration of your foot movements.</p> <p>Demonstrate the students what artists do before a performance.</p>	Learning proper etiquette and paving the way for something special or <b><i>Sadhna</i></b>
<b>MARCH</b> (26 Days)	<p><b><u>TAAL GYAN</u></b></p> <p><b>Teen taal and Jhaptal</b></p> <ul style="list-style-type: none"> <li>• Introduction of Teen Taal Jhaptal</li> <li>• Tying of the <i>ghungroo</i> to the feet</li> <li>• Laya Gyan (<i>Vilambit Laya, Madhya Laya</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Dance Room</li> <li>• Ghungroo</li> <li>• Lehra or Nagma</li> <li>• Harmonium</li> <li>• Tabla</li> </ul>	<b>Inter disciplinary linkage:</b> (with EVS, English and Hindi)	<ul style="list-style-type: none"> <li>• Assessment</li> <li>• Practical</li> </ul>	<p>Demonstration method</p> <p>Tying of Ghungroo demonstration</p> <p>By playing Lehra or Nagma and Tabla or Pakhawaj.</p>	<p>Knowledge of different types of Laya in Tala.</p> <p>How layas are woven to weave Talas.</p> <p>Sound of the</p>

Month/ No of working days	Topic / Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/ Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<i>Drut Laya ,Aadi Laya,Kuadi Laya have to be interduce</i>					instrument.
<b>APRIL (23 Days)</b>	<p><b><u>FEET MOVEMONT</u></b> <b><u>OR</u></b> <b><u>PAD SANCHALAN</u></b></p> <ul style="list-style-type: none"> <li>Tatkaar of Teen Taal (<i>Ekgun,TeengunDugun, Chaugun,Athgun</i>)</li> <li>Basic and advanced Hastamudra's</li> <li>Hand movements (Basic and advanced exercise with hands)</li> </ul>	By showing pictures, videos.	<b>Inter disciplinary linkage:</b> (with EVS, English and Hindi)	<ul style="list-style-type: none"> <li>Assessment</li> <li>Practical</li> </ul>	<p>Demonstration method,</p> <p>Verbally and Practically</p> <p>Learning by regular practices</p>	<p>Excercising of the hand movements and mudra's.</p> <p>The concentration level or thinking capacity widens.</p> <p>Flexibility of Hasta sanchalan</p>
<b>MAY (26 Days)</b>	<p><b><u>Body Movements</u></b></p> <ul style="list-style-type: none"> <li>Ang</li> <li>Pratyang</li> <li>Upaang</li> </ul> <p><u>Ang</u> constitutes the main partsbof the body which</p>	<ul style="list-style-type: none"> <li>Videos</li> <li>Pictures</li> </ul>	<b>Inter disciplinary linkage:</b> (with EVS, English and Hindi)	<ul style="list-style-type: none"> <li>Oral Assessment,</li> <li>Assessment</li> </ul>	By showing them practical demonstration.	This should explain how Ang is assisted by Pratyang and Upaang to express the exact thought.

Month/ No of working days	Topic / Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/ Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p>are used while dancing Head,Hands,Chest, Waist.</p> <p><b><u>Pratyang</u></b> constitutes those parts which helps the main parts to move neck, shoulder, arms,etc.</p> <p><b><u>Upaang</u></b> constitutes those small parts in the body which are very minute but are for the right expression like eyebrow,eyes,eyeball,etc.</p> <p><b><u>Kasak and Masak Bhavbhangima</u></b></p>	<p>Introducing Videos of great artists. For example:</p> <ul style="list-style-type: none"> <li>• <i>Pt. Birju Maharaj</i></li> <li>• <i>Sitara Devi</i></li> <li>• <i>Pt.DurgaLaal, etc</i></li> </ul> <p>Videos of Hand movements and facial expression.</p>		<ul style="list-style-type: none"> <li>• Practical</li> </ul>	<p>Facial expression demonstration.</p> <p>Body posture demonstration.</p> <p>Movements of eyes and neck.</p> <p>Movements of hands.</p>	
JUNE	<b>TERM-1 EXAMINATION</b>					

Month/ No of working days	Topic / Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/ Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<b>JULY</b> (23 Days)	<p><b><u>Different types of rounds</u></b> <b><u>Or Bhramri Purnachakkar, Aardhchakkar, Viprit and Aardhviprit</u></b></p> <ul style="list-style-type: none"> <li>• Sound of 4 beat Bhramri</li> <li>• Sound of 3 beats Bhramri</li> <li>• Sound of 2 beats Bhramri</li> <li>• Sound of 1 beat Bhramri</li> </ul> <p><b>Practice of coordination</b> <i>(coordination between hand movements and foot work)</i></p>	<p>Photos and sound of beats on Tabla or Pakhawaj</p> <p>By showing videos</p>	<p><b>Inter disciplinary linkage:</b> (with EVS, English and Hindi)</p> <p><b>Inter disciplinary linkage:</b> (with EVS, English and Hindi)</p>	<ul style="list-style-type: none"> <li>• Oral Assessment,</li> <li>• Assessment</li> <li>• Practical</li> </ul>	<p>Learning by regular practices</p> <p><b>Practice of coordination</b> <i>(coordination between hand movements and foot work)</i></p>	<p>Development of Swiftness and sharpness of Bhramri and various steps. Idea of Chakkar learning how to perform different types of chakkar</p> <p>Coordination between hand movements and foot work increases.</p>
<b>AUGUST</b> (24 Days)	<p><b><u>Different types of foot work in Teen taal</u></b></p> <ul style="list-style-type: none"> <li>• Different types of Tihai's <i>(1 avartan, 2 avartan, 3 avartan, Farmaishichakerdaar Tihai, Palt, ladi, Laykari etc)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Wooden floor or Cemented floor</li> <li>• Videos</li> <li>• Ghungroo</li> </ul>	<p><b>Inter disciplinary linkage:</b> (with EVS, English and Hindi)</p>	<ul style="list-style-type: none"> <li>• Assessment,</li> <li>• Practical</li> <li>• Oral assesment</li> </ul>	<p>Regular Tatkaar practice</p>	<p>Magic created by weaving different patterns of Laya.</p>

Month/ No of working days	Topic / Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/ Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p><b><u>GROUP DANCES IN OTHER FORMS</u></b></p> <p>To teach different types of group dances for various events.</p>	<ul style="list-style-type: none"> <li>Folk Music on music system.</li> <li>Live music with the help of Folk instruments like Dolak,Naal, Duf,etc</li> <li>Showing the costumes, jewellery and makeup related to dance.</li> </ul>			<p>Traditional movements of particular Folk dance.</p> <p>Practice with costumes, jewellery and makeup related to dance.</p>	<p>Folk dance forms and traditional tunes, songs with their particular language should be taken by the students.</p> <p>Discussion regarding special elements in the performance costume, body movement, music.</p>
<p><b>SEPTEMBER</b> <b>(16 Days)</b></p>	<p><b><u>Basic Kathak Bol's in Teen Taal</u></b></p> <ul style="list-style-type: none"> <li>Uthaan</li> <li>Thaat</li> <li>Salami</li> <li>Aamad</li> <li>Tukda</li> <li>Paran-Judi-Aamad</li> </ul>	<p>Live performances of various artists</p> <p>By showing</p>	<p><b>Inter disciplinary linkage:</b> (with EVS, English and Hindi)</p>	<ul style="list-style-type: none"> <li>Assessment</li> <li>Oral assessment</li> <li>Practical</li> </ul>	<p>Step by step demonstration of each Mudra,Hand movements and Foot work of Kathak Bol's.</p>	<p>Concept of the Bol of the footwork and different patterns of laya on the percussion instrument.</p>

Month/ No of working days	Topic / Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/ Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>ChakkardarTukda</li> <li>Farmaishi-ChakkardarTukda and Paran</li> <li>Parmelu and NatvariTukda and Paran</li> </ul>	<p>pictures, videos.</p> <p>Charts for Mudra's</p>			To show live performances.	
<b>OCTOBER NO OF DAYS:27</b>	<p><b><u>TO TEACH ANY KIND OF VANDANA</u></b></p> <ul style="list-style-type: none"> <li>Guru Vandana</li> <li>Ganesh Vandana</li> <li>Shiv Stui</li> <li>Devi Stuti</li> <li>Vishnu Stuti,etc</li> </ul> <p><b><u>Abhinaya with different Feelings and Expressions (Navras)</u></b></p> <ul style="list-style-type: none"> <li>Gat Bhava(Raasleela,D raupadicheerhran, MakhanChori,etc)</li> <li>Gat Nikas(Kasak and masak in hand movements and Padsanchalan)</li> <li>Kavit(Holi,ShivTandav,Krishanchedc had,etc)</li> <li>Thumri(Shringar,B hakti,Virah,etc)</li> </ul>	<ul style="list-style-type: none"> <li>Videos</li> <li>Mudra's on internet</li> <li>Body postures on internet</li> <li>Live or recorded music</li> </ul> <p>Rasa-films,televisionser ials,video films of various artists.</p>	<b>Inter disciplinary linkage:</b> (with EVS, English and Hindi)	<ul style="list-style-type: none"> <li>Oral assessment</li> <li>Practicals</li> <li>Teachers Feedback</li> <li>Assessments</li> </ul>	<p>Demonstration, Discussion</p> <p>By discussing Mythological stories. Demonstration of dance-dramas to be shown.</p> <p>Practical and verbal demonstration of various characters.</p>	<p>Meaning full Shlokas to be understood.</p> <p>Understanding of instruments, make up, costume and other accessories.</p> <p>The thought and feeling behind the Vandana, body movement. Student should be able to depict the characters properly. Concept of the character understood while depiction of any story</p>

Month/ No of working days	Topic / Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/ Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p><b><u>SPEAKING SKILLS</u></b> <b><u>(Padhant)</u></b></p> <p>To speak Kathak Bol and Tihai with Laya and Taal.</p>	To teach Padhant with the help of percussion instruments.			To teach Padhant by clapping of hands and following the percussion instruments.	<p>Virtues of different mythological beings like:-</p> <p>Siddhi Vinayak- Ganesh AangikamBhavana m-Shiva NagenderHarai-Shiva Shantakaram- Vishnu Have to be understood by students</p>
<b>NOVEMBER (19 Days)</b>	<b>ACADEMIC REVISION</b>					



**PINEGROVE SCHOOL, DHARAMPUR**  
 Affiliation No. 630044; School Code: 43035  
**Annual Pedagogy Plan: ENGLISH COMMUNICATIVE (101)**  
**Class: X**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<b>Feb (02) - March</b>	<b>LITERATURE READER</b>  F-1 Two Gentlemen of Verona	<ul style="list-style-type: none"> <li>Explanation/Discussion</li> <li>Use of dictionary</li> <li>E-book/PDF of the chapter (NCERT book)</li> <li>Chalk, board, duster</li> <li>Computer Aided Teaching (Extramarks/PPT/ Videos/Images)</li> <li>Reference: Extracts from Zlata's Diary</li> </ul>	<ul style="list-style-type: none"> <li><b>Experiential learning:</b> Videos, Sharing of experiences, Discussion/Debate</li> <li><b>Inter disciplinary linkage:</b> With Social Science – World War 1&amp;2, war scenarios, geographical locations</li> <li><b>Art-Integration:</b> Mind Map - Character sketches</li> <li><b>Skill assessment</b> (Reading, Listening, Speaking, Writing skills)</li> <li><b>Grammar:</b> Phrasal verbs</li> <li><b>Writing task:</b> Article Writing, Diary Entry related to the chapter</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Oral tests/PK testing</li> <li>Written tests</li> <li>Classroom discussions based on textual topics</li> <li>Notebook evaluation of practice questions.</li> <li>Practice of MCQ based questions (Resources to be used: CBSE Sample papers-Class10, KVS 10<sup>th</sup> Model papers)</li> </ul>	<ul style="list-style-type: none"> <li>Loud Reading of the chapter with correct pronunciation, stress, intonation, pause and articulation of voice.</li> <li>Discussion of the chapter</li> <li>Difficult words and terms would be discussed</li> <li>Silent reading of the chapter</li> <li>Writing the literary devices with examples from the chapter</li> <li>Guided practice followed by Independent Practice – All possible Ques/Ans will be discussed in the classroom.</li> <li>Techniques to be used: Group Discussion</li> </ul>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>Justify the title of the chapter</li> <li>List the qualities of a gentleman</li> <li>Analyze that appearances are deceptive</li> <li>Infer that the story promises hope for society</li> <li>Portray the characters who endure hardship to achieve a higher goal</li> <li>Learn the values of family life</li> <li>Be inspired to fight adversities of life with determination and will power</li> <li>Learn to face difficulties without cribbing or losing hope</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					Questioning Think Pair Share MCQ	<ul style="list-style-type: none"> <li>Critique and justify the role of human emotions in decision-making</li> </ul>
March (26)	<p><b>LITERATURE READER</b></p> <p>F-2 Mrs. Packletide's Tiger</p> <p>P-1 The Frog and the Nightingale</p> <p>D-1 The Dear Departed</p> <p><b>MAIN COURSE BOOK</b></p> <p>Unit – 1 Health and Medicine A-E</p> <p><b>Grammar:</b> Integrated grammar</p> <p><b>Writing:</b> Letter to the Editor</p>	<ul style="list-style-type: none"> <li>Explanation/Discussion</li> <li>Use of dictionary</li> <li>E-book/PDF of the chapter (NCERT book)</li> <li>Chalk, board, duster</li> <li>Computer Aided Teaching (Extramarks/PPT/ Videos/Images)</li> <li>Reference: 'The Spider and the Fly' poem by Mary Howitt</li> </ul>	<ul style="list-style-type: none"> <li><b>Experiential learning:</b> Videos, Sharing of experiences, Discussion/Debate</li> <li><b>Inter disciplinary linkage:</b> With EVS</li> <li><b>Art-Integration:</b> Mind Map - Character sketches, Role play</li> <li><b>Skill assessment</b> (Reading, Listening, Speaking, Writing skills)</li> <li><b>Writing task:</b> Story Writing/ Diary Entry/Autobiography related to the chapters</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Oral tests/PK testing</li> <li>Written tests</li> <li>Classroom discussions based on textual topics</li> <li>Notebook evaluation of practice questions.</li> <li>Practice of MCQ based questions (Resources to be used: CBSE Sample papers- Class10, KVS 10<sup>th</sup> Model papers)</li> </ul>	<ul style="list-style-type: none"> <li>Loud Reading of the literature chapter with correct pronunciation, stress, intonation, pause and articulation of voice.</li> <li>Discussion of the chapter</li> <li>Difficult words and terms would be discussed</li> <li>Silent reading of the chapter</li> <li>Writing the literary devices with examples from the chapter</li> <li>Guided practice followed by Independent Practice – All possible Ques/Ans will be discussed in the classroom.</li> <li>Techniques to be used:</li> </ul>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>recite, understand and appreciate prose/poetry as a literary form and identify the rhyming scheme and poetic devices</li> <li>Sketch a pen portrait of the frog and the nightingale</li> <li>Identify the purpose behind Mrs. Packletide hunting the tiger</li> <li>Generalize that most of the hunting of animals takes place for wrong reasons</li> <li>Discuss how the tiger is an endangered species</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					Group Discussion Questioning Think Pair Share MCQ	<ul style="list-style-type: none"> <li>Develop a sense of responsibility towards the environment and the elderly</li> <li>Inculcate values in themselves</li> <li>Critique and justify the role of human emotions in decision-making</li> <li>Understand dramatic irony</li> </ul>
April (22)	<p><b>LITERATURE READER</b></p> <p>F-3 The Letter</p> <p>P-2 Not Marble nor the Gilded Monuments (Sonnet 55)</p> <p><b>MAIN COURSE BOOK</b></p> <p>Unit – 2 Education A-D</p> <p><b>Grammar:</b> Integrated grammar</p>	<ul style="list-style-type: none"> <li>Explanation/Discussion</li> <li>Use of dictionary</li> <li>E-book/PDF of the chapter (NCERT book)</li> <li>Chalk, board, duster</li> <li>Computer Aided Teaching (Extramarks/PPT/ Videos/Images)</li> </ul>	<ul style="list-style-type: none"> <li><b>Experiential learning:</b> Videos, Sharing of experiences, Discussion/Debate</li> <li><b>Inter disciplinary linkage:</b> With Social Science – people and monuments</li> <li><b>Art-Integration:</b> Mind Map - Character sketches, Role play</li> <li><b>Skill assessment</b> (Reading, Listening, Speaking, Writing skills)</li> <li><b>Writing task:</b> Letter Writing/ Diary Entry related to the chapters</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Oral tests/PK testing</li> <li>Written tests</li> <li>Classroom discussions based on textual topics</li> <li>Notebook evaluation of practice questions.</li> <li>Practice of MCQ based questions (Resources to be used: CBSE Sample papers- Class10, KVS 10<sup>th</sup> Model papers)</li> </ul>	<ul style="list-style-type: none"> <li>Loud Reading/Recitation with correct pronunciation, stress, intonation, pause and articulation of voice.</li> <li>Discussion of the chapter</li> <li>Difficult words and terms would be discussed</li> <li>Silent reading of the chapter</li> <li>Writing the literary devices with examples from the chapter</li> </ul>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>Describe the importance of love and separation in one's life</li> <li>Sketch a pen-portrait of Ali and the Postmaster</li> <li>Can narrate events and complete the given story</li> <li>Can understand the theme of the story/poems</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p><b>Writing:</b> Placing an Order and Cancellation Story Writing</p>				<ul style="list-style-type: none"> <li>• Guided practice followed by Independent Practice – All possible Ques/Ans will be discussed in the classroom.</li> <li>• Techniques to be used: Group Discussion Questioning Think Pair Share MCQ</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the importance of communication</li> <li>• Critique and justify the role of human emotions</li> <li>• recite, understand and appreciate prose/poetry as a literary form and identify the rhyming scheme and poetic devices</li> <li>• Describe how monuments and statues brave the ravages of time</li> </ul>
	<b>Unit-I</b>					

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
May (22)	<p><b>LITERATURE READER</b></p> <p>P-3 Ozymandias</p> <p><b>MAIN COURSE BOOK</b></p> <p>Unit – 3 Science A-D</p> <p><b>Grammar:</b> Integrated grammar</p> <p><b>Writing:</b> Article Writing</p>	<ul style="list-style-type: none"> <li>Explanation/Discussion</li> <li>Use of dictionary</li> <li>E-book/PDF of the chapter (NCERT book)</li> <li>Chalk, board, duster</li> <li>Computer Aided Teaching (Extramarks/PPT/ Videos/Images)</li> <li>Reference: Rameses II</li> </ul>	<ul style="list-style-type: none"> <li><b>Experiential learning:</b> Videos, Sharing of experiences, Discussion/Debate</li> <li><b>Inter disciplinary linkage:</b> With Social Science – people and monuments</li> <li><b>Art-Integration:</b> Mind Map - Character sketches, Role play</li> <li><b>Skill assessment</b> (Reading, Listening, Speaking, Writing skills)</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Oral tests/PK testing</li> <li>Written tests</li> <li>Classroom discussions based on textual topics</li> <li>Notebook evaluation of practice questions.</li> <li>Practice of MCQ based questions (Resources to be used: CBSE Sample papers- Class10, KVS 10<sup>th</sup> Model papers)</li> </ul>	<ul style="list-style-type: none"> <li>Recitation of the poem with correct pronunciation, stress, intonation, pause and articulation of voice.</li> <li>Discussion of the chapter</li> <li>Difficult words and terms would be discussed</li> <li>Silent reading of the chapter</li> <li>Writing the poetic devices with examples from the chapter</li> <li>Guided practice followed by Independent Practice – All possible Ques/Ans will be discussed in the classroom.</li> <li>Techniques to be used: Group Discussion Questioning Think Pair Share MCQ</li> </ul>	<p>The learner will be able to</p> <ul style="list-style-type: none"> <li>Critique and justify pride and power and its temporary nature</li> <li>recite, understand and appreciate poetry as a literary form and identify the rhyming scheme and poetic devices</li> <li>Describe how monuments and statues brave the ravages of time</li> <li>Identify language and structural choices made by the poet</li> </ul>
	<b>Unit-II</b>					

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
July (25)	<p><b>LITERATURE READER</b></p> <p>F-4 A Shady Plot</p> <p>P-4 Snake</p> <p><b>MAIN COURSE BOOK</b></p> <p>Unit – 4 Environment A-E</p> <p><b>Grammar:</b> Integrated grammar</p> <p><b>Writing:</b> Letter of Complaint Story Writing</p>	<ul style="list-style-type: none"> <li>Explanation/Discussion</li> <li>Use of dictionary</li> <li>E-book/PDF of the chapter (NCERT book)</li> <li>Chalk, board, duster</li> <li>Computer Aided Teaching (Extramarks/PPT/ Videos/Images)</li> </ul>	<ul style="list-style-type: none"> <li><b>Experiential learning:</b> Videos, Sharing of experiences, Discussion/Debate</li> <li><b>Art-Integration:</b> Mind Map - Character sketch</li> <li><b>Skill assessment</b> (Reading, Listening, Speaking, Writing skills)</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Oral tests/PK testing</li> <li>Written tests</li> <li>Classroom discussions based on textual topics</li> <li>Notebook evaluation of practice questions.</li> <li>Practice of MCQ based questions (Resources to be used: CBSE Sample papers- Class10, KVS 10<sup>th</sup> Model papers)</li> </ul>	<ul style="list-style-type: none"> <li>Loud Reading/Recitation with correct pronunciation, stress, intonation, pause and articulation of voice.</li> <li>Discussion of the chapter</li> <li>Difficult words and terms would be discussed</li> <li>Silent reading of the chapter</li> <li>Writing the literary devices with examples from the chapter</li> <li>Guided practice followed by Independent Practice – All possible Ques/Ans will be discussed in the classroom.</li> <li>Techniques to be used: Group Discussion Questioning Think Pair Share MCQ</li> </ul>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>Understand and justify the title of the story</li> <li>Understand the author's/poet's style of writing</li> <li>Can narrate events and complete the given story</li> <li>Can understand the theme of the story/poem</li> <li>Appreciate/Critique horror fiction/ghost stories</li> <li>Sensitize to the feelings of an individual</li> <li>recite, understand and appreciate poetry as a literary form and identify the rhyming scheme and poetic devices</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
August (23)	<p><b>LITERATURE READER</b></p> <p>F-5 Patol Babu</p> <p>D-2 Julius Caesar</p> <p><b>MAIN COURSE BOOK</b></p> <p>Unit – 5 Travel and Tourism A-D</p> <p><b>Grammar:</b> Integrated grammar</p> <p><b>Writing:</b> Letter of Inquiry Article Writing</p>	<ul style="list-style-type: none"> <li>Explanation/Discussion</li> <li>Use of dictionary</li> <li>E-book/PDF of the chapter (NCERT book)</li> <li>Chalk, board, duster</li> <li>Computer Aided Teaching (Extramarks/PPT/Videos/Images)</li> </ul>	<ul style="list-style-type: none"> <li><b>Experiential learning:</b> Videos, Sharing of experiences, Discussion/Debate</li> <li><b>Inter disciplinary linkage:</b> With Social Science – people and monuments Films, performing arts</li> <li><b>Art-Integration:</b> Mind Map - Character sketches, Role play</li> <li><b>Skill assessment</b> (Reading, Listening, Speaking, Writing skills)</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Oral tests/PK testing</li> <li>Written tests</li> <li>Classroom discussions based on textual topics</li> <li>Notebook evaluation of practice questions.</li> <li>Practice of MCQ based questions (Resources to be used: CBSE Sample papers- Class10, KVS 10<sup>th</sup> Model papers)</li> </ul>	<ul style="list-style-type: none"> <li>Loud Reading with correct pronunciation, stress, intonation, pause and articulation of voice.</li> <li>Discussion of the chapter</li> <li>Difficult words and terms would be discussed</li> <li>Silent reading of the chapter</li> <li>Writing the literary devices with examples from the chapter</li> <li>Guided practice followed by Independent Practice – All possible Ques/Ans will be discussed in the classroom.</li> <li>Techniques to be used: Group Discussion Questioning Think Pair Share MCQ</li> </ul>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>Outline the growth of the main protagonists</li> <li>Note film techniques used in narrative style</li> <li>Interpret a story about the world of films</li> <li>Narrate events and complete the given story</li> <li>Summarize the key plot points in Julius Caesar</li> <li>Analyze the characters</li> <li>Critique and justify the role of human emotions</li> <li>Define a tragic hero</li> <li>Analyze the rhetoric found in Mark Antony's speech</li> </ul>
September (25)	<p><b>LITERATURE READER</b></p> <p>F-6 Virtually True</p>	<ul style="list-style-type: none"> <li>Explanation/Discussion</li> <li>Use of dictionary</li> </ul>	<ul style="list-style-type: none"> <li><b>Experiential learning:</b> Videos, Sharing of experiences, Discussion/Debate</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Oral tests/PK testing</li> <li>Written tests</li> </ul>	<ul style="list-style-type: none"> <li>Loud Reading/Recitation with correct pronunciation,</li> </ul>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>Can understand and appreciate</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	P-5 The Rime of the Ancient Mariner  <b>MAIN COURSE BOOK</b>  Unit – 6 National Integration A-D  <b>Grammar:</b> Integrated grammar  <b>Writing:</b> Practice	<ul style="list-style-type: none"> <li>E-book/PDF of the chapter (NCERT book)</li> <li>Chalk, board, duster</li> <li>Computer Aided Teaching (Extramarks/PPT/ Videos/Images)</li> </ul>	<ul style="list-style-type: none"> <li><b>Inter disciplinary linkage:</b> With Computer Science and Technology – Virtual reality and gaming</li> <li><b>Art-Integration:</b> Mind Map - Character sketches,</li> <li><b>Skill assessment</b> (Reading, Listening, Speaking, Writing skills)</li> </ul>	<ul style="list-style-type: none"> <li>Classroom discussions based on textual topics</li> <li>Notebook evaluation of practice questions.</li> <li>Practice of MCQ based questions (Resources to be used: CBSE Sample papers- Class10, KVS 10<sup>th</sup> Model papers)</li> </ul>	stress, intonation, pause and articulation of voice. <ul style="list-style-type: none"> <li>Discussion of the chapter</li> <li>Difficult words and terms would be discussed</li> <li>Silent reading of the chapter</li> <li>Writing the literary devices with examples from the chapter</li> <li>Guided practice followed by Independent Practice – All possible Ques/Ans will be discussed in the classroom.</li> <li>Techniques to be used: Group Discussion Questioning Think Pair Share MCQ</li> </ul>	prose/poetry as a literary form <ul style="list-style-type: none"> <li>Understand the author's/poet's style of writing</li> <li>Can narrate events and complete the given story</li> <li>recite, understand and appreciate poetry as a literary form and identify the rhyming scheme and poetic devices</li> <li>Understand and Analyze Virtual reality</li> <li>Identify with the protagonists</li> </ul>
	<b>Unit-III</b>					
<b>October (24)</b>	<b>LITERATURE READER</b>  <b>MAIN COURSE</b>	<ul style="list-style-type: none"> <li>Explanation/Discussion</li> <li>Use of dictionary</li> </ul>	<ul style="list-style-type: none"> <li><b>Experiential learning</b></li> <li><b>Inter disciplinary linkage:</b> Mind Map: Character</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Oral tests/PK testing</li> <li>Written tests</li> </ul>	<ul style="list-style-type: none"> <li>Loud Reading/Recitation with correct pronunciation,</li> </ul>	The learners <ul style="list-style-type: none"> <li>devise strategies to revise and edit their work.</li> </ul>



Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<b>BOOK</b>  REVISION  <b>Grammar:</b> Integrated grammar  <b>Writing:</b> Practice	<ul style="list-style-type: none"> <li>E-book/PDF of the chapter (NCERT book)</li> <li>Chalk, board, duster</li> <li>Computer Aided Teaching (Extramarks/PPT/ Videos/Images)</li> </ul>	sketches  <ul style="list-style-type: none"> <li><b>Skill assessment</b> (Reading, Listening, Speaking, Writing skills)</li> </ul>	<ul style="list-style-type: none"> <li>Classroom discussions based on textual topics</li> <li>Notebook evaluation of practice questions.</li> <li>Practice of MCQ based questions (Resources to be used: CBSE Sample papers- Class10, KVS 10<sup>th</sup> Model papers)</li> </ul>	stress, intonation, pause and articulation of voice. <ul style="list-style-type: none"> <li>Discussion of the chapter</li> <li>Difficult words and terms would be discussed</li> <li>Silent reading of the chapter</li> <li>Writing the literary devices with examples from the chapter</li> <li>Guided practice followed by Independent Practice – All possible Ques/Ans will be discussed in the classroom.</li> <li>Techniques to be used: Group Discussion Questioning Think Pair Share MCQ</li> </ul>	<ul style="list-style-type: none"> <li>collaborate with their peers to revise.</li> <li>learn to manage their time during exams.</li> <li>brush up and reinforce what they have learnt.</li> <li>feel more confident and equipped to approach exams with less anxiety and stress.</li> </ul>
November (20)	Revision			Revision in the form of Quizzes, Discussions, Doubt Clarification, Oral tests, Class tests		The learners <ul style="list-style-type: none"> <li>devise strategies to revise and edit their work.</li> <li>collaborate with their peers to revise.</li> <li>learn to manage</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						their time during exams. <ul style="list-style-type: none"> <li>• brush up and reinforce what they have learnt.</li> <li>• feel more confident and equipped to approach exams with less anxiety and stress.</li> </ul>
December (15)	Final exams					

**पाइनगोव स्कूल**



संबद्धीकरण संख्या 630044; स्कूल कोड: 43035

वार्षिक शिक्षाशास्त्र योजना : हिन्दी


कक्षा : दस

सत्र: 2023-24

महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
मार्च प्रथम सत्र	<b>पुस्तक - स्पर्श (भाग -२)</b> <b>बड़े भाई साहब</b>	<ul style="list-style-type: none"> <li>वीडियो</li> <li><a href="https://www.youtube.com/watch?v=AEs5hZtYtEA">https://www.youtube.com/watch?v=AEs5hZtYtEA</a></li> <li>कंस्ट्रक्शन पेपर (Construction paper)</li> <li>धागा</li> <li>लकड़ियाँ</li> <li>कैंची</li> <li>कलर पेंसिल्स</li> <li>टेप</li> <li>रिबन</li> </ul>	<p><b>आनुभविक ज्ञानार्जन</b> बच्चे घर में अपने छोटे या बड़े होने के अनुभव सांझा करेंगे। (चर्चा द्वारा)</p> <p><b>कला समेकित ज्ञानार्जन</b></p> <ul style="list-style-type: none"> <li>वाद-विवाद का आयोजन किया जाएगा।</li> <li>अनुशासन बनाए रखने के लिए प्राचीन या आधुनिक युक्तियों में कौन सी युक्ति बेहतर है।</li> <li>नाटक-</li> <li>बच्चे नाटक की पटकथा लिखेंगे।</li> <li>पात्रों का चयन करेंगे</li> <li>अभिनय प्रस्तुति देंगे।</li> <li>कला अध्यापक / अध्यापिका तथा खेल अध्यापक / अध्यापिका</li> </ul>	<ul style="list-style-type: none"> <li>परावर्तन (reflection)</li> <li>शिक्षक/की प्रतिपुष्टि (feedback)</li> <li>छात्र / छात्रों की प्रतिपुष्टि (feedback)</li> <li>प्रश्न-उत्तर</li> <li>बहुवैकल्पिक प्रश्न</li> <li>लिखित व</li> <li>मौखिक परीक्षा</li> </ul>	<p><b>आइस-ब्रेकिंग गतिविधि</b> अध्यापक / अध्यापिका बच्चों से उनके घर में छोटे या बड़े होने के अनुभव पूछेगी / गा। बच्चे घर में अपने छोटे या बड़े होने के अनुभव सांझा करेंगे।</p> <p>बच्चों से उनकी रुचियों के बारे में पूछा जाएगा, जिससे हम इस निष्कर्ष पर पहुँचेंगे कि बच्चों को खेलना - कूदना, बातें करना, अभिनय करना अच्छा लगता है।</p> <p><b>विषय की घोषणा</b> <b>विषय विस्तार</b></p> <ul style="list-style-type: none"> <li>पठन अभ्यास</li> <li>चर्चा</li> <li>सम्बंधित प्रश्न पूछना</li> </ul>	<p><b>विषय संबंधी</b></p> <ul style="list-style-type: none"> <li>पठन कौशल का विस्तार</li> <li>लेखन कौशल का विस्तार</li> <li>वाचन कौशल का विस्तार</li> <li>नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करना</li> <li>पाठ का सारांश अपने शब्दों में सुनना</li> <li>रचनाकार के उद्देश्य को स्पष्ट करना</li> <li>मुहावरों के अर्थ बताना</li> </ul> <p><b>कला संबंधी</b></p> <ul style="list-style-type: none"> <li>वाचन कला का सुधार</li> <li>अभिनय कला का विस्तार</li> <li>पतंग बनाना व उड़ाना सीखना</li> <li>प्राचीन खेल गुल्ली डंडा खेलना</li> </ul>

महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
			<p>की सहायता से बच्चों को पतंग बनानी व उड़ानी सिखाई जा सकती है ।</p> <p><b>बहुविषयक सहलग्नता (Multidisciplinary linkage)</b> गणित अध्यापक अलजेब्रा की बारीकियाँ तथा इतिहास के अध्यापक बच्चों को इतिहास में तिथियों का महत्त्व समझाएँगे ।</p>  <p>विज्ञान अध्यापक की सहायता से पतंग के उड़ने के पीछे का रहस्य / सिद्धांत समझाया जाएगा ।</p>		<ul style="list-style-type: none"> <li>• खुले अंत वाले प्रश्न</li> <li>• पुनरावृत्ति</li> </ul>	 <p><b>नैतिक मूल्य</b></p> <p>पारम्परिक भारतीय समाज में छोटे भाई को सही रास्ते पर बनाए रखने के लिए बड़े भाई द्वारा किए जाने वाले त्याग को रेखांकित करना ।</p>
मार्च प्रथम सत्र	मार्च पुस्तक - स्पर्श ( भाग-२)	वीडियो <a href="https://www.youtube.com/watch?v=AGyyvjVXMA">https://www.youtube.com/watch?v=AGyyvjVXMA</a>	<b>आनुभविक ज्ञानार्जन</b> बच्चे मानवीय मूल्यों के स्त्रोत के बारे में अपने विचार प्रस्तुत करेंगे । अपने	<ul style="list-style-type: none"> <li>• परावर्तन (reflection)</li> <li>• शिक्षक/की प्रतिपुष्टि (feedback)</li> </ul>	<b>आइस-ब्रेकिंग गतिविधि</b> अध्यापक / अध्यापिका बच्चों को कक्षा में अच्छे व्यक्ति के गुणों के बारे में बोलने के लिए	<b>विषय संबंधी</b> <ul style="list-style-type: none"> <li>• पठन कौशल का विस्तार</li> <li>• लेखन कौशल का विस्तार</li> <li>• वाचन कौशल का विस्तार</li> </ul>


महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
	<b>साखी</b>	<ul style="list-style-type: none"> <li>• ब्लैक बोर्ड , चाक , डस्टर</li> </ul>	<p>पिछले अनुभवों के आधार पर वे बताएँगे कि उन्होंने मानवीय मूल्य / नैतिक मूल्य कहाँ से सीखे ।</p> <ul style="list-style-type: none"> <li>• दोहे, गीत , साखियाँ , कहानियाँ नैतिक मूल्यों का खज़ाना है , बच्चों के अनुभवों से निकलकर आएगा ।</li> </ul> <p><b>कला समेकित ज्ञानार्जन</b></p> <ul style="list-style-type: none"> <li>• -बच्चे साखियों को गाकर सुनाएँगे ।</li> <li>• साखियों की अंत्याक्षरी करवाई जाएगी ।</li> </ul> <p>निम्नलिखित विषयों पर <b>समूह चर्चा, भाषण, आशु भाषण</b> करवाए जा सकते हैं</p> <ul style="list-style-type: none"> <li>• मज़हब नहीं सिखाता आपस में बैर रखना</li> <li>• राजनीति में धर्म का स्थान नहीं होना चाहिए</li> <li>• ऐसी वाणी बोलिये मन का आप खोये</li> <li>• कस्तूरी कुंडली बसे ....</li> </ul>	<ul style="list-style-type: none"> <li>• छात्र / छात्रों की प्रतिपुष्टि (feedback)</li> <li>• प्रश्न-उत्तर</li> <li>• बहुवैकल्पिक प्रश्न</li> <li>• लिखित व</li> <li>• मौखिक परीक्षा</li> </ul>	<p>प्रोत्साहित करेगी/ गा तथा क्रमवार बोर्ड पर लिखेगी / गा।</p> <p>तत्पश्चात बच्चों से पूछा जाएगा कि हमें मानवीय मूल्यों की सीख कहाँ से मिलती है? जब अपेक्षित उत्तर अर्थात दोहे / गीत / महान व्यक्तियों से मिल जाएगा तब कक्षा में <b>विषय की घोषणा</b> की जाएगी ।</p> <p><b>विषय विस्तार</b></p> <p>कबीर जी के जीवन की जानकारी वीडियो द्वारा दी जाएगी ।</p> <ul style="list-style-type: none"> <li>• कविता पाठ</li> <li>• व्याख्या</li> <li>• चर्चा</li> <li>• सम्बंधित प्रश्न</li> <li>• खुले अंत वाले प्रश्न</li> <li>• पुनरावृत्ति</li> </ul>	<ul style="list-style-type: none"> <li>• नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करना</li> <li>• दोहों के अर्थ</li> <li>• समाज सुधारक संत कवि कबीर के बारे में जानकारी</li> </ul> <p><b>कला संबंधी</b></p> <ul style="list-style-type: none"> <li>• गायन कौशल</li> <li>• वाचन कला का सुधार</li> </ul> <p><b>नैतिक मूल्य</b></p> <ul style="list-style-type: none"> <li>• धर्म के नाम पर बाहरी आडम्बरों से दूर रहना ।</li> <li>• भगवान हर स्थान पर वास करते हैं ।</li> <li>• हमें घमंड नहीं करना चाहिए ।</li> <li>• दूसरों के साथ मीठी वाणी का प्रयोग करना चाहिए ।</li> <li>• निंदक का महत्त्व समझना ।</li> </ul>

महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
			<ul style="list-style-type: none"> <li>• अहंकार बनाम सर्वनाश</li> <li>• निंदक नेडा राखिये</li> <li>• पोथी पढ़ी पढ़ी जग मुवा</li> </ul> <p>....</p> <p><b>बहुविषयक सहलग्नता (Multidisciplinary linkage)</b></p> <ul style="list-style-type: none"> <li>• सामाजिक अध्ययन और विज्ञान विषय के अंतर्गत <b>कस्तूरी मृग</b> की जानकारी दी जाएगी ।</li> </ul>  <p>दुर्लभ वन्य जीव प्रजाति 'कस्तूरी मृग' उत्तराखंड का राज्य वन्य पशु है। जिसकी गिनती जंगल के खूबसूरत जीवों में होती है। कस्तूरी मृग को 'हिमायलन मस्क डियर' के नाम से भी जाना जाता है। वैसे इसका वैज्ञानिक नाम 'मास्कस क्राइसोगौ' है</p>			

महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
			<a href="https://hindi.nativeplanet.com/travel-guide/musk-deer-reserved-sanctuaries-state-animal-of-uttarakhand-kasturi-mrig-hindi/articlecontent-pf20118-002835.html">https://hindi.nativeplanet.com/travel-guide/musk-deer-reserved-sanctuaries-state-animal-of-uttarakhand-kasturi-mrig-hindi/articlecontent-pf20118-002835.html</a>			
	<p><b>मार्च</b></p> <p><b>पुस्तक - संचयन ( भाग -२)</b></p> <p><b>हरिहर काका</b></p> <p><b>प्रथम सत्र</b></p>	<ul style="list-style-type: none"> <li>• खुले अंत वाले प्रश्न</li> <li>• वीडियो</li> <li>• <a href="https://www.youtube.com/watch?v=tUIQGTleQM0">https://www.youtube.com/watch?v=tUIQGTleQM0</a></li> </ul>	<p><b>आनुभविक ज्ञानार्जन</b></p> <ul style="list-style-type: none"> <li>• बच्चे अपने बुजुर्गों की दिनचर्या के बारे में बताएँगे तथा सुझाव देंगे कि वे उनके जीवन में कैसे अधिक खुशियाँ ला सकते हैं ।</li> <li>• छात्र / छात्राएँ अपने आस - पास के धार्मिक स्थलों की</li> <li>• सकारात्मक तथा नकारात्मक बातें बताएँगे, जिसके माध्यम से बच्चों में गहन सोच(critical thinking) विकसित होगी ।</li> </ul> <p><b>कला समेकित ज्ञानार्जन</b> अध्यापक/ अध्यापिका बच्चों को चार या पाँच के</p>	<ul style="list-style-type: none"> <li>• परावर्तन (reflection)</li> <li>• शिक्षक/की प्रतिपुष्टि (feedback)</li> <li>• छात्र / छात्रों की प्रतिपुष्टि (feedback)</li> <li>• प्रश्न-उत्तर</li> <li>• बहुवैकल्पिक प्रश्न</li> <li>• लिखित व</li> <li>• मौखिक परीक्षा</li> <li>• खुले अंत वाले प्रश्न</li> </ul>	<p><b>आइस-ब्रेकिंग गतिविधि</b></p> <p>अध्यापक / अध्यापिका बच्चों से निम्नलिखित विषय पर चर्चा करेंगे तथा उन्हें कक्षा में ज्यादा से ज्यादा भाग लेने के लिए प्रोत्साहित करेंगे ।</p> <p>1- बच्चों को प्रोत्साहित किया जाएगा कि वे अपने दादा -दादी / नाना -नानी की दिनचर्या का वर्णन करें । उनके पड़ोस में यदि कोई ऐसे व्यक्ति हैं जिनके कोई संतान नहीं हैं या उन्होंने अपनी जायदाद किसी और के नाम कर दी है, उनके जीवन के बारे में कुछ बताएँ ।</p>	<p><b>विषय संबंधी</b></p> <ul style="list-style-type: none"> <li>• पठन कौशल का विस्तार</li> <li>• लेखन कौशल का विस्तार</li> <li>• वाचन कौशल का विस्तार</li> <li>• नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करना</li> <li>• पाठ का सारांश अपने शब्दों में सुनना</li> <li>• रचनाकार के उद्देश्य को स्पष्ट करना</li> <li>• मुहावरों के अर्थ बताना</li> </ul> <p><b>नैतिक मूल्य</b></p> <ul style="list-style-type: none"> <li>• समाज में व्याप्त विसंगतियों के बारे में जानकारी</li> <li>• ग्रामीण परिवेश और व्यवहार की जानकारी</li> </ul> <p><b>कला संबंधी</b></p>


महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
			<p>समूहों में बाँटकर निम्नलिखित कोई एक प्रस्तुति देने के लिए कह सकती हैं ।</p> <p><b>वाद विवाद-</b></p> <ul style="list-style-type: none"> <li>• -वृद्धाश्रम बढ़ने का कारण आज के युवा वर्ग में बढ़ती असंवेदना है ।</li> <li>- धार्मिक स्थल अन्धविश्वास को बढ़ावा देते हैं ।</li> <li>• -हमें वृद्धाश्रम बंद कर देने चाहिए ।</li> <li>• -वृद्धों का ख्याल न रखने वालों को कड़ी से कड़ी सजा होनी चाहिए ।</li> <li>• मीडिया का बढ़ता प्रभाव</li> </ul> <p><b>नाटक-</b></p> <ul style="list-style-type: none"> <li>• बच्चे नाटक की पटकथा लिखेंगे ।</li> <li>• पात्रों का चयन करेंगे</li> <li>• अभिनय प्रस्तुति देंगे ।</li> </ul>		<p>2- आपके/गाँव / शहर/ पड़ोस में यदि कोई धार्मिक स्थल है तो वहाँ के बारे में कुछ बताएँ । तत्पश्चात विषय की घोषणा की जाएगी ।</p> <p><b>विषय विस्तार</b></p> <ul style="list-style-type: none"> <li>• पठन अभ्यास</li> <li>• चर्चा</li> <li>• सम्बंधित प्रश्न पूछना</li> <li>• पुनरावृत्ति के लिए बच्चों को हरिहर काका कहानी के नाट्य रूपांतरण की वीडियो दिखाई जाएगी ।</li> </ul>	<ul style="list-style-type: none"> <li>• वाचन कौशल का विस्तार</li> <li>• अभिनय कला का विस्तार</li> <li>• लेखन कौशल का विस्तार</li> <li>• सामाजिक कौशल का विस्तार</li> <li>• टीम भावना</li> </ul>



महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
			<ul style="list-style-type: none"> <li>1-संपत्ति के लिए अपने भी पराए बन जाते हैं ।</li> <li>बदलते रिश्ते ।</li> <li>2-जिस पेड़ ने हमेशा घनी छाँव दी अब .....</li> <li>इसके अतिरिक्त बच्चे निम्न रूपों से भी प्रस्तुति दे सकते हैं ।</li> <li>रैप गाना</li> <li>कविता लिखना</li> <li><b>पोस्टर बनाना</b> <i>चेहरे की सिलवटों में छिपी अनकही दास्ताँ...</i></li> </ul> 			
	<p><b>मार्च</b> <b>प्रथम सत्र</b></p> <p><b>पुस्तक - व्याकरण</b></p> <p><b>शब्द पद और पदबंध</b></p>	<ul style="list-style-type: none"> <li>वीडियो</li> <li><a href="https://www.youtube.com/watch?v=pLhMTcBssAY">https://www.youtube.com/watch?v=pLhMTcBssAY</a></li> </ul>	बच्चे विभिन्न शब्दों और पदों के उदाहरण देंगे ।	<ul style="list-style-type: none"> <li>अभ्यास कार्य</li> <li>बहुवैकल्पिक प्रश्न</li> <li>लिखित व</li> <li>मौखिक परीक्षा</li> </ul>	<ul style="list-style-type: none"> <li>पूर्व ज्ञान परीक्षा</li> <li>विषय की घोषणा</li> <li>विषय विस्तार</li> <li>पठन अभ्यास</li> <li>चर्चा</li> <li>सम्बंधित प्रश्न पूछना</li> <li>पुनरावृत्ति</li> </ul>	<ul style="list-style-type: none"> <li>शब्द की परिभाषा , उदाहरण पद की परिभाषा , उदाहरण</li> <li>पदबंध के उदाहरण तथा अभ्यास</li> </ul>


महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
	<b>मार्च</b> <b>प्रथम सत्र</b>  <b>लेखन</b>  <b>अनुच्छेद</b>	<ul style="list-style-type: none"> <li>पावर प्वाइंट</li> <li>वीडियो</li> <li><a href="https://www.youtube.com/watch?v=a6mudXA4R8A&amp;t=32s">https://www.youtube.com/watch?v=a6mudXA4R8A&amp;t=32s</a></li> </ul>	विभिन्न अनुच्छेदों को कक्षा में बाँटना और बच्चों को भाषण तैयार करने को कहना ।	<ul style="list-style-type: none"> <li>अभ्यास कार्य</li> <li>लिखित व</li> <li>मौखिक परीक्षा</li> </ul>	<ul style="list-style-type: none"> <li>पूर्व ज्ञान परीक्षा</li> <li>विषय की घोषणा</li> <li>विषय विस्तार</li> <li>पठन अभ्यास</li> <li>चर्चा</li> <li>सम्बंधित प्रश्न पूछना</li> <li>पुनरावृत्ति</li> </ul>	<b>विषय संबंधी</b> <ul style="list-style-type: none"> <li>अनुच्छेद को सही ढंग से लिखने की कला विकसित करना</li> </ul> <b>कला संबंधी</b> <ul style="list-style-type: none"> <li>भाषण कौशल का विस्तार</li> </ul>
	<b>मार्च</b>  <b>लेखन</b>  <b>औपचारिक प्रार्थना पत्र</b>	<ul style="list-style-type: none"> <li>वीडियो</li> <li>ई-बुक</li> </ul>	<b>आनुभविक ज्ञानार्जन</b> <ul style="list-style-type: none"> <li>पत्रों के महत्त्व को समझते हुए बच्चों को जवाहर लाल नेहरू जी की पिता के पत्र पुत्री के नाम किताब की जानकारी दी जाएगी तथा वीडियो भी दिखाई जाएगी ।</li> <li>बच्चों को अपने माता /पिता को अपनी ग्रीष्कालीन छुट्टियों की योजना (कोई भी अन्य विषय ) के बारे में बताते हुए पत्र लिखने को कहना ।</li> </ul>	<ul style="list-style-type: none"> <li>परावर्तन (reflection)</li> <li>शिक्षक/की प्रतिपुष्टि (feedback)</li> <li>छात्र / छात्रों की प्रतिपुष्टि (feedback)</li> <li>अभ्यास कार्य</li> <li>लिखित व</li> <li>मौखिक परीक्षा</li> </ul>	<b>आइस-ब्रेकिंग गतिविधि</b> पत्रों के महत्त्व को समझते हुए बच्चों को जवाहर लाल नेहरू जी की पिता के पत्र पुत्री के नाम किताब की जानकारी दी जाएगी तथा वीडियो भी दिखाई जाएगी । <a href="https://www.youtube.com/watch?v=E4UDjh0Plmw">https://www.youtube.com/watch?v=E4UDjh0Plmw</a>  <b>विषय की घोषणा</b> बच्चो आज हम पत्र लेखन विषय करने जा रहे हैं ।	<b>विषय संबंधी</b> भिन्न- भिन्न प्रकार के ( औपचारिक / अनौपचारिक) पत्रों को लिखना सीखना  <b>कला संबंधी</b> <ul style="list-style-type: none"> <li>गीतों द्वारा पत्रों के महत्त्व को जानना ।</li> </ul>

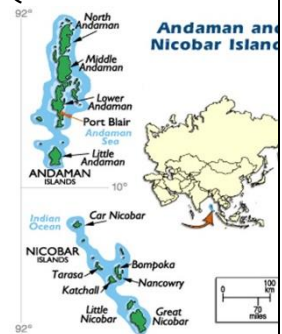
महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
			<ul style="list-style-type: none"> <li>बच्चे अपने विद्यालय/कक्षा की किसी समस्या के बारे में प्रधानाचार्य / अध्यापक / अध्यापिका को सूचित करते हुए प्रार्थना पत्र लिखेंगे ।</li> </ul> <b>कला समेकित ज्ञानार्जन</b> बच्चों को चार / पाँच समूहों में बांटा जाएगा तथा उन्हें चिट्ठियों से सम्बंधित गीत / लोकगीत प्रस्तुत करने के लिए प्रेरित किया जाएगा ।		<b>विषय विस्तार</b> बच्चों को वीडियो के माध्यम से तथा चर्चा के द्वारा समझाया जाएगा । <a href="https://www.youtube.com/watch?v=fDhqGg8LNj4">https://www.youtube.com/watch?v=fDhqGg8LNj4</a>  सम्बंधित प्रश्न पूछना  पुनरावृत्ति	
अप्रैल	<b>अप्रैल</b>  <b>पुस्तक - स्पर्श ( भाग -२)</b>  <b>डायरी का पत्रा केवल पढ़ने के लिए</b>	<ul style="list-style-type: none"> <li>खुले अंत वाले प्रश्न</li> <li>वीडियो</li> <li><a href="https://www.youtube.com/watch?v=MKMOUDoZUs4">https://www.youtube.com/watch?v=MKMOUDoZUs4</a></li> <li>चर्चा द्वारा</li> </ul>	<b>आनुभविक ज्ञानार्जन</b>  डायरी लेखन विधा की जानकारी- बच्चों को उनके प्रतिदिन के कार्यों को डायरी में लिखने के लिए प्रेरित किया जाएगा ।  <b>कला समेकित ज्ञानार्जन</b>  निम्नलिखित गतिविधियों द्वारा परियोजना कार्य करवाया जा सकता है -	<ul style="list-style-type: none"> <li>परावर्तन(reflection)</li> <li>शिक्षक/की प्रतिपुष्टि(feedback)</li> <li>छात्र / छात्रों की प्रतिपुष्टि(feedback)</li> <li>प्रश्न-उत्तर</li> <li>बहुवैकल्पिक प्रश्न</li> </ul>	<b>आइस-ब्रेकिंग गतिविधि</b>  बच्चों से प्रश्न पूछा जाएगा कि पिछले दस/बीस दिनों में क्या उनके जीवन में कोई खास घटना घटी ? यदि हाँ तो कब, कहाँ , कैसे ? बच्चे सही समय , दिन या वार नहीं बता पाएँगे पीर अध्यापक / अध्यापिका उन्हें डायरी लेखन के बारे में बताएँगे ।	<b>विषय संबंधी</b> <ul style="list-style-type: none"> <li>पठन कौशल का विस्तार</li> <li>लेखन कौशल का विस्तार</li> <li>वाचन कौशल का विस्तार</li> <li>नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करना</li> <li>पाठ का सारांश अपने शब्दों में सुनना</li> <li>रचनाकार के उद्देश्य को स्पष्ट करना</li> <li>मुहावरों के अर्थ बताना</li> </ul>

महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
			<ul style="list-style-type: none"> <li>देशभक्ति की कहानियाँ, कविताएँ, गीत, समूहगान, स्वतंत्रता सेनानियों द्वारा दिए गए नारे</li> <li>सरोजिनी नायडू, अरुणा आसफ अली, कस्तूरबा गाँधी के बारे में संक्षिप्त जानकारी प्राप्त करके स्कैप बुक में लिखिए।</li> </ul> <p><b>बहुविषयक सहलग्नता (Multidisciplinary linkage)</b> सामाजिक अध्ययन तथा कला (आर्ट) विषय के साथ समायोजित किया जा सकता है जिसके अंतर्गत दोनों विषय के अध्यापक / अध्यापिकाएँ विभिन्न गतिविधियों द्वारा पाठ को रोचक बना सकते हैं</p>	<ul style="list-style-type: none"> <li>लिखित व</li> <li>मौखिक परीक्षा</li> </ul>	<p>डायरी लेखन से तनाव काम होता है तथा रचनात्मकता बढ़ती है।</p> <p><a href="https://helloswasthya.com/swasthajeewan/fun-facts/diary-likhane-ke-health-benefits/#gref">https://helloswasthya.com/swasthajeewan/fun-facts/diary-likhane-ke-health-benefits/#gref</a></p> <ul style="list-style-type: none"> <li>विषय की घोषणा</li> <li>विषय विस्तार</li> <li>पठन अभ्यास</li> <li>चर्चा</li> <li>सम्बंधित प्रश्न पूछना</li> <li>पुनरावृत्ति</li> </ul>	<ul style="list-style-type: none"> <li>साहित्य के गद्य विधा (डायरी) की जानकारी देना</li> <li>परतंत्र भारत में मनाए गए दूसरे स्वतंत्रता दिवस की जानकारी देना</li> <li>स्वतंत्रता संग्राम से जुड़ी बातों की जानकारी देना</li> </ul> <p><b>नैतिक मूल्य</b></p> <ul style="list-style-type: none"> <li>छात्रों में देश प्रेम की भावना जागृत करना</li> </ul> <p><b>कला व आनुभविक ज्ञानार्जन संबंधी</b> डायरी लेखन विधा - डायरी लेखन द्वारा बच्चे अपने सम्पूर्ण दिन के कार्यों का पुनरावलोकन कर सकेंगे। बच्चे स्कैप बुक में सरोजिनी नायडू, अरुणा आसफ अली, कस्तूरबा गाँधी के बारे में संक्षिप्त जानकारी सचित्र लगाएँगे।</p> 

महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
	<b>अप्रैल</b> <b>प्रथम सत्र</b> <b>पुस्तक - स्पर्श</b> <b>( भाग -२)</b> <b>पद- मीरा</b>	<ul style="list-style-type: none"> <li>• वीडियो</li> <li>• <a href="https://www.youtube.com/watch?v=Tyd-wJ8ZFLc">https://www.youtube.com/watch?v=Tyd-wJ8ZFLc</a></li> <li>• ई-बुक</li> </ul>	<b>आनुभविक ज्ञानार्जन</b> <ul style="list-style-type: none"> <li>• बच्चे कुछ भजनो को सुनाएँगे या उनका उल्लेख करेंगे । कई बच्चे मीराबाई के भजनो का उल्लेख करेंगे ।</li> <li>• मीराबाई के जीवन की कथा की जानकारी</li> <li>• हिरन्यकश्यप और प्रह्लाद की कथा</li> <li>• मीराबाई के किसी प्रसिद्ध भजन को वीडियो द्वारा कक्षा में सुनाना ।</li> </ul> <b>कला समेकित ज्ञानार्जन</b> <ul style="list-style-type: none"> <li>• मीरा के पदों का संकलन करके चार्ट बनाना ।</li> <li>• गायन का समावेश करना ।</li> </ul>	<ul style="list-style-type: none"> <li>• परावर्तन (reflection)</li> <li>• शिक्षक/की प्रतिपुष्टि (feedback)</li> <li>• छात्र / छात्रों की प्रतिपुष्टि (feedback)</li> <li>• प्रश्न-उत्तर</li> <li>• चर्चा द्वारा</li> <li>• बहुवैकल्पिक प्रश्न</li> <li>• लिखित व</li> <li>• मौखिक परीक्षा</li> </ul>	<b>आइस-ब्रेकिंग गतिविधि</b> बच्चों से कक्षा में पूछा जायेगा कि उन्होंने कौन कौन से भजन सुने हैं ? बच्चे कुछ भजनो को सुनाएँगे या उनका उल्लेख करेंगे । कई बच्चे मीराबाई के भजनो का उल्लेख करेंगे ।  <b>विषय की घोषणा</b> बच्चो आज हम मीरा के पद पढ़ने जा रहे हैं ।  <b>विषय विस्तार</b> <ul style="list-style-type: none"> <li>• कविता पाठ</li> <li>• व्याख्या</li> <li>• चर्चा</li> <li>• सम्बंधित प्रश्न पूछना</li> <li>• पुनरावृत्ति</li> </ul>	<b>विषय संबंधी</b> <ul style="list-style-type: none"> <li>• कविता का रसास्वादन करना</li> <li>• नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना</li> <li>• पदों का केंद्रीय भाव अपने शब्दों में लिखना</li> <li>• प्राचीन हिंदी की मिश्र भाषा को समझ सकने की योग्यता का विस्तार</li> </ul> <b>कला संबंधी</b> <ul style="list-style-type: none"> <li>• गायन कला का समावेश करना ।</li> <li>• मीरा के पदों का संकलन कर समूहों में चार्ट बनाना, जिससे निम्नलिखित कौशलों का विस्तार होगा</li> <li>• टीम प्रबंधन</li> <li>• संचार</li> <li>• नेतृत्व</li> </ul>

महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
	<b>पुस्तक - व्याकरण</b> <b>पदबंध</b> <b>प्रथम सत्र</b>	<ul style="list-style-type: none"> <li>वीडियो</li> <li><a href="https://www.youtube.com/watch?v=ZucfAP7ePjA&amp;t=300s">https://www.youtube.com/watch?v=ZucfAP7ePjA&amp;t=300s</a></li> <li>ई-बुक</li> </ul>	बच्चे विभिन्न शब्दों और पदों के उदाहरण देंगे ।	<ul style="list-style-type: none"> <li>अभ्यास कार्य</li> <li>बहुवैकल्पिक प्रश्न</li> <li>लिखित व</li> <li>मौखिक परीक्षा</li> </ul>	<ul style="list-style-type: none"> <li>पूर्व ज्ञान परीक्षा</li> <li>विषय की घोषणा</li> <li>विषय विस्तार</li> <li>पठन अभ्यास</li> <li>चर्चा</li> <li>सम्बंधित प्रश्न पूछना</li> <li>पुनरावृत्ति</li> </ul>	
	<b>अप्रैल प्रथम सत्र</b> <b>पुस्तक - व्याकरण</b> <b>रचना के आधार पर वाक्य रूपांतरण</b>	<ul style="list-style-type: none"> <li>पावर प्वाइंट</li> <li>वीडियो</li> <li><a href="https://www.youtube.com/watch?v=Fdn-ftQ6bDs">https://www.youtube.com/watch?v=Fdn-ftQ6bDs</a></li> <li><a href="https://www.youtube.com/watch?v=-J9qqedtT4U">https://www.youtube.com/watch?v=-J9qqedtT4U</a></li> <li>ई-बुक</li> </ul>	बच्चे अध्यापक द्वारा दिए गए ज्ञान के आधार पर विभिन्न वाक्यों का रूपांतरण करेंगे ।  (Power Point Presentation) पी. पी. टी.	<ul style="list-style-type: none"> <li>अभ्यास कार्य</li> <li>बहुवैकल्पिक प्रश्न</li> <li>लिखित व</li> <li>मौखिक परीक्षा</li> </ul>	<ul style="list-style-type: none"> <li>पूर्व ज्ञान परीक्षा</li> <li>विषय की घोषणा</li> <li>विषय विस्तार</li> <li>पठन अभ्यास</li> <li>चर्चा</li> <li>सम्बंधित प्रश्न पूछना</li> <li>पुनरावृत्ति</li> </ul>	<b>विषय संबंधी</b> <ul style="list-style-type: none"> <li>वाक्य की परिभाषा तथा इसके अंग को जानना</li> <li>रचना के आधार पर वाक्य के भेद को जानना</li> <li>उपवाक्य से परिचित होना मुख्य और आश्रित उपवाक्यों को पहचानना सीखना</li> <li>वाक्यों को रूपांतरित करना</li> </ul> <b>कला संबंधी</b> <ul style="list-style-type: none"> <li>पी. पी. टी. या चार्ट बनाना</li> </ul>
<b>मई</b> <b>प्रथम सत्र</b>	<b>मई</b> <b>पुस्तक - स्पर्श</b>	<ul style="list-style-type: none"> <li>पावर प्वाइंट,</li> <li>खुले अंत वाले प्रश्न</li> <li>वीडियो</li> </ul>	<b>आनुभविक ज्ञानार्जन</b>  बच्चे भारतीय द्वीपों की	<ul style="list-style-type: none"> <li>परावर्तन (reflection)</li> </ul>	<b>आइस-ब्रेकिंग गतिविधि</b>	<b>विषय संबंधी</b> <ul style="list-style-type: none"> <li>नए शब्दों को ग्रहण करना</li> </ul>

महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किंज / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
	( भाग -२) <b>तंतारा वामीरो</b>	<ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=iJ51st7w4">https://www.youtube.com/watch?v=iJ51st7w4</a></li> <li>• चर्चा द्वारा</li> <li>• ई-बुक</li> </ul>	<p>जानकारी ग्रहण करेंगे तथा मानचित्र पर उन्हें ढूँढकर उनके बारे में महत्वपूर्ण बातें जान पाएँगे ।</p> <p><b>कला समेकित ज्ञानार्जन</b></p> <p>कहानी का अंत बदलकर लिखना</p> <p>अपने घर परिवार के बुजुर्गों से कुछ लोककथाओं को सुनकर कक्षा में अपने शब्दों में सुनाना ।</p> <p><b>बहुविषयक सहलग्नता (Multidisciplinary linkage)</b> पाठ को भूगोल विषय के साथ समायोजित किया जा सकता है जिसके अंतर्गत दोनों विषय के अध्यापक / अध्यापिकाएँ विभिन्न गतिविधियों द्वारा पाठ को रोचक बना सकते हैं</p>	<ul style="list-style-type: none"> <li>• शिक्षक/की प्रतिपुष्टि (feedback)</li> <li>• छात्र / छात्रों की प्रतिपुष्टि (feedback)</li> <li>• प्रश्न-उत्तर</li> <li>• बहुवैकल्पिक प्रश्न</li> <li>• लिखित व</li> <li>• मौखिक परीक्षा</li> <li>• खुले अंत वाले प्रश्न</li> </ul>	<p>भारत में कुल 1,208 द्वीप (निर्जन सहित) हैं।</p>  <p>बोर्ड पर बच्चों की सहायता से कुछ द्वीपों के नाम लिखे जाएँगे तत्पश्चात उन्हें भारत का नक्शा दिखाया जाए गा और वहां कुछ द्वीपों की पहचान करने को कहा जाएगा ।</p> <p>इसके बाद बच्चों को अंडमान - निकोबार का नक्शा दिखाकर संक्षिप्त जानकारी दी जाएगी । बच्चों को अंडमान - निकोबार की वीडियो दिखाई जाएगी , जिससे वे वहां के बारे में जानने</p>	<ul style="list-style-type: none"> <li>• ईश्वर का उपहार : प्रेम का सम्मान करने की सीख देना</li> <li>• समाज की संकीर्ण रूढ़ियों एवं धारणाओं को समाप्त करने की प्रेरणा देना</li> <li>• तंतारा के पात्र द्वारा दूसरों की भलाई का सन्देश देना</li> </ul> <p><b>कला संबंधी</b></p> <ul style="list-style-type: none"> <li>• कथा वाचन कला का विकास करना ।</li> </ul>

महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
					<p>के लिए अधिक इच्छुक होंगे ।</p>  <p><b>विषय की घोषणा</b></p> <p>बच्चों आज हम अंडमान - निकोबार द्वीप समूह की एक लोककथा पढ़ने जा रहे हैं ।</p> <p><b>विषय विस्तार</b></p> <ul style="list-style-type: none"> <li>• पठन अभ्यास</li> <li>• चर्चा</li> <li>• सम्बंधित प्रश्न पूछना</li> </ul>	
	<p><b>मई</b></p> <p><b>प्रथम सत्र</b></p> <p><b>पुस्तक - व्याकरण</b></p>	<ul style="list-style-type: none"> <li>• पावर प्वाइंट</li> <li>• वीडियो</li> <li>• <a href="https://www.youtube.com/watch?v=qvjk6dkrJ5c">https://www.youtube.com/watch?v=qvjk6dkrJ5c</a></li> </ul>		<ul style="list-style-type: none"> <li>• अभ्यास कार्य</li> <li>• बहुवैकल्पिक प्रश्न</li> </ul>	<p><b>आइस-ब्रेकिंग गतिविधि</b></p> <ul style="list-style-type: none"> <li>• विषय की घोषणा</li> <li>• विषय विस्तार</li> <li>• अभ्यास कार्य</li> </ul>	<ul style="list-style-type: none"> <li>• समास की परिभाषा</li> <li>• सामासिक शब्द बनाना तथा समास विग्रह करना जानना</li> <li>• संधि एवं समास में अंतर</li> </ul>



महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
	<b>समास</b>	<ul style="list-style-type: none"> <li>ई-बुक</li> </ul>		<ul style="list-style-type: none"> <li>लिखित व</li> <li>मौखिक परीक्षा</li> </ul>	<ul style="list-style-type: none"> <li>चर्चा</li> <li>सम्बंधित प्रश्न पूछना</li> <li>पुनरावृत्ति</li> </ul>	<ul style="list-style-type: none"> <li>जानना</li> <li>समास के भेदों को जानना</li> <li>विभिन्न प्रकार के समासों की तकनीकी विशेषताओं को जानना</li> <li>पाठ्यपुस्तकों में प्रयुक्त समासों के भेद जानना</li> </ul>
	<b>मई</b> <b>पुस्तक - स्पर्श ( भाग २)</b> <b>दोहे - बिहारी केवल पढ़ने के लिए</b>	<ul style="list-style-type: none"> <li>पावर प्वाइंट</li> <li>वीडियो</li> <li><a href="https://www.youtube.com/watch?v=B1dT8BxGe7k">https://www.youtube.com/watch?v=B1dT8BxGe7k</a></li> <li>खुले अंत वाले प्रश्न ,</li> <li>ई-बुक</li> </ul>	<b>आनुभविक ज्ञानार्जन</b> <ul style="list-style-type: none"> <li>बिहारी जी के जीवन के बारे में जानकारी एकत्रित कीजिए ।</li> <li>धार्मिक आडम्बरों के बाह्य रूप पर कबीरदास जी ने भी समय समय पर प्रहार किया है और बिहारी जी ने भी । धार्मिक आडम्बरों पर अपने विचार प्रकट कीजिए ।</li> </ul> <b>कला समेकित ज्ञानार्जन</b> <ul style="list-style-type: none"> <li>अपनी पसंद के किन्हीं ३ दोहों का अर्थ लिखते हुए चार्ट बनाइए ।</li> </ul>	<ul style="list-style-type: none"> <li>बहुवैकल्पिक प्रश्न</li> <li>वाचन गतिविधि द्वारा</li> <li>बच्चे पहला व अंतिम दोहा याद करके सुनाएँगे ।</li> </ul>	<b>आइस-ब्रेकिंग गतिविधि</b> गागर में सागर भरना का क्या अर्थ है ? क्या ये गुण गद्य और पद्य रचनाओं में भी देखा जाता है ? पद्य की किस विधा में ये गुण विद्यमान होता है ? दोहे , छंद , कविता आदि आपने किन - किन कवियों की रचनाएँ पढ़ी हैं ? कौन से कवि ने आपको प्रभावित किया और क्यों ? सतसैया के दोहरे ज्यों	<b>विषय संबंधी</b> <ul style="list-style-type: none"> <li>शब्द भण्डार में वृद्धि</li> <li>कविता का रसास्वादन करना</li> <li>शृंगारपरक दोहों का आनंद उठाना</li> <li>प्राचीन काव्य साहित्य की जानकारी देना</li> <li>दोहों का भावार्थ समझाना</li> </ul> <b>कला संबंधी</b> <ul style="list-style-type: none"> <li>वाचन कौशल का विस्तार</li> <li>नीतिपरक व शृंगारपरक दोहों का रसास्वादन करना</li> </ul>

महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
			<ul style="list-style-type: none"> <li>सामूहिक चर्चा</li> </ul>		<p>नावक के तीर .....क्या आपने पहले यह सुना है ?</p> <p>अभ्यापक / अध्यापिका <b>विषय की घोषणा</b> करेंगे ।</p> <p><b>विषय विस्तार</b></p> <ul style="list-style-type: none"> <li>कविता पाठ</li> <li>व्याख्या</li> <li>चर्चा</li> <li>सम्बंधित प्रश्न पूछना</li> <li>पुनरावृत्ति</li> </ul>	
	<p><b>मई</b></p> <p><b>द्वितीय सत्र</b></p> <p><b>पुस्तक - स्पर्श ( भाग २)</b></p> <p><b>मनुष्यता</b></p>	<ul style="list-style-type: none"> <li>पावर प्वाइंट</li> <li>वीडियो</li> <li><a href="https://www.youtube.com/watch?v=u1sk3bbP7lk">https://www.youtube.com/watch?v=u1sk3bbP7lk</a></li> <li>खुले अंत वाले प्रश्न ,</li> <li>ई-बुक</li> </ul>	<p><b>आनुभविक ज्ञानार्जन</b></p> <p>अध्यापक/ अध्यापिका की सहायता से रंतिदेव , दधीचि , कर्ण आदि पौराणिक पात्रों के विषय में जानकारी प्राप्त कीजिए ।</p> <p><b>कला समेकित ज्ञानार्जन</b></p> <p>बच्चे निम्नलिखित विषयों पर अपने विचार समूह चर्चा के द्वारा प्रकट करेंगे -</p> <p>परोपकारिता का महत्त्व वही मनुष्य है जो मनुष्य के लिए मरे</p>	<ul style="list-style-type: none"> <li>प्रश्न-उत्तर</li> <li>बहुवैकल्पिक प्रश्न</li> <li>लिखित व</li> <li>मौखिक परीक्षा</li> </ul>	<p><b>आइस-ब्रेकिंग गतिविधि</b></p> <ul style="list-style-type: none"> <li>इतिहास से कुछ व्यक्तियों के उदाहरण दीजिए जिन्होंने अपने से पहले दूसरों को समझा और अपने प्राण तक न्योछावर करने से पीछे नहीं हटे ।</li> <li>दानवीर किसे कहा गया ?</li> </ul>	<p><b>विषय संबंधी</b></p> <ul style="list-style-type: none"> <li>पठन कौशल का विस्तार</li> <li>लेखन कौशल का विस्तार</li> <li>वाचन कौशल का विस्तार</li> <li>नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करना</li> <li>पाठ का सारांश अपने शब्दों में सुनना</li> <li>रचनाकार के उद्देश्य को स्पष्ट करना</li> </ul> <p><b>कला संबंधी</b></p>

महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
					<ul style="list-style-type: none"> <li>• बच्चों की सहायता से अध्यापक / अध्यापिका पौराणिक पत्रों (रंतिदेव , दधीचि , कर्ण , महात्मा बुध) की कहानी सुनाएँगे ।</li> <li>• <b>विषय की घोषणा</b></li> <li>• बच्चों, आज हम मैथिलीशरण गुप्त जी द्वारा रचित कविता मनुष्यता करने जा रहे हैं ।</li> <li>• <b>विषय विस्तार</b></li> <li>• कविता पाठ</li> <li>• व्याख्या</li> <li>• चर्चा</li> <li>• सम्बंधित प्रश्न पूछना</li> <li>• पुनरावृत्ति</li> </ul>	<ul style="list-style-type: none"> <li>• सामूहिक चर्चा द्वारा विद्यार्थी के विचारों को अभिव्यक्ति देना ।</li> <li>• कविता का रसास्वादन करना</li> <li>• मैथिलीशरण गुप्त की कविता 'मनुष्यता को पत्तो चार्ट से समझाना</li> </ul> <p><b>नैतिक मूल्य</b></p> <p>परोपकार एवं विश्वबंधुत्व की भावनाओं को सही ढंग से समझाना</p>
जून	जून द्वितीय सत्र लेखन कार्य विज्ञापन	<ul style="list-style-type: none"> <li>• पावर प्वाइंट</li> <li>• वीडियो</li> <li>• <a href="https://www.youtube.com/watch?v=v mEs8MDQpbo">https://www.youtube.com/watch?v=v mEs8MDQpbo</a></li> <li>• ई-बुक</li> </ul>		<ul style="list-style-type: none"> <li>• अभ्यास कार्य</li> <li>• लिखित व मौखिक परीक्षा</li> </ul>	<ul style="list-style-type: none"> <li>• पूर्व ज्ञान परीक्षा</li> <li>• विषय की घोषणा</li> <li>• विषय विस्तार</li> <li>• पठन अभ्यास</li> <li>• चर्चा</li> <li>• सम्बंधित प्रश्न पूछना</li> <li>• पुनरावृत्ति</li> </ul>	कम से कम शब्दों में अधिक से अधिक विशेषताओं को प्रभावपूर्ण ढंग से व्यक्त करना सीखना

महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
	<p><b>जुलाई</b> <b>द्वितीय सत्र</b></p> <p><b>पुस्तक - स्पर्श</b> <b>(भाग २)</b></p> <p><b>पर्वत प्रदेश में पावस</b></p>	<ul style="list-style-type: none"> <li>पावर प्वाइंट</li> <li>वीडियो <a href="https://www.youtube.com/watch?v=HhKx60i_6qQ">https://www.youtube.com/watch?v=HhKx60i_6qQ</a></li> </ul> <p>खुले अंत वाले प्रश्न , ई-बुक</p>	<p><b>आनुभविक ज्ञानार्जन</b></p> <p>इस कविता में वर्षा ऋतू में होने वाले प्राकृतिक परिवर्तनों की बात कही गई है। आप अपने यहाँ वर्षा ऋतू में होने वाले प्राकृतिक परिवर्तनों के विषय में जानकारी प्राप्त कीजिए।</p> <p><b>कला समेकित ज्ञानार्जन</b></p> <p>वर्षा ऋतू में बनाए जाने वाले खास व्यंजनों की सूची बनाइए। वर्षा ऋतु में गए जाने वाले गीतों/ लोकगीतों की जानकारी प्राप्त कर किन्हीं दो गीतों को लिखिए।</p>	<ul style="list-style-type: none"> <li>प्रश्न-उत्तर</li> <li>बहुवैकल्पिक प्रश्न</li> <li>लिखित व</li> <li>मौखिक परीक्षा</li> </ul>	<p><b>आइस-ब्रेकिंग गतिविधि</b></p> <p>आपके गाँव / शहर में वर्षा ऋतु आने पर क्या-क्या बदलाव आते हैं ? बच्चे अपने अनुभव सांझा करेंगे तथा वर्षा ऋतू के मौसम / प्रकृति में आए बदलावों का वर्णन करेंगे।</p> <p><b>विषय की घोषणा</b></p> <ul style="list-style-type: none"> <li>विषय विस्तार</li> <li>कविता पाठ</li> <li>व्याख्या</li> <li>चर्चा</li> <li>सम्बंधित प्रश्न पूछना</li> <li>पुनरावृत्ति</li> </ul>	<p><b>विषय संबंधी</b></p> <ul style="list-style-type: none"> <li>पठन कौशल का विस्तार</li> <li>लेखन कौशल का विस्तार</li> <li>वाचन कौशल का विस्तार</li> <li>नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करना</li> <li>पाठ का सारांश अपने शब्दों में सुनना</li> <li>रचनाकार के उद्देश्य को स्पष्ट करना</li> <li>प्रकृति के मानवीकरण को समझना</li> <li>वर्षा ऋतु में पर्वतीय प्रदेश के मायावी सौंदर्य को जानना</li> <li>पर्वतीय क्षेत्र में वर्षा के समय पल पल परिवर्तित होने वाले जादुई दृश्यों के चित्रणों को जानना</li> </ul> <p><b>कला संबंधी</b></p> <ul style="list-style-type: none"> <li>वर्षा ऋतू में बनाए जाने वाले खास व्यंजनों, गीतों/ लोकगीतों की जानकारी</li> </ul>

महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
<b>अगस्त</b>	<b>अगस्त</b> <b>पुस्तक - स्पर्श</b> <b>( भाग २)</b> <b>तोप</b>	<ul style="list-style-type: none"> <li>पावर प्वाइंट</li> <li>वीडियो <a href="https://www.youtube.com/watch?v=pyRdtY565pY">https://www.youtube.com/watch?v=pyRdtY565pY</a></li> </ul> <p>खुले अंत वाले प्रश्न , ई-बुक</p>	<p><b>आनुभविक ज्ञानार्जन</b></p> <p>तेज़ी से बढ़ती जनसँख्या और घनी आबादी वाली जगहों के आसपास पार्कों का होना क्यों ज़रूरी है? कक्षा में परिचर्चा कीजिए ।</p> <p><b>कला समेकित ज्ञानार्जन</b></p> <p>बच्चों को १८५७ के मुख्य क्रांतिकारियों के बारे में जानकारी एकत्रित करके उन्हें स्कैप बुक या पावर पॉइंट प्रस्तुति के माध्यम से देने को कहा जाएगा ।</p> <p><b>बहुविषयक सहलग्नता (Multidisciplinary linkage)</b></p> <p>पाठ को इतिहास विषय के साथ समायोजित किया जा सकता है जिसके अंतर्गत दोनों विषय के अध्यापक / अध्यापिकाएँ विभिन्न गतिविधियों द्वारा पाठ को</p>	<ul style="list-style-type: none"> <li>प्रश्न-उत्तर</li> <li>बहुवैकल्पिक प्रश्न</li> <li>लिखित व</li> <li>मौखिक परीक्षा</li> </ul>	<p><b>आइस-ब्रेकिंग गतिविधि</b></p> <p><a href="https://www.youtube.com/watch?v=P8PIfvZxTCY">https://www.youtube.com/watch?v=P8PIfvZxTCY</a></p> <p>बच्चों को वीडियो दिखाई जाएगी तथा उससे सम्बंधित प्रश्न पूछे जाएँगे ।</p> <p><b>विषय की घोषणा</b></p> <p>बच्चो आज हम कंपनी बाग में रखी तोप के बारे में पढ़ेंगे ।</p> <p><b>विषय विस्तार</b></p> <ul style="list-style-type: none"> <li>कविता पाठ</li> <li>व्याख्या</li> <li>चर्चा</li> <li>सम्बंधित प्रश्न पूछना</li> <li>पुनरावृत्ति</li> </ul>	<p><b>विषय संबंधी</b></p> <ul style="list-style-type: none"> <li>पठन कौशल का विस्तार</li> <li>लेखन कौशल का विस्तार</li> <li>वाचन कौशल का विस्तार</li> <li>नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करना</li> <li>पाठ का सारांश अपने शब्दों में सुनना</li> <li>रचनाकार के उद्देश्य को स्पष्ट करना</li> <li>कविता का रसास्वादन करना</li> <li>देश की विरासत और उसकी रक्षा की जानकारी प्राप्त करना</li> <li>कविता का केंद्रीय भाव समझना</li> <li>अंग्रेजी शासन काल में प्रयोग होने वाले हथियारों की जानकारी प्राप्त करना</li> </ul> <p><b>कला संबंधी</b></p> <ul style="list-style-type: none"> <li>बच्चे १८५७ के मुख्य क्रांतिकारियों के बारे में जानकारी एकत्रित करके उन्हें स्कैप बुक या पावर पॉइंट प्रस्तुति के माध्यम</li> </ul>

महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
			रोचक बना सकते हैं			<p>से देंगे । जिससे निम्नलिखित कौशलों का विस्तार होगा</p> <ul style="list-style-type: none"> <li>टीम प्रबंधन</li> <li>संचार</li> <li>नेतृत्व</li> <li></li> </ul>
	<p><b>पुस्तक - व्याकरण</b></p> <p><b>मुहावरे</b></p> <p><b>प्रथम सत्र</b></p>	<ul style="list-style-type: none"> <li>वीडियो <a href="https://www.youtube.com/watch?v=uEVqRuYvek">https://www.youtube.com/watch?v=uEVqRuYvek</a></li> <li>ई-बुक</li> </ul>	<p>कार्य प्रपत्र</p> <p>मुहावरों का कहानी में/ संवाद में प्रयोग करना ।</p>	<ul style="list-style-type: none"> <li>अभ्यास कार्य</li> <li>बहुवैकल्पिक प्रश्न</li> <li>लिखित व</li> <li>मौखिक परीक्षा</li> </ul>	<ul style="list-style-type: none"> <li>पूर्व ज्ञान परीक्षा</li> <li>विषय की घोषणा</li> <li>विषय विस्तार</li> <li>पठन अभ्यास</li> <li>चर्चा</li> <li>सम्बंधित प्रश्न पूछना</li> <li>पुनरावृत्ति</li> </ul>	<ul style="list-style-type: none"> <li>मुहावरे का अभिप्राय समझना</li> <li>मुहावरे के प्रयोग की आवश्यकता जानना</li> <li>मुहावरे की विशेषताएँ जानना</li> <li>मुहावरों एवं लोकोक्तियों में अंतर समझना</li> <li>पाठ्यपुस्तकों में प्रयुक्त होने वाले मुहावरों को जानना</li> </ul> <p>विभिन्न मुहावरों के अर्थ एवं उनका वाक्य प्रयोग जानना</p>
	<p><b>जुलाई</b></p> <p><b>प्रथम सत्र</b></p> <p><b>पुस्तक - स्पर्श (भाग -२)</b></p>	<ul style="list-style-type: none"> <li>खुले अंत वाले प्रश्न</li> <li>वीडियो <a href="https://www.youtube.com/watch?v=U_LJAJ504NY">https://www.youtube.com/watch?v=U_LJAJ504NY</a></li> </ul>	<p><b>आनुभविक ज्ञानार्जन</b></p> <ul style="list-style-type: none"> <li>किसी ऐसी घटना की जानकारी दीजिए जब अपने मनोरंजन के लिए मानव द्वारा पशु -</li> </ul>	<ul style="list-style-type: none"> <li>प्रश्न-उत्तर</li> <li>बहुवैकल्पिक प्रश्न</li> <li>लिखित व</li> <li>मौखिक परीक्षा</li> </ul>	<p><b>आइस-ब्रेकिंग गतिविधि</b></p> <p>किसी ऐसी घटना की जानकारी दीजिए जब अपने मनोरंजन के लिए मानव द्वारा पशु -</p>	<p><b>विषय संबंधी</b></p> <ul style="list-style-type: none"> <li>पठन कौशल का विस्तार</li> <li>लेखन कौशल का विस्तार</li> <li>वाचन कौशल का विस्तार</li> </ul>

महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
	<b>अब कहाँ दूसरों के दुःख से दुखी होने वाले</b>	<ul style="list-style-type: none"> <li>चर्चा द्वारा</li> <li>ई-बुक</li> </ul>	<p>पक्षियों का उपयोग किया गया हो ।</p> <ul style="list-style-type: none"> <li>अपने आस - पास एक पौधा लगाइए और पर्यावरण असंतुलन रोकने के लिए अपना योगदान दीजिए ।</li> </ul> <p><b>कला समेकित ज्ञानार्जन</b> अपने शहर / गाँव में आज से 10-२० सालो में हुए प्राकृतिक परिवर्तनों को कारणों सहित अपने माता - पिता की सहायता से लिखिए ।</p> <p><b>बहुविषयक सहलग्नता (Multidisciplinary linkage)</b> पाठ को भूगोल विषय के साथ समायोजित किया जा सकता है जिसके अंतर्गत दोनों विषय के अध्यापक / अध्यापिकाएँ विभिन्न गतिविधियों द्वारा पाठ को रोचक बना सकते हैं</p>		<p>पक्षियों का उपयोग किया गया हो ।</p> <p><b>विषय की घोषणा</b> बच्चो आज हम निदा फ़ाज़ली द्वारा लिखित पाठ अब कहाँ दूसरों के दुःख से दुखी होने वाले पढ़ेंगे ।</p> <p><b>विषय विस्तार</b></p> <ul style="list-style-type: none"> <li>पठन अभ्यास</li> <li>चर्चा</li> <li>सम्बंधित प्रश्न पूछना</li> <li>पुनरावृत्ति</li> </ul>	<ul style="list-style-type: none"> <li>नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करना</li> <li>पाठ का सारांश अपने शब्दों में सुनना</li> <li>रचनाकार के उद्देश्य को स्पष्ट करना</li> </ul> <p><b>कला संबंधी</b></p> <ul style="list-style-type: none"> <li>जीव मात्र के प्रति प्रेम , दया / की भावना</li> <li>पृथ्वी पर रहने वाले सभी जीवों का पृथ्वी पर अधिकार समझना</li> <li>विकास कार्यों को पर्यावरण की दृष्टि से परखना</li> <li>जनसंख्या वृद्धि की समस्या व उससे उत्पन्न समस्याओं को समझना</li> <li>जीव जंतुओं के प्रति करुणा, सहानुभूति, प्रेम आदि की भावनाएँ</li> <li>शब्द भण्डार में वृद्धि</li> </ul>
<b>अगस्त</b>	<b>अगस्त</b>	<ul style="list-style-type: none"> <li>पावर प्वाइंट</li> </ul>		<ul style="list-style-type: none"> <li>अभ्यास कार्य</li> <li>बहुवैकल्पिक प्रश्न</li> </ul>	<ul style="list-style-type: none"> <li>पूर्व ज्ञान परीक्षा</li> <li>विषय की घोषणा</li> </ul>	कम शब्दों में सही ढंग से अपनी बातों को अभिव्यक्त

महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
	<b>लेखन द्वितीय सत्र सूचना</b>	<ul style="list-style-type: none"> <li>वीडियो <a href="https://www.youtube.com/watch?v=CFwcizZ81_k">https://www.youtube.com/watch?v=CFwcizZ81_k</a></li> <li>ई-बुक</li> </ul>		<ul style="list-style-type: none"> <li>लिखित व</li> <li>मौखिक परीक्षा</li> </ul>	<ul style="list-style-type: none"> <li>विषय विस्तार</li> <li>चर्चा</li> <li>अभ्यास कार्य</li> <li>पुनरावृत्ति</li> </ul>	करने की क्षमता को विकसित करना
	<b>अगस्त</b> लघुकथा लेखन <b>द्वितीय सत्र</b>	<ul style="list-style-type: none"> <li>पावर प्वाइंट</li> <li>वीडियो</li> </ul>	बच्चों को विभिन्न स्थितियों के आधार पर लघु कथा प्रस्तुत करने के लिए कहना ।	<ul style="list-style-type: none"> <li>अभ्यास कार्य</li> <li>बहुवैकल्पिक प्रश्न</li> <li>लिखित व</li> <li>मौखिक परीक्षा</li> </ul>	<ul style="list-style-type: none"> <li>पूर्व ज्ञान परीक्षा</li> <li>विषय की घोषणा</li> <li>विषय विस्तार</li> <li>चर्चा</li> <li>अभ्यास कार्य</li> <li>पुनरावृत्ति</li> <li></li> </ul> <p><a href="https://www.youtube.com/watch?v=KIJ4Zytpg">https://www.youtube.com/watch?v=KIJ4Zytpg</a></p>	बच्चों को लघु कथा लेखन के गुर सिखाना तथा उन्हें प्रसिद्ध लघु कथाएँ पढ़ने के लिए प्रेरित करना ।
<b>अगस्त</b>	<b>अगस्त</b> <b>द्वितीय सत्र</b> <b>पुस्तक - संचयन ( भाग २)</b> <b>सपनों के से दिन</b>	<ul style="list-style-type: none"> <li>वीडियो <a href="https://www.youtube.com/watch?v=trwsqIGZtu0">https://www.youtube.com/watch?v=trwsqIGZtu0</a></li> <li><a href="https://www.youtube.com/watch?v=D2K8XLXYAWQ&amp;t=98s">https://www.youtube.com/watch?v=D2K8XLXYAWQ&amp;t=98s</a></li> </ul>	<b>आनुभविक ज्ञानार्जन</b> निम्नलिखित विषयों पर चर्चा के माध्यम से बच्चे आनुभविक ज्ञानार्जन करेंगे  <ul style="list-style-type: none"> <li>जब आप लोग अपनी प्राथमिक कक्षाओं में थे तो आप अपने स्कूल में सबसे अधिक कौन सी चीज़ पसंद करते थे?</li> </ul>	<ul style="list-style-type: none"> <li>प्रश्न-उत्तर</li> <li>बहुवैकल्पिक प्रश्न</li> <li>लिखित व</li> <li>मौखिक परीक्षा</li> </ul>	<b>आइस-ब्रेकिंग गतिविधि</b>  <ul style="list-style-type: none"> <li>जब आप लोग अपनी प्राथमिक कक्षाओं में थे तो आप अपने स्कूल में सबसे अधिक कौन सी चीज़ पसंद करते थे ?</li> </ul>	<b>विषय संबंधी</b> <ul style="list-style-type: none"> <li>पठन कौशल का विस्तार</li> <li>लेखन कौशल का विस्तार</li> <li>वाचन कौशल का विस्तार</li> <li>नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करना</li> <li>पाठ का सारांश अपने शब्दों में सुनना</li> <li>रचनाकार के उद्देश्य को स्पष्ट करना</li> </ul>



महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
		<ul style="list-style-type: none"> <li>खुले अंत वाले प्रश्न ,</li> <li>ई-बुक</li> </ul>	<ul style="list-style-type: none"> <li>जब आप लोगों को गर्मियों / सर्दियों की छुट्टियाँ होती थी तो आप क्या करते थे ? स्कूल से मिलने वाले गृहकार्य के बारे में आप क्या सोचते थे?</li> <li></li> </ul> <p><b>कला समेकित ज्ञानार्जन</b></p> <p>वाद -विवाद का आयोजन किया जाएगा ।</p> <ul style="list-style-type: none"> <li>अनुशासन बनाए रखने के लिए प्राचीन या आधुनिक युक्तियों में कौन सी युक्ति बेहतर है ।</li> <li>स्कूलों द्वारा दिया जाने वाला गृहकार्य बंद किया जाना चाहिए ।</li> </ul> <p><b>बहुविषयक सहलग्नता (Multidisciplinary linkage)</b></p> <p>पाठ को शारीरिक शिक्षा विषय के साथ समायोजित</p>		<ul style="list-style-type: none"> <li>जब आप लोगों को गर्मियों / सर्दियों की छुट्टियाँ होती थी तो आप क्या करते थे ? स्कूल से मिलने वाले गृहकार्य के बारे में आप क्या सोचते थे ?</li> </ul> <p>बच्चे बारी - बारी से अपने विचार प्रकट करेंगे ।</p> <p><b>विषय की घोषणा</b></p> <p>बच्चो आज हम आपकी पूरक पुस्तक संचयन से पाठ -२ ( सपनों के से दिन )करने जा रहे हैं । जिसके लेखक हैं गुरदयाल सिंह । लेखक ने अपने बचपन की यादों का चित्रण किया है ।</p> <p><b>विषय विस्तार</b></p> <ul style="list-style-type: none"> <li>पाठ- पठन</li> </ul>	<ul style="list-style-type: none"> <li>ग्रामीण परिवेश एवं व्यवहार का ज्ञान</li> <li>बाल मनोविज्ञान की जानकारी</li> <li>पाठ में आए मुख्य चरित्रों के बारे में जानकारी प्राप्त करना</li> <li>पुराने समय एवं वर्तमान समय में अनुशासन बनाए रखने के तरीकों में परिवर्तन समझना</li> </ul> <p><b>कला संबंधी</b></p> <p>खेल कूद संबंधी वाचन कौशल संबंधी</p>

महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
			किया जा सकता है जिसके अंतर्गत दोनों विषय के अध्यापक / अध्यापिकाएँ विभिन्न गतिविधियों द्वारा पाठ को रोचक बना सकते हैं		<ul style="list-style-type: none"> <li>कठिन शब्दों के अर्थ समझाना</li> <li>बच्चों की मनोवृत्ति के बारे में चर्चा करना</li> <li>बच्चों को अनुशासन में रखने के लिए अपनाई गई युक्तियों के बारे में तथा आधुनिक समय में अपनाई जाने वाली युक्तियों के बारे में चर्चा करना ।</li> <li>प्रश्न उत्तर मौखिक</li> <li>प्रश्न उत्तर लिखित पुनरावृत्ति</li> </ul>	
	<p><b>अगस्त</b></p> <p><b>द्वितीय सत्र</b></p> <p><b>पुस्तक - स्पर्श ( भाग २)</b></p> <p><b>कर चले हम फ़िदा</b></p>	<ul style="list-style-type: none"> <li>वीडियो <a href="https://www.youtube.com/watch?v=CO7T3sHhvr0">https://www.youtube.com/watch?v=CO7T3sHhvr0</a></li> <li><a href="https://www.youtube.com/watch?v=nBbmW9JpbUg">https://www.youtube.com/watch?v=nBbmW9JpbUg</a></li> </ul>	<p><b>आनुभविक ज्ञानार्जन</b></p> <p>सैनिक जीवन की चुनौतियों को ध्यान में रखते हुए एक निबंध लिखिए ।</p> <p><b>कला समेकित ज्ञानार्जन</b></p> <ul style="list-style-type: none"> <li>कविता/ गीत का कक्षा में गायन</li> </ul>	<ul style="list-style-type: none"> <li>प्रश्न-उत्तर</li> <li>बहुवैकल्पिक प्रश्न</li> <li>लिखित व</li> <li>मौखिक परीक्षा</li> </ul>	<p><b>आइस-ब्रेकिंग गतिविधि</b></p> <ul style="list-style-type: none"> <li>बच्चों को कर चले हम फ़िदा गीत सुनाया जाएगा ( वीडियो के माध्यम से )</li> <li>पूर्व ज्ञान परीक्षा</li> <li><b>विषय की घोषणा</b></li> <li><b>विषय विस्तार</b></li> <li>कविता पाठ</li> </ul>	<p><b>विषय संबंधी</b></p> <ul style="list-style-type: none"> <li>पठन कौशल का विस्तार</li> <li>लेखन कौशल का विस्तार</li> <li>वाचन कौशल का विस्तार</li> <li>नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करना</li> <li>पाठ का सारांश अपने शब्दों में सुनना</li> <li>रचनाकार के उद्देश्य को स्पष्ट करना</li> </ul>

महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
		<ul style="list-style-type: none"> <li>खुले अंत वाले प्रश्न ,</li> <li>ई-बुक</li> </ul>	<ul style="list-style-type: none"> <li>हकीकत फिल्म की पटकथा अपने शब्दों में लिखिए ।</li> </ul> <p><b>बहुविषयक सहलग्नता (Multidisciplinary linkage)</b> पाठ को इतिहास विषय के साथ समायोजित किया जा सकता है जिसके अंतर्गत दोनों विषय के अध्यापक / अध्यापिकाएँ विभिन्न गतिविधियों द्वारा पाठ को रोचक बना सकते हैं</p>		<ul style="list-style-type: none"> <li>व्याख्या</li> <li>चर्चा</li> <li>सम्बंधित प्रश्न पूछना</li> <li>पुनरावृत्ति</li> </ul>	<ul style="list-style-type: none"> <li>कविता का रसास्वादन करना</li> <li>कविता / गीत की पृष्ठभूमि की जानकारी</li> <li>कविता का केंद्रीय भाव <b>कला संबंधी</b></li> <li>देश प्रेम की भावना</li> <li>सैनिकों के प्रति आदर भाव</li> <li>कविता/ गीत का कक्षा में गायन</li> </ul>
	<p><b>सितंबर</b> <b>द्वितीय सत्र</b></p> <p><b>पुस्तक - स्पर्श ( भाग २)</b></p> <p><b>पतझड़ में टूटी पत्तियाँ</b></p>	<ul style="list-style-type: none"> <li>वीडियो <a href="https://www.youtube.com/watch?v=F18EuI5Qrr0">https://www.youtube.com/watch?v=F18EuI5Qrr0</a></li> <li>खुले अंत वाले प्रश्न ,</li> <li>ई-बुक</li> </ul>	<p><b>आनुभविक ज्ञानार्जन</b> बच्चे सोने के भावों के बारे में जानकारी प्राप्त करेंगे तथा मानसिक रोगों के कारण और उपायों की जानकारी प्राप्त करना ।</p> <p><b>कला समेकित ज्ञानार्जन</b> भारत के नक्शे पर वे स्थान अंकित कीजिए जहाँ चाय की पैदावार होती है । इन स्थानों से सम्बंधित</p>	<ul style="list-style-type: none"> <li>प्रश्न-उत्तर</li> <li>बहुवैकल्पिक प्रश्न</li> <li>लिखित व</li> <li>मौखिक परीक्षा</li> </ul>	<p><b>आइस-ब्रेकिंग गतिविधि</b></p> <p>बच्चों के साथ सोने के भावों की चर्चा की जाएगी तथा सुध सोने और गिन्नी के सोने में अंतर बताया जाएगा । गिन्नी के सोने के इतिहास से सम्बंधित वीडियो दिखाई जाएगी । पूर्व ज्ञान परीक्षा</p>	<p><b>विषय संबंधी</b></p> <ul style="list-style-type: none"> <li>पठन कौशल का विस्तार</li> <li>लेखन कौशल का विस्तार</li> <li>वाचन कौशल का विस्तार</li> <li>नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करना</li> <li>पाठ का सारांश अपने शब्दों में सुनना</li> <li>रचनाकार के उद्देश्य को स्पष्ट करना</li> </ul>

महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
			<p>भौगोलिक स्थितियाँ क्या है और अलग - अलग जगह की चाय की क्या विशेषताएँ हैं , इनका पता लगाइए ।</p> <p><b>सामूहिक चर्चा</b></p> <p>स्कूलों में प्रतियोगिताएँ बंद होनी चाहिए । प्रतियोगिता ही मानसिक तनाव का कारण ।</p>		<p><b>विषय की घोषणा</b> <b>विषय विस्तार</b></p> <ul style="list-style-type: none"> <li>पठन अभ्यास</li> <li>चर्चा</li> <li>सम्बंधित प्रश्न पूछना</li> <li>पुनरावृत्ति</li> </ul>	<ul style="list-style-type: none"> <li>लेख की मुख्य विषय वस्तु को समझना</li> <li>नैतिक मूल्यों की जानकारी</li> <li>झेन की देन पाठ का सारांश</li> <li>गिन्नी का सोना का सारांश <b>कला संबंधी</b></li> <li>भारत के मानचित्र पर चाय की पैदावार वाले राज्यों को दर्शाना ।</li> <li>वाचन कौशल का विस्तार</li> </ul>
सितम्बर  द्वितीय सत्र	<p><i>सितंबर</i></p> <p><b>पुस्तक - संचयन ( भाग २)</b></p> <p><b>टोपी शुक्ला</b></p>	<ul style="list-style-type: none"> <li>वीडियो <a href="https://www.youtube.com/watch?v=Thll4dPv4t4">https://www.youtube.com/watch?v=Thll4dPv4t4</a></li> <li><a href="https://www.youtube.com/watch?v=6X4Q0O0upzU">https://www.youtube.com/watch?v=6X4Q0O0upzU</a></li> </ul>	<p><b>आनुभविक ज्ञानार्जन</b></p> <p>बच्चे अपने बचपन के अनुभव सांझा करेंगे और अपने बचपन के अनुभवों को कक्षा में सुनाएँगे ।</p> <p><b>कला समेकित ज्ञानार्जन</b></p> <p>मज़हब नहीं सिखाता आपस में बैर रखना - विषय</p>	<ul style="list-style-type: none"> <li>प्रश्न-उत्तर</li> <li>बहुवैकल्पिक प्रश्न</li> <li>लिखित व</li> <li>मौखिक परीक्षा</li> </ul>	<p><b>आइस-ब्रेकिंग गतिविधि</b></p> <ul style="list-style-type: none"> <li>अपने बचपन के किसी मित्र के बारे में कुछ पंक्तियाँ प्रस्तुत कीजिए</li> <li><b>विषय की घोषणा</b></li> <li><b>विषय विस्तार</b></li> <li>पठन अभ्यास</li> <li>चर्चा</li> </ul>	<p><b>विषय संबंधी</b></p> <ul style="list-style-type: none"> <li>पठन कौशल का विस्तार</li> <li>लेखन कौशल का विस्तार</li> <li>वाचन कौशल का विस्तार</li> <li>नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करना</li> <li>पाठ का सारांश अपने शब्दों में सुनना</li> <li>रचनाकार के उद्देश्य को स्पष्ट करना</li> </ul>

महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
		<ul style="list-style-type: none"> <li>• खुले अंत वाले प्रश्न</li> <li>• ई-बुक</li> </ul>	पर नारा लेखन या पोस्टर बनाइए ।		<ul style="list-style-type: none"> <li>• सम्बंधित प्रश्न पूछना</li> <li>• पुनरावृत्ति</li> </ul>	<ul style="list-style-type: none"> <li>• नए शब्दों के अर्थ ग्रहण करना</li> <li>• चरित्र चित्रण</li> <li>• समाज में सांप्रदायिक सौहार्द बनाए रखने पर बल देना</li> <li>• पढाई में कमज़ोर विद्यार्थियों के प्रति परिवार एवं अध्यापकों की सोच को उदार बनाना</li> </ul> <p><b>कला संबंधी</b></p> <ul style="list-style-type: none"> <li>• सच्ची मित्रता पर एक अनुच्छेद लिखिए ।</li> <li>• मज़हब नहीं सिखाता आपस में बैर रखना - विषय पर नारा लेखन या पोस्टर बनाइए ।</li> </ul> <p>जिससे निम्नलिखित कौशलों का विस्तार होगा</p> <ul style="list-style-type: none"> <li>• टीम प्रबंधन</li> <li>• संचार</li> <li>• नेतृत्व</li> </ul>
	<p><b>लेखन</b></p> <p>लघुकथा लेखन <b>द्वितीय सत्र</b></p>	<ul style="list-style-type: none"> <li>• वीडियो</li> </ul> <p><a href="https://www.youtube.com/watch?v=KiJ4Zytbpg&amp;t=7s">https://www.youtube.com/watch?v=KiJ4Zytbpg&amp;t=7s</a></p>	बच्चे अपनी मनपसंद कोई भी लघु कथा कक्षा में सुनाएँगे ।	संकेत बिंदुओं के आधार पर लघुकथा लिखना और सुनना ।	<ul style="list-style-type: none"> <li>• विषय की घोषणा</li> <li>• विषय विस्तार</li> <li>• चर्चा</li> <li>• अभ्यास कार्य</li> </ul>	प्रसिद्ध लघुकथाओं की जानकारी देना तथा बच्चों को कहानियाँ पढ़ने के लिए प्रेरित करना ।

महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
		<ul style="list-style-type: none"> <li>ई-बुक</li> </ul>				
	<p><b>सितंबर</b> <b>द्वितीय सत्र</b></p> <p><b>पुस्तक - स्पर्श</b> <b>( भाग २)</b></p> <p><b>कारतूस</b></p>	<ul style="list-style-type: none"> <li>वीडियो <a href="https://www.youtube.com/watch?v=rcp6A2wLr14">https://www.youtube.com/watch?v=rcp6A2wLr14</a></li> <li>खुले अंत वाले प्रश्न ,</li> <li>ई-बुक</li> </ul>	<p><b>आनुभविक ज्ञानार्जन</b></p> <p>एकांकी और नाटक में क्या अंतर है ? कुछ नाटकों और एकांकियों की सूची तैयार कीजिए ।</p> <p><b>कला समेकित ज्ञानार्जन</b></p> <p>अभिनय कौशल का विस्तार करना</p> <p><b>बहुविषयक सहलग्नता (Multidisciplinary linkage)</b></p> <p>पाठ को इतिहास विषय के साथ समायोजित किया जा सकता है जिसके अंतर्गत दोनों विषय के अध्यापक / अध्यापिकाएँ विभिन्न गतिविधियों द्वारा पाठ को रोचक बना सकते हैं</p>	<ul style="list-style-type: none"> <li>प्रश्न-उत्तर</li> <li>बहुवैकल्पिक प्रश्न</li> <li>लिखित व</li> <li>मौखिक परीक्षा</li> </ul>	<p><b>आइस-ब्रेकिंग गतिविधि</b></p> <p><a href="https://www.youtube.com/watch?v=fKYS0-kzPMo">https://www.youtube.com/watch?v=fKYS0-kzPMo</a></p> <p>रोबिन हुड के बारे में जानकारी देना ।</p> <ul style="list-style-type: none"> <li>पूर्व ज्ञान परीक्षा</li> </ul> <p><b>विषय की घोषणा विषय विस्तार</b></p> <ul style="list-style-type: none"> <li>पठन अभ्यास</li> <li>चर्चा</li> <li>सम्बंधित प्रश्न पूछना</li> <li>पुनरावृत्ति</li> </ul>	<p><b>विषय संबंधी</b></p> <ul style="list-style-type: none"> <li>पठन कौशल का विस्तार</li> <li>लेखन कौशल का विस्तार</li> <li>वाचन कौशल का विस्तार</li> <li>नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करना</li> <li>पाठ का सारांश अपने शब्दों में सुनना</li> <li>रचनाकार के उद्देश्य को स्पष्ट करना</li> <li>नए शब्दों के अर्थ ग्रहण करना</li> <li>साहित्य की गद्य विधा एकांकी की जानकारी</li> <li>देश की आज़ादी की लड़ाई की जानकारी देना</li> <li>एकांकी के नायक के चरित्र की विशेषताओं को समझना</li> </ul> <p><b>कला संबंधी</b></p> <p>बच्चों को एकांकी प्रस्तुत करने की जानकारी दी जाएगी , उन्हें 4-५ के समूहों में विभक्त किया जाएगा तथा उन्हें कोई भी एकांकी चुनने की छूट</p>

महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
						होगी । एकांकी प्रदर्शन करेंगे ।
	<b>सितंबर</b> <b>पुस्तक - स्पर्श</b> <b>( भाग -२)</b>  तीसरी कसम के शिल्पकार – शैलेन्द्र <b>केवल पढ़ने के लिए</b>	<ul style="list-style-type: none"> <li>खुले अंत वाले प्रश्न</li> <li>वीडियो</li> <li>चर्चा द्वारा</li> <li>ई-बुक</li> </ul>	<b>आनुभविक ज्ञानार्जन</b>  फ़िल्म की समीक्षा तथा आज के समय में फिल्मों में अंतर बताया जाएगा ।  पाठ पर आधारित फ़िल्म दिखाई जाएगी ।	बहुवैकल्पिक प्रश्न	<b>आइस-ब्रेकिंग गतिविधि</b>  आजकल की फिल्मों पर बातचीत की जाएगी ।  <b>विषय की घोषणा</b>  <b>विषय विस्तार</b> <ul style="list-style-type: none"> <li>पठन अभ्यास</li> <li>चर्चा</li> <li></li> </ul>	<b>विषय संबंधी</b> <ul style="list-style-type: none"> <li>पठन कौशल का विस्तार</li> <li>लेखन कौशल का विस्तार</li> <li>वाचन कौशल का विस्तार</li> <li>नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करना</li> <li>पाठ का सारांश अपने शब्दों में सुनना</li> <li>रचनाकार के उद्देश्य को स्पष्ट करना</li> <li>समाज में व्याप्त अवसरवादिता को समझना</li> <li>भाई भतीजावाद की हानियों को समझना</li> </ul>
	<b>पुस्तक - स्पर्श</b> <b>( भाग २)</b>  <b>आत्मत्राण</b>	<ul style="list-style-type: none"> <li>वीडियो</li> <li><a href="https://www.youtube.com/watch?v=dfuDh2xEI0I">https://www.youtube.com/watch?v=dfuDh2xEI0I</a></li> <li>खुले अंत वाले प्रश्न</li> <li>ई-बुक</li> </ul>	रवीन्द्रनाथ ठाकुर ने अनेक गीतों की रचना की है । उनके गीत - संग्रह में से दो गीत छाँटिए और कक्षा में कविता पाठ कीजिए ।	<ul style="list-style-type: none"> <li>प्रश्न-उत्तर</li> <li>बहुवैकल्पिक प्रश्न</li> <li>लिखित व</li> <li>मौखिक परीक्षा</li> </ul>	<ul style="list-style-type: none"> <li>पूर्व ज्ञान परीक्षा</li> <li>विषय की घोषणा</li> <li>पूर्व ज्ञान परीक्षा</li> <li>विषय की घोषणा</li> <li>विषय विस्तार</li> <li>कविता पाठ</li> <li>व्याख्या</li> <li>चर्चा</li> <li>सम्बंधित प्रश्न</li> <li>पूछना</li> <li>पुनरावृत्ति</li> </ul>	<ul style="list-style-type: none"> <li>विषय संबंधी</li> <li>पठन कौशल का विस्तार</li> <li>लेखन कौशल का विस्तार</li> <li>वाचन कौशल का विस्तार</li> <li>नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करना</li> <li>पाठ का सारांश अपने शब्दों में सुनना</li> </ul>

महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
						<ul style="list-style-type: none"> <li>रचनाकार के उद्देश्य को स्पष्ट करना</li> <li>कविता का रसास्वादन करना</li> <li>शब्द भण्डार में वृद्धि करना</li> <li>आत्मनिर्भर /आत्मरक्षा की प्रेरणा</li> <li>कविता का केंद्रीय भाव</li> </ul>
	<b>पुस्तक - व्याकरण</b> <b>मुहावरे</b>	<ul style="list-style-type: none"> <li>वीडियो</li> <li><a href="https://www.youtube.com/watch?v=uEVqRu_Yvek">https://www.youtube.com/watch?v=uEVqRu_Yvek</a></li> <li>ई-बुक</li> </ul>	<ul style="list-style-type: none"> <li>कार्य प्रपत्र</li> <li>मुहावरो का कहानी में/ संवाद में प्रयोग करना ।</li> </ul>	<ul style="list-style-type: none"> <li>अभ्यास कार्य</li> <li>बहुवैकल्पिक प्रश्न</li> <li>लिखित व</li> <li>मौखिक परीक्षा</li> </ul>	<ul style="list-style-type: none"> <li>पूर्व ज्ञान परीक्षा</li> <li>विषय की घोषणा</li> <li>विषय विस्तार</li> <li>पठन अभ्यास</li> <li>चर्चा</li> <li>सम्बंधित प्रश्न पूछना</li> <li>पुनरावृत्ति</li> </ul>	<ul style="list-style-type: none"> <li>मुहावरे का अभिप्राय समझना</li> <li>मुहावरे के प्रयोग की आवश्यकता जानना</li> <li>मुहावरे की विशेषताएँ जानना</li> <li>मुहावरो एवं लोकोक्तियों में अंतर समझना</li> <li>पाठ्यपुस्तकों में प्रयुक्त होने वाले मुहावरो को जानना</li> </ul> <p>विभिन्न मुहावरो क अर्थ एवं उनका वाक्य प्रयोग जानना</p>
	अपठित गद्यांश <b>द्वितीय सत्र</b>	<ul style="list-style-type: none"> <li>वीडियो</li> <li><a href="https://www.youtube.com/watch?v=sUKLFwxA82M">https://www.youtube.com/watch?v=sUKLFwxA82M</a></li> </ul>	कार्य प्रपत्र	<ul style="list-style-type: none"> <li>अभ्यास कार्य</li> <li>बहुवैकल्पिक प्रश्न</li> </ul>	<ul style="list-style-type: none"> <li>पूर्व ज्ञान परीक्षा</li> <li>विषय की घोषणा</li> <li>विषय विस्तार</li> <li>पठन अभ्यास</li> </ul>	गद्यांश का मूल भाव समझने , भाषा पर अधिकार बढ़ाने तथा प्रश्नो के उत्तर देने में सटीक शब्दों का प्रयोग करना ।



महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा )	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
		<ul style="list-style-type: none"> <li>व्याकरण पुस्तक</li> </ul>		<ul style="list-style-type: none"> <li>लिखित व</li> <li>मौखिक परीक्षा</li> </ul>	<ul style="list-style-type: none"> <li>चर्चा</li> <li>सम्बंधित प्रश्न पूछना</li> <li>पुनरावृत्ति</li> </ul>	
	<b>लेखन कार्य और व्याकरण</b> हर महीने सुविधानुसार करवाया जा सकता है	अक्टूबर, नवंबर में पुनरावृत्ति करवाई जाएगी ।				

**PINEGROVE SCHOOL, DHARAMPUR**  
**Affiliation No. 630044; School Code: 43035**  
**Annual Pedagogy Plan: MATHEMATICS**  
**Class: X**  
**Session 2023-24**

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<p><b>March</b></p> <p style="text-align: center;"><i>No. of Days:15</i></p>	<p><b>Real Numbers and Polynomials</b></p> <ul style="list-style-type: none"> <li>Number Systems from natural numbers to Real numbers.</li> <li>Euclid's Division Lemma</li> <li>Apply Euclid lemma for finding the HCF of two numbers.</li> <li>Verify relationship between zeroes and coefficients of a polynomial</li> <li>Find the zeroes of a bi-quadratic polynomial if two zeroes are given.</li> <li>Polynomials of degrees 1, 2 and 3 are called linear, quadratic and cubic</li> </ul>	<ul style="list-style-type: none"> <li>Smart Board</li> <li>PPT's</li> <li>Videos</li> <li>Chalk Board</li> <li>White Board</li> <li>Wacom Tablet</li> </ul> <p><a href="https://www.youtube.com/watch?v=Fvy0Wp8lypA">https://www.youtube.com/watch?v=Fvy0Wp8lypA</a></p>	<p><b>Art Integrated Project:</b></p> <ul style="list-style-type: none"> <li>To obtain the HCF of two natural numbers, say 'a', 'b' with <math>a &gt; b</math>, <math>a = 2\text{cm}</math> and <math>b = 4\text{cm}</math>. By using paper strips of dimension 2cms and 4cms</li> </ul> <p><b>Experiential Learning:</b></p> <ul style="list-style-type: none"> <li>Students had been given three paper strips of dimension 3cm, 6cm and 9cm. And asked to measure each strip equally. Students observed that 9cm strip is divided by 3cm and 6cm strip by 2. Result found that highest common factor is 3cm.</li> </ul> <p><b>Skill Assessment:</b></p>	<ul style="list-style-type: none"> <li>Crossword Puzzles</li> <li>MCQ's</li> <li>Assignments (CW &amp; HW)</li> <li>Remedial Worksheets</li> <li>Oral test</li> </ul>	<p><b>Cognitive Pedagogy:</b></p> <ul style="list-style-type: none"> <li>Students are taught based on cognitive psychology</li> </ul> <p><b>Critical pedagogy:</b></p> <ul style="list-style-type: none"> <li>It is a theory and practice of helping students achieve critical consciousness.</li> </ul> <p><b>Social pedagogy:</b></p> <ul style="list-style-type: none"> <li>It suggests that education is critical to a student's social development and wellbeing.</li> </ul> <p><b>Bloom Taxonomy:</b></p> <ul style="list-style-type: none"> <li>Knowledge, comprehension, application, analysis, synthesis, and evaluation. The students are taught on basis of Bloom Taxonomy.</li> </ul>	<p>The following skills of the students are enhanced</p> <ul style="list-style-type: none"> <li>Problem solving</li> <li>Critical thinking</li> <li>Life skills</li> <li>Understood the concept of HCF of two numbers using Euclid Lemma</li> <li>Understood the geometrical interpretation and concept of zeroes of different types of polynomials.</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p>polynomials respectively.</p> <ul style="list-style-type: none"> <li>A quadratic polynomial in <math>x</math> with real coefficients is of the form <math>ax^2 + bx + c</math>, where <math>a, b, c</math> are real numbers with <math>a \neq 0</math>.</li> </ul> <p>The zeroes of a polynomial <math>p(x)</math> are precisely the <math>x</math>-coordinates of the points, where the graph of <math>y = p(x)</math> intersects the <math>x</math>-axis.</p>		<ul style="list-style-type: none"> <li>Apply Euclid's division lemma on 'a' and 'b', <math>a = bq + r</math>, where <math>0 &lt; r &lt; b</math> for some whole numbers <math>q</math> and <math>r</math>.</li> </ul>		<p>Developing logical reasoning by using Vedic maths in multiplying two digits and three digits numbers to make calculation easy.</p>	

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<i>March</i>	<b>Trigonometry</b> <ul style="list-style-type: none"> <li>• Trigonometric Ratios.</li> <li>• If one of the trigonometric ratios of an acute angle is known, the remaining trigonometric ratios of the angle can be easily determined.</li> <li>• The values of trigonometric ratios for angles <math>0^\circ</math>, <math>30^\circ</math>, <math>45^\circ</math>, <math>60^\circ</math> and <math>90^\circ</math>.</li> <li>• The value of <math>\sin A</math> or <math>\cos A</math> never exceeds 1, whereas the value of <math>\sec A</math> or <math>\operatorname{cosec} A</math> is always greater than or equal to 1.</li> <li>• Angle of elevation and angle of depression.</li> </ul>	<ul style="list-style-type: none"> <li>• Smart Board</li> <li>• PPT's</li> <li>• Videos</li> <li>• Chalk Board</li> <li>• White Board</li> <li>• Wacom Tablet</li> </ul> <p><a href="https://www.youtube.com/watch?v=ubO1PcrN2b4">https://www.youtube.com/watch?v=ubO1PcrN2b4</a></p>	<p><b>Art Integrated Project:</b> To show Pythagoras Theorem by using three sticks of length 5cm, 4cm and 3cm.</p> <p><b>Experiential Learning:</b></p> <ul style="list-style-type: none"> <li>• If sun's angle of elevation is <math>30^\circ</math> and length of the shadow of a tree is 10m. Height of the tree can be calculated by using concept of angle of elevation.</li> </ul>	<ul style="list-style-type: none"> <li>• Crossword Puzzles</li> <li>• MCQ's</li> <li>• Assignments</li> <li>• (CW &amp; HW)</li> <li>• Remedial Worksheets</li> </ul>	<p><b>Cognitive Pedagogy:</b></p> <ul style="list-style-type: none"> <li>• Students are taught based on cognitive psychology</li> </ul> <p><b>Critical pedagogy:</b></p> <ul style="list-style-type: none"> <li>• It is a theory and practice of helping students achieve critical consciousness.</li> </ul> <p><b>Social pedagogy:</b></p> <ul style="list-style-type: none"> <li>• It suggests that education is critical to a student's social development and wellbeing</li> </ul> <p><b>Bloom Taxonomy:</b></p> <ul style="list-style-type: none"> <li>• Knowledge, comprehension, application, analysis, synthesis, and evaluation. The students are taught on basis of Bloom Taxonomy.</li> </ul>	<p>The following skills of the students are enhanced</p> <ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Critical thinking</li> <li>• Life skills</li> <li>• Got familiar with the Knowledge of T-Ratios</li> <li>• Children are able to apply application of Trigonometry in practical life.</li> </ul>
<i>No. of Days:10</i>						

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>Practical problems related to applications of trigonometry.</li> </ul>					
<p><i>April</i></p> <p><i>No. of Days: 10</i></p>	<p><b>Linear Equations in two variables</b></p> <ul style="list-style-type: none"> <li>Frame a pair of linear equations in two variables from daily life examples</li> <li>Solve a pair of linear equations in two variables graphically.</li> <li>Learn different method of solving pair of linear equations in two variables</li> </ul>	<ul style="list-style-type: none"> <li>Smart Board</li> <li>PPT's</li> <li>Videos</li> <li>Chalk Board</li> <li>White Board</li> <li>Wacom Tablet</li> </ul> <p><a href="https://www.youtube.com/watch?v=t8nhtI7pzpU&amp;list=RDCMUCBZJaJrBYBiT3qDNiOHhr8A&amp;start_radio=1&amp;rv=t8nhtI7pzpU&amp;t=1">https://www.youtube.com/watch?v=t8nhtI7pzpU&amp;list=RDCMUCBZJaJrBYBiT3qDNiOHhr8A&amp;start_radio=1&amp;rv=t8nhtI7pzpU&amp;t=1</a></p>	<p><b>Art Integrated Project:</b></p> <ul style="list-style-type: none"> <li>To verify the conditions for consistency for pair of linear equations in two variables by graphical methods.</li> </ul> <p><b>Skill Assessment:</b> To find the solution of <math>2x + 3y = 6</math> <math>3x - 4y = 12</math> By using methods of linear equations.</p>	<ul style="list-style-type: none"> <li>Crossword Puzzles</li> <li>MCQ's</li> <li>Assignments (CW &amp; HW)</li> <li>Remedial Worksheets</li> </ul>	<p><b>Cognitive Pedagogy:</b></p> <ul style="list-style-type: none"> <li>Students are taught based on cognitive psychology</li> </ul> <p><b>Critical pedagogy:</b></p> <ul style="list-style-type: none"> <li>It is a theory and practice of helping students achieve critical consciousness.</li> </ul> <p><b>Social pedagogy:</b></p> <ul style="list-style-type: none"> <li>It suggests that education is critical to a student's social development and wellbeing</li> </ul> <p><b>Bloom Taxonomy:</b></p> <ul style="list-style-type: none"> <li>Knowledge, comprehension, application, analysis, synthesis, and evaluation. The students are taught on basis of Bloom Taxonomy.</li> </ul>	<p>The following skills of the students are enhanced</p> <ul style="list-style-type: none"> <li>Problem solving</li> <li>Critical thinking</li> <li>Life skills</li> <li>Learnt to frame a pair of linear equations in two variables from daily life examples</li> <li>Understood the concept of solving pair of linear equations in two variables graphically</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<i>April</i>	<b>Coordinate Geometry:</b> <ul style="list-style-type: none"> <li>Plotting of points in 2-D plane.</li> <li>Distance between two points,</li> <li>Section formula</li> <li>Mid-point formula.</li> <li>Area of triangle</li> <li>Area of polygon if coordinates are given by Shoelace Formula.</li> </ul>	<ul style="list-style-type: none"> <li>Smart Board</li> <li>PPT's</li> <li>Videos</li> <li>Chalk Board</li> <li>White Board</li> <li>Wacom Tablet</li> </ul> <p><a href="https://www.youtube.com/watch?v=WQ9cShjHEFQ&amp;list=RDCMUChEfPrjERyNFH6sj35yfpg&amp;start_radio=1&amp;rv=WQ9cShjHEFQ&amp;t=1">https://www.youtube.com/watch?v=WQ9cShjHEFQ&amp;list=RDCMUChEfPrjERyNFH6sj35yfpg&amp;start_radio=1&amp;rv=WQ9cShjHEFQ&amp;t=1</a></p>	<b>Art Integrated Project:</b> <ul style="list-style-type: none"> <li>Draw the geographical map of India on the graph paper to have 2-D coordinates.</li> </ul> <b>Project:</b> <ul style="list-style-type: none"> <li>Locate the given rivers in India by coordinates or mark the given cities and give their coordinates.</li> </ul> <b>Experiential Learning:</b> <ul style="list-style-type: none"> <li>Given three vertices of a triangle, locate the centroid of the triangle graphically and to verify it by section formula.</li> </ul>	<ul style="list-style-type: none"> <li>Crossword Puzzles</li> <li>MCQ's</li> <li>Assignments</li> <li>(CW &amp; HW)</li> <li>Remedial Worksheets</li> </ul>	<b>Cognitive Pedagogy :</b> <ul style="list-style-type: none"> <li>Students are taught based on cognitive psychology</li> </ul> <b>Critical pedagogy:</b> <ul style="list-style-type: none"> <li>It is a theory and practice of helping students achieve critical consciousness.</li> </ul> <b>Social pedagogy:</b> <ul style="list-style-type: none"> <li>It suggests that education is critical to a student's social development and wellbeing</li> </ul> <b>Bloom Taxonomy:</b> <ul style="list-style-type: none"> <li>Knowledge, comprehension, application, analysis, synthesis, and evaluation. The students are taught on basis of Bloom Taxonomy.</li> </ul>	The following skills of the students are enhanced <ul style="list-style-type: none"> <li>Problem solving</li> <li>Critical thinking</li> <li>Life skills</li> <li>Learnt the plotting of points in 2-D plane.</li> <li>Learnt to find the distance between two points, understood section formula and mid-point formula.</li> </ul>
<i>No. of Days:6</i>						

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<i>May</i>  <i>No. of Days:10</i>	<b>Triangles</b> <ul style="list-style-type: none"> <li>If a line divides any two sides of a triangle in the same ratio, then the line is parallel to the third side.</li> <li>If in two triangles, corresponding angles are equal, then their corresponding sides are in the same ratio and hence the two triangles are similar (AAA similarity criterion).</li> <li>If in two triangles, corresponding sides are in the same ratio, then their corresponding angles are equal and hence the triangles are similar (SSS</li> </ul>	<ul style="list-style-type: none"> <li>Smart Board</li> <li>PPT's</li> <li>Videos</li> <li>Chalk Board</li> <li>White Board</li> <li>Wacom Tablet</li> <li><a href="https://www.youtube.com/watch?v=AUteeKrMDDU&amp;list=RDCMUChe_fPrjERyNFH6sj35yfpq&amp;start_radio=1&amp;rv=AUteeKrMDDU&amp;t=0">https://www.youtube.com/watch?v=AUteeKrMDDU&amp;list=RDCMUChe_fPrjERyNFH6sj35yfpq&amp;start_radio=1&amp;rv=AUteeKrMDDU&amp;t=0</a></li> </ul>	<b>Art Integrated Project:</b> <ul style="list-style-type: none"> <li>To verify the Pythagoras Theorem by method of paper folding, cutting and pasting.</li> </ul> <b>Experiential Learning:</b> <ul style="list-style-type: none"> <li>To show Pythagoras Theorem by using three sticks of length 5cm,4cm and 3cm.</li> </ul> <b>Project:</b> To verify the Basic Proportionality Theorem using parallel line board and triangle cutouts.	<ul style="list-style-type: none"> <li>Crossword Puzzles</li> <li>MCQ's</li> <li>Assignments</li> <li>(CW &amp; HW)</li> <li>Remedial Worksheets</li> <li></li> </ul>	<b>Cognitive Pedagogy</b> : <ul style="list-style-type: none"> <li>Students are taught based on cognitive psychology</li> </ul> <b>Critical pedagogy:</b> <ul style="list-style-type: none"> <li>It is a theory and practice of helping students achieve critical consciousness.</li> </ul> <b>Social pedagogy:</b> <ul style="list-style-type: none"> <li>It suggests that education is critical to a student's social development and wellbeing</li> </ul> <b>Bloom Taxonomy:</b> <ul style="list-style-type: none"> <li>Knowledge, comprehension, application, analysis, synthesis, and evaluation. The students are taught on basis of Bloom Taxonomy.</li> </ul> <b>Culturally Responsive Pedagogy:</b>	The following skills of the students are enhanced <ul style="list-style-type: none"> <li>Problem solving</li> <li>Critical thinking</li> <li>Life skills</li> <li>Understood the concept of Similarity</li> <li>Learnt different criterions of similarity</li> </ul> Children can use concept of similar triangle in practical life

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p>similarity criterion)</p> <ul style="list-style-type: none"> <li>• If one angle of a triangle is equal to one angle of another triangle and the sides including these angles are in the same ratio (proportional), then the triangles are similar (SAS similarity criterion).</li> <li>• The ratio of the areas of two similar triangles are equal to the square of the ratio of their corresponding sides.</li> <li>• In a right triangle, the square of the hypotenuse is equal to the sum of the squares of the other two sides (Pythagoras Theorem).</li> </ul>				<ul style="list-style-type: none"> <li>• This pedagogical method often relies on a student-centered approach to teaching.</li> </ul>	



Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<i>May</i>  <i>No. of Days:8</i>	<b>Area related to circle</b> <ul style="list-style-type: none"> <li>• Meaning of Chord, Diameter, Tangents, Secants of a circle.</li> <li>• Understand the terms: Major &amp; segments, Major &amp; Minor sectors and formula for calculating their areas.</li> <li>• Circumference of a circle = <math>2\pi r</math>.</li> <li>• Area of a circle = <math>\pi r^2</math>.</li> <li>• Length of an arc of a sector of a circle with radius r and angle with degree measure <math>\theta</math> is <math>\frac{\theta}{360} \times 2\pi r</math>.</li> <li>• Area of a sector of a circle with radius r and angle with degree</li> </ul>	<ul style="list-style-type: none"> <li>• Smart Board</li> <li>• PPT's</li> <li>• Videos</li> <li>• Chalk Board</li> <li>• White Board</li> <li>• Wacom Tablet</li> </ul> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=FxrFkySCSTY&amp;list=PLIJ3MdWYpofTxcKFtZfroz5d2Zgjl6">https://www.youtube.com/watch?v=FxrFkySCSTY&amp;list=PLIJ3MdWYpofTxcKFtZfroz5d2Zgjl6</a></li> </ul>	<p><b>Experiential Learning:</b></p> <ul style="list-style-type: none"> <li>• Prepare architectural Project layout of a house/flat. Also write a detailed report on the whole procedure carried out. The plan should include all shapes related to circles (circular lawn, semicircular balcony, kitchen in the shape of a segment, sectorial washrooms etc.)</li> </ul> <p><b>Art Integrated Project:</b></p> <ul style="list-style-type: none"> <li>• To verify using the method of paper cutting, pasting and folding that the lengths of tangents drawn from an external point to a circle are equal.</li> </ul>	<ul style="list-style-type: none"> <li>• Crossword Puzzles</li> <li>• MCQ's</li> <li>• Assignments</li> <li>• (CW &amp; HW)</li> <li>• Remedial Worksheets</li> <li>•</li> </ul>	<p><b>Cognitive Pedagogy :</b></p> <ul style="list-style-type: none"> <li>• Students are taught based on cognitive psychology</li> </ul> <p><b>Critical pedagogy:</b></p> <ul style="list-style-type: none"> <li>• It is a theory and practice of helping students achieve critical consciousness.</li> </ul> <p><b>Social pedagogy:</b></p> <ul style="list-style-type: none"> <li>• It suggests that education is critical to a student's social development and wellbeing</li> </ul> <p><b>Bloom Taxonomy:</b></p> <ul style="list-style-type: none"> <li>• Knowledge, comprehension, application, analysis, synthesis, and evaluation. The students are taught on basis of Bloom Taxonomy.</li> </ul> <p><b>Culturally Responsive Pedagogy:</b></p>	<p>The following skills of the students are enhanced</p> <ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Critical thinking</li> <li>• Life skills</li> </ul> <ul style="list-style-type: none"> <li>• Understood the meaning of tangents of a circle.</li> <li>• Understood the terms, major &amp; segments, Major &amp; minor sectors and formula for calculating their areas.</li> </ul> <p>Will be able to apply the knowledge of area of plane figures in solving problems with combination of figures.</p>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p>measure <math>\theta</math> is <math>\frac{\theta}{360} \times \pi r^2</math>.</p> <ul style="list-style-type: none"> <li>• Area of segment of a circle = Area of the corresponding sector – Area of the corresponding triangle.</li> <li>• Apply the knowledge of area of plane figures in solving problems with combination of figures.</li> </ul>				<ul style="list-style-type: none"> <li>• This pedagogical method often relies on a student-centered approach to teaching.</li> </ul>	

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<i>May</i>  <i>No. of Days:5</i>	<b>PROBABILITY</b> <ul style="list-style-type: none"> <li>The difference between experimental probability and theoretical probability.</li> <li>The theoretical (classical) probability of an event E, written as P(E), is defined as</li> <li>Number of outcomes favorable to Number of all possible outcomes of the experiment</li> <li>The probability of a sure event (or certain event) is 1.</li> <li>The probability of an impossible event is 0.</li> <li>The probability of an event E is a number P(E) such that</li> </ul>	<ul style="list-style-type: none"> <li>Smart Board</li> <li>PPT's</li> <li>Videos</li> <li>Chalk Board</li> <li>White Board</li> <li>Wacom Tablet</li> <li>e-book</li> <li>Extra mark</li> <li>Mind maps</li> <li>Green Board</li> </ul>	<b>Art Integrated: Project:</b> <ul style="list-style-type: none"> <li>Shuffle two dice and write the sample space of the experiment. Now color even number outcome with green and odd number with purple. Find the probability of odd number on both dice.</li> </ul> <b>Experiential Learning:</b> <ul style="list-style-type: none"> <li>Take 6 red balls, 5 black balls and 7 green balls and put them in a box. Probability of red ball will be 6/18 or 1/3</li> </ul> <b>Project:</b> To get familiar with the idea of probability of an event through a double color card experiment.	<ul style="list-style-type: none"> <li>MCQ's</li> <li>Oral Test:</li> <li>Written Test:</li> <li>Written Work:</li> <li>By doing Correction Work</li> <li>Assignments</li> </ul>	<b>Cognitive Pedagogy:</b> <ul style="list-style-type: none"> <li>Students are taught based on cognitive psychology</li> </ul> <b>Critical pedagogy:</b> <ul style="list-style-type: none"> <li>It is a theory and practice of helping students achieve critical consciousness.</li> </ul> <b>Social pedagogy:</b> <ul style="list-style-type: none"> <li>It suggests that education is critical to a student's social development and wellbeing</li> </ul> <b>Bloom Taxonomy:</b> <ul style="list-style-type: none"> <li>Knowledge, comprehension, application, analysis, synthesis, and evaluation. The students are taught on basis of Bloom Taxonomy.</li> </ul>	The children are able to develop skills to apply mathematical knowledge to solve real life problem



Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<i>July</i>  <i>No. of Days:10</i>	<p><b>Arithmetic Progression:</b></p> <ul style="list-style-type: none"> <li>An arithmetic progression (AP) is a list of numbers in which each term is obtained by adding a fixed number <math>d</math> to the preceding term, except the first term. The fixed number <math>d</math> is called the common difference.</li> </ul> <p>The general form of an AP is <math>a, a + d, a + 2d, a + 3d, \dots</math></p> <ul style="list-style-type: none"> <li>To observe geometrical patterns and understand concept of AP.</li> <li>To get familiar with terms like <math>n^{\text{th}}</math> term, <math>S_n</math>, etc.</li> <li>To understand situations in daily life where AP is observed.</li> </ul>	<ul style="list-style-type: none"> <li>Smart Board</li> <li>PPT's</li> <li>Videos</li> <li>Chalk Board</li> <li>White Board</li> <li>Wacom Tablet</li> </ul> <p><a href="https://www.youtube.com/watch?v=9N5yuojfKGo&amp;list=RDCMUCBZJajRBYBiT3qDNiOHhr8A&amp;start_radio=1&amp;rv=9N5yuojfKGo&amp;t=0">https://www.youtube.com/watch?v=9N5yuojfKGo&amp;list=RDCMUCBZJajRBYBiT3qDNiOHhr8A&amp;start_radio=1&amp;rv=9N5yuojfKGo&amp;t=0</a></p>	<p><b>Experiential Learning:</b></p> <p><b>Drawing of different AP patterns</b></p> <p><b>Art Integrated Project:</b></p> <ul style="list-style-type: none"> <li>To verify that the given sequence is an arithmetic progression by paper cutting and pasting method.</li> </ul> <p><b>Project:</b></p> <ul style="list-style-type: none"> <li>To verify that the sum of first 'n' natural numbers is <math>n(n+1)/2</math> by graphical method.</li> </ul> <p><b>Skill Assessment:</b></p> <p>Find the sum of first 20 even numbers by using concept of AP.</p>	<ul style="list-style-type: none"> <li>Crossword Puzzles</li> <li>MCQ's</li> <li>Assignments (CW &amp; HW)</li> <li>Remedial Worksheets</li> </ul>	<p><b>Cognitive Pedagogy</b></p> <p>:</p> <ul style="list-style-type: none"> <li>Students are taught based on cognitive psychology</li> </ul> <p><b>Critical pedagogy:</b></p> <ul style="list-style-type: none"> <li>It is a theory and practice of helping students achieve critical consciousness.</li> </ul> <p><b>Social pedagogy:</b></p> <ul style="list-style-type: none"> <li>It suggests that education is critical to a student's social development and wellbeing</li> </ul> <p><b>Bloom Taxonomy:</b></p> <ul style="list-style-type: none"> <li>Knowledge, comprehension, application, analysis, synthesis, and evaluation. The students are taught on basis of Bloom Taxonomy.</li> </ul>	<p>The following skills of the students are enhanced</p> <ul style="list-style-type: none"> <li>Problem solving</li> <li>Critical thinking</li> <li>Life skills</li> <li>Will be able to observe geometrical patterns and understand concept of AP.</li> <li>Understood the terms like <math>n^{\text{th}}</math> term, <math>S_n</math>, etc.</li> <li>Will be able to relate situations in daily life where AP is observed.</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<i>August</i>  <i>No. of Days:12</i>	<p><b>SURFACE AREAS AND VOLUMES</b></p> <p><b>Area of rectangle</b> = length x breadth.</p> <p><b>Surface Area of a Cuboid</b> = 2(lb + bh + hl)</p> <p><b>Surface Area of a Cube</b> = 6a<sup>2</sup></p> <p><b>Curved Surface Area of a Cylinder</b> = 2πr h.</p> <p><b>Total Surface Area of a Cylinder</b> = 2 π r(r + h).</p> <p><b>Curved Surface Area of a Cone</b> = πrl</p> <p><b>Total Surface Area of a Cone</b> = πrl + πr<sup>2</sup> = πr (l + r)</p> <p><b>Surface Area of a Sphere</b> = 4π r<sup>2</sup></p> <p><b>Curved Surface Area of a Hemisphere</b> = 2πr<sup>2</sup></p>	<ul style="list-style-type: none"> <li>• Smart Board</li> <li>• PPT's</li> <li>• Videos</li> <li>• Chalk Board</li> <li>• White Board</li> <li>• Wacom Tablet</li> <li>• e-book</li> <li>• Extra mark</li> <li>• Mind maps</li> <li>• Green Board</li> </ul> <p><a href="https://www.youtube.com/watch?v=t2czWbw0ag&amp;list=RDCMUChe_fPrjERyNFH6sj35yfp&amp;start_radio=1&amp;rv=t2czWbw0ag&amp;t=0">https://www.youtube.com/watch?v=t2czWbw0ag&amp;list=RDCMUChe_fPrjERyNFH6sj35yfp&amp;start_radio=1&amp;rv=t2czWbw0ag&amp;t=0</a></p>	<p><b>Experiential Learning:</b></p> <ul style="list-style-type: none"> <li>• Children will go to neighboring houses, interact with people and collect data for making shapes like cone, cylinder sphere, hemisphere and frustum.</li> </ul> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>• To show that area of a triangle is half the product of its base and height using paper cutting and pasting method</li> </ul> <p><b>Art Integrated Project:</b></p> <ul style="list-style-type: none"> <li>• To design and build the model of a house which is in the shape of cuboid and roof is in the form of semicircular. Find the capacity and</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ's</li> <li>• Oral Test:</li> <li>• Written Work:</li> <li>• By doing Correction Work</li> <li>• Assignments</li> </ul>	<p><b>Cognitive Pedagogy</b> :</p> <ul style="list-style-type: none"> <li>• Students are taught based on cognitive psychology</li> </ul> <p><b>Critical pedagogy:</b></p> <ul style="list-style-type: none"> <li>• It is a theory and practice of helping students achieve critical consciousness.</li> </ul> <p><b>Social pedagogy:</b></p> <ul style="list-style-type: none"> <li>• It suggests that education is critical to a student's social development and wellbeing</li> </ul> <p><b>Bloom Taxonomy:</b></p> <ul style="list-style-type: none"> <li>• Knowledge, comprehension, application, analysis, synthesis, and evaluation.</li> </ul> <p>The students are taught on basis of Bloom Taxonomy.</p> <p>Developing logical reasoning by using Vedic maths in multiplying two digits</p>	<p>The children are able to develop skills to apply mathematical knowledge to solve real life problem</p>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p><b>Total Surface Area of a Hemisphere</b> = <math>3\pi r^2</math></p> <p><b>Volume of a Cuboid</b> = base area <math>\times</math> height = length <math>\times</math> breadth <math>\times</math> height</p> <p><b>Volume of a Cube</b> = edge <math>\times</math> edge <math>\times</math> edge = <math>a^3</math></p> <p><b>Volume of a Cylinder</b> = <math>\pi r^2 h</math></p> <p><b>Volume of a Cone</b> = <math>1/3 \pi r^2 h</math></p> <p>Volume of a Sphere = <math>4/3\pi r^3</math></p>		surface area of the house.		and three digits numbers to make calculation easy.	

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<i>August</i>  <i>No. of Days:10</i>	<b>Statistics</b> <ul style="list-style-type: none"> <li>Find mean, mode and median for grouped and ungrouped data by different methods.</li> <li>Representing a cumulative frequency distribution graphically as a cumulative frequency curve, or an ogive of the less than type and of the more than type.</li> <li>The median of grouped data can be obtained graphically as the x-coordinate of the point of intersection of the two ogives for this data.</li> </ul>	<ul style="list-style-type: none"> <li>Smart Board</li> <li>PPT's</li> <li>Videos</li> <li>Chalk Board</li> <li>White Board</li> <li>Wacom Tablet</li> </ul> <p><a href="https://www.youtube.com/watch?v=vOcgQETAy08&amp;list=RDCMUcPbFFea0I4rU_0TkXMfVDrQ&amp;start_radio=1&amp;rv=vOcgQETAy08&amp;t=1">https://www.youtube.com/watch?v=vOcgQETAy08&amp;list=RDCMUcPbFFea0I4rU_0TkXMfVDrQ&amp;start_radio=1&amp;rv=vOcgQETAy08&amp;t=1</a></p>	<b>Art Integrated Project:</b> <ul style="list-style-type: none"> <li>Collection of data of vowels and consonants from a given article. Draw a pie diagram from the recorded data. Answer the question asked on the basis of recorded data.</li> </ul> <b>Experiential Learning:</b> <ul style="list-style-type: none"> <li>Collect the age of villagers and represent the data in the form of class interval and frequency. And locate graphically the mode of a given frequency distribution.</li> </ul> <b>Project:</b> <ul style="list-style-type: none"> <li>To find the mean of marks obtained by the students in Mathematics class test.</li> </ul> <b>Skill Assessment:</b> Find the mean of first 10 prime numbers.	<ul style="list-style-type: none"> <li>Crossword Puzzles</li> <li>MCQ's</li> <li>Assignments</li> <li>(CW &amp; HW)</li> <li>Remedial Worksheets</li> </ul>	<b>Cognitive Pedagogy</b> : <ul style="list-style-type: none"> <li>Students are taught based on cognitive psychology</li> </ul> <b>Critical pedagogy:</b> <ul style="list-style-type: none"> <li>It is a theory and practice of helping students achieve critical consciousness.</li> </ul> <b>Social pedagogy:</b> <ul style="list-style-type: none"> <li>It suggests that education is critical to a student's social development and wellbeing</li> </ul> <b>Bloom Taxonomy:</b> <ul style="list-style-type: none"> <li>Knowledge, comprehension, application, analysis, synthesis, and evaluation. The students are taught on basis of Bloom Taxonomy.</li> </ul>	The following skills of the students are enhanced <ul style="list-style-type: none"> <li>Problem solving</li> <li>Critical thinking</li> <li>Life skills</li> <li>Learnt to calculate mean mode, median.</li> <li>Learnt to draw ogives</li> </ul>



Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<i>September</i>	<p><b>Application of Trigonometry</b></p> <ul style="list-style-type: none"> <li>• Trigonometric Ratios.</li> <li>• If one of the trigonometric ratios of an acute angle is known, the remaining trigonometric ratios of the angle can be easily determined.</li> <li>• The values of trigonometric ratios for angles <math>0^\circ</math>, <math>30^\circ</math>, <math>45^\circ</math>, <math>60^\circ</math> and <math>90^\circ</math>.</li> <li>• Angle of elevation and angle of depression.</li> </ul> <p>Practical problems related to applications of trigonometry.</p>	<ul style="list-style-type: none"> <li>• Smart Board</li> <li>• PPT's</li> <li>• Videos</li> <li>• Chalk Board</li> <li>• White Board</li> <li>• Wacom Tablet</li> </ul> <p><a href="https://www.youtube.com/watch?v=ubO1PcrN2b4">https://www.youtube.com/watch?v=ubO1PcrN2b4</a></p>	<p><b>Art Integrated Project:</b> To show Pythagoras Theorem by using three sticks of length 5cm, 4cm and 3cm.</p> <p><b>Experiential Learning:</b></p> <ul style="list-style-type: none"> <li>• If sun's angle of elevation is <math>30^\circ</math> and length of the shadow of a tree is 10m. Height of the tree can be calculated by using concept of angle of elevation.</li> </ul>	<ul style="list-style-type: none"> <li>• Crossword Puzzles</li> <li>• MCQ's</li> <li>• Assignments</li> <li>• (CW &amp; HW)</li> <li>• Remedial Worksheets</li> </ul>	<p><b>Cognitive Pedagogy:</b></p> <ul style="list-style-type: none"> <li>• Students are taught based on cognitive psychology</li> </ul> <p><b>Critical pedagogy:</b></p> <ul style="list-style-type: none"> <li>• It is a theory and practice of helping students achieve critical consciousness.</li> </ul> <p><b>Social pedagogy:</b></p> <ul style="list-style-type: none"> <li>• It suggests that education is critical to a student's social development and wellbeing</li> </ul> <p><b>Bloom Taxonomy:</b></p> <ul style="list-style-type: none"> <li>• Knowledge, comprehension, application, analysis, synthesis, and evaluation. The students are taught on basis of Bloom Taxonomy.</li> </ul>	<p>The following skills of the students are enhanced</p> <ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Critical thinking</li> <li>• Life skills</li> <li>• Got familiar with the Knowledge of T-Ratios</li> <li>• Children are able to apply application of Trigonometry in practical life.</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<i>Septem ber</i>	<b>CIRCLES</b> <ul style="list-style-type: none"> <li>The meaning of a tangent to a circle.</li> <li>The tangent to a circle is perpendicular to the radius through the point of contact.</li> <li>The lengths of the two tangents from an external point to a circle are equal</li> </ul>	<ul style="list-style-type: none"> <li>Smart Board</li> <li>PPT's</li> <li>Videos</li> <li>Chalk Board</li> <li>White Board</li> <li>Wacom Tablet</li> <li>e-book</li> <li>Extra mark</li> <li>Mind maps</li> <li>Green Board</li> </ul>	<ul style="list-style-type: none"> <li>Project Work:</li> <li>Diagrams:</li> </ul> <p><b>Art Integrated Project:</b></p> <ul style="list-style-type: none"> <li>To verify, using the method of paper cutting, pasting and folding that the angle in a semi- circle is a right angle.</li> <li>Diagrammatical representation of Circle.</li> <li>Mind Maps</li> <li>Diagrams:</li> </ul>	<ul style="list-style-type: none"> <li>MCQ's</li> <li>Oral Test:</li> <li>Written Test:</li> <li>Written Work:</li> <li>By doing Correction Work</li> <li>Assignments</li> </ul>	<p><b>Cognitive Pedagogy</b> :</p> <ul style="list-style-type: none"> <li>Students are taught based on cognitive psychology</li> </ul> <p><b>Critical pedagogy:</b></p> <ul style="list-style-type: none"> <li>It is a theory and practice of helping students achieve critical consciousness.</li> </ul> <p><b>Social pedagogy:</b></p> <ul style="list-style-type: none"> <li>It suggests that education is critical to a student's social development and wellbeing</li> </ul> <p><b>Bloom Taxonomy:</b></p> <ul style="list-style-type: none"> <li>Knowledge, comprehension, application, analysis, synthesis, and evaluation.</li> <li>The students are taught on basis of Bloom Taxonomy.</li> </ul> <p><b>Culturally Responsive Pedagogy:</b></p>	<ul style="list-style-type: none"> <li>The children are able to understand the concept and develop drawing skills and apply in real life.</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<ul style="list-style-type: none"> <li>This pedagogical method often relies on a student-</li> </ul>	
<p><i>October</i></p> <p><i>No. of Days:4</i></p>	<p><b>CONSTRUCTIONS</b></p> <ul style="list-style-type: none"> <li>Bisector of a given angle.</li> <li>To divide a line segment in a given ratio.</li> <li>To construct a triangle similar to a given triangle as per a given scale factor which may be less than 1 or greater than 1.</li> <li>To construct the pair of tangents from an external point to a circle</li> </ul>	<ul style="list-style-type: none"> <li>Smart Board</li> <li>PPT's</li> <li>Videos</li> <li>Chalk Board</li> <li>White Board</li> <li>Wacom Tablet</li> <li>e-book</li> <li>Extra mark</li> <li>Mind maps</li> <li>Green Board</li> </ul>	<p><b>Art Integrated Project:</b></p> <ul style="list-style-type: none"> <li>Construct the <math>75^{\circ}</math> angle and verify by measuring them by a protractor:</li> </ul>	<ul style="list-style-type: none"> <li>MCQ's</li> <li>Oral Test:</li> <li>Written Test:</li> <li>Written Work:</li> <li>By doing Correction Work</li> <li>Assignments</li> </ul>	<p><b>Cognitive Pedagogy</b></p> <ul style="list-style-type: none"> <li>Students are taught based on cognitive psychology</li> </ul> <p><b>Critical pedagogy:</b></p> <ul style="list-style-type: none"> <li>It is a theory and practice of helping students achieve critical consciousness.</li> </ul> <p><b>Social pedagogy:</b></p> <ul style="list-style-type: none"> <li>It suggests that education is critical to a student's social development and wellbeing</li> </ul> <p><b>Bloom Taxonomy:</b></p> <ul style="list-style-type: none"> <li>Knowledge, comprehension, application, analysis, synthesis, and evaluation.</li> </ul> <p>The students are taught on basis of Bloom Taxonomy.</p>	<ul style="list-style-type: none"> <li>Children are able to construct the similar &amp; congruent triangles.</li> </ul>

**PINEGROVE SCHOOL, DHARAMPUR,**  
Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: General Science**  
**Class: X**  
**Session 2023 - 24**

Month/ No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/Interdisciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
Feb/Mar (5)	<b>Chemical Reactions and Equations</b> <ul style="list-style-type: none"> <li>● Set Induction Changes in our day-to-day life by examples.</li> <li>● Classifying the changes as permanent and non-permanent.</li> <li>● Activity to find the changes as physical as chemical.</li> <li>● Different types of reaction like               <ol style="list-style-type: none"> <li>a) Combination</li> <li>b) Decomposition</li> <li>c) Displacement</li> <li>d) Double Displacement.</li> <li>e) Precipitation.</li> <li>f) Redox Reactions.</li> </ol> </li> <li>● Practical modules and help of virtual labs.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Teaching Aids</b> Blackboard, Chalk, Duster, Smart Board</li> <li>● <b>Videos and Ppt.</b> for reinforcing the ideas for reaction and their types</li> <li>● <b>Olabs.com</b> for Practical on types of reaction.</li> <li>● Flow charts to understand the types of chemical reactions.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Group Activity:</b> to make students perform different activities like stretching the rubber, performing melting of ice, adding curd to milk etc.</li> <li>● <b>Flow charts:</b> to understand the process of permanent change and temporary change. Types of reaction.</li> <li>● <b>Industrial visit</b> to Chemical labs, Industries and to understand the process of manufacturing.</li> <li>● <b>Life skills</b> examples from day-to-day activities and use of chemicals.</li> <li>● <b>Interdisciplinary Linkages:</b> Biology for respiration and</li> </ul>	<ul style="list-style-type: none"> <li>● Oral Questions, Chapter end test, MCQs, Exercise Questions.</li> <li>● The L.O. will be assessed with an oral and written test.</li> <li>● Daily quiz having 5 questions to assess students and develop an attitude of self -analysis.</li> <li>● Formative and Summative assessment.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Activating Prior Knowledge</b> by Random Questioning Introducing the topic to be taught after getting the expected response from the students.</li> <li>● <b>Developing hypothesis</b> by brainstorming and demonstrating experiments.</li> <li>● <b>Interactive Lesson:</b> Using ppts, modules, YouTube videos.</li> <li>● <b>Experimental demonstration</b> to explain the topics and</li> </ul>	<p><i>The learners:</i></p> <ul style="list-style-type: none"> <li>● Understand and differentiate between a physical change and chemical change</li> <li>● Develop scientific skills of observation, drawing conclusions and handling chemicals</li> <li>● Learn to write word equations and chemical equations and understand the need to balance a chemical equation.</li> <li>● Categorize the given reactions as combination, decomposition, displacement, double</li> </ul>

Month/ No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/Interdisciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			<p>digestion as examples of chemical/permanent changes. Physics to understand the reaction states, conditions, temp. pressure etc. Economics for cheap and expensive industrial processes and chemicals.</p> <p><b>Art Integration</b></p> <ul style="list-style-type: none"> <li>● <b>Practical/Experiments</b> to be conducted in the lab.</li> <li>● <b>Project work</b> on types of reaction and industrial application of reactions studied.</li> </ul>		<p>understand the topics of formation of precipitate. Uses and applications of redox reactions in our day-to-day life.</p>	<p>displacement, or redox reaction</p> <ul style="list-style-type: none"> <li>● Relate and process the products formed during reactions and the reactivity of two elements based on the products formed.</li> </ul>
Mar (23)	<p><b>Light – Reflection and Refraction</b></p> <ul style="list-style-type: none"> <li>● <b>Set Induction:</b></li> <li>● Image of rainbow and sun. Dark and bright room.</li> <li>● Concept of reflection and laws of reflection.</li> <li>● Types of reflection diffused and regular.</li> <li>● Refraction.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Teaching Aids:</b> Black board, Chalk, smart board, extra marks, torch, flashlight. magnifying glass etc.</li> <li>● <b>PowerPoint Presentations.</b> For reflection, refraction, and lenses.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Experiment method</b> to demonstrate the presence of rays (beam of light) in a source of light.</li> <li>● <b>Group activity</b> on a set of questionnaires.</li> <li>● <b>Interdisciplinary Linkages:</b> Light reactions, photosynthesis,</li> </ul>	<ul style="list-style-type: none"> <li>● Oral Questions, Chapter end test, MCQs, Exercise Questions.</li> <li>● The L.O. will be assessed with an oral and written test.</li> <li>● Daily quiz having 5 questions to assess students and develop an attitude of self-analysis.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Activating Prior Knowledge:</b> by random Questioning</li> <li>● <b>Experimental Method</b> For the topic of reflection and refraction taught after getting the expected</li> </ul>	<ul style="list-style-type: none"> <li>● <i>The learners</i></li> <li>● Differentiate between plane, concave, and convex mirrors</li> <li>● Explain the laws of reflection and rules for image formation in spherical mirrors</li> <li>● Draw correct ray diagrams showing image</li> </ul>

Month/ No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/Interdisciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>Experiment, demonstration, glass slab method.</li> <li>Mirrors and lenses. Difference and properties.</li> </ul>	<ul style="list-style-type: none"> <li><b>Extra marks Modules, Videos.</b></li> <li><b>Model making</b> for glass slab experiment by pin method.</li> </ul>	<p>bioluminescence. Chemistry to understand the electron excitation, photolysis etc.</p> <ul style="list-style-type: none"> <li><b>Art Integration:</b> Diagrams of lenses, mirrors, refraction, and reflection.</li> <li><b>Model making,</b> Magnifying glass experiment for concrete learning.</li> <li><b>Practical/Experiments</b> to be conducted in the lab.</li> <li><b>Project work</b> on working of LASERS, MASERS etc.</li> </ul>	<ul style="list-style-type: none"> <li>Formative and Summative assessment.</li> </ul>	<p>response from the students.</p> <ul style="list-style-type: none"> <li><b>Model making</b> to understand the phenomenon of refraction.</li> <li><b>Interactive Lecture Discussion.</b> Using ppts, modules, YouTube videos.</li> <li><b>Experimental demonstration</b> to explain the topics.</li> </ul>	<p>formation by spherical mirrors for different position of objects</p> <ul style="list-style-type: none"> <li>Use Cartesian sign conventions correctly</li> <li>Interpret and draw correct information from given statement and solve numerical using mirror formula</li> <li>State define refraction and state the laws of refraction</li> <li>Explain the refraction of light through a glass slab</li> <li>Draw ray diagrams for image formation in spherical lenses</li> <li>Apply New Cartesian sign conventions and lens formula to solve numerical.</li> </ul>

Month/ No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/Interdisciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						<ul style="list-style-type: none"> <li>Reason out the application of different mirrors and lenses in everyday life.</li> </ul>
Apr (25)	<b>Metals and Non-Metals</b> <ul style="list-style-type: none"> <li>Introduction and testing of previous knowledge.</li> <li>Properties and difference of metals and nonmetals.</li> <li>Reaction of metals.</li> <li>Reaction of nonmetals.</li> <li>Reactivity series.</li> </ul> Uses of metals and nonmetals in day-to-day life.	<ul style="list-style-type: none"> <li><b>Teaching Aids:</b> Blackboard, chalk, smart board.</li> <li>PowerPoint Presentations, extra marks Modules, YouTube Videos.</li> <li>Utensils, objects made up of metals and nonmetals.</li> <li>Flow charts for the process of reaction and reactivity series.</li> <li>Flashcards for group activity on metals and nonmetals for their properties.</li> </ul>	<ul style="list-style-type: none"> <li><b>Identification</b> by Images, Pictures to test previous knowledge.</li> <li><b>Group Activity</b> to allow students collect, note down any 6 objects and classify them accordingly as metals and nonmetals.</li> <li><b>Flash Cards</b> to help them remember the properties of metals and nonmetals. as a method of <b>deep learning</b>.</li> <li><b>Interdisciplinary Linkages,</b> Geography to find the sites of minerals in India. Physics to understand the electrical, thermal</li> </ul>	<ul style="list-style-type: none"> <li>The L.O. will be assessed with an oral and written test.</li> <li>Daily quiz having 5 questions to assess students and develop an attitude of self-analysis.</li> </ul> Formative and Summative assessment.	<ul style="list-style-type: none"> <li><b>Activating Prior Knowledge</b> by showing images of objects and relating with everyday life.</li> <li><b>Hands on learning</b> by making electrical circuits using graphite (pencil) to make understanding of some nonmetals conduct electricity.</li> <li><b>Creativity</b> by students making their own flash cards.</li> <li><b>Interactive class</b> by use of reactivity series song, modules</li> </ul>	<ul style="list-style-type: none"> <li><i>The Learners,</i></li> <li>Explain physical and chemical properties of metals and non-metals</li> <li>Differentiate between metals and nonmetals based on physical and chemical properties</li> <li>Explain and make use of reactivity series to complete reactions</li> <li>Draw inference about reactive metal</li> <li>Understand the properties and formation of ionic compounds</li> <li>Able to draw the dot structures for ionic compounds</li> </ul>

Month/ No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/Interdisciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			<p>properties. Biology to relate use of metals and nonmetals in biological processes.</p> <ul style="list-style-type: none"> <li>● <b>Art Integration: Song</b> on the reactivity series of metals. Please stop calling me a careless zebra instead try learning how copper saves gold.</li> <li>● <b>Role Play</b> students acting like metals and nonmetals to describe themselves and their properties.</li> <li>● <b>Circuit</b> making by help of graphite (pencil)</li> <li>●</li> </ul>		<p>of extra marks, ppt. etc.</p> <ul style="list-style-type: none"> <li>● <b>Experimentation and constructivism</b> by making circuits, studying the various components of a circuit and why insulation is important.</li> </ul>	<ul style="list-style-type: none"> <li>● Learn and understand basic metallurgical processes</li> <li>● Understand corrosion and ways to prevent it</li> </ul>
Apr (25)	Topic/Chapter: Human Eye and the Colorful World	Power Point Presentations, Extramarks Modules, YouTube Videos	Practical/Experiments to be conducted in the virtual lab, Art Integrated Project work on Working of human eye, defects of vision.	Oral Questions, Chapter end test, MCQs, Exercise Questions	<ul style="list-style-type: none"> <li>● <b>Activating Prior</b> Knowledge by Random Questioning</li> <li>● <b>Introducing</b> the topic to be taught after getting the</li> </ul>	<ul style="list-style-type: none"> <li>● The students will be able to:</li> <li>● To enable the learners to get familiar with some natural phenomenon based on dispersion of</li> </ul>



Month/ No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/Interdisciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<p>expected response from the students. Developing hypothesis by : Brainstorming Lecture Discussion.</p> <ul style="list-style-type: none"> <li>• <b>Using ppts, modules, YouTube</b> videos, experimental demonstration to explain.</li> </ul>	<p>light, atmospheric refraction and scattering of light</p> <ul style="list-style-type: none"> <li>• Understand the ways and means of presenting these observed phenomena through suitable drawings/diagrams/photographs</li> <li>• Understand the reason behind some natural phenomenon e.g., color of sky, early sunrise and delayed sunset, formation of rainbow etc.</li> </ul>
May (21)	<p><b>Life Processes</b></p> <ul style="list-style-type: none"> <li>• Set Induction. Introduction with the help of various activities like physical activities, sports, breathing deep, eating food as potluck to make students understand the science.</li> <li>• Nutrition, respiration,</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Teaching Aids.</b> blackboard, chalk, smart board, extra class.</li> <li>• PowerPoint Presentations.</li> <li>• Extra marks Modules, YouTube Videos.</li> <li>• Chart and handouts for Modern Periodic Table.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Flip Teaching</b> Students are taught the function, properties of various life processes like digestion, assimilation, ingestion, absorption, excretion etc.</li> <li>• <b>Interdisciplinary Linkages:</b></li> </ul>	<ul style="list-style-type: none"> <li>• The L.O. will be assessed with an oral and written test.</li> <li>• Daily quiz having 5 questions to assess students and develop an attitude of self -analysis.</li> <li>• Formative and Summative assessment.</li> <li>• Project Making for development of</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Activating Prior Knowledge by</b> random questioning and displaying pictures of foodstuffs along with digestive tract.</li> <li>• <b>Critical thinking:</b> the role of oxygen and how everything works</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The learners:</i></li> <li>• Define life processes</li> <li>• Explain modes of nutrition</li> <li>• Describe parts of digestive system in humans and the role of enzymes in digestion process</li> <li>• Explain how amoeba obtains food</li> </ul>

Month/ No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/Interdisciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	excretion, circulation (heart) and brain. <ul style="list-style-type: none"> <li>● Neuron etc.</li> <li>● Function of Kidney and nephron in detail.</li> </ul>	<ul style="list-style-type: none"> <li>● 3D model of heart and human digestive system and their structures.</li> </ul>	Release of chemicals with their reactions. Biochemical reactions with importance. <ul style="list-style-type: none"> <li>● <b>Practical/Experiments</b> to be conducted in the virtual lab.</li> <li>● <b>Art Integrated</b> Project work on Life Processes. Model making for the structure of the heart and its function.</li> </ul>	artificial heart, hemodialysis.	in sync. <ul style="list-style-type: none"> <li>● <b>Real Life situations and Decision making.</b> food to be consumed, applying knowledge of hemodialysis and CPR.</li> <li>● <b>Research Attitude.</b> exploring the in-detail functions of heart and creating motivation for students</li> </ul>	<ul style="list-style-type: none"> <li>● Differentiate between aerobic and anaerobic respiration.</li> <li>● Understand the pathways by which glucose breaks down</li> <li>● Explain the parts of the human respiratory system.</li> <li>● Describe the structure and functioning of the human heart.</li> <li>● Explain double circulation</li> <li>● Differentiate between arteries, veins, and capillaries.</li> <li>● Understand the concept of formation of urine by nephron.</li> <li>● Parts of the excretory system in humans.</li> <li>● Explain excretion in plants.</li> </ul>

Month/ No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/Interdisciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
July (22)	<b>Heredity and evolution</b> <ul style="list-style-type: none"> <li>● Set Induction: By activating prior knowledge and asking some questions.</li> <li>● Alleles, chromosomes, DNA, Genes</li> <li>● Theory of Hybridization.</li> <li>● Gregor Mendel's theory of pea plant crossing.</li> <li>● Punnett's Square.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Teaching Aids.</b> Blackboard, chalk, smart board, extra class.</li> <li>● PowerPoint Presentations for Punnett's square.</li> <li>● Extra marks Modules, YouTube Videos.</li> <li>● 3D model of DNA and chromosomes by ppt. and virtual effect.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>3D Model of DNA:</b> to raise curiosity and develop the base for inquisitive learning.</li> <li>● <b>Graphics and images</b> of progenies with parents e.g. son with parents, amoeba cells, animals etc.</li> <li>● <b>Flowchart</b> to explain the process of birth.</li> <li>● <b>Interdisciplinary Linkages:</b> Chemistry for composition of DNA. Math's for Punnett's square.</li> <li>● <b>Art Integrated:</b> Videos of evolution from apes. Images for understanding the mixing of genes and passing of traits. Diagrams for structure of DNA, Punnett's square.</li> </ul>	<ul style="list-style-type: none"> <li>● The L.O. will be assessed with an oral and written test.</li> <li>● Daily quiz having 5 questions to assess students and develop an attitude of self-analysis.</li> <li>● Formative and Summative assessment.</li> <li>● Project, Basis of Evolution, theory of Lamarckism.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Activating Prior Knowledge</b> by displaying images of progenies with parents, DNA, chromosomes.</li> <li>● <b>Self-Awareness</b> by evolution theory in documentary of Discovery.</li> <li>● <b>Analysis and Interpretation</b> of genotypic and phenotypic ratio for F1 and F2 generations.</li> <li>● <b>Brainstorming Interactive Lecture Discussion.</b></li> <li>● <b>Facilitate learning</b> by using ppts, modules, YouTube videos to explain the topics.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>The learners.</b></li> <li>● analyze and interpret the contribution of Mendel in the field of Genetics.</li> <li>● conceptualize monohybrid and dihybrid cross</li> <li>● state how traits are expressed</li> <li>● explain the method of sex determination in humans</li> <li>● Differentiate between acquired and inherited traits</li> <li>● State the evidence of evolution</li> <li>● explain the concept of artificial hybridization</li> <li>● Research how humans evolved?</li> </ul>

Month/ No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/Interdisciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			Models of DNA, chromosomes. <ul style="list-style-type: none"> <li>• <b>Documentary by Discovery</b> on the theory of evolution.</li> </ul>			
July (22)	<b>Acids, Bases, and Salts</b> <ul style="list-style-type: none"> <li>• Set Induction: Examples of foodstuffs and identifying the taste.</li> <li>• Presence of certain mysterious chemicals which make them sour and bitter.</li> <li>• Indicators and their types.</li> <li>• Use of indicators.</li> <li>• Compiling the properties of acids and bases.</li> <li>• Reactions of acids and bases.</li> <li>• Salts with reactions and uses in day-to-day life.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Teaching Aids:</b> Blackboard, chalk, smart board, extra marks.</li> <li>• PowerPoint Presentations, cut outs of foodstuffs, fruits and vegetables.</li> <li>• Indicators strips, bottles of universal indicators etc.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Observation and Abstract thinking:</b> Taste of foodstuffs, fruits, and vegetables.</li> <li>• <b>Critical Thinking</b> with daily life examples of food substances as acidic, basic, neutral in nature.</li> <li>• <b>Interdisciplinary Linkages:</b> Biology for food substances as acidic and alkaline its effect on digestion. Physics for the rate of reaction and effect of temperature and pressure on it.</li> <li>• <b>Art Integration:</b></li> </ul>	<ul style="list-style-type: none"> <li>• The L.O. will be assessed with an oral and written test.</li> <li>• Daily quiz having 5 questions to assess students and develop an attitude of self -analysis.</li> <li>• Formative and Summative assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Activating Prior Knowledge by</b> giving examples of fruits and vegetables, using images of foodstuffs to classify them according to their taste.</li> <li>• <b>Research Attitude:</b> by project work on indicators and their uses in day-to-day life activities.</li> <li>• <b>Analysis and Interpretation</b> by the students about the taste and relating it with acids and bases.</li> <li>• <b>Self-Awareness</b> about the presence of acids, bases,</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The learner.</b></li> <li>• Differentiate between acids and bases and define acids and bases according to Arrhenius concept</li> <li>• Identify acidic, basic, or neutral nature of chemicals using indicators</li> <li>• Write various reactions shown by acids and bases.</li> <li>• Write balanced chemical equations for reactions of acids and bases with metals, carbonates and hydrogen-carbonates, metallic oxides etc.</li> </ul>

Month/ No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/Interdisciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			<p><b>Practical's/Experiments</b> to be conducted in the virtual lab, Project work for experiential learning on acidic, basic, and salty substances/food items/products used in everyday life.</p> <ul style="list-style-type: none"> <li>● <b>Project work:</b> explore about the various natural indicators and their uses.</li> </ul>		<p>salts, and their reaction in our day-to-day life.</p> <ul style="list-style-type: none"> <li>● <b>Interactive Lecture:</b> by questioning and reasoning skills, developing research attitude, and using ppts, modules, YouTube videos, experimental demonstration to explain the topics.</li> </ul>	<ul style="list-style-type: none"> <li>● explain the role of water in showing acidic behavior</li> <li>● Define pH and correlate its application in real life</li> <li>● Correlate the acidic, basic, or neutral nature of the salt to the strength of the acid and base used to obtain the salt</li> <li>● Correlate common names, preparation, uses and chemical properties of various salts in the syllabus</li> </ul>
Aug (22)	<p><b>How do organisms reproduce.</b></p> <ul style="list-style-type: none"> <li>● Set Induction</li> <li>● Introduction of the topic by relating with life process and previous Knowledge.</li> <li>● Types of reproduction,</li> <li>● Sexual and Asexual modes.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Teaching Aids:</b> Blackboard, chalk, smart board.</li> <li>● PowerPoint Presentations, extra marks Modules, YouTube Videos.</li> <li>● Models of Human reproductive system.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Group Discussion/Activity Based Learning:</b> role of sex cells, somatic cells, and occurrence of chromosomes.</li> <li>● <b>Collecting data and samples</b> from various plants and trees like pine, hibiscus etc. to</li> </ul>	<ul style="list-style-type: none"> <li>● The L.O. will be assessed with an oral and written test.</li> <li>● Daily quiz having 5 questions to assess students and develop an attitude of self-analysis.</li> <li>● Formative and Summative assessment.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Activating Prior Knowledge</b> by Random Questioning and testing the knowledge by showing the picture of progenies with parents.</li> </ul>	<p><i>The learner,</i></p> <ul style="list-style-type: none"> <li>● Define reproduction.</li> <li>● Relate variations to evolution</li> <li>● Explain different ways by which organisms can reproduce asexually</li> <li>● Define and state advantages of</li> </ul>

Month/ No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/Interdisciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>● Mitosis and Meiosis.</li> <li>● Male reproductive system.</li> <li>● Female reproductive system.</li> <li>● Hormones and their functions.</li> <li>● Birth of progenies.</li> </ul>	<ul style="list-style-type: none"> <li>● Flow charts for the process of birth. Mitosis and meiosis.</li> <li>● Flashcards for group activity on hormones</li> </ul>	<p>study the male and female reproductive organs in flower and pollination.</p> <ul style="list-style-type: none"> <li>● <b>Flash Cards/ Flowcharts</b> to study the function of hormones and stages of development in humans.</li> <li>● <b>Debate:</b> effect on earth due to population explosion and need of the hour to curb it.</li> <li>● <b>Interdisciplinary Linkages:</b> Chemistry for the roles of various hormones and their reaction. Math's for the calculation of time frame, incubation period, progeny, and time of development for embryos. Sociology and Psychology to study social</li> </ul>		<ul style="list-style-type: none"> <li>● <b>Developing research attitude:</b> by helping with campus tours and studying the parts of flowers.</li> <li>● <b>Raising Curiosity</b> by campus tour, hands on learning, flash cards and flow diagrams.</li> <li>● <b>Analysis and Critical thinking</b> by understanding the process of reproduction, different time span for different organisms and formation of embryos.</li> <li>● <b>Interactive Lectures</b> by using various tools, group discussion,</li> <li>● <b>Scientific Temper</b> by understanding the science</li> </ul>	<p>vegetative propagation</p> <ul style="list-style-type: none"> <li>● Describe Sexual reproduction in flowering plants</li> <li>● Explain the parts of male and female reproductive system in humans</li> <li>● Realize the importance of reproductive health</li> </ul>

Month/ No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/Interdisciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			<p>stigmas and relating it with science behind the girl childbirth.</p> <ul style="list-style-type: none"> <li>● <b>Art Integration:</b> Use of flash cards, videos and ppts. to improve concrete, critical, and cognitive skills.</li> </ul>		behind the reproduction and cause of girl childbirth and removal of social stigma.	
Sep (24)	<p><b>Periodic Classification of Elements</b></p> <ul style="list-style-type: none"> <li>● <b>Set Induction:</b> Introducing the topic with Sanskrit word 'Anu' and 'Parmanu' by Rishi Kanad.</li> <li>● Different elements have different properties and hence need classification.</li> <li>● Mendeleev's Periodic Table.</li> <li>● Newland's Octaves.</li> <li>● Doberniener's Triads.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Teaching Aids</b> Blackboard, chalk, smart board, extra class modules.</li> <li>● PowerPoint Presentations.</li> <li>● Extra marks Modules, YouTube Videos.</li> <li>● Chart and handouts for Modern Periodic Table.</li> <li>● <b>3D models</b> of elements and their structures.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Group Activity.</b> Students to enact as Scientists and play the role to explain the background, need and hypothesis for classification.</li> <li>● <b>Self-Awareness Skill:</b> By demonstrating the role play understanding the concept.</li> <li>● <b>Art Integration: Role play:</b> to increase awareness skill as students will enact like scientists behind discovery of</li> </ul>	<ul style="list-style-type: none"> <li>● Oral Questions, Chapter end test, MCQs, Exercise Questions.</li> <li>● The L.O. will be assessed with an oral and written test.</li> <li>● Daily quiz having 5 questions to assess students and develop an attitude of self-analysis.</li> <li>● Formative and Summative assessment.</li> <li>● Project Making for development of Modern Periodic Table and flash cards to determine properties.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Activating Prior Knowledge</b> by Random Questioning Introducing the topic to be taught after getting the expected response from the students.</li> <li>● <b>Decision Making Skill</b> by providing hypothesis and questionnaire for the properties of elements and their reactivity</li> </ul>	<p>The learner</p> <ul style="list-style-type: none"> <li>● to process the need of classifying elements and appreciate the classification done by different scientists</li> <li>● to compare salient features of each classification and understand the requirement of change in classification with time.</li> <li>● explain the salient features of</li> </ul>

Month/ No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/Interdisciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>● All the above based on the property of Atomic Mass.</li> <li>● Atomic Number for Modern Periodic Table.</li> <li>● Periodic properties of elements.</li> </ul>		<p>Periodic Table.</p> <ul style="list-style-type: none"> <li>● <b>Practical/Experiments</b> to be conducted in the virtual lab, Project work on study of physical and chemical properties of first 20 elements in Modern Periodic Table.</li> <li>● <b>Model making and charts</b> for elements their shell structure to determine the number of electrons and valency. <b>Flash Cards</b> to help students enact Decision making skill, so students can say the position and properties of elements.</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>	<p>in groups and periods.</p> <ul style="list-style-type: none"> <li>● <b>Interactive Lecture:</b> By smart board, ppts., videos etc. Flip teaching, role play will help students develop a better understanding of the concept for properties of elements.</li> <li>● <b>Discussion method</b> by group activity of Flash Cards.</li> <li>● <b>Hands on</b> Experience and constructive learning by flashcards.</li> <li>● <b>Public Speaking</b> skills by providing topics of elements raising research attitude.</li> <li>●</li> </ul>	<p>Modern Periodic Table</p> <ul style="list-style-type: none"> <li>● comprehend the electronic configuration of an element and find the position of an element in the periodic table.</li> <li>● Reason out the trends of different properties in the Modern Periodic Table.</li> <li>● research mindset and attitude for the topic provided to expand the Knowledge of students</li> </ul>



Month/ No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/Interdisciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
Sep - Oct (24)	<b>Electricity</b> <ul style="list-style-type: none"> <li>Introduction:</li> <li>Relating the previous knowledge. (<b>Set Induction by flash cards</b>)</li> <li>Definition of electricity.</li> <li>Components of a circuit.</li> <li>Series and Parallel connections.</li> <li>Ohm's Law</li> <li>Electricity from day to day.</li> <li>Insulators, safety measures.</li> <li>Consumption of electricity</li> </ul>	<ul style="list-style-type: none"> <li><b>Teaching Aids:</b> Blackboard, chalk, smart board.</li> <li>PowerPoint Presentations, extra marks Modules, you tube Videos.</li> <li>Circuit Diagrams.</li> <li>Model making and building circuits.</li> <li>Bulb, bell etc. for working on electrical circuits.</li> </ul>	<ul style="list-style-type: none"> <li><b>Flashcard's/Chart</b> of Metals to activate previous Knowledge for Set Induction.</li> <li><b>Images</b> of objects like bulb, bell, computer etc. to show common links</li> <li><b>Group Activity/Role Play</b> to understand the series and parallel connections.</li> <li><b>Interdisciplinary Linkages:</b> Economics to understand the consumption of electricity and methods to save it. Chemistry to understand the role of electrons and metals. Biology about electrical impulses being carried by nerve cells.</li> <li><b>Art Integration.</b> Use of models and circuit diagrams. Videos and ppts.</li> </ul>	<ul style="list-style-type: none"> <li>The L.O. will be assessed with an oral and written test.</li> <li>Daily quiz having 5 questions to assess students and develop an attitude of self -analysis.</li> <li>Formative and Summative assessment.</li> <li>Practical's and learning to make circuits.</li> </ul>	<ul style="list-style-type: none"> <li><b>Activating Prior Knowledge</b> by showing images and flashcards to relate with the topic.</li> <li><b>Self-Awareness:</b> by making students realize the need of insulators for protection and our safety.</li> <li><b>Problem Solving</b> attitude by making circuits, finding the reasons for nonfunctional devices.</li> <li>Developing hypothesis by brainstorming and changing the connections from series to parallel.</li> <li><b>Interactive Lecture Discussion,</b> to invoke curiosity about the connections in classroom and home.</li> </ul>	<i>The learners:</i> <ul style="list-style-type: none"> <li>Define electric current, potential difference and resistance and express relation between them</li> <li>Identify symbols of different circuit elements and be able to draw simple circuit diagrams</li> <li>Connect circuits in series and parallel combination</li> <li>To identify different components/devices used in domestic electric circuits and understand the practical use of these components</li> <li>Understand the advantages of safety measures used in electric circuits</li> <li>To calculate electricity bill for electric energy</li> </ul>

Month/ No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/Interdisciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			<p>for better understanding and constructive learning.</p> <ul style="list-style-type: none"> <li>● <b>Experiment and Practical</b> to find the potential difference and current in series and parallel connections.</li> <li>● <b>Critical thinking</b> by relating with flow of electrons and properties in day-to-day life.</li> <li>● <b>Activity based learning</b> by learning to make circuits.</li> <li>● Observational and identification skills by taking readings for Current (ampere), Potential Difference.</li> </ul>			consumed by a household for a given month.

Month/ No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/Interdisciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
Oct (15)	<b>Carbon and Its Compounds</b> <ul style="list-style-type: none"> <li>Set Induction: By atomic structure and students will be able to identify.</li> <li>Properties of carbon and reason for its catenation.</li> <li>Hydrocarbons as aliphatic and aromatic compounds. Alkanes, alkenes, alkynes.</li> <li>Properties and reactions of hydrocarbons.</li> </ul>	<ul style="list-style-type: none"> <li><b>Teaching Aids:</b> Blackboard, chalk, smart board.</li> <li>PowerPoint Presentations, extra marks Modules, YouTube Videos.</li> <li>Ball and stick model for constructing simple hydrocarbons.</li> <li>Flow charts for the classification of hydrocarbons and their types.</li> </ul>	<ul style="list-style-type: none"> <li><b>3D structure</b> of carbon showing shells, electrons, and valency.</li> <li><b>Objects on display</b> to feel and study like pieces of coal, pencil lead, artificial diamond to understand the concept of allotropes of carbon and their uses.</li> <li><b>Ball and stick model</b> of various hydrocarbons and can be used to construct newer molecules.</li> <li><b>Interdisciplinary Linkages:</b> Math to study the geometry and shape of molecules. Physics for understanding the conditions and stability of molecules, reaction conditions etc.</li> <li><b>Art Integration.</b></li> <li><b>Constructing molecules</b> with the</li> </ul>	<ul style="list-style-type: none"> <li>The L.O. will be assessed with an oral and written test.</li> <li>Daily quiz having 5 questions to assess students and develop an attitude of self -analysis.</li> <li>Formative and Summative assessment.</li> <li>Project work on fullerenes and soap/detergents</li> </ul>	<ul style="list-style-type: none"> <li><b>Activating Prior Knowledge</b> by displaying the model of carbon.</li> <li><b>Constructivism and Demonstration</b> by Ball and Stick model of hydrocarbons and Practical's.</li> <li><b>Problem Solving Attitude</b> when developing new molecules using Ball and Stick model.</li> <li><b>Interactive Lecture</b> by discussion method, <b>inquiry-based learning (IBL).</b></li> <li><b>Curiosity</b> development by relating the uses of carbons in our day-to-day life.</li> <li><b>Inquisitive attitude</b> by Project on nanotubes, fullerenes etc.</li> </ul>	<i>The Learners,</i> <ul style="list-style-type: none"> <li>Understand the concept of sharing of electrons and formation of covalent bonds</li> <li>Correlate the bonds formed as single, double or triple to the number of pairs of electrons shared between the atoms.</li> <li>Learn writing electron dot structure for formation of covalent compounds.</li> <li>Calculate and identify the number and types of bonds formed in a compound by sharing of electrons.</li> <li>Understand the versatile nature of carbon.</li> <li>Recognize Alkanes, Alkenes and Alkynes and</li> </ul>

Month/ No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/Interdisciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			<p>help of a ball and stick model.</p> <ul style="list-style-type: none"> <li>● <b>PowerPoint presentation</b> on fullerenes, nanotubes, Buckyball's and detergents/soaps.</li> <li>● <b>Practical and experiment</b> for reactions and practice on virtual labs as hydrocarbons are hazardous and unsafe to handle.</li> </ul>		<ul style="list-style-type: none"> <li>● <b>Real Life</b> examples of glucose, coal, soaps, detergents, plastics, graphite etc. all have carbon in them.</li> </ul>	<p>differentiate between them.</p> <ul style="list-style-type: none"> <li>● Understand concepts of homologous series and different functional groups.</li> <li>● Study the technique of naming different hydrocarbons.</li> <li>● Understand physical and chemical, properties of hydrocarbons, alcohols, and carboxylic acid.</li> <li>● Study the cleansing action of soaps and detergents.</li> </ul>
Oct (6)	<p><b>Our Environment</b></p> <ul style="list-style-type: none"> <li>● Mode of nutrition in animals and plants. Autotrophic and Heterotrophic.</li> <li>● Saprophytes and decomposers. ...</li> <li>● Abiotic components. ...</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Teaching Aids:</b> Blackboard, chalk, smart board.</li> <li>● PowerPoint Presentations, extra marks Modules, YouTube Videos.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Model of Human Digestive</b> system for introducing the topic of nutrition.</li> <li>● <b>Images and pictures</b> of various animals, organisms, and the way they consume food.</li> </ul>	<ul style="list-style-type: none"> <li>● The L.O. will be assessed with an oral and written test.</li> <li>● Daily quiz having 5 questions to assess students and develop an attitude of self -analysis.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Activating Prior Knowledge</b> by model of digestive system, images of various animals carrying out</li> </ul>	<p><i>The learner</i></p> <ul style="list-style-type: none"> <li>● explain the process of nutrition and their types.</li> <li>● define ecosystem and its components</li> </ul>

Month/ No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/Interdisciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>Biotic components. ...</li> <li>Ecosystem. ...</li> <li>Trophic levels. ...</li> <li>Pyramid of trophic levels.</li> <li>Law of conservation of energy.</li> </ul>	<ul style="list-style-type: none"> <li>Flash Cards and Charts for understanding the various levels in the ecosystem for Nutrition.</li> </ul>	<ul style="list-style-type: none"> <li><b>Flow charts</b> for understanding the food pyramid and law of conservation of energy.</li> <li><b>Art Integration</b></li> <li>Drama, students enact various organisms and try to explain their mode of nutrition and food requirements to understand the various trophic levels.</li> <li>Ppts. and videos for biotic and abiotic components.</li> </ul>	<ul style="list-style-type: none"> <li>Formative and Summative assessment.</li> <li>Project Making for Food Pyramid and Food Chain.</li> </ul>	<p>ingestion of food.</p> <ul style="list-style-type: none"> <li><b>Scaffolding technique</b> to make sure students link the topics of nutrition and trophic.</li> <li><b>Inquisitive Learning</b> by making students understand the law of conservation of energy.</li> <li><b>Interactive Lecture</b> by using ppts, modules, flow charts and flash cards, to explain the topics.</li> </ul>	<ul style="list-style-type: none"> <li>state relationship between food chain and food web</li> <li>understand how human activities have led to the depletion of ozone layer</li> <li>understand how we can manage garbage we produce</li> </ul>
Oct - Nov	<b>Magnetic effects of current</b> <ul style="list-style-type: none"> <li>Set Induction</li> <li>Magnet. North and South Poles.</li> <li>Magnetic field. Iron filings test around a bar magnet. Magnetic field lines. Magnetic field</li> </ul>	<ul style="list-style-type: none"> <li><b>Teaching Aids:</b> Blackboard, chalk, smart board.</li> <li>PowerPoint Presentations, extra marks Modules, you tube Videos.</li> <li>Magnets of various shapes.</li> </ul>	<ul style="list-style-type: none"> <li><b>Objects on display</b> magnets, iron block, wood, copper wire for set induction.</li> <li><b>Hands on learning</b> by giving different types of magnets like bar, horseshoes, disc shape to find north and south pole.</li> </ul>	<ul style="list-style-type: none"> <li>The L.O. will be assessed with an oral and written test.</li> <li>Daily quiz having 5 questions to assess students and develop an attitude of self -analysis.</li> <li>Formative and Summative assessment.</li> </ul>	<ul style="list-style-type: none"> <li><b>Activating Prior Knowledge</b> by showing objects like iron, magnets, copper, wood etc. to understand the linkage.</li> </ul>	<p><b>The students will be able to:</b></p> <ul style="list-style-type: none"> <li>Understand the meaning and properties of magnetic field lines</li> <li>Draw magnetic field lines using compass needle</li> </ul>

Month/ No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/Interdisciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p>lines for a closed loop.</p> <ul style="list-style-type: none"> <li>● Fleming's Left- and Right-Hand Rule.</li> <li>● Electromagnetic Induction.</li> </ul>	<ul style="list-style-type: none"> <li>● Copper wire to make Solenoid (electromagnet).</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Learning by Doing</b> for FLEMING'S Left-Hand Rule and Right-Hand Rule.</li> <li>● <b>Interdisciplinary Linkages:</b> Chemistry for studying the magnetic and nonmagnetic substances. Geography to study the sites of ores and deposits. Math's for calculation of electromagnetic induction.</li> <li>● <b>Arts Integration:</b></li> <li>● <b>Model making</b> and developing an electromagnet.</li> <li>● <b>Diagrams and power point</b> presentation on magnets, magnetic field and Fleming's rule.</li> <li>● <b>Virtual Lab and Practical's</b> for measuring the strength of magnetic fields</li> </ul>		<ul style="list-style-type: none"> <li>● <b>Constructivism and Demonstration</b> : by making electromagnetic and testing its working.</li> <li>● <b>Application of Knowledge</b> in understanding the working of D.C motor and need of electromagnets.</li> <li>● <b>Critical Knowledge:</b> for learning Fleming's Rule.</li> <li>● <b>Developing hypothesis</b> by giving students the example of working on D.C motor and uses of electromagnets in electric power stations.</li> <li>● <b>Interactive lecture</b> by discussing Maglev trains by Germany, use of</li> </ul>	<ul style="list-style-type: none"> <li>● Explain different physical phenomenon and to make careful observations/ deductions and to draw inferences</li> <li>● Explain and apply right hand thumb rule, Fleming's left hand and right-hand rule in different situations</li> <li>● Explain the working principle of electric motor and electric generator</li> <li>● Understand the basic details of the AC supply used in domestic circuits in India</li> <li>● Differentiate between AC and DC current and understand basic design of domestic electric circuit</li> <li>● Identify different components/devices used in</li> </ul>

Month/ No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/Interdisciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			using galvanometer.		electromagnets in scrap yard etc.	domestic electric circuits and understand the practical use of these components

**PINEGROVE SCHOOL, DHARAMPUR**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: SOCIAL SCIENCE**  
**Class: X**  
**Session 2023-24**

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
March	<b>Lesson -1</b> <b>Political Science</b>  <b>Power Sharing</b>	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• Maps</li> <li>• PPT</li> <li>• Internet</li> <li>• Mind map</li> <li>• Flow charts</li> </ul>	<b>Group Discussion:</b> <ul style="list-style-type: none"> <li>• Impact of Power Sharing in Sri Lanka and Belgium</li> <li>• Impact of Sharing in India.</li> <li>• Why power sharing is desirable?</li> </ul> <b>Activity</b> <ul style="list-style-type: none"> <li>• Europe Map</li> <li>• Map of Sri Lanka</li> <li>• Map of Belgium</li> </ul>	<ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Written test.</li> <li>• Quiz</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• P K Testing by random questioning</li> <li>• Introduction to the new topic.</li> <li>• For the Concept formation the students will be introduced to the centrality of power sharing in democracies.</li> <li>• The students will understand the working of spatial &amp; social power sharing mechanisms.</li> <li>• In a Brain storming session, the students will analyze the federal provisions and institutions.</li> <li>• Understand the new Panchayati Raj institutions in rural and urban areas.</li> <li>• Discussion of queries session organized.</li> </ul>	<ul style="list-style-type: none"> <li>• Know why and how power is shared in democracies.</li> <li>• Understand the working of power sharing mechanisms.</li> <li>• Understand the advantages of power sharing.</li> <li>• Understands the absence of power sharing leads to conflicts.</li> <li>• The students will be able to understand the importance of mutual respect &amp; understanding to make power sharing a success.</li> <li>• <b>Values learned.</b> Sharing Mutual Respect</li> </ul>



Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
March	<p><b>Lesson - 1 Geography</b></p> <p><b>Resource and Development</b></p>	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• Maps</li> <li>• PPT</li> <li>• Internet</li> <li>• Mind map</li> <li>• Flow charts</li> </ul>	<p><b>Map Activity</b></p> <ul style="list-style-type: none"> <li>• Soil Types</li> <li>• Identify types of soil on the map of India.</li> </ul> <p><b>Diagrams</b></p> <ul style="list-style-type: none"> <li>• Soil Profile</li> <li>• <b>Role Play</b> Role Play on a resource, exhibits its importance, and need for conservation.</li> <li>• After teaching the chapter, the students will be asked to pick up a resource of their choice and perform a role play on it.</li> <li>• The students will introduce themselves as a resource, an example coal and talk about its importance, ways of depletion and how it can be preserved.</li> <li>• Each student plays the role of a resource and speaks on the following.</li> <li>• Who am I?</li> <li>• What type of a resource am I?</li> <li>• What is my importance?</li> </ul>	<ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Written test</li> <li>• Quiz</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• P K Testing by random questioning</li> <li>• Introduction to the new topic.</li> <li>• The student will be explained the meaning of resources.</li> <li>• The students will be explained the classification of resources.</li> <li>• Make the students understand the process of soil formation. Learn different types of soils with the help of their color, texture and composition and relate them with the geographical areas of India shown on the map.</li> <li>• In a brain storming session, the students will learn and discuss about the different types of land the land use pattern.</li> <li>• Recapitulation and doubt clearance session to take up</li> </ul>	<ul style="list-style-type: none"> <li>• The students will understand the usability of terms like resource, renewable and non renewable resources and sustainable development.</li> <li>• The student can Perceive inter-dependence of human beings and resources and the effects of resource depletion &amp; suggest measures to check wastage and preserve it for future.</li> <li>• The students will be able to identify different types of soils, its region and can identify the kind of soil erosion taking place and identify what measures should be adopted to check erosion.</li> <li>• The students will be able to assess and appreciate the</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			<ul style="list-style-type: none"> <li>• Where am I available?</li> <li>• How long do I exist?</li> <li>• Where am I getting exhausted?</li> <li>• How can you save me?</li> </ul>		student queries organized.	<p>planned utilization of resources.</p> <ul style="list-style-type: none"> <li>• The students will understand the usability of the resource, classify the resources into different groups, suggest its measures to check its wastage and preserve for future and identify areas where the resources are depleted.</li> </ul>
March	<p><b>Lesson - 1</b> <b>History</b></p> <p><b>The Rise of Nationalism in Europe</b></p>	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• Maps</li> <li>• PPT</li> <li>• Internet</li> <li>• Mind map</li> <li>• Flow charts</li> </ul>	<p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• In the <b>Art Integration</b> activity, the students are told to draw a table of all the attributes and write their importance in the national movement of Europe and India.</li> </ul> <p><b>Group Discussion</b></p> <ul style="list-style-type: none"> <li>• The students will discuss the causes of the French revolution and its outcome as a recapitulation activity based on their previous class learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Written test.</li> <li>• Quiz</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• PK Testing by random questioning</li> <li>• The students will be explained the terms nationalism, absolutists, allegory plebiscite, ideology, conservatism etc.</li> <li>• The students will understand the idea of nation, nation states and measures that introduced collective identity.</li> <li>• The students will learn the difference between European nationalism and anti-colonialism.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will be able to analyze the impact of French revolution on other European nations.</li> <li>• The students can evaluate the two practices of imperialism and nationalism.</li> <li>• The students will be well versed with the important events that took place in the European history i.e., making of Germany, unification of Italy, the Balkan issue.</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<ul style="list-style-type: none"> <li>• The students learn how nationalism developed along with the formation of nation states in Europe post 1830.</li> <li>• The students will learn about treaty of Vienna 1815, romanticism and national feeling.</li> <li>• Recapitulation and doubt clearance session organized.</li> </ul>	<ul style="list-style-type: none"> <li>• The students can very well define the meaning of various national symbols associated with the national movement of Europe and India.</li> </ul>
April	<p style="text-align: center;"><b>Lesson - 1</b> <b>Economics</b></p> <p style="text-align: center;"><b>Development</b></p>	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• PPT</li> <li>• Internet</li> <li>• Mind map</li> <li>• Flow charts</li> </ul>	<p><b>Group Discussions</b></p> <ul style="list-style-type: none"> <li>• The Importance of Public Facility and Sustainable Development.</li> <li>• Impact of cutting of trees to make National Highway-5</li> <li>• Development is the need of the hour but not at the cost of harming the nature.</li> <li>• What precautionary measures are required for development?</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• The children were given the task to</li> </ul>	<ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Written test.</li> <li>• Quiz</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• P K Testing by random questioning</li> <li>• Introduction to the new topic &amp; the students will be made familiar with some macroeconomic concepts.</li> <li>• The students will be sensitized about the rationale for overall human development in our country, which includes the rise of income, improvement in health &amp; education.</li> <li>• The students will be made to understand the terms like HDI,</li> </ul>	<ul style="list-style-type: none"> <li>• The students will be able to elaborate macroeconomic concepts like per capita income, literacy rate and sustainable development etc.</li> <li>• The student will be able to identify the different indicators of development.</li> <li>• The student will be able to appreciate different perspectives of development.</li> <li>• The student can compare economic</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			<p>calculate their BMI as an activity to create interest and practical application of one's own awareness.</p> <p><b>Debate</b></p> <ul style="list-style-type: none"> <li>• Modern development associated with progress has led to problems.</li> <li>• Is increase in income alone sufficient for a nation?</li> </ul>		<p>IMR, BMI, per capita income, national income, net attendance ratio, literacy rate etc.</p> <ul style="list-style-type: none"> <li>• The importance of health &amp; education for people will be explained.</li> <li>• In a Brain storming session discussion on the development of India since its Independence&amp; promotion of sustainable development.</li> </ul>	<p>&amp; non-economic indicators of development.</p> <ul style="list-style-type: none"> <li>• The student can correlate quality of life to HDI.</li> <li>• Student will be able to identify the significance of sustainability.</li> <li>• <b>Value Learned</b> Sustainable Development</li> </ul>
April	<p><b>Lesson – 3</b> <b>Geography</b></p> <p><b>Water Resources</b></p>	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• Maps</li> <li>• PPT</li> <li>• Internet</li> <li>• Mind map</li> <li>• Flow charts</li> </ul>	<p><b>Map Activity</b></p> <ul style="list-style-type: none"> <li>• On an outline map of India locate and label the important dams of India</li> </ul> <p><b>Group Activity</b></p> <ul style="list-style-type: none"> <li>• The students will be divided into groups and asked to prepare a report or make a PPT on the reasons for water scarcity of region like drought prone areas Gujarat, Rajasthan, snow covered areas like Jammu and Kashmir, flood prone areas like</li> </ul>	<ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Written test.</li> <li>• Quiz</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• P K Testing by random questioning</li> <li>• Introduction to the new topic.</li> <li>• The students will be explained about the causes and aspects of water scarcity.</li> <li>• The students will learn and understand about the hydraulic structures of ancient India.</li> <li>• The students will be explained the classification of dams</li> </ul>	<ul style="list-style-type: none"> <li>• The students will be able to explain the importance of water as resource, develop awareness towards its judicious use &amp; get familiarized with the old and modern method of conservation of water.</li> <li>• List out various uses of water. Identify different sources of water and collect information on various methods of</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			West Bengal, Bihar and Assam, regions located in different climatic areas.		<p>based on the structure and material used.</p> <ul style="list-style-type: none"> <li>• The students will be explained about the rainwater harvesting systems referring to Guls, Kuls, Khadins, Johads and Tankas.</li> <li>• The students will discuss the need and advantages of rainwater harvesting system.</li> <li>• Discussion, recapitulation and doubt clearing session organized.</li> </ul>	<p>traditional rainwater harvesting.</p> <ul style="list-style-type: none"> <li>• Examine the ratio between demand and supply of water and reason out the causes of water scarcity.</li> <li>• Investigate process of global warming &amp; climate change.</li> <li>• The students will be able to locate dams on the map.</li> </ul> <p><b>Values Learned</b></p> <ul style="list-style-type: none"> <li>• Sustainable development.</li> <li>• Conservation of water resources and management.</li> </ul>
April	<p><b>Lesson 2</b></p> <p><b>Political Science</b></p> <p><b>Federalism</b></p>	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• PPT</li> <li>• Internet</li> <li>• Mind map</li> <li>• Flow charts</li> </ul>	<p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• Location of Federal countries of the world.</li> </ul> <p><b>Field Visit</b></p> <ul style="list-style-type: none"> <li>• The students will be taken to the nearest Panchayat and meet the village Pradhan and understand the working of the Local self-government of the village the Panchayat.</li> </ul> <p><b>Integrated Activity</b></p>	<ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Written test.</li> <li>• Quiz</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• P K Testing by random questioning</li> <li>• Introduction to the new topic.</li> <li>• The students will be explained about different types of governments in the world democratic, communist, military dictatorships, etc.</li> <li>• Within democracies, various forms</li> </ul>	<ul style="list-style-type: none"> <li>• The students will be able to analyze federal provisions and institutions.</li> <li>• The students will be able to explain decentralization in rural and urban areas.</li> <li>• The students will be able to explain the concept of federal and non-federal government</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			<ul style="list-style-type: none"> <li>Activity with Art integration in the form of <b>Poster Making</b> on the topic 'Key features of Federalism'.</li> </ul> <p><b>Picture /Cartoon interpretation.</b> The teacher should provide any picture or cartoon given in the textbook or any relevant picture/cartoon and tell the students to interpret the same.</p>		<p>of governments, such as federal, unitary, monarchy and republican etc. will be studied.</p> <ul style="list-style-type: none"> <li>The students will be explained how the independent status of the judiciary has affected in smooth functioning of federalism.</li> <li>The Concept of decentralization explained, and the working of local self-government understood.</li> <li>Random questioning session and discussion of in text question done.</li> </ul>	<ul style="list-style-type: none"> <li>The students will develop the ability to recognize the features of each type of government.</li> <li>The students will understand the centrality of power sharing in a democracy.</li> <li><b>Values Learned</b> Foster sharing Equality Dignity of Citizens. Power sharing.</li> </ul>
April	<p><b>Lesson - 2</b> <b>Economics</b></p> <p><b>Sectors of the Indian economy</b></p>	<ul style="list-style-type: none"> <li>Video clips</li> <li>PPT</li> <li>Internet</li> <li>Mind map</li> <li>Flow charts</li> </ul>	<p><b>Activity</b></p> <ul style="list-style-type: none"> <li>The students will be asked to draw tables related to employment in primary, secondary and tertiary sectors into <b>bar diagrams</b>.</li> </ul> <p><b>Group Discussion</b></p> <ul style="list-style-type: none"> <li>Why does a large section of India's population</li> </ul>	<ul style="list-style-type: none"> <li>Oral testing</li> <li>Written test.</li> <li>Quiz</li> <li>Homework</li> </ul>	<ul style="list-style-type: none"> <li>P K Testing by random questioning</li> <li>Introduction to the new topic.</li> <li>The students will be explained the terms like primary, secondary, tertiary sectors, economic activity, Types of goods, GDP, under</li> </ul>	<ul style="list-style-type: none"> <li>The students will be able to explain the three sectors of the economy.</li> <li>The students can differentiate between various types of unemployment.</li> <li>They can analyze and identify major employment</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			<p>depend on primary sector?</p> <ul style="list-style-type: none"> <li>• What contributed to rapid increase in service sector output?</li> <li>• The contribution of different sectors to output and employment.</li> </ul> <p><b>GRAPH ANALYSIS</b></p> <ul style="list-style-type: none"> <li>• Sector contribution to India's GDP and Employment.</li> <li>• The students will explore and discover what the graphs are representing by asking them relevant questions.</li> </ul>		<p>employment, seasonal &amp; open unemployment, unorganized &amp; organized, public and private sectors.</p> <ul style="list-style-type: none"> <li>• The students will be explained the significance of service sector in the Indian economy &amp; its contribution to GDP &amp; creating employment.</li> <li>• The students will be explained the difference between organized and unorganized sectors, economic activities etc.</li> <li>• Brain storming, discussion, recapitulation and doubt clearing session organized.</li> </ul>	<p>generating sectors and reason out the government investment in different sectors of the economy, the change in sectoral composition of GDP</p> <ul style="list-style-type: none"> <li>• They will be able to categories the different occupation and, economic activities indifferent sectors using different criteria.</li> <li>• The students will be able to assess India as a major service provider to the world.</li> <li>• Though graph analysis, the student will develop their observation and graph reading skills along with helping them construct their own knowledge.</li> </ul> <p><b>Values Learned</b></p> <ul style="list-style-type: none"> <li>• Dignity of Labour</li> <li>• Empathy towards the Labours</li> <li>• The students will be motivated to involve</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						<p>themselves in certain NGO programs, Social Servicing etc. to help the people of the unorganized sectors, those who come under disguised and seasonal unemployment.</p>
<p>May</p>	<p><b>Lesson - 4</b> <b>Geography</b>  <b>Agriculture</b></p>	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• Maps</li> <li>• PPT</li> <li>• Internet</li> <li>• Mind map</li> <li>• Flow charts</li> </ul>	<p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• Tree Plantation.</li> <li>• Gardening</li> <li>• Sowing seeds on a Pot or in the garden. The students will monitor and click the pictures of the Plant till it grows.</li> <li>• Time duration 1 Month</li> </ul> <p><b>Map Activity</b></p> <ul style="list-style-type: none"> <li>• On a Political Map of India, locate different type of agricultural crops produced in India.</li> <li>• Comparison of areas growing rice and wheat with the help of Maps.</li> </ul> <p><b>Debate</b></p>	<ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Written test.</li> <li>• Quiz</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• P K Testing by random questioning</li> <li>• Introduction to the new topic.</li> <li>• In the concept formation the following terms with their meaning will be explained resources subsistence agriculture, plantation etc.</li> <li>• Discussion related to different types of cropping patterns in India and their impact on economic development and discuss in the class.</li> <li>• Brain storming session organized for the students to</li> </ul>	<ul style="list-style-type: none"> <li>• The students will be able to classify various types of farming &amp; will be able to find out spatial distribution of crops and cropping pattern.</li> <li>• The students can analyze government policies for institutional &amp; technological reforms in India.</li> <li>• Students will be able to locate and identify areas or regions known for wheat, rice, tea, coffee production.</li> <li>• The students can explain the terms</li> </ul>



Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			<ul style="list-style-type: none"> <li>Genetically modified crops are the need of the hour.</li> </ul>		<p>understand the factors responsible for production of different types of crops produced in India.</p> <ul style="list-style-type: none"> <li>Recapitulation and doubt clearance session to take up student queries organized.</li> </ul>	<p>like plantation, subsistence farming, and shifting agriculture.</p> <ul style="list-style-type: none"> <li>Can analyze the reasons for poor output and get to know how farming methods depend on the kind of crop, soil and climate?</li> <li><b>Values Learned</b> Respect for nature &amp; environment.</li> <li>Conservation of resources &amp; their Sustainability.</li> </ul>
<p><b>May, June</b></p> <p><b>TERM I SYLLABUS COMPLETED</b></p> <p><b>UNIT TESTS REVISIONS</b></p>	<ul style="list-style-type: none"> <li>Video clips</li> <li>Maps</li> <li>PPT</li> <li>Internet</li> <li>Mind map</li> <li>Flow charts</li> </ul>	Map Practice	Conducting Unit 1 exams	<ul style="list-style-type: none"> <li>Discussion of question and answers, in text questions etc. Clearing of the doubts of the students</li> </ul>	<ul style="list-style-type: none"> <li>The students will understand the content of the chapters &amp; will revise Term 1 syllabus for Unit Tests.</li> </ul>	<b>Unit Tests</b>
<b>July</b>	<p><b>Lesson –3 History</b></p> <p><b>Nationalism in India</b></p>	<ul style="list-style-type: none"> <li>Video clips</li> <li>Maps</li> <li>PPT</li> <li>Internet</li> <li>Mind map</li> <li>Flow charts</li> </ul>	<p><b>Map Activity</b></p> <ul style="list-style-type: none"> <li>India Map as per the Syllabus related to the chapter.</li> </ul> <p><b>Picture Interpretation</b> Bharat Mata</p>	<ul style="list-style-type: none"> <li>Oral testing</li> <li>Written test.</li> <li>Quiz</li> <li>Homework</li> </ul>	<ul style="list-style-type: none"> <li>P K Testing by random questioning</li> <li>Introduction to the new topic and the students will get to understand the concept of nation, nationalism, liberty</li> </ul>	<ul style="list-style-type: none"> <li>The students will be able to trace the origin and growth of nationalism in India.</li> <li>Will be able to analyze and comprehend the</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			<p><b>Group Discussion</b></p> <ul style="list-style-type: none"> <li>• Why did various classes and groups of Indians citizens participate in the Civil Disobedience Movement?</li> <li>• How did the Indian National Congress respond to the Partition of Bengal and why?</li> <li>• Analyze the writings and ideas of different political groups and individuals like Sarojini Naidu, Jawaharlal Nehru and Abdul Gaffar Khan etc.</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• Make a collection of images, fiction, popular folklore, songs, prints and symbols with which people can identify the nation.</li> <li>• <b>Role play</b> on various National Movements.</li> <li>• A <b>timeline</b> of the events of India's National Movement.</li> </ul>		<p>colonialism, democracy, and <b>satyagraha</b>.</p> <ul style="list-style-type: none"> <li>• Acquaint with the writings and ideals of different social, political groups and individuals.</li> <li>• Students will brainstorm and discuss the strategy of <b>satyagraha</b> and non-violence adopted by Gandhi ji and different movements where <b>satyagraha</b> was adopted by the leaders to recognize the immense strength &amp; courage it requires to internalize characteristics of <b>satyagraha</b> and non-violence.</li> <li>• Comparing the image of Bharat Mata with image of Germania.</li> </ul>	<p>nature of British Colonialism in India.</p> <ul style="list-style-type: none"> <li>• Can explain different phases of Indian struggle against the British from Non-Co-operation to Civil Disobedience Movement.</li> <li>• The students will be able to compare the difference and relationship between European Nationalism and India's Anti Colonial Movement.</li> <li>• The students will be able to appreciate the ideas promoting Pan Indian belongingness</li> </ul> <p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Patriotism</li> <li>• Nationalism</li> <li>• Unity in Diversity</li> </ul>
July	Lesson – 6 Geography	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• Maps</li> <li>• PPT</li> </ul>	<b>Map Activity</b>	<ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Written test.</li> <li>• Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• P K Testing by random questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to assess the importance of</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<b>Manufacturing Industries</b>	<ul style="list-style-type: none"> <li>• Internet</li> <li>• Mind map</li> <li>• Flow charts</li> </ul>	<ul style="list-style-type: none"> <li>• Locate and label the following on the map of India:</li> <li>• Cotton Textile Industries</li> <li>• Iron and steel plants</li> <li>• Software technology parks</li> </ul> <p><b>Debate</b></p> <ul style="list-style-type: none"> <li>• Why did India not go for privatization of manufacturing activities after 1947?</li> </ul> <p><b>Group Discussion</b></p> <ul style="list-style-type: none"> <li>• The students will discuss about environmental pollution and degradation and the role of NTPC in this direction.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to the new topic, the students will be explained the importance of manufacturing.</li> <li>• The students will learn about the contribution of industry to the national economy and explained terms like agglomeration economy, integrated steel plants etc.</li> <li>• The students learn the importance of industrial location.</li> <li>• The students will learn about agro-based &amp; mineral based industries, consumer-based industry, small- and large-scale industries, public and private sector industries.</li> <li>• The students will be explained the process of manufacturing of garment, steel, and aluminum.</li> </ul>	<p>industries in the national economy.</p> <ul style="list-style-type: none"> <li>• The students will be able to establish relationship between natural resources and types of industries Speculate regional disparities and the factors affecting industrial location.</li> <li>• The students can analyze impact of industries on man know the steps taken to check environmental degradation.</li> <li>• The student will understand the impact of overuse of natural resources such as ground water and crude oil, the industries, and their impact on the environment.</li> <li>• The students can classify different types of industries based on raw materials &amp; relate with pollution in</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<ul style="list-style-type: none"> <li>Recapitulation and doubt clearance session organized.</li> </ul>	nearby areas.
July	<b>Lesson - 6</b> <b>Political Science</b>  <b>Political Parties</b>	<ul style="list-style-type: none"> <li>Video clips</li> <li>Maps</li> <li>PPT</li> <li>Internet</li> <li>Mind map</li> <li>Flow charts</li> </ul>	<b>Art Integrated Activity</b> Draw the distinctive symbol of any two political parties  <b>Group Discussion</b> <ul style="list-style-type: none"> <li>Read Cartoons, messages to be conveyed in sketches, photographs associated with political events and the students will participate in discussions.</li> <li>The students will be asked to read the functioning of state governments ruled by different parties or coalitions; examine their specific features such as, slogans, agenda, symbols, and characteristics of their leaders.</li> </ul> <b>Skit</b> Class may be provided into three groups. Each group will prepare a	<ul style="list-style-type: none"> <li>Oral testing</li> <li>Written test.</li> <li>Quiz</li> <li>Homework</li> </ul>	<ul style="list-style-type: none"> <li>P K Testing by random questioning</li> <li>Introduction to the new topic.</li> <li>The terms used in political discussion will be explained like Gandhian, communist, secularist, feminist, communalist etc.</li> <li>Functioning of state governments ruled by different political parties or coalition will be explained.</li> <li>The students will brainstorm and examine features such as slogans, agenda, symbols, and characteristics of political parties.</li> <li>The students will get acquainted with the importance of National Politics.</li> <li>Distinctive features of different Political Parties, their victories and defeats in general</li> </ul>	<ul style="list-style-type: none"> <li>The students will be able to analyze the importance of political parties in a democracy and examine the relationship between the social cleavages and political competition with reference to Indian situation.</li> <li>The students will understand and analyze the party systems in democracies; role of political parties, challenges faced by them &amp; reforms in the country, the comparison of the powers and functions of the state &amp; the central government in India.</li> <li>They will be able to classify the National and regional parties in India &amp; understand the</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			skit on party system, one party system, two party system and multi-party system. They will try to highlight the importance of party system and merits and demerits of party system.		elections will be explained. • Recapitulation and doubt clearance session organized.	distinctive features of these Political Parties with their symbols, policies, and programs. • The students will understand the importance and the different party systems. • The students will also understand the necessity of political parties in a democracy.
July	<b>Lesson - 3</b> <b>Economics</b>  <b>Money and Credit</b>	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• PPT</li> <li>• Internet</li> <li>• Mind map</li> <li>• Flow charts</li> </ul>	<b>Activity: -Flip Learning</b> <ul style="list-style-type: none"> <li>• Divide your class into small groups. Using the online platform, assign each group a topic from the chapter.</li> <li>• Each group will speak for 5 - 8 minutes on their topics.</li> <li>• The students can use various audio-visual aids in the form of Power Point presentation, videos from the internet and other extracts for facts and figures to teach.</li> <li>• Possible topics to be covered are as follows.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Written test.</li> <li>• Quiz</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• P K Testing by random questioning</li> <li>• Introduction to the new topic and the students will be explained the important terms to be used in the chapter like credit, collateral, formal and informal sector.</li> <li>• The students will be explained about the barter system that existed earlier before the use of money as a medium of exchange.</li> <li>• The students will learn about the</li> </ul>	<ul style="list-style-type: none"> <li>• The student will understand money as an economic concept, the role of financial institutions from the point of view of day-to-day life.</li> <li>• The students can identify the importance of money as a medium of exchange.</li> <li>• They can evaluate the limitations of the barter system and recognize the modern forms of money.</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			<ul style="list-style-type: none"> <li>• Loan facilities of banks</li> <li>• Self- help Groups</li> <li>• PMRY</li> <li>• MNREGA</li> <li>• Formal and Informal Sectors of Credit.</li> <li>• <b>Role Play</b></li> <li>• Self Help Groups</li> <li>• The activity could be undertaken after a class discussion on the Self Hel Groups in improving the economic conditions of the rural poor. Also, the students must understand the advantages and disadvantages taking credit from money lenders.</li> </ul>		<p>features of the formal sector of credit with reference to banks.</p> <ul style="list-style-type: none"> <li>• The students will be explained about the terms of credit</li> <li>• In a brain storming session, the students will discuss the advantages and disadvantages of both formal and informal sectors of credit.</li> <li>• Recapitulation and doubt clearance session organized.</li> </ul>	<ul style="list-style-type: none"> <li>• The students understand the terms of credit and can assist people to deal with normal proceedings of a bank related to extension of loan.</li> <li>• The students can identify the functions and the advantages of self-help groups.</li> <li>• The students can help people understand the advantages of formal sector of credit.</li> <li>• After the task and the activity of SHGs, the students shall be able to understand the features of SHGs, the exploitative nature of local money lenders and appreciated the impact that a SHG can maker on the economic condition of its members.</li> <li>• <b>Values</b></li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						<ul style="list-style-type: none"> <li>• Empathy, Self-reliant. Self-respect, Dignity, Leadership.</li> </ul>
<p><b>August</b></p>	<p><b>Lesson - 4 Economics</b></p> <p><b>Globalisation and the Indian Economy</b></p>	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• PPT</li> <li>• Internet</li> <li>• Mind map</li> <li>• Flow charts</li> </ul>	<p><b>Debate</b></p> <ul style="list-style-type: none"> <li>• Can globalization potentially contribute to better environment?</li> </ul> <p><b>Group Discussion</b></p> <ul style="list-style-type: none"> <li>• Why MNCs from developed nations set up their production and assemble units in their own countries and not in other countries and what are its impacts on employment in their own countries?</li> <li>• Prepare a bulletin board on the following topic.</li> <li>• Tracing the origin (Finding a logo, relating it to the company and finding its origin.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Written test</li> <li>• Quiz</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• P K Testing by random questioning</li> <li>• Introduction to the new topic.</li> <li>• In the concept formation the following terms and meaning will be explained SEZ, liberalization, trade barrier, MNCs', and globalization.</li> <li>• The students will be explained how globalization is experienced by different social groups using goods and services used by people in their daily lives such as, television, mobile phones, home appliances etc.</li> <li>• In a brain storming session, the children will understand, why did India not go for privatization?</li> </ul>	<ul style="list-style-type: none"> <li>• The student will get acquainted with the working of the Global Economic process they will study globalization in different contexts and will assess the impact of globalization in their area, region &amp; local economy.</li> <li>• Get familiarize with the meaning of Globalization, liberalization, privatizing, M.N.C., trade barrier etc.</li> <li>• The student will be able to appreciate the reasons for setting up MNC in India.</li> <li>• Classify various features of MNC, foreign trade and foreign investment.</li> <li>• Evaluate the role of WTO &amp; analyze</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<ul style="list-style-type: none"> <li>• Students will be explained the reasons behind the choice of location of factory and its implication on people's livelihood.</li> <li>• Recapitulation and doubt clearance session organized.</li> </ul>	<ul style="list-style-type: none"> <li>merits &amp; demerits of globalization.</li> <li>• Examine the role of MNC in globalization.</li> <li>• The students will become interested in products that they consume and will appreciate liberalized policies of government that bring wide range of products.</li> </ul> <p><b>Values Learned:</b> Mutual Co-operation and Interdependence.</p>
August	<p><b>Lesson – 7 Geography</b></p> <p><b>Lifelines of National Economy</b></p>	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• Maps</li> <li>• PPT</li> <li>• Internet</li> <li>• Mind map</li> <li>• Flow charts</li> </ul>	<p><b>Map Activity</b></p> <ul style="list-style-type: none"> <li>• Identify the Golden Quadrilateral, North-South corridor, East-West corridor NH-1, NH-2 and NH-7.</li> <li>• Locate and label major ports of India.</li> <li>• Locate and label the International Airports of India.</li> <li>• <b>Interpretation of diagrams of Roadways, and Pipelines</b></li> </ul>	<ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Written test.</li> <li>• Quiz</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• P K Testing by random questioning</li> <li>• Introduction to the new topic.</li> <li>• The students will be explained about the various means of transport.</li> <li>• The students will discuss and learn about roadways, railways, waterways pipelines and airways.</li> <li>• The students will be explained about the classification of roads in detail.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will understand the importance of transport, communication and trade for country's progress.</li> <li>• The students will be able to identify the types of roads in India and list the organisations who maintain them.</li> <li>• The students can identify the factors affecting the</li> </ul>



Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<ul style="list-style-type: none"> <li>• The students will learn about the major waterways and major ports in India.</li> <li>• The students will be explained the means of personal &amp; mass communication and class of mails.</li> <li>• The students will be explained international trade and Tourism in India.</li> <li>• Discussion, recapitulation, and doubt clearing session organized.</li> </ul>	<ul style="list-style-type: none"> <li>construction of railways.</li> <li>• The student can list the major pipelines, airports and sea ports of India.</li> <li>• The students will be able to appreciate the tourism industry in India.</li> <li>• The students understands that the economy of a nation depends on its lifeline i.e. transport, communication and trade.</li> <li>• On interpreting the diagrams of Roadways and Pipelines, the students will be able to understand the concept and its significance.</li> </ul>
August	<p><b>Lesson - 6</b> <b>Political Science</b></p> <p><b>Outcomes of Democracy</b></p>	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• PPT</li> <li>• Internet</li> <li>• Mind map</li> <li>• Flow charts</li> </ul>	<p><b>Debate</b></p> <ul style="list-style-type: none"> <li>• Democracy stands much superior to any other form of government.</li> </ul> <p><b>Picture Interpretation.</b></p>	<ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Written test.</li> <li>• Quiz</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• P K Testing by random questioning</li> <li>• Introduction to the new topic and discuss the functioning of democracies in comparison to alternative forms of governments.</li> </ul>	<ul style="list-style-type: none"> <li>• The students can discuss and explain the importance of democracy and about various outcomes.</li> <li>• The students now understand and can examine the</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			<ul style="list-style-type: none"> <li>• Students are expected to see a given picture or cartoon given in the textbook or any relevant picture/cartoon and tell the students to interpret the same.</li> <li>• They students are also expected to answer few questions given by the teacher.</li> </ul>		<ul style="list-style-type: none"> <li>• In due course the students will be explained about the key features expected and provided by a democracy.</li> <li>• The students will be explained the transparent, accountable, and legitimate nature of the government.</li> <li>• The students will learn about economic growth and development, the reduction of poverty and inequality, accommodation of social diversity and enhancing the dignity of citizens in a democracy.</li> <li>• Recapitulation and doubt clearance session organized.</li> </ul>	<p>importance of people's participation in democracy.</p> <ul style="list-style-type: none"> <li>• The students can analyze the role of democracy in economic growth and development.</li> <li>• Analyze the role of democracy in reduction of inequality and poverty.</li> <li>• The students understand that democracy promotes dignity and freedom of an individual.</li> <li>• The students understand the causes for continuation of democracy in India and distinguish between sources of strength and weaknesses of Indian democracy.</li> </ul>
August	<p><b>Lesson – 5</b> <b>History</b></p> <p><b>The Age of Industrialization</b></p>	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• PPT</li> <li>• Internet</li> <li>• Mind map</li> <li>• Flow charts</li> </ul>	<p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• Divide your class into small groups. Using an informal <b>debate</b> format, assign each group an</li> </ul>	<ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Written test.</li> <li>• Quiz</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• P K Testing by random questioning</li> <li>• Introduction to the new topic.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will be able to explain and distinguish between proto industrial</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			<p>innovation or invention from the Industrial Revolution to discuss why it was the most important advancement of the time.</p> <ul style="list-style-type: none"> <li>• Each group will speak for 1-2 minutes on the following subjects:</li> <li>• Describing what their innovation or invention was.</li> <li>• Why their assigned innovation or invention was the most important?</li> <li>• The impact on society of their innovation (These can be both positive and negative).</li> <li>• The student's job is to convince the class that their invention was the most important invention of the industrial revolution.</li> <li>• Possible innovations and inventions are: <ul style="list-style-type: none"> <li>• Steam Engine</li> <li>• Railroad</li> <li>• Interchangeable</li> <li>• Parts Steamboat</li> <li>• Spinning Jenny</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• The students will be explained the terms like Orient, proto, stapler, carding, weaving and entrepreneur.</li> <li>• Discussion and explanation on the Proto –Industrial phase and early factory system in Britain and India.</li> <li>• The children will be made to understand the process of Industrialization and its impact on labour class.</li> <li>• Open discussion organized for them to understand industrialization in the colonies.</li> <li>• The students will understand the effects of World War - I on the industrial revolution and the benefits to the Indian factories.</li> <li>• Discussion and doubt clearing session organized.</li> </ul>	<p>phase and early factory system.</p> <ul style="list-style-type: none"> <li>• Being familiar with the process &amp; impact of industrialization on labour class; will be able to understand the process in the colonies.</li> <li>• The students will be able to assess different aspects of pictures &amp; extracts to allow a critical connect with these visuals of cloth labels to answer questions like: <ul style="list-style-type: none"> <li>• What information do they get from these images &amp; labels?</li> <li>• Why are images of important gods, goddesses &amp; figures shown in these labels?</li> <li>• Did industrialists of both Britain &amp; India use these figures for the same purpose?</li> </ul> </li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
September	<p align="center"><b>Lesson - 7 History</b></p> <p><b>Print Culture and the Modern World</b></p>	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• PPT</li> <li>• Internet</li> <li>• Mind map</li> <li>• Flow charts</li> </ul>	<p><b>Activity</b> The students are asked to make a <b>Power Point Presentation</b> on the development of print in the world.</p> <p><b>Field Visit</b> Visit to a printing press to understand the modern-day printing process.</p>	<ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Written test</li> <li>• Quiz</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• P K Testing by random questioning</li> <li>• Introduction to the new topic.</li> <li>• The students will study and discuss different perspectives on diversification of print and printing techniques.</li> <li>• The students will understand the changes in printing technology throughout the world.</li> <li>• In a brain storming session, the students will discuss the advantages of Print.</li> <li>• The students will be explained about the emerging of a new reading class.</li> <li>• Discussion, recapitulation, and doubt clearing session organized.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will understand the history &amp; development of print in Europe.</li> <li>• The student will understand the role and impact of print revolution.</li> <li>• The student can establish the link between print culture and circulation of ideas.</li> <li>• The students get familiarized with pictures, cartoons, extracts from propaganda literature and newspaper debate on important events and issues of the past.</li> <li>• The student can examine the impact of print in India.</li> <li>• The students will understand that forms of writing have a specific history &amp; they reflect historical changes within the</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						society & shape the forces of change.
September	<b>Lesson - 2 Geography</b>  <b>Forest and Wildlife Resources</b>	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• Maps</li> <li>• PPT</li> <li>• Internet</li> <li>• Mind map</li> <li>• Flow charts</li> </ul>	<b>Group Activity</b> <ul style="list-style-type: none"> <li>• The students will narrate <b>stories</b> of different communities involved in environmental conservation from different parts of India and study them from geographical perspective.</li> </ul> <b>Group Discussion</b> <ul style="list-style-type: none"> <li>• Comparison of depletion of forests and wildlife before and after independence.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Written test.</li> <li>• Quiz</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• P K Testing by random questioning</li> <li>• Introduction to the new topic.</li> <li>• The students will be explained about the forest and wildlife. They will learn the about flora and fauna, the forest cover in India.</li> <li>• The students will be explained the classification of species into: <ul style="list-style-type: none"> <li>➤ Normal</li> <li>➤ Endangered</li> <li>➤ Vulnerable</li> <li>➤ Rare</li> <li>➤ Endemic</li> <li>➤ Extinct.</li> </ul> </li> <li>• The students will be explained various types of forests: <ul style="list-style-type: none"> <li>➤ Reserved forests</li> <li>➤ Protected forests.</li> <li>➤ Unclassed forests</li> </ul> </li> <li>• The students will learn about various wildlife sanctuaries and national parks of India.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will understand the concept and the importance of forests and wildlife in one environment as well as develop concept towards depletion of resources.</li> <li>• The students will develop an appreciation of the richness and variety of India's heritage both natural and cultural and the need for its preservation.</li> <li>• The students get familiarized with the old and modern methods of conservation of forest and wildlife.</li> <li>• The students can categorize the various animals in their class of species.</li> </ul> <b>Values Learned</b>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<ul style="list-style-type: none"> <li>• Discussion, recapitulation and doubt clearing session organized.</li> </ul>	<ul style="list-style-type: none"> <li>• Conservation of our environment, natural resource, animals and wildlife.</li> </ul>
September	<p><b>Lesson - 3</b> <b>Political Science</b></p> <p><b>Democracy and Diversity</b></p>	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• Maps</li> <li>• PPT</li> <li>• Internet</li> <li>• Mind map</li> <li>• Flow charts</li> </ul>	<p><b>Case Studies</b></p> <ul style="list-style-type: none"> <li>➤ Mexico Olympics</li> <li>➤ Northern Ireland</li> <li>➤ Netherland</li> <li>➤ Yugoslavia</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• The students are asked to read about some great personality who fought against racial discrimination and speak about them in the class for at least 2 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Written test</li> <li>• Quiz</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• P K Testing by random questioning</li> <li>• Introduction to the new topic.</li> <li>• The students will be explained about the terms like diversity, social differences, social divisions etc.</li> <li>• The students will be explained about the social differences based on the accident of birth and based on our own choices.</li> <li>• The students will be explained about types of social divisions like overlapping differences and cross-cutting differences.</li> <li>• The students will be explained the negative and positive outcomes of social divisions.</li> <li>• The students will also learn the determinants of politics of social division.</li> </ul>	<ul style="list-style-type: none"> <li>• The student will understand the reasons for drawing international attention to racial discrimination during Mexico Olympics.</li> <li>• The students will understand the origin of social differences.</li> <li>• The student can explain the difference between overlapping and cross-cutting difference.</li> <li>• The students can examine the reasons for continued tension in Northern Ireland.</li> <li>• The students can analyze the cause leading to the division of Yugoslavia.</li> <li>• Can assess the crucial factors in deciding the</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<ul style="list-style-type: none"> <li>• Discussion, recapitulation and doubt clearing session organized.</li> </ul>	<p>outcomes of politics of social division.</p> <p><b>Values Learned</b></p> <ul style="list-style-type: none"> <li>• Brotherhood</li> <li>• Accommodation of social diversity.</li> </ul>
September	<p><b>Lesson - 4</b></p> <p><b>Political Science</b></p> <p><b>Gender Caste and Religion</b></p>	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• PPT</li> <li>• Internet</li> <li>• Mind map</li> <li>• Flow charts</li> </ul>	<p><b>Group Discussion</b></p> <ul style="list-style-type: none"> <li>• Women's political representation in India</li> <li>• Gender division in India</li> <li>• Analyze the challenges posed by communalism to a democracy &amp; how secularism helps in addressing this challenge.</li> </ul> <p><b>Group Activity</b></p> <ul style="list-style-type: none"> <li>• <b>Role play</b> on Gender Discrimination.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Written test.</li> <li>• Quiz</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• P K Testing by random questioning</li> <li>• Introduction to the new topic.</li> <li>• In the concept formation the following terms will be explained: <ul style="list-style-type: none"> <li>• Sexual division of labour</li> <li>• feminist movement</li> <li>• patriarchal society</li> <li>• Scandinavian countries</li> <li>• secularism</li> <li>• communalism</li> <li>• caste hierarchy etc.</li> </ul> </li> <li>• The students will be taught about the relation between religion &amp; politics.</li> <li>• The students will understand communalism and how communal politics leads to social</li> </ul>	<ul style="list-style-type: none"> <li>• The students will be able to identify and analyze the challenges posed by communalism in a democracy,</li> <li>• They will recognize the enabling &amp; disabling effects of caste and ethnicity in politics &amp; develop a gender perspective on politics.</li> <li>• Can distinguish between overlapping and cross cutting difference. Justify how democracy accommodates social diversities.</li> <li>• They will be able to analyze the concept of social differences and its causes.</li> <li>• Create awareness regarding gender equality.</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					differences and divisions. • In a brain storming session, the students are made to discuss and understand the need for secularism in a democracy like India. • Recapitulation and doubt clearance session organized.	• Engage in initiatives that helps promote religious harmony amongst people of all religions. <b>Values learned.</b> • Respect for all
October	<b>Lesson - 5 Geography</b>  <b>Mineral and Energy Resources</b>	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• Maps</li> <li>• PPT</li> <li>• Internet</li> <li>• Mind map</li> <li>• Flow charts</li> </ul>	<b>Map Activity</b> <ul style="list-style-type: none"> <li>• On an outline map of India identify major iron mines, coal mines and oil fields.</li> <li>• Locate and label major thermal power plants and nuclear power plants on the map of India.</li> </ul> <b>Group Discussion</b> <ul style="list-style-type: none"> <li>• The students will discuss the benefits of non-conventional sources of energy over the conventional sources of energy.</li> </ul> <b>Slogan Writing</b> <ul style="list-style-type: none"> <li>• The students will write slogan to encourage save energy campaign.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Written test.</li> <li>• Quiz</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• P K Testing by random questioning</li> <li>• Introduction to the new topic and the students will be explained the terms. geologists, iron ore, minerals, ferrous &amp; nonferrous metals, quarrying, mining, conventional and non-conventional energy resources etc.</li> <li>• The students will be explained the importance of minerals and the different modes of occurrence of minerals.</li> <li>• The students will learn about</li> </ul>	<ul style="list-style-type: none"> <li>• The students will be able to distinguish between metallic and non-metallic minerals.</li> <li>• Identify different types of minerals and energy resources.</li> <li>• The student can recognize the regions rich in mineral deposits and places of their availability.</li> <li>• The students can list the major iron ore belts in India.</li> <li>• The students feel and realize the need of the hour i.e. the judicious use of</li> </ul>



Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					classification of minerals. • In a brain storming session, the students will discuss and understand the importance of conservation of minerals. • The students will be explained various types of energy resources in detail. • Recapitulation and doubt clearance session organized.	mineral and energy resources. • The students understand and can explain the difference between the conventional and non-conventional sources of energy.
October	Lesson - 5 Popular Struggles and movements	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• Maps</li> <li>• PPT</li> <li>• Internet</li> <li>• Mind map</li> <li>• Flow charts</li> </ul>	<b>Case Studies</b> <ul style="list-style-type: none"> <li>• Nepal and Bolivia will be discussed with reference to the problems existing there and understand the course of the movement and the struggle done by the people to resolve their issue.</li> </ul> <b>Activity</b> <ul style="list-style-type: none"> <li>• The students will collect information of any one movement and speak about it in the class for at least 2 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Written test.</li> <li>• Quiz</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• P K Testing by random questioning</li> <li>• Introduction to the new topic.</li> <li>• The students will be explained the difference between movements and struggle.</li> <li>• The students will be explained about the movements in Nepal and Bolivia.</li> <li>• The students will learn and understand the similarities and dissimilarities</li> </ul>	<ul style="list-style-type: none"> <li>• The students will be able to distinguish out the political and social movements in India.</li> <li>• The students will be able to analyze the movement of democracy in Nepal.</li> <li>• The students can examine the water war of Bolivia.</li> <li>• The students can correlate democracy with popular struggles.</li> <li>• The student can recognize pressure</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<p>between Nepal's and Bolivia's protests.</p> <ul style="list-style-type: none"> <li>• The students will be explained about the mobilization and organizations behind popular struggles.</li> <li>• The students will be explained types of pressure groups i.e. public interest group and sectional interest group.</li> <li>• Discussion, recapitulation and doubt clearing session organized.</li> </ul>	<p>groups and movements.</p> <ul style="list-style-type: none"> <li>• The students will be able to understand the influence of pressure groups on politics.</li> <li>• The students will be able to generate an awareness about the role of pressure group in healthy functioning of democracy.</li> </ul>
October	<p><b>Lesson – 8</b> <b>Political Science</b> <b>Challenges to Democracy</b></p>	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• PPT</li> <li>• Internet</li> <li>• Mind map</li> <li>• Flow charts</li> </ul>	<p><b>Role Play Activity</b> The students will be divided into groups and will be given a challenge to perform as a group i.e. Foundational Challenge Challenge of Expansion Challenge of Deepening of Democracy.</p> <p><b>Group Discussion</b> The students will discuss and suggest political reforms in India.</p>	<ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Written test.</li> <li>• Quiz</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• P K Testing by random questioning</li> <li>• Introduction to the new topic and the students will be explained the challenges faced by every democracy.</li> <li>• The students will be explained the foundational challenge to democracy.</li> <li>• The students will be explained the Challenge of</li> </ul>	<ul style="list-style-type: none"> <li>• The students will be able to understand and define the important challenges faced by democracies.</li> <li>• The students will be able to describe the foundational, expansion and deepening challenges to democracy.</li> <li>• The students now understand the guidelines required</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<p>expansion to democracy.</p> <ul style="list-style-type: none"> <li>• The students will be explained the challenge of deepening of democracy.</li> <li>• The students will discuss and suggest political and democratic reforms in a discussion session.</li> <li>• The students will understand and redefine the definition of democracy.</li> <li>• Recapitulation and doubt clearance session organized.</li> </ul>	<p>for the success of political reforms.</p> <ul style="list-style-type: none"> <li>• The students will be able to redefine democracy as per their understanding of the concept.</li> <li>• The students can assess, evaluate and then suggest political or democratic reforms for making the democratic system better.</li> </ul>
October	<p><b>Lesson – 5</b> <b>Economics</b></p> <p><b>Consumer Rights</b></p>	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• Maps</li> <li>• PPT</li> <li>• Internet</li> <li>• Mind map</li> <li>• Flow charts</li> </ul>	<p><b>Project Report</b></p> <ul style="list-style-type: none"> <li>• The students will prepare a project report on the Rights of the Consumer.</li> </ul> <p><b>Role Play</b></p> <ul style="list-style-type: none"> <li>• The students will be divided in groups and each group will deal with a consumer right each and make others aware of the same as part of the consumer awareness.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Project Work</li> </ul>	<ul style="list-style-type: none"> <li>• P K Testing by random questioning</li> <li>• Introduction to the new topic.</li> <li>• The students will be explained about the factors exploiting consumers in marketplace.</li> <li>• The students will be explained Consumer movement (COPRA-1986).</li> </ul>	<ul style="list-style-type: none"> <li>• The chapter will be done in a project form hence the students will be able to understand the exploitation of consumers in the market place in a better way.</li> <li>• The students will understand, assess and can apply the major objective of the consumer</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<ul style="list-style-type: none"> <li>• The students will be explained about consumer rights.</li> <li>• The students will be explained about the duties of a consumer.</li> <li>• The students will learn about the consumer redressal forum.</li> <li>• Discussion, recapitulation, and doubt clearing session organized.</li> </ul>	<ul style="list-style-type: none"> <li>movement (COPRA-1986).</li> <li>• The students can explain the consumer rights to others.</li> <li>• The students can absorb the duties of consumer in a better way.</li> <li>• The students understand the consumer redressal process and can help other in the same.</li> </ul>
November	Revise for the Pre-Boards	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• Maps</li> <li>• PPT</li> <li>• Internet</li> <li>• Mind map</li> <li>• Flow charts</li> </ul>	<ul style="list-style-type: none"> <li>• Map Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-Board Exams conducted.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion of question and answers.</li> <li>• Clearing of the doubts of the students.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will understand the content &amp; revise the chapters coming for Pre-Board Exams.</li> </ul>

**PINEGROVE SCHOOL, DHARAMPUR**  
 Affiliation No. 630044; School Code: 43035  
**Annual Pedagogy Plan: Computer Application (165)**  
**Class: X**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<b>March</b>	Unit 1: Networking • Internet: World Wide Web, web servers, web clients, web sites, web pages, web browsers, blogs, news groups, HTML, web address, e-mail address, downloading and uploading files from a remote site. Internet protocols: TCP/IP, SMTP, POP3, HTTP, HTTPS. Remote login and file transfer protocols: SSH, SFTP, FTP, SCP, TELNET, SMTP, TCP/IP. • Services available on the internet: information retrieval, locating sites using search engines and	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Digitizer</li> <li>• Videos</li> <li>• Presentations</li> <li>• Network wires: Fiber Optic cable/ Ethernet cable and Co-axial cable</li> </ul>	Create a chart based on Various Internet protocols.	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• MCQ Quiz (Chapter-Wise) Objective Test</li> </ul>	Demonstration of server, LAN and network devices in the computer lab/server room	Children will be able to explain basic definitions of computer network related terms and will be able to decide which type of network will be suitable under given circumstances. They will also be able to tell various uses and advantages of computer network.

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	finding people on the net; <ul style="list-style-type: none"> <li>• Web services: chat, email, video conferencing, e-Learning, e-Banking, eShopping, e-Reservation, e-Governance, e-Groups, social networking.</li> <li>• Mobile technologies: SMS, MMS, 3G, 4G</li> </ul>					
<b>April</b>	<b>HTML</b> Unit 2: HTML <ul style="list-style-type: none"> <li>• Introduction to web page designing using HTML: create and save an HTML document, access a web page using a web browser.</li> <li>• HTML tags: html, head, title, body, (attributes: text, background, bgcolor, link, vlink, alink), br (break), hr(horizontal rule), inserting comments, h1..h6 (heading), p</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Digitizer</li> <li>• Videos</li> <li>• Presentations</li> <li>• W3school.com</li> </ul>	<p><b>Practical</b> Create a HTML document and show your details on it.</p> <p><b>Experiential</b> Browse school's website and check various tags used in the design.</p> <p><b>Art Integration/ Practical</b> Created a bulleted list in HTML to display performing art forms in India</p>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• MCQ Quiz (Chapter-Wise)</li> <li>• Objective Test (Chapter-Wise)</li> <li>• Random Oral testing</li> <li>• Notes Preparation</li> </ul>	<ul style="list-style-type: none"> <li>• Videos</li> <li>• Presentations</li> </ul>	<p>Child will be able to comprehend: Meaning of uses of HTML, structure of HTML document</p> <p>Will be able to create simple html page.</p> <ul style="list-style-type: none"> <li>• Child will be able to create ordered and unordered list in html.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	(paragraph), b (bold), i (italics), u (underline), ul (unordered list), ol (ordered list), and li (list item). Description lists: dl, dt and dd. Attributes of ol (start, type), ul (type)					
May	<b>HTML</b> Font tags (attributes: face, size, color). • Insert images: img (attributes: src, width, height, alt), sup (super script), sub (subscript).	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Digitizer</li> <li>• Smart Class System</li> <li>• Videos</li> <li>• Presentations</li> </ul>	<b>Inter disciplinary</b> Design a web page to display any 5 national monuments. User different font size and colour for headings and description.	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• MCQ Quiz (Chapter-Wise)</li> <li>• Objective Test (Chapter-Wise)</li> <li>• Random Oral testing</li> <li>• Notes Preparation</li> </ul>	<ul style="list-style-type: none"> <li>• Videos</li> <li>• Presentations</li> <li>• W3school.com</li> </ul>	<ul style="list-style-type: none"> <li>• Child will be able to create html documents with basic paragraph formatting, font formatting .</li> <li>• Child will be able to add image to a web page, use subscript and super script, create link and create basic html forms.</li> </ul>
June	<b>Revision, Exams and Assessment</b>					
July	<b>HTML</b> HTML Forms: Textbox, radio buttons, checkbox, password, list,	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Digitizer</li> <li>• Smart Class System</li> </ul>	<b>Inter disciplinary linkage</b> Create a HTML page to show 10 quotes you like the most. Each quote should bear different	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• MCQ Quiz (Chapter-Wise)</li> <li>• Objective Test (Chapter-Wise)</li> </ul>	<ul style="list-style-type: none"> <li>• Videos</li> <li>• Presentations</li> <li>• W3school.com</li> </ul>	Students will be able to create basic html form with various types control on it.

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	combobox. Embed audio and video in a HTML page.	<ul style="list-style-type: none"> <li>• Videos</li> <li>• Presentations</li> </ul>	colour with proper credit to author.	<ul style="list-style-type: none"> <li>• Random Oral testing</li> <li>• Notes Preparation</li> </ul>		
<b>August</b>	Create a table using the tags: table, tr, th, td, rowspan, colspan • Links: significance of linking, anchor element (attributes: href, mailto), targets	<ul style="list-style-type: none"> <li>• Smart Class System</li> <li>• Videos</li> </ul>	<b>Practical:</b> Create a table to display your class timetable. Link this page to another page which contains table of subject and teacher names.	<ul style="list-style-type: none"> <li>• Write HTML code to design a table with headings.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• W3school.com</li> </ul>	Students will be able to design basic html table on a web page
<b>September</b>	• Cascading style sheets: colour, background-colour, border-style, margin, height, width, outline, font (family, style, size), align, float.Forms.	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Digitizer</li> <li>• Smart Class</li> </ul>	Use style sheets to enforce a format in an HTML page (CSS).	<ul style="list-style-type: none"> <li>• Objective Test (Chapter-Wise)</li> <li>• Random Oral testing</li> </ul>		
<b>October</b>	Cyber Ethics * Netiquettes. • Software licenses and the open source software movement. • Intellectual property rights, plagiarism and digital property rights. • Freedom of information and the digital divide. • E-commerce: Privacy, fraud, secure data transmission	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Digitizer</li> <li>• Smart Class System</li> <li>• Videos</li> <li>• Presentations</li> </ul>		<ul style="list-style-type: none"> <li>• MCQ Quiz (Chapter-Wise)</li> <li>• Objective Test (Chapter-Wise)</li> <li>• Random Oral testing</li> </ul> Notes Preparation		<ul style="list-style-type: none"> <li>• Students will be able to describe the meaning and importance of cyber security.</li> </ul>



<b>Month No of working days</b>	<b>Topic/Sub-topic</b>	<b>Teaching Aids</b>	<b>Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments</b>	<b>Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)</b>	<b>Pedagogical Processes</b>	<b>Learning Outcomes</b>
<b>November</b>	Lab Test, Report File, Viva and Project Work	<ul style="list-style-type: none"> <li>• Smart Class System</li> </ul>	Assignments based on HTML and CSS			
<b>December</b>	<b>Revision, Exams and Assessment</b>					

**PINEGROVE SCHOOL, DHARAMPUR**  
 Affiliation No. 630044; School Code: 43035  
**Annual Pedagogy Plan: Health and Physical Education**  
**Class: X**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<b>FEBRUARY 06</b>	<b>Physical Fitness Test.</b>	<ul style="list-style-type: none"> <li>• Measuring tape</li> <li>• Lime powder</li> <li>• Clapper</li> <li>• Wooden box (3'x 3')</li> <li>• Stopwatch</li> <li>• Whistle</li> <li>• Rope</li> <li>• Cones</li> <li>• Weighing machine</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion on all the aspects of the tests</li> <li>• Preparing a project on the given tests. Showing videos</li> </ul>	<ul style="list-style-type: none"> <li>• MCQs</li> </ul>	<ul style="list-style-type: none"> <li>• Vertical jump</li> <li>• Shuttle run</li> <li>• 60-meter sprint</li> <li>• 800-meter run</li> <li>• Height (Meter)</li> <li>• Weight (Kg)</li> <li>• BMI</li> </ul>	<ul style="list-style-type: none"> <li>• Data collection</li> <li>• Height</li> <li>• Weight</li> <li>• BMI,</li> <li>• Speed</li> <li>• Strength</li> <li>• Agility</li> <li>• Coordination</li> </ul>
<b>MARCH 26</b>	<ul style="list-style-type: none"> <li>• What is Physical Education?</li> <li>• What are the Objectives of Physical education?</li> <li>• What is Warming up?</li> <li>• How to get Ready and Limbering Down for and</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Study Materials</li> <li>• class lectures</li> <li>• Playground</li> <li>• Stopwatch</li> <li>• Measuring tape</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking on the topic</li> <li>• Preparing a presentation.</li> <li>• Sharing the views taking help of science teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ Tests.</li> <li>• Performance recording of every individual.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Participation</li> <li>• Interactive sessions.</li> <li>• Discussion</li> <li>• Playing games after warming up.</li> <li>• Measuring of pulse rate.</li> </ul> <p><b>Conducting physical fitness tests like-</b></p> <ul style="list-style-type: none"> <li>• Short runs</li> <li>• Distance runs</li> <li>• Sit-ups</li> <li>• Pull ups</li> </ul>	<ul style="list-style-type: none"> <li>• Realize the importance of disease-free life, display healthy habit, growth and development and address gender difference.</li> <li>• Develop positive attitude and life skills to promote mental health, self-control, concentration, and discipline in life.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p>after specific physical activity?</p> <ul style="list-style-type: none"> <li>• What is Physical Fitness?</li> <li>• What are the effects of Physical fitness on us human body?</li> </ul>				<ul style="list-style-type: none"> <li>• Pushups</li> <li>• Vertical jump</li> <li>• Standing broad jump</li> <li>• Recording the performance of each child and documenting the same.</li> </ul>	<ul style="list-style-type: none"> <li>• Displays different ways to manage stress and aggression.</li> </ul>
<b>APRIL 23</b>	<ul style="list-style-type: none"> <li>• Can we measure the growth of human body?</li> <li>• What are sports training?</li> <li>• How can we prepare for performance excellencies at higher level?</li> </ul>	<ul style="list-style-type: none"> <li>• Stadiometer</li> <li>• weighing machine</li> <li>• measuring tape</li> <li>• Age Appropriate Index.</li> <li>• Playfield</li> <li>• stopwatches</li> <li>• measuring tape</li> <li>• textbooks</li> <li>• reference books</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking on the topic</li> <li>• Sharing the views</li> <li>• Taking help of Biology teachers</li> <li>• Watching videos</li> </ul>	<ul style="list-style-type: none"> <li>• Research on the topic.</li> <li>• Sharing views.</li> <li>• Performance recording of every individual. oral Testing.</li> </ul>	<ul style="list-style-type: none"> <li>• Practical</li> <li>• Demonstration of measuring the body parts and weight and recording the data in the practical file.</li> <li>• Interactive Session</li> <li>• practical use of principles of sports training in playfield with the help of various sports.</li> <li>• Demonstration and participation in games and sports</li> </ul>	<ul style="list-style-type: none"> <li>• Deal with psycho-social issues like drug abuse anxiety, attitudes, behavioral, coping with stress and emotion at school, home and in the community.</li> <li>• Measures body parameters such as pulse rate, height, body weight, and girth using correct procedure.</li> </ul>
<b>MAY 26</b>	<ul style="list-style-type: none"> <li>• What is Fatigue?</li> <li>• What is Load</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking on the Topic.</li> <li>• sharing each other's views.</li> </ul>	<ul style="list-style-type: none"> <li>• Organizing quiz competition and further sharing the experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Practical demonstration of fatigue factors on playfield using</li> </ul>	<ul style="list-style-type: none"> <li>• Deal with psycho-social issues like drug abuse anxiety, attitudes, behavioral,</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	and adaptation?  • How to judge the Load?		<ul style="list-style-type: none"> <li>Sharing experiences.</li> </ul>		various physical activity.  <ul style="list-style-type: none"> <li>Project workInteractive Session</li> <li>Use of physical activity and various sports along with other training methods on the playfield.</li> </ul>	coping with stress and emotion at school, home and in the community <ul style="list-style-type: none"> <li>Develop positive attitude and life skills to promote mental health, self-control, concentration, and discipline in life.</li> <li>Displays different ways to manage stress and aggression</li> </ul>
<b>JUNE</b>	<b>TERM-1 EXAMINATION</b>	<b>VACATIONS</b>	-	-	-	-
<b>JULY 23</b>	<ul style="list-style-type: none"> <li>What are the types of tournaments and drawing of fixtures?</li> <li>How various sports were evolved?</li> <li>What are the rules and terminologies governing Sports?</li> </ul>	<ul style="list-style-type: none"> <li>Fixtures of various tournaments</li> <li>Reference books.</li> <li>Use of Rules book of various sports.</li> </ul>	<ul style="list-style-type: none"> <li>Speaking on the topic.</li> <li>Preparing a presentation.</li> <li>Sharing the views.</li> <li>Taking help of computer teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Written Tests. Performance</li> <li>Recording of every individual</li> <li>Assignments on the topic for preparation.</li> </ul>	<b>Knock-out</b> <ul style="list-style-type: none"> <li>Single</li> <li>double</li> </ul> <b>League</b> <ul style="list-style-type: none"> <li>Single</li> <li>Double</li> </ul> <b>CombinationFixture s:</b> <ul style="list-style-type: none"> <li>League cum knock-out</li> <li>knock-out cumleague.</li> </ul> <b>Sports and games</b>	<ul style="list-style-type: none"> <li>Displays leadership qualities with special references to planning,contributing</li> <li>Resources mobilization in games and sports meet organization and administration.</li> <li>Identifies sports facilities and equipment in the school and community.</li> <li>Uses concepts and applications of games, sports and</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<p><b>(any two):</b></p> <ul style="list-style-type: none"> <li>• Badminton</li> <li>• Basketball</li> <li>• Cricket</li> <li>• Football</li> <li>• Gymnastics</li> <li>• Hockey</li> <li>• Kabaddi</li> <li>• Kho- Kho</li> <li>• Swimming</li> <li>• Table-Tennis</li> <li>• Tennis</li> <li>• Volleyball</li> </ul> <p><b>CombativeSports:</b></p> <ul style="list-style-type: none"> <li>• Judo</li> <li>• Wrestling</li> </ul> <p>Preparing record book, Playing of above stated games and sports</p>	<p>yoga in the learning of various subjects.</p> <ul style="list-style-type: none"> <li>• Participates in the games and sports by following the rules including indigenous games.</li> </ul>
<p><b>AUGUST 24</b></p>	<ul style="list-style-type: none"> <li>• What are the rules and terminologies governing the sport?</li> <li>• Do you know the area required to play various sports?</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Rules book of various sports. Playground.</li> <li>• Knowledge from various websites.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking on the topic.</li> <li>• Sharing the views and experiences.</li> <li>• Taking help of computer teachers for the research work.</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ Tests. Performance recording of every individual.</li> </ul>	<ul style="list-style-type: none"> <li>• Playing of above stated games and sports.</li> <li>• Visit to various sports stadiums or schools in the vicinity having various sports facilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciates achievement and contribution of various personalities in the field of games, sports and yoga including special needs sports persons.</li> <li>• Establishes linkage of games and sports</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>What skills/Techniques needed to play various sports</li> </ul>	<ul style="list-style-type: none"> <li>Playground outdoor and indoorsports area.</li> </ul>	<ul style="list-style-type: none"> <li>Watching videos.</li> </ul>		<ul style="list-style-type: none"> <li>Demonstration Practice</li> </ul>	<p>learning with other subject areas.</p> <ul style="list-style-type: none"> <li>Appreciates indigenous and local areas the games.</li> <li>Displays different ways to manage stress and aggression.</li> </ul>
<b>SEPTEMBER 16</b>	<ul style="list-style-type: none"> <li>What is the importance of safety at workplace?</li> <li>What Precautions should we take while using medicines ?</li> <li>How can these be harmful to our body?</li> </ul>	<ul style="list-style-type: none"> <li>Resource Material</li> <li>Media Material</li> <li>Medicines</li> <li>Charts</li> </ul>	<ul style="list-style-type: none"> <li>Speaking on the topic.</li> <li>Preparing a presentation.</li> <li>Sharing the views and experiences.</li> <li>Taking help of the medical and admin staff.</li> </ul>	<ul style="list-style-type: none"> <li>Written Tests. Performance</li> <li>Recording of every individual assignment on the topic for preparation.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion and sharing the experiences of peer group.</li> <li>Discussions and lectures</li> </ul>	<ul style="list-style-type: none"> <li>Applies safety measures in different situation.</li> <li>Explain the role education in health promotion.</li> <li>Applies first aid principles and survival skills during injuries and emergency.</li> <li>Expresses responsible behavior regarding substances misuse.</li> </ul>
<b>OCTOBER 27</b>	<ul style="list-style-type: none"> <li>How can we educate people about their health?</li> <li>How can school be helpful in promoting health of each child?</li> </ul>	<ul style="list-style-type: none"> <li>Developing a format for each child reading material.</li> <li>Health promoting materials.</li> <li>Case Studies. Sports and Sports Education</li> </ul>	<ul style="list-style-type: none"> <li>Speaking on the topic.</li> <li>Preparing a presentation.</li> <li>Sharing the views and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Written Tests. Performance recording of every individual</li> <li>Assignments on the topic for preparation.</li> </ul>	<ul style="list-style-type: none"> <li>Screening of health by school authorities .</li> <li>Employing the senior students to record the health data of younger children under the supervision of physical education teacher.</li> <li>Discussions.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies factors affecting health and wellbeing.</li> <li>Analyses factors affecting growth and development during adolescence period.</li> <li>Explain the need of nutrition food as pertinent to health.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>• Is health insurance essential for every person?</li> <li>• What are future careers in health care?</li> <li>• What is the Role of Government in sports promotion?</li> </ul>	Promoting Agencies. <ul style="list-style-type: none"> <li>• Literature</li> <li>• Information</li> <li>• Institutional Profile</li> <li>• Reading Material.</li> </ul>	<ul style="list-style-type: none"> <li>• Taking help of the medical staff.</li> </ul>		<ul style="list-style-type: none"> <li>• Interactive sessions and quiz competition.</li> <li>• Projects</li> <li>• Interactive Session.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning about the role of Government in setting up sports facilities and its organization.</li> </ul>
<b>NOVEMBER 19</b>	<b>ACADEMIC REVISION</b>					

**PINEGROVE SCHOOL, DHARAMPUR**

Affiliation No. 630044; School Code: 43035

**Annual Pedagogy Plan: Visual Arts**

**Class: X**

**Session 2023-24**

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
March 19	<p><b>Topic /Theme:</b> <b>Environment</b> <b>/people/object/tradition-based Tradition based</b></p> <ul style="list-style-type: none"> <li>• Folk Art</li> </ul> <p><b>Sub-topic:</b></p> <ul style="list-style-type: none"> <li>• Limbs of art (Form, proportion, Expression, Resemblance, color and grace)</li> <li>• Principles of art (Balance, Rhythm, Harmony etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Books</li> <li>• Wikipedia</li> <li>• Black board</li> </ul>	<ul style="list-style-type: none"> <li>• Practical study of nature(Experiential learning)</li> <li>• Skill assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of practical work.</li> <li>• Daily portfolio assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners will Visit to e-museum <a href="http://www.nationalmuseumindia.gov.in/collection.asp">http://www.nationalmuseumindia.gov.in/collection.asp</a></li> <li>• The learners will Visit to Folk art- Wikipedia <a href="https://en.m.wikipedia.org/">https://en.m.wikipedia.org/</a></li> <li>• The learner would read and narrate stories from the lives of folk artists or about any folk art.</li> <li>• The learners would be involved in making paintings and masks.</li> <li>• A project would be given on any current situation which will be executed in any folk style.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners develop observation, recording, manipulation and application skills.</li> <li>• The learners discover their potential for creativity, self-expression and visual awareness through painting.</li> <li>• The learner's experiment with different methods and materials of visual arts.</li> <li>• The learners will instill respect for the folk artists and understands the regional traditional art.</li> </ul>



Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
April 12	<p><b>Topic /Theme: Environment /people/object/traditi on based</b> Painting Composition</p> <ul style="list-style-type: none"> <li>• Painting Composition Imaginative painting based on subjects from Life and Nature in water and poster colours with colour values.</li> <li>• Composition on daily life</li> <li>• Sub- topic: Drawings of human and animal figures, perspective learning and color application.</li> </ul>	<ul style="list-style-type: none"> <li>• Image references.</li> <li>• Wikipedia</li> <li>• Books</li> </ul>	<ul style="list-style-type: none"> <li>• Practical assignments</li> <li>• Integrated with the history and techniques of watercolor, pencil shading and oil pastel etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessments of practical work.</li> <li>• Portfolio assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• The class will start with a discussion on what we do on daily basis and what can be good composition in a painting practice.</li> <li>• Paintings of great Indian artists are shown. <a href="https://www.thebetterindia.com">https://www.thebetterindia.com</a> <a href="https://www.mojarto.com">https://www.mojarto.com</a></li> <li>• Children will be involved in a demonstration class on how to make abstract painting.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners Will be able to appreciate the beauty in nature and man-made objects using the different elements of art.</li> <li>• Doing it practically they will improve skills on use of line, color scheme and tones.</li> <li>• The learners Would be able to understand the core values of an art piece.</li> <li>• Understand the basic principles of colour.</li> <li>• The learners Discover their potential for creativity, self-expression and visual awareness through painting.</li> </ul>

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
May 15	<p><b>Topic/Theme:</b> <b>Environment</b> <b>/people/object/traditi</b> <b>on based</b></p> <ul style="list-style-type: none"> <li>Outdoor Sketching</li> <li>Natural and manmade object</li> </ul> <p><b>Sub-topic:</b></p> <ul style="list-style-type: none"> <li>Line, shape, form, texture, color, space and perspective</li> </ul>	<ul style="list-style-type: none"> <li>Sketch book</li> <li>Black board</li> <li>Wikipedia</li> <li>Natural things</li> <li>YouTube</li> </ul>	<ul style="list-style-type: none"> <li>Practical study of nature (Experiential learning)</li> <li>Skill assessment</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of practical work.</li> <li>Daily portfolio assessment.</li> </ul>	<ul style="list-style-type: none"> <li>The learner will be taken for a walk to explore the nature.</li> <li>The learners will be encouraged to feel the light and shades or different surfaces of natural and manmade object.</li> <li>Groups will be made for foliage study.</li> <li>The learners discuss the elements of arts in the classroom using exemplary work of artists to pinpoint each element and its value in their work.</li> </ul> <p>Perspective (graphical)- Wikipedia <a href="https://en.m.wikipedia.org/wiki/Brunelleschi">https://en.m.wikipedia.org/wiki/Brunelleschi</a>. Great cathedral mistery <a href="https://youtu.be/RUBnDIOGHg">https://youtu.be/RUBnDIOGHg</a></p>	<ul style="list-style-type: none"> <li>The learners differentiate 2D and 3D art forms while drawing, painting, printing, or craft, clay modeling etc.</li> <li>The learners understand and explain the elements of visual arts.</li> <li>The learners appreciate the beauty of nature, color, form, light and shades, textures, and work of artist/artisans and beauty of manmade objects.</li> <li>The learner's experiment with different methods and materials of visual arts.</li> </ul>
June	Revisions, Exams and assessment.	–	–	–	–	–

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
July 16	<b>Topic /Theme:</b> <b>Environment</b> <b>/people/object/tradition based</b> <ul style="list-style-type: none"> <li>• Still life study</li> </ul> <b>Sub-topic:</b> <ul style="list-style-type: none"> <li>• Form, Shape, Tone, texture and color</li> </ul>	<ul style="list-style-type: none"> <li>• Sketch book</li> <li>• Black board</li> <li>• Wikipedia</li> <li>• Natural things</li> <li>• YouTube</li> </ul>	<ul style="list-style-type: none"> <li>• Practical study of nature (Experiential learning)</li> <li>• Skill assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of practical work.</li> <li>• Daily portfolio assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Paintings of Jaun van der Harmen will be shown to get into the topic. <a href="https://www.saatchiart.com">https://www.saatchiart.com</a></li> <li>• Still life done with Pencil and watercolor will be shown.</li> <li>• Objects will be arranged with drapery</li> <li>• <a href="https://www.pinterest.com/">https://www.pinterest.com/</a></li> <li>• Paintings of great Indian artists will be shown. <a href="https://www.thebetterindia.com">https://www.thebetterindia.com</a></li> <li>• <a href="https://www.mojarto.com">https://www.mojarto.com</a></li> <li>• Daily practice during art period.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners will improve skills on use of line, color scheme and tones.</li> <li>• The learner's experiment with different methods and materials of visual arts.</li> <li>• The learners appreciate the beauty of manmade objects and its color, form, light and shades, textures, and work of artist/artisans.</li> <li>• The learners develop observation, recording, manipulation and application skills.</li> <li>• The learners discover their potential for creativity, self-expression and visual awareness through painting.</li> </ul>

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
August 15	<p><b>Topic/Theme:</b> <b>Environment</b> <b>/people/object/tradition based</b></p> <ul style="list-style-type: none"> <li>Clay modeling</li> <li><b>Sub-topic:</b> Form, proportion, texture and sculptural techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Wikipedia</li> <li>You Tube</li> <li>Books</li> </ul>	<ul style="list-style-type: none"> <li>Practical study of nature (Experiential learning)</li> <li>Skill assessment Integration with history</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of practical work.</li> </ul>	<ul style="list-style-type: none"> <li>The class will start with a story of Konarak Temple</li> <li>The class will be watching a video of Indian temple sculpture.</li> <li>The class will be introduced with a book of Indian architecture and discussed in detail about the patterns of different architectures.</li> </ul> <p><b>TEMPLE ARCHITECTURE OF INDIA</b> by Dr. N.C Panda and Siva Negi Reddy</p> <p><b>INDIAN ARCHITECTURE</b> by Percy Brown</p> <ul style="list-style-type: none"> <li>Visit to e-museum <a href="http://www.nationalmuseumindia.gov.in/collection.asp">http://www.nationalmuseumindia.gov.in/collection.asp</a></li> <li>You Tube video Henry Moor- The language of sculpture</li> <li><a href="https://youtu.be/wEpbZxA2YVM">https://youtu.be/wEpbZxA2YVM</a></li> <li>Daily practice.</li> </ul>	<ul style="list-style-type: none"> <li>The learners develop observation, recording, manipulation and application skills.</li> <li>The learners discover their potential for creativity, self-expression and visual awareness through sculptures.</li> <li>The learners will instill respect for the folk artists and understand the regional traditional art.</li> <li>The learners appreciate the beauty of nature, color, form, light and shades, textures, and work of artist/artisans and beauty of manmade objects.</li> </ul>
September 19	<p><b>Topic/Theme:</b> <b>Environment</b></p>	<ul style="list-style-type: none"> <li>Books</li> <li>Wikipedia</li> </ul>	<ul style="list-style-type: none"> <li>Live Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of practical work.</li> </ul>	<ul style="list-style-type: none"> <li>The class will start with taking some prints of</li> </ul>	<ul style="list-style-type: none"> <li>The learners Will be able to talk,</li> </ul>

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p><b>/people/object/tradition based</b></p> <ul style="list-style-type: none"> <li>Print making</li> </ul> <p><b>Sub-topic:</b></p> <ul style="list-style-type: none"> <li>Form, proportion, texture, color and techniques.</li> </ul>		<ul style="list-style-type: none"> <li>Practical's Integration with history.</li> </ul>		<p>anything found locally and then discussion has taken place on how print culture started by humans based on student's prior knowledge.</p> <ul style="list-style-type: none"> <li>Video will be shown on print culture and modern world <a href="https://youtu.be/sD4C6NAR3J0">https://youtu.be/sD4C6NAR3J0</a></li> <li>The learners will be involved in live demonstration</li> <li>The learners will make linocut prints.</li> <li>The learners will make a project on how print making culture helped industrial revolution to happen.</li> </ul>	<p>discuss or appreciate the print making culture and will also understand the modern Indian print making practice and connection to the traditional print making practice in the world.</p> <ul style="list-style-type: none"> <li>The learners discover their potential for creativity, self-expression and visual awareness through print makings.</li> <li>The learners develop observation, recording, manipulation and application skills.</li> </ul>
October 25	<ul style="list-style-type: none"> <li><b>Portfolio assessment</b></li> </ul>	<ul style="list-style-type: none"> <li>Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio design as a project.</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio assessment</li> </ul>	<ul style="list-style-type: none"> <li>The learners will see few examples of previously made portfolio.</li> <li>The learners will be involved in making a portfolio in a form of a project.</li> </ul>	<p>The learners will be able to design a folio with their work or sample of works which would be self-explanatory of their creative skills.</p>

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes

**PINEGROVE SCHOOL, DHARAMPUR**  
Affiliation No. 630044; School Code: 43035  
**Annual Pedagogy Plan: Hindustani Vocal Music**  
**Class: X**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
March (19)	<b>Topic:</b> Definition: <ul style="list-style-type: none"> <li>• Alaap</li> <li>• Taan</li> <li>• Meend</li> <li>• Kan</li> </ul>	<ul style="list-style-type: none"> <li>• Class Board</li> <li>• Book</li> <li>• Electric Tanpura</li> </ul>	<ul style="list-style-type: none"> <li>• Project will be given to research on topic.</li> <li>• A group discussion will take place during the class.</li> <li>• Practical explanation of Alaap, Taan, Kan, Meend,</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Test</li> <li>• Home work</li> <li>• MCQ</li> </ul>	<ul style="list-style-type: none"> <li>• Class will begin with a composition and students will be asked to identify the different actions or movements in singing.</li> <li>• General discussion about these movements and explanation of musical terms. <a href="http://www.tanarang.com/english/glossary_eng.htm">http://www.tanarang.com/english/glossary_eng.htm</a></li> </ul>	<ul style="list-style-type: none"> <li>• Study about the Musical Terms will help the student to understand the meaning, importance and application of the terms in Indian classical music.</li> <li>• These terms will help in improvisation of ragas.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
April (12)	<ul style="list-style-type: none"> <li>Basic Knowledge of the Structure and Tuning of Tanpura.</li> </ul>	<ul style="list-style-type: none"> <li>Book</li> <li>Video</li> <li>Audio</li> <li>Images</li> <li>Tanpura</li> </ul>	Experiential learning: <ul style="list-style-type: none"> <li>Student will learn Tanpura structure with the help of a manual tanpura.</li> <li>Tuning of tanpura will be taught practically to each student individually.</li> </ul>	<ul style="list-style-type: none"> <li>MCQ</li> <li>Oral Making (drawing) structure of tanpura.</li> </ul>	<ul style="list-style-type: none"> <li>One manual tanpura will be provided to students</li> <li>One by one they will be taught how to hold and play the Tanpura'.</li> <li>Explanation of various parts and tuning on manual Tanpura. <a href="https://www.bing.com/videos/search?q=tanpura+video&amp;docid">https://www.bing.com/videos/search?q=tanpura+video&amp;docid</a></li> </ul>	<ul style="list-style-type: none"> <li>This study will help to understand the history, structure and Tuning of Tanpura. Students will learn holding, tuning and playing techniques of Tanpura.</li> </ul>
May (15)	<b>Description of following Ragas</b> <ul style="list-style-type: none"> <li>Raga Khamaj</li> <li>Raga Brindavani Sarang.</li> <li>Raga Bhupali</li> <li>Aroha avroha and pakad.</li> </ul>	<ul style="list-style-type: none"> <li>Text book</li> <li>PDF Files</li> <li>Wikipedia</li> <li>Tanpura</li> </ul>	<ul style="list-style-type: none"> <li>Experiential learning: Creation of innovative swar patterns according to the nature of raga.</li> <li>One activity of writing notation of any song.</li> </ul>	<ul style="list-style-type: none"> <li>Written Assignments</li> <li>Oral Test</li> <li>MCQ</li> </ul>	<ul style="list-style-type: none"> <li>Explanation of Bhatkhande Notation System.</li> <li>Writing aroha, avroha and pakad of raga along with description and composition.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to understand Ragas with the help of lakshan Geet.</li> <li>They will be able to identify the different swar patterns of various ragas.</li> <li>They will be able to sing compositions in Ragas.</li> <li>This study will help students to identify the music or songs based on these notes.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
June	Revisions, Exams and assessment	–	–	–	–	–
July (16)	<b>Composition in Ragas</b> <ul style="list-style-type: none"> <li>• Raga Bhupali</li> <li>• Raga Khamaj</li> <li>• Raga Brindavani Sarang.</li> </ul>	<ul style="list-style-type: none"> <li>• Text book</li> <li>• PDF Files</li> <li>• Wikipedia</li> <li>• Tanpura</li> </ul>	<ul style="list-style-type: none"> <li>• Creation of innovative swar patterns according to the nature of ragas.</li> <li>• Documentation of swar combination in notebook.</li> <li>• Practical practice of notes used in Raga Bhupali, Khamaj and Brindavani Sarang.</li> <li>• One activity to identify songs composed in above ragas.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Test</li> <li>• Home Assignment.</li> <li>• Written test.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be provided with a manual Tanpura and then they will sing aroha-avroha of Raga Bhupali, Khamaj and Raga Brindavani Sarang.</li> <li>• One composition of Drut Laya will be taught with small improvisation and few tanas in each raga.</li> <li>• Swar pattern and one composition in above ragas will be shared with students.</li> </ul>	<ul style="list-style-type: none"> <li>• Compositions called as 'bandish'. A good bandish paint a brief yet effective melodic outline.</li> <li>• This study will help students to learn about the Bhatkhande Notation System and different composition in different ragas.</li> </ul>
August (15)	<b>Brief study:</b> <ul style="list-style-type: none"> <li>• Devotional Song</li> <li>• Folk song</li> <li>• Dhruvad</li> <li>• Trana</li> </ul>	<ul style="list-style-type: none"> <li>• PDF Files</li> <li>• Tanpura</li> <li>• Tabla</li> <li>• Harmonium</li> <li>• Wikipedia</li> <li>• Audio video clips</li> </ul>	<ul style="list-style-type: none"> <li>• Project: one project will be given to listen different genre of music like Tarana, Dhruvad, Bhajan, Geet and Folk music of any region and to write their views according to their understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Test</li> <li>• MCQ</li> <li>• Home work</li> <li>• Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Vides of different music genre of Indian music will be shown to the students.</li> <li>• They will be explained about different style of Indian Classical, Semi-Classical, and Folk Music.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will learn different genres of Indian Music.</li> <li>• Comprehends the relevance/ importance of Folk Music.</li> <li>• Comprehends the style (<i>shaili</i>) of Dhruvad.</li> <li>• Students will learn different Bhajan</li> </ul>



Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						and Geet in different Ragas.
September (19)	<ul style="list-style-type: none"> <li>• Identification of prescribed Ragas from phrases of Swaras.</li> </ul>	<ul style="list-style-type: none"> <li>• Video</li> <li>• Audio</li> <li>• Tabla</li> <li>• Tanpura</li> </ul>	<ul style="list-style-type: none"> <li>• Experiential learning: One activity to find similar swar pattern in Film/ Regional/ Folk Music etc.</li> <li>• Documentation in notebook.</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Oral Test</li> <li>• Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• One activity in the beginning of the class to find out similar swar pattern in Film/ Regional/ Folk Music etc.</li> <li>• Practice and techniques to identify the phrases in various ragas. <a href="https://www.youtube.com/watch?v=M876dYgl2mc">https://www.youtube.com/watch?v=M876dYgl2mc</a></li> </ul>	<ul style="list-style-type: none"> <li>• Able to understand the swar pattern in different ragas.</li> <li>• Helps to identify the ragas from music phrases, tunes or songs etc.</li> <li>• Helpful in creating or composing own music.</li> </ul>
September	Exams and Assessment	-	-	-	-	-

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
October (20)	<ul style="list-style-type: none"> <li>• Tala Tilwada</li> <li>• Tala sooltala</li> <li>• Tala Rupak</li> <li>• Tala Chautala</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Tabla</li> <li>• Audio</li> <li>• Video</li> </ul>	<ul style="list-style-type: none"> <li>• Practical demonstration will be shown on Tabla for better understanding.</li> <li>• Writing Taals in ekgun, dugun and chaugun.</li> <li>• Listen to audio visual recordings and identify the beat circle.</li> <li>• Practical practice to recite tala with hand gesture.</li> <li>• Recite tala in ekgun dugun and chaugun keeping hand beat same.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Oral Test</li> <li>• MCQ</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be taught how to write notation of tala Rupak, Jhaptala, Tilwada and Dhamar.</li> <li>• Demonstration will be shown on Tabla.for better understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to write talas in Bhatkhande Notation System.</li> <li>• Recites boles of Taal.</li> <li>• Helps to understands the musical meter.</li> </ul>
November/ December	Exams and assessment	–	–	–	–	–

**PINEGROVE SCHOOL, DHARAMPUR**  
**Affiliation No. 630044; School Code: 43035**  
**Annual Pedagogy Plan: Dance**  
**Class: IX to X**  
**Session 2023-24**

Month/ No of working days	Topic / Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/ Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<b>FEBRUARY</b> (06 Days)	<p><b><u>DANCE (INDIAN CLASSICAL AND OTHER GROUP DANCES)</u></b></p> <p><b><i>Kathak (Classical form)</i></b></p> <p><b>Basic values :</b></p> <ul style="list-style-type: none"> <li>• Bhumipranam</li> <li>• Gurupranam</li> <li>• Bowing to the stage</li> <li>• Pranam to instruments</li> <li>• Courtesy to accompanist</li> </ul>	Books related to Indian classical dances.	<b>Inter disciplinary linkage:</b> (with EVS, English and Hindi)	<ul style="list-style-type: none"> <li>• Reflection</li> <li>• Teacher's feedback</li> </ul>	<p>Step by step demonstration.</p> <p>Demonstration of your hand movements</p> <p>Demonstration of your foot movements.</p> <p>Demonstrate the students what artists do before a performance.</p>	Learning proper etiquette and paving the way for something special or <b><i>Sadhna</i></b>
<b>MARCH</b> (26 Days)	<p><b><u>TAAL GYAN</u></b></p> <p><b>Teen taal and Jhaptal</b></p> <ul style="list-style-type: none"> <li>• Introduction of Teen Taal Jhaptal</li> <li>• Tying of the <i>ghungroo</i> to the feet</li> <li>• Laya Gyan (<i>Vilambit Laya, Madhya Laya</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Dance Room</li> <li>• Ghungroo</li> <li>• Lehra or Nagma</li> <li>• Harmonium</li> <li>• Tabla</li> </ul>	<b>Inter disciplinary linkage:</b> (with EVS, English and Hindi)	<ul style="list-style-type: none"> <li>• Assessment</li> <li>• Practical</li> </ul>	<p>Demonstration method</p> <p>Tying of Ghungroo demonstration</p> <p>By playing Lehra or Nagma and Tabla or Pakhawaj.</p>	<p>Knowledge of different types of Laya in Tala.</p> <p>How layas are woven to weave Talas.</p> <p>Sound of the</p>

Month/ No of working days	Topic / Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/ Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<i>Drut Laya ,Aadi Laya,Kuadi Laya have to be interduce</i>					instrument.
<b>APRIL (23 Days)</b>	<p><b><u>FEET MOVEMONT</u></b> <b><u>OR</u></b> <b><u>PAD SANCHALAN</u></b></p> <ul style="list-style-type: none"> <li>Tatkaar of Teen Taal (<i>Ekgun,TeengunDugun, Chaugun,Athgun</i>)</li> <li>Basic and advanced Hastamudra's</li> <li>Hand movements (Basic and advanced exercise with hands)</li> </ul>	By showing pictures, videos.	<b>Inter disciplinary linkage:</b> (with EVS, English and Hindi)	<ul style="list-style-type: none"> <li>Assessment</li> <li>Practical</li> </ul>	<p>Demonstration method,</p> <p>Verbally and Practically</p> <p>Learning by regular practices</p>	<p>Excercising of the hand movements and mudra's.</p> <p>The concentration level or thinking capacity widens.</p> <p>Flexibility of Hasta sanchalan</p>
<b>MAY (26 Days)</b>	<p><b><u>Body Movements</u></b></p> <ul style="list-style-type: none"> <li>Ang</li> <li>Pratyang</li> <li>Upaang</li> </ul> <p><u>Ang</u> constitutes the main partsbof the body which</p>	<ul style="list-style-type: none"> <li>Videos</li> <li>Pictures</li> </ul>	<b>Inter disciplinary linkage:</b> (with EVS, English and Hindi)	<ul style="list-style-type: none"> <li>Oral Assessment,</li> <li>Assessment</li> </ul>	By showing them practical demonstration.	This should explain how Ang is assisted by Pratyang and Upaang to express the exact thought.

Month/ No of working days	Topic / Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/ Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p>are used while dancing Head,Hands,Chest, Waist.</p> <p><b><u>Pratyang</u></b> constitutes those parts which helps the main parts to move neck, shoulder, arms,etc.</p> <p><b><u>Upaang</u></b> constitutes those small parts in the body which are very minute but are for the right expression like eyebrow,eyes,eyeball,etc.</p> <p><b><u>Kasak and Masak Bhavbhanga</u></b></p>	<p>Introducing Videos of great artists. For example:</p> <ul style="list-style-type: none"> <li>• <i>Pt. Birju Maharaj</i></li> <li>• <i>Sitara Devi</i></li> <li>• <i>Pt.DurgaLaal, etc</i></li> </ul> <p>Videos of Hand movements and facial expression.</p>		<ul style="list-style-type: none"> <li>• Practical</li> </ul>	<p>Facial expression demonstration.</p> <p>Body posture demonstration.</p> <p>Movements of eyes and neck.</p> <p>Movements of hands.</p>	
JUNE	<b>TERM-1 EXAMINATION</b>					

Month/ No of working days	Topic / Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/ Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<b>JULY</b> <b>(23 Days)</b>	<p><b><u>Different types of rounds</u></b> <b><u>Or Bhramri Purnachakkar, Aardhchakkar, Viprit and Aardhviprit</u></b></p> <ul style="list-style-type: none"> <li>• Sound of 4 beat Bhramri</li> <li>• Sound of 3 beats Bhramri</li> <li>• Sound of 2 beats Bhramri</li> <li>• Sound of 1 beat Bhramri</li> </ul> <p><b>Practice of coordination</b> <i>(coordination between hand movements and foot work)</i></p>	<p>Photos and sound of beats on Tabla or Pakhawaj</p> <p>By showing videos</p>	<p><b>Inter disciplinary linkage:</b> (with EVS, English and Hindi)</p> <p><b>Inter disciplinary linkage:</b> (with EVS, English and Hindi)</p>	<ul style="list-style-type: none"> <li>• Oral Assessment,</li> <li>• Assessment</li> <li>• Practical</li> </ul>	<p>Learning by regular practices</p> <p><b>Practice of coordination</b> <i>(coordination between hand movements and foot work)</i></p>	<p>Development of Swiftness and sharpness of Bhramri and various steps. Idea of Chakkar learning how to perform different types of chakkar</p> <p>Coordination between hand movements and foot work increases.</p>
<b>AUGUST</b> <b>(24 Days)</b>	<p><b><u>Different types of foot work in Teen taal</u></b></p> <ul style="list-style-type: none"> <li>• Different types of Tihai's <i>(1 avartan, 2 avartan, 3 avartan, Farmaishichakerdaar Tihai, Palt, ladi, Laykari etc)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Wooden floor or Cemented floor</li> <li>• Videos</li> <li>• Ghungroo</li> </ul>	<p><b>Inter disciplinary linkage:</b> (with EVS, English and Hindi)</p>	<ul style="list-style-type: none"> <li>• Assessment,</li> <li>• Practical</li> <li>• Oral assesment</li> </ul>	<p>Regular Tatkaar practice</p>	<p>Magic created by weaving different patterns of Laya.</p>

Month/ No of working days	Topic / Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/ Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p><b><u>GROUP DANCES IN OTHER FORMS</u></b></p> <p>To teach different types of group dances for various events.</p>	<ul style="list-style-type: none"> <li>• Folk Music on music system.</li> <li>• Live music with the help of Folk instruments like Dolak,Naal, Duf,etc</li> <li>• Showing the costumes, jewellery and makeup related to dance.</li> </ul>			<p>Traditional movements of particular Folk dance.</p> <p>Practice with costumes, jewellery and makeup related to dance.</p>	<p>Folk dance forms and traditional tunes, songs with their particular language should be taken by the students.</p> <p>Discussion regarding special elements in the performance costume, body movement, music.</p>
<p><b>SEPTEMBER (16 Days)</b></p>	<p><b><u>Basic Kathak Bol's in Teen Taal</u></b></p> <ul style="list-style-type: none"> <li>• Uthaan</li> <li>• Thaat</li> <li>• Salami</li> <li>• Aamad</li> <li>• Tukda</li> <li>• Paran-Judi-Aamad</li> </ul>	<p>Live performances of various artists</p> <p>By showing</p>	<p><b>Inter disciplinary linkage:</b> (with EVS, English and Hindi)</p>	<ul style="list-style-type: none"> <li>• Assessment</li> <li>• Oral assessment</li> <li>• Practical</li> </ul>	<p>Step by step demonstration of each Mudra,Hand movements and Foot work of Kathak Bol's.</p>	<p>Concept of the Bol of the footwork and different patterns of laya on the percussion instrument.</p>

Month/ No of working days	Topic / Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/ Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>ChakkardarTukda</li> <li>Farmaishi-ChakkardarTukda and Paran</li> <li>Parmelu and NatvariTukda and Paran</li> </ul>	<p>pictures, videos.</p> <p>Charts for Mudra's</p>			To show live performances.	
<b>OCTOBER NO OF DAYS:27</b>	<p><b><u>TO TEACH ANY KIND OF VANDANA</u></b></p> <ul style="list-style-type: none"> <li>Guru Vandana</li> <li>Ganesh Vandana</li> <li>Shiv Stui</li> <li>Devi Stuti</li> <li>Vishnu Stuti,etc</li> </ul> <p><b><u>Abhinaya with different Feelings and Expressions (Navras)</u></b></p> <ul style="list-style-type: none"> <li>Gat Bhava(Raasleela,D raupadicheerhran, MakhanChori,etc)</li> <li>Gat Nikas(Kasak and masak in hand movements and Padsanchalan)</li> <li>Kavit(Holi,ShivTandav,Krishanchedc had,etc)</li> <li>Thumri(Shringar,B hakti,Virah,etc)</li> </ul>	<ul style="list-style-type: none"> <li>Videos</li> <li>Mudra's on internet</li> <li>Body postures on internet</li> <li>Live or recorded music</li> </ul> <p>Rasa-films,televisionser ials,video films of various artists.</p>	<b>Inter disciplinary linkage:</b> (with EVS, English and Hindi)	<ul style="list-style-type: none"> <li>Oral assessment</li> <li>Practicals</li> <li>Teachers Feedback</li> <li>Assessments</li> </ul>	<p>Demonstration, Discussion</p> <p>By discussing Mythological stories. Demonstration of dance-dramas to be shown.</p> <p>Practical and verbal demonstration of various characters.</p>	<p>Meaning full Shlokas to be understood.</p> <p>Understanding of instruments, make up, costume and other accessories.</p> <p>The thought and feeling behind the Vandana, body movement. Student should be able to depict the characters properly. Concept of the character understood while depiction of any story</p>



Month/ No of working days	Topic / Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/ Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p><b><u>SPEAKING SKILLS</u></b> <b><u>(Padhant)</u></b></p> <p>To speak Kathak Bol and Tihai with Laya and Taal.</p>	<p>To teach Padhant with the help of percussion instruments.</p>			<p>To teach Padhant by clapping of hands and following the percussion instruments.</p>	<p>Virtues of different mythological beings like:-</p> <p>Siddhi Vinayak- Ganesh AangikamBhavana m-Shiva NagenderHarai- Shiva Shantakaram- Vishnu Have to be understood by students</p>
<p><b>NOVEMBER</b> <b>(19 Days)</b></p>	<p><b>ACADEMIC REVISION</b></p>					

**PINEGROVE SCHOOL, DHARAMPUR**

Affiliation No. 630044; School Code: 43035

**Annual Pedagogy Plan: English**

**Class: XI**

**Session 2023-24**

Month No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<p><b>March</b> <b>Periods: -4</b></p> <p align="center"><b>TERM I</b></p>	<p><b>Hornbill: Prose</b> <b>The Portrait of a Lady</b></p> <p>In this story, the author draws a pen portrait of his grandmother. He beautifully unfolds his relationship with her while describing her appearance and daily activities. The grandmother herself was not formally educated but was serious about the author's education</p>	<ul style="list-style-type: none"> <li>• NCERT eBook pdf</li> <li>• Textbook</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Research on Khushwant Singh</li> <li>• Smart Board</li> <li>• Extra marks Module</li> <li>• PPT</li> <li>• Handouts</li> <li>• Video <a href="https://youtu.be/ZFb01yTR9bA">https://youtu.be/ZFb01yTR9bA</a></li> </ul>	<ul style="list-style-type: none"> <li>• Group Discussion on <i>growing distance between the young and the older generation</i>. Group activity comprising all range of learners.</li> <li>• A video depicting elders' unconditional love will be shown to the students.</li> <li>• Each group will comprise of 6 differentiated learners i.e. (C2-C1)- 2 students (B2-B1)- 2 students (A2-A1)- 2 students</li> </ul>	<p>Comprehension questions: -</p> <ul style="list-style-type: none"> <li>• Imagine yourself as Khushwant Singh. Record the changes that came in your relationship with your grandmother as you grew up to a college student.</li> <li>• Write a short description of an elderly person with whom you have been intimately connected with and who is not there with you now.</li> <li>• The author's grandmother could never have been pretty; but she was always beautiful. Discuss.</li> <li>• Textual questions/ Extracts/Value based/Character sketches</li> <li>• Quiz on vocabulary and specific incidents</li> </ul>	<ul style="list-style-type: none"> <li>• The session would begin with an interactive session wherein the learners would interpret the title of the lesson.</li> <li>• The background knowledge of the author and his works would be given.</li> <li>• The facilitator would develop the chain of events, with TEXT sequence or discourse/spoken with reference to the educational and personal domains.</li> <li>• Enriching Vocabulary: veritable bedlam of chattering, frivolous rebukes, serenity, seclusion with resignation, sagging skins of dilapidated drum</li> </ul>	<p>Students will be able to:-</p> <ul style="list-style-type: none"> <li>• Develop an independent attitude in thought and action</li> <li>• Improve working relations and respect for identities in relation to other people</li> <li>• Show care and concern for animals</li> <li>• Accept and manage the situations with patience and tolerance</li> <li>• Respect the relations in the family</li> <li>• Understand the use of past perfect tense</li> <li>• Develop responsibility and sensitivity towards the sufferings of others</li> <li>• Know the sacrifices and support given by the grandparents in the family</li> </ul>
<p><b>April</b> <b>Periods: -3</b></p> <p align="center"><b>TERM I</b></p>	<p><b>Hornbill: Poetry</b> <b>A Photograph</b></p> <p>The poem is to capture moments from life which</p>	<ul style="list-style-type: none"> <li>• NCERT eBook pdf</li> <li>• Presentation based on the poem will be shown.</li> <li>• Handouts</li> </ul>	<ul style="list-style-type: none"> <li>• Description of an old photograph in class.</li> <li>• To write a short synopsis after reading and recognizing the</li> </ul>	<ul style="list-style-type: none"> <li>• Extra exercises – reference to context, short answers, long answers and value-based answers.</li> </ul>	<p>Pre-activities:</p> <ul style="list-style-type: none"> <li>• Read out a poem on a similar theme/ discuss an incident/ describe</li> </ul>	<p>The students will be able to-</p> <ul style="list-style-type: none"> <li>• Express effectively, sharing ideas and</li> </ul>

Month No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	remains as pictures in our minds. It is about the moments in life which leave an indelible imprint on our minds and past memories keep flashing back into our mind when we look at the photograph years later. It highlights that when death strikes, we humans are expected to accept the loneliness, the vacuum it creates.	<ul style="list-style-type: none"> <li>Animated Video highlighting importance of memories <a href="https://youtu.be/8HrJ8CQuGFQ">https://youtu.be/8HrJ8CQuGFQ</a></li> </ul>	<p>purpose of economy of words and the hidden pathos and nuances of the lines, correlating them with author's background and personal experiences- to build up didactics, empathy and sympathy with the loss of the speaker.</p> <ul style="list-style-type: none"> <li>Group discussion on <i>The essential worth of a picture/memories, and how memories of the past prove a fuel for future life</i> will be carried out.</li> </ul>	<ul style="list-style-type: none"> <li>Complete the following based on the poem.</li> <li>Quiz from the poem.</li> </ul>	<p>an old mounted photograph.</p> <ul style="list-style-type: none"> <li>Recapitulation of Figures of Speech with examples.</li> <li>Summary of each stanza will be written in the notes copy.</li> <li>Exercises from the book will be discussed and written in the notebook.</li> </ul>	<p>develop appropriate style of writing.</p> <ul style="list-style-type: none"> <li>Understand the importance of human relationship.</li> <li>Understand child psychology.</li> <li>Understand the attachment with family members.</li> <li>Understand the nostalgic experiences of the past.</li> <li>Understand that both the moments of life have been permanently etched in the poet's mind with a feeling of eternal loss.</li> <li>Understand that death has overpowered the innocence of those moments and the pleasure they treasured.</li> <li>Understand that time and tide wait for none and change is the harsh and bitter reality of life.</li> <li>Understand that death comes as the greatest leveler.</li> </ul>
<b>April</b> <b>Periods: -5</b> <b>TERM I</b>	<b>Hornbill: Prose</b> <b>We're Not Afraid to Die. If we Can All Be Together</b>	<ul style="list-style-type: none"> <li>NCERT eBook pdf</li> <li>Textbook</li> <li>Mind Map</li> <li>Vocabulary booklet</li> </ul>	<ul style="list-style-type: none"> <li>The students will be explained about the parts of a boat with</li> </ul>	<ul style="list-style-type: none"> <li>Assignments</li> <li>Comprehension questions: - i). What difference did you</li> </ul>	<p>Activities</p> <ul style="list-style-type: none"> <li>Warm up activity-</li> <li>Why do you think people undertake</li> </ul>	<p>The students will be able to: -</p> <ul style="list-style-type: none"> <li>learn the parts of ship and different</li> </ul>

Month No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	A first-person account of an adventurous ordeal that a family experience. This is a story of extreme courage and skill exhibited by a family of four comprising of the narrator, his wife Mary and two children Suzanne and Jonathan along with the adults, the two children too are worth mentioning as they showed exemplary courage and understanding even in the face of death	<ul style="list-style-type: none"> <li>• Smart Board</li> <li>• Extra marks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	<p>the help of a model to comprehend better.</p> <ul style="list-style-type: none"> <li>• A report on 'Worst Disasters at Sea' to be prepared in 200-250 words</li> <li>• Research on Storms and their causes</li> </ul>	<p>notice between the reaction of the adults and the children when faced with danger?</p> <p>ii). What lesson do we learn from such hazardous experiences?</p> <p>iii). Comprehension questions will be asked to check the understanding.</p> <p>iv). Textual questions/ Extracts/Value based/Character sketches</p> <p>v). Quiz from the chapter</p>	<p>adventurous expeditions despite the risks involved?</p> <ul style="list-style-type: none"> <li>• Share any adventure/experience (you had) which reflected your presence of mind or practical knowledge</li> <li>• Optimism helps to endure the direst stress. Discuss.</li> <li>• Brief up about Captain Cook and his work.</li> </ul>	<p>terms/words related to voyage</p> <ul style="list-style-type: none"> <li>• understand that presence of mind along with the practical knowledge is important to take instant decisions</li> <li>• know that determination and self-confidence can conquer adverse circumstances</li> <li>• Inculcate values of sharing, caring and responsible attitude towards others</li> <li>• Enhance and develop Leadership skills, exploring skills, Adventurous skills, Analytical skills, Decision making skills, Thinking skills.</li> </ul>
May Periods:4  TERM I	<p><b>Hornbill: Prose Discovering Tut: The Saga Continues</b></p> <p>The story tells us about the intricate details of the boy Pharaoh-Tutankhamen, his mysterious death, his power, his forensic reconstruction and his CT Scanning for investigation purpose</p>	<ul style="list-style-type: none"> <li>• A PPT on Tutankhamun</li> <li>• Short Video</li> <li>• NCERT eBook pdf</li> <li>• Textbook</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Smart Board</li> <li>• Extra marks Module</li> <li>• Videos:- i).<a href="https://youtu.be/CMJJojG00KY">https://youtu.be/CMJJojG00KY</a> ii).<a href="https://youtu.be/BRIA_8oscIA">https://youtu.be/BRIA_8oscIA</a></li> </ul>	<ul style="list-style-type: none"> <li>• Project on researching various Ancient languages and dialects and the reasons for their extinction.</li> <li>• Activity: research with pictures and present it in the form of a collage.</li> <li>• Group Discussion will be carried out on the following topics:- i) <i>Scientific Intervention is necessary to unearth</i></li> </ul>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Discussion</li> <li>• Writing task</li> <li>• An article on 'Myths surrounding the Mummies' in about 250 words</li> <li>• Class Test</li> <li>• Quiz</li> </ul>	<p>Pre Reading-Activities:</p> <ul style="list-style-type: none"> <li>• A documentary on King Tut and Pyramids will be shown</li> <li>• The session would start with an interaction on the ways you think we could help prevent the extinction of languages and dialects.</li> </ul>	<p>The Students will be able to: -</p> <ul style="list-style-type: none"> <li>• Think, analyse and observe how advances in technology have brought about paradigm shift in the approach to archeology and improved forensic analysis</li> <li>• Understand the wastefulness of war</li> <li>• Inculcate the values of concern, responsibility, curiosity and respect</li> </ul>

Month No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			<i>buried mysteries</i> ii) <i>Advanced technology gives us conclusive evidence of the past events</i>		<ul style="list-style-type: none"> <li>The title of the prose would be open for class interpretation.</li> <li>The facilitator would develop the format of text in sequence or discourse (spoken with reference to the ethical/global, public and personal domains of social and personal life.</li> </ul> <b>Post- reading activity</b> <ul style="list-style-type: none"> <li>King Tut's Family tree will be drawn along with their description</li> <li>Textual questions will be discussed</li> </ul>	other's beliefs, customs, rituals
<b>May</b> <b>Periods: -2</b> <b>TERM II</b>	<b>Hornbill: Poetry</b> <b>Voice of the Rain</b>  The poem is an imaginary dialogue between the poet and the rain. Surprisingly, the rain answers the questions asked by the poet and tells about its birth and end. The poet has drawn a parallelism between the rain and a song.	<ul style="list-style-type: none"> <li>NCERT eBook pdf</li> <li>Textbook</li> <li>Mind Map</li> <li>Vocabulary booklet</li> <li>Smart Board</li> <li>Extra marks Module</li> <li>PPT</li> <li>Handout</li> </ul>	<ul style="list-style-type: none"> <li>Students will be encouraged to read similar poem by other poets like Khalil Gibran's, <i>Song of the Rain</i> will be read for pleasure and draw a parallel.</li> </ul>	<ul style="list-style-type: none"> <li>Assignments</li> <li>Comprehension</li> </ul> <b>Questions:-</b> <ol style="list-style-type: none"> <li>Behind apparent simplicity, the poem hides a deeper meaning.</li> <li>What exactly does the poem convey to the reader?</li> <li>Why are the last two lines put within brackets?</li> <li>Textual questions/RTC</li> </ol> <ul style="list-style-type: none"> <li>Quiz</li> </ul>	<b>Warm up Questions:-</b> <ul style="list-style-type: none"> <li>What is water cycle? How is the cycle getting disturbed?</li> <li>What is the similarity between rain and music?</li> <li>Reading followed by explanation and discussion</li> </ul>	The students will be able to: - <ul style="list-style-type: none"> <li>inculcate values like care and concern to save environment</li> <li>understand rain as the life-giving force on the earth</li> <li>understand the critical appreciation of the poem based on rhyme, content and theme</li> <li>understand the process of sustainable development</li> <li>discuss methods for safeguarding environment</li> </ul>

Month No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						<ul style="list-style-type: none"> <li>inculcate thinking skills, analytical skills, imaginative skills</li> </ul>
<b>Periods: -5</b>  <b>TERM II</b>	<b>Hornbill: Prose</b> <b>The Ailing Planet: The Green Movement's Role</b>  The chapter is about the issues regarding the degrading environment of the planet and the immediate need to promote sustainable development. It is also including that despite efforts of environmentalists and the rapid awareness towards the 'Green Movement'. The chapter highlights the principal biological systems of the Earth, the depletion of the planet and the immediate need felt to promote the concept of 'Sustainable Development'. It emphasizes on population control – the only solution. And it is about the transcending concern towards saving the planet.	<ul style="list-style-type: none"> <li>NCERT eBook pdf</li> <li>Textbook</li> <li>Short Video on Saving Environment and Our role in it.</li> <li>Mind Map</li> <li>Vocabulary booklet</li> <li>Smart Board</li> <li>Extra marks Module</li> <li>PPT</li> <li>Video <a href="https://youtu.be/H2QxFM9y0tY">https://youtu.be/H2QxFM9y0tY</a> (<i>The disarming case to act right now on climate change-</i> Ted Talk by Greta Thunberg)</li> <li><a href="https://youtu.be/uOMRF7t5Vn0">https://youtu.be/uOMRF7t5Vn0</a></li> </ul>	<ul style="list-style-type: none"> <li>Students will be assigned an experiential project – i.e. <i>to design a poster on Global Warming and Greenhouse Effect</i></li> </ul>	<ul style="list-style-type: none"> <li>Extra exercises – short answers, long answers and value-based answers will be discussed and written in the notes copy.</li> <li>The class will be divided into groups and each group will be asked to pick up a chit and explain the important aspects of the chapter to check their understanding.</li> <li>Poster making based on 'Environment'-to write and deliver a speech based on the poster.</li> <li>Assignment</li> <li>Quiz</li> </ul>	<b>Pre-reading activities:</b> <ul style="list-style-type: none"> <li>Books and pictures shown based on the main theme followed by discussions.</li> <li>A debate on 'Law and Order in India'</li> <li>A video clipping based on the theme.</li> <li>Use of pictures from magazines and papers related to Earth.</li> <li>Theme and message conveyed.</li> <li>Loud reading of each paragraph followed by explanation and word meanings.</li> <li>Exercises given in the book will be discussed and written in the notebook.</li> </ul>	The students will be able to: - <ul style="list-style-type: none"> <li>understand the issues of the decline state of Mother Earth and sustainable development.</li> <li>analyse the judicious use and over exploitation of natural resources</li> <li>create awareness to save and protect the environment.</li> <li>not to dominate but to share and care.</li> <li>learning to assess and analyse situations.</li> </ul>
<b>July</b> <b>Periods: -4</b>	<b>Hornbill: Prose</b> <b>The Browning Version</b>	<ul style="list-style-type: none"> <li>NCERT eBook pdf</li> <li>Textbook</li> </ul>	Group Discussion/ Debate on:	<ul style="list-style-type: none"> <li>Assignments</li> <li>Comprehension questions: -</li> </ul>	Activities	The Students will be able to: - <ul style="list-style-type: none"> <li>enhance vocabulary</li> </ul>

Month No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<b>TERM II</b>	The story is an excerpt from the play 'The Browning Version' which tells us about the mannerism and attitude the students should have for teachers and the same is applicable in teacher- teacher relationship. Taplow, the protagonist was asked to do extra work on the last day of his school for his absenteeism and he was kept waiting by the strictest disciplinarian Mr. Crocker Harris. Meanwhile the other teacher came and began to ask him the questions about Mr. Harris, tried to make fun of him, create his negative image and seemed jealous of his popularity despite his strictness.	<ul style="list-style-type: none"> <li>• Excerpt of the play from YouTube.</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Smart Board</li> <li>• Extra marks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	<ul style="list-style-type: none"> <li>• 'Changing attitude of students towards their teachers'</li> <li>• Old Education System v/s New Education System</li> </ul>	<ol style="list-style-type: none"> <li>How according to Taplow Mr. Crocker Harris is unlike other masters?</li> <li>Why do you think Frank envies Mr. Crocker Harris?</li> <li>How does Taplow refute the charge that he is exaggerating?</li> <li>What impression do you form of Mr. Crocker Harris on the basis of the explanation of the play?</li> </ol> <ul style="list-style-type: none"> <li>• Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Short review Dramatization of the story</li> <li>• Commentary on the characters</li> <li>• Critical evaluation of the plot, storyline and characters</li> <li>• Comparing and contrasting the characters within the story</li> <li>• Extrapolating about the story and defending characters actions in the story</li> </ul>	<ul style="list-style-type: none"> <li>• know how to do a role play</li> <li>• learn how to display mannerism and attitude towards others</li> <li>• to be punctual and develop a sense of duty</li> <li>• not to indulge in criticism</li> <li>• Understanding the universal theme of teacher-student relationship and the sanctity of it.</li> </ul>
<b>August Periods:- 3</b> <b>TERM I</b>	<b>Hornbill: Prose Landscape of the Soul</b>  Art in any region is representative of its culture. The lesson Landscape of the Soul pertains to the essential differences between Chinese and European Paintings. The author compared how the	<ul style="list-style-type: none"> <li>• NCERT eBook pdf</li> <li>• Textbook</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Smart Board</li> <li>• Extra marks Module</li> <li>• PPT</li> <li>• Short videos on-               <ol style="list-style-type: none"> <li>Daoism</li> <li>Shanshui Paintings</li> <li>Horizontal Scroll</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• A painting competition will be organized on realism and figurative painting with the help of Art Department.</li> <li>• The title of the lesson would be open for class interpretation and a paragraph will be submitted by the students on their</li> </ul>	Assignments <ul style="list-style-type: none"> <li>• Discussions on the topic that the landscape is an inner one, a spiritual and conceptual space and A classical Chinese landscape is not meant to reproduce an actual view, as would a western figurative painting</li> <li>• Quiz related to the chapter</li> </ul>	<ul style="list-style-type: none"> <li>• A documentary on well-known artists (Leonardo da Vinci) and the techniques employed by them will be shown</li> <li>• Post Activity: A trip to Art Museum will be organized.</li> </ul>	<ul style="list-style-type: none"> <li>• The Students will be able to: -</li> <li>• Write a short note on the distinctive features of each school of painting.</li> <li>• find out about the experiments in recycling that helps environmental conservation</li> </ul>

Month No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	purpose of creation of artwork differs among these two cultures. Two interesting examples were used to illustrate this. According to her, a Chinese painter intended for the viewers to see the creator's mind through his paintings, while Western paintings reproduced an actual view based on 'delicate realism'. The lesson also contains a report from Hindustan Times about 'art brut' or raw art. The Indian amateur artist Nek Chand's work has been mentioned in detail here. Each statement in the first section of the lesson tries to bring out the contrast in art between East and West.	iv. Rock Garden	understanding of the concept.			<ul style="list-style-type: none"> <li>• note how the contrast between two thoughts or ideas is expressed in a sentence with the help of conjunctions.</li> <li>• develop ability and knowledge required in order to engage in independent reflection and enquiry.</li> </ul>
September Periods: -2  TERM II	<b>Hornbill: Poetry Childhood.</b>  The poem highlights about the process of growing up, individuality, rationalism and realization of falsehood and hypocrisy of adult world. The poem 'Childhood' deals with the poet's curiosity to know when an	<ul style="list-style-type: none"> <li>• NCERT eBook pdf</li> <li>• Textbook</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Smart Board</li> <li>• Extra marks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	Group Discussion/ Debate on: <ul style="list-style-type: none"> <li>• <i>Is attainment of maturity a sigh of loss of innocence?</i></li> </ul>	Assignments <ul style="list-style-type: none"> <li>• Writing task</li> </ul> Comprehension questions: -  i. What did the speaker learn about existence of Hell and Heaven?  ii. Write a brief note on 'Childhood is an essential state in the process of	<ul style="list-style-type: none"> <li>• Share your childhood experience (How you were innocent)</li> <li>• How can you define 'maturity'? Can we exactly say at what age you became mature?</li> <li>• Silent reading followed by loud reading, reading between the lines, questioning,</li> </ul>	The students will be able to: - <ul style="list-style-type: none"> <li>• Think, analyse and observe</li> <li>• Know how to identify rhyme scheme</li> <li>• Gain individuality</li> <li>• Differentiate between innocence and maturity</li> <li>• Respect different people</li> <li>• Appreciate poem</li> </ul>



Month No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	individual cease to be a child. He wonders whether it is the age or the stage when the young, unsullied mind learns to see through the adults' hypocrisy and identifies his own distinctiveness. Childhood disappears to hide itself in an infant's innocent expression. The poet further teaches us the values of self-belief, determination, self-learning and insight formation.			growing up, but it can't go on forever.' <ul style="list-style-type: none"> <li>Reference to Context:- <ul style="list-style-type: none"> <li>a) 'Where did my childhood go? It went to some forgotten place, that's hidden in an infant's face, that's all I know'</li> <li>i. What does the first line of stanza indicate?</li> <li>ii. How does the speaker feel about the loss of his childhood?</li> <li>iii. What is the mental state of the poet here?</li> </ul> </li> </ul>	interaction will be done <ul style="list-style-type: none"> <li>textual questions will be discussed</li> </ul>	<ul style="list-style-type: none"> <li>Learn where and when has the poet's childhood gone</li> <li>To recognize the purpose of human loss and the hidden pathos and nuances of the lines, correlating them with personal experiences- to build up didactics, empathy and sympathy with the loss of the speaker and the final resigned acceptance and optimism.</li> </ul>
<b>September</b> <b>Periods: -2</b> <b>TERM II</b>	<b>Hornbill: Poetry</b> <b>Father to Son</b>  The poem highlights a universal problem generation gap and the lack of communication between father and son. The father laments for not understanding his son and later the realization dawns upon him that they must live together. The grief of separation causes anger, but they make no efforts to make up the loss.	<ul style="list-style-type: none"> <li>NCERT eBook pdf</li> <li>Textbook</li> <li>Mind Map</li> <li>Vocabulary booklet</li> <li>Smart Board</li> <li>Extra marks Module</li> <li>PPT</li> <li>Handout</li> </ul>	Activity: <ul style="list-style-type: none"> <li>To tackle the situation as a problem-solving exercise: <ul style="list-style-type: none"> <li>i. identifying the problem</li> <li>ii. considering the options</li> <li>iii. weighing the pros and cons of each option</li> <li>iv. reaching an empathetic decision with the protagonist.</li> </ul> </li> </ul>	Express effectively (both verbal and written form) <ul style="list-style-type: none"> <li>Value relationship</li> <li>Confess and resolve conflicts</li> <li>Learn social norms</li> <li>Respect elders and their views</li> <li>Quiz related to the poem</li> </ul>	<ul style="list-style-type: none"> <li>A video will be shown on generation gap and students will be asked to enter a debate about generation gap.</li> <li>The teacher will keep on throwing statements related to reasons, consequences and ways to find solutions to the problem.</li> <li>Silent reading followed by loud reading and</li> </ul>	The students will be able to: - <ul style="list-style-type: none"> <li>Comprehend and appreciate poetry</li> <li>Learn new words</li> <li>Enhance understanding of literary devices</li> <li>Read with proper intonation and stress</li> <li>Express effectively (both verbal and written form)</li> <li>Value relationship</li> <li>Confess and resolve conflicts</li> <li>Learn social norms</li> </ul>

Month No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<p>explanation will be carried out.</p> <ul style="list-style-type: none"> <li>• Meaning and usage of new vocabulary will be carried out</li> <li>• Textual questions and exercises will be discussed.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect elders and their view</li> <li>• Understand the hidden pathos and nuances of a precious father-child relationships that is crumbling</li> <li>• Correlating with personal experiences- to build up didactics, empathy and sympathy with the loss of the father</li> </ul>
<p><b>August</b> <b>Periods: -2</b>  <b>TERM I</b></p>	<p><b>Hornbill: Poetry</b> <b>The Laburnum Top</b></p> <p>The poem “The Laburnum Top” by Ted Hughes describes the mutual relation between a Laburnum Tree and a goldfinch. Both of them are yellow in colour (the tree is yellow because of its flowers) and quite beautiful in appearance. The Laburnum Tree is beautiful, large but quite silent and getting naked because of winter. However, the bird, Goldfinch appears from the sky and soon the whole tree is surrounded by the sweet chirps of the bird and her young ones. It was previously dead and now it seems to</p>	<ul style="list-style-type: none"> <li>• NCERT eBook pdf</li> <li>• Textbook</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Smart Board</li> <li>• Extra marks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	<p>Writing task: -</p> <ul style="list-style-type: none"> <li>• Write four lines in verse form on any tree that you see around you.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments <ul style="list-style-type: none"> <li>i. Textual Questions</li> <li>ii. Extracts</li> <li>iii. Quiz related to the poem</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Meaning and usage of new vocabulary will be carried out</li> <li>• Silent reading followed by loud reading and explanation will be carried out.</li> <li>• Textual questions and exercises will be discussed</li> </ul>	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>• Apply the principles of literary criticism to the analysis of poetry</li> <li>• Broaden their vocabularies and to develop an appreciation of language and its connotations and denotations</li> <li>• Develop their own creativity</li> <li>• Enhance their writing skills</li> <li>• Enhance understanding of following literary devices: - <ul style="list-style-type: none"> <li>i. Alliteration: - “(S)eptember, (s)unlight”, “a (s)uddenness, a (s)tartlement”, “the whole (t)ree</li> </ul> </li> </ul>

Month No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	come alive and shaking until the bird flies away. Dead silence prevails.					<p>(t)rambles”, “(w)histle-chirrup (w)hispering.</p> <p>ii. Simile: “then sleek as a lizard”</p> <p>iii. Metaphor: “a machine starts up of chittering’s”, “the engine of her family”, “Her barred face identity mask”</p> <p>iv. Personification: “the whole tree trembles and thrills”.</p> <p>v. Transferred epithet: “Her barred face identity mask”.</p>
<p><b>October</b> <b>Period: - 4</b> <b>TERM II</b></p>	<p><b>Hornbill: Prose</b> <b>The Silk Road</b></p> <p>This article is a travelogue that presents a panoramic view of Mt. Kailash. It gives an account of a journey from gently rolling hills of Ravu to Mount Kailash. The narrator wanted to complete the kora at Mount Kailash. Lhamo gave him a long-sleeved sheep skin coat to keep him warmer. He hired Tsetan’s car and took</p>	<ul style="list-style-type: none"> <li>• NCERT eBook pdf</li> <li>• Textbook</li> <li>• Small video on ‘<i>Kailash Yatra</i>’</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Smart Board</li> <li>• Extra marks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	<p>Students will be asked to get information about geological formations from internet and discuss in the class</p>	<p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Textual Questions</li> <li>• Extracts</li> <li>• Quiz related to the Chapter</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning and usage of new vocabulary will be carried out</li> <li>• Silent reading followed by loud reading and explanation will be carried out.</li> <li>• Textual questions and exercises will be discussed</li> </ul>	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>• Apply the principles of literary criticism to the analysis of prose</li> <li>• Broaden their vocabularies and to develop an appreciation of language and its connotations and denotations</li> <li>• Develop their critical thinking skills</li> <li>• Develop a deeper appreciation of cultural diversity and life of hill folk</li> </ul>

Month No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	Daniel as companion for escorting him up to Darchen. He seems a lover of adventure who is not at all afraid of taking risks.					
<b>October</b> <b>Period: -5</b>  <b>TERM II</b>	<p><b>Hornbill: Prose</b> <b>The Adventure</b></p> <p>The story of The Adventure belongs to science fiction and hinges on a particular historical event. Professor Gangadhar Pant Gaitonde finds himself in a strange world. No doubt he is in Pune, but the facts do not agree with history. He decides to go to Bombay and consult history books. Bombay is not what he expected to find it. East India Company is still ruling there. According to the history known to him, the East India Company was wound up just after the events of 1857. He goes to the library and finds the answer. The events took a different course after the battle of Panipat. The Marathas had won the battle, not lost it.</p>	<ul style="list-style-type: none"> <li>• NCERT eBook pdf</li> <li>• Textbook</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Smart Board</li> <li>• Extra marks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	<p>Students will be asked to find about popular scientific theories: -</p> <ul style="list-style-type: none"> <li>• Quantum Theory</li> <li>• Theory of Relativity</li> <li>• Big Bang Theory</li> <li>• Theory of Evolution</li> </ul>	<p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Textual Questions</li> <li>• Extracts</li> <li>• Quiz related to the chapter</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning and usage of new vocabulary will be carried out</li> <li>• Silent reading followed by loud reading and explanation will be carried out.</li> <li>• Textual questions and exercises will be discussed</li> </ul>	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>• Apply the principles of literary criticism to the analysis of prose</li> <li>• Broaden their vocabularies and to develop an appreciation of language</li> <li>• Develop their critical thinking skills</li> <li>• note how the contrast between two thoughts or ideas is expressed in a sentence with the help of conjunctions</li> <li>• develop ability and knowledge required in order to engage in independent reflection and enquiry.</li> </ul>

Month No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
April Periods: -4  TERM I	<p><b>Snapshots:</b> <b>The Summer of the White Beautiful Horse:</b> The story is about the two boys and their desire to ride a horse. They were extremely poor and could not afford to buy one, so they stole a horse but as they belonged to the family who were known for their honesty, their conscience got pricked and they returned the horse back to its owner.</p>	<ul style="list-style-type: none"> <li>• NCERT eBook pdf</li> <li>• Textbook</li> <li>• Small video on '<i>Horse Riding</i>'</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Smart Board</li> <li>• Extra marks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	<p>The learners would be encouraged to apply the literal, interpretative and critical level in analyzing a short story. They would be able to determine the tone of a short story. They would be able to comprehend the irony hidden in the story. They will present it in form of a short synopsis in 100 words.</p>	<p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Comprehension questions: <ul style="list-style-type: none"> <li>i. What traits of Garoghlanian family are highlighted in the story?</li> <li>ii. Give an account of Mourad's joy ride?</li> <li>iii. How can you say that Mourad has a way with everything?</li> <li>iv. Comment on the role of Aram the narrator.</li> </ul> </li> <li>• Quiz related to the chapter</li> </ul>	<p><b>Pre-activity:</b></p> <ul style="list-style-type: none"> <li>• Rearrange the sentences to complete the story based on a similar theme.</li> <li>• Describe qualities of a horse.</li> </ul> <p>Post-activity:</p> <ul style="list-style-type: none"> <li>• Character Sketch of the different characters in the chapter.</li> <li>• Analyse the important incidents.</li> <li>• Textual questions will be discussed</li> </ul>	<p>The students will be able to</p> <ul style="list-style-type: none"> <li>• enhance vocabulary</li> <li>• enjoy humour</li> <li>• inculcate the values of respecting one's belief, honesty, confession, truth, faith, cultural values and sharing responsibility</li> <li>• To facilitate an attitude to become honest and trustworthy in thought and action, responsible cooperative, understanding and tolerance, respect for national identities in relation to other people - democratic citizenship. [global aim]. Recognize Marginalization.</li> <li>• find solutions to the unforeseen circumstances</li> </ul>
May Periods: 4  TERM I	<p><b>Snapshots:</b> <b>The Address</b> The chapter is a poignant account of a daughter who goes in search of her family's belongings after the Second World War. It is about when she finds them, the objects evoke memories of her earlier life. The chapter highlights on</p>	<ul style="list-style-type: none"> <li>• Small video on '<i>WWII: A Survivor's Tale</i>'</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Class reading with suitable expression and intonation</li> <li>• Smart Board</li> <li>• Extra marks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	<p>To facilitate making connections between similar situations in different storylines/life experiences the students will be asked to write an article on the video, '<i>WWII: A Survivor's Tale</i>'.</p>	<ul style="list-style-type: none"> <li>• Extra exercises – small answers, long answers and value-based answers will be discussed and written in the notes copy.</li> <li>• Group wise analysis of different situations in the chapter.</li> <li>• Assignment</li> <li>• Quiz related to the chapter</li> </ul>	<p>Activities:</p> <ul style="list-style-type: none"> <li>• Pre-activity: Sharing experience about the significance of articles/memories/people.</li> <li>• Introduction of characters</li> <li>• Theme and message</li> <li>• Exercises given in the book will be discussed</li> </ul>	<p>To enable the students-</p> <ul style="list-style-type: none"> <li>• to inculcate values like courage, empathy, sensitivity, critical thinking and maintaining relations.</li> <li>• to learn from past experiences.</li> <li>• to understand to forget the past and move ahead in life.</li> </ul>

Month No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	how she decides to leave all the belongings behind and resolves to move on.				and written in the notebook.	<ul style="list-style-type: none"> <li>to appreciate family members and family bonding.</li> <li>to value the with all that they are blessed with.</li> <li>develop the comprehension skill, analytical skill, language skill and thinking skill.</li> </ul>
August Periods:3  TERM I	<p><b>Snapshots:</b> <b>Ranga's Marriage</b> The chapter is a humorous narration and the plot is set in the village of Hosahalli. It is about Ranga, the accountant's son who returns to the village after he completes his studies in the city. It is about how impressed the narrator is by his values and tries to play match maker and gets him married to Ratna. The chapter highlights about city education, gradually changing mind set and adoption of English customs. It is about the people who were simple in the village, child marriage, superstitious, blind faith in astrology and horoscopes.</p>	<ul style="list-style-type: none"> <li>Small video on '<i>Aping an English Gentleman</i>'.</li> <li>Mind Map</li> <li>Vocabulary booklet</li> <li>Class reading with suitable expression and intonation</li> <li>Smart Board</li> <li>Extra marks Module</li> <li>PPT</li> <li>Handout</li> </ul>	Interactive session wherein the students would discuss on ' <i>The role of English in a man's life</i> ' on basis of the theme of the story.	<p>Extra exercises –</p> <ul style="list-style-type: none"> <li>small answers, long answers and value-based answers will be discussed and written in the notes copy.</li> <li>Extra questions based on the last five years papers will be discussed and written in the notes copy</li> <li>Assignment</li> <li>Quiz related to the chapter</li> </ul>	<p>Activities:</p> <ul style="list-style-type: none"> <li>Discussion about the importance of English language or English as a global language.</li> <li>Discussion on Importance of traditions followed in India.</li> <li>Introduction of characters</li> <li>Theme and message conveyed</li> <li>Loud reading of each paragraph followed by explanation and word meanings.</li> <li>Exercises given in the book will be discussed and written in the notebook.</li> </ul>	<p>To enable the students to-</p> <ul style="list-style-type: none"> <li>to inculcate values like courage, togetherness, empathy, appreciation, sensitivity and critical thinking.</li> <li>understand that the story brings out the conflict between tradition and modernity and shows how tradition is deep-rooted in our culture.</li> <li>to understand that tradition is deep rooted in our culture.</li> <li>to develop comprehension skill, analytical skill, language skills and thinking skill.</li> <li>realise the influence of the English language and Western culture in villages.</li> </ul>

Month No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
August Periods: -5 TERM I	<p><b>Snapshots:</b> <b>Mother's Day</b></p> <p>The play is a humorous portrayal of the status of the mother in a family. The humour springs from the unusual situation where the personalities of two ladies (Ms. Fitzgerald and Ms. Pearson) get exchanged. Their subsequent behaviour is in total contrast to the previous one is the powerful source of laughter.</p>	<ul style="list-style-type: none"> <li>• NCERT eBook pdf</li> <li>• Textbook</li> <li>• Small video on play '<i>Mother's Day</i>'.</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Smart Board</li> <li>• Extra marks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	<ul style="list-style-type: none"> <li>• A poem to be composed on '<i>My Mother's Daily Lessons</i>' after deliberation in the Class.</li> <li>• A Poster to be made on '<i>Mother's Role in the Family</i>'</li> </ul>	<p>Assignments</p> <ul style="list-style-type: none"> <li>• Comprehension questions</li> <li>• Textual exercises/ Character sketches <ul style="list-style-type: none"> <li>i. How does the play resolve the issue? Do you agree with the resolution?</li> <li>ii. Justify the title of the play.</li> <li>iii. Contrast the characters of Ms. Fitzgerald and Ms. Pearson after reading the play.</li> <li>iv. Husbands, sons, daughters should be taking notice of wives and mothers, not giving them orders and treating them like servants. Explain.</li> </ul> </li> <li>• Quiz related to the chapter</li> </ul>	<p>Activities</p> <ul style="list-style-type: none"> <li>• Class Discussion:- <ul style="list-style-type: none"> <li>i. Is drama a good medium for conveying a social message? Discuss</li> <li>ii. Mother works from morning till night catering to the needs of everyone. Do we ever realize that she too is a human being and needs rest? Share your views about the role of mother in your life.</li> <li>iii. Loud reading by the students taking on different roles from the chapter followed by explanation and discussion by the teacher.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To enable the students to: -</li> <li>• imbibe values like care and concern, empathy, compassion, respect for elders, belongingness and tolerance</li> <li>• understand the struggles and sacrifices of parents and to draw inspiration from them</li> <li>• strengthen the family bonding with sharing and solving problems</li> <li>• accept the members of the family without complaining</li> <li>• develop analytical skills, thinking skills, decision making, management skills, logical skills</li> <li>• realize the worth of sacrifice and struggles of parents</li> </ul>
September Period: -04 TERM II	<p><b>Snapshots:</b> <b>Albert Einstein at School</b></p> <p>This biography describes Einstein's clashes with his teachers, his stay as a paying guest, his noisy</p>	<ul style="list-style-type: none"> <li>• NCERT eBook pdf</li> <li>• Textbook</li> <li>• Small video on '<i>Albert Einstein's Advice to Young Minds</i>'.</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> </ul>	<p>Story Telling:</p> <ul style="list-style-type: none"> <li>• Students will be encouraged to find one story each on Albert Einstein and narrate it in class.</li> </ul>	<p>Assignments</p> <ul style="list-style-type: none"> <li>• Character sketches/ Textual questions</li> <li>• The school system often curbs individual talents. Discuss.</li> </ul>	<p>Activities</p> <ul style="list-style-type: none"> <li>• Warm up activity- Express your views on prevailing system of education.</li> <li>• Do you think that the teacher's role</li> </ul>	<p>To enable the students to</p> <ul style="list-style-type: none"> <li>-</li> <li>• gain insight into the attitude of various teachers towards Einstein</li> </ul>

Month No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	landlady, his securing a fake medical certificate to study in an Italian college and his expulsion from the school. It also describes the bitter experience of the great scientist at his own school in Germany and exposes the hollowness of school education in Germany	<ul style="list-style-type: none"> <li>• Smart Board</li> <li>• Extra marks Module</li> <li>• PPT</li> <li>• Video on <i>New Education Policy 2020</i> will be shown</li> </ul>	<ul style="list-style-type: none"> <li>• Rest of the class will find values reflected through the story.</li> </ul>	<ul style="list-style-type: none"> <li>• Albert felt the medical certificate almost burning a hole in his pocket. What does the author mean?</li> <li>• Quiz related to the chapter</li> </ul>	<p>should be primarily to make students think?</p> <ul style="list-style-type: none"> <li>• Incidents from the life of the great scientist</li> <li>• Loud reading followed by explanation and discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• know about Einstein's nature based on his conversation with various teachers</li> <li>• understand the difference between information gathering and insight formation</li> <li>• understand the struggles and conflicts faced by Einstein</li> <li>• know Einstein's theory of education 6. know that ideas matter rather than the facts</li> <li>• have an honest approach towards solving the problem</li> <li>• know various incidents from the life of the scientist</li> </ul>
<b>October</b> <b>Periods:04</b> <b>TERM II</b>	<p><b>Snapshots:</b> <b>Birth</b> The chapter is about an impressive story of a doctor's successful efforts to resuscitate the precious life of a newborn baby hopelessly given up as a still born child by an experienced mid-wife. It is about a young doctor's relentless efforts – determination, will</p>	<ul style="list-style-type: none"> <li>• NCERT eBook pdf</li> <li>• Textbook</li> <li>• Small video on '<i>Stillborn revived to life</i>'.</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Smart Board</li> <li>• Extra marks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	Poster Making on ' <i>Corona Warriors</i> ', highlighting the contribution of the Doctors and medical fraternity during the Pandemic.	Extra exercises – <ul style="list-style-type: none"> <li>• small answers, long answers and value-based answers will be discussed and written in the notebook.</li> <li>• Character sketches</li> <li>• Quiz related to the chapter</li> </ul>	Activities: <ul style="list-style-type: none"> <li>• Pre-activities:</li> <li>• Classroom discussion based on- <ol style="list-style-type: none"> <li>i. Advancements in Medical Science.</li> <li>ii. Sharing of experiences and knowledge based on situations, news, articles, movies etc.</li> </ol> </li> </ul>	The students will be able to- <ul style="list-style-type: none"> <li>• understand the sense of duty.</li> <li>• appreciate and accept the selfless service to mankind. realize and create a balance between the knowledge gained and practical approach.</li> <li>• interpret that the story hinges on the theme-</li> </ul>



Month No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	power, satisfaction, sense of achievement and fulfillment				iii. Noble profession of doctors and service to mankind. iv. Introduction of characters v. Theme and message conveyed. vi. Characters and incidents • Loud reading of each paragraph followed by explanation and word meanings.	never say die attitude and the precious gift of life which only God can grant, and a doctor can retrieve and restore • inculcate values like respect, being responsible, work for excellence, time management, commitment and determination, care and concern, humility, optimism, helping and tolerance.
<b>October</b> <b>Periods:03</b> <b>TERM II</b>	<b>Snapshots:</b> <b>The Tale of the Melon City</b> The poem is a humorous one about a just and peaceful but foolish king and his foolish subjects. It is about the atrocities of those in power and their blind followers. The poem is about the foolishness that creates problems for the king and his people as well. The Tale of the Melon City by Vikram Seth satirizes any government system that follows age-old traditions or being proud of beliefs and traditions too primitive.	<ul style="list-style-type: none"> <li>• NCERT eBook pdf</li> <li>• Textbook</li> <li>• Small video on play '<i>The Tale of the Melon City</i>'.</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Smart Board</li> <li>• Extra marks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	Research on the literary laureate Vikram Seth and relate the poem to one of his other poems.	<ul style="list-style-type: none"> <li>• Extra exercises – reference to context, short answers, long answers and value-based answers will be discussed and written in the notes copy.</li> <li>• Vocabulary and expressions will be given in the form of a Quiz.</li> <li>• Extra exercises based on reference to context, short answers, long answers, value-based answers and questions</li> <li>• Quiz related to the poem.</li> </ul>	Activities: <ul style="list-style-type: none"> <li>• Pre-activities: Classroom discussions based on - Examples of a kings and rulers.</li> <li>• Loud reading of the poem with voice intonation and modulation.</li> <li>• Theme and message will be explained and written in the notes copy.</li> <li>• Loud reading of each stanza and each line will be explained with word meanings, figures of speech and rhyming scheme.</li> </ul>	The students will :- <ul style="list-style-type: none"> <li>• Become aware of different situations and learn to deal them well.</li> <li>• realize that peace and liberty are the two strong factors for a state to flourish.</li> <li>• able to understand that the rulers of the state should be judicious and sensitive to the needs of the people.</li> <li>• to understand that the ruler of the state must understand the problems and needs of the people.</li> </ul>

Month No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	The Melon City represents any nation whose policies are based on superstitions, beliefs and age-old convictions. The king is said to be a placid (peace loving) one but soon we realize how hollow/ironic that claim is. He wished to establish peace by eliminating anyone who committed a trifle of mistake. Looking at the way he is passing orders to execute innocent people, we can easily get this. Looking at the way how the convicts escape the law, too, we can see how people benefited from the nation's policies.				<ul style="list-style-type: none"> <li>Summary of each stanza will be written in the notes copy.</li> <li>Exercises from the book will be discussed and written in the notes copy.</li> </ul>	<ul style="list-style-type: none"> <li>able to understand that if the principles of laissez-faire are allowed to flourish then there will be complete disorder.</li> <li>inculcate values like social connect, trust, co-operation, confidence, faith, respect and integrity, ability to fight against all odds.</li> <li>recognize the purpose of economy and the hidden satire, irony and pun in the nuances - to build up didactics on the role of democracy in a state.</li> </ul>
September Period:5  TERM II	<b>Snapshots:</b> <b>The Ghat of the Only World</b> This is a tribute by Amitav Ghosh penned in the memory of his close friend and famous Kashmiri poet, Agha Shahid Ali. Both were teaching in New York and met a year before Shahid learned about his brain tumour. Before his demise, he had requested	<ul style="list-style-type: none"> <li>NCERT eBook pdf</li> <li>Textbook</li> <li>Short video on Agha Shahid Ali Khan</li> <li>Video: Article 370, AFSPA followed by Period long class discussion on the above written</li> <li>You Tube Presentation: <i>Kashmir and current political and social status</i></li> <li>Vocabulary booklet</li> </ul>	<ul style="list-style-type: none"> <li>Wikipedia: Short biographical account of Shahid Ali and Amitav Ghosh' life and literary achievements</li> <li>A Class discussion on "<i>Terror and its manifestations</i>" w.r.t. Terrorism in India and Kashmir</li> </ul>	<ul style="list-style-type: none"> <li>Questions based on Text Studied.</li> <li>Reference to context extracts for greater clarity</li> <li>Long Answer Question for Writing Assignment and Discussion</li> <li>Quiz related to the poem.</li> </ul>	<ul style="list-style-type: none"> <li>The session would begin with an interactive session wherein the learners would interpret the title of the lesson.</li> <li>The background knowledge of the author and his works would be given.</li> <li>The facilitator would develop the chain of events, with TEXT sequence or</li> </ul>	The students will be able to:- <ul style="list-style-type: none"> <li>learn and understand core ethical values of Nationalism, Secularism and Patriotism</li> <li>inculcate values like respect, being responsible, work for excellence, time management, commitment and determination, care</li> </ul>

Month No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	Ghosh to write about him and immortalize him through his words.	<ul style="list-style-type: none"> <li>• Smart Board</li> <li>• Extra marks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>			discourse/spoken with reference to the educational and personal domains.	and concern, humility, optimism, helping and tolerance.
<p><b>Done Every Month</b></p> <p><b>Periods: 30</b></p>	<p><b>Writing Skills:-</b></p> <p><b>NOTE MAKING &amp; SUMMARIZING</b></p> <p>Note making is an important study skill.</p> <ul style="list-style-type: none"> <li>• It is an organization of main points for future use</li> <li>• Note making helps in keeping the information handy whenever we require</li> <li>• It helps in recollecting and recalling the past events said or heard</li> <li>• Assists in concentrating, understanding and provides a permanent record</li> <li>• Note making format helps a writer to go through bulky documents quicker and two-three related points can be combined into one point apart from changing the verbs to nouns</li> </ul>	<ul style="list-style-type: none"> <li>• PPT demonstrating the technique and art of note making.</li> <li>• Notemaking explained through notes.</li> <li>• Smart board</li> <li>• Extramarks module (Software)</li> <li>• BBC Worksheets</li> </ul>	Students will be encouraged to use Note Making in other subjects and then get the summaries checked by the respective subject teachers and submit the work as an assignment.	<ul style="list-style-type: none"> <li>• Assignment Handouts</li> <li>• Hornbill pg. 99 A new deal for old cities</li> <li>• Class Test</li> </ul>	<p><b>Group discussions,</b> writing skills</p> <ul style="list-style-type: none"> <li>• FORMAT.</li> <li>• INSTRUCTIONS.</li> <li>• HORNBILL – Pg.89, PHEASANTS.</li> <li>• HORNBILL – Pg 96, GREEN SAHARA</li> <li>• Hornbill,</li> <li>• support material in form of passages</li> <li>• English practice test materials</li> <li>• Mind Map</li> </ul>	<p>With detailed explanation of procedure and format students will be able to</p> <ul style="list-style-type: none"> <li>• make notes in the following Format: –</li> </ul> <p>Title (Main Idea)</p> <ol style="list-style-type: none"> <li>1. main point <ol style="list-style-type: none"> <li>1.1 sub point</li> <li>1.2</li> <li>1.3 (a) sub point (b)</li> </ol> </li> <li>2. Main point <ol style="list-style-type: none"> <li>2.1</li> <li>2.2</li> </ol> </li> </ol> <p>Key to abbreviations used Summary- 80-100 words</p> <ul style="list-style-type: none"> <li>• The learners would be able to differentiate between annotation, outline notes, column notes, mind maps and summary notes from a text.</li> <li>• They would be able to use the note taking suggestions to develop good notes based on classroom discussions</li> <li>• Learners will be able to identify the central/main point and supporting details, etc.,</li> </ul>

Month No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>• It helps in understanding a material if the notes are in own words</li> <li>• It distinguishes between main points and details</li> <li>• Summarising is the selection and paraphrasing of all-important information of the original source. The process involves the following steps: -               <ol style="list-style-type: none"> <li>i. underline important ideas</li> <li>ii. writing them down, abridging the verbs</li> <li>iii. avoiding examples, explanations, repetition</li> <li>iv. instead of nominalising the points the points are expanded into full sentences and linked with suitable connectors.</li> </ol> </li> </ul>					<ul style="list-style-type: none"> <li>• Students will be able to skim for main ideas and scan for details They will be able to</li> </ul>
<b>Done Every Month</b>	<b>Writing Skills: Poster</b>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Smart board</li> </ul>	<ul style="list-style-type: none"> <li>• Project</li> <li>i). Poster Making on</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on 'Poster Making'</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher will acquire and display several different</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on the message to be delivered.</li> </ul>

Month No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
Period:5		<ul style="list-style-type: none"> <li>• Extramarks module (Software)</li> <li>• BBC Worksheets</li> <li>• Visual presentation</li> </ul>	following topics for Drug Abuse, Tree Plantation, Organ Donation, etc. for all range of learners	<ul style="list-style-type: none"> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> <li>• A Class Test at the end</li> </ul>	<p>posters from various sources. Some examples may include: <i>Movie posters, Community events, Advertisements Campaign signs, Billboard pictures Full-page newspaper</i></p> <ul style="list-style-type: none"> <li>• Learners will brainstorm the purpose of posters.</li> <li>• (Student- Teacher Interaction)</li> <li>• Some responses may include: <ul style="list-style-type: none"> <li>-To get people's attention</li> <li>-To get people to do something</li> <li>-To give people information.</li> </ul> </li> <li>• The teacher would discuss and demonstrate the presentation stage, consolidation stage and the closing stage.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep the sequence well ordered.</li> <li>• Use graphs and images effectively.</li> <li>• Plan and organize a poster presentation.</li> <li>• Use spacing, margins, colours, and layout to maximize effectiveness and list information about their invention</li> </ul>
Done Every Month Period:6	<b>Writing Skills: Advertisement (commercial/ classified)</b>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Smart board</li> <li>• Extramarks module (Software)</li> <li>• BBC Worksheets</li> <li>• Visual presentation</li> <li>• Newspaper search</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Project</b></li> <li>i) Match the types of classified advertisement with the given description <a href="https://forms.office.com/Pages/ResponsePage.aspx?id=HruUp6xXyUu9_G_LpDqZR">https://forms.office.com/Pages/ResponsePage.aspx?id=HruUp6xXyUu9_G_LpDqZR</a></li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on Advertisement</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> <li>• Class Test at the end</li> </ul>	<ul style="list-style-type: none"> <li>• The format, rules, technique would be discussed with examples.</li> <li>• The usage of language would be taught and students would be assigned written tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Students will learn persuasive techniques used in advertising, specifically, pathos or emotion, logos or logic, and ethos or credibility/character.</li> <li>• They will use this knowledge to analyze</li> </ul>

Month No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			<a href="#">Q4cNxzSuy1Es6ViZzAyQ9UQkc5SVJINIIxNFI0WEtDM0k3NUU3SVNOTS4u</a> ii). Students will be given the task of Creating classified/display advertisement in pairs for various articles like soft drink, To-Let, Vehicle for Sale, etc.		<ul style="list-style-type: none"> <li>• A visual clipping of advertisements would be shown to the learners and they would interpret it through interaction. (student-student interaction)</li> <li>• The concept, format, style and purpose would be explained with examples.</li> </ul>	advertising in a variety of sources: print, television, and Web-based advertising. <ul style="list-style-type: none"> <li>• Students will also explore the concepts of demographics and marketing for a specific audience.</li> <li>• Convert one kind of sentence/clause into a different kind of structure as well as other items to exemplify stylistic variations.</li> </ul>
Done Every Month Periods: -6	<b>Writing Skills: Speech, Debate</b>	<ul style="list-style-type: none"> <li>• Extramarks module (Software)</li> <li>• Audio-Visual Class on great speeches</li> <li>• Sample Oxford Debates to be shown <a href="https://youtu.be/f7CW7S0zxv4">https://youtu.be/f7CW7S0zxv4</a></li> <li>• <a href="https://youtu.be/Lq0iua0r0KQ">https://youtu.be/Lq0iua0r0KQ</a></li> <li>• BBC Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Project</b> i) Student will be given the task of organizing Intra Class Debate. Group and pair activities like Declamation and Debates etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on: <b>Speech, Debate</b></li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions.</li> <li>• A Class Test at the end</li> </ul>	<ul style="list-style-type: none"> <li>• Session will focus on three vital parts of speech/ debate: i) Introduction ii) The Body iii) The Conclusion</li> </ul>	The learners will be able to:- <ul style="list-style-type: none"> <li>• They will be able to express opinions, facts, arguments in the form of speech or debates, using a variety of accurate sentence structures.</li> <li>• Differentiate between claims and realities, facts and opinions, form business opinions on the basis of latest trends available</li> <li>• Comprehend technical language as required in computer related fields, arrive at personal conclusion and logically comment on a given text specifically develop the</li> </ul>

Month No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						ability to be original and creative in interpreting opinion, develop the ability to be logically persuasive in defending one's opinion and making notes based on a text
<b>Done Every Month Periods: - 20</b>	<b>Grammar</b> <ul style="list-style-type: none"> <li>• Error Correction, editing tasks.</li> <li>• Re - ordering of sentences</li> <li>• Transformation of sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Map</li> <li>• BBC Compacta Worksheet</li> <li>• Smart Board</li> <li>• Extra marks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>		Worksheets will be given to the students to check their understanding.	Teacher will explain with the concepts with the help of online resources available online and grammar modules	Students will be able to edit their own sentences, paragraphs, and essays
June	<b>Revision, Exam and Assessment</b>					
September	<b>Revision, Exam and Assessment</b>					
November/ December	<b>Final Exam and Assessment</b>					

**PINEGROVE SCHOOL, DHARAMPUR**  
 Affiliation No. 630044; School Code: 43035  
**Annual Pedagogy Plan: Chemistry**  
**Class: XI SC**  
**Session 2023-24**

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Interdisciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
April 26	<b>Unit I</b> <b>Topic-</b> Some Basic Concepts of Chemistry <b>Sub-topics -</b> <ul style="list-style-type: none"> <li>• Role of chemistry in different spheres of life.</li> <li>• States of matter.</li> <li>• Classification of substances in to elements, compounds and mixtures.</li> <li>• SI base units and list some commonly used prefixes.</li> <li>• Use of scientific notations and perform simple mathematical operations on numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard</li> <li>• Chalk</li> <li>• Duster</li> <li>• Textbook</li> <li>• Video</li> <li>• PPT</li> <li>• Modules on Extra marks</li> <li>• Flow charts</li> <li>• Concept Maps</li> <li>• Chemistry notes</li> <li>• e-book</li> </ul>	<b>Interdisciplinary Linkage:</b> Math <b>Art integration:</b> Drawing flowcharts on matter and its types, Chemistry, and its branches <b>Practical's:</b> <ul style="list-style-type: none"> <li>• Basic Laboratory Techniques.</li> <li>• Cutting glass tube and glass rod.</li> <li>• Bending a glass tube.</li> <li>• Drawing out a glass jet</li> <li>• Boring a cork</li> </ul>	<ul style="list-style-type: none"> <li>• Notes of the chapter</li> <li>• Numerical of the topic's empirical formula, molecular formula, mole concept, limiting reagent, methods of expressing concentration, stoichiometric calculation.</li> <li>• Daily MCQ tests</li> <li>• Weekly testing</li> <li>• Case studies based written assignment.</li> <li>• Weekly assignment</li> <li>• Random oral testing daily</li> <li>• Notebook Evaluation</li> </ul>	<b>Developing knowledge of concept by:</b> <ul style="list-style-type: none"> <li>• The session would begin with an interaction on Chemistry, importance of chemistry and the way you deal it in everyday life. (Student Teacher Interaction)</li> <li>• The learners are told to use textbooks/ web resources to explore topics like</li> <li>• Role of chemistry in different spheres of life.</li> <li>• Ancient Chemistry vs Modern Chemistry.</li> </ul>	After going through this unit students will be able to Understand the – <ul style="list-style-type: none"> <li>• General Introduction: Importance and scope of chemistry .</li> <li>• Nature of matter, laws of chemical combination.</li> <li>• Dalton's atomic theory: concept of elements, atoms,</li> </ul>



	<ul style="list-style-type: none"> <li>• Difference between precision and accuracy.</li> <li>• Significant figures.</li> <li>• Conversion of physical quantities from one system of units to another.</li> <li>• Various laws of chemical combination.</li> <li>• Atomic mass, average atomic mass, molecular mass and formula mass.</li> <li>• Mole and molar mass.</li> <li>• Mass per cent of different elements constituting a compound.</li> <li>• Empirical formula and molecular formula for a compound from the given experimental data. Stoichiometric calculations solutions and correlate these with molar masses of the solutes.</li> </ul>				<ul style="list-style-type: none"> <li>• Issues which affect our environment.</li> <li>• Activity- After that they were told to compile the report and share with classmates on Team.</li> <li>• The facilitator will equip their knowledge with various ions and their charges and by providing fundamentals to solve numerical.</li> <li>• The facilitator would develop the chain of events with text book sequence by lecture method, flip method, brainstorming and discussion of Scoring Point.</li> </ul> <p><b>Videos-</b>To get the insight of the concept following videos were shown to students.</p> <p>Different states of matter, Laws of chemical combination, atomic and molecular masses and mole concept and basic techniques in</p>	<p>and molecules . Atomic and molecular masses.</p> <ul style="list-style-type: none"> <li>• Mole concept</li> <li>• Molar mass, percentage composition, empirical and molecular formula.</li> <li>• Chemical reactions, stoichiometry and calculations based on stoichiometry.</li> </ul> <p>• <b>Value Based Outcome:</b> Teaching the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc. through the practical.</p>
--	---	--	--	--	--	--

					<p>laboratory from extra mark and you tube.</p> <p><a href="https://youtu.be/kJ-6Qy05u_Q">https://youtu.be/kJ-6Qy05u_Q</a></p> <p><a href="https://youtu.be/Rb24Kfk25aw">https://youtu.be/Rb24Kfk25aw</a></p> <p><a href="https://youtu.be/6tt4Fv8SGZw">https://youtu.be/6tt4Fv8SGZw</a></p> <p><a href="https://youtu.be/22ZB0ZwvOsQ">https://youtu.be/22ZB0ZwvOsQ</a></p>	
	<p><b>Unit II</b> <b>Topic-</b> Structure of Atom</p> <ul style="list-style-type: none"> <li>• <b>Sub-topics-</b> Discovery of electron, proton and neutron and their characteristics.</li> <li>• Thomson, Rutherford, and Bohr atomic models.</li> <li>• Understanding of the important features of the quantum mechanical model of atom.</li> <li>• Understand nature of electromagnetic radiation and Planck's quantum theory.</li> <li>• Explain the photoelectric</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard</li> <li>• Chalk</li> <li>• Duster</li> <li>• Textbook</li> <li>• Video</li> <li>• PPT</li> <li>• Modules on Extra marks</li> <li>• Flow charts</li> <li>• Concept Maps</li> <li>• Chemistry notes</li> <li>• e-Book</li> </ul>	<p><b>Interdisciplinary Linkage:</b> Math's, Physics</p> <p><b>Diagrams:</b> Fig 2.9, 2.13, 2.14, 2.15, 2.17. (NCERT part 1)</p> <p><b>Art Integration:</b> Drawing structures of different orbitals, line spectra.</p> <p>Rutherford model, Bohr's model, atomic spectra</p> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>• Characterization and Purification of Chemical Substances</li> </ul> <p><b>Crystallization of impure sample of any one of the following:</b></p> <ul style="list-style-type: none"> <li>• Alum, Copper Sulphate, Benzoic Acid.</li> </ul>	<ul style="list-style-type: none"> <li>• Notes of the chapter</li> <li>• Numerical of the topics Bohr's model, Photoelectric effect, Plank's theory, Hydrogen spectrum, Heisenberg principle and de-Broglie equation.</li> <li>• Daily MCQ tests</li> <li>• Weekly testing</li> <li>• Case studies based written assignment.</li> <li>• Weekly assignment</li> <li>• Random oral testing daily</li> <li>• Notebook Evaluation</li> </ul>	<p><b>Dev eloping knowledge of concept by:</b></p> <ul style="list-style-type: none"> <li>• The session would begin with pre knowledge testing of class 9<sup>th</sup> on the topic's atom, atomic number and mass number.</li> <li>• The facilitator would develop the chain of events with text sequence by lecture method, flip method, brainstorming and discussion of Scoring Point.</li> </ul> <p><b>Videos-</b> To get the insight of the concept following videos were shown to students</p> <ul style="list-style-type: none"> <li>• Quantum numbers.</li> <li>• Shells, orbital have and sub shells.</li> <li>• Aufbau principle.</li> </ul>	<p>After going through this unit students will be able to Understand the concept of-</p> <ul style="list-style-type: none"> <li>• Bohr's model and its limitations.</li> <li>• Concept of shells and sub shells.</li> <li>• Dual nature of matter and light.</li> <li>• de -Broglie's relationship and Heisenberg uncertainty principle.</li> <li>• Concept of orbital's, quantum numbers.</li> <li>• Shapes of s, p and d orbitals.</li> <li>• Rules for filling electrons in orbital's -Aufbau principle, Pauli's exclusion principle and Hund's rule.</li> </ul>

	<p>effect and describe features of atomic spectra.</p> <ul style="list-style-type: none"> <li>State the de Broglie relation and Heisenberg uncertainty principle.</li> <li>Define an atomic orbital in terms of quantum numbers.</li> <li>State Aufbau principle, Pauli exclusion Principle and Hund's rule of maximum multiplicity.</li> <li>Write the electronic configurations of atoms</li> </ul>				<ul style="list-style-type: none"> <li>Hund's rule and Pauli's exclusion principle.</li> <li>Models of an atom</li> <li>Atomic spectra Hydrogen spectra and purification of copper sulphate and potash alum crystal.</li> </ul> <p><a href="https://youtu.be/Ewf7RIVNBSA">https://youtu.be/Ewf7RIVNBSA</a>  <a href="https://youtu.be/eO73DFqXr0A">https://youtu.be/eO73DFqXr0A</a></p> <p><a href="https://youtu.be/SAU-gptAFe0">https://youtu.be/SAU-gptAFe0</a></p> <p><a href="https://youtu.be/MwIFgPskW34">https://youtu.be/MwIFgPskW34</a></p>	<ul style="list-style-type: none"> <li>Electronic configuration of atoms.</li> <li>Stability of half-filled and filled orbitals.</li> <li><b>Value Based Outcome:</b> Teaching the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc. through the practical.</li> </ul>
<p><b>May 15</b></p>	<p><b>Unit III</b>  <b>Topic-</b> Classification of Elements and Periodicity in Properties.  <b>Sub-topics-</b></p> <ul style="list-style-type: none"> <li>Concept of grouping elements in accordance to their properties led to the development of Periodic Table.</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard</li> <li>Chalk</li> <li>Duster</li> <li>Textbook</li> <li>Video</li> <li>PPT</li> <li>Modules on Extra marks</li> <li>Flow charts</li> <li>Concept Maps</li> <li>Chemistry notes.</li> <li>Periodic table chart.</li> </ul>	<p><b>Interdisciplinary Linkage:</b> Inorganic Chemistry.  <b>Diagrams:</b> Fig 3.2, table 3.4, table 3.5, fig 3.4, 3.5, 3.6, 3.7.  <b>Practical:</b></p> <ul style="list-style-type: none"> <li>Revision of practical.</li> <li>Discussion of different topics to be used as investigatory projects.</li> </ul>	<ul style="list-style-type: none"> <li>Notes of the chapter</li> <li>Daily MCQ tests</li> <li>Weekly testing</li> <li>Weekly assignment</li> <li>Random oral testing daily</li> <li>Case studies based written assignment.</li> </ul>	<p><b>Developing knowledge of concept by:</b></p> <ul style="list-style-type: none"> <li>The session would begin with pre knowledge testing of class 10<sup>th</sup> on the topic's historical development of periodic table, Mendeleev periodic table and modern periodic table.</li> </ul>	<p>After going through this unit students will be able to Understand the concept of-</p> <ul style="list-style-type: none"> <li>Modern periodic law and the present form of periodic table.</li> <li>Periodic trends in properties of elements -</li> </ul>

	<ul style="list-style-type: none"> <li>• Understanding of the Periodic Law.</li> <li>• Understanding of the significance of atomic number and electronic configuration as the basis for periodic classification.</li> <li>• Naming of the elements with <math>Z &gt; 100</math> according to IUPAC nomenclature.</li> <li>• Classification of elements into s, p, d, f blocks and learning of their main characteristics.</li> <li>• Periodic trends in physical and chemical properties of elements compare the reactivity of elements and correlate it with their occurrence in nature.</li> <li>• Relationship between ionization enthalpy and metallic character.</li> <li>• Use of scientific vocabulary appropriately to</li> </ul>				<ul style="list-style-type: none"> <li>• The facilitator would develop the chain of events with text sequence by lecture method, flip method, brainstorming and discussion of Scoring Point.</li> <li>• Activity based learning-To get the knowledge of classification of elements some activities will be organized in the class.</li> </ul> <p><b>Videos</b> – To get the insight of the concept following videos were shown to students.</p> <p>Historical development of periodic table.  Demonstration of different type of radii using visual software  <a href="https://youtu.be/nGt_67Eqwdw">https://youtu.be/nGt_67Eqwdw</a> .</p> <p><a href="https://youtu.be/ogpW0B4m-Ns">https://youtu.be/ogpW0B4m-Ns</a></p>	<p>atomic radii, ionic radii, inert gas radii, Ionization enthalpy. Electron gain enthalpy. Electro negativity, valiancy.</p> <ul style="list-style-type: none"> <li>• Nomenclature of elements with atomic number greater than 100.</li> <li>• Trends in the modern periodic table.</li> <li>• <b>Practical Outcome</b> Students will be able to apply the knowledge of periodic table in real life with the help of case studies.</li> <li>• <b>Value Based Outcome:</b> Teaching the values like team spirit, coordination, cooperation,</li> </ul>
--	---	--	--	--	--	--

	communicate ideas related to certain important properties of atoms e.g., atomic/ionic radii, ionization enthalpy, electron gain enthalpy, electro negativity, valence of elements.					<ul style="list-style-type: none"> <li>Empathy, Mutual respect etc. through the project.</li> </ul>
<i>May/June</i>	<b>Revision/Unit-1 Exam/ Assessment/Summer Vacation</b>					
<b>July 25</b>	<b>Unit IV</b> <b>Topic-</b> Chemical Bonding and Molecular structure <b>Sub-topics-</b> <ul style="list-style-type: none"> <li>Kossel-Lewis approach to chemical bonding.</li> <li>Octet rule and its limitations.</li> <li>Lewis structures of simple molecules.</li> <li>Formation of different types of bonds.</li> <li>VSEPR theory and predict the geometry of simple molecules.</li> <li>Valence bond approach for the</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard</li> <li>Chalk</li> <li>Duster</li> <li>Textbook</li> <li>Video</li> <li>PPT</li> <li>Modules on Extra marks</li> <li>Flow charts</li> <li>Concept Maps</li> <li>Chemistry notes</li> </ul>	<b>Interdisciplinary Linkage:</b> Art <b>Diagrams:</b> Fig4.1, 4.2, 4.6, table: 4.6, 4.7, 4.8, Fig:4.7, 4.8, 4.9, 4.10, 4.14, 4.15, 4.18, 4.19, 4.20 (NCERT part 1) <b>Art Integration:</b> Drawing of formation of various bonds, Lewis structures, dipole moments of various molecules, structure of molecules and molecular orbital diagram of homoatomic molecules.	<ul style="list-style-type: none"> <li>Notes of the chapter</li> <li>Daily MCQ tests</li> <li>Weekly testing</li> <li>Weekly assignment</li> <li>Random oral testing daily</li> <li>Case studies based written assignment.</li> <li>Notebook Evaluation</li> </ul>	<b>Developing knowledge of concept by:</b> <ul style="list-style-type: none"> <li>The session would begin with pre knowledge testing of class 10<sup>th</sup> on the topic's octet rule, ionic bond and covalent bond.</li> <li>The facilitator would develop the concept of chapter by lecture method, flip method, brainstorming and discussion of Scoring Point.</li> <li>At the end of chapter recapitulation of the chapter with</li> </ul>	Students will be able to understand the concept of- <ul style="list-style-type: none"> <li>Valence electrons, ionic bond, covalent bond.</li> <li>Bond parameters.</li> <li>Lewis structure.</li> <li>Polar character of covalent bond.</li> <li>Covalent character of ionic bond.</li> <li>Valence bond theory.</li> <li>Resonance.</li> <li>Geometry of covalent molecules, VSEPR theory.</li> <li>Concept of hybridization</li> </ul>

	<p>formation of covalent bonds.</p> <ul style="list-style-type: none"> <li>• Directional properties of covalent bonds.</li> <li>• Different types of hybridization involving s, p and d orbital is and draw shapes of simple covalent molecules.</li> <li>• Molecular orbital theory of homonuclear diatomic molecules.</li> <li>• Hydrogen bond.</li> </ul>				<p>the help of flow charts.</p> <p><b>Videos-</b> Understanding of some important concepts by extra marks videos related to the topic.</p> <ul style="list-style-type: none"> <li>• Valence bond theory, VSEPR theory, hybridisation and molecular orbital theory.</li> </ul> <p><a href="https://youtu.be/e99iaUKsucc">https://youtu.be/e99iaUKsucc</a></p> <p><a href="https://youtu.be/8VBs_xf7yLs">https://youtu.be/8VBs_xf7yLs</a></p> <p><a href="https://youtu.be/fsHe4rxQHmA">https://youtu.be/fsHe4rxQHmA</a></p>	<p>involving s, p and d orbital's and shapes of some simple molecules.</p> <ul style="list-style-type: none"> <li>• Molecular orbital theory of homonuclear diatomic molecules (qualitative idea only).</li> <li>• Hydrogen bond.</li> </ul>
	<p><b>Unit VI</b> <b>Topic-</b> Chemical Thermo-dynamics <b>Sub-topics-</b></p> <ul style="list-style-type: none"> <li>• System and surroundings.</li> <li>• Types of system- close, open and isolated systems.</li> <li>• Internal energy, work and heat.</li> <li>• First law of thermodynamics and its</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard</li> <li>• Chalk</li> <li>• Duster</li> <li>• Textbook</li> <li>• Video</li> <li>• PPT</li> <li>• Modules on Extra marks</li> <li>• Flow charts</li> <li>• Concept Maps</li> <li>• Chemistry notes</li> </ul>	<p><b>Interdisciplinary Linkage:</b> Physics and Math's.</p> <p><b>Diagrams:</b> Fig 6.1, 6.2, 6.5, 6.7, 6.8(NCERT part 1)</p> <p><b>Art Integration:</b></p> <ul style="list-style-type: none"> <li>• Drawing Born Haber cycle.</li> </ul> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>• To study the heat of neutralization of</li> </ul>	<ul style="list-style-type: none"> <li>• Notes of the chapter</li> <li>• Numerical on all the topics of this chapters</li> <li>• Daily MCQ tests</li> <li>• Weekly testing</li> <li>• Weekly assignment</li> <li>• Random oral testing daily.</li> <li>• Case studies based written assignment.</li> <li>• Notebook Evaluation</li> </ul>	<p><b>Developing knowledge of concept by:</b></p> <ul style="list-style-type: none"> <li>• The teacher will do pre knowledge testing on the topics heat and work.</li> <li>• The teacher will keep on throwing statements related to reasons, consequences and ways to find</li> </ul>	<p>Students will be able to understand the concept of- Students will learn about:</p> <ul style="list-style-type: none"> <li>• Different types of system and processes</li> <li>• Properties of system, Work, Internal energy and their relationship</li> </ul>

	<p>mathematically expression.</p> <ul style="list-style-type: none"> <li>• Energy changes as work and heat contributions in chemical systems.</li> <li>• State functions: U, H.</li> <li>• Correlate <math>\Delta U</math> and <math>\Delta H</math>.</li> <li>• Measure experimentally <math>\Delta U</math> and <math>\Delta H</math>.</li> <li>• Define standard states for <math>\Delta H</math>.</li> <li>• Enthalpy changes for various types of reactions.</li> <li>• State and apply Hess's law of constant heat summation.</li> <li>• Extensive and intensive properties.</li> <li>• Spontaneous and non-spontaneous processes.</li> <li>• Entropy as a thermodynamic state function and apply it for spontaneity.</li> <li>• Gibbs energy change (<math>\Delta G</math>).</li> <li>• Relationship between <math>\Delta G</math> and spontaneity. <math>\Delta G</math> and</li> </ul>		<p>different acids and bases.</p> <p><b>Project:</b> Collect the data of the calorific values of all the fuels like coal, CNG, kerosene oil, LPG, petrol, Diesel, Hydrogen. And compare which one is the best fuel.</p>		<p>solutions to the Problem.</p> <ul style="list-style-type: none"> <li>• The facilitator would develop the concepts of the topics with textbook sequence by lecture method, flip method, brainstorming, discussion of scoring point and providing fundamentals to solve numerical.</li> <li>• In the end of chapter recapitulation of chapter with the help of flow charts.</li> </ul> <p><b>Videos-</b> To get the insight of the concept following videos were shown to students:  Video on the topics Introduction and basic concepts, bomb calorimeter, Hess's Law from you tube and Extra mark.  <a href="https://youtu.be/wtHi6kgA0-s">https://youtu.be/wtHi6kgA0-s</a>  <a href="https://youtu.be/wwJG2JVg6qM">https://youtu.be/wwJG2JVg6qM</a></p>	<ul style="list-style-type: none"> <li>• Types of work and heat capacities and its calculations</li> <li>• Enthalpy and its types</li> <li>• Hess law, Born Haber cycle</li> <li>• Spontaneity of a reaction using the concept of enthalpy and entropy and its calculations</li> <li>• Relationship between Gibbs free energy and equilibrium constant.</li> <li>• <b>Practical Outcome</b> Students will be able to apply the knowledge of laws of thermodynamics in real life with the help of case studies.</li> <li>• <b>Value Based Outcome:</b> Teaching the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc.</li> </ul>
--	---	--	---	--	---	--

	equilibrium constant.					through the project.
August 26	<p><b>Unit VIII</b> <b>Topic-</b> Redox Reactions <b>Sub-topics-</b></p> <ul style="list-style-type: none"> <li>Define the terms oxidation, reduction, oxidant (oxidizing agent) and reductant (reducing agent).</li> <li>Mechanism of Redox reactions by electron transfer process.</li> <li>Concept of oxidation number to identify oxidant and reductant in a reaction.</li> <li>Classify Redox reaction in to combination (synthesis), decomposition, displacement and disproportionation reactions.</li> <li>Comparative order among various reductants and oxidants.</li> <li>Balancing of chemical equations using (i) oxidation</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard</li> <li>Chalk</li> <li>Duster</li> <li>Textbook</li> <li>Video</li> <li>PPT</li> <li>Modules on Extra marks</li> <li>Flow charts</li> <li>Concept Maps</li> <li>Chemistry notes</li> <li>Internet</li> <li>Google</li> </ul>	<p><b>Interdisciplinary Linkage:</b> Physics and Math's. <b>Diagrams:</b> Fig 8.1, 8.2, 8.3 (NCERT part 1) <b>Art Integration:</b></p> <ul style="list-style-type: none"> <li>Drawing Electrochemical cell, Standard Hydrogen Electrode.</li> </ul> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>Qualitative Analysis(a) Determination of one anion and one cation in a given salt Cations-Pb<sup>2+</sup>, Cu<sup>2+</sup>, Al<sup>3+</sup>, Fe<sup>3+</sup>, Mn<sup>2+</sup>, Ni<sup>2+</sup>, Zn<sup>2+</sup>, Co<sup>2+</sup>, Ca<sup>2+</sup>, Sr<sup>2+</sup>, Ba<sup>2+</sup>, Mg<sup>2+</sup>, [NH<sub>4</sub>]<sup>+</sup> Anions – [CO<sub>3</sub>]<sup>2-</sup>, S<sup>2-</sup>, [SO<sub>3</sub>]<sup>2-</sup>, [SO<sub>4</sub>]<sup>2-</sup>, [NO<sub>3</sub>]<sup>-</sup>, Cl<sup>-</sup>, Br<sup>-</sup>, I<sup>-</sup>, [PO<sub>4</sub>]<sup>3-</sup>, [C<sub>2</sub>O<sub>4</sub>]<sup>2-</sup>, CH<sub>3</sub>COO<sup>-</sup> (Note: Insoluble salts excluded)(b) Detection of - Nitrogen, Sulphur, Chlorine in</li> </ul>	<ul style="list-style-type: none"> <li>Notes of the chapter</li> <li>Balancing of Redox reactions</li> <li>Calculation of oxidation number of different species</li> <li>Daily MCQ tests</li> <li>Weekly testing</li> <li>Weekly assignment</li> <li>Random oral testing daily</li> <li>Notebook Evaluation</li> </ul>	<p><b>Developing knowledge of concept by:</b></p> <ul style="list-style-type: none"> <li>The session would begin with pre knowledge testing of class 10<sup>th</sup> on the topic's oxidation and reduction.</li> <li>Making learners to develop their own understanding of the concept based on their experiences.</li> <li>The facilitator would develop the concepts of the topics with textbook sequence by lecture method, flip method, brainstorming, discussion of scoring point and providing fundamentals to solve numerical.</li> <li>In the end of chapter recapitulation of chapter with the help of flow charts.</li> </ul> <p><b>Videos</b> –To get better understanding of concepts following</p>	<p>Students will be able to understand the concept of-</p> <ul style="list-style-type: none"> <li>Concept of oxidation and reduction.</li> <li>Redox reactions, oxidation number.</li> <li>Balancing Redox reactions in terms of loss and gain of electrons and change in oxidation number.</li> <li>Applications of Redox reactions.</li> </ul> <p><b>Practical Outcome</b> Students will be able to apply the knowledge of oxidation, reduction, and redox reaction in real life with the help of case studies.</p>



	<p>number (ii) half reaction method.</p> <ul style="list-style-type: none"> <li>• Concept of Redox reactions in terms of electrode processes.</li> </ul>		organic compounds.		<p>videos were shown to the students:</p> <ul style="list-style-type: none"> <li>• Electrochemical cell.</li> <li>• Standard Hydrogen Electrode.</li> <li>• Practical related videos</li> </ul> <p><a href="https://youtu.be/gdrRSUdGUuI">https://youtu.be/gdrRSUdGUuI</a></p> <p><a href="https://youtu.be/thux-AVlrk4">https://youtu.be/thux-AVlrk4</a></p> <p><a href="https://youtu.be/gyxgVsXMYq0">https://youtu.be/gyxgVsXMYq0</a></p> <p><a href="https://youtu.be/TrMLXTw0528">https://youtu.be/TrMLXTw0528</a></p> <p><a href="https://youtu.be/kCKUZdq600">https://youtu.be/kCKUZdq600</a></p>	<ul style="list-style-type: none"> <li>• <b>Value Based Outcome:</b> Teaching the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc. through the practical.</li> </ul>
	<p><b>Unit VII</b> <b>Topic-</b> Equilibrium <b>Sub-topics-</b> Students will be able to –</p> <ul style="list-style-type: none"> <li>• Equilibrium in physical and chemical processes, dynamic nature of equilibrium.</li> <li>• Law of mass action, equilibrium constant</li> <li>• Factors affecting equilibrium- Le-Chatelier' principle.</li> <li>• Ionic equilibrium- ionization of acids</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard</li> <li>• Chalk</li> <li>• Duster</li> <li>• Textbook</li> <li>• Video</li> <li>• PPT</li> <li>• Modules on Extra marks</li> <li>• Flow charts</li> <li>• Concept Maps</li> <li>• Chemistry notes</li> <li>• E-book</li> </ul>	<p><b>Interdisciplinary Linkage:</b> Physics and Math's.</p> <p><b>Diagrams:</b> Fig 7.1, 7.2,7.3,7.4,7.5,7.6,7.7,7.8, 7.9,7.10,7.11,7.12( NCERT Part-1</p> <p><b>Art Integration:</b></p> <ul style="list-style-type: none"> <li>• Flow chart of Le- Chatelier 'principle showing the variation of equilibrium constant with T, P, V and catalyst.</li> </ul> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>• Practical on finding the pH</li> </ul>	<ul style="list-style-type: none"> <li>• Notes of the chapter</li> <li>• Numerical of the topics PH, solubility product, ionic product, solubility and hydrolysis of salts</li> <li>• Daily MCQ tests</li> <li>• Weekly testing</li> <li>• Weekly assignment</li> <li>• Random oral testing daily</li> <li>• Case studies based written assignment.</li> <li>• Notebook Evaluation</li> </ul>	<p><b>Developing knowledge of concept by:</b></p> <ul style="list-style-type: none"> <li>• The teacher will do introduction of the concept of equilibrium using daily life examples like see saw, balancing of the body on rope on circus etc. and explaining the concepts of physical and chemical equilibrium</li> <li>• The facilitator would develop the concepts of the topics with</li> </ul>	<p>Students will be able to understand the concept of-</p> <ul style="list-style-type: none"> <li>• Equilibrium in physical and chemical processes.</li> <li>• Dynamic nature of equilibrium.</li> <li>• Law of mass action.</li> <li>• Equilibrium constant, factors affecting equilibrium- Le Chatelier principle.</li> <li>• Ionic equilibrium- ionization of acids and bases, strong and weak</li> </ul>

	<p>and bases, strong and weak electrolytes</p> <ul style="list-style-type: none"> <li>• Degree of ionization, ionization of poly basic acids, acid strength.</li> <li>• Concept of pH, Henderson Equation,</li> <li>• Hydrolysis of salts (elementary idea).</li> <li>• Buffer solution, solubility product, common ion effect</li> </ul>		<p>of the different solution/ samples and compare their strength.</p>		<p>textbook sequence by lecture method, flip method, brainstorming, discussion of scoring point and providing fundamentals to solve numerical.</p> <ul style="list-style-type: none"> <li>• In the end of chapter recapitulation of chapter with the help of flow charts.</li> </ul> <p><b>Videos-</b> To get the insight of the concept following videos were shown to students:</p> <ul style="list-style-type: none"> <li>• Physical and chemical equilibrium, Lechleiter's principle, and ionization of the acids and base.</li> <li>• Practical  <a href="https://youtu.be/Vt4HQnhgPis">https://youtu.be/Vt4HQnhgPis</a>  <a href="https://youtu.be/Pv86-ThCao4">https://youtu.be/Pv86-ThCao4</a>   <a href="https://youtu.be/c7g0c59ZxH4">https://youtu.be/c7g0c59ZxH4</a></li> </ul>	<p>electrolytes, degree of ionization, ionization of poly basic acids, acid strength.</p> <ul style="list-style-type: none"> <li>• Concept of pH, Henderson Equation.</li> <li>• Hydrolysis of salts (elementary idea),</li> <li>• Buffer solution.</li> <li>• Solubility product.</li> <li>• Common ion effect (with illustrative examples)</li> <li>• <b>Practical Outcome</b> Students will be able to apply the knowledge of equilibrium in real life with the help of case studies.</li> <li>• <b>Value Based Outcome:</b> Teaching the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc. through the practical.</li> </ul>
--	---	--	---	--	---	---

<p>September 12</p>	<p><b>Unit XII</b> <b>Topic-</b> Organic Chemistry -Some Basic Principles and Techniques <b>Sub-topics-</b></p> <ul style="list-style-type: none"> <li>• General introduction of organic chemistry and organic compounds.</li> <li>• Methods of purification, qualitative and quantitative analysis.</li> <li>• Classification and IUPAC nomenclature of organic compounds.</li> <li>• Electronic displacements in a covalent bond: inductive effect, electromeric effect, resonance and hyper conjugation.</li> <li>• Hemolytic and heterolytic fission of a covalent bond: free radicals, carbocations, carbanions, electrophiles and nucleophiles.</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard</li> <li>• Chalk</li> <li>• Duster</li> <li>• Textbook</li> <li>• Video</li> <li>• PPT</li> <li>• Modules on Extra marks</li> <li>• Flow charts</li> <li>• Concept Maps</li> <li>• Chemistry notes</li> <li>•</li> </ul>	<p><b>Diagrams:</b></p> <ul style="list-style-type: none"> <li>• Fig 12.2., 12.3, 12.4, 12.5, 12.6, 12.7, 12.8, 12.9, 12.10, 12.11, 12.12, 12.13, 12.14, 12.15, 12.16, 12.17, 12.18 (NCERT Part-2)</li> </ul> <p><b>Art Integration:</b></p> <ul style="list-style-type: none"> <li>• Drawing flowcharts on organic compounds and types of isomerism.</li> </ul> <p><b>Practical: on Chromatography</b></p>	<ul style="list-style-type: none"> <li>• Notes of the chapter</li> <li>• Daily MCQ tests</li> <li>• Weekly testing</li> <li>• Weekly assignment</li> <li>• Random oral testing daily</li> <li>• Case studies based written assignment.</li> <li>• Notebook Evaluation</li> <li>•</li> </ul>	<p><b>Developing knowledge of concept by:</b></p> <ul style="list-style-type: none"> <li>• The session would begin with an interaction on organic compounds and importance of these compounds in our life. (Student Teacher Interaction)</li> <li>• The facilitator would develop the concepts of the topics with textbook sequence by lecture method, flip method, brainstorming, discussion of Scoring Point and providing fundamentals to write IUPAC names of the compounds.</li> <li>• In the end of chapter recapitulation of chapter with the help of flow charts.</li> <li>•</li> </ul>	<p>Students will be able to understand the concept of-</p> <ul style="list-style-type: none"> <li>• Reason for tetravalency of carbon and shapes of organic molecules.</li> <li>• Writing organic structures in different ways.</li> <li>• Classify the organic compound</li> <li>• IUPAC naming of the compounds</li> <li>• Understanding the concept of reaction mechanism.</li> <li>• Electron displacement concepts</li> <li>• Recognize the type of reactions</li> </ul>
-------------------------	--	--	---	---	---	---

	<ul style="list-style-type: none"> <li>Types of organic reactions.</li> </ul>					
September	<b>Revision/Unit-2 Exam/ Assessment</b>					
October 20	<p><b>Unit XIII</b> <b>Topic-</b> Hydrocarbon <b>Sub-topics-</b></p> <ul style="list-style-type: none"> <li>Classification of Hydrocarbons.</li> <li>Aliphatic hydrocarbons:</li> </ul> <p><b>Alkanes –</b></p> <ul style="list-style-type: none"> <li>Nomenclature, isomerism, conformation (ethane only), physical properties, chemical reactions including free radical mechanism of halogenations, combustion and pyrolysis.</li> </ul> <p><b>Alkenes –</b></p> <ul style="list-style-type: none"> <li>Nomenclature, structure of double bond (ethene), geometrical isomerism, physical properties, methods of preparation, chemical</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard</li> <li>Chalk</li> <li>Duster</li> <li>Textbook</li> <li>Video</li> <li>PPT</li> <li>Modules on Extra marks</li> <li>Flow charts</li> <li>Concept Maps</li> <li>Chemistry notes</li> <li>e-book</li> </ul>	<p><b>Art Integration:</b> Drawing different resonating structures of benzene.</p> <p><b>Diagrams:</b> Fig 13.1, 13.2, 13.3, 13.4, 13.5, 13.6, 13.7 (NCERT part 2)</p> <p><b>Practical:</b> To detect the different types of functional groups in organic compounds.</p> <p>To determine the melting and boiling point of the different organic compounds.</p>	<ul style="list-style-type: none"> <li>Notes of the chapter</li> <li>Daily MCQ tests</li> <li>Weekly testing</li> <li>Weekly assignment</li> <li>Random oral testing daily</li> <li>Case studies based written assignment.</li> <li>Notebook Evaluation</li> </ul>	<p><b>Developing knowledge of concept by:</b></p> <ul style="list-style-type: none"> <li>The teacher will do pre knowledge testing based on class 10<sup>th</sup> topics i.e. definition of saturated, unsaturated hydrocarbon and their general formula.</li> <li>The facilitator would develop the concepts of the topics with textbook sequence by lecture method, flip method, brainstorming, discussion of scoring point and providing fundamentals to write organic reactions.</li> <li>In the end of chapter recapitulation of chapter with the help of flow charts.</li> </ul>	<p>Students will be able to understand the concept of-</p> <ul style="list-style-type: none"> <li>IUPAC naming of the hydrocarbons and isomerism in them</li> <li>Learn about the various methods of preparation of hydrocarbons</li> <li>Distinguish between alkenes, alkenes and alkynes based upon the physical and chemical properties</li> <li>Drawing the different confirmations of ethane</li> <li>Predicting the product formation of unsymmetrical alkenes.</li> <li>Compare the structure of Benzene and explain the concept of aromaticity and electrophilic substitution</li> </ul>

	<p>reactions: addition of hydrogen, halogen, water, hydrogen halides (Markownikov's addition and peroxide effect), ozonolysis, oxidation, mechanism of electrophilic addition.</p> <p><b>Alkynes –</b></p> <ul style="list-style-type: none"> <li>• Nomenclature, structure of triple bond (ethyne), physical properties, methods of preparation, chemical reactions: acidic character of alkynes, addition reaction of - hydrogen, halogens, hydrogen halides and water.</li> </ul> <p><b>Aromatic Hydrocarbons:</b></p> <ul style="list-style-type: none"> <li>• Introduction, IUPAC nomenclature, benzene: resonance, aromaticity, chemical properties:</li> </ul>				<p><b>Videos –</b> To get better understanding of concepts following videos were shown to the students:</p> <ul style="list-style-type: none"> <li>• Confirmations of ethane</li> <li>• Isomerism</li> <li>• Sytzeff rule</li> <li>• electrophilic substitution on Benzene</li> <li>• Directive influence of the groups.</li> </ul> <p><a href="https://youtu.be/rN42U9qFj2c">https://youtu.be/rN42U9qFj2c</a>  <a href="https://youtu.be/2OJ2eBziEr0">https://youtu.be/2OJ2eBziEr0</a></p>	<p>reactions of benzene.</p> <ul style="list-style-type: none"> <li>• <b>Practical Outcome</b> Students will be able to apply the knowledge of Hydrocarbon in real life with the help of case studies.</li> <li>• <b>Value Based Outcome:</b> Teaching the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc. through the practical.</li> </ul>
--	---	--	--	--	---	---

	<p>mechanism of electrophilic substitution. Nitration, sulphonation, halogenations, Friedel Craft's alkylation and acylation, directive influence of functional group in mono substituted benzene. Carcinogenicity and toxicity.</p>					
<p><b>November/ December</b></p>	<p><b>Revision/Unit- Final Exam/ Assessment/ Term End</b></p>					

**ˆPINEGROVE SCHOOL, DHARAMPUR**  
 Affiliation No. 630044; School Code: 43035  
**Annual Pedagogy Plan: Physics**  
**Class: 11th**  
**Session 2023-24**

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written /MCQs /Quizzes/Tes ts)	Pedagogical Processes	Learning Outcomes
March (05)	<p><b>TOPIC:</b> Physical World</p> <p><b>SUB-TOPIC</b></p> <ul style="list-style-type: none"> <li>• Physics-scope and excitement</li> <li>• nature of physical laws</li> <li>• Physics, technology and society.</li> </ul>	<p><b>Video:</b></p> <ul style="list-style-type: none"> <li>• Physics scope and excitement</li> </ul> <ul style="list-style-type: none"> <li>• Chalk</li> <li>• Board</li> <li>• PPT</li> <li>• NCERT e - book</li> <li>• <i>Extramarks</i> modules</li> <li>• Active Inspire/White Board/Open Board</li> <li>• Digitizer</li> </ul>	<p><b>Interdisciplinary linkage: -</b></p> <ul style="list-style-type: none"> <li>• Technology</li> </ul> <p><b>Project:</b></p> <ul style="list-style-type: none"> <li>• Make a PPT on Physics , technology and society</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Motivation and Brain storming</b> Introduction of the concept. Questions would be asked to check previous idea of Physics.</li> <li>• <b>Interactive method/Group discussion</b> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</li> <li>• <b>Problem solving/ Inquiry method</b></li> <li>• <b>Real life examples</b></li> </ul>	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> <li>• Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</li> <li>• Have been exposed to different processes used in Physics-related industrial and technological applications.</li> <li>• Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills.</li> <li>• Develop problem solving abilities and creative thinking</li> </ul>

						<ul style="list-style-type: none"> <li>• Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines.</li> </ul> <p><b>Students will be able to</b></p> <ul style="list-style-type: none"> <li>• understand the scope of physics</li> <li>• appreciate the role of physics, in technology and society</li> </ul>
March /April	<p><b>TOPIC:</b> Units and Measurements</p> <p><b>SUB-TOPIC</b></p> <ul style="list-style-type: none"> <li>• Need for measurement</li> <li>• Units of measurement</li> <li>• systems of units</li> <li>• SI units</li> <li>• fundamental and derived units</li> <li>• Length, mass and time measurements</li> <li>• accuracy and precision of measuring instruments</li> <li>• errors in measurement</li> <li>• Significant figures.</li> <li>• Dimensions of physical</li> </ul>	<ul style="list-style-type: none"> <li>• Chalk</li> <li>• Board</li> <li>• PPT</li> <li>• NCERT e - book</li> <li>• <i>Extramarks</i> modules</li> <li>• Active Inspire/White Board/Open Board</li> <li>• Digitizer</li> </ul>	<p><b>Interdisciplinary Linkage:</b></p> <ul style="list-style-type: none"> <li>• Mathematics</li> </ul> <p><b>Diagrams:</b></p> <ul style="list-style-type: none"> <li>• Fig 2.1, 2.2, 2.3 (N.C.E.R.T Part 1)</li> </ul> <p><b>Art Integration:</b></p> <ul style="list-style-type: none"> <li>• Draw diagrams of ways of measurement of length and weight</li> </ul> <p><b>Practical</b></p> <ul style="list-style-type: none"> <li>• To measure diameter of a small spherical/cylindrical body and to measure internal diameter and depth of a given beaker/calorimeter using Vernier Callipers and hence find its volume.</li> <li>• To measure diameter of a given wire and thickness of a given sheet using screw gauge.</li> <li>• To determine volume of</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment to be given</li> <li>• Daily random oral testing</li> <li>• Written test</li> <li>• Quizzes (MCQs, one word, match the following, fill in the blanks)</li> <li>• Notebook correction</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Motivation and Brain storming</b> Introduction of the concept. Questions would be asked to check previous knowledge of Units and measurement.</li> <li>• <b>Lecture and discussion method</b> Meaning of errors and dimensions will be explained with the help of analogies.</li> <li>• <b>Simple to Complex</b> Beginning with basic and easier concepts, more</li> </ul>	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> <li>• Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</li> <li>• Have been exposed to different processes used in Physics-related industrial and technological applications.</li> <li>• Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills.</li> <li>• Develop problem solving abilities and creative thinking</li> <li>• Develop conceptual competence and make</li> </ul>



	<p>quantities,</p> <ul style="list-style-type: none"> <li>• Dimensional analysis and its applications.</li> </ul>		<p>an irregular lamina using screw gauge.</p> <ul style="list-style-type: none"> <li>• To determine radius of curvature of a given spherical surface by a spherometer</li> </ul>		<p>difficult/new concepts will be introduced subsequently</p> <ul style="list-style-type: none"> <li>• <b><u>Interactive method/Group discussion</u></b> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</li> <li>• <b><u>Problem solving/ Inquiry method</u></b> Providing basic knowledge to solve numerical problems.</li> <li>• <b><u>Explanation</u></b></li> <li>• <b><u>Real life examples</u></b></li> </ul>	<p>them realize and appreciate the interface of Physics with other disciplines.</p> <p><b>Students will be able to</b></p> <ul style="list-style-type: none"> <li>• Use fundamental and derived quantities of Physics.</li> <li>• Different types of measurement system of units and significance</li> <li>• understand about significant figures</li> <li>• Differentiate between accuracy and precision and classify error as systematic and random.</li> <li>• Derive dimensional formula of different quantities and explain application of dimensional analysis</li> </ul>
<p><b>April (22)</b></p>	<p><b><u>TOPIC:</u></b> <b>Motion in a Straight Line</b></p> <p><b><u>SUB-TOPIC</u></b></p> <ul style="list-style-type: none"> <li>• Frame of reference</li> <li>• Motion in a straight line</li> <li>• Position-time graph, speed, and velocity.</li> <li>• Elementary concepts of differentiation and integration for</li> </ul>	<p><b><u>Videos</u></b></p> <ul style="list-style-type: none"> <li>• Uniform and non-uniform motion</li> <li>• Distance and displacement.</li> <li>• Models</li> <li>• Pictures</li> <li>• Graphs</li> <li>• Chalk</li> <li>• Board</li> </ul>	<p><b><u>Interdisciplinary Linkage:</u></b></p> <ul style="list-style-type: none"> <li>• Mathematics</li> </ul> <p><b><u>Diagrams:</u></b></p> <ul style="list-style-type: none"> <li>• Fig 3.2,3.3,3.4, 3.6, 3.9, 3.10,3.16,3.17 (NCERT)</li> </ul> <p><b><u>Art Integration:</u></b></p> <ul style="list-style-type: none"> <li>• Draw velocity and position time graphs for acceleration</li> </ul> <p><b><u>Experiential learning</u></b></p> <ul style="list-style-type: none"> <li>• Providing examples of distance and</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment to be given</li> <li>• Daily random oral testing</li> <li>• Written test</li> <li>• Quizzes (MCQs, one word,</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Motivation and Brain storming</u></b> Introduction of the concept. Questions would be asked to check previous knowledge of speed and velocity.</li> <li>• <b><u>Lecture and discussion method</u></b> Meaning of</li> </ul>	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> <li>• Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</li> <li>• Have been exposed to different processes used in Physics-related industrial and technological applications.</li> </ul>

	describing motion <ul style="list-style-type: none"> <li>• uniform and non-uniform motion</li> <li>• average speed and instantaneous velocity</li> <li>• uniformly accelerated motion</li> <li>• velocity - time and position-time graphs.</li> <li>• Relations for uniformly accelerated motion (graphical treatment).</li> </ul>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• NCERT e - book</li> <li>• <i>Extramarks</i> modules</li> <li>• Active Inspire/ White Board/ Open Board</li> <li>• Digitizer</li> </ul>	displacement, uniform, and non-uniform motion from real life and where and why they are used. <ul style="list-style-type: none"> <li>• Use of speedometer (instantaneous velocity) and odometer (distance)</li> </ul>	match the following, fill in the blanks) <ul style="list-style-type: none"> <li>• Notebook correction</li> </ul>	differentiation will be explained with the help of analogies (reduced time span.) <ul style="list-style-type: none"> <li>• <b><u>Simple to Complex</u></b> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently</li> <li>• <b><u>Interactive method/Group discussion</u></b> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</li> <li>• <b><u>Problem solving/ Inquiry method</u></b> Providing basic knowledge to solve numerical problems.</li> <li>• <b><u>Explanation</u></b></li> <li>• <b><u>Real life examples</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills.</li> <li>• Develop problem solving abilities and creative thinking</li> <li>• Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines.</li> <li>• Learners will be able to understand the term motion as a relative term and classification of motion.</li> <li>• Learners will be able to differentiate between speed and velocity, uniform and non-uniform motion.</li> <li>• Learners will be able to understand the significance of three equations of motion in our daily life</li> </ul>
--	--	--	---	--	--	---

<p style="text-align: center;">April (22)</p>	<p><b>TOPIC:</b> <b>Motion in a Plane</b></p> <p><b>SUB-TOPIC</b></p> <ul style="list-style-type: none"> <li>• Scalar and vector quantities</li> <li>• position and displacement vectors</li> <li>• general vectors and their notations</li> <li>• equality of vectors</li> <li>• multiplication of vectors by a real number</li> <li>• addition and subtraction of vectors</li> <li>• relative velocity</li> <li>• Unit vector</li> <li>• resolution of a vector in a plane, rectangular components</li> <li>• Scalar and Vector product of vectors.</li> <li>• Motion in a plane, cases of uniform velocity and uniform acceleration</li> <li>• projectile motion</li> <li>• Uniform circular motion.</li> </ul>	<p><b>Video</b></p> <ul style="list-style-type: none"> <li>• Types of vectors</li> <li>• Relative velocity</li> <li>• Projectile motion</li> <li>• Models</li> <li>• pictures</li> <li>• Chalk</li> <li>• Board</li> <li>• PPT</li> <li>• NCERT e - book</li> <li>• <i>Extramarks</i> modules</li> <li>• Active Inspire/White Board/Open Board</li> <li>• Digitizer</li> </ul>	<p><b>Interdisciplinary Linkage:</b></p> <ul style="list-style-type: none"> <li>• Mathematics</li> </ul> <p><b>Diagrams:</b></p> <ul style="list-style-type: none"> <li>• Fig 4.6, 4.9, 4.10, 4.18 (NCERT)</li> </ul> <p><b>Art Integration:</b></p> <ul style="list-style-type: none"> <li>• Draw notation of all types of vectors and Draw diagram of projectile</li> </ul> <p><b>Practical: -</b></p> <ul style="list-style-type: none"> <li>• To verify law of vector addition using Grave's Sand apparatus.</li> </ul> <p><b>Experiential learning</b></p> <ul style="list-style-type: none"> <li>• Providing examples of flying of bird and sling Playing with Sling to hit the target. (laws of vector addition)</li> <li>• Games (Discuss throw, javelin throw to discuss projectile motion)</li> <li>• To study the variation of the range of a projectile with angle of projectile using protector and water stream.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment to be given</li> <li>• Daily random oral testing</li> <li>• Written test</li> <li>• Quizzes (MCQs, one word, match the following, fill in the blanks)</li> <li>• Notebook correction</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Motivation and Brain storming</b> Introduction of the concept. Questions would be asked to check previous knowledge of projectiles and circular motion.</li> <li>• <b>Lecture and discussion method</b> Meaning of vectors will be explained.</li> <li>• <b>Simple to Complex</b> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently</li> <li>• <b>Interactive method/Group discussion</b> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</li> </ul>	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> <li>• Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</li> <li>• Have been exposed to different processes used in Physics-related industrial and technological applications.</li> <li>• Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills.</li> <li>• Develop problem solving abilities and creative thinking</li> <li>• Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines.</li> <li>• Learners will be able to understand basics of Scalar and Vector quantities along with its Mathematical analysis (Addition, subtraction, Product, Resolution, Projection)</li> </ul>
---	--	--	---	---	---	---

					<ul style="list-style-type: none"> <li>• <b><u>Problem solving/ Inquiry method</u></b> Providing basic knowledge to solve numerical problems.</li> <li>• <b><u>Explanation</u></b></li> <li>• <b><u>Real life examples</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• Learners will be able to understand the concept of Projectile and its mathematical analysis (Parabolic path, Maximum height attained, Range, Time of flight, Resultant velocity) and will be able to correlate it to daily life situations.</li> </ul>
May (10)	<p><b><u>TOPIC:</u></b> <b>Laws of Motion</b></p> <p><b><u>SUB-TOPIC</u></b></p> <ul style="list-style-type: none"> <li>• Intuitive concept of force</li> <li>• Inertia</li> <li>• Newton's first law of motion</li> <li>• momentum and Newton's second law of motion</li> <li>• Impulse</li> <li>• Newton's third law of motion</li> <li>• Law of conservation of linear momentum and its applications.</li> <li>• Equilibrium of concurrent forces,</li> <li>• Static and kinetic friction</li> <li>• laws of friction,</li> </ul>	<p><b><u>Video:</u></b></p> <ul style="list-style-type: none"> <li>• Animation and videos on Conservation of momentum and its applications</li> <li>• Friction dynamics of circular motion</li> <li>• Newton's law</li> <li>• Models</li> <li>• Pictures</li> <li>• Chalk</li> <li>• Board</li> <li>• PPT</li> <li>• NCERT e - book</li> </ul>	<p><b><u>Interdisciplinary Linkage:</u></b></p> <ul style="list-style-type: none"> <li>• Mathematics</li> </ul> <p><b><u>Diagrams:</u></b></p> <ul style="list-style-type: none"> <li>• Fig 5.11, 5.12,5.14 (NCERT)</li> </ul> <p><b><u>Art Integration:</u></b></p> <ul style="list-style-type: none"> <li>• Draw diagrams of vertical e circular motion</li> </ul> <p><b><u>Practical: -</u></b></p> <ul style="list-style-type: none"> <li>• To study the relationship between force of limiting friction and normal reaction and to find the coefficient of friction between a block and a horizontal surface.</li> <li>• To find the downward force, along an inclined plane, acting on a roller due to gravitational pull of the earth and study its</li> </ul>	<ul style="list-style-type: none"> <li>• Daily random oral testing</li> <li>• Written test</li> <li>• Quizzes (MCQs, one word, match the following, fill in the blanks)</li> <li>• Notebook correction</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Motivation and Brain storming</u></b> Introduction of the concept. Questions would be asked to check previous knowledge of Newton's laws</li> <li>• <b><u>Lecture and discussion method</u></b> Meaning of impulse and friction will be explained with the help of analogies.</li> <li>• <b><u>Simple to Complex</u></b> Beginning with basic and easier concepts, more</li> </ul>	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> <li>• Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</li> <li>• Have been exposed to different processes used in Physics-related industrial and technological applications.</li> <li>• Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills.</li> <li>• Develop problem solving abilities and creative thinking</li> </ul>

	<ul style="list-style-type: none"> <li>rolling friction</li> <li>lubrication</li> <li>Dynamics of uniform circular motion</li> <li>Centripetal force,</li> <li>Examples of circular motion (vehicle on a level circular road, vehicle on a banked road).</li> </ul>	<ul style="list-style-type: none"> <li><i>Extramarks</i> modules</li> <li>Active Inspire/White Board/Open Board</li> <li>Digitizer</li> </ul>	<p>relationship with the angle of inclination (<math>\theta</math>)</p> <p><b><u>Experiential learning</u></b></p> <ul style="list-style-type: none"> <li>Providing examples of inertia, 2<sup>nd</sup> law and 3<sup>rd</sup> law of Newton (like a bowl full of water kept on the table suddenly pushed in forward direction .</li> <li>Field activities and toy rocket launch to understand Newton's laws and law of momentum</li> <li>Explanation of law of conservation of linear momentum using Carrom Board and coins.</li> </ul> <p><b><u>Project:-</u></b></p> <ul style="list-style-type: none"> <li>Rolling friction</li> </ul>		<p>difficult/new concepts will be introduced subsequently</p> <ul style="list-style-type: none"> <li><b><u>Interactive method/Group discussion</u></b> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</li> <li><b><u>Problem solving/ Inquiry method</u></b> Providing basic knowledge to solve numerical problems.</li> <li><b><u>Explanation</u></b></li> <li><b><u>Real life examples</u></b></li> </ul>	<ul style="list-style-type: none"> <li>Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines.</li> <li>Learners will be able to understand the Concept of Conservation of momentum and its applications.</li> <li>Learners will be able to understand the Concept of concurrent forces and dynamics of circular motion and can correlate it to daily life situations.</li> </ul>
July (20)	<p><b><u>TOPIC:</u></b> <b>Work, Energy and Power</b></p> <p><b><u>SUB-TOPIC</u></b></p> <ul style="list-style-type: none"> <li>Work done by a constant force and a variable force</li> <li>kinetic energy</li> <li>work energy theorem</li> </ul>	<p><b><u>Video</u></b></p> <ul style="list-style-type: none"> <li>Conservation of mechanical energy</li> <li>Collisions and its types.</li> </ul>	<p><b><u>Interdisciplinary Linkage:</u></b></p> <ul style="list-style-type: none"> <li>Mathematics</li> </ul> <p><b><u>Diagrams:</u></b></p> <ul style="list-style-type: none"> <li>Fig 6.1, 6.3,6.7, 6.8, 6.9 (NCERT)</li> </ul> <p><b><u>Art Integration:</u></b></p> <ul style="list-style-type: none"> <li>Draw diagrams of potential energy of spring and conservative</li> </ul>	<ul style="list-style-type: none"> <li>Daily random oral testing</li> <li>Written test</li> <li>Quizzes (MCQs,</li> </ul>	<ul style="list-style-type: none"> <li><b><u>Motivation and Brain storming</u></b> Introduction of the concept. Questions would be asked to check previous knowledge of Work and energy.</li> </ul>	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> <li>Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</li> <li>Have been exposed to different processes used in Physics-related</li> </ul>

	<ul style="list-style-type: none"> <li>• Power</li> <li>• Notion of potential energy</li> <li>• potential energy of a spring</li> <li>• conservative forces</li> <li>• conservation of mechanical energy (kinetic and potential energies)</li> <li>• non-conservative forces</li> <li>• motion in a vertical circle</li> <li>• Elastic and inelastic collisions in one and two dimensions.</li> </ul>	<ul style="list-style-type: none"> <li>• Actual objects (spring)</li> <li>• Models</li> <li>• Pictures</li> <li>• Chalk</li> <li>• Board</li> <li>• PPT</li> <li>• NCERT e - book</li> <li>• <i>Extramarks</i> modules</li> <li>• Active Inspire/White Board/Open Board</li> <li>• Digitizer</li> </ul>	<p>forces, motion in a vertical circle, Elastic and inelastic collisions in one and two dimensions</p> <p><b><u>Experiential learning</u></b></p> <ul style="list-style-type: none"> <li>• Game (to rotate bucket of water in vertical circle.)</li> <li>• Activity to show the conservation of mechanical energy</li> </ul>	<p>one word, match the following , fill in the blanks)</p> <ul style="list-style-type: none"> <li>• Notebook correction</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Lecture and discussion method</u></b> Meaning of work energy theorem will be explained with the help of analogies.</li> <li>• <b><u>Simple to Complex</u></b> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently</li> <li>• <b><u>Interactive method/Group discussion</u></b> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</li> <li>• <b><u>Problem solving/ Inquiry method</u></b> Providing basic knowledge to solve numerical problems.</li> <li>• <b><u>Explanation</u></b></li> <li>• <b><u>Real life examples</u></b></li> </ul>	<p>industrial and technological applications.</p> <ul style="list-style-type: none"> <li>• Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills.</li> <li>• Develop problem solving abilities and creative thinking</li> <li>• Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines.</li> <li>• Learners will be able to understand the Basic concept of work done and Classification of work.</li> <li>• Learners will be able to understand the Concept of mechanical energy, different forms energy and its conservation with necessary mathematical analysis.</li> <li>• Learners will be able to understand the Mechanical power</li> <li>• Learner will be able to Differentiate and understand Elastic and inelastic collisions in</li> </ul>
--	---	---	--	--	--	---

						one and two dimensions.
July (20)	<p><b>TOPIC:</b> <b>System of Particles and Rotational Motion</b></p> <p><b>SUB-TOPIC</b></p> <ul style="list-style-type: none"> <li>Centre of mass of a two-particle system</li> <li>momentum conservation and centre of mass motion</li> <li>Centre of mass of a rigid body</li> <li>Centre of mass of a uniform rod.</li> <li>Moment of a force</li> <li>Torque</li> <li>angular momentum</li> <li>Law of conservation of angular momentum and its applications.</li> <li>Equilibrium of rigid bodies</li> <li>rigid body rotation and equations of rotational motion</li> </ul>	<p><b>Videos</b></p> <ul style="list-style-type: none"> <li>Animation on law of conservation of angular momentum</li> <li>Moment of Inertia</li> <li>Actual objects (Scale, weighing scale)</li> <li>Models</li> <li>pictures</li> <li>chalk</li> <li>board</li> <li>PPT</li> <li>NCERT e - book</li> <li><i>Extramarks</i> modules</li> <li>Active Inspire/White Board/Open Board</li> <li>Digitizer</li> </ul>	<p><b>Interdisciplinary Linkage:</b></p> <ul style="list-style-type: none"> <li>Mathematics</li> </ul> <p><b>Diagrams:</b></p> <ul style="list-style-type: none"> <li>Fig7.2, 7.14, 7.25, 7.1, 7.30,7.31, 7.32, 7.33,7.37 (NCERT)</li> </ul> <p><b>Art Integration:</b></p> <ul style="list-style-type: none"> <li>Draw diagrams of applications of moment of inertia, Equilibrium of rigid bodies, radius of gyration, parallel and perpendicular axes theorems</li> </ul> <p><b>Experiential learning</b></p> <ul style="list-style-type: none"> <li>Doing rough estimate of locating the centre of mass of different objects by keeping them on fingertip</li> <li>Game to design different types of situation to clear then concept of centre of mass.</li> <li>See-Saw to clear the concept of equilibrium</li> <li>Fly wheel (to demonstrate moment of inertia, angular</li> </ul>	<ul style="list-style-type: none"> <li>Daily random oral testing</li> <li>Written test</li> <li>Quizzes (MCQs, one word, match the following, fill in the blanks)</li> <li>Notebook correction</li> </ul>	<ul style="list-style-type: none"> <li><b>Motivation and Brain storming</b> Introduction of the concept. Questions would be asked to check previous experience of balance</li> <li><b>Lecture and discussion method</b> Meaning of centre of mass will be explained with the help of examples.</li> <li><b>Simple to Complex</b> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently</li> <li><b>Interactive method/Group discussion</b> Developing hypothesis by: Brainstorming, demonstration</li> </ul>	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> <li>Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</li> <li>Have been exposed to different processes used in Physics-related industrial and technological applications.</li> <li>Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills.</li> <li>Develop problem solving abilities and creative thinking</li> <li>Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines.</li> <li>Learners will be able to understand the concept of centre of mass and</li> </ul>

	<ul style="list-style-type: none"> <li>• Comparison of linear and rotational motions.</li> <li>• Moment of inertia</li> <li>• radius of gyration</li> <li>• Values of moments of inertia for simple geometrical objects (no derivation).</li> <li>• Statement of parallel and perpendicular axes theorems and their applications</li> </ul>		<p>momentum and gyroscopic precession.</p>		<p>and sharing of experiences.</p> <ul style="list-style-type: none"> <li>• <b><u>Problem solving/ Inquiry method</u></b> Providing basic knowledge to solve numerical problems.</li> <li>• <b><u>Explanation</u></b></li> <li>• <b><u>Real life examples</u></b></li> </ul>	<p>centre of gravity of a body.</p> <ul style="list-style-type: none"> <li>• Learners will be able to understand the Concept of Rotational Dynamics an equation of motion for rotating body.</li> <li>• Learners will be able to understand the Analogy between Kinematics and Rotational Dynamics.</li> </ul>
<p><b>August (25)</b></p>	<p><b><u>TOPIC:</u></b> <b>Gravitation</b></p> <p><b><u>SUB-TOPIC</u></b></p> <ul style="list-style-type: none"> <li>• Kepler's laws of planetary motion</li> <li>• Universal law of gravitation.</li> <li>• Acceleration due to gravity</li> <li>• Its variation with altitude and depth.</li> <li>• Gravitational potential energy</li> <li>• gravitational potential</li> <li>• escape velocity</li> </ul>	<p><b><u>Videos</u></b></p> <ul style="list-style-type: none"> <li>• launching of satellite</li> <li>• weightlessness</li> </ul> <p>• pictures</p> <ul style="list-style-type: none"> <li>• Chalk</li> <li>• Board</li> <li>• PPT</li> <li>• NCERT e - book</li> <li>• <i>Extramarks</i> modules</li> </ul> <p>• Active Inspire/White Board/Open Board</p>	<p><b><u>Interdisciplinary Linkage:</u></b></p> <ul style="list-style-type: none"> <li>• Mathematics</li> </ul> <p><b><u>Diagrams:</u></b></p> <ul style="list-style-type: none"> <li>• Fig 8.2, 8.7, 8.8, 8.11 (NCERT)</li> </ul> <p><b><u>Art Integration:</u></b></p> <ul style="list-style-type: none"> <li>• Draw diagrams to show how factors of acceleration due to gravity affected by height, depth and escape velocity</li> </ul> <p><b><u>Practical: -</u></b></p> <ul style="list-style-type: none"> <li>• To determine the mass of two different objects using a beam balance.</li> </ul> <p><b><u>Experiential learning</u></b></p>	<ul style="list-style-type: none"> <li>• Daily random oral testing</li> <li>• Written test</li> <li>• Quizzes (MCQs, one word, match the following, fill in the blanks)</li> <li>• Notebook correction</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Motivation and Brain storming</u></b> Introduction of the concept. Questions would be asked to check previous knowledge of gravity.</li> <li>• <b><u>Lecture and discussion method</u></b> Meaning of potential and field will be explained with the help of analogies.</li> </ul>	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> <li>• Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</li> <li>• Have been exposed to different processes used in Physics-related industrial and technological applications.</li> <li>• Be able to develop process-skills and experimental, observational, manipulative, decision</li> </ul>



	<ul style="list-style-type: none"> <li>orbital velocity of a satellite</li> <li>Geo-stationary satellites</li> </ul>	<ul style="list-style-type: none"> <li>Digitizer</li> </ul>	<ul style="list-style-type: none"> <li>Providing examples of artificial and natural satellites and their uses in daily life</li> <li>Principle of launching a satellite using a ball and different heights of throw.</li> </ul>		<ul style="list-style-type: none"> <li><b><u>Simple to Complex</u></b> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently</li> <li><b><u>Interactive method/Group discussion</u></b> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</li> <li><b><u>Problem solving/ Inquiry method</u></b> Providing basic knowledge to solve numerical problems.</li> <li><b><u>Explanation</u></b></li> <li><b><u>Real life examples</u></b></li> </ul>	<p>making and investigatory skills.</p> <ul style="list-style-type: none"> <li>Develop problem solving abilities and creative thinking</li> <li>Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines.</li> <li>Learners will be able to understand Concept of gravitational force between two bodies and its conservative nature</li> <li>Learners will be able to understand the Concept of variation of acceleration due gravity.</li> <li>Learners will be able to understand the type and uses of different types of satellites.</li> <li>Learners will be able to understand about escape and orbital velocity.</li> </ul>
<p>August (25)</p>	<p><b><u>TOPIC:</u></b> <b>Mechanical Properties of Solids</b></p> <p><b><u>SUB-TOPIC</u></b></p> <ul style="list-style-type: none"> <li>Elastic behavior</li> </ul>	<ul style="list-style-type: none"> <li>Actual objects (Searle's apparatus),</li> <li>Models</li> <li>Pictures</li> </ul>	<p><b><u>Interdisciplinary Linkage:</u></b></p> <ul style="list-style-type: none"> <li>Mathematics</li> </ul> <p><b><u>Diagrams:</u></b></p> <ul style="list-style-type: none"> <li>Fig 9.1, 9.2,9.3, 9.7 (NCERT)</li> </ul>	<ul style="list-style-type: none"> <li>Daily random oral testing</li> </ul>	<ul style="list-style-type: none"> <li><b><u>Motivation and Brain storming</u></b> Introduction of the concept. Questions would be asked to check</li> </ul>	<ul style="list-style-type: none"> <li>Learners will be able to understand Practicality of different types of Elastic module and Relation between stress and strain.</li> </ul>

	<ul style="list-style-type: none"> <li>Stress-strain relationship</li> <li>Hooke's law</li> <li>Young's modulus</li> <li>bulk modulus</li> <li>shear modulus of rigidity</li> <li>Poisson's ratio</li> <li>elastic energy</li> </ul>	<ul style="list-style-type: none"> <li>Chalk</li> <li>Board</li> <li>Graphs</li> <li>PPT</li> <li>NCERT e - book</li> <li><i>Extramarks</i> modules</li> <li><b>Videos</b></li> <li>Stress strain curve</li> <li>. Active Inspire/White Board/Open Board</li> <li>Digitizer</li> </ul>	<p><b><u>Art Integration:</u></b></p> <ul style="list-style-type: none"> <li>Draw graph to show the variation of stress v/s strain</li> </ul> <p><b><u>Experiential learning</u></b></p> <ul style="list-style-type: none"> <li>To verify hollow shaft is stronger than solid shaft</li> <li>To verify depth in girder should be more than width</li> </ul> <p><b><u>Practical: -</u></b></p> <ul style="list-style-type: none"> <li>To determine Young's modulus of elasticity of the material of a given wire</li> <li>To find the force constant of a helical spring by plotting a graph between load and extension</li> </ul>	<ul style="list-style-type: none"> <li>Written test</li> <li>Quizzes (MCQs, one word, match the following, fill in the blanks)</li> <li>Notebook correction</li> </ul>	<p>previous knowledge of elasticity.</p> <ul style="list-style-type: none"> <li><b><u>Lecture and discussion method</u></b> Meaning of elasticity in physics will be explained with the help of analogies.</li> <li><b><u>Simple to Complex</u></b> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently</li> <li><b><u>Interactive method/Group discussion</u></b> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</li> <li><b><u>Problem solving/ Inquiry method</u></b> Providing basic knowledge to solve numerical</li> </ul>	
--	--	--	---	--	--	--

					problems. <ul style="list-style-type: none"> <li>• <b><u>Explanation</u></b></li> <li>• <b><u>Real life examples</u></b></li> </ul>	
<p style="text-align: center;"><b>August (25)</b></p>	<p><b><u>TOPIC:</u></b> <b>Mechanical Properties of Fluids</b></p> <p><b><u>SUB-TOPIC</u></b></p> <ul style="list-style-type: none"> <li>• Pressure due to a fluid column</li> <li>• Pascal's law and its applications (hydraulic lift and hydraulic brakes)</li> <li>• Effect of gravity on fluid pressure.</li> <li>• Viscosity</li> <li>• Stokes' law</li> <li>• terminal velocity</li> <li>• streamline and turbulent flow</li> <li>• critical velocity</li> <li>• Bernoulli's theorem and its applications.</li> <li>• Surface energy and surface tension</li> <li>• angle of contact</li> <li>• excess of pressure across a curved surface</li> <li>• application of surface tension ideas to drops</li> </ul>	<p><b><u>Videos</u></b></p> <ul style="list-style-type: none"> <li>• Pascal's law</li> <li>• Viscosity</li> <li>• Streamline and turbulent flow,</li> <li>• Surface energy and Surface tension</li> <li>• Capillarity</li> </ul> <ul style="list-style-type: none"> <li>• Actual objects (water and soap, TT balls, balloons, ,hair dryer)</li> <li>• Models</li> <li>• pictures</li> <li>• Chalk</li> <li>• Board</li> <li>• PPT</li> <li>• NCERT e - book</li> <li>• <i>Extramarks</i> modules</li> </ul>	<p><b><u>Interdisciplinary Linkage:</u></b> Mathematics</p> <p><b><u>Diagrams:</u></b></p> <ul style="list-style-type: none"> <li>• Fig10.1,10.2,10.6,10.9,10.10,10.14,10.21 (NCERT)</li> </ul> <p><b><u>Art Integration:</u></b></p> <ul style="list-style-type: none"> <li>• Draw diagrams of Bernoulli's Theorem and angle of contact across a curved surface, streamline and turbulent flow, excess of pressure across a curved surface.</li> </ul> <p><b><u>Activity</u></b></p> <ul style="list-style-type: none"> <li>• Related to Pascal law</li> <li>• Related to Bernoulli's principle</li> <li>• Equation of Continuity</li> </ul> <p><b><u>Art Integration:</u></b> draw diagrams of</p> <ul style="list-style-type: none"> <li>• Fluid flow</li> <li>• Hydraulic break and lift</li> <li>• Ascent formula</li> <li>• Effect of g on fluid pressure</li> </ul>	<ul style="list-style-type: none"> <li>• Daily random oral testing</li> <li>• Written test</li> <li>• Quizzes (MCQs, one word, match the following, fill in the blanks)</li> <li>• Notebook correction</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Motivation and Brain storming</u></b> Introduction of the concept. Questions would be asked to check previous experience of fluids.</li> <li>• <b><u>Lecture and discussion method</u></b> Meaning of Viscosity will be explained with the help of analogies.</li> <li>• <b><u>Simple to Complex</u></b> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently</li> <li>• <b><u>Interactive method/Group discussion</u></b></li> </ul>	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> <li>• Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</li> <li>• Have been exposed to different processes used in Physics-related industrial and technological applications.</li> <li>• Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills.</li> <li>• Develop problem solving abilities and creative thinking</li> <li>• Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines.</li> </ul>

	<ul style="list-style-type: none"> <li>Bubbles and capillary rise.</li> </ul>	<ul style="list-style-type: none"> <li>Active Inspire/White Board/Open Board</li> <li>Digitizer</li> </ul> <p>Videos</p>	<ul style="list-style-type: none"> <li>Terminal velocity</li> </ul> <p><b><u>Practical.</u></b></p> <ul style="list-style-type: none"> <li>To determine the surface tension of water by capillary rise method.</li> <li>To determine the coefficient of viscosity of a given viscous liquid by measuring the terminal velocity of a given spherical body.</li> </ul> <p><b><u>Experiential Learning:-</u></b></p> <ul style="list-style-type: none"> <li>To show the membrane of water using soap solution and floating of pin</li> <li>Rise of water in capillary tube of sufficient and insufficient heights.</li> </ul>		<p>Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</p> <ul style="list-style-type: none"> <li><b><u>Problem solving/ Inquiry method</u></b> Providing basic knowledge to solve numerical problems.</li> <li><b><u>Explanation</u></b></li> <li><b><u>Real life examples</u></b></li> </ul>	<ul style="list-style-type: none"> <li>Learners will be able to understand Practicality of Fluid dynamics in real life(Pascal's Law, Bernoulli's theorem, Magnus Effect)</li> <li>Learners will be able to understand Concept of surface Tension and its applications in day to day life.</li> </ul>
September (10)	<p><b><u>TOPIC:</u></b> Thermal Properties of Matter</p> <p><b><u>SUB-TOPIC</u></b></p> <ul style="list-style-type: none"> <li>Heat</li> <li>Temperature</li> <li>thermal expansion</li> <li>thermal expansion of solids, liquids and gases,</li> <li>anomalous expansion of water</li> <li>specific heat capacity; Cp, Cv</li> </ul>	<p><b><u>Video</u></b></p> <ul style="list-style-type: none"> <li>Heat transfer and its types</li> <li>Blackbody radiation</li> <li>Greenhouse effect</li> <li>Actual objects(thermometer)</li> <li>Models</li> <li>pictures</li> <li>chalk</li> <li>board</li> <li>PPT</li> <li>NCERT e - book</li> </ul>		<ul style="list-style-type: none"> <li>Daily random oral testing</li> <li>Written test</li> <li>Quizzes (MCQs, one word, match the following, fill in the blanks)</li> </ul>	<ul style="list-style-type: none"> <li><b><u>Motivation and Brain storming</u></b> Introduction of the concept. Questions would be asked to check previous knowledge of heat and temperature.</li> <li><b><u>Lecture and discussion method</u></b> Meaning of Latent heat and specific heat will be explained with</li> </ul>	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> <li>Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</li> <li>Have been exposed to different processes used in Physics-related industrial and technological applications.</li> <li>Be able to develop process-skills and experimental, observational,</li> </ul>

	<ul style="list-style-type: none"> <li>–</li> <li>• calorimetry</li> <li>• change of state –</li> <li>• Latent heat capacity.</li> <li>• Heat transfer-conduction, convection and radiation</li> <li>• thermal conductivity</li> <li>• qualitative ideas of Blackbody radiation</li> <li>• Wein's displacement Law</li> <li>• Stefan's law</li> <li>• Greenhouse effect</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Extramarks</i> modules</li> <li>• Active Inspire/White Board/Open Board</li> <li>• Digitizer</li> </ul> <p>Videos</p>		<ul style="list-style-type: none"> <li>• Notebook correction</li> </ul>	<p>the help of examples.</p> <ul style="list-style-type: none"> <li>• <b><u>Simple to Complex</u></b> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently</li> <li>• <b><u>Interactive method/Group discussion</u></b> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</li> <li>• <b><u>Problem solving/ Inquiry method</u></b> Providing basic knowledge to solve numerical problems.</li> <li>• <b><u>Explanation</u></b></li> <li>• <b><u>Real life examples</u></b></li> </ul>	<p>manipulative, decision making and investigatory skills.</p> <ul style="list-style-type: none"> <li>• Develop problem solving abilities and creative thinking</li> <li>• Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines.</li> <li>• Learners will be able to understand the Different methods of heat transfer, Concept of thermal expansion and Laws of cooling</li> <li>• Learners will be able to understand the Concept and relation between different specific heat capacities</li> </ul>
	<p><b><u>TOPIC:</u></b> Thermodynamics</p>	<p><b><u>Video</u></b></p> <ul style="list-style-type: none"> <li>• Isothermal and</li> </ul>	<p><b><u>Interdisciplinary Linkage:</u></b></p>	<ul style="list-style-type: none"> <li>• Daily random oral testing</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Motivation and Brain storming</u></b> Introduction of</li> </ul>	<ul style="list-style-type: none"> <li>• Learners will be able to understand the Concept</li> </ul>

<p>October (24)</p>	<p><b><u>SUB-TOPIC</u></b></p> <ul style="list-style-type: none"> <li>• Thermal equilibrium</li> <li>• definition of temperature (zeroth law of thermodynamics)</li> <li>• Heat, work and internal energy.</li> <li>• First law of thermodynamics</li> <li>• Isothermal and adiabatic processes.</li> <li>• Second law of thermodynamics</li> <li>• reversible and irreversible processes</li> <li>• Heat engine and refrigerator.</li> </ul>	<p>Adiabatic processes</p> <ul style="list-style-type: none"> <li>• Heat engine and refrigerator</li> <li>• pictures</li> <li>• Chalk</li> <li>• Graphs</li> <li>• Board</li> <li>• PPT</li> <li>• NCERT e - book</li> <li>• <i>Extramarks</i> modules</li> <li>• Active Inspire/White Board/Open Board</li> <li>• Digitizer</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics and chemistry</li> </ul> <p><b><u>Diagrams:</u></b></p> <ul style="list-style-type: none"> <li>• Fig 12.4, 12.7,12.8, 12.10, 12.12</li> </ul> <p><b><u>Art Integration:</u></b></p> <ul style="list-style-type: none"> <li>• Draw diagrams of Carnot cycle and heat engine</li> </ul> <p><b><u>Experiential learning:-</u></b></p> <ul style="list-style-type: none"> <li>• To show the compressor of the refrigerator</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Quizzes (MCQs, one word, match the following, fill in the blanks)</li> <li>• Notebook correction</li> </ul>	<p>the concept. Questions would be asked to check previous knowledge of thermodynamics from experience.</p> <ul style="list-style-type: none"> <li>• <b><u>Lecture and discussion method</u></b> Meaning of Isothermal and adiabatic processes will be explained with the help of examples.</li> <li>• <b><u>Simple to Complex</u></b> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently</li> <li>• <b><u>Interactive method/Group discussion</u></b> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</li> </ul>	<p>of Heat, work, and Internal energy of the system.</p> <ul style="list-style-type: none"> <li>• Learners will be able to understand the Principle of Heat Engine and Refrigerator</li> </ul>
-------------------------	---	---	--	--	---	--

					<ul style="list-style-type: none"> <li>• <b><u>Problem solving/ Inquiry method</u></b> Providing basic knowledge to solve numerical problems.</li> <li>• <b><u>Explanation</u></b></li> <li>• <b><u>Real life examples</u></b></li> </ul>	
October (24)	<p><b><u>TOPIC:</u></b> <b>Kinetic Theory</b></p> <p><b><u>SUB-TOPIC</u></b></p> <ul style="list-style-type: none"> <li>• Equation of state of a perfect gas</li> <li>• Work done in compressing a gas.</li> <li>• Kinetic theory of gases - assumptions,</li> <li>• concept of pressure.</li> <li>• Kinetic interpretation of temperature</li> <li>• rms speed of gas molecules</li> <li>• degrees of freedom</li> <li>• law of equipartition of energy (statement only)</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Chalk</li> <li>• Board</li> <li>• PPT</li> <li>• NCERT e - book</li> <li>• <i>Extramarks</i> modules</li> <li>• Active Inspire/White Board/Open Board</li> <li>• Digitizer</li> </ul>	<p><b><u>Interdisciplinary Linkage:</u></b></p> <ul style="list-style-type: none"> <li>• Chemistry and Mathematics</li> </ul> <p><b><u>Practical: -</u></b></p> <ul style="list-style-type: none"> <li>• To study the variation in volume with pressure for a sample of air at constant temperature by plotting graphs between P and V, and between P and 1/V</li> </ul>	<ul style="list-style-type: none"> <li>• Daily random oral testing</li> <li>• Written test</li> <li>• Quizzes (MCQs, one word, match the following, fill in the blanks)</li> <li>• Notebook correction</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Motivation and Brain storming</u></b> Introduction of the concept. Questions would be asked to check previous knowledge of gases.</li> <li>• <b><u>Lecture and discussion method</u></b> Meaning of degrees of freedom will be explained.</li> <li>• <b><u>Simple to Complex</u></b> Beginning with basic and easier concepts, more difficult/new concepts will be</li> </ul>	<ul style="list-style-type: none"> <li>• Learners will be able to understand the concept of Pressure exerted by a gas on the walls of the container.</li> <li>• Learners will be able to understand degree of freedom and law of equipartition of energy</li> </ul>

	<p>and application to specific heat capacities of gases</p> <ul style="list-style-type: none"> <li>• concept of mean free path, Avogadro's number</li> </ul>				<p>introduced subsequently</p> <ul style="list-style-type: none"> <li>• <b><u>Interactive method/Group discussion</u></b> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</li> <li>• <b><u>Problem solving/ Inquiry method</u></b> Providing basic knowledge to solve numerical problems.</li> <li>• <b><u>Explanation</u></b></li> <li>• <b><u>Real life examples</u></b></li> </ul>	
November(10)	<p><b><u>TOPIC:</u></b> <b>Oscillations</b></p> <p><b><u>SUB-TOPIC</u></b></p> <ul style="list-style-type: none"> <li>• Periodic motion – time- frequency</li> <li>• displacement as a function of time</li> <li>• Periodic functions. Simple harmonic motion (S.H.M) and its equation</li> <li>• phase</li> </ul>	<p><b><u>Video</u></b></p> <ul style="list-style-type: none"> <li>• Free, forced and damped oscillations</li> <li>• Resonance,</li> <li>• SHM</li> <li>• Actual objects (Spring, simple pendulum)</li> </ul>	<p><b><u>Interdisciplinary Linkage:</u></b></p> <ul style="list-style-type: none"> <li>• Mathematics</li> </ul> <p><b><u>Art Integration:</u></b></p> <ul style="list-style-type: none"> <li>• Draw diagram of oscillation of loaded spring, SHM in circular motion</li> </ul> <p><b><u>Practical: -</u></b></p> <ul style="list-style-type: none"> <li>• Using a simple pendulum, plot L-T and L-T<sup>2</sup>graphs. Hence find</li> </ul>	<ul style="list-style-type: none"> <li>• Daily random oral testing</li> <li>• Written test</li> <li>• Quizzes (MCQs, one word,</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Motivation and Brain storming</u></b> Introduction of the concept. Questions would be asked to check previous knowledge of oscillations.</li> <li>• <b><u>Lecture and discussion method</u></b></li> </ul>	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> <li>• Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</li> <li>• Have been exposed to different processes used in Physics-related industrial and</li> </ul>



	<ul style="list-style-type: none"> <li>oscillations of a loaded spring-restoring force and force constant</li> <li>energy in S.H.M. Kinetic and potential energies</li> <li>Simple pendulum derivation of expression for its time-period.</li> <li>Free, forced and damped oscillations (qualitative ideas only)</li> <li>Resonance</li> </ul>	<ul style="list-style-type: none"> <li>Pictures</li> <li>Model</li> <li>Chalk</li> <li>Board</li> <li>PPT</li> <li>NCERT e - book</li> <li><i>Extramarks</i> modules</li> <li>Active Inspire/White Board/Open Board</li> <li>Digitizer</li> </ul>	<p>the effective length of a second's pendulum using appropriate graph.</p> <p><b><u>Activity:-</u></b> To show free, forced and damped oscillations using model.</p>	<p>match the following , fill in the blanks)</p> <ul style="list-style-type: none"> <li>Notebook correction</li> </ul>	<p>Meaning of SHM will be explained with the help of analogies.</p> <ul style="list-style-type: none"> <li><b><u>Simple to Complex</u></b> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently</li> <li><b><u>Interactive method/Group discussion</u></b> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</li> <li><b><u>Problem solving/ Inquiry method</u></b> Providing basic knowledge to solve numerical problems.</li> <li><b><u>Explanation</u></b></li> <li><b><u>Real life examples</u></b></li> </ul>	<p>technological applications.</p> <ul style="list-style-type: none"> <li>Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills.</li> <li>Develop problem solving abilities and creative thinking</li> <li>Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines.</li> <li>Learners will be able to understand the basic concept of generation of waves along with its Classification and Mathematical analysis and SHM.</li> <li>Learners will be able to understand the Concept of Different forms of energy possessed by a body executing SHM with its mathematical analysis.</li> <li>Learners will be able to understand the Concept of Resonance, free oscillations.</li> </ul>
--	--	---	---	--	--	--

<p>November(10)</p>	<p><b>TOPIC:</b> Waves</p> <p><b>SUB-TOPIC</b></p> <ul style="list-style-type: none"> <li>Wave motion</li> <li>Transverse and longitudinal waves</li> <li>speed of travelling wave</li> <li>displacement relation for a progressive wave</li> <li>principle of superposition of waves</li> <li>reflection of waves</li> <li>standing waves in strings and organ pipes</li> <li>fundamental mode and harmonics</li> <li>Beats</li> <li>Doppler effect.</li> </ul>	<p><b>Video</b></p> <ul style="list-style-type: none"> <li>Beats</li> <li>Standing waves</li> <li>Doppler effect.</li> <li>Actual objects (Rope)</li> <li>Models</li> <li>Pictures</li> <li>Chalk</li> <li>Board</li> <li>PPT</li> <li>NCERT e - book</li> <li>Extramarks modules</li> <li>Active Inspire/White Board/Open Board</li> <li>Digitizer</li> </ul>	<p><b>Interdisciplinary Linkage:</b></p> <ul style="list-style-type: none"> <li>Mathematics</li> </ul> <p><b>Diagrams:</b></p> <ul style="list-style-type: none"> <li>Fig 15.8,15.11,15.12, 15.13, 15.15.16</li> </ul> <p><b>Art Integration:</b></p> <ul style="list-style-type: none"> <li>Draw wave diagrams of superposition, standing waves modes and beats</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>to generate the waves with the help of string.</li> </ul> <p><b>Practical: -</b></p> <ul style="list-style-type: none"> <li>To study the relation between frequency and length of a given wire under constant tension using sonometer.</li> <li>To study the relation between the length of a given wire and tension for constant frequency using sonometer.</li> <li>To find the speed of sound in air at room temperature using a resonance tube by two resonance position</li> </ul> <p><b>Experiential Learning:-</b></p> <ul style="list-style-type: none"> <li>To show standing waves and different modes of vibration</li> </ul> <p><b>Project :-</b></p> <ul style="list-style-type: none"> <li>Doppler effect</li> </ul>	<ul style="list-style-type: none"> <li>Daily random oral testing</li> <li>Written test</li> <li>Quizzes (MCQs, one word, match the following, fill in the blanks)</li> <li>Notebook correction</li> <li>Daily random oral testing</li> <li>Written test</li> <li>Quizzes (MCQs, one word, match the following, fill in the blanks)</li> </ul>	<ul style="list-style-type: none"> <li><b>Motivation and Brain storming</b> Introduction of the concept. Questions would be asked to check previous knowledge of Waves.</li> <li><b>Lecture and discussion method</b> Meaning of modes and superposition will be explained.</li> <li><b>Simple to Complex</b> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently</li> <li><b>Interactive method/Group discussion</b> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</li> </ul>	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> <li>Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</li> <li>Have been exposed to different processes used in Physics-related industrial and technological applications.</li> <li>Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills.</li> <li>Develop problem solving abilities and creative thinking</li> <li>Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines.</li> <li>Learners will be able to understand the Mathematical analysis of waves along its basic parameters (Amplitude, Frequency and Phase)</li> <li>Learners will be able to understand the concept</li> </ul>
---------------------	--	--	---	---	---	--

				<ul style="list-style-type: none"> <li>• Notebook correction</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Problem solving/ Inquiry method</u></b> Providing basic knowledge to solve numerical problems.</li> <li>• <b><u>Explanation</u></b></li> <li>• <b><u>Real life examples</u></b></li> </ul>	<p>of reflection of waves along with concept of harmonics</p> <ul style="list-style-type: none"> <li>• Learners will be able to understand the Practicality in variation in frequency of sound due to relative motion between source and observer (Doppler's Effect)</li> </ul>
--	--	--	--	---	---	---

**PINEGROVE SCHOOL, DHARAMPUR**  
 Affiliation No. 630044; School Code: 43035  
**Annual Pedagogy Plan: MATHEMATICS**  
**Class: XI**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
March - April (13) TERM-I	<b>Topic/Chapter:</b> <b>Trigonometric Functions</b>	<ul style="list-style-type: none"> <li>NCERT textbook/E-book</li> <li>PPT</li> <li>Video on different types of Trigonometric Functions</li> <li>Modules on Extra marks</li> <li>Concept Maps</li> <li>Green Board</li> <li>Chalk</li> <li>Duster</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>Quiz: classroom interactive questioning session.</li> <li>Activity: To find the values of sine and cosine functions in second, third and fourth quadrants using their given values in the first quadrants.</li> <li>Concept Maps: On different values and identities.</li> </ul> <p><b>Inter disciplinary linkage with Physics</b> Graphical Representation of Trigonometric Function</p>	<ul style="list-style-type: none"> <li>MCQs</li> <li>Quizzes</li> <li>Weekly Written Test</li> <li>Daily random Oral testing</li> <li>Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Work with different trigonometric ratios and problems related to heights and distances to introduce the topic.</li> <li>To observe and discuss the conversion of degree measure to radian measure.</li> <li>Apply relevant results to calculate different problems of trigonometric functions.</li> </ul>	<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>Applies logical reasoning in conversion of radian into degree and vice versa.</li> <li>Able to understand the concept of positive and negative angles</li> <li>Identifies similarities and differences between domain and range of trigonometric functions and their graphs.</li> <li>Finds the solution of different types of questions using appropriate formulas.</li> </ul>
April (12) TERM -I	<b>Straight Lines</b>	<ul style="list-style-type: none"> <li>NCERT textbook/E-book</li> <li>PPT</li> <li>Video</li> <li>Modules on Extra marks</li> <li>Concept Maps</li> <li>Green Board</li> <li>Chalk</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>Quiz: classroom interactive questioning session</li> </ul> <p><b>Inter disciplinary linkage With Physics</b></p> <ul style="list-style-type: none"> <li>Straight lines made under <b>different</b> conditions.</li> </ul>	<ul style="list-style-type: none"> <li>MCQs</li> <li>Quizzes</li> <li>Weekly Written Test</li> <li>Daily random Oral testing</li> <li>Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Work with coordinate geometry and concept of simple geometry in our daily life to introduce the topic.</li> <li>To observe and discuss the various</li> </ul>	<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>identifies various forms of equations of a line: parallel to axis, point-slope form, slope-intercept form, two-point form, intercept form and normal form.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		<ul style="list-style-type: none"> <li>Duster</li> </ul>	<b>Art Integration:</b> <ul style="list-style-type: none"> <li>Diagram of different equations</li> </ul>		forms of the equation of line. <ul style="list-style-type: none"> <li>Draw and compare the graph of linear in equations under different conditions.</li> <li>discuss the proof of angle between two lines.</li> <li>apply relevant results to find the equation of line under various condition.</li> </ul>	<ul style="list-style-type: none"> <li>construct the equation of line under different conditions.</li> <li>identifies similarities and differences between various conditions given for a line.</li> <li>finds the solution of different types of questions using appropriate formulas.</li> </ul>
<b>April - May</b>  <b>(8)</b>  <b>TERM-I</b>	<b>Conic Section</b>	<ul style="list-style-type: none"> <li>NCERT textbook/E-book</li> <li>PPT</li> <li>Video</li> <li>Modules on Extra marks</li> <li>Concept Maps</li> <li>Green Board</li> <li>Chalk</li> <li>Duster</li> </ul>	<b>Experiential Learning</b> <ul style="list-style-type: none"> <li>Quiz: classroom interactive questioning session</li> <li>Activity: To construct different types of conic sections.</li> </ul> <b>Inter disciplinary linkage With Physics</b> <ul style="list-style-type: none"> <li>Explanation of Parabola, hyperbola, ellipse with the help of different equations</li> </ul> <b>Art Integration:</b> <ul style="list-style-type: none"> <li>Diagrams of parabola, hyperbola, and ellipse.</li> </ul>	<ul style="list-style-type: none"> <li>MCQs</li> <li>Quizzes</li> <li>Weekly Written Test</li> <li>Daily random Oral testing</li> <li>Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>By taking examples of various curves from our day-to-day life to introduce the topic.</li> <li>To observe and discuss various conic sections.</li> <li>Draw and compare the graphs. various conic sections under different conditions.</li> <li>apply relevant results to find the special cases of given conic section.</li> </ul>	<b>The Learner</b> <ul style="list-style-type: none"> <li>identifies concept of sections of a cone: circles, ellipse, parabola, hyperbola</li> <li>Applies logical reasoning in classifying different types of conic sections.</li> <li>Identifies similarities and differences between circles, ellipse, parabola, hyperbola.</li> <li>finds the solution of different types of questions using appropriate formulas.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
May (10) TERM - 1	Sequence and Series	<ul style="list-style-type: none"> <li>• NCERT textbook/E-book</li> <li>• PPT</li> <li>• Video</li> <li>• Modules on Extra marks</li> <li>• Concept Maps</li> <li>• Green Board</li> <li>• Chalk</li> <li>• Duster</li> </ul>	<b>Experiential Learning</b> <ul style="list-style-type: none"> <li>• Quiz: classroom interactive questioning session</li> <li>• Activity: To establish the formula for the sum of the cubes of first n natural numbers.</li> <li>• Concept Map: Based on pattern to remember the formulas.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• MCQs</li> <li>• Quizzes</li> <li>• Weekly Written Test</li> <li>• Daily random Oral testing</li> <li>• Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Work with different basic concepts of sequence &amp; series and A.P. to introduce the topic.</li> <li>• To observe and discuss the different series of AP and GP.</li> <li>• by mathematical riddles with different group of students to explain them A.P. and G.P.</li> <li>• discuss the proof of factorial notation.</li> <li>• apply relevant results to find the sum of given series.</li> </ul>	<b>The Learner</b> <ul style="list-style-type: none"> <li>• Applies logical reasoning in classifying AP and GP and using them in different situations.</li> <li>• able to understand the concept of GP.</li> <li>• Identifies similarities and differences between sequence and series, AP &amp; GP.</li> <li>• finds the solution of different types of questions using appropriate formulas.</li> <li>•</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
July (10) TERM -II	Limits and Derivatives	<ul style="list-style-type: none"> <li>NCERT textbook/E-book</li> <li>PPT</li> <li>Video</li> <li>Modules on Extra marks</li> <li>Concept Maps</li> <li>Green Board</li> <li>Chalk</li> <li>Duster</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>Quiz: classroom interactive questioning session</li> <li>Activity: To find analytically <math>\lim_{x \rightarrow a} f(x) = \frac{x^2 - a^2}{x - a}</math>.</li> </ul> <p><b>Inter disciplinary linkage With Physics</b></p> <ul style="list-style-type: none"> <li>Graphical Representation of limit and derivatives</li> </ul> <p><b>Art Integration</b></p> <ul style="list-style-type: none"> <li>Diagrams of different functions.</li> </ul>	<ul style="list-style-type: none"> <li>MCQs</li> <li>Quizzes</li> <li>Weekly Written Test</li> <li>Daily random Oral testing</li> </ul> <p>Notebook evaluation</p>	<ul style="list-style-type: none"> <li>Work with the concept of distance time graph to introduce the topic.</li> <li>To observe and discuss the concept of limit and continuity.</li> <li>plot and compare the graphs of different functions.</li> <li>discuss the proof of algebra of derivative of functions.</li> <li>apply relevant results to find the derivatives of polynomials and trigonometric functions.</li> </ul>	<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>able to understand the concept of derivative introduced as rate of change both as that of distance function and geometrically.</li> <li>identifies concept of limit and continuity.</li> <li>Identifies similarities and differences between limit, continuity and derivatives.</li> <li>finds the solution of different types of questions using appropriate formulas.</li> </ul>
July (10) TERM -II	Permutation and Combinations	<ul style="list-style-type: none"> <li>NCERT textbook/E-book</li> <li>PPT</li> <li>Video</li> <li>Modules on Extra marks</li> <li>Concept Maps</li> <li>Green Board</li> <li>Chalk</li> <li>Duster</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>Quiz: classroom interactive questioning session</li> <li>Activity: To find the number of ways in which three cards can be selected from the given five cards.</li> </ul>	<ul style="list-style-type: none"> <li>MCQs</li> <li>Quizzes</li> <li>Weekly Written Test</li> <li>Daily random Oral testing</li> </ul> <p>Notebook evaluation</p>	<ul style="list-style-type: none"> <li>Work with different number of digits to make different arrangements to introduce the topic.</li> <li>by playing a game with different group of students to explain them permutation and combination.</li> </ul>	<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>able to understand the concept of Fundamental principle of counting. Factorial n. (n!)</li> <li>Permutations and combinations.</li> <li>applies logical reasoning in classifying different types of permutation.</li> <li>Identifies similarities and differences between</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			<ul style="list-style-type: none"> <li>• Concept Map: To memories notations and formulas.</li> </ul>		<ul style="list-style-type: none"> <li>• discuss the proof of factorial notation.</li> <li>• apply relevant results to factorize the given factorials.</li> <li>• Developing hypothesis by: Real world learning, and study of logic and problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>permutation and combination.</li> <li>• Finds the solution of different types of questions using appropriate formulas.</li> </ul>
<b>July (8) TERM -I</b>	<b>Binomial Theorem</b>	<ul style="list-style-type: none"> <li>• NCERT textbook/E-book</li> <li>• PPT</li> <li>• Video</li> <li>• Modules on Extra marks</li> <li>• Concept Maps</li> <li>• Green Board</li> <li>• Chalk</li> <li>• Duster</li> </ul>	<p>Experiential Learning</p> <ul style="list-style-type: none"> <li>•Quiz: classroom interactive questioning session.</li> <li>•Activity: To construct a Pascal's triangle and to write binomial expansion for a given positive integral exponent.</li> <li>•Concept Map: Pascal's Triangle explained to remember expansion of binomial theorem.</li> </ul>	<ul style="list-style-type: none"> <li>• MCQs</li> <li>• Quizzes</li> <li>• Weekly Written Test</li> <li>• Daily random Oral testing</li> <li>• Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• By taking different examples of squares and cubes of binomials to introduce the topic.</li> <li>• To observe and discuss Binomial Theorem for Positive Integral Indices.</li> <li>• Explanation of Binomial Theorem with help of Pascal's Triangle.</li> <li>• Developing hypothesis by: Real world learning, and study of logic and problem solving.</li> </ul>	<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>• will be able to Understand the History, statement, and proof of the binomial theorem for positive integral indices.</li> <li>• relates the squares and cubes of binomials with binomial theorem.</li> <li>• applies logical reasoning in using Pascal's Triangle in different situations.</li> <li>• derives proof of Binomial theorem</li> <li>• Finds the solution of different types of questions using appropriate formulas.</li> </ul>



Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
August (10) TERM -I	Complex Numbers and Quadratic Equations	<ul style="list-style-type: none"> <li>NCERT textbook/E-book</li> <li>PPT</li> <li>Video</li> <li>Modules on Extra marks</li> <li>Concept Maps</li> <li>Green Board</li> <li>Chalk</li> <li>Duster</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>Quiz: classroom interactive questioning session</li> <li>Activity: To interpret geometrically the meaning of <math>i = \sqrt{-1}</math> and its integral powers.</li> </ul> <p><b>Inter disciplinary linkage With Physics</b></p> <ul style="list-style-type: none"> <li>Argand Plane and Polar Representation</li> </ul> <p><b>Art Integration:</b> Diagrams of Argand Plane and Polar Representation</p>	<ul style="list-style-type: none"> <li>MCQs</li> <li>Quizzes</li> <li>Weekly Written Test</li> <li>Daily random Oral testing</li> <li>Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Work with solution of different kinds quadratic equations to introduce the topic.</li> <li>To observe and discuss the imaginary roots of given equation.</li> <li>To facilitate in making mental estimation of different values of <math>i</math></li> <li>Apply relevant results to calculate different problems of Complex Numbers</li> </ul>	<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>able to understand the concept of need for complex numbers, especially <math>\sqrt{-1}</math>, to be motivated by inability to solve some of the quadratic equations.</li> <li>applies logical reasoning in classifying Argand Plane and Polar coordinates.</li> <li>finds the solution of different types of questions using appropriate formulas.</li> <li>derives proofs of the Modulus and the Conjugate of a complex number.</li> </ul>
August (8) TERM -II	Linear Inequalities	<ul style="list-style-type: none"> <li>NCERT textbook/E-book</li> <li>PPT</li> <li>Video</li> <li>Modules on Extra marks</li> <li>Concept Maps</li> <li>Green Board</li> <li>Chalk</li> <li>Duster</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>Quiz: classroom interactive questioning session</li> <li>Activity: To verify that the graph of a given inequality, <math>2x + 3y - 6 &lt; 0</math>, of the form <math>ax + by + c &lt; 0</math>,</li> </ul> <p><b>Art Integration</b></p> <ul style="list-style-type: none"> <li>Diagram:</li> </ul>	<ul style="list-style-type: none"> <li>MCQs</li> <li>Quizzes</li> <li>Weekly Written Test</li> <li>Daily random Oral testing</li> <li>Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Work with different kinds of algebraic equations and in equations of day-to-day life to introduce the topic.</li> <li>To observe and discuss the different numerical inequalities.</li> <li>Draw and compare the graph of linear equations in one and two variables.</li> </ul>	<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>Identifies the concept of Linear inequalities. Algebraic solutions of linear inequalities in one variable and their representation on the number line.</li> <li>apply the logic to identifies similarities and differences between different inequalities and their graphs.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			Graphical Representation of equations of lines and shaded portion according to given condition.		<ul style="list-style-type: none"> <li>Apply the relevant results to solve word problems related to day-to-day life.</li> </ul>	<ul style="list-style-type: none"> <li>able to draw different graphs of linear in equations.</li> <li>finds the solution of different types of questions using appropriate formulas.</li> </ul>
August (8) TERM -II	Introduction to 3 – D Geometry	<ul style="list-style-type: none"> <li>NCERT textbook/E-book</li> <li>PPT</li> <li>Video</li> <li>Modules on Extra marks</li> <li>Concept Maps</li> <li>Green Board</li> <li>Chalk</li> <li>Duster</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>Quiz: classroom interactive questioning session</li> <li>Model/project: Innovative models made by students in order to understand octants.</li> </ul> <p><b>Art Integration</b></p> <ul style="list-style-type: none"> <li>Diagrams of different octants.</li> </ul>	<ul style="list-style-type: none"> <li>MCQs</li> <li>Quizzes</li> <li>Weekly Written Test</li> <li>Daily random Oral testing</li> <li>Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Work with the concept of coordinate axes and coordinate plane to introduce the topic.</li> <li>To observe and discuss the various octants in three-dimensional geometry.</li> <li>plot and compare the given points on the graph.</li> <li>discuss the proof of distance formula and section formula.</li> <li>apply relevant results to find the distance between the points under various condition</li> </ul>	<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>able to understand the concept of Coordinate axes and coordinate planes in three dimensions.</li> <li>identifies concept of space and octant.</li> <li>Applies logical reasoning in classifying different octant.</li> <li>Identifies similarities and differences between different octants.</li> <li>finds the solution of different types of questions using appropriate formulas.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
August - Sep (10) TERM -II	Statistics	<ul style="list-style-type: none"> <li>NCERT textbook/E-book</li> <li>PPT</li> <li>Video</li> <li>Modules on Extra marks</li> <li>Concept Maps</li> <li>Green Board</li> <li>Chalk</li> <li>Duster</li> </ul>	<b>Experiential Learning</b> <ul style="list-style-type: none"> <li>Quiz: classroom interactive questioning session</li> <li>Project on different types of formulas.</li> <li>PPT/Slide show on different topics of statistics.</li> </ul>	<ul style="list-style-type: none"> <li>MCQs</li> <li>Quizzes</li> <li>Weekly Written Test</li> <li>Daily random Oral testing</li> <li>Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Work with the concept of mean and median of given data to introduce the topic.</li> <li>To observe and discuss the concept of standard deviation and variance.</li> <li>discuss the proof of standard deviation and variance.</li> <li>apply relevant results to find the standard deviation and variance of given data.</li> <li></li> </ul>	<b>The Learner</b> <ul style="list-style-type: none"> <li>will be able understand the concept of Measures of dispersion, Range, mean deviation, variance, and standard deviation.</li> <li>applies logical reasoning in classifying Variance and standard deviation.</li> <li>Identifies similarities and differences between different terms of statistics.</li> <li>finds the solution of different types of questions using appropriate formulas</li> </ul>
Sep (10) TERM-II	Probability	<ul style="list-style-type: none"> <li>NCERT textbook/E-book</li> <li>PPT</li> <li>Video</li> <li>Modules on Extra marks</li> <li>Concept Maps</li> <li>Green Board</li> <li>Chalk</li> <li>Duster</li> </ul>	<b>Experiential Learning</b> <ul style="list-style-type: none"> <li>Quiz: classroom interactive questioning session</li> <li>Activity: To write the sample space when a die is rolled ones, twice, ...</li> </ul> <b>Art Integration:</b>	<ul style="list-style-type: none"> <li>MCQs</li> <li>Quizzes</li> <li>Weekly Written Test</li> <li>Daily random Oral testing</li> <li>Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>by playing a game of playing cards with different group of students to introduce the topic.</li> <li>To observe and discuss various events and their sample space.</li> <li>compare the sample space of various</li> </ul>	<b>The Learner</b> <ul style="list-style-type: none"> <li>will be able to understand the concept of Random experiments; outcomes, sample spaces and Axiomatic (set theoretic) probability.</li> <li>identifies concept of axiomatic approach to probability.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			<ul style="list-style-type: none"> <li>Diagrams of different outcomes outcome a different experiment.</li> <li>Concept Map: For different types of objects and formulas.</li> </ul>		<ul style="list-style-type: none"> <li>events under different conditions.</li> <li>apply relevant results to find the probability of real-life situation.</li> </ul>	<ul style="list-style-type: none"> <li>Applies logical reasoning in classifying the occurrence of events.</li> <li>finds the solution of different types of questions using appropriate formulas.</li> </ul>
<b>Sep. (10) TERM - I</b>	<b>Topic/Chapter: Sets</b>	<ul style="list-style-type: none"> <li>NCERT textbook/ E - book</li> <li>PPT</li> <li>Modules on Extra marks</li> <li>Concept Maps</li> <li>Green Board</li> <li>Chalk</li> <li>Duster</li> <li>Video: different types of sets and Venn Diagrams</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>Quiz: classroom interactive questioning session.</li> <li>Activity: To represent set theoretic operations using Venn diagrams.</li> </ul> <p><b>Art Integration:</b></p> <ul style="list-style-type: none"> <li>Venn Diagrams for different kind of problems.</li> </ul>	<ul style="list-style-type: none"> <li>MCQs</li> <li>Quizzes</li> <li>Weekly Written Test</li> <li>Daily random Oral testing</li> <li>Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Work with different kind of collection, such as a pack of cards, a crowd of people, a cricket team to introduce the topic.</li> <li>To observe and discuss the different types of sets</li> <li>Draw and compare Venn Diagrams for different kind of problems.</li> </ul> <p>Apply the relevant results to solve word problems related to day to day life.</p>	<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>develops the idea of set from the earlier learnt concepts in Number System, geometry, etc.</li> <li>identifies/classifies relations between different sets.</li> <li>identifies similarities and differences among different types of sets using Venn diagrams.</li> <li>finds solution of different types of questions using appropriate formulae and apply them in real life situation.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
Sep -Oct (10) TERM -I	Relations and Functions	<ul style="list-style-type: none"> <li>NCERT textbook/E-book</li> <li>PPT</li> <li>Modules on Extra marks</li> <li>Concept Maps</li> <li>Green Board</li> <li>Chalk</li> <li>Duster</li> <li>Video:</li> <li>On different types of Function</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>Quiz: classroom interactive questioning session.</li> <li>Activity: To identify a relation and a function.</li> </ul> <p><b>Art Integration:</b></p> <ul style="list-style-type: none"> <li>Diagram on different types of functions</li> </ul>	<ul style="list-style-type: none"> <li>MCQs</li> <li>Quizzes</li> <li>Weekly Written Test</li> <li>Daily random Oral testing</li> <li>Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>By taking different kind of sets such as set of colors or set of different objects to introduce the topic.</li> <li>To observe and discuss different types of functions</li> <li>Explanation of some functions with help of their graphs</li> <li>Developing hypothesis by: Real world learning, and study of logic and problem solving.</li> </ul>	<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>applies logical reasoning in classifying different type of relations and functions.</li> <li>understand the concept of ordered pairs, Cartesian product of sets.</li> <li>Identifies the similarities and differences between relations and functions.</li> </ul> <p>Construct graphically different types of functions</p>
Oct (5)	Principle of Mathematical Induction	<ul style="list-style-type: none"> <li>NCERT textbook/E-book</li> <li>PPT</li> <li>Video</li> <li>Modules on Extra marks</li> <li>Concept Maps</li> <li>Green Board</li> <li>Chalk</li> <li>Duster</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>Quiz: classroom interactive questioning session</li> <li>Activity: To establish the formula for the sum of the cubes of first n natural numbers.</li> </ul>	<ul style="list-style-type: none"> <li>MCQs</li> <li>Quizzes</li> <li>Weekly Written Test</li> <li>Daily random Oral testing</li> <li>Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>By taking example of sum of n positive integers to introduce the given topic.</li> <li>Inductive method and deductive method were introduced by taking examples of relations and different numbers.</li> <li>To observe and discuss the steps involved in the process of Principal of Mathematical induction.</li> </ul>	<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>identifies the concept of process of the proof by induction, motivating the application of the method by looking at natural numbers as the least inductive subset of real numbers.</li> <li>drives proofs of different problems based upon the principle of mathematical induction and simple applications.</li> <li>finds the solution of different types of</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						questions using appropriate formulas
Oct - Nov (7)	<b>Mathematical Reasoning</b>	<ul style="list-style-type: none"> <li>• NCERT textbook/E-book</li> <li>• PPT</li> <li>• Video</li> <li>• Modules on Extra marks</li> <li>• Concept Maps</li> <li>• Green Board</li> <li>• Chalk</li> <li>• Duster</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>• Quiz: classroom interactive questioning session</li> <li>• Project development of ability to reason and fundamentals of deductive reasoning.</li> </ul> <p><b>Inter Disciplinary Linkage: Language</b></p> <p><b>Skill Assessment:</b> Comprehending Statements and Questions</p> <p>The ability to choose the right methods.</p> <p>The ability to apply general rules to specific problems.</p>	<ul style="list-style-type: none"> <li>• MCQs</li> <li>• Quizzes</li> <li>• Weekly Written Test</li> <li>• Daily random Oral testing</li> <li>• Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Work with the concept of statement and sentence from language to introduce the topic.</li> <li>• To observe and discuss the concept of special words/phrases and implications.</li> <li>• discuss the use of Quantifiers and implications in day to day life situations.</li> <li>• apply relevant language for better understanding of mathematical word problems.</li> </ul>	<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>• able to understand the concept of mathematically acceptable statements.</li> <li>• applies logical reasoning in classifying Connecting words/ phrases and implications.</li> <li>• Identifies similarities and differences between sentence and statements.</li> <li>• Validating the statements involving the contradiction, converse, and contra positive.</li> <li>• finds the solution of different types of word problems by applying relevant knowledge of the language.</li> </ul>

<b>Month No of working days</b>	<b>Topic/Sub-topic</b>	<b>Teaching Aids</b>	<b>Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments</b>	<b>Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)</b>	<b>Pedagogical Processes</b>	<b>Learning Outcomes</b>
<b>Dec</b>	<b>Exam and Assessment</b>	-	-	-	-	-

**PINEGROVE SCHOOL, DHARAMPUR**

Affiliation No. 630044; School Code: 43035

**Annual Pedagogy Plan: BIOLOGY**

**Class: XI**

**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<p align="center"><b>March</b> <b>5</b></p>	<ul style="list-style-type: none"> <li>• <b>Unit-I Diversity of Living Organisms</b></li> <li>• <b>Chapter1: The Living World</b></li> <li>• Biodiversity.</li> <li>• Need for classification; three domains of life.</li> <li>• Taxonomy and systematic.</li> <li>• Concept of species and taxonomical hierarchy.</li> <li>• Binomial nomenclature; tools for study of taxonomy- museums, zoological parks</li> <li>• Herbaria,</li> <li>• Botanical gardens</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Chalk Board in collaboration with digital methods</li> <li>• Duster</li> <li>• Colored chalks</li> <li>• PPT</li> <li>• Modules on Extra marks Teaching software</li> <li>• Flowcharts</li> <li>• Concept Maps</li> <li>• Virtual Lab</li> <li>• e-book</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Practical:</b></li> <li>• Laboratory activities- Study of the parts of a compound microscope.</li> <li>• <b>Botanical excursion</b> in and around the school.</li> <li>• <b>Project on Herbarium:</b> Collection of fifteen plants from the school campus to prepare Herbarium. The students remember the scientific names along with their taxonomic classification.</li> <li>• <a href="https://www.youtube.com/w">https://www.youtube.com/w</a></li> </ul>	<ul style="list-style-type: none"> <li>• The learning outcome will be assessed with written class test and oral tests.</li> <li>• <b>Assignments</b> based on previous years' board questions and NCERT questions.</li> <li>• MCQs based on the topics taught every day in the class.</li> <li>• <b>Case Study</b> and questions based on it for practice.</li> <li>• <b>Assertion and Reasoning</b> based questions.</li> </ul>	<p><b>To develop the understanding of the concept by:</b></p> <ul style="list-style-type: none"> <li>• Describing objective of the chapter to the students.</li> <li>• The students are tested for the previous knowledge related with the living organisms and life on earth.</li> <li>• The concept is developed by discussion with students.</li> <li>• The students are shown <b>Videos</b> to get the insight of the topic on:</li> <li>• Living and non-living</li> <li>• <a href="https://www.youtube.com">https://www.youtube.com</a></li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to understand</li> <li>• The need for classification; three domains of life.</li> <li>• Taxonomy and systematics.</li> <li>• Concept of species and taxonomical hierarchy.</li> <li>• binomial nomenclature; tools for study of taxonomy- museums, zoological parks, herbaria,</li> <li>• Botanical gardens</li> <li>• processes and phenomena, such as, systematic binomial</li> </ul>



Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			<a href="#">atch?v=idK7lAHvROc</a>		<a href="#">/watch?v=p51FiPO2_kQ</a> <ul style="list-style-type: none"> <li>Binomial nomenclature</li> <li>Binomial nomenclature</li> </ul>	nomenclature of organisms <ul style="list-style-type: none"> <li><b>Value Based Practical Outcome:</b> Teaching the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc. through the practical.</li> </ul>
April 6	<ul style="list-style-type: none"> <li><b>Chapter-2: Biological Classification</b></li> <li>Five kingdom classification.</li> <li>Salient features and classification of Monera, Protista and Fungi into major groups:</li> <li>Lichens,</li> <li>Viruses and Viroids</li> </ul>	<ul style="list-style-type: none"> <li>Use of Chalk Board in collaboration with digital methods</li> <li>Duster</li> <li>Colored chalks</li> <li>PPT</li> <li>Modules on Extra marks Teaching software</li> <li>Flowcharts</li> <li>Concept Maps</li> <li>Virtual Lab</li> <li>e-book</li> </ul>	<ul style="list-style-type: none"> <li><b>Practical's:</b></li> <li>Study of the specimens/slides/ models and identification with reasons - Bacteria, Oscillatoria, Spirogyra, Rhizopus, mushroom, yeast.</li> <li><b>Diagrams-</b></li> <li>Blue green algae</li> </ul>	<ul style="list-style-type: none"> <li>The learning outcome will be assessed with written class test and oral tests.</li> <li><b>Assignments</b> based on previous years' board questions and NCERT questions.</li> <li>MCQs based on the topics taught every day in the class.</li> </ul>	<ul style="list-style-type: none"> <li><b>Developing knowledge of concept by:</b></li> <li>The session would begin with pre knowledge testing of class 10<sup>th</sup> about life processes.</li> <li>The students are told to use textbooks/ web resources to explore different topics</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to understand about five kingdom classification.</li> <li>Salient features and classification of Monera, Protista and Fungi</li> <li>Lichens,</li> <li>Viruses and Viroid's</li> <li>efficiently explains classification systems, relationships among organisms</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			<ul style="list-style-type: none"> <li>• Shapes of Bacteria</li> <li>• Structure of Virus</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Case Study</b> and questions based on it for practice.</li> <li>• <b>Assertion and Reasoning</b> based questions.</li> </ul>	<ul style="list-style-type: none"> <li>• The <b>Videos</b> are shown to get the insight of the topic on:</li> <li>• Monera</li> <li>• Protista</li> <li>• Fungi into major groups:</li> <li>• Lichens</li> <li>• Viruses and Viroids.</li> <li>• <a href="https://www.youtube.com/watch?v=hiQCCN5oisw">https://www.youtube.com/watch?v=hiQCCN5oisw</a></li> </ul>	
April 6	<ul style="list-style-type: none"> <li>• <b>Chapter-3: Plant Kingdom</b></li> <li>• Salient features</li> <li>• Classification of plants into major groups –</li> <li>• Algae, Bryophyta, Pteridophyte,</li> <li>• Gymnosperm</li> <li>• Angiospermae</li> <li>• Angiosperms - classification up to class, characteristic</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Chalk Board in collaboration with digital methods</li> <li>• Duster</li> <li>• Colored chalks</li> <li>• PPT</li> <li>• Modules on Extra marks Teaching software</li> <li>• Flowcharts</li> <li>• Concept Maps</li> <li>• Virtual Lab</li> <li>• e-book</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Practical's:</b></li> <li>• Study of the specimens/slides/ models and identification with reasons - liverwort, moss, fern, pine, one monocotyledonous plant, one dicotyledonous plant and one lichen.</li> <li>• <b>Diagrams-</b></li> </ul>	<ul style="list-style-type: none"> <li>• The learning outcome will be assessed with written class test and oral tests.</li> <li>• <b>Assignments</b> based on previous years' board questions and NCERT questions.</li> <li>• MCQs based on the topics taught every day in the class.</li> <li>• <b>Case Study</b> and questions based on it for practice.</li> </ul>	<p><b>To develop the understanding of the concept by:</b></p> <ul style="list-style-type: none"> <li>• Discussions.</li> <li>• Assignments</li> <li>• Brainstorming by HOTS on syngamy, triple fusion and endosperm formation.</li> <li>• Understanding of concept by extra marks videos related to the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to understand salient features and classification of plants into major groups –</li> <li>• Algae,</li> <li>• Bryophyta,</li> <li>• Pteridophyte,</li> <li>• Gymnosperm</li> <li>• Angiosperms</li> <li>• Applies scientific concepts in daily life and solving problems, such as, conserving and</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	features and examples.		<ul style="list-style-type: none"> <li>Life cycles of Algae, bryophytes, pteridophytes,</li> <li>Gymnosperms and angiosperms</li> <li><a href="https://www.youtube.com/watch?v=WJ7mnrELMGg">https://www.youtube.com/watch?v=WJ7mnrELMGg</a></li> </ul>	<ul style="list-style-type: none"> <li><b>Assertion and Reasoning</b> based questions.</li> </ul>	<ul style="list-style-type: none"> <li>Activity based learning</li> <li>Flip teaching</li> <li>Concrete to abstract</li> <li>Demonstration methods</li> <li><b>Videos:</b></li> <li>Classification of plants into major groups</li> <li>Algae</li> <li>Bryophyta</li> <li>Pteridophyta</li> <li>Gymnospermae</li> <li>Angiospermae</li> <li><a href="https://www.youtube.com/watch?v=IYxfz1PSfZ0">https://www.youtube.com/watch?v=IYxfz1PSfZ0</a></li> </ul>	using medicinal plants or products for maintaining health and wellbeing, etc.
<b>April</b> <b>6</b>	<ul style="list-style-type: none"> <li><b>Chapter-4: Animal Kingdom</b></li> <li>Salient features</li> <li>Classification of animals, non-chordates up to phyla level</li> <li>Chordates up to class level</li> </ul>	<ul style="list-style-type: none"> <li>Use of Chalk Board in collaboration with digital methods</li> <li>Duster</li> <li>Colored chalks</li> <li>PPT</li> <li>Modules on Extra marks Teaching software</li> <li>Flowcharts</li> <li>Concept Maps</li> <li>Virtual Lab</li> </ul>	<ul style="list-style-type: none"> <li><b>Practical's:</b></li> <li>Study of virtual specimens /slides/ models and identification with reasons - Amoeba, Hydra, liver fluke, Ascaris, leech, earthworm, prawn, silkworm,</li> </ul>	<ul style="list-style-type: none"> <li>The learning outcome will be assessed with written class test and oral tests.</li> <li><b>Assignments</b> based on previous years' board questions and NCERT questions.</li> </ul>	<ul style="list-style-type: none"> <li><b>Developing knowledge of concept by:</b></li> <li>The teacher will do previous knowledge testing on the topic of classification of organisms</li> <li>The teacher will keep on throwing</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to understand salient features and classification of animals, non-chordates up to phyla level and chordates up to class level</li> <li>Applies scientific concepts in daily life and solving</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		<ul style="list-style-type: none"> <li>e-book</li> </ul>	<p>honeybee, snail, starfish, shark, rohu, frog, lizard, pigeon and rabbit.</p> <ul style="list-style-type: none"> <li><b>Art Integration</b></li> <li><b>: Model of Animals (Earthworm, Cockroach, Snake, Rabbit)</b></li> </ul>	<ul style="list-style-type: none"> <li>MCQs based on the topics taught every day in the class.</li> <li><b>Case Study</b> and questions based on it for practice.</li> <li><b>Assertion and Reasoning</b> based questions.</li> </ul>	<p>statements related to reasons, consequences and ways to find solutions to the Problem.</p> <ul style="list-style-type: none"> <li>The teacher would develop the concepts of the topics with textbook sequence by lecture method, flip method, brainstorming and discussion.</li> <li>In the end of chapter recapitulation with the help of flow charts.</li> <li><b>Videos:</b></li> <li>Classification of animals into major groups –</li> <li>Non-chordates</li> <li>Chordates</li> <li><a href="https://www.youtube.com/watch?v=mRidGna-V4E">https://www.youtube.com/watch?v=mRidGna-V4E</a></li> </ul>	<p>problems, such as, by maintaining aquarium, conserving medicinal plants, etc.</p> <ul style="list-style-type: none"> <li><b>Value Based Practical Outcome:</b> Teaching the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc. through the practical.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
May 13	<ul style="list-style-type: none"> <li>• <b>Unit-III Cell: Structure and Function</b></li> <li>• <b>Chapter-8: Cell-The Unit of Life</b></li> <li>• Cell theory and cell as the basic unit of life</li> <li>• Structure of prokaryotic and eukaryotic cells.</li> <li>• Plant cell and animal cell; cell envelope.</li> <li>• Cell membrane,</li> <li>• Cell wall.</li> <li>• Cell organelles - structure and function; endomembrane system, endoplasmic reticulum, Golgi bodies, lysosomes, vacuoles.</li> <li>• Mitochondria, ribosomes, plastids, microbodies.</li> <li>• Cytoskeleton,</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Chalk Board in collaboration with digital methods</li> <li>• Duster</li> <li>• Colored chalks</li> <li>• PPT</li> <li>• Modules on Extra marks Teaching software</li> <li>• Flowcharts</li> <li>• Concept Maps</li> <li>• Virtual Lab</li> <li>• e-book</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Practical's:</b></li> <li>• Study of osmosis by potato osmometer.</li> <li>• Study of plasmolysis in epidermal peels (e.g. Rhoeo leaves).</li> <li>• <a href="https://www.youtube.com/watch?v=PRi6uHDKew4">https://www.youtube.com/watch?v=PRi6uHDKew4</a></li> <li>• <b>Diagrams:</b></li> <li>• Fluid mosaic model of plasma membrane</li> <li>• Cell organelles,</li> <li>• Cilia</li> <li>• Flagella</li> <li>• <b>Art Integration:</b></li> </ul>	<ul style="list-style-type: none"> <li>• The learning outcome will be assessed with written class test and oral tests.</li> <li>• <b>Assignments</b> based on previous years' board questions and NCERT questions.</li> <li>• MCQs based on the topics taught every day in the class.</li> <li>• <b>Case Study</b> and questions based on it for practice.</li> <li>• <b>Assertion and Reasoning</b> based questions.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Developing knowledge of concept by:</b></li> <li>• The teacher will do previous knowledge testing on the topic of cell and its components</li> <li>• The teacher will keep on throwing statements related to reasons, consequences and ways to find solutions to the Problem.</li> <li>• The teacher would develop the concepts of the topics with textbook sequence by lecture method, flip method, brainstorming and discussion.</li> <li>• In the end of chapter recapitulation with the help of flow charts.</li> <li>• <b>Videos:</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to understand</li> <li>• cell as the basic unit of life:</li> <li>• Structure of prokaryotic and eukaryotic cells.</li> <li>• Plant cell and animal cell</li> <li>• Cell organelles and their functions</li> <li>• Structure of cilia and flagella</li> <li>• Cytoskeleton</li> <li>• Micro bodies</li> <li>• <b>Value Based Practical Outcome:</b> Teaching the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc. through the practical.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>Cilia and flagella,</li> <li>Centrosome and centrioles</li> <li>Nucleus</li> </ul>		<ul style="list-style-type: none"> <li>Charts of Plant and animal cell</li> </ul>		<ul style="list-style-type: none"> <li>Modules on Structure of prokaryotic cell</li> <li>Plant cell and animal cell</li> <li>Plasma membrane</li> <li>Cell wall</li> <li>Endomembrane system</li> <li>Mitochondria</li> <li>Chloroplast</li> <li>Ribosomes</li> <li>Cilia and Flagella</li> <li>Centrosome</li> <li>Nucleus</li> <li><a href="https://www.youtube.com/watch?v=RQ-SMCmWB1s">https://www.youtube.com/watch?v=RQ-SMCmWB1s</a></li> </ul>	
May 14	<ul style="list-style-type: none"> <li><b>Chapter-9: Biomolecules</b></li> <li>Chemical constituents of living cells:</li> <li>Biomolecules,</li> <li>Structure and function of proteins,</li> <li>Carbohydrates,</li> <li>Lipids,</li> <li>Nucleic acids.</li> </ul>	<ul style="list-style-type: none"> <li>Use of Chalk Board in collaboration with digital methods</li> <li>Duster</li> <li>Colored chalks</li> <li>PPT</li> <li>Modules on Extra marks Teaching software</li> <li>Flowcharts</li> <li>Concept Maps</li> <li>Virtual Lab</li> <li>e-book</li> </ul>	<ul style="list-style-type: none"> <li><b>Practical's:</b></li> <li>Test for the presence of Sugars, Starch and Proteins in different food samples.</li> <li><b>Diagrams:</b></li> <li>Structure of glycogen, cellulose</li> </ul>	<ul style="list-style-type: none"> <li>The learning outcome will be assessed with written class test and oral tests.</li> <li><b>Assignments</b> based on previous years' board questions and NCERT questions.</li> <li>MCQs based on the topics taught every day in the class.</li> </ul>	<p><b>To develop the understanding of the concept by:</b></p> <ul style="list-style-type: none"> <li>Describing objective of the chapter to the students.</li> <li>The students are tested for the previous knowledge related with the chapter.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to understand about Chemical constituents of living cells:</li> <li>Biomolecules,</li> <li>structure and function of proteins,</li> <li>carbohydrates,</li> <li>lipids,</li> <li>Nucleic acids.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>Enzymes-types, properties, enzyme action.</li> <li></li> </ul>		<ul style="list-style-type: none"> <li>Activation energy of enzymes</li> <li>Structure of proteins</li> <li><b>Art Integration:</b></li> <li>Model of DNA</li> <li>Collecting <b>saliva</b> from buccal cavity to understand the role of enzyme (<b>Salivary amylase</b>) on starch. This explains the digestion of starch in our mouth and importance of chewing food well.</li> </ul>	<ul style="list-style-type: none"> <li><b>Case Study</b> and questions based on it for practice.</li> <li><b>Assertion and Reasoning</b> based questions.</li> </ul>	<ul style="list-style-type: none"> <li>The concept is developed by discussion with students.</li> <li>The students are told to make mind maps for some difficult topics for better understanding.</li> <li>The students are shown <b>Videos</b> to get the insight of the topic on:</li> <li>Structure and function of:</li> <li>Proteins</li> <li>Carbohydrates</li> <li>Lipids</li> <li>Nucleic acids</li> <li><a href="https://www.youtube.com/watch?v=YO244P1e9QM">https://www.youtube.com/watch?v=YO244P1e9QM</a></li> </ul>	<ul style="list-style-type: none"> <li>Enzymes-types, properties, enzyme action.</li> <li><b>Value Based Practical Outcome:</b> Teaching the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc. through the practical.</li> </ul>
May-June	Revision, Exam and Assessment	-	-	-	-	-
July 7	<ul style="list-style-type: none"> <li><b>Chapter-10: Cell Cycle and Cell Division</b></li> <li>Cell cycle</li> <li>Mitosis,</li> </ul>	<ul style="list-style-type: none"> <li>Use of Chalk Board in collaboration with digital methods</li> <li>Duster</li> <li>Colored chalks</li> <li>PPT</li> </ul>	<ul style="list-style-type: none"> <li><b>Practical's:</b></li> <li>Study of mitosis in onion root tip cells and animals' cells (grasshopper)</li> </ul>	<ul style="list-style-type: none"> <li>The learning outcome will be assessed with written class test and oral tests.</li> </ul>	<ul style="list-style-type: none"> <li><b>Developing knowledge of concept by:</b></li> <li>The session would begin with</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to understand Cell cycle, mitosis, meiosis and their significance</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>Meiosis and their significance</li> </ul>	<ul style="list-style-type: none"> <li>Modules on Extra marks Teaching software</li> <li>Flowcharts</li> <li>Concept Maps</li> <li>Virtual Lab</li> <li>e-book</li> </ul>	<ul style="list-style-type: none"> <li>from permanent slides</li> <li><i>Slides</i> of Mitosis and Meiosis</li> <li><a href="https://www.youtube.com/watch?v=-f-ldPgEfAHI">https://www.youtube.com/watch?v=-f-ldPgEfAHI</a></li> <li><b>Diagrams:</b></li> <li>Cell Cycle</li> <li>Prophase, Metaphase, Anaphase and Telophase</li> </ul>	<ul style="list-style-type: none"> <li><b>Assignments</b> based on previous years' board questions and NCERT questions.</li> <li>MCQs based on the topics taught every day in the class.</li> <li><b>Case Study</b> and questions based on it for practice.</li> <li><b>Assertion and Reasoning</b> based questions.</li> </ul>	<p>pre knowledge testing of class 9<sup>th</sup> about cell division.</p> <ul style="list-style-type: none"> <li>The students are told to use textbooks/ web resources to explore different topics</li> <li>Brainstorming by HOTS on cell cycle.</li> </ul> <p>The Videos are shown to get the insight of the topic on:</p> <ul style="list-style-type: none"> <li>Cell cycle</li> <li>Mitosis</li> <li>Meiosis</li> </ul> <p><a href="https://www.youtube.com/watch?v=AtHhradflA">https://www.youtube.com/watch?v=AtHhradflA</a></p>	<ul style="list-style-type: none"> <li><b>Value Based Practical Outcome:</b> Teaching the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc. through the practical.</li> </ul>
August 6	<ul style="list-style-type: none"> <li><b>Unit-II Structural Organization in Animals and Plants</b></li> <li><b>Chapter-5: Morphology of Flowering Plants</b></li> </ul>	<ul style="list-style-type: none"> <li>Use of Chalk Board in collaboration with digital methods</li> <li>Duster</li> <li>Colored chalks</li> <li>PPT</li> <li>Modules on Extra marks Teaching software</li> <li>Flowcharts</li> <li>Concept Maps</li> </ul>	<ul style="list-style-type: none"> <li><b>Practical's:</b></li> <li>Study of different modifications in roots, stems and leaves.</li> <li>Study and identification of different types of inflorescence</li> </ul>	<ul style="list-style-type: none"> <li>The learning outcome will be assessed with written class test and oral tests.</li> <li><b>Assignments</b> based on previous years' board questions and NCERT questions.</li> </ul>	<p><b>To develop the understanding of the concept by:</b></p> <ul style="list-style-type: none"> <li>Describing objective of the chapter to the students.</li> <li>The students are tested for the previous</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to explain the</li> <li>Morphology and modifications:</li> <li>Morphology of different parts of flowering plants: root,</li> <li>stem,</li> </ul>



Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>• Morphology and modifications:</li> <li>• Morphology of different parts of flowering plants: root, stem, leaf,</li> <li>• Inflorescence and types</li> <li>• Flower and different parts</li> <li>• Fruit and types</li> <li>• seed</li> </ul>	<ul style="list-style-type: none"> <li>• Virtual Lab</li> <li>• e-book</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Botanical excursion</b> in and around the school</li> <li>• <b>Projects:</b></li> <li>• Study and description of three locally available common flowering plants.</li> <li>• <b>Diagrams:</b></li> <li>• Aestivation</li> <li>• Placentation</li> </ul>	<ul style="list-style-type: none"> <li>• MCQs based on the topics taught every day in the class.</li> <li>• <b>Case Study</b> and questions based on it for practice.</li> <li>• <b>Assertion and Reasoning</b> based questions.</li> </ul>	<p>knowledge related the structure of flower.</p> <ul style="list-style-type: none"> <li>• The concept is developed by discussion with students.</li> <li>• Brainstorming by HOTS on Inflorescence, Aestivation and Placentation.</li> <li>• The students are told to make flow charts for some difficult topics for better understanding.</li> <li>• The students are shown <b>Videos</b> to get the insight of the topic on:</li> <li>• Morphology of different parts of flowering plants: <ul style="list-style-type: none"> <li>• Root</li> <li>• Stem</li> <li>• Leaf</li> <li>• Inflorescence</li> <li>• Flower</li> <li>• Fruit</li> <li>• Seed</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• leaf</li> <li>• inflorescence,</li> <li>• Flower</li> <li>• Seed.</li> <li>• <b>Value Based Practical Outcome:</b> Teaching the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc. through the practical.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=EEjQu1yzxO8">https://www.youtube.com/watch?v=EEjQu1yzxO8</a></li> </ul>	
August 6	<ul style="list-style-type: none"> <li><b>Chapter-6: Anatomy of Flowering Plants</b></li> <li>Anatomy and functions of different tissues</li> <li>Tissue systems</li> <li>Secondary Growth in dicots</li> </ul>	<ul style="list-style-type: none"> <li>Use of Chalk Board in collaboration with digital methods</li> <li>Duster</li> <li>Colored chalks</li> <li>PPT</li> <li>Modules on Extra marks Teaching software</li> <li>Flowcharts</li> <li>Concept Maps</li> <li>Virtual Lab</li> <li>e-book</li> </ul>	<ul style="list-style-type: none"> <li><b>Practical's:</b></li> <li>Study of tissues and diversity in shapes and sizes of plant and animal cells.</li> <li>Preparation and study of T.S. of dicot and monocot roots and stems</li> <li><b>Diagrams:</b></li> <li>Plant tissues</li> <li>Transverse section of root, stem and leaf</li> </ul>	<ul style="list-style-type: none"> <li>The learning outcome will be assessed with written class test and oral tests.</li> <li><b>Assignments</b> based on previous years' board questions and NCERT questions.</li> <li>MCQs based on the topics taught every day in the class.</li> <li><b>Case Study</b> and questions based on it for practice.</li> <li><b>Assertion and Reasoning</b> based questions.</li> </ul>	<ul style="list-style-type: none"> <li><b>Developing knowledge of concept by:</b></li> <li>The session would begin with pre knowledge testing of class 9<sup>th</sup> about tissues.</li> <li>The students are told to use textbooks/ web resources to explore different topics</li> <li>The Videos are shown to get the insight of the topic on:</li> <li>Anatomy of tissues</li> <li>Functions of different tissues</li> <li><a href="https://www.youtube.com/watch?v=JNdfO_HBEc">https://www.youtube.com/watch?v=JNdfO_HBEc</a></li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to describe the</li> <li>Anatomy and functions of different tissues</li> <li>Tissue systems.</li> <li>Secondary growth</li> <li><b>Value Based Practical Outcome:</b> Teaching the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc. through the practical.</li> </ul>
August 5	<ul style="list-style-type: none"> <li><b>Chapter-7: Structural</b></li> </ul>	<ul style="list-style-type: none"> <li>Use of Chalk Board in collaboration with digital methods</li> </ul>	<ul style="list-style-type: none"> <li><b>Practical's:</b></li> <li>Study of tissues and diversity in</li> </ul>	<ul style="list-style-type: none"> <li>The learning outcome will be assessed with</li> </ul>	<ul style="list-style-type: none"> <li><b>To develop the understanding of the concept by:</b></li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to describe the</li> <li>Animal tissues.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p><b>Organization in Animals</b></p> <ul style="list-style-type: none"> <li>Animal tissues.</li> <li>Morphology,</li> <li>Anatomy and functions of different systems (digestive, circulatory, respiratory,</li> <li>nervous and reproductive of an insect (cockroach)</li> </ul>	<ul style="list-style-type: none"> <li>Duster</li> <li>Colored chalks</li> <li>PPT</li> <li>Modules on Extra marks Teaching software</li> <li>Flowcharts</li> <li>Concept Maps</li> <li>Virtual Lab</li> <li>e-book</li> </ul>	<p>shapes and sizes of animal cells.</p> <ul style="list-style-type: none"> <li>Study of external morphology of cockroach through virtual images/models</li> </ul> <p><b>Diagrams:</b></p> <ul style="list-style-type: none"> <li>Animal tissues</li> <li>Cockroach anatomy</li> </ul> <p><b>Art Integration:</b></p> <ul style="list-style-type: none"> <li>Charts of Plant and animal tissues</li> <li>Model of Cockroach</li> </ul>	<p>written class test and oral tests.</p> <ul style="list-style-type: none"> <li><b>Assignments</b> based on previous years' board questions and NCERT questions.</li> <li>MCQs based on the topics taught every day in the class.</li> <li><b>Case Study</b> and questions based on it for practice.</li> <li><b>Assertion and Reasoning</b> based questions.</li> </ul>	<ul style="list-style-type: none"> <li>Discussions.</li> <li>Assignments.</li> <li>Understanding of concept by extra marks videos related to the topic.</li> <li>Activity based learning</li> <li>Flip teaching</li> <li>Concrete to abstract</li> <li>Demonstration methods</li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>Animal tissues</li> <li>Morphology and anatomy of Cockroach</li> <li><a href="https://www.youtube.com/watch?v=e1tBr80uO-Q">https://www.youtube.com/watch?v=e1tBr80uO-Q</a></li> </ul>	<ul style="list-style-type: none"> <li>Morphology,</li> <li>Anatomy and functions of different systems (digestive, circulatory, respiratory</li> <li>Nervous and reproductive of an insect (cockroach)</li> </ul>
August 9	<ul style="list-style-type: none"> <li><b>Unit – 1V</b></li> <li><b>Plant Physiology (Periods- 40)</b></li> <li><b>Chapter – 11: Transport in plants</b></li> </ul>	<ul style="list-style-type: none"> <li>Use of Chalk Board in collaboration with digital methods</li> <li>Duster</li> <li>Colored chalks</li> <li>PPT</li> <li>Modules on Extra marks Teaching software</li> </ul>	<p><b>Practical's:</b></p> <ul style="list-style-type: none"> <li>Study of distribution of stomata in the upper and lower surface of leaves.</li> <li>Study of osmosis by thistle funnel experiment</li> </ul>	<p>The learning outcome will be assessed with written class test and oral tests.</p> <ul style="list-style-type: none"> <li><b>Assignments</b> based on previous years' board questions and NCERT questions.</li> </ul>	<p><b>To develop the understanding of the concept by:</b></p> <ul style="list-style-type: none"> <li>Discussions.</li> <li>Assignments</li> <li>Brainstorming by HOTS on Pressure flow hypothesis.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to:</li> <li>i) Analyze the various facts influencing the absorption and movement of water across the cell.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>Transport,</li> <li>Concept of water potential,</li> <li>Apoplast and symplast pathways,</li> <li>Movement of water up a plant</li> <li>Uptake and transport of mineral nutrients,</li> <li>Mechanism of translocation.</li> </ul>	<ul style="list-style-type: none"> <li>Flowcharts</li> <li>Concept Maps</li> <li>Virtual Lab</li> <li>e-book</li> </ul>	<ul style="list-style-type: none"> <li>Study of plasmolysis in epidermal peels.</li> <li><b>Diagrams:</b></li> <li>Symport, Uniport and Antiport</li> <li>Pathway of water movement</li> <li>Mechanism of translocation</li> <li>Showing dew drops to the students on leaves. This explains the concept of <b>Root Pressure</b> to them. This also explains the difference between <b>Transpiration</b> and <b>Guttation</b> in plants.</li> </ul>	<ul style="list-style-type: none"> <li>MCQs based on the topics taught every day in the class.</li> <li><b>Case Study</b> and questions based on it for practice.</li> <li><b>Assertion and Reasoning</b> based questions.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of concept by extra marks videos related to the topic.</li> <li>Activity based learning</li> <li>Flip teaching</li> <li>Concrete to abstract</li> <li>Demonstration methods</li> <li><b>Videos:</b></li> <li>Water potential</li> <li>Pathways of water transport</li> <li>Transpiration pull</li> <li>Mass flow hypothesis</li> <li><a href="https://www.youtube.com/watch?v=JFb-CWlz7kE">https://www.youtube.com/watch?v=JFb-CWlz7kE</a></li> </ul>	<ul style="list-style-type: none"> <li>ii) recall the means of transport and explain them</li> <li>iii) explain the shrinking and swelling of cells in different solutions</li> <li>iv) relate the role of root pressure and transpiration pull in the movement of water up a plant</li> <li>v) The flow of food from source to sink.</li> <li><b>Value Based Practical Outcome:</b> Teaching the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc. through the practical.</li> </ul>
September 7	<ul style="list-style-type: none"> <li><b>Chapter-12: Mineral Nutrition</b></li> <li>Criteria for essentiality of an element,</li> <li>Role and deficiency</li> </ul>	<ul style="list-style-type: none"> <li>Use of Chalk Board in collaboration with digital methods</li> <li>Duster</li> <li>Colored chalks</li> <li>PPT</li> </ul>	<ul style="list-style-type: none"> <li><b>Practical's:</b></li> <li>Comparative study of the rates of transpiration in the upper and lower surface of leaves.</li> </ul>	<ul style="list-style-type: none"> <li>The learning outcome will be assessed with written class test and oral tests.</li> <li><b>Assignments</b> based on previous years'</li> </ul>	<ul style="list-style-type: none"> <li><b>Developing knowledge of concept by:</b></li> <li>The teacher will do previous knowledge testing</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to:</li> <li>i) memorize the role of various nutrients and their deficiency symptoms</li> <li>ii) explain the concept of nitrogen</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p>symptoms of micro and macro nutrients,</p> <ul style="list-style-type: none"> <li>• Toxicity of micronutrients,</li> <li>• Nitrogen cycle,</li> <li>• Development of root nodules and</li> <li>• Mechanism of nitrogen fixation.</li> </ul>	<ul style="list-style-type: none"> <li>• Modules on Extra marks Teaching software</li> <li>• Flowcharts</li> <li>• Concept Maps</li> <li>• Virtual Lab</li> <li>• e-book</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=w_x-WDdQdXI">https://www.youtube.com/watch?v=w_x-WDdQdXI</a></li> <li>• <b>Diagrams:</b></li> <li>• Nodule formation, nitrogen fixation</li> <li>• Linking the deficiency symptoms of different nutrients.</li> <li>• Hydroponics</li> <li>• Activity on Imbibition: The students perform this activity with Gram seeds by using plaster of Paris, filter paper and water. The seeds show increase in volume which indicates imbibition.</li> </ul>	<p>board questions and NCERT questions.</p> <ul style="list-style-type: none"> <li>• MCQs based on the topics taught every day in the class.</li> <li>• <b>Case Study</b> and questions based on it for practice.</li> <li>• <b>Assertion and Reasoning</b> based questions.</li> </ul>	<p>on the topic of nutrition in plants</p> <ul style="list-style-type: none"> <li>• The teacher will keep on throwing statements related to reasons, consequences and ways to find solutions to the Problem.</li> <li>• The teacher would develop the concepts of the topics with textbook sequence by lecture method, flip method, brainstorming and discussion.</li> <li>• In the end of chapter recapitulation with the help of flow charts.</li> <li>• <b>Videos:</b></li> <li>• Types of macro and micronutrients</li> <li>• Nitrogen metabolism</li> <li>• Nitrogen fixation</li> <li>• Nodule formation</li> </ul>	<p>fixation in root nodules</p> <ul style="list-style-type: none"> <li>• iii) explain nitrogen cycle with the help of diagram</li> <li>• <b>Value Based Practical Outcome:</b> Teaching the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc. through the practical.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
September 9	<ul style="list-style-type: none"> <li>• <b>Chapter-13: Photosynthesis in higher plants</b></li> <li>• Early experiments on photosynthesis,</li> <li>• Concept of light and dark reaction,</li> <li>• Cyclic and non-cyclic photo phosphorylation</li> <li>• ATP synthesis,</li> <li>• Calvin cycle,</li> <li>• Hatch and Slack pathway</li> <li>• Various factors affecting photosynthesis.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Chalk Board in collaboration with digital methods</li> <li>• Duster</li> <li>• Colored chalks</li> <li>• PPT</li> <li>• Modules on Extra marks Teaching software</li> <li>• Flowcharts</li> <li>• Concept Maps</li> <li>• Virtual Lab</li> <li>• e-book</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Practical's:</b></li> <li>• Separation of plant pigments through paper chromatography.</li> <li>• Activity to show that chlorophyll is necessary for photosynthesis.</li> <li>• <b>Diagrams:</b></li> <li>• Chloroplast, cyclic and non-cyclic photophosphorylation cycles.</li> <li>• Graphical representation of absorption spectrum of chl a, b and carotenoids.</li> <li>• <b>Art Integration</b></li> <li>• <b>Charts of</b></li> <li>• C3 Pathway</li> <li>• C4 Pathway</li> <li>• Photorespiration</li> </ul>	<ul style="list-style-type: none"> <li>• The learning outcome will be assessed with written class test and oral tests.</li> <li>• <b>Assignments</b> based on previous years' board questions and NCERT questions.</li> <li>• MCQs based on the topics taught every day in the class.</li> <li>• <b>Case Study</b> and questions based on it for practice.</li> <li>• <b>Assertion and Reasoning</b> based questions.</li> </ul>	<p><b>To develop the understanding of the concept by:</b></p> <ul style="list-style-type: none"> <li>• Describing objective of the chapter to the students.</li> <li>• The students are tested for the previous knowledge related to the process of photosynthesis.</li> <li>• The concept is developed by discussion with students.</li> <li>• The students are told to make flow charts for some difficult topics for better understanding.</li> <li>• The students are shown <b>Videos</b> to get the insight of the topic on:</li> <li>• Photosynthetic pigments</li> <li>• Types of photophosphorylation</li> <li>• Calvin Cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to clearly conceptualize the process of photosynthesis</li> <li>• Understand that it is not a single step process. They will also be able to explain the idea behind light and dark reactions.</li> <li>• They will be able to explain and draw the Calvin cycle and C4 cycles</li> <li>• explain the idea behind chemiosmotic hypothesis</li> <li>• <b>Value Based Practical Outcome:</b> Teaching the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc. through the practical.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<ul style="list-style-type: none"> <li>• C4 pathway</li> <li>• Photorespiration</li> <li>• <a href="https://www.youtube.com/watch?v=xEF8shaU_34">https://www.youtube.com/watch?v=xEF8shaU_34</a></li> </ul>	
September 7	<ul style="list-style-type: none"> <li>• <b>Chapter-14: Respiration in plants</b></li> <li>• Meaning of Cellular Respiration,</li> <li>• Steps of glycolysis,</li> <li>• Lactic acid</li> <li>• Alcoholic fermentation,</li> <li>• Citric acid cycle,</li> <li>• Electron transport system</li> <li>• Calculation of respiratory balance sheet and respiratory quotient</li> <li>• Inter relationship among the various metabolic pathways.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Chalk Board in collaboration with digital methods</li> <li>• Duster</li> <li>• Colored chalks</li> <li>• PPT</li> <li>• Modules on Extra marks Teaching software</li> <li>• Flowcharts</li> <li>• Concept Maps</li> <li>• Virtual Lab</li> <li>• e-book</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Practical's:</b></li> <li>• To study the rate of respiration in flower buds/leaf tissue and germinating seeds</li> <li>• Showing the germination of bean seed.</li> <li>• <a href="https://www.youtube.com/watch?v=rvro5V89nE">https://www.youtube.com/watch?v=rvro5V89nE</a></li> <li>• <b>Art Integration:</b></li> <li>• <b>Charts of</b></li> <li>• Glycolysis</li> <li>• Krebs cycle</li> <li>• Electron transport system</li> <li>• .</li> <li>• <b>Mathematical calculation</b> of the number of ATP, NADPH involved</li> </ul>	<ul style="list-style-type: none"> <li>• The learning outcome will be assessed with written class test and oral tests.</li> <li>• <b>Assignments</b> based on previous years' board questions and NCERT questions.</li> <li>• MCQs based on the topics taught every day in the class.</li> <li>• <b>Case Study</b> and questions based on it for practice.</li> <li>• <b>Assertion and Reasoning</b> based questions.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Developing knowledge of concept by:</b></li> <li>• The session would begin with pre knowledge testing of class 10<sup>th</sup> about fermentation and respiration.</li> <li>• The students are told to use textbooks/ web resources to explore different topics</li> </ul> <p>The Videos are shown to get the insight of the topic on:</p> <ul style="list-style-type: none"> <li>• Types of respiration</li> <li>• EMP pathway</li> <li>• Fermentation</li> <li>• Kreb cycle</li> <li>• Electron transport chain</li> <li>• ATP synthesis</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to:</li> <li>• i) understand and explain cellular respiration</li> <li>• ii) Explain the steps of glycolysis, citric acid cycle and ETS.</li> <li>• iii) interrelate the various metabolic pathways</li> <li>• iv) Calculate the respiratory quotient for carbohydrates, fats and proteins.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
September	<b>Revision, Exam and Assessment</b>	-	-	-	-	-
October 8	<ul style="list-style-type: none"> <li>• <b>Chapter-15: Plant growth and Development</b></li> <li>• Growth and development,</li> <li>• Differentiation,</li> <li>• Dedifferentiation</li> <li>• Redifferentiation,</li> <li>• Role of plant growth regulators,</li> <li>• Photoperiodism</li> <li>• Vernalization.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Chalk Board in collaboration with digital methods</li> <li>• Duster</li> <li>• Colored chalks</li> <li>• PPT</li> <li>• Modules on Extra marks Teaching software</li> <li>• Flowcharts</li> <li>• Concept Maps</li> <li>• Virtual Lab</li> <li>• e-book</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Practical's:</b></li> <li>• Showing the growth of the shoot of a potted plant towards light</li> <li>• Study of imbibition in seeds and raisins.</li> <li>• Visit the school garden to explain the concept of apical dominance by showing hedges.</li> <li>• <a href="https://www.youtube.com/watch?v=TE6xptjgNR0">https://www.youtube.com/watch?v=TE6xptjgNR0</a></li> <li>• <b>Diagrams:</b></li> <li>• Heterophylly in leaves</li> <li>• Growth patterns in plants</li> <li>• <b>Mathematical calculations to</b></li> </ul>	<ul style="list-style-type: none"> <li>• The learning outcome will be assessed with written class test and oral tests.</li> <li>• <b>Assignments</b> based on previous years' board questions and NCERT questions.</li> <li>• MCQs based on the topics taught every day in the class.</li> <li>• <b>Case Study</b> and questions based on it for practice.</li> <li>• <b>Assertion and Reasoning</b> based questions.</li> </ul>	<p><b>To develop the understanding of the concept by:</b></p> <ul style="list-style-type: none"> <li>• Discussions.</li> <li>• Assignments</li> <li>• Brainstorming by HOTS on Photoperiodism and Phytohormones.</li> <li>• Understanding of concept by extra marks videos related to the topic.</li> <li>• Activity based learning</li> <li>• Flip teaching</li> <li>• Concrete to abstract</li> <li>• Demonstration methods</li> <li>• <b>Videos:</b></li> <li>• Types of growth in plants</li> <li>• Measurement of growth in plants</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to understand and explain the concept of growth and development, differentiation, dedifferentiation and redifferentiation, role of plant growth regulators, photoperiodism and vernalization</li> </ul>



Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			understand the graphs for different growth patterns.		<ul style="list-style-type: none"> <li>• Functions of Growth Hormones</li> <li>• Photoperiodism and Vernalisation</li> <li>• <a href="https://www.youtube.com/watch?v=IJnGbiewMtw">https://www.youtube.com/watch?v=IJnGbiewMtw</a></li> </ul>	
October 6	<ul style="list-style-type: none"> <li>• <b>Unit-V Human Physiology (Periods-40)</b></li> <li>• <b>Chapter-16: Digestion and Absorption</b></li> <li>• Alimentary canal and digestive glands,</li> <li>• Role of digestive enzymes</li> <li>• Gastrointestinal hormones.</li> <li>• Peristalsis,</li> <li>• Digestion,</li> <li>• Absorption</li> <li>• Assimilation of proteins, carbohydrates and fats.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Chalk Board in collaboration with digital methods</li> <li>• Duster</li> <li>• Colored chalks</li> <li>• PPT</li> <li>• Modules on Extra marks Teaching software</li> <li>• Flowcharts</li> <li>• Concept Maps</li> <li>• Virtual Lab</li> <li>• e-book</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Practical's:</b></li> <li>• To detect the presence of bile salts in urine</li> <li>• <b>Diagrams:</b></li> <li>• Alimentary canal</li> <li>• Histology of human gut</li> <li>• Ducts of liver.</li> </ul>	<ul style="list-style-type: none"> <li>• The learning outcome will be assessed with written class test and oral tests.</li> <li>• <b>Assignments</b> based on previous years' board questions and NCERT questions.</li> <li>• MCQs based on the topics taught every day in the class.</li> <li>• <b>Case Study</b> and questions based on it for practice.</li> <li>• <b>Assertion and Reasoning</b> based questions.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Developing knowledge of concept by:</b></li> <li>• The teacher will do previous knowledge testing on the topic of nutrition in human beings.</li> <li>• The teacher will keep on throwing statements related to reasons, consequences and ways to find solutions to the Problem.</li> <li>• The teacher would develop the concepts of the topics with textbook</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to explain</li> <li>• Alimentary canal and digestive glands,</li> <li>• Role of digestive enzymes and gastrointestinal hormones.</li> <li>• Peristalsis,</li> <li>• Digestion, absorption and assimilation of proteins, carbohydrates and fats.</li> <li>• Calorific values of proteins, carbohydrates and fats; egestion.</li> <li>• Nutritional and digestive disorders - PEM, indigestion,</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>• Calorific values of proteins,</li> <li>• Carbohydrates and fats.</li> <li>• Egestion.</li> <li>• Nutritional and digestive disorders -PEM, indigestion,</li> <li>• constipation,</li> <li>• vomiting,</li> <li>• jaundice,</li> <li>• Diarrhea.</li> </ul>				<p>sequence by lecture method, flip method, brainstorming and discussion.</p> <ul style="list-style-type: none"> <li>• In the end of chapter recapitulation with the help of flow charts.</li> <li>• <b>Videos:</b></li> <li>• Human alimentary canal</li> <li>• Physiology of digestion</li> <li>• Absorption of digested food</li> <li>• Disorders of digestive system</li> <li>• <a href="https://www.youtube.com/watch?v=Og5xAdC8EUI">https://www.youtube.com/watch?v=Og5xAdC8EUI</a></li> </ul>	<p>constipation, vomiting, jaundice, diarrhoea.</p> <ul style="list-style-type: none"> <li>• <b>Value Based Practical Outcome:</b> Teaching the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc. through the practical.</li> </ul>
October 5	<ul style="list-style-type: none"> <li>• <b>Chapter-17: Breathing and Exchange of Gases</b></li> <li>• Respiratory organs in animals (recall only).</li> <li>• Respiratory system in humans.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Chalk Board in collaboration with digital methods</li> <li>• Duster</li> <li>• Colored chalks</li> <li>• PPT</li> <li>• Modules on Extra marks Teaching software</li> <li>• Flowcharts</li> </ul>	<ul style="list-style-type: none"> <li>• <b>practical's:</b></li> <li>• To study the mechanism of breathing.</li> <li>• <b>Diagrams:</b></li> <li>• Human respiratory System,</li> <li>• Inspiration and expiration</li> </ul>	<ul style="list-style-type: none"> <li>• The learning outcome will be assessed with written class test and oral tests.</li> <li>• <b>Assignments</b> based on previous years' board questions and NCERT questions.</li> </ul>	<p><b>To develop the understanding of the concept by:</b></p> <ul style="list-style-type: none"> <li>• Describing objective of the chapter to the students.</li> <li>• The students are tested for the previous</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to explain</li> <li>• Respiratory organs in animals (recall only).</li> <li>• Respiratory system in humans.</li> <li>• mechanism of breathing and its regulation in humans</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>• Mechanism of breathing and its regulation in humans</li> <li>• Exchange of gases,</li> <li>• Transport of gases and regulation of respiration,</li> <li>• Respiratory volume.</li> <li>• Disorders related to respiration - asthma, emphysema, occupational respiratory disorders</li> </ul>	<ul style="list-style-type: none"> <li>• Concept Maps</li> <li>• Virtual Lab</li> <li>• e-book</li> </ul>	<ul style="list-style-type: none"> <li>• Alveolus showing exchange of gases</li> <li>• Oxygen dissociation curve</li> </ul>	<ul style="list-style-type: none"> <li>• MCQs based on the topics taught every day in the class.</li> <li>• <b>Case Study</b> and questions based on it for practice.</li> <li>• <b>Assertion and Reasoning</b> based questions.</li> </ul>	<p>knowledge on the concept of respiration and lungs.</p> <ul style="list-style-type: none"> <li>• The students are told to make flow charts for some difficult topics for better understanding.</li> <li>• The students are shown <b>Videos</b> to get the insight of the topic on: <ul style="list-style-type: none"> <li>• Human respiratory system</li> <li>• Mechanism of breathing</li> <li>• Exchange of gases</li> <li>• Transport of gases</li> <li>• Regulation of respiration</li> <li>• Disorders of respiratory system</li> </ul> </li> <li>• <a href="https://www.youtube.com/watch?v=a_DIUVP7eSY">https://www.youtube.com/watch?v=a_DIUVP7eSY</a></li> </ul>	<ul style="list-style-type: none"> <li>• exchange of gases,</li> <li>• transport of gases</li> <li>• Regulation of respiration, respiratory volume.</li> <li>• disorders related to respiration -asthma, emphysema, occupational</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
October 7	<ul style="list-style-type: none"> <li>• <b>Chapter-18: Body Fluids and Circulation</b></li> <li>• Composition of blood,</li> <li>• Blood groups,</li> <li>• Coagulation of blood.</li> <li>• Composition of lymph and its function.</li> <li>• Human circulatory system</li> <li>• Structure of human heart and blood vessels.</li> <li>• Cardiac cycle,</li> <li>• Cardiac output,</li> <li>• ECG.</li> <li>• Double circulation.</li> <li>• Regulation of cardiac activity.</li> <li>• Disorders of circulatory system - hypertension, coronary artery disease, angina pectoris, heart failure.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Chalk Board in collaboration with digital methods</li> <li>• Duster</li> <li>• Colored chalks</li> <li>• PPT</li> <li>• Modules on Extra marks Teaching software</li> <li>• Flowcharts</li> <li>• Concept Maps</li> <li>• Virtual Lab</li> <li>• e-book</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Practical's:</b></li> <li>• To detect the presence of albumin in urine.</li> <li>• <b>Diagrams:</b></li> <li>• Section of a human heart</li> <li>• Diagrammatic presentation of standard ECG</li> <li>• Schematic plan of double circulation</li> <li>• <b>Art Integration:</b></li> <li>• Model of human heart</li> </ul>	<ul style="list-style-type: none"> <li>• The learning outcome will be assessed with written class test and oral tests.</li> <li>• <b>Assignments</b> based on previous years' board questions and NCERT questions.</li> <li>• MCQs based on the topics taught every day in the class.</li> <li>• <b>Case Study</b> and questions based on it for practice.</li> <li>• <b>Assertion and Reasoning</b> based questions.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Developing knowledge of concept by:</b></li> <li>• The session would begin with pre knowledge testing of class 10<sup>th</sup> about double circulation and human heart.</li> <li>• The students are told to use textbooks/ web resources to explore different topics</li> </ul> <p>The Videos are shown to get the insight of the topic on:</p> <ul style="list-style-type: none"> <li>• Components of blood</li> <li>• Blood groups</li> <li>• Coagulation of blood</li> <li>• Human circulatory system</li> <li>• Cardiac cycle</li> <li>• Electrocardiogram</li> <li>• Double circulation</li> <li>• Disorders of circulatory system</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to explain</li> <li>• Composition of blood,</li> <li>• Blood groups,</li> <li>• Coagulation of blood.</li> <li>• Composition of lymph and its function.</li> <li>• Human circulatory system</li> <li>• Structure of human heart and blood vessels.</li> <li>• Cardiac cycle,</li> <li>• Cardiac output,</li> <li>• ECG.</li> <li>• Double circulation.</li> <li>• Regulation of cardiac activity.</li> <li>• Disorders of circulatory system - hypertension, coronary artery disease, angina pectoris, heart failure.</li> <li>• <b>Value Based Practical Outcome:</b> Teaching the values like team spirit,</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=qmNCJxpsr0">https://www.youtube.com/watch?v=qmNCJxpsr0</a></li> </ul>	coordination, cooperation, Empathy, Mutual respect etc. through the practical.
November 7	<ul style="list-style-type: none"> <li><b>Chapter -19: Excretory products and their elimination</b></li> <li>Modes of excretion - ammonotelism, ureotelism, uricotelism.</li> <li>Human excretory system – structure and function.</li> <li>Urine formation,</li> <li>Osmoregulation .</li> <li>Regulation of kidney function -renin - angiotensin, atrial natriuretic factor, ADH and diabetes insipidus.</li> </ul>	<ul style="list-style-type: none"> <li>Use of Chalk Board in collaboration with digital methods</li> <li>Duster</li> <li>Colored chalks</li> <li>PPT</li> <li>Modules on Extra marks Teaching software</li> <li>Flowcharts</li> <li>Concept Maps</li> <li>Virtual Lab</li> <li>e-book</li> </ul>	<ul style="list-style-type: none"> <li><b>Practical's:</b></li> <li>To test the presence of urea in urine.</li> <li><b>Diagrams:</b></li> <li>Urinary System,</li> <li>L.S. of kidney</li> <li>Nephron and vasa recta,</li> <li>Malpighian body.</li> <li><b>Art Integration:</b></li> <li>Model of Urinary system</li> <li><a href="https://www.youtube.com/watch?v=zAczdDFyglA">https://www.youtube.com/watch?v=zAczdDFyglA</a></li> </ul>	<ul style="list-style-type: none"> <li>The learning outcome will be assessed with written class test and oral tests.</li> <li><b>Assignments</b> based on previous years' board questions and NCERT questions.</li> <li>MCQs based on the topics taught every day in the class.</li> <li><b>Case Study</b> and questions based on it for practice.</li> <li><b>Assertion and Reasoning</b> based questions.</li> </ul>	<p><b>To develop the understanding of the concept by:</b></p> <ul style="list-style-type: none"> <li>Discussions.</li> <li>Assignments</li> <li>Brainstorming by HOTS on urine formation and counter current mechanism.</li> <li>Understanding of concept by extra marks videos related to the topic.</li> <li>Activity based learning</li> <li>Flip teaching</li> <li>Concrete to abstract</li> <li>Demonstration methods</li> <li><b>Videos:</b></li> <li>Human excretory system</li> <li>Structure of nephron</li> <li>Urine formation</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to explain</li> <li>At the end of the chapter, the students will be able to describe the parts of human urinary system,</li> <li>mechanism of urine formation</li> <li>the concentration of filtrate,</li> <li>regulation of kidney function</li> <li>Disorders related to excretory system.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>Role of other organs in excretion.</li> <li>Disorders - uremia, renal failure, renal calculi, nephritis; dialysis and artificial kidney, kidney transplant</li> </ul>				<ul style="list-style-type: none"> <li>Counter current mechanism</li> <li>Regulation of kidney functions</li> <li>Disorders of excretory functions</li> </ul> <p><a href="https://www.youtube.com/watch?v=EhnRhFLyOg">https://www.youtube.com/watch?v=EhnRhFLyOg</a></p>	
November 7	<ul style="list-style-type: none"> <li><b>Chapter-20: Locomotion and Movement</b></li> <li>Types of muscles based on their location,</li> <li>Anatomy of a muscle fiber and the contractile proteins that make them,</li> <li>Mechanism of muscle contraction,</li> <li>Axial and appendicular skeleton,</li> <li>Joints and types</li> </ul>	<ul style="list-style-type: none"> <li>Use of Chalk Board in collaboration with digital methods</li> <li>Duster</li> <li>Colored chalks</li> <li>PPT</li> <li>Modules on Extra marks Teaching software</li> <li>Flowcharts</li> <li>Concept Maps</li> <li>Virtual Lab</li> <li>e-book</li> </ul>	<ul style="list-style-type: none"> <li><b>Practical's:</b></li> <li>To study the human skeleton and different types of joints.</li> <li><a href="https://www.youtube.com/watch?v=wmYBpCe5paM">https://www.youtube.com/watch?v=wmYBpCe5paM</a></li> <li><b>Diagrams:</b></li> <li>Anatomy of muscle fiber</li> <li>Structure of actin and myosin proteins</li> <li>Stages of cross bridge formation during muscle contraction</li> </ul>	<ul style="list-style-type: none"> <li>The learning outcome will be assessed with written class test and oral tests.</li> <li><b>Assignments</b> based on previous years' board questions and NCERT questions.</li> <li>MCQs based on the topics taught every day in the class.</li> <li><b>Case Study</b> and questions based on it for practice.</li> <li><b>Assertion and Reasoning</b> based questions.</li> </ul>	<ul style="list-style-type: none"> <li><b>Developing knowledge of concept by:</b></li> <li>The teacher will do previous knowledge testing on the topic of muscular tissue</li> <li>The teacher will keep on throwing statements related to reasons, consequences and ways to find solutions to the Problem.</li> <li>The teacher would develop the concepts of the topics with</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to explain</li> <li>Identify the different parts of the skeletal system in humans.</li> <li>They will also be able to explain the mechanism of muscle contraction by sliding filament theory.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>Disorders related to muscular and skeletal system</li> </ul>				textbook sequence by lecture method, flip method, brainstorming and discussion. <ul style="list-style-type: none"> <li>In the end of chapter recapitulation with the help of flow charts.</li> <li><b>Videos:</b></li> <li>Types of movements</li> <li>Structure of skeleton muscles</li> <li>Structure of contractile proteins</li> <li>Mechanism of muscle contraction</li> <li>Skeletal System</li> </ul>	
November 7	<ul style="list-style-type: none"> <li><b>Chapter-21: Neural control and coordination</b></li> <li>Neural system and structure of neuron,</li> </ul>	<ul style="list-style-type: none"> <li>Use of Chalk Board in collaboration with digital methods</li> <li>Duster</li> <li>Colored chalks</li> <li>PPT</li> <li>Modules on Extra marks Teaching software</li> </ul>	<ul style="list-style-type: none"> <li><b>Practical's:</b></li> <li>To study the parts of human brain.</li> <li>To study the parts of human eye.</li> <li>To study the parts of human ear.</li> </ul>	<ul style="list-style-type: none"> <li>The learning outcome will be assessed with written class test and oral tests.</li> <li><b>Assignments</b> based on previous years' board questions and NCERT questions.</li> </ul>	<b>To develop the understanding of the concept by:</b> <ul style="list-style-type: none"> <li>Describing objective of the chapter to the students.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to explain</li> <li>neural system and structure of neuron,</li> <li>Gain conceptual knowledge of the generation, conduction and</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>• Conceptual knowledge of the generation,</li> <li>• Conduction and transmission of nerve impulse.</li> <li>• Parts of human brain</li> <li>• How reflex action occurs,</li> <li>• Structure and working of human eye and ear.</li> </ul>	<ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Concept Maps</li> <li>• Virtual Lab</li> <li>• e-book</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=eOoPAcvkKQk">https://www.youtube.com/watch?v=eOoPAcvkKQk</a></li> <li>• <b>Diagrams:</b></li> <li>• Neuron</li> <li>• Synapse</li> <li>• Human brain</li> <li>• Human eye</li> <li>• Human ear</li> <li>• <b>Inter disciplinary linkage:</b></li> <li>• Relating the image formed on retina with the ray diagrams to explain the concept of convergence of rays by eye lens.</li> </ul>	<ul style="list-style-type: none"> <li>• MCQs based on the topics taught every day in the class.</li> <li>• <b>Case Study</b> and questions based on it for practice.</li> <li>• <b>Assertion and Reasoning</b> based questions.</li> </ul>	<ul style="list-style-type: none"> <li>• The students are tested for the previous knowledge on brain and spinal cord.</li> <li>• The concept is developed by discussion with students to understand nerve impulse generation.</li> <li>• The students are told to make flow charts for some difficult topics for better understanding.</li> <li>• The students are shown <b>Videos</b> to get the insight of the topic on:</li> <li>• Human Neural system</li> <li>• Types of neurons</li> <li>• Generation and conduction of nerve impulse</li> <li>• Transmission of Impulses</li> <li>• Human brain</li> <li>• Human eye</li> <li>• Human ear</li> </ul>	<p>transmission of nerve impulse.</p> <ul style="list-style-type: none"> <li>• Parts of human brain,</li> <li>• how reflex action occurs, structure</li> <li>• Working of human eye and ear.</li> <li>• They will also be able to draw all the diagrams related to the topic.</li> <li>• <b>Value Based Practical Outcome:</b> Teaching the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc. through the practical.</li> </ul>



Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=EEmpK-HpUW0">https://www.youtube.com/watch?v=EEmpK-HpUW0</a></li> </ul>	
November 6	<b>Chapter -22: Chemical coordination and integration</b> <ul style="list-style-type: none"> <li>Endocrine glands and hormones.</li> <li>Human endocrine system - hypothalamus, pituitary, pineal, thyroid, parathyroid, adrenal, pancreas, gonads.</li> <li>Mechanism of hormone action</li> <li>Role of hormones as messengers and regulators,</li> <li>Hypo -and hyperactivity of hormones and related</li> </ul>	<ul style="list-style-type: none"> <li>Use of Chalk Board in collaboration with digital methods</li> <li>Duster</li> <li>Colored chalks</li> <li>PPT</li> <li>Modules on Extra marks Teaching software</li> <li>Flowcharts</li> <li>Concept Maps</li> <li>Virtual Lab</li> <li>e-book</li> </ul>	<ul style="list-style-type: none"> <li><b>Practical's:</b></li> <li>To test the presence of sugar in urine.</li> <li><b>Diagrams:</b></li> <li>Mechanism of hormone action</li> <li><b>Project:</b></li> <li>Hormonal Action in human beings</li> <li><a href="https://www.youtube.com/watch?v=Rj9sx7SbJOY">https://www.youtube.com/watch?v=Rj9sx7SbJOY</a></li> </ul>	<ul style="list-style-type: none"> <li>The learning outcome will be assessed with written class test and oral tests.</li> <li><b>Assignments</b> based on previous years' board questions and NCERT questions.</li> <li>MCQs based on the topics taught every day in the class.</li> <li><b>Case Study</b> and questions based on it for practice.</li> <li><b>Assertion and Reasoning</b> based questions.</li> </ul>	<ul style="list-style-type: none"> <li><b>Developing knowledge of concept by:</b></li> <li>The session would begin with pre knowledge testing of class 10<sup>th</sup> hormonal coordination in animals.</li> <li>Brainstorming by HOTS on functioning of endocrine glands in human beings.</li> <li>The students are told to use textbooks/ web resources to explore different topics</li> </ul> <p>The <b>Videos</b> are shown to get the insight of the topic on:</p>	<p>Students will be able to explain</p> <ul style="list-style-type: none"> <li>role of the hormones secreted by endocrine glands</li> <li>mechanism of hormone action</li> <li>role of hormones as messengers and regulators</li> <li>hypo -and hyperactivity of hormones and related disorders</li> </ul> <p><b>Value Based Practical Outcome:</b> Teaching the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc. through the practical.</p>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	disorders; dwarfism, acromegaly, cretinism, goiter, exophthalmic goiter, diabetes, Addison's disease				<ul style="list-style-type: none"> <li>• Human endocrine system</li> <li>• Hypothalamus and Pituitary gland</li> <li>• Mechanism of Hormone action</li> <li>• Types of hormones</li> <li>• <a href="https://www.youtube.com/watch?v=BenVSmBG7wU">https://www.youtube.com/watch?v=BenVSmBG7wU</a></li> </ul>	
<i>December</i>	<b>Revision, Exam and Assessment</b>	-	-	-	-	-

**PINEGROVE SCHOOL, DHARAMPUR**  
 Affiliation No. 630044; School Code: 43035  
**Annual Pedagogy Plan: Accountancy (55)**  
**Class: XI COM**  
**Session 2023-24**

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
May/June (23+5)	<b>Unit -1: Theoretical Framework</b> <i>Introduction to Accounting (Term – I)</i>	<ul style="list-style-type: none"> <li>• E- Book</li> <li>• PPT'S</li> <li>• Videos</li> <li>• Smart Classes</li> <li>• Chalk and Board</li> </ul>	<ul style="list-style-type: none"> <li>• A lecture of Head of the Accounts section of same School will be organized.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral and Written Test</li> <li>• Assignment</li> <li>• Quizzes</li> <li>• Work Sheets</li> </ul>	<p><b>Videos- To get the insight of the basics of accounting</b></p> <ul style="list-style-type: none"> <li>• Accounting- concept, objectives, advantages and limitations, types of accounting information; users of accounting information and their needs. Qualitative Characteristics of Accounting Information. Role of Accounting in Business.</li> <li>• Basic Accounting Terms- Business Transaction, Capital, Drawings. Liabilities (Non-Current and Current). Assets (Non-Current, Current); Fixed</li> </ul>	<p><i>After going through this Unit, the students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Describe the meaning, significance, objectives,</li> <li>• Advantages and limitations of accounting.</li> <li>• Identify / recognise the individual(s) and Entities that use accounting information for serving their needs of decision making.</li> <li>• Explain the various term used in accounting and differentiate between different related terms like current and non-Current, capital and revenue.</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p><i>Theory Base of Accounting (Term – I)</i></p>	<ul style="list-style-type: none"> <li>• E-Book</li> <li>• PPT'S</li> <li>• Videos</li> <li>• Smart Classes</li> <li>• Chalk and Board</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Made a list of all Viva Questions</b> from this unit topic wise. Hypothetical situations taken and <b>created for fun activity.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Oral and Written Test</li> <li>• Assignment</li> <li>• Quizzes</li> <li>• Work Sheets</li> </ul>	<p>assets (Tangible and Intangible), Expenditure(Capital and Revenue), Expense, Income, Profit ,Gain, Loss, Purchase, Sales, Goods, Stock ,Debtor, Creditor, Voucher, Discount (Trade discount and Cash Discount)</p> <p><b>Videos- To get insight of Accounting Principles</b></p> <ul style="list-style-type: none"> <li>• Fundamental accounting assumptions: GAAP: t</li> <li>• Concepts Business Entity, Money Measurement, Going Concern, Accounting Period, Cost Concept, Dual Aspect, Revenue Recognition, Matching, Full Disclosure, Consistency,</li> </ul>	<ul style="list-style-type: none"> <li>• Give examples of business transaction, liabilities, assets, expenditure and purchases explain that sales/purchases include both cash and credit.</li> </ul> <p><i>After going through this topic, the students will be able to</i></p> <ul style="list-style-type: none"> <li>• State the meaning of fundamental accounting Assumptions and their relevance in accounting.</li> <li>• Describe the meaning of accounting assumptions and the situation in which an Assumption is applied during the accounting process .explain the meaning and objectives of</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					Conservatism, Materiality and Objectivity <ul style="list-style-type: none"> <li>• System of Accounting. Basis of Accounting: cash basis and accrual basis</li> <li>• Accounting Standards: Need, benefits, limitations, applicability; IFRS-Need</li> <li>• Goods and Services Tax (GST): Characteristics and Objective</li> </ul>	accounting standards. <ul style="list-style-type: none"> <li>• Appreciate that various accounting standards Developed nationally and globally are in practice for bringing parity in the accounting treatment of different items.</li> <li>• Acknowledge the fact that recording of accounting transactions follows double entry system.</li> <li>• explain the bases of recording accounting transaction and to appreciate that accrual basis is a better basis for depicting the correct Financial position of an enterprise</li> </ul>
	<b><u>UNIT-2: Accounting Process</u></b> <b><i>(a) Recording of Business Transactions (Term – I)</i></b>	<ul style="list-style-type: none"> <li>• E- Book</li> <li>• PPT'S</li> <li>• Videos</li> <li>• Smart Classes</li> <li>• Chalk and Board</li> </ul>	Identification of types of vouchers by showing them some real vouchers  Task of voucher making	<ul style="list-style-type: none"> <li>• Oral and Written Test</li> <li>• Assignment</li> <li>• Quizzes</li> <li>• Work Sheets</li> </ul>	<b>Demonstrate the real vouchers</b> <ul style="list-style-type: none"> <li>• Voucher and Transactions: Source documents and Vouchers,</li> </ul>	<b><i>After going through this Unit, the students will be Able to:</i></b> <ul style="list-style-type: none"> <li>• Explain the concept of accounting</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			will be given to students		Preparation of Vouchers, Accounting Equation Approach: Meaning and Analysis, Rules of Debit and Credit. <ul style="list-style-type: none"> <li>Recording of Transactions: Books of Original Entry- Journal</li> </ul>	<ul style="list-style-type: none"> <li>equation and appreciate that every transaction affect either both the sides of the equation or a positive effect on one item and a negative effect.</li> <li>Appreciate that based on source documents, accounting vouchers are prepared for recording transaction in the Books of accounts.</li> <li>Develop the understanding of recording of transactions in journal and the skill of Calculating GST.</li> </ul>
June	<b>Revision, Exam and Assessment</b>					
June/July (30)	<b><u>UNIT-2: Accounting Process (Term – I)</u></b>	<ul style="list-style-type: none"> <li>E-Book</li> <li>PPT'S</li> <li>Videos</li> <li>Smart Classes</li> <li>Chalk and Board</li> </ul>	Copy of subsidiary books of some local firms will be given to children for analysis	<ul style="list-style-type: none"> <li>Oral and Written Test</li> <li>Assignment</li> <li>Quizzes</li> <li>Work Sheets</li> </ul>	<b>Demonstration of special books of some local firms.</b> <ul style="list-style-type: none"> <li>Special Purpose books:</li> <li>Cash Book: Simple, cash book</li> </ul>	<ul style="list-style-type: none"> <li>explain the purpose of maintaining a Cash Book and develop the skill of preparing the format of different types of cash books and the method of</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
August 22 days	<i>(b) Bank Reconciliation Statement: (Term – I)</i>	<ul style="list-style-type: none"> <li>• E- Book</li> <li>• PPT'S</li> <li>• Videos</li> <li>• Smart Classes</li> <li>• Chalk and Board</li> </ul>	Student will make a comparison of Cash book and a copy of bank statement to find the reasons of mismatch of balances of cash book and passbook.	<ul style="list-style-type: none"> <li>• Oral and Written Test</li> <li>• Assignment</li> <li>• Quizzes</li> <li>• Work Sheets</li> </ul>	<p>with bank column and petty cashbook</p> <ul style="list-style-type: none"> <li>• Purchases book</li> <li>• Sales book</li> <li>• Purchases return book</li> <li>• Sales return book</li> </ul> <p>Note: Including trade discount, freight, and cartage Expenses for simple GST calculation.</p> <ul style="list-style-type: none"> <li>• Ledger: Format, posting from journal and subsidiary books, Balancing of accounts</li> </ul> <p><b>Videos- To get insight the concept.</b></p> <ul style="list-style-type: none"> <li>• Need and preparation, Bank Reconciliation Statement</li> </ul>	<p>recording cash transactions in Cash book.</p> <ul style="list-style-type: none"> <li>• Appreciate that for ascertaining the position of individual accounts, transactions are posted from subsidiary books and journal proper into the concerned accounts in the ledger and develop the skill of ledger posting</li> </ul> <p><i>After going through this topic, the students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Appreciate that at times bank balance as indicated by cash book is different from the bank balance as shown by the passbook /bank statement and to reconcile both the balances, bank reconciliation statement is Prepared.</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<i>(c) Depreciation, Provisions and Reserves (Term – I)</i>	<ul style="list-style-type: none"> <li>• E-Book</li> <li>• PPT'S</li> <li>• Videos</li> <li>• Smart Classes</li> <li>• Chalk and Board</li> </ul>	Students will ask to observe the Cost price, Book value and Market value of some fixed assets of school.	<ul style="list-style-type: none"> <li>• Oral and Written Test</li> <li>• Assignment</li> <li>• Quizzes</li> <li>• Work Sheets</li> </ul>	<p><b>Videos- To get insight the concept.</b></p> <ul style="list-style-type: none"> <li>• Depreciation: Concept, Features, Causes, factors</li> <li>• Other similar terms: Depletion and Amortisation</li> <li>• Methods of Depreciation:</li> <li>• Straight Line Method (SLM)</li> <li>• Written Down Value Method (WDV)</li> <li>• Difference between SLM and WDV; Advantages of SLM and WDV</li> <li>• Accounting treatment of depreciation</li> <li>• Charging to asset account</li> <li>• Creating provision for depreciation/</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding of preparing bank Reconciliation statement.</li> </ul> <p><b><i>After going through this topic, the students will be able to:</i></b></p> <ul style="list-style-type: none"> <li>• Explain the necessity of providing depreciation and develop the skill of using Different methods for computing depreciation.</li> <li>• understand the accounting treatment of providing depreciation directly to the concerned asset account or by creating provision for depreciation account</li> <li>• Appreciate the method of asset disposal through the concerned asset account or by</li> </ul>



Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
September	<p>●Provisions and Reserves: (Term – I)</p>	<ul style="list-style-type: none"> <li>• E-Book</li> <li>• PPT'S</li> <li>• Videos</li> <li>• Smart Classes</li> <li>• Chalk and Board</li> </ul>	<p><b>Made a list of all Viva Questions</b> from this unit topic wise. Hypothetical situations taken and <b>created for fun activity.</b></p>	<ul style="list-style-type: none"> <li>• Oral and Written Test</li> <li>• Assignment</li> <li>• Quizzes</li> <li>• Work Sheets</li> </ul>	<p>accumulated depreciation account</p> <ul style="list-style-type: none"> <li>• Treatment for disposal of asset</li> </ul> <p><b>Videos- To get insight the concept.</b></p> <p>●Types of Reserves: Revenue reserve Capital reserve General reserve Specific reserve Secret Reserve</p> <ul style="list-style-type: none"> <li>• Difference between capital and revenue reserve</li> </ul>	<p>preparing asset disposal account.</p> <ul style="list-style-type: none"> <li>• <b>Appreciate the need for creating reserves</b> and making provisions for events which may belong to the current year but may happen in next year.</li> <li>• Appreciate the difference between reserve and fund.</li> </ul>
	<p><u>Accountancy Project Work</u> Project File (Term – I)</p>	<ul style="list-style-type: none"> <li>• E-Book</li> <li>• PPT'S</li> <li>• Videos</li> <li>• Smart Classes</li> <li>• Chalk and Board</li> </ul>	<p><b>Field Visit of Curetech formulation Pvt. Ltd.</b> To show the financial reports</p>	<p>Physically verifying each project and suggesting amendments if required.</p>	<p><b>Videos- To get insight the concept.</b> Create an artificial firm and: Collection of vouchers Entries in vouchers Recording of transactions Posting of transactions.</p>	<p><b>After preparing project work,</b> the students will be able to perform accounting work efficiently.</p>
	<p>(d) Accounting for Bills of Exchange (Term – II)</p>	<ul style="list-style-type: none"> <li>• E-Book</li> <li>• PPT'S</li> <li>• Videos</li> <li>• Smart Classes</li> <li>• Chalk and Board</li> </ul>	<p>A situation will be created in class and invite the students to play the role of Drawer and Drawee to understand the concept</p>	<ul style="list-style-type: none"> <li>• Oral and Written Test</li> <li>• Assignment</li> <li>• Quizzes</li> <li>• Work Sheets</li> </ul>	<p><b>Videos- To get insight the concept.</b></p> <ul style="list-style-type: none"> <li>•Bill of exchange and Promissory Note: Definition,</li> </ul>	<p><b>After going through this topic, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Acquire the knowledge of using bills of exchange</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<p>16 days</p> <p>October 21</p>	<p>(e) <u>Trial balance and Rectification of Errors</u> (Term – II)</p>	<ul style="list-style-type: none"> <li>• E-Book</li> <li>• PPT'S</li> <li>• Videos</li> <li>• Smart Classes</li> <li>• Chalk and Board</li> </ul>	<p>of Bills of exchange.</p> <p>Made a list of all Viva Questions from this unit topic wise. Hypothetical situations taken and <b>created for</b></p>	<ul style="list-style-type: none"> <li>• Oral and Written Test</li> <li>• Assignment</li> <li>• Quizzes</li> <li>• Work Sheets</li> </ul>	<p>Specimen, Features, Parties.</p> <ul style="list-style-type: none"> <li>• Difference between Bill of Exchange and Promissory Note</li> <li>• Terms in Bill of Exchange:</li> <li>• Term of Bill</li> <li>• Accommodation bill (concept)</li> <li>• Days of Grace</li> <li>• Date of maturity</li> <li>• Discounting of bill</li> <li>• Endorsement of bill</li> <li>• Bill after due date</li> <li>• Negotiation</li> <li>• Bill sent for collection</li> <li>• Dishonour of bill</li> <li>• Retirement of bill</li> <li>• Accounting Treatment</li> </ul> <p><b>Note:</b> excluding accounting treatment for Accommodation bill</p> <p><b>Videos- To get insight the concept.</b></p> <ul style="list-style-type: none"> <li>• Trial balance: objectives and preparation(Scope:</li> </ul>	<p>and promissory notes for financing business transactions</p> <ul style="list-style-type: none"> <li>• State the meaning of different terms used in Bills of exchange and their implication in accounting.</li> <li>• Explain the method of recording of bill transactions</li> </ul> <p><i>After going through this topic, the students will be able to:</i></p> <ul style="list-style-type: none"> <li>• state the need and objectives of preparing</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p><b><u>PART-B</u></b> <b><u>UNIT-3</u></b> <b><u>Financial Statements</u></b> <b><i>(Term – II)</i></b></p>	<ul style="list-style-type: none"> <li>• E-Book</li> <li>• PPT'S</li> <li>• Videos</li> <li>• Smart Classes</li> <li>• Chalk and Board</li> </ul>	<p><b>fun activity.</b></p> <p>Use of flow chart to understand this stage of accounting cycle</p>	<ul style="list-style-type: none"> <li>• Oral and Written Test</li> <li>• Assignment</li> <li>• Quizzes</li> <li>• Work Sheets</li> </ul>	<p>Trial balance with balance method only)</p> <ul style="list-style-type: none"> <li>• Errors: types-errors of omission, commission, Principles, and compensating; their effect on Trial Balance.</li> <li>• Detection and rectification of errors; Preparation of suspense account</li> </ul> <p><b>Videos- To get insight the concept.</b></p> <ul style="list-style-type: none"> <li>• Meaning, objectives, and importance</li> <li>• Revenue and Capital Receipts</li> <li>• Revenue and Capital Expenditure;</li> </ul>	<p>Trial balance and develop the skill of Preparing trial balance.</p> <ul style="list-style-type: none"> <li>• Appreciate that errors may be committed during the process of accounting.</li> <li>• Understand the meaning of different types of errors and their effect on trial balance.</li> <li>• develop the skill of identification and location of errors and their rectification and Preparation of suspense account.</li> </ul> <p><b><i>After going through this Unit, the students will be able to:</i></b></p> <ul style="list-style-type: none"> <li>• State the meaning of financial statements the</li> <li>• Purpose of preparing financial statements.</li> <li>• State the meaning</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<p>Deferred Revenue expenditure.</p> <ul style="list-style-type: none"> <li>• Trading and Profit and Loss Account: <ul style="list-style-type: none"> <li>• Gross Profit, Operating profit, and Net profit.</li> </ul> </li> <li>• Preparation of Balance Sheet: need, grouping and marshalling of assets and liabilities.</li> <li>• Adjustments in preparation of financial statements with respect to closing stock, outstanding expenses, prepaid expenses, accrued income, income received in advance, depreciation, bad debts, provision for doubtful debts, Provision for discount on debtors, Abnormal loss, goods taken for personal use/staff welfare, interest on capital and managers</li> </ul>	<p>of gross profit, operating profit and net profit and develop the skill of preparing Trading and profit and loss account.</p> <ul style="list-style-type: none"> <li>• Explain the need for preparing balance sheet.</li> <li>• Understand the Technique of grouping and marshalling of assets and liabilities.</li> <li>• Appreciate that there may be certain items Other than those shown in trial balance which may need adjustments while preparing financial statements.</li> <li>• Develop the understanding and skill to do adjustments for items and their presentation in financial statements like depreciation, Closing stock,</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
November (18)	<u>Incomplete Records</u> (Term – II)	<ul style="list-style-type: none"> <li>• E-Book</li> <li>• PPT'S</li> <li>• Videos</li> <li>• Smart Classes</li> <li>• Chalk and Board</li> </ul>	Students will ask to collect the records of small enterprises to understand the concept of Incomplete records	<ul style="list-style-type: none"> <li>• Oral and Written Test</li> <li>• Assignment</li> <li>• Quizzes</li> <li>• Work Sheets</li> </ul>	<p>commission. Preparation of Trading and Profit and Loss account and Balance Sheet of a sole proprietorship with adjustments.</p> <p><b>Videos- To get insight the concept.</b> Features, reasons, and limitations. Ascertainment of Profit/Loss by Statement of Affairs method, Difference between accounts from incomplete records and Statement of Affairs. Preparation of Trading , Profit and Loss account and Balance Sheet</p>	<p>provisions, abnormal loss etc.</p> <ul style="list-style-type: none"> <li>• Develop the skill of preparation of trading and Profit and loss account and balance sheet.</li> </ul> <p><b>After going through this topic, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>• State the meaning of incomplete records and Their uses and limitations.</li> <li>• Develop the understanding and skill of computation of profit / loss using the statement of affairs method.</li> </ul>
	<u>Unit 4: Computers in Accounting</u> (Term – II)	<ul style="list-style-type: none"> <li>• E-Book</li> <li>• PPT'S</li> <li>• Videos</li> <li>• Smart Classes</li> <li>• Chalk and Board</li> </ul>	<p><b>Made a list of all Viva Questions</b> from this unit topic wise. Hypothetical situations taken and <b>created for fun activity.</b></p>	<ul style="list-style-type: none"> <li>• Oral and Written Test</li> <li>• Assignment</li> <li>• Quizzes</li> <li>• Work Sheets</li> </ul>	<p><b>Videos- To get insight the concept.</b></p> <ul style="list-style-type: none"> <li>• Introduction to computer and accounting information system {AIS}:</li> </ul>	<p><b>After going through this Unit, the students will be Able to:</b></p> <ul style="list-style-type: none"> <li>• State the meaning of a computer, describe its components, capabilities, and</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<p>Introduction to computers (elements, capabilities, limitations of computer system)</p> <ul style="list-style-type: none"> <li>• Introduction to operating software, utility software and application software</li> <li>Introduction to accounting information system (AIS) as a part of Management Information System.</li> <li>• Automation of accounting process: meaning</li> <li>• Stages in automation:               <ul style="list-style-type: none"> <li>(a) Accounting process in computerised environment; comparison between manual accounting process and computerised accounting process,</li> </ul> </li> </ul>	<p>limitations.</p> <ul style="list-style-type: none"> <li>• State the meaning of accounting information System.</li> <li>• Appreciate the need for use of computers in accounting for preparing accounting reports.</li> <li>• Develop the understanding of comparing the manual and computerized Accounting process and appreciate the advantages and limitations of automation.</li> <li>• Understand the different kinds of accounting Software</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p><b><u>Accountancy Project Work</u></b> Project File (Term – II)</p>	<ul style="list-style-type: none"> <li>• E-Book</li> <li>• PPT'S</li> <li>• Videos</li> <li>• Smart Classes</li> <li>• Chalk and Board</li> </ul>	<p><b>Field Visit of Curetech formulation Pvt. Ltd.</b> To show the financial reports</p>	<p>Physically verifying each project and suggesting amendments if required.</p>	<p>(b) Sourcing of accounting software; kinds of software: readymade software; customised software and tailor-made software; generic Considerations before sourcing accounting software (c) creation of account groups and hierarchy (d) generation of reports -trial balance, profit and loss account and balance sheet</p> <p><b>Videos- To get insight the concept.</b> With the help of project of term – I Preparation of Trial balance Preparation of financial statements. Depiction using diagrammatic and</p>	<p>After preparing project work, the students will be able to perform accounting work efficiently.</p>

<b>Month/ No of working days</b>	<b>Topic/Sub-topic</b>	<b>Teaching Aids</b>	<b>Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments</b>	<b>Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)</b>	<b>Pedagogical Processes</b>	<b>Learning Outcomes</b>
					graphical tools.	
	<b>Revision</b>					
<b>December</b>	<b>Final Exam</b>	-	-	-	-	-



**PINEGROVE SCHOOL, DHARAMPUR**  
 Affiliation No. 630044: School Code: 43035  
**Annual Pedagogy Plan: ECONOMICS (030)**  
**Class: XI**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<b>APRIL</b> <b>(7 Days)</b>	<b>TOPIC: INTRODUCTION: (MICRO)</b> <ul style="list-style-type: none"> <li>Meaning of microeconomics and macroeconomics; positive and normative economics.</li> <li>What is an economy? Central problems of an economy: what, how and for whom to produce; concepts of production possibility frontier and opportunity cost.</li> </ul>	<b>TEACHING AIDS:</b> <ul style="list-style-type: none"> <li>Chalk, Duster, Smart Board.</li> <li><b>Power Point presentation</b> on scarcity, Economics and its branches.</li> <li><b>Videos</b> related to economy, types of economies, Production possibility curve.</li> <li><b>You tube links:</b></li> <li><a href="https://www.youtube.com/watch?v=CE5eJbaHL8s">https://www.youtube.com/watch?v=CE5eJbaHL8s</a></li> <li><a href="https://www.youtube.com/watch?v=_ElpAtDL-WE">https://www.youtube.com/watch?v=_ElpAtDL-WE</a></li> </ul>	<ul style="list-style-type: none"> <li><b>Interdisciplinary linkage:</b> Mathematics, Accountancy, Statistics, Business studies and social studies.</li> <li><b>Art Integration:</b> Drawing graphs, Pie charts, bar diagrams, histograms related to GDP.</li> <li><b>Mathematical Integration.</b> (formulae related to MOC and MRT).</li> <li><b>Skill Assessment:</b> Concept test to probe students' comprehension or application of the concept.</li> </ul>	Assignment: learning and written work. <ul style="list-style-type: none"> <li>MCQs</li> <li>Oral testing</li> <li>Written testing: Formative and Summative.</li> <li><b>Notebook</b> correction.</li> </ul>	<ul style="list-style-type: none"> <li><b>Motivation and Brainstorming</b> Previous Knowledge would be checked by asking questions.</li> <li><b>Diagnostic assessment</b> of the topic 'Economy'.</li> <li><b>Interactive Lectures</b> in combination with the use of board and chalk.</li> <li><b>Moderated Group Discussion</b> on impact on PPC due to various schemes launched by the Government.</li> <li><b>Real life examples</b></li> </ul>	<ul style="list-style-type: none"> <li>The students will be able to Understand the concept of Economics, economy etc.</li> <li>Students will know the state of Economy (agriculture, service and industry)</li> <li>Comprehend the concept of Production possibility curve.</li> <li>Differentiate between micro and macroeconomics.</li> <li>Calculate MRT and MOC. Able to draw PPC. Students will be able to explain scarcity.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		<ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=9ZqkecHnFpc">https://www.youtube.com/watch?v=9ZqkecHnFpc</a></li> <li>• <a href="https://www.youtube.com/watch?v=zcN0d8foBXI">https://www.youtube.com/watch?v=zcN0d8foBXI</a></li> <li>• <b>NCERT e-book</b></li> <li>• <b>Flow charts</b> related to branches of economics, central problems will be drawn.</li> <li>• <b>Articles</b> from Newspapers.</li> </ul> <p><b>Modules on EXTRAMARKS</b></p>			<p>(Positive Economics and Normative Economics), micro and macro.</p> <ul style="list-style-type: none"> <li>• Explanation of scarcity with examples. (A situation will be created, For example monthly pocket money.)</li> <li>• <b>Role plays.</b></li> <li>• <b>Activity- buzz session.</b></li> <li>• <b>Case study.</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Meaning of Economy, Central problems of Economy, Concept of Production Possibility Curve and Opportunity Cost</li> <li>▪ Apply the concept of PPC and MOC.</li> <li>▪ Able to understand the nature of Economics.</li> <li>▪ Able to classify basic economic activities.</li> </ul>
<b>APRIL (14 Days)</b>	<p><b>TOPIC: Introduction (I) (STATISTICS)</b></p> <ul style="list-style-type: none"> <li>• What is Economics? Meaning, scope, functions and importance of statistics in Economics.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>TEACHING AIDS:</b></li> <li>• Chalk, Duster, Smart Board, Scale.</li> <li>• <b>Power Point presentation on</b> Collection of data,</li> </ul>	<p><b>SKILL ASSESSMENT:</b> Concept test to probe students comprehension or application of the concept.</p> <p><b>Inter disciplinary link: Mathematics</b> (in case of unequal class</p>	<p>Assignment: learning and written work</p> <ul style="list-style-type: none"> <li>• MCQs</li> <li>• Oral testing</li> <li>• Written testing: Formative and Summative.</li> </ul> <p><b>Notebook</b> correction.</p>	<ul style="list-style-type: none"> <li>▪ <b>Activating Prior Knowledge</b> by Random Questioning.</li> <li>▪ <b>Introducing the topic</b> to be taught after getting the expected response from the students.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will be able to Understand the concept of economics.</li> <li>• Students will be able to recall, recognize, Understand and explain the meaning, scope,</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p><b>Collection, Organisation and Presentation of data:(II)</b></p> <ul style="list-style-type: none"> <li>Sources of data - primary and secondary; how basic data is collected, with concepts of Sampling; Sampling and Non-Sampling errors; methods of collecting data; some important sources of secondary data: Census of India and National Sample Survey Organization.</li> </ul> <p><b>Organization of Data:(III)</b></p> <ul style="list-style-type: none"> <li>Meaning and types of variables; Frequency Distribution.</li> </ul>	<p>organization of data and presentation of data.</p> <ul style="list-style-type: none"> <li><b>Videos</b> related to Basic of statistics, census of India in 2001 and types of Presentation.</li> <li><b>You tube links:</b></li> <li><a href="https://www.youtube.com/watch?v=SFPGVThJNk">https://www.youtube.com/watch?v=SFPGVThJNk</a></li> <li><a href="https://www.youtube.com/watch?v=Coe0N2xb8kk">https://www.youtube.com/watch?v=Coe0N2xb8kk</a></li> <li><a href="https://www.youtube.com/watch?v=s3smxAdiZzw">https://www.youtube.com/watch?v=s3smxAdiZzw</a></li> <li><a href="https://www.youtube.com/watch?v=Iq_fhTuY1hw">https://www.youtube.com/watch?v=Iq_fhTuY1hw</a></li> <li><a href="https://www.youtube.com/watch">https://www.youtube.com/watch</a></li> </ul>	<p>intervals), Art.</p> <p><b>Mathematics-</b> To construct pie diagram. Geometry-To construct pie diagram.</p> <p><b>Art:</b> To make different kinds of bar diagram.</p> <p><b>Questionnaire</b> on consumer awareness.</p> <p><b>Project work</b> to cover all stages of statistics.</p>		<ul style="list-style-type: none"> <li><b>Meaning of Statistics</b>, its importance and its stages will be explained.</li> <li><b>Interactive Lecture</b> with use of board and chalk.</li> <li><b>Flow chart</b> to explain the types of tables, diagrams.</li> <li>Explanation of data and various methods to collect will be explained (Primary and secondary)</li> <li>Teacher will herself collect the data from the class through various methods. (<b>Direct and indirect ,Primary and Secondary</b>)</li> </ul>	<p>functions and importance of statistics in Economics</p> <ul style="list-style-type: none"> <li>Comprehend the concept of collection of data.</li> <li>Differentiate between census and sample surveys.</li> <li>Able to identify different methods of data collection.</li> <li>The students will be able to understand the concept of collection and organization of data, frequency, mid- value etc.</li> <li>To apply this knowledge to organize raw data.</li> <li>To apply this knowledge in project work. use the knowledge of</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p><b>Presentation of Data: (IV)</b></p> <ul style="list-style-type: none"> <li>• Tabular Presentation and Diagrammatic Presentation of Data:</li> <li>• Geometric forms (bar diagrams and pie diagrams)</li> <li>• Frequency diagrams</li> <li>• (histogram, polygon and Ogive) and</li> <li>• Arithmetic line graphs (time series graph)</li> </ul>	<p><a href="https://www.youtube.com/watch?v=pmno-Yfctd8">h?v=pmno-Yfctd8.</a></p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=mdVWbufdNY">https://www.youtube.com/watch?v=mdVWbufdNY.</a></li> <li>• <a href="https://www.youtube.com/watch?v=7U3-fu09v4M">https://www.youtube.com/watch?v=7U3-fu09v4M</a></li> <li>• <b>NCERT e-book.</b></li> <li>• <b>Flow charts</b> related to methods of collection and types of Presentation.</li> <li>• <b>Articles</b> from Newspapers.</li> </ul> <p><b>Modules on EXTRAMARKS.</b></p>			<ul style="list-style-type: none"> <li>▪ <b>Real life</b> examples. (Raw data will be given to organize.)</li> <li>▪ <b>Role plays.</b></li> <li>▪ <b>Activity- buzz session.</b></li> </ul>	<p>histogram and ogive to locate median and mode.</p> <ul style="list-style-type: none"> <li>• To read histograms, ogives and polygon.</li> <li>• Able to find out find out median and mode graphically.</li> <li>• To make students understand the concepts of data and basic terms related to it.</li> <li>• To apply knowledge about questionnaire and qualities of a good questionnaire.</li> </ul>
MAY (22 Days)	<p><b>TOPIC: Consumer equilibrium and Demand: (MICRO)</b></p> <ul style="list-style-type: none"> <li>• Consumer's equilibrium - meaning of utility,</li> </ul>	<ul style="list-style-type: none"> <li>• <b>TEACHING AIDS:</b></li> <li>• Chalk, Duster, Smart Board.</li> <li>• <b>Power Point presentation on</b></li> </ul>	<p><b>SKILL ASSESSMENT:</b></p> <p>Concept test to probe students' comprehension or application of the concept.</p>	<p>Assignment: learning and written work</p> <ul style="list-style-type: none"> <li>• MCQs</li> <li>• Oral testing</li> <li>• Written testing: Formative and</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Motivation and Brain storming_</b> Previous Knowledge would be checked by asking questions.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will be able to</li> <li>• Understand the concept of consumer equilibrium,</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p>marginal utility, law of diminishing marginal utility.</p> <ul style="list-style-type: none"> <li>• Conditions of consumer's equilibrium using marginal utility analysis.</li> <li>• Indifference curve analysis of consumer's equilibrium-the consumer's budget (budget set and budget line), preferences of the consumer (indifference curve, indifference map) and conditions of consumer's equilibrium.</li> <li>• Demand, market demand, determinants of demand, demand schedule, demand curve and its slope, movement along and shifts in the demand curve; price elasticity of</li> </ul>	<p>consumer's equilibrium, law of diminishing marginal utility, Indifference curve, budget line and demand.</p> <ul style="list-style-type: none"> <li>• <b>Videos</b> related to Demand, factors effecting demand elasticity of demand.</li> <li>• <b>You tube links:</b> <a href="https://www.youtube.com/watch?v=xKDBOEQgWk">https://www.youtube.com/watch?v=xKDBOEQgWk</a></li> <li>• <a href="https://www.youtube.com/watch?v=GwXypq9CR2E">https://www.youtube.com/watch?v=GwXypq9CR2E</a></li> <li>• <a href="https://www.youtube.com/watch?v=v1q1nnPCcKw">https://www.youtube.com/watch?v=v1q1nnPCcKw</a></li> <li>• <b>NCERT e-book.</b></li> <li>• <b>Articles</b> from Newspapers.</li> </ul>	<p><b>Inter disciplinary integration:</b> Geometry: Slope of TU, Mathematics: calculation of TU, MU, Statistics (Schedule making) concept.</p> <p><b>Examples MCQ,</b> Quizzes related to the concepts of Utility, TU, MU and Consumer's Equilibrium Questions where students have to give different examples.</p> <p><b>Project work: Impact</b> of changes in price of gold and petrol on demand curve.</p>	<p>Summative.</p> <p><b>Notebook</b> correction</p>	<ul style="list-style-type: none"> <li>▪ <b>Interactive Lectures</b> in combination with use of board and chalk.</li> <li>▪ <b>Moderated Group Discussion</b> on how consumer will react when prices changes of various goods he consumes.</li> <li>• <b>Real life</b> examples. (When prices of substitute and complementary goods changes., What will be the impact on demand)</li> <li>• <b>Lectures</b> interspersed with oral and written activities.</li> <li>• Students sharing their own experiences related to the topic.</li> </ul>	<p>demand, elasticity of demand etc.</p> <ul style="list-style-type: none"> <li>• Comprehend the concept of Marginal rate of substitution.</li> <li>• Differentiate between change in demand and change in quantity demanded.</li> <li>• Find out elasticity of demand.</li> <li>▪ Able to draw demand curve, market demand curve. Student will be able to apply the topic of consumer's equilibrium and analyze and interpret the given situations.</li> <li>▪ Will be able to apply knowledge to solve numerical and thus develop problem solving attitude Student will be able to differentiate</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	demand -factors affecting. Price elasticity of demand; measurement of price elasticity of demand –percentage-change method.	<ul style="list-style-type: none"> <li>• <b>Flow charts related to determinants</b> of demand, determinants of elasticity of demand and Properties of Indifference curve.</li> </ul>			<ul style="list-style-type: none"> <li>• <b>Role plays.</b></li> <li>• <b>Activity- buzz session.</b></li> </ul>	<p>between MU and TU, to solve numerical by applying the knowledge gained.</p> <ul style="list-style-type: none"> <li>▪ They will develop the skill of problem solving.</li> <li>▪ Students will be able to present these concepts graphically.</li> </ul>
<b>JULY (10 Days)</b>	<p><b>TOPIC: Measures of Central Tendency (STATISTICS)</b></p> <ul style="list-style-type: none"> <li>• Measures of Central Tendency-mean (simple and weighted), median and mode.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>TEACHING AIDS:</b></li> <li>• Chalk, Duster, Smart Board.</li> <li>• <b>Power Point presentation on</b> mean, median and mode.</li> <li>• <b>Videos</b> related to Averages.</li> <li>• <a href="https://www.youtube.com/watch?v=6DYtC7lrVuY">https://www.youtube.com/watch?v=6DYtC7lrVuY</a></li> </ul>	<p><b>SKILL ASSESSMENT:</b> Concept test to probe students' comprehension or application of the concept.</p> <p><b>Inter disciplinary link:</b> Mathematics.</p>	<p>Assignment: learning and written work</p> <ul style="list-style-type: none"> <li>• MCQs</li> <li>• Oral testing</li> <li>• Written testing: Formative and Summative.</li> </ul> <p><b>Notebook</b> correction.</p>	<ul style="list-style-type: none"> <li>▪ <b>Activating Prior</b> Knowledge by Random Questioning.</li> <li>▪ <b>Introducing the topic</b> to be taught after getting the expected response from the students.</li> <li>▪ <b>Meaning of Averages</b> will be explained.</li> <li>▪ <b>Interactive Lecture</b> with use</li> </ul>	<ul style="list-style-type: none"> <li>• The students will be able to Understand the concept of Mean, Median and mode etc.</li> <li>• Comprehend the concept of Averages and its objectives.</li> <li>• Differentiate between arithmetic mean and weighted mean.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		<ul style="list-style-type: none"> <li>• NCERT e- book</li> <li>• Flow charts related to methods of mean, median and mode and formulas.</li> </ul> <p><b>Modules on EXTRAMARKS.</b></p>			<p>of board and chalk.</p> <ul style="list-style-type: none"> <li>▪ Using flow chart for different methods of Averages, and formulae.</li> <li>▪ Numerical will be solved on the board and students will encouraged to solve them in their notebooks.</li> <li>▪ <b>Real life</b> examples.</li> <li>▪ Lectures interspersed with oral and written activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to find out mean, median and mode.</li> <li>• Apply knowledge in day to day life.</li> <li>• Able to explain merits and demerits of mean, median and mode.</li> </ul>
<b>JULY/ AUGUST (20 Days)</b>	<p><b>TOPIC: Production function and Supply: (MICRO)</b></p> <ul style="list-style-type: none"> <li>• Meaning of Production Function –Short-Run and Long-Run Total Product, Average Product and Marginal</li> </ul>	<ul style="list-style-type: none"> <li>• <b>TEACHING AIDS:</b></li> <li>• Chalk, Duster, Smart Board.</li> <li>• <b>Power Point presentation on</b> Production function, cost, revenue and supply.</li> </ul>	<p><b>SKILL ASSESSMENT:</b></p> <p>Concept test to probe students. comprehension or application of the concept.</p> <p><b>Inter disciplinary link:</b></p> <p>Mathematics,</p>	<p>Assignment: learning and written work</p> <ul style="list-style-type: none"> <li>• MCQs</li> <li>• Oral testing</li> <li>• Written testing: Formative and Summative.</li> </ul> <p><b>Notebook</b> correction.</p>	<ul style="list-style-type: none"> <li>▪ <b>Activating Prior</b> Knowledge by Random Questioning</li> <li>▪ <b>Introducing the topic</b> to be taught after getting the expected response from</li> </ul>	<ul style="list-style-type: none"> <li>• The students will be able to understand the concept of production, cost, revenue, supply etc.</li> <li>• Comprehend the concept of Production function.</li> <li>• Differentiate between</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p>Product. Returns to a Factor.</p> <ul style="list-style-type: none"> <li>• Cost: Short run costs -total cost, total fixed cost, total variable cost; Average cost; Average fixed cost, average variable cost and marginal cost-meaning and their relationships.</li> <li>• Revenue -total, average and marginal revenue - meaning and their relationship.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Videos</b> related to determinants of supply, Production function of a firm.</li> <li>• <b>You tube links:</b></li> <li>• <a href="https://www.youtube.com/watch?v=6B2wUpJPTu0">https://www.youtube.com/watch?v=6B2wUpJPTu0</a></li> <li>• <a href="https://www.youtube.com/watch?v=ucJBO9UTmwo">https://www.youtube.com/watch?v=ucJBO9UTmwo</a></li> <li>• <a href="https://www.youtube.com/watch?v=BQvtjWZ0ig">https://www.youtube.com/watch?v=BQvtjWZ0ig</a></li> <li>• <a href="https://www.youtube.com/watch?v=720uyg0DdM">https://www.youtube.com/watch?v=720uyg0DdM</a></li> <li>• <a href="https://www.youtube.com/watch?v=GwXypq9CR2E">https://www.youtube.com/watch?v=GwXypq9CR2E</a></li> </ul>	<p>Geometry, Statistics, Art.</p> <p><b>Statistics:</b> Table making.</p> <p><b>Mathematics:</b> Short run and long run production functions, concept of ratio, estimation and relation between TP, MP AP, slope of TP, numerical related to productivity.</p> <p><b>Art Integration:</b> Diagram: TP, MP, AP, their relation, Law of Variable Proportions, cost and revenue.</p> <p><b>Field Visit to a factory.</b></p>		<p>the students. Developing.</p> <ul style="list-style-type: none"> <li>▪ <b>Meaning of Production</b>, cost, revenue and supply will be explained through the help of PPT.</li> <li>▪ <b>Interactive Lecture</b> with use of board and chalk</li> <li>▪ Using flow chart for the topic of different kinds of productivity</li> <li>▪ <b>Real life</b> contextual Examples.</li> </ul>	<p>short run and long run period.</p> <ul style="list-style-type: none"> <li>• Able to find TC, MC, TP, MP, AP, AR, MR numerically.</li> <li>▪ Able to draw production curves, cost, revenue and supply. Present the same numerically and graphically.</li> <li>• Will develop the logical skills. Present different kinds of cost schedules graphically.</li> <li>• To apply this knowledge and solve numerical.</li> <li>• Apply knowledge to the concept of Producer's equilibrium.</li> <li>• Realization of learners' role in making the business successful</li> </ul>



Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		<ul style="list-style-type: none"> <li>• <b>NCERT e-book</b></li> <li>• <b>Articles</b> from Newspapers.</li> <li>• <b>Flow charts related to</b> Types of cost, revenue, phase of production function.</li> <li>• <b>Tabular</b> Presentation of</li> <li>• Production function cost and revenue.</li> <li>• <b>Graphical</b> presentation of supply, cost, revenue etc.</li> </ul> <p><b>Modules on EXTRAMARKS</b></p>				<p>and sensitivity to the economic issues that the business has to face challenges.</p> <ul style="list-style-type: none"> <li>• The purpose of this topic is to enable the student to understand the scope and repercussions of various economics events that take place in business.</li> </ul>
<b>AUGUST</b> <b>(18 Days)</b>	<p><b>Topic:</b> <b>Statistical Tools and Interpretation:</b> <b>SUB-TOPIC:</b></p> <p><b>Measures of Dispersion</b> - absolute dispersion standard deviation); relative</p>	<ul style="list-style-type: none"> <li>• <b>TEACHING AIDS:</b> Chalk, Duster, Smart Board.</li> <li>• <b>Power Point presentation on</b> Meaning, types and methods of</li> </ul>	<p><b>SKILL ASSESSMENT:</b> Concept test to probe students comprehension or application of the concept</p> <p><b>Inter disciplinary link:</b></p>	<p>Assignment: learning and written work</p> <ul style="list-style-type: none"> <li>• MCQs</li> <li>• Oral testing</li> <li>• Written testing: Formative and Summative.</li> </ul> <p>Notebook correction.</p>	<ul style="list-style-type: none"> <li>▪ <b>Activating Prior</b> Knowledge by Random Questioning.</li> <li>▪ <b>Introducing the topic</b> to be taught after getting the</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to Understand and apply the concept of dispersion. They will be able to analyze data using this concept.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	dispersion co-efficient of variation,	dispersion.  <ul style="list-style-type: none"> <li>• <b>Videos</b> related to Variation, use of range.</li> <li>• <a href="https://www.youtube.com/watch?v=s7WTQ0H0Acc">https://www.youtube.com/watch?v=s7WTQ0H0Acc</a></li> <li>• <b>NCERT e- book</b></li> <li>• <b>Flow charts</b> related to different methods of dispersion.</li> </ul> <p><b>Modules on EXTRAMARKS.</b></p>	Mathematics.	Assignment: learning and written work Learning: Meaning and merits and demerits of different methods of dispersion  <b>Written: Back exercise numerical and</b> <ul style="list-style-type: none"> <li>▪ To find dispersion for different subjects.</li> <li>▪ Result from the data in the class result sheet of <b>UNIT I</b> Exam and interpret the result.</li> </ul>	<p>expected response from the students. Developing</p> <ul style="list-style-type: none"> <li>▪ <b>Interactive Lecture</b> meaning of dispersion will be explained.</li> <li>▪ Using flow chart for different methods of dispersion. and formulae.</li> <li>▪ <b>Real life</b> examples.</li> </ul>	<ul style="list-style-type: none"> <li>• They will be able to understand and appreciate the importance of the concept of dispersion. If project demands they will be able to apply this knowledge and interpret the result.</li> <li>• Able to find standard deviation with various methods.</li> </ul>
<b>OCTOBER (12 Days)</b>	<b>TOPIC: Correlation –</b> meaning and properties, scatter diagram; Measures of correlation - Karl Pearson's method (two variables ungrouped data)	<ul style="list-style-type: none"> <li>• <b>TEACHING AIDS:</b> Chalk, Duster, Smart Board., Scale and graphs.</li> <li>• <b>Power Point presentation on</b> Meaning, types, Properties and measures of correlation.</li> </ul>	<p><b>SKILL ASSESSMENT:</b> Concept test to probe students' comprehension or application of the concept.</p> <p><b>Inter disciplinary link:</b> Mathematics: <b>BODMAS'</b></p>	<p><b>ASSIGNMENT:</b> Learning: Meaning of correlation</p> <p>Written: Back exercise numerical.</p> <ul style="list-style-type: none"> <li>• MCQs</li> <li>• Oral testing</li> <li>• Written testing: Formative and Summative.</li> </ul> <p><b>Notebook</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Activating Prior</b> Knowledge by Random Questioning.</li> <li>▪ <b>Introducing the topic</b> to be taught after getting the expected response from the students,</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to explain and comprehend.</li> <li>▪ Meaning and properties of correlation and Scatter diagram.</li> <li>▪ Measures of correlation - Karl Pearson's method</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		<ul style="list-style-type: none"> <li>• <b>Videos</b> related to How two variables are related to each other.</li> <li>• <a href="https://www.youtube.com/watch?v=eFVNyjq0TB">https://www.youtube.com/watch?v=eFVNyjq0TB</a></li> <li>• <b>NCERT e-book</b></li> <li>• <b>Flow charts</b> related to different methods of correlation.</li> <li>• <b>Modules on EXTRAMARKS.</b></li> </ul>	<p><b>UNDERROOT, CALCULATIONS.</b></p> <p><b>ART:</b> Scattered diagram.</p>	correction.	<ul style="list-style-type: none"> <li>▪ <b>Meaning of correlation</b> and its properties will be explained.</li> <li>▪ Developing Interactive Lecture with use of board.</li> <li>• Numerical will be solved on the board and even students will be encouraged to solve it in their notebooks.</li> </ul>	<p>(two variables ungrouped data) Spearman's rank correlation.</p> <ul style="list-style-type: none"> <li>▪ They will be able to relate this knowledge to different Laws of Economics like Law of Demand and Law of Supply.</li> <li>▪ Able to solve numerical individually.</li> </ul>
<b>OCTOBER (12 Days)</b>	<p><b>TOPIC: Introduction to Index Numbers</b> - Meaning, types - wholesale price index, consumer price Index. uses of index numbers Index.</p> <p>Inflation and index numbers</p>	<ul style="list-style-type: none"> <li>• <b>TEACHING AIDS:</b> Chalk, Duster, Smart Board.</li> <li>• <b>Power Point presentation on</b> Meaning, types importance and limitations of Index numbers.</li> <li>• <b>Videos</b> related to CPI, WPI,</li> </ul>	<p><b>SKILL ASSESSMENT:</b> Concept test to probe students' comprehension or application of the concept.</p> <p><b>Inter disciplinary link:</b> Mathematics, Business studies.</p>	<p><b>Assignment:</b></p> <p>Learning: Meaning, formulae, features. Uses, problems in estimation of index numbers.</p> <p>Written: Back exercise questions</p> <p>Assessment</p> <ul style="list-style-type: none"> <li>• MCQs</li> <li>• Oral testing</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Activating Prior Knowledge</b> by Random Questioning.</li> <li>▪ <b>Introducing the topic</b> to be taught after getting the expected response from the students.</li> <li>▪ <b>Meaning of Index numbers</b> and its</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to</li> <li>• Explain the meaning and concept of index numbers, wholesale price index, consumer price index and index of industrial production,</li> <li>▪ Explain the types of index numbers- wholesale price</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		<p>Inflation and its impact and Sensex.</p> <ul style="list-style-type: none"> <li>• <b>You tube links:</b></li> <li>• <a href="https://www.youtube.com/watch?v=EqIMN-Y6i-0">https://www.youtube.com/watch?v=EqIMN-Y6i-0</a></li> <li>• <a href="https://www.youtube.com/watch?v=IQ5RzW79ZCw">https://www.youtube.com/watch?v=IQ5RzW79ZCw</a></li> <li>• <a href="https://www.youtube.com/watch?v=gX-Vf6XshX8">https://www.youtube.com/watch?v=gX-Vf6XshX8</a></li> <li>• <b>NCERT e-book.</b></li> <li>• <b>Flow charts</b> related to different methods of Index numbers.</li> </ul> <p><b>Modules on EXTRAMARKS</b></p>		<ul style="list-style-type: none"> <li>• <b>Written testing:</b> Formative and Summative MCQs.</li> </ul> <p><b>Notebook</b> correction.</p>	<p>types will be explained.</p> <ul style="list-style-type: none"> <li>▪ Developing Interactive Lecture.</li> <li>▪ Using flow chart for the topic, methods, and their formulae to construct index numbers.</li> <li>▪ Real life examples News and cartoons related to the topic.</li> </ul>	<p>index, consumer price index and index of industrial production,</p> <ul style="list-style-type: none"> <li>▪ Explain the uses of index numbers, the difference between simple index numbers and weighted index numbers.</li> <li>▪ Apply the knowledge and understanding of the index numbers to analyze data and interpret the results.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
November (10 Days)	<p><b>TOPIC:</b> <b>Forms of Market</b></p> <ul style="list-style-type: none"> <li>Perfect competition - Features</li> <li>Other Market Forms - monopoly, monopolistic competition, oligopoly - their meaning and features.</li> <li>Market Equilibrium &amp; Effects of Shift in Demand and supply</li> <li>Simple Applications of Demand and Supply: Price ceiling, price floor.</li> </ul>	<ul style="list-style-type: none"> <li><b>TEACHING AIDS:</b> Chalk, Duster, Smart Board.</li> <li><b>Power Point presentation on</b> Meaning, types and features of market.</li> <li><b>Videos</b> related to Market, examples of monopoly, oligopoly and different products.</li> <li><b>You tube links:</b></li> <li><a href="https://www.youtube.com/watch?v=Yg7FJkFIpHk">https://www.youtube.com/watch?v=Yg7FJkFIpHk</a></li> <li><a href="https://www.youtube.com/watch?v=Z9e_7j9WzA0">https://www.youtube.com/watch?v=Z9e_7j9WzA0</a></li> <li><a href="https://www.youtube.com/watch?v=8a3gXThQeK0">https://www.youtube.com/watch?v=8a3gXThQeK0</a></li> <li><a href="https://www.youtube.com/watch?v=8a3gXThQeK0">https://www.youtube.com/watch?v=8a3gXThQeK0</a></li> </ul>	<p><b>SKILL ASSESSMENT:</b> Concept test to probe students' comprehension or application of the concept.</p> <p><b>Inter disciplinary link:</b> <b>ART:</b> Diagrams. <b>Mathematics:</b> Equations of demand and supply to find equilibrium quantity and equilibrium price.</p>	<p>Assignment:</p> <p>Learning: Meaning and features of different market forms</p> <p>Written: Diagrams</p> <p>Assessment</p> <ul style="list-style-type: none"> <li>MCQs</li> <li>Oral testing</li> <li>Written testing: Formative and Summative MCQs.</li> </ul> <p><b>Notebook</b> correction.</p>	<ul style="list-style-type: none"> <li><b>Activating</b> Prior Knowledge by Random Questioning.</li> <li><b>Introducing the</b> topic to be taught after getting the expected response from the students.</li> <li><b>Interactive Lecture with use of board and chalk.</b> <b>Meaning of market</b> and its different forms will be explained.</li> <li>Using flow chart to explain features of different market forms .</li> <li><b>Real life examples</b>(visit to the market)</li> <li><b>Role play.</b></li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to Explain the meaning and features and implications of the features of different market forms.</li> <li>Explain the difference between different market forms. Able to find out market equilibrium.</li> <li>Able to draw different market demand curves.</li> <li>Will understand the news related to different kinds of firms, their merger and cartels better.</li> <li>Students will understand in detail about the demand curve, price control policy, entry and exit, Decision making concept of all the firms along with the reasons.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		<p><a href="https://www.youtube.com/watch?v=ZiuBWSFlfoU">h?v=ZiuBWSFlfoU</a></p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=OiJSEZYCljU">https://www.youtube.com/watch?v=OiJSEZYCljU</a></li> <li>• <b>NCERT e-book.</b></li> <li>• <b>Flow charts</b> related to different features of different market.</li> <li>• <b>Articles</b> from Newspapers. <b>Modules on EXTRAMARKS</b></li> </ul>				
<b>November (10 Days)</b>	<ul style="list-style-type: none"> <li>• <b>PROJECT</b> Any topic as per the guidelines and suggestions by CBSE.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>TEACHING AIDS:</b> Chalk, Duster, Smart Board.</li> </ul>	<b>Inter disciplinary link:</b> Mathematics, Art	<b>ASSESSMENT:</b> AS per guidelines of CBSE.	<ul style="list-style-type: none"> <li>• Lecture and Inspection method.</li> <li>• Research work and making project files</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students will be able to practice subject knowledge as per course knowledge .</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						<ul style="list-style-type: none"> <li>▪ Student will be able to explain the topic of project.</li> <li>▪ Analyse and evaluate real world economic scenarios using theoretical constructs and arguments</li> <li>▪ demonstrate the learning of economic theory and statistical tools.</li> </ul>
<b>December</b>	<b>Revision for Final Exams.</b>	-	-	Final Exams in December	-	-

**PINEGROVE SCHOOL, DHARAMPUR**  
 Affiliation No. 630044; School Code: 43035  
**Annual Pedagogy Plan: Business Studies (054)**  
**Class: XI COMMERCE**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
April	<p><b>Chapter:1 Business, Trade and Commerce (Periods: 17)</b></p> <ul style="list-style-type: none"> <li>• History of Trade and Commerce in India</li> <li>• Business – Meaning and Characteristics</li> <li>• Business, Profession and Employment – Concept</li> <li>• Objectives of Business and Role of Profit in Business</li> <li>• Business Risk – Concept, Nature and Causes</li> </ul>	<ul style="list-style-type: none"> <li>• E-Book</li> <li>• PPT</li> <li>• <b>Video:</b> Example of Jio Case study to explain ‘More risk more profit’</li> <li>• Video Make in India.</li> <li>• Video Advertisement of ‘Nihar Shanti Amla’ to explain social objectives of business.</li> <li>• Mind Maps and Mnemonics at the end of the chapter.</li> <li>• Chalk and Board</li> </ul>	<ul style="list-style-type: none"> <li>• Inter disciplinary linkage: Economics To explain the students’ difference between economic and non-economic activities and to explain the difference between business, profession and employment.</li> <li>History To explain history of commerce in India</li> <li>• Experiential learning- framing case studies by students</li> <li>• Flip Teaching-</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on HOTS and case studies</li> <li>• Case studies based written assignment.</li> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul>	<ul style="list-style-type: none"> <li>• Examining Prior Knowledge about History of Trade and Commerce in India, economic and non-economic activities studied in class 10.</li> <li>• Introducing Business, Trade and Profession after getting the expected response from the students majorly with the help of examples.</li> <li>• Lecture to be delivered by using PPT for the following concepts:                             <ul style="list-style-type: none"> <li>➤ Objectives of the business</li> </ul> </li> </ul>	<p>The main outcomes of this chapter are that students will be able:</p> <ul style="list-style-type: none"> <li>• To explain the concept of Business</li> <li>• To clarify the definition of commerce, trade, aids to trade and industry.</li> <li>• To familiarize with classification of industries and the subgroups.</li> <li>• To acquaint s with the history of trade and commerce in India</li> <li>• To reason why business cannot think only of profit.</li> </ul>



**PINEGROVE SCHOOL, DHARAMPUR**  
 Affiliation No. 630044; School Code: 43035  
**Annual Pedagogy Plan: Business Studies (054)**  
**Class: XI COMMERCE**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>Classification of Business Activities</li> </ul>		(Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class.)		<ul style="list-style-type: none"> <li>➤ Role of the profit in business.</li> <li>➤ Example of Jio Case study to explain 'More risk more profit' <a href="https://www.youtube.com/watch?v=FOxVx72oHaU">https://www.youtube.com/watch?v=FOxVx72oHaU</a></li> <li>➤ Business Risk (Concept, Nature and Causes)</li> <li>➤ Classification of Business Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Besides that, the students will be able to apply the knowledge of nature of business, trade and commerce in real life with the help of case studies. Students will also learn to frame the case studies on their own</li> </ul>
April	<b>Chapter:2 Forms of Business Organisation</b>	<ul style="list-style-type: none"> <li>PPT</li> </ul>		<ul style="list-style-type: none"> <li>MCQ (daily)</li> </ul>	<ul style="list-style-type: none"> <li>Chapter to be introduced with a</li> </ul>	After going through this unit, the students would be able:

**PINEGROVE SCHOOL, DHARAMPUR**  
 Affiliation No. 630044; School Code: 43035  
**Annual Pedagogy Plan: Business Studies (054)**  
**Class: XI COMMERCE**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p><b>(Periods: 23)</b></p> <ul style="list-style-type: none"> <li>• Sole Proprietorship – Concept, Merit and Limitation</li> <li>• Hindu Undivided Family Business / Joint Hindu Family Business – Concept</li> <li>• Cooperative Societies – Concept, types, merits and limitations</li> <li>• Company – Concept, merits and limitations; Type: Private Public and One Person Company – Concept</li> <li>• Formation of company – stages, important documents to be used information of a company.</li> <li>• Choice of form of business organisation</li> </ul>	<ul style="list-style-type: none"> <li>• Video; ‘Ola’ Case study</li> <li>• Video Joint Hindu Family Firm</li> <li>• Video Amul Cooperative Society</li> <li>• Mind Maps and Mnemonics at the end of the chapter.</li> <li>• E-Book</li> <li>• Chalk and Board</li> </ul>	<ul style="list-style-type: none"> <li>• Experiential learning- framing case studies by students</li> <li>• Flip Teaching- (Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class.)</li> </ul>	<ul style="list-style-type: none"> <li>• Oral discussions on HOTS and case studies</li> <li>• Case studies based written assignment.</li> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul>	<p>brainstorming session where students aided by open ended questions will discuss how many forms of business organisation they are aware of and draw comparisons among them</p> <ul style="list-style-type: none"> <li>• Lecture to be delivered by using PPT for the following concepts:                             <ul style="list-style-type: none"> <li>➤ Sole Proprietorship- Concept, merits and limitation</li> <li>➤ Partnership – Concept, types, merits and limitation of</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To reason why different forms of business organizations are required and in which situation which form of business organisation should be chosen.</li> <li>• To familiarize with the features, types, merits and demerits of different forms of business organizations like sole proprietorship, partnership, joint Hindu family firm, cooperatives, joint stock companies and one-person company</li> </ul>

**PINEGROVE SCHOOL, DHARAMPUR**  
 Affiliation No. 630044; School Code: 43035  
**Annual Pedagogy Plan: Business Studies (054)**  
**Class: XI COMMERCE**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					partnership and types of partners  ➤ Hindu Undivided Family: Concept  ➤ Video Joint Hindu Family Firm Cooperative Societies – Concept, types, merits and limitations • Video Amul Cooperative Society <a href="https://www.youtube.com/watch?v=ksM3ZYIlwII">https://www.youtube.com/watch?v=ksM3ZYIlwII</a>  ➤ Company – Concept, merit and limitations. Types: Private, Public and One Person	<ul style="list-style-type: none"> <li>• To acquaint with the stages and important documents to be used in formation of a company.</li> <li>• To distinguish between a private company and a public company</li> <li>• To acquaint with the stages and documents used in various stages of the formation.</li> <li>• To explain the factors that influence the choice of a suitable form of business organization.</li> <li>• <b>The students will come to know why majority of the times, a business</b></li> </ul>

**PINEGROVE SCHOOL, DHARAMPUR**  
 Affiliation No. 630044; School Code: 43035  
**Annual Pedagogy Plan: Business Studies (054)**  
**Class: XI COMMERCE**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					Company-Concept  ➤ Formation of company – stages, important documents to be used information of a company.  ➤ Choice of form of business organisation.	<p><b>organization originally started as sole proprietorship/ partnership has to be converted into a joint stock company, if the owners are thinking of growth.</b></p> <ul style="list-style-type: none"> <li>• <b>Besides that, the students will be able to apply the knowledge of various forms of business organisations and their formation process in real life with the help of case studies. Students will also learn to frame the case studies on their own.</b></li> </ul>

**PINEGROVE SCHOOL, DHARAMPUR**  
Affiliation No. 630044; School Code: 43035  
**Annual Pedagogy Plan: Business Studies (054)**  
**Class: XI COMMERCE**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
May	<p><b>Chapter:3</b> <b>Private, Public and Global Enterprises (Periods:12)</b></p> <ul style="list-style-type: none"> <li>• Public sector and private sector enterprises-concept</li> <li>• Forms of public sector enterprises:</li> <li>• Departmental Undertakings, Statutory Corporation and Government Company.</li> <li>• Multinational Company- Features, Joint ventures</li> <li>• Public private partnership-concept</li> </ul>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Video Joint Venture Strategy</li> <li>• Video Public Private Partnership</li> <li>• Mind Maps and Mnemonics at the end of the chapter.</li> <li>• E-Book</li> <li>• Chalk and Board</li> </ul>	<ul style="list-style-type: none"> <li>• Inter disciplinary linkage: Economics To explain the students how LPG (Industrial Policy 1991) changed the role of public enterprises and how the policy is responsible for many multinational companies entering into India.</li> <li>• Activity Students to be told to make list of Indian companies entering into joint ventures with foreign companies and find apparent</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on HOTS and case studies</li> <li>• Case studies based written assignment.</li> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter to be introduced with connecting to the Industrial policy 1991 (LPG) of India to explain the changes in the role of public sector enterprises.</li> <li>• Lecture to be delivered by using PPT for the following concepts: <ul style="list-style-type: none"> <li>➤ government policy changes.</li> <li>➤ Public sector and private sector enterprises-concept</li> <li>➤ Forms of public sector enterprises:</li> <li>➤ Departmental</li> </ul> </li> </ul>	<p>After going through this unit, the students would be able:</p> <ul style="list-style-type: none"> <li>• To elucidate the difference between Public sector and Private sector enterprises to students.</li> <li>• To acquaint with the different forms of public sector enterprises, i.e. Departmental Undertakings, Statutory Corporations and Government Company, their features, merits and demerits</li> <li>• To understand the concept of Multinational Company, Joint Ventures and</li> </ul>

**PINEGROVE SCHOOL, DHARAMPUR**  
 Affiliation No. 630044; School Code: 43035  
**Annual Pedagogy Plan: Business Studies (054)**  
**Class: XI COMMERCE**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			<p>benefits they derived out of this venture. They will be encouraged to share their views with their classmates.</p> <ul style="list-style-type: none"> <li>• Experiential learning- framing case studies by students</li> <li>• Flip Teaching- (Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class.)</li> </ul>		<p>Undertakings, Statutory Corporation and Government Company.  <a href="https://www.youtube.com/watch?v=Uir9IQk8EjE&amp;t=77s">https://www.youtube.com/watch?v=Uir9IQk8EjE&amp;t=77s</a></p> <ul style="list-style-type: none"> <li>➤ Multinational Company- Features, Joint ventures</li> <li>➤ Examples of top 10 multinationals in India</li> </ul> <p><a href="https://www.youtube.com/watch?v=IJS0Z-i9rEw&amp;t=72s">https://www.youtube.com/watch?v=IJS0Z-i9rEw&amp;t=72s</a></p> <ul style="list-style-type: none"> <li>➤ Video</li> </ul>	<p>Public private partnership</p> <ul style="list-style-type: none"> <li>• <b>Students will be able to reason why corruption is prevalent more in some types of public enterprises and less in others</b></li> <li>• <b>Besides that, the students will be able to apply the knowledge of various Public enterprises in real life with the help of case studies. Students will also learn to frame the case studies on their own</b></li> </ul>

**PINEGROVE SCHOOL, DHARAMPUR**  
 Affiliation No. 630044; School Code: 43035  
**Annual Pedagogy Plan: Business Studies (054)**  
**Class: XI COMMERCE**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					Joint Venture Strategy  ➤ Public private partnership-concept  ➤ Video Public Private Partnership	
May	<b>Chapter:4 Business Services (Periods:16)</b>  • Business services – meaning and types. • Banking: Types of bank accounts - savings, current, recurring, fixed deposit and multiple option deposit accounts.	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Video Insurance frauds in India</li> <li>• Video How insurance companies earn</li> <li>• Video E Banking</li> </ul>	<ul style="list-style-type: none"> <li>• Practical- Students will be made to fill the pay in Slip. Demand Draft</li> <li>• Experiential learning- framing case studies by students</li> <li>• Flip Teaching- (Three children will be given different topics. They will</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on HOTS and case studies</li> <li>• Case studies based written assignment.</li> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter to be introduced with a brainstorming session where students aided by open ended questions to answer the types of bank accounts, they are aware of and the types of services offered by the bank</li> </ul>	After going through this unit, the students would be able: <ul style="list-style-type: none"> <li>• To familiarize with the Business services and its types. Banking: Types of bank accounts -savings, current, recurring, fixed deposit and multiple option deposit accounts.</li> </ul>

**PINEGROVE SCHOOL, DHARAMPUR**

Affiliation No. 630044; School Code: 43035

**Annual Pedagogy Plan: Business Studies (054)**

**Class: XI COMMERCE**

**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>• Banking services with particular reference to Bank draft, Bank overdraft, Cash credit. E-banking meaning, Types of digital payments</li> <li>• Insurance – Principles. Types – life , health , fire and marine insurance – concept</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Maps and Mnemonics at the end of the chapter</li> <li>• E-Book</li> <li>• Chalk and Board</li> </ul>	<p>make case studies and draft questions out of the given topic and explain to the class.)</p>		<ul style="list-style-type: none"> <li>• Lecture to be delivered by using PPT for the following concepts:               <ul style="list-style-type: none"> <li>➤ Business Services-Meaning and Types Banking-Types of Bank Accounts</li> <li>➤ Video E Banking <a href="https://www.youtube.com/watch?v=oADxUX4STjE">https://www.youtube.com/watch?v=oADxUX4STjE</a></li> <li>➤ Banking Services E-banking-Meaning, Types of Digital Payments</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To acquaint with the Banking services with particular reference to Bank Draft, Bank Overdraft, Cash credit. E-Banking meaning, Types of digital Payments.</li> <li>• To elucidate the concept of insurance its principles and its types – life, health, fire and marine insurance</li> <li>• <b>Students will be able to reason why few claims of insurance rejected.</b></li> <li>• <b>Besides that, the students will be able to apply the</b></li> </ul>



**PINEGROVE SCHOOL, DHARAMPUR**  
 Affiliation No. 630044; School Code: 43035  
**Annual Pedagogy Plan: Business Studies (054)**  
**Class: XI COMMERCE**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					➤ Insurance Principle and Types (Life, Health, Fire and marine Insurance)	<b>knowledge of various business services in real life with the help of case studies. Students will also learn to frame the case studies on their own.</b>
May	<b>Chapter: 5 Emerging Modes of Business (Periods: 08)</b> <ul style="list-style-type: none"> <li>• E-business - Concept, Scope and Benefits</li> <li>• Outsourcing (Business Process Outsourcing)- Concept, Need and Scope.</li> <li>• Knowledge Process</li> </ul>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Video OLX</li> <li>• Video Bitcoins</li> <li>• Video Outsourcing story of Airbus A380</li> <li>• Video Virtual Private Network - Video by</li> </ul>	<ul style="list-style-type: none"> <li>• Activity Debate on the topic 'Goods purchased through retail shops give more satisfaction to consumers in terms of quality and services offered' (The class will be divided into two groups, one group to present views</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on HOTS and case studies</li> <li>• Case studies based written assignment</li> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul>	<ul style="list-style-type: none"> <li>• The chapter to be introduced by having a general interaction with the students on online shopping, use of debit cards and credit cards, OLA, Uber, Ebay, OYO, Quikr etc. and other emerging modes of business with which they are</li> </ul>	After going through this unit, the students would be able: <ul style="list-style-type: none"> <li>• To familiarize with the E – business, its scope and benefits</li> <li>• To acquaint the students with the Business Process Outsourcing (BPO), its need and scope</li> </ul>

**PINEGROVE SCHOOL, DHARAMPUR**  
 Affiliation No. 630044; School Code: 43035  
**Annual Pedagogy Plan: Business Studies (054)**  
**Class: XI COMMERCE**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	Outsourcing (KPO) - Concept	Sikandar Shaik <ul style="list-style-type: none"> <li>• Mind Maps and Mnemonics at the end of the chapter.</li> <li>• E-Book</li> <li>• Chalk and Board</li> </ul>	<ul style="list-style-type: none"> <li>in favour, the other against the topic.</li> <li>• Experiential learning- framing case studies by students</li> <li>• Flip Teaching- (Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class.)</li> </ul>		already acquainted. <ul style="list-style-type: none"> <li>• Video on case study of OLA <a href="https://www.youtube.com/watch?v=3IGKJgt_6IQ&amp;t=227s">https://www.youtube.com/watch?v=3IGKJgt_6IQ&amp;t=227s</a></li> <li>• Lecture to be delivered by using PPT for the following concepts:                             <ul style="list-style-type: none"> <li>➤ E-business - Concept, Scope and Benefits</li> <li>➤ Outsourcing (Business Process Outsourcing)- Concept, Need and Scope.</li> <li>➤ Knowledge Process Outsourcing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To elucidate the concept of KPO</li> <li>• To differentiate between traditional business and E-Business</li> <li>• <b>The students will be able to do online banking and online shopping on their own</b></li> <li>• <b>Besides that, the students will be able to apply the knowledge of various business services in real life with the help of case studies. Students will also learn to frame the case</b></li> </ul>

**PINEGROVE SCHOOL, DHARAMPUR**  
 Affiliation No. 630044; School Code: 43035  
**Annual Pedagogy Plan: Business Studies (054)**  
**Class: XI COMMERCE**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					(KPO) - Concept	<b>studies on their own.</b>
June	<b>TERM 1 SYLLABUS COMPLETED</b> Revisions, Unit Exams and assessment	–	–	–	–	–
July	<b>Chapter: 6 Social Responsibilities of Business and Business Ethics (Periods:16)</b> <ul style="list-style-type: none"> <li>• Concept of Social Responsibility</li> <li>• Social Responsibility towards different interest groups</li> <li>• Case/ Arguments for Social Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Video CSR Proctor and Gamble</li> <li>• Video Clipping of movie 'Kismat Konnection' to explain the concept of CSR</li> <li>• Video Business Ethics</li> <li>• Mind Maps and Mnemonics at the end of the chapter.</li> </ul>	<ul style="list-style-type: none"> <li>• Activity- Using newspapers, magazines, and other business references, identify and describe any three companies that you think are socially responsible and three that you think are socially irresponsible.</li> <li>• Experiential learning- framing</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on HOTS and case studies</li> <li>• Case studies based written assignment</li> <li>• Weekly conceptual test (MCQ based)</li> </ul> Pen paper test	<ul style="list-style-type: none"> <li>• Chapter to be introduced with the movie clipping of 'Kismat Konnection' to explain why fulfilling social responsibilities are in the long-term interest of the firm.</li> <li>• Video on business ethics <a href="https://www.youtube.com/watch?v=IEmUag1ri6U">https://www.youtube.com/watch?v=IEmUag1ri6U</a></li> </ul>	After going through this unit, the students would be able: <ul style="list-style-type: none"> <li>• To familiarize with the concept of social responsibilities.</li> <li>• To elucidate the case of social responsibility</li> <li>• To illustrate the different responsibilities of business towards different interested groups like owners,</li> </ul>

**PINEGROVE SCHOOL, DHARAMPUR**  
 Affiliation No. 630044; School Code: 43035  
**Annual Pedagogy Plan: Business Studies (054)**  
**Class: XI COMMERCE**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>• Role of Business in Environment Protection</li> <li>• Business Ethics – Concept and Elements</li> </ul>	<ul style="list-style-type: none"> <li>• E-Book</li> <li>• Chalk and Board</li> </ul>	<p style="text-align: center;">case studies by students</p> <ul style="list-style-type: none"> <li>• Flip Teaching- (Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class.)</li> </ul>		<ul style="list-style-type: none"> <li>• Lecture to be delivered by using PPT for the following concepts:               <ul style="list-style-type: none"> <li>➤ Concept of Social Responsibility</li> <li>➤ Social Responsibility towards different interest groups</li> <li>➤ Case/ Arguments for Social Responsibility</li> <li>➤ Role of Business in Environment Protection</li> <li>➤ Business Ethics – Concept and Elements</li> </ul> </li> </ul>	<p>investors, consumers, employees, government and community</p> <ul style="list-style-type: none"> <li>• To know about role of business in environment protection</li> <li>• To acquaint with the Business Ethics and its elements.</li> <li>• To reason why in spite of a lot of arguments put forth against social responsibilities, the privately owned firm has to meet the challenge of a democratic society</li> </ul> <p>• <b>The students will understand the</b></p>

**PINEGROVE SCHOOL, DHARAMPUR**  
 Affiliation No. 630044; School Code: 43035  
**Annual Pedagogy Plan: Business Studies (054)**  
**Class: XI COMMERCE**  
**Session 2023-24**

<b>Month No of working days</b>	<b>Topic/Sub-topic</b>	<b>Teaching Aids</b>	<b>Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments</b>	<b>Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)</b>	<b>Pedagogical Processes</b>	<b>Learning Outcomes</b>
						<p><b>concept of Business Ethics which will inculcate values like honesty, fairness, concern for the society etc. among them</b></p> <ul style="list-style-type: none"> <li>• <b>Besides that, the students will be able to apply the knowledge of various business services in real life with the help of case studies. Students will also learn to frame the case studies on their own.</b></li> </ul>
<b>July</b>	<b>Chapter: 7 Sources of Business</b>	<ul style="list-style-type: none"> <li>• PPT</li> </ul>	<ul style="list-style-type: none"> <li>• Activity: Prepare a</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter to be introduced after</li> </ul>	After going through this unit, the students

**PINEGROVE SCHOOL, DHARAMPUR**  
 Affiliation No. 630044; School Code: 43035  
**Annual Pedagogy Plan: Business Studies (054)**  
**Class: XI COMMERCE**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p><b>Finance</b>  <b>(No of Periods: 28)</b></p> <ul style="list-style-type: none"> <li>• Business Finance – Meaning, Nature and Importance</li> <li>• Classification of Sources of funds on the Basis of Ownership.</li> <li>• Various Sources of Owners Fund – Concept</li> <li>• Various Sources of Borrowed Fund - Concept</li> </ul>	<ul style="list-style-type: none"> <li>• Video Depository Receipts</li> <li>• Video</li> <li>• Sources of Finance Animation by Mexus Education</li> <li>• Mind Maps and Mnemonics at the end of the chapter.</li> <li>• E-Book</li> <li>• Chalk and Board</li> </ul>	<p>comparative chart of all the sources of finance.</p> <ul style="list-style-type: none"> <li>• Experiential learning- framing case studies by students</li> <li>• Flip Teaching- (Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class)</li> </ul>	<ul style="list-style-type: none"> <li>• Oral discussions on HOTS and case studies</li> <li>• Case studies based written assignment</li> <li>• Weekly conceptual test (MCQ based)</li> </ul> <p>Pen paper test</p>	<p>discussing an interesting case study 'Master Stroke by Dhirubhai Ambani'</p> <p><a href="https://www.youtube.com/watch?v=g3iGtMhRKY4">https://www.youtube.com/watch?v=g3iGtMhRKY4</a></p> <ul style="list-style-type: none"> <li>• Lecture to be delivered by using PPT for the following concepts:                             <ul style="list-style-type: none"> <li>➤ Business Finance – Meaning, Nature and Importance</li> <li>➤ Classification of Sources of funds on the Basis of Ownership.</li> <li>➤ Various Sources of Owners Fund – Concept</li> <li>➤ Various Sources of Borrowed Fund - Concept</li> </ul> </li> </ul>	<p>would be able:</p> <ul style="list-style-type: none"> <li>• To familiarize with the concept of business finance</li> <li>• To acquaint with the Owners' funds- Equity shares, Preferences share, retained Earnings, Global Depository receipt (GDR), American Depository Receipt (ADR) and International Depository Receipt (IDR)</li> <li>• To elucidate the concept of Borrowed funds: Debentures and Bonds, Loan from financial institution and Commercial Banks, Public</li> </ul>

**PINEGROVE SCHOOL, DHARAMPUR**  
 Affiliation No. 630044; School Code: 43035  
**Annual Pedagogy Plan: Business Studies (054)**  
**Class: XI COMMERCE**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						Deposits, Trade Credit, Inter Corporate Deposits (ICD). <ul style="list-style-type: none"> <li>• To reason why in spite of having many merits, the sources of finances cannot be used in all the circumstances. There are some factors which affect the choice of source of finance.</li> <li>• <b>The students will understand the importance of finance and will realise how difficult is to arrange finance in a business. It will teach them financial</b></li> </ul>

**PINEGROVE SCHOOL, DHARAMPUR**  
 Affiliation No. 630044; School Code: 43035  
**Annual Pedagogy Plan: Business Studies (054)**  
**Class: XI COMMERCE**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						<p><b>discipline to some extent.</b></p> <ul style="list-style-type: none"> <li><b>Besides that, the students will be able to apply the knowledge of various business services in real life with the help of case studies. Students will also learn to frame the case studies on their own.</b></li> </ul>
July	<p><b>Chapter: 8 Small Business (Periods: 14)</b></p> <ul style="list-style-type: none"> <li>Small Enterprises as defined by MSMED Act, 2006</li> </ul>	<ul style="list-style-type: none"> <li>PPT</li> <li>Video 13 years old entrepreneur</li> <li>Video How to build your own start up (Ritesh)</li> </ul>	<ul style="list-style-type: none"> <li>Inter disciplinary linkage: Economics of class XII for better understanding of role of small-scale business especially in India</li> </ul>	<ul style="list-style-type: none"> <li>MCQ (daily)</li> <li>Oral discussions on HOTS and case studies</li> <li>Case studies based written assignment</li> </ul>	<ul style="list-style-type: none"> <li>Introduction of the chapter with the video 13 years old entrepreneur to explain why they need to study this chapter</li> <li>Video on Ritesh Aggarwal OYO</li> </ul>	<p>After going through this unit, the students would be able:</p> <ul style="list-style-type: none"> <li>To familiarize with Entrepreneurship Development (ED), its need and process Start-up</li> </ul>



**PINEGROVE SCHOOL, DHARAMPUR**  
 Affiliation No. 630044; School Code: 43035  
**Annual Pedagogy Plan: Business Studies (054)**  
**Class: XI COMMERCE**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>• Role of Small Business in India</li> <li>• Government Schemes and Agencies for small scale industries. (SSI's)</li> <li>• Entrepreneurship Development – Concept, Characteristics and Need</li> <li>• Process of Entrepreneurship Development</li> <li>• STARTUP INDIA SCHEME and ways to Fund STARTUP</li> <li>• Intellectual Property Rights (IPR)</li> </ul>	<p>Aggarwal OYO)</p> <ul style="list-style-type: none"> <li>• Video Success formula for startup (Vivek Bindra)</li> <li>• Mind Maps and Mnemonics at the end of the chapter.</li> <li>• E-Book</li> <li>• Chalk and Board</li> </ul>	<ul style="list-style-type: none"> <li>• Experiential learning- framing case studies by students</li> <li>• Flip Teaching-</li> </ul> <p>(Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class)</p>	<ul style="list-style-type: none"> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul>	<p><a href="https://www.youtube.com/watch?v=7BloOLNjiKQ">https://www.youtube.com/watch?v=7BloOLNjiKQ</a></p> <ul style="list-style-type: none"> <li>• Lecture to be delivered by using PPT for the following concepts:                             <ul style="list-style-type: none"> <li>➤ Small Enterprises as defined by MSMED Act, 2006</li> <li>➤ Role of Small Business in India</li> <li>➤ Government Schemes and Agencies for small scale industries. (SSI's)</li> <li>➤ Entrepreneurship Development – Concept, Characteristics and Need</li> <li>➤ Process of Entrepreneurship Development</li> </ul> </li> </ul>	<p>India Scheme, ways to fund start-up. Intellectual Property Rights and Entrepreneurship</p> <ul style="list-style-type: none"> <li>• To know about Start up India Scheme</li> <li>• To acquaint with Intellectual Property Rights and its types – copyrights, trademarks, geographical indications, patent, design, plant variety and semiconductor integrated circuits layout design</li> <li>• To acquaint with the MSMED Act 2006 (Micro, Small and</li> </ul>

**PINEGROVE SCHOOL, DHARAMPUR**  
 Affiliation No. 630044; School Code: 43035  
**Annual Pedagogy Plan: Business Studies (054)**  
**Class: XI COMMERCE**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<ul style="list-style-type: none"> <li>➤ STARTUP INDIA SCHEME and ways to Fund STARTUP</li> <li>➤ Intellectual Property Rights (IPR)</li> </ul>	<p>Medium Enterprise Development Act)</p> <ul style="list-style-type: none"> <li>• To know the role of small business in India with special reference to rural areas.</li> <li>• To familiarize with the government schemes and agencies for small scale industries: National Small Industries Corporation (NSIC) and District Industrial Centre (DIC) with special reference to rural, backward areas</li> <li>• To reason how in spite of globalization and liberalization small scale</li> </ul>

**PINEGROVE SCHOOL, DHARAMPUR**  
 Affiliation No. 630044; School Code: 43035  
**Annual Pedagogy Plan: Business Studies (054)**  
**Class: XI COMMERCE**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						<p>industries are playing a vital role in the India's economy.</p> <ul style="list-style-type: none"> <li>• <b>As the employment opportunities are decreasing day by day, the understanding of this chapter will encourage students to take up entrepreneurship as their career choice and will help them learn how to build their own start up.</b></li> <li>• <b>Besides that, the students will be able to apply the knowledge of various business</b></li> </ul>

**PINEGROVE SCHOOL, DHARAMPUR**  
 Affiliation No. 630044; School Code: 43035  
**Annual Pedagogy Plan: Business Studies (054)**  
**Class: XI COMMERCE**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						<p style="text-align: center;"><b>services in real life with the help of case studies. Students will also learn to frame the case studies on their own.</b></p>
<p><b>August</b></p>	<p><b>Chapter: 9 Internal Trade (Periods:30)</b></p> <ul style="list-style-type: none"> <li>• Internal Trade – Meaning and Types</li> <li>• Services Rendered by a WHOLESALER and RETAILER</li> <li>• Small Scale FIXED SHOP RETAILERS</li> <li>• Large Scale Retailers – (Departmental</li> </ul>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Video GST explained by Pallavi Joshi in easy way.</li> <li>• Video Itinerant Traders</li> <li>• Video Departmental Stores</li> <li>• Mind Maps and Mnemonics at the end of the chapter.</li> <li>• E-Book</li> </ul>	<ul style="list-style-type: none"> <li>• Inter disciplinary linkage: Social Science class VII for the concept of wholesalers and retailer</li> <li>• Activity: The students to collect information about GST and its implications on various types of businessmen. They would be</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on HOTS and case studies</li> <li>• Case studies based written assignment.</li> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter to be introduced after examining prior knowledge of wholesalers and retailers, which they acquired in class VII.</li> <li>• Lecture to be delivered by using PPT for the following concepts:                             <ul style="list-style-type: none"> <li>➤ Internal Trade – Meaning and Types</li> </ul> </li> </ul>	<p>After going through this unit, the students would be able:</p> <ul style="list-style-type: none"> <li>• To familiarize with the Internal trade - meaning and types of services rendered by a wholesaler and a retailer.</li> <li>• To acquaint with the types of retail-trade-Itinerant and small-scale fixed shops retailers</li> <li>• To elucidate the concept of Large-</li> </ul>

**PINEGROVE SCHOOL, DHARAMPUR**  
 Affiliation No. 630044; School Code: 43035  
**Annual Pedagogy Plan: Business Studies (054)**  
**Class: XI COMMERCE**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	Stores and Chain Stores) GST (GOODS AND SERVICES TAX) – Concept and Key Features.	<ul style="list-style-type: none"> <li>Chalk and Board</li> </ul>	<p>encouraged to share the information collected with their classmates.</p> <ul style="list-style-type: none"> <li>Experiential learning- framing case studies by students</li> <li>Flip Teaching-</li> </ul> <p>(Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class)</p>		<ul style="list-style-type: none"> <li>Services Rendered by a WHOLESALER and RETAILER</li> <li>Small Scale FIXED SHOP RETAILERS</li> <li>Large Scale Retailers – (Departmental Stores and Chain Stores)</li> <li>GST (GOODS AND SERVICES TAX) – Concept and Key Features.</li> <li>Video on GST <a href="https://www.youtube.com/watch?v=4H1vPIL_OZ4">https://www.youtube.com/watch?v=4H1vPIL_OZ4</a></li> </ul>	<p>scale retailers Departmental Stores and Chain Stores</p> <ul style="list-style-type: none"> <li>To know about features of GST (Goods and Services Tax)</li> <li>To differentiate between different types of itinerate traders.</li> <li><b>Detailed knowledge of GST, types of retail business and wholesale business will make them business literate and they can help in their family business.</b></li> <li><b>Besides that, the students will be able to apply the</b></li> </ul>

**PINEGROVE SCHOOL, DHARAMPUR**  
 Affiliation No. 630044; School Code: 43035  
**Annual Pedagogy Plan: Business Studies (054)**  
**Class: XI COMMERCE**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						<p><b>knowledge of various business services in real life with the help of case studies. Students will also learn to frame the case studies on their own.</b></p>
<p><b>August/September</b></p>	<p><b>Chapter: 10 International Business (Periods: 16)</b></p> <ul style="list-style-type: none"> <li>• International Trade – Concept and Benefit</li> <li>• Export Trade – Meaning and Procedure</li> <li>• Import Trade – Meaning and Procedure</li> <li>• Documents Involved in International</li> </ul>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Video Working of WTO</li> <li>• Video Export procedure</li> <li>• Video Import Procedure</li> <li>• Video Digital India</li> </ul>	<ul style="list-style-type: none"> <li>• Inter disciplinary linkage: Social Science class X for the concept of Export, Import and WTO</li> <li>• Experiential learning- framing case studies by students</li> <li>• Flip Teaching- (Three children will be given different</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on HOTS and case studies</li> <li>• Case studies based written assignment</li> <li>• Weekly conceptual test (MCQ based)</li> </ul> <p>Pen paper test</p>	<ul style="list-style-type: none"> <li>• Chapter to be introduced after examining prior knowledge of export, import and WTO which they acquired in class X</li> <li>• Lecture to be delivered by using PPT for the following concepts:</li> </ul>	<p>After going through this unit, the students would be able:</p> <ul style="list-style-type: none"> <li>• To familiarize with the concept of international trade and its benefit</li> <li>• To acquaint the students with the procedure of Export Trade and Import trade</li> <li>• To apprise the students about Documents</li> </ul>

**PINEGROVE SCHOOL, DHARAMPUR**  
 Affiliation No. 630044; School Code: 43035  
**Annual Pedagogy Plan: Business Studies (054)**  
**Class: XI COMMERCE**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	Trade and their importance World Trade Organisation (WTO) – Meaning and Objective	<ul style="list-style-type: none"> <li>• Mind Maps and Mnemonics at the end of the chapter.</li> <li>• E-Book</li> <li>• Chalk and Board</li> </ul>	topics. They will make case studies and draft questions out of the given topic and explain to the class)		<ul style="list-style-type: none"> <li>➤ International Trade – Concept and Benefit</li> <li>➤ Export Trade – Meaning and Procedure</li> <li>➤ Import Trade – Meaning and Procedure</li> <li>➤ Documents Involved in International Trade and their importance.</li> <li>➤ World Trade Organisation (WTO) – Meaning and Objective</li> </ul>	<ul style="list-style-type: none"> <li>involved in International Trade, indent, letter of credit, shipping order, shipping bills, mate's receipt (DA/DP)</li> <li>• To elucidate the concept of World Trade Organization (WTO) and its objectives</li> <li>• To realize the role of World Trade Organization in promoting international trade.</li> <li>• <b>Students will realise how important role the trade sanctions by WTO or by any particular</b></li> </ul>

**PINEGROVE SCHOOL, DHARAMPUR**  
 Affiliation No. 630044; School Code: 43035  
**Annual Pedagogy Plan: Business Studies (054)**  
**Class: XI COMMERCE**  
**Session 2023-24**

<b>Month No of working days</b>	<b>Topic/Sub-topic</b>	<b>Teaching Aids</b>	<b>Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments</b>	<b>Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)</b>	<b>Pedagogical Processes</b>	<b>Learning Outcomes</b>
						<p>country play in defining the relations between different countries. They will appreciate the role of 'Digital India', 'Make in India' and 'Skill India' projects initiated by Indian government, especially now when the Chinese apps and products are being boycotted in India.</p> <ul style="list-style-type: none"> <li>Besides that, the students will be able to apply the knowledge of various business services in real life with the help of case</li> </ul>



**PINEGROVE SCHOOL, DHARAMPUR**  
 Affiliation No. 630044; School Code: 43035  
**Annual Pedagogy Plan: Business Studies (054)**  
**Class: XI COMMERCE**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						<p><b>studies. Students will also learn to frame the case studies on their own.</b></p>
<p><b>October</b></p>	<p><b>Practical's (Periods: 12 Days)</b></p>	<ul style="list-style-type: none"> <li>• Video/ PPT by the students on the topics given</li> </ul>	<p>Experiential Learning on following topics:</p> <p>Bitcoins, Flipcart, Satyam Scam, Mumbai Dabbawala, Kingfisher Airlines, IPL Case Study, Smart Supply Chain Management Strategy by Nokia, Why Starbucks had to shut its outlets, PNB Fraud, Idea and Vodafone Merger, Jio Case Study, Malden Mills Case, Indian Coal Allocation case,</p>	<ul style="list-style-type: none"> <li>• Viva Questions related to the presentation will not only be asked by the students but also by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive dialogue connecting real life situations.</li> <li>• Video/ PPT by the students on the topics given.</li> <li>• Viva Questions related to the presentation will not only be asked by the students but also by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>To familiarize the students with the famous case studies related to scams or new trends coming up</b></li> <li>• <b>To motivate them by giving projects on the life and struggle of Business Tycoons in India and the world</b></li> <li>• <b>To create interest in the subject by connecting it to real life situations and real-life people</b></li> </ul>

**PINEGROVE SCHOOL, DHARAMPUR**  
 Affiliation No. 630044; School Code: 43035  
**Annual Pedagogy Plan: Business Studies (054)**  
**Class: XI COMMERCE**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			2G Spectrum Case, The Hawala Scandal, Harshad Mehta Scam, Dhirubhai Ambani, Elon Musk, Bill Gates, Jack Ma, Warren Buffet, Steve Jobs. JRD Tata, Jeff Bezos, Mukesh Ambani.			<ul style="list-style-type: none"> <li>• <b>Students will be able to learn about terminology of the Business, they will also learn how to do research and how to draw inferences from their research</b></li> <li>• <b>Giving individual presentation in front of the whole class will boost their confidence.</b></li> </ul>
November/ December	Revisions, Exams and assessment	–	–	–	–	–

**PINEGROVE SCHOOL, DHARAMPUR**  
 Affiliation No. 630044; School Code: 43035  
**Annual Pedagogy Plan: Informatics Practices**  
**Class: XI**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<b>May</b>	<ul style="list-style-type: none"> <li>• Getting started with Python</li> <li>• Python fundamentals</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Digitizer</li> <li>• code.org (online learning platform)</li> <li>• tutorialspoint (Online learning platform)</li> <li>• w3cschool (Online learning platform)</li> <li>• Videos</li> <li>• Presentations</li> <li>• Python IDE</li> <li>• Spyder Compiler</li> </ul>	<ul style="list-style-type: none"> <li>• To find average and grade for given marks.</li> <li>• To find the sale price of an item with a given cost and discount (%).</li> <li>• To calculate perimeter/circumference and area of shapes such as triangle, rectangle, square and circle.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Python Programming</li> <li>• MCQ Quiz (Chapter-Wise)</li> <li>• Objective Test (Chapter-Wise)</li> <li>• Random Oral testing</li> <li>• Notes Preparation</li> </ul>	<ul style="list-style-type: none"> <li>• code.org (online learning platform)</li> <li>• tutorialspoint (Online learning platform)</li> <li>• w3cschool (Online learning platform)</li> <li>• Videos</li> <li>• Presentations</li> <li>• Python IDE</li> <li>• Spyder Compiler</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Critical thinking</li> <li>• Decision making</li> <li>• Interpersonal skills</li> <li>• Algorithmic thinking</li> </ul>
<b>June</b>	<b>Revision, Exams and Assessment</b>					
<b>July</b>	<ul style="list-style-type: none"> <li>• Data Handling</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Digitizer</li> <li>• code.org (online learning platform)</li> <li>• tutorialspoint (Online learning platform)</li> <li>• w3cschool (Online learning platform)</li> <li>• Videos</li> </ul>	<ul style="list-style-type: none"> <li>• To calculate Simple and Compound interest.</li> <li>• To calculate profit-loss for a given Cost and Sell Price.</li> <li>• To calculate EMI for Amount, Period and Interest.</li> <li>• To calculate tax - GST / Income Tax.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Python Programming</li> <li>• MCQ Quiz (Chapter-Wise)</li> <li>• Objective Test (Chapter-Wise)</li> <li>• Random Oral testing</li> <li>• Notes Preparation</li> </ul>	<ul style="list-style-type: none"> <li>• code.org (online learning platform)</li> <li>• tutorialspoint (Online learning platform)</li> <li>• w3cschool (Online learning platform)</li> <li>• Videos</li> <li>• Presentations</li> <li>• Python IDE</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Critical thinking</li> <li>• Decision making</li> <li>• Interpersonal skills</li> <li>• Algorithmic thinking</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Python IDE</li> <li>• Spyder Compiler</li> </ul>			<ul style="list-style-type: none"> <li>• Spyder Compiler</li> </ul>	
<b>August</b>	<ul style="list-style-type: none"> <li>• Flow of Control</li> <li>• List Manipulation</li> <li>• Computer System</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Digitizer</li> <li>• code.org (online learning platform)</li> <li>• tutorialspoint (Online learning platform)</li> <li>• w3cschool (Online learning platform)</li> <li>• Videos</li> <li>• Presentations</li> <li>• Python IDE</li> <li>• Spyder Compiler</li> </ul>	<ul style="list-style-type: none"> <li>• To find the largest and smallest numbers in a list.</li> <li>• To find the third largest/smallest number in a list.</li> <li>• To find the sum of squares of the first 100 natural numbers.</li> <li>• To print the first 'n' multiples of a given number.</li> <li>• To count the number of vowels in a user entered string.</li> <li>• To print the words starting with a particular alphabet in a user entered string.</li> <li>• To print the number of occurrences of a given alphabet in a given string.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Python Programming</li> <li>• MCQ Quiz (Chapter-Wise)</li> <li>• Objective Test (Chapter-Wise)</li> <li>• Random Oral testing</li> <li>• Notes Preparation</li> </ul>	<ul style="list-style-type: none"> <li>• code.org (online learning platform)</li> <li>• tutorialspoint (Online learning platform)</li> <li>• w3cschool (Online learning platform)</li> <li>• Videos</li> <li>• Presentations</li> <li>• Python IDE</li> <li>• Spyder Compiler</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Critical thinking</li> <li>• Decision making</li> <li>• Interpersonal skills</li> <li>• Algorithmic thinking</li> </ul>
<b>September</b>	<ul style="list-style-type: none"> <li>• Dictionaries</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Digitizer</li> <li>• code.org (online learning platform)</li> <li>• tutorialspoint (Online learning platform)</li> <li>• w3cschool (Online learning platform)</li> <li>• Videos</li> </ul>	<ul style="list-style-type: none"> <li>• Create a dictionary to store names of states and their capitals.</li> <li>• Create a dictionary of students to store names and marks obtained in 5 subjects.</li> <li>• To print the highest and lowest values in the dictionary. To create an array of 1D containing numeric values 0 to 9.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Python Programming</li> <li>• MCQ Quiz (Chapter-Wise)</li> <li>• Objective Test (Chapter-Wise)</li> <li>• Random Oral testing</li> <li>• Notes Preparation</li> </ul>	<ul style="list-style-type: none"> <li>• code.org (online learning platform)</li> <li>• tutorialspoint (Online learning platform)</li> <li>• w3cschool (Online learning platform)</li> <li>• Videos</li> <li>• Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Critical thinking</li> <li>• Decision making</li> <li>• Interpersonal skills</li> <li>• Algorithmic thinking</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Python IDE</li> <li>• Spyder Compiler</li> </ul>			<ul style="list-style-type: none"> <li>• Python IDE</li> <li>• Spyder Compiler</li> </ul>	
<b>Revision, Exams and Assessment</b>						
<b>October</b>	<ul style="list-style-type: none"> <li>• Database Concepts</li> <li>• SQL</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Digitizer</li> <li>• code.org (online learning platform)</li> <li>• tutorialspoint (Online learning platform)</li> <li>• w3cschool (Online learning platform)</li> <li>• Videos</li> <li>• Presentations</li> <li>• MySQL</li> </ul>	<ul style="list-style-type: none"> <li>• To create a database</li> <li>• To create a student table with the student id, class, section, gender, name, dob, and marks as attributes where the student id is the primary key.</li> <li>• To insert the details of at least 10 students in the above table.</li> <li>• To delete the details of a particular student in the above table.</li> <li>• To increase marks by 5% for those students who have Rno more than 20.</li> <li>• To display the entire content of the table.</li> <li>• To display Rno, Name and Marks of those students who are scoring marks more than 50.</li> <li>• To find the average of marks from the student table.</li> <li>• To find the number of students, who are from section 'A'.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Python Programming</li> <li>• MCQ Quiz (Chapter-Wise)</li> <li>• Objective Test (Chapter-Wise)</li> <li>• Random Oral testing</li> <li>• Notes Preparation</li> </ul>	<ul style="list-style-type: none"> <li>• code.org (online learning platform)</li> <li>• tutorialspoint (Online learning platform)</li> <li>• w3cschool (Online learning platform)</li> <li>• Videos</li> <li>• Presentations</li> <li>• My SQL</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Critical thinking</li> <li>• Decision making</li> <li>• Interpersonal skills</li> <li>• Algorithmic thinking</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			<ul style="list-style-type: none"> <li>• To add a new column email in the above table with appropriate data type.</li> <li>• To add the email ids of each student in the previously created email column.</li> <li>• To display the information of all the students, whose name starts with 'AN' (Examples: ANAND, ANGAD,..)</li> <li>• To display Rno, Name, DOB of those students who are born between '2005- 01-01' and '2005-12- 31'.</li> <li>• To display Rno, Name, DOB, Marks, Email of those male students in ascending order of their names.</li> <li>• To display Rno, Gender, Name, DOB, Marks, Email in descending order of their marks.</li> <li>• To display the unique section available in the table.</li> </ul>			
<b>November</b>	•Introduction to the Emerging Trends	<ul style="list-style-type: none"> <li>• Software</li> <li>• Cloud computing</li> <li><b><u>Video</u></b></li> <li>• Cyber Safety</li> <li>• Usage of Social Networking</li> <li>• Malware, Virus, Trojans etc.</li> </ul>		<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Python Programming</li> <li>• MCQ Quiz (Chapter-Wise)</li> <li>• Objective Test (Chapter-Wise)</li> <li>• Random Oral testing</li> <li>• Notes Preparation</li> </ul>	<ul style="list-style-type: none"> <li>• Software</li> <li>• Cloud computing</li> <li><b><u>Video</u></b></li> <li>• Cyber Safety</li> <li>• Usage of Social Networking</li> <li>• Malware, Virus, Trojans etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Critical thinking</li> <li>• Decision making</li> <li>• Interpersonal skills</li> <li>• Algorithmic thinking</li> </ul>

<b>Month No of working days</b>	<b>Topic/Sub-topic</b>	<b>Teaching Aids</b>	<b>Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments</b>	<b>Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)</b>	<b>Pedagogical Processes</b>	<b>Learning Outcomes</b>
		<ul style="list-style-type: none"> <li>• Phishing</li> </ul>			<ul style="list-style-type: none"> <li>• Phishing</li> </ul>	
<b>December</b>	<b>Revision, Exams and Assessment</b>					

**PINEGROVE SCHOOL, DHARAMPUR**

Affiliation No. 630044; School Code: 43035

Annual Pedagogy Plan

**Session: 2023-24**

**Standard: XI COM/SCI**

**Name of the Teacher: Surinder Mehta**

**Subject: Physical Education**

**Total No. of Periods: 170**

S. No.	Month/ Unit/ Sub- Unit/Topic	Teaching Learning Activities			Evaluation oral/written work/Test/ Assignment	Co-Curricular Activities	Learning Outcomes
		Learning Objectives	Methods/Audio Visual Inputs/Innovative Methods	Concepts maps / Diagrams / Flowchart/Inter disciplinary linkage/Art Integration/Practicals			
1	<p><b>Month: March</b> Topic/Chapter: <b>Unit I Changing Trends &amp; Career in Physical Education</b></p> <p><b>No. of Periods:23</b></p>	<p>Students will be able to understand</p> <ul style="list-style-type: none"> <li>▪ <b>Meaning &amp; definition of Physical Education</b></li> <li>▪ <b>Aims &amp; Objectives of Physical Education</b></li> <li>▪ <b>Career Options in Physical Education</b></li> <li>▪ <b>Competitions in various sports at national and international level</b></li> <li>▪ <b>Khelo-India Program</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Discussion on these topics in the class, benefits of physical education discussed, presentations on various national and international competitions shown, videos on khelo-India initiative shown</li> <li>• Lecture discussing</li> <li>• Discussion of marking scheme, sample paper</li> </ul>	<p>Mind maps on the topics given Practical's related to topic performed</p>	<p>The L.O. will be assessed with written test</p>	<p>The students will be able explain</p> <ul style="list-style-type: none"> <li>▪ <b>Meaning &amp; definition of Physical Education</b></li> <li>▪ <b>Aims &amp; Objectives of Physical Education</b></li> <li>▪ <b>Career Options in Physical Education</b></li> <li>▪ <b>Competitions in various sports at national and international level</b></li> </ul> <p><b>Khelo-India Program</b></p>	
2	<p><b>Month: April</b> Topic/Chapter: <b>Unit II Olympic Value Education</b></p> <p><b>No. of Periods:23</b></p>	<p>Students will be able to understand</p> <ul style="list-style-type: none"> <li>• <b>Olympics, Paralympics and Special Olympics</b></li> <li>• <b>Olympic Symbols, Ideals, Objectives &amp; Values of Olympics</b></li> </ul>	<p>Discussion on these topics in the class, benefits of physical education discussed, presentations on various Olympic game initiative shown</p> <ul style="list-style-type: none"> <li>• Lecture discussing</li> <li>• Discussion of marking scheme, sample paper</li> </ul>	<p>Mind maps on the topics given Practical related to topic performed</p>	<p>The L.O. will be assessed with written test</p>	<p>The students will be able explain</p> <ul style="list-style-type: none"> <li>• <b>Olympics, Paralympics and Special Olympics</b></li> <li>• <b>Olympic Symbols, Ideals, Objectives &amp;</b></li> </ul>	



		<ul style="list-style-type: none"> <li>• <b>International Olympic Committee</b></li> <li>• <b>Indian Olympic Association</b></li> </ul>					<p><b>Values of Olympics</b></p> <ul style="list-style-type: none"> <li>• <b>International Olympic Committee</b></li> <li>• <b>Indian Olympic Association</b></li> </ul>	
3	<p><b>Month: May</b> Topic/Chapter: <b>Unit III</b> <b>Physical Fitness, Wellness &amp; Lifestyle</b></p> <p><b>No. of Periods:23</b></p>	<p>Students will be able to understand</p> <ul style="list-style-type: none"> <li>• <b>Meaning &amp; Importance of Physical Fitness, Wellness &amp; Lifestyle</b></li> <li>• <b>Components of physical fitness and Wellness</b></li> <li>• <b>Components of Health related fitness</b></li> </ul>	<p>Discussion on these topics in the class, benefits of physical education discussed, presentations on various Physical fitness initiative shown</p> <ul style="list-style-type: none"> <li>• Lecture discussing</li> <li>• Discussion of marking scheme, sample paper</li> </ul>	<p>Mind maps on the topics given Practical related to topic performed</p>	<p>The L.O. will be assessed with written test</p>		<p>The students will be able explain</p> <ul style="list-style-type: none"> <li>• <b>Meaning &amp; Importance of Physical Fitness, Wellness &amp; Lifestyle</b></li> <li>• <b>Components of physical fitness and Wellness</b></li> <li>• <b>Components of Health related fitness</b></li> </ul>	
4	<p><b>Month: July</b> Topic/Chapter <b>Unit IV</b> <b>Physical Education &amp; Sports for CWSN</b></p> <p><b>No. of Periods:27</b></p>	<p>Students will be able to understand</p> <ul style="list-style-type: none"> <li>• <b>Aims &amp; objectives of Adaptive Physical Education</b></li> <li>• <b>Organization promoting Adaptive Sports (Special Olympics Bharat; Paralympics;</b></li> <li>• <b>Concept of Inclusion, its need and Implementation</b></li> </ul> <p><b>Role of various professionals for children with special needs</b></p>	<p>Discussion on these topics in the class, benefits of physical education discussed, presentations on various Olympic Bharat Paralympics initiative shown</p> <ul style="list-style-type: none"> <li>• Lecture discussing</li> <li>• Discussion of marking scheme, sample paper</li> </ul>	<p>Mind maps on the topics given Practical related to topic performed</p>	<p>The L.O. will be assessed with written test</p>		<p>The students will be able explain</p> <ul style="list-style-type: none"> <li>• <b>Aims &amp; objectives of Adaptive Physical Education</b></li> <li>• <b>Organization promoting Adaptive Sports (Special Olympics Bharat; Paralympics;</b></li> <li>• <b>Concept of Inclusion, its</b></li> </ul>	

		<ul style="list-style-type: none"> <li>(Counsellor, Occupational Therapist, Physiotherapist, Physical Education)</li> </ul>					<p><b>need and Implementation</b></p> <p><b>Role of various professionals for children with special needs</b></p> <ul style="list-style-type: none"> <li>(Counsellor, Occupational Therapist, Physiotherapist, Physical Education)</li> </ul>	
5	<p><b>Month: Aug</b> Topic/Chapter <b>Unit V Yoga</b></p> <p><b>No. of Periods:25</b></p>	<p>Students will be able to understand</p> <ul style="list-style-type: none"> <li><b>Meaning &amp; Importance of Yoga</b></li> <li><b>Elements of Yoga</b></li> <li><b>Introduction - Asanas, Pranayam, Meditation &amp; Yogic Kriyas</b></li> </ul> <p><b>Yoga for concentration &amp; related Asanas (Sukhasana; Tadasana; Padmasana&amp;</b></p> <ul style="list-style-type: none"> <li><b>Shashankasana, Naukasana, Vrikshasana (Tree pose), Garudasana (Eagle pose)</b></li> <li><b>Relaxation Techniques for improving concentration – Yog-nidra</b></li> </ul>	<p>Discussion on these topics in the class, benefits of physical education discussed, presentations on various yogic kriyas and Techniques for improving initiative shown</p> <ul style="list-style-type: none"> <li>Lecture discussing</li> <li>Discussion of marking scheme, sample paper</li> </ul>	<p>Mind maps on the topics given</p> <p>Practical related to topic performed</p>	<p>The L.O. will be assessed with written test</p>		<p>The students will be able explain</p> <ul style="list-style-type: none"> <li><b>Meaning &amp; Importance of Yoga</b></li> <li><b>Elements of Yoga</b></li> <li><b>Introduction - Asanas, Pranayam, Meditation &amp; Yogic Kriyas</b></li> </ul> <p><b>Yoga for concentration &amp; related Asanas (Sukhasana; Tadasana; Padmasana&amp;</b></p> <ul style="list-style-type: none"> <li><b>Shashankasana, Naukasana, Vrikshasana (Tree pose), Garudasana (Eagle pose)</b></li> <li><b>Relaxation Techniques for improving concentration – Yog-nidra</b></li> </ul>	

6	<b>No. of Month:</b> <b>Aug</b> Topic/Chapter <b>Unit VI</b> <b>Physical Activity &amp; Leadership Training</b>  <b>Periods:25</b>	Students will be able to understand <ul style="list-style-type: none"> <li>• <b>Leadership Qualities &amp; Role of a Leader</b></li> <li>• <b>Creating leaders through Physical Education</b></li> <li>• <b>Meaning, objectives &amp; types of Adventure Sports (Rock Climbing, Tracking, River</b></li> <li>• <b>Safety measures to prevent sports injuries</b></li> </ul>	Discussion on these topics in the class, benefits of physical education discussed, presentations on various Leadership qualities and Adventure sports initiative shown <ul style="list-style-type: none"> <li>• Lecture discussing</li> <li>• Discussion of marking scheme, sample paper</li> </ul>	Mind maps on the topics given Practical related to topic performed	The L.O. will be assessed with written test		The students will be able explain <ul style="list-style-type: none"> <li>• <b>Leadership Qualities &amp; Role of a Leader</b></li> <li>• <b>Creating leaders through Physical Education</b></li> <li>• <b>Meaning, objectives &amp; types of Adventure Sports (Rock Climbing, Tracking, River</b></li> </ul> <b>Safety measures to prevent sports injuries</b>	
7	<b>No. of Month:</b> <b>Sep</b> Topic/Chapter <b>Unit VII Test, Measurement &amp; Evaluation</b> <b>No. of Periods:14</b>	Students will be able to understand <ul style="list-style-type: none"> <li>• <b>Define Test, Measurement &amp; Evaluation</b></li> <li>• <b>Importance of Test, Measurement &amp; Evaluation In Sports</b></li> <li>• <b>Calculation of BMI &amp; Waist - Hip Ratio</b></li> <li>• <b>Somato Types (Endomorphy, Mesomorphy&amp;Ectomorphy)</b></li> <li>• <b>Measurement of health related fitness</b></li> </ul>	Discussion on these topics in the class, benefits of physical education discussed, presentations on various Importance of test and BMI initiative shown <ul style="list-style-type: none"> <li>• Lecture discussing</li> <li>• Discussion of marking scheme, sample paper</li> </ul>	Mind maps on the topics given Practical related to topic performed	The L.O. will be assessed with written test		The students will be able explain <ul style="list-style-type: none"> <li>• <b>Define Test, Measurement &amp; Evaluation</b></li> <li>• <b>Importance of Test, Measurement &amp; Evaluation In Sports</b></li> <li>• <b>Calculation of BMI &amp; Waist - Hip Ratio</b></li> <li>• <b>Somato Types (Endomorphy, Mesomorphy&amp; Ectomorphy)</b></li> <li>• <b>Measurement of health related fitness</b></li> </ul>	

8	<b>No. of Month: Sep</b> Topic/Chapter <b>Unit VIII Fundamentals of Anatomy, Physiology &amp; Kinesiology in Sports</b> <b>Periods:14</b>	<b>Definition and Importance of Anatomy, Physiology &amp; Kinesiology</b> <input type="checkbox"/> <b>Function of Skeleton System, Classification of Bones &amp; Types of Joints</b> <input type="checkbox"/> <b>Properties and Functions of Muscles</b> <input type="checkbox"/> <b>Function &amp; Structure of Respiratory System and Circulatory System</b> <input type="checkbox"/> <b>Equilibrium – Dynamic &amp; Static And Centre of Gravity and its application in sports</b>	Discussion on these topics in the class, benefits of physical education discussed, presentations on various Anatomy, Kinesiology initiative shown <ul style="list-style-type: none"> <li>• Lecture discussing</li> <li>• Discussion of marking scheme, sample paper</li> </ul>	Mind maps on the topics given Practical related to topic performed	The L.O. will be assessed with written test	<b>Definition and Importance of Anatomy, Physiology &amp; Kinesiology</b> <input type="checkbox"/> <b>Function of Skeleton System, Classification of Bones &amp; Types of Joints</b> <input type="checkbox"/> <b>Properties and Functions of Muscles</b> <input type="checkbox"/> <b>Function &amp; Structure of Respiratory System and Circulatory System</b> <input type="checkbox"/> <b>Equilibrium – Dynamic &amp; Static And Centre of Gravity and its application in sports</b>
9	<b>No. of Month: Oct</b> Topic/Chapter <b>Unit IX Psychology &amp; Sports</b> <b>Periods:23</b>	<b>Definition &amp; Importance of Psychology in Phy. Edu. &amp; Sports</b> <input type="checkbox"/> <b>Define &amp; Differentiate Between Growth &amp; Development</b> <input type="checkbox"/> <b>Developmental Characteristics At Different Stages of Development</b> <input type="checkbox"/> <b>Adolescent Problems &amp; Their Management</b>	Discussion on these topics in the class, benefits of physical education discussed, presentations on various Psychology in Phy Edu initiative shown <ul style="list-style-type: none"> <li>• Lecture discussing</li> <li>• Discussion of marking scheme, sample paper</li> </ul>	Mind maps on the topics given Practical related to topic performed	The L.O. will be assessed with written test	<b>Definition &amp; Importance of Psychology in Phy. Edu. &amp; Sports</b> <input type="checkbox"/> <b>Define &amp; Differentiate Between Growth &amp; Development</b> <input type="checkbox"/> <b>Developmental Characteristics At Different Stages of Development</b> <input type="checkbox"/> <b>Adolescent Problems &amp; Their Management</b>
10	<b>No. of Month: Oct</b> Topic/Chapter <b>Unit X Training and Doping in Sports</b> <b>Periods:23</b>	<b>Meaning &amp; Concept of Sports Training</b> <input type="checkbox"/> <b>Principles of Sports Training</b> <input type="checkbox"/> <b>Warming up &amp; limbering down</b> <input type="checkbox"/> <b>Skill, Technique &amp; Style</b> <input type="checkbox"/> <b>Concept &amp; classification of doping</b> <input type="checkbox"/> <b>Prohibited Substances &amp; their side effects</b> <input type="checkbox"/> <b>Dealing with alcohol and</b>	Discussion on these topics in the class, benefits of physical education discussed, presentations on various Sports Training initiative shown <ul style="list-style-type: none"> <li>• Lecture discussing</li> <li>• Discussion of marking scheme, sample paper</li> </ul>	Mind maps on the topics given Practical related to topic performed	The L.O. will be assessed with written test	<b>Meaning &amp; Concept of Sports Training</b> <input type="checkbox"/> <b>Principles of Sports Training</b> <input type="checkbox"/> <b>Warming up &amp; limbering down</b> <input type="checkbox"/> <b>Skill, Technique &amp; Style</b> <input type="checkbox"/> <b>Concept &amp; classification of doping</b> <input type="checkbox"/> <b>Prohibited Substances &amp; their side</b>

		<b>substance abuse</b>					<b>effects</b> <ul style="list-style-type: none"><li>• <input type="checkbox"/> <b>Dealing with alcohol and substance abuse</b></li></ul>	
--	--	------------------------	--	--	--	--	---	--

**PINEGROVE SCHOOL, DHARAMPUR**

Affiliation No. 630044; School Code: 43035

**Annual Pedagogy Plan: Painting (049)**

**Class: XI**

**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
April (08) Term-I	<b>Fundamentals of art.</b> <ul style="list-style-type: none"> <li>• What is art?</li> <li>• Types of art</li> <li>• Elements of art</li> <li>• Limbs of art</li> </ul> Principles of art	<ul style="list-style-type: none"> <li>• Books</li> <li>• Images of various painting</li> <li>• You tube</li> </ul>	<ul style="list-style-type: none"> <li>• Homework</li> <li>• Integrated with history</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Oral test</li> <li>• Homework</li> </ul> Class test	<ul style="list-style-type: none"> <li>• The learners will listen to a story of the great artist RamkinkarBaij.</li> <li>• Discussed about few statements on art and asked students' opinion on it</li> <li>• The learners will be shown many drawings to understand the various aspects on art.</li> <li>• Video will be shown on what is art. <a href="https://youtu.be/b2VpNx5ZxSA">https://youtu.be/b2VpNx5ZxSA</a></li> </ul>	<ul style="list-style-type: none"> <li>• The learners will be able to talk, discuss or appreciate the paintings or any artwork.</li> <li>• The learners would be able to understand the core values of an art piece.</li> <li>• The learners will understand the values art in human's growth and building a sane society.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
April (10) Term-I	<b>Practical: Unit 1: Nature and Object Study</b> <b>Sub – topic:</b> <ul style="list-style-type: none"> <li>• Study of two or three natural and geometric forms in pencil with light and shade from a fixed point of view. Natural forms like plants, vegetables, fruits and flowers, etc.</li> <li>• Geometrical forms of objects like cubes, cones, prisms, cylinders and spheres should be used.</li> </ul>	<ul style="list-style-type: none"> <li>• Objects</li> <li>• Drawing books</li> <li>• Black board</li> </ul>	<ul style="list-style-type: none"> <li>• Project on making an album with the pictures and short notes on still life paintings of great artists.</li> <li>• Experiential learning by applying the techniques of watercolor and pencil shading.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessments of practical work.</li> <li>• Portfolio assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Paintings of Jaun van der Harmen will be shown to start the topic. <a href="https://www.saatchiart.com">https://www.saatchiart.com</a></li> <li>• Objects will be arranged with drapery</li> <li>• Still life done with Pencil and water color will be shown.</li> <li>• <a href="https://www.pinterest.com/">https://www.pinterest.com/</a></li> <li>• Paintings of great Indian artists will be shown. <a href="https://www.thebetterindia.com">https://www.thebetterindia.com</a></li> <li>• <a href="https://www.mojarto.com">https://www.mojarto.com</a></li> <li>• Daily practice and discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners observe and select subject for outdoor study.</li> <li>• The learners will improve in imagining a scene and expressing their thoughts.</li> <li>• The learners will improve skills on use of line, color scheme and tones.</li> <li>• The learners would be able to understand the core values of an art piece.</li> <li>• The learners observe and select subject matters and ideas for his /her work.</li> <li>• The learner's experiment with different methods and materials of visual arts.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
May (08) Term-I	<b>Topic/ Chapter -1 Pre-historic Rock – painting.</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• How have ancient people started art?</li> <li>• Roaring Animal</li> <li>• Wizard's Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Images of pre-historic rock painting.</li> <li>• Book,</li> <li>• Wikipedia</li> <li>• Black board</li> <li>• You Tube video</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Homework</li> <li>• Integrated with the child art and folk art.</li> <li>• Project on Mask making</li> <li>• Project on making an album with the pictures and short notes on cave paintings found in India.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Homework</li> <li>• Class test</li> </ul>	<ul style="list-style-type: none"> <li>• National geographic Videos will be shown on pre- historic rock painting <a href="http://bit.ly/natGeoofficials">http://bit.ly/natGeoofficials</a> <a href="#">ite</a></li> <li>• Discussed about a movie 1000BC and children will share their knowledge about movies of ancient world.</li> <li>• Paintings will be shown and discussed.</li> <li>• The learners will Make a note on the objective behind the paintings were made on the walls of the caves.</li> <li>• Project on making an album with the pictures and short notes on cave paintings found in India.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners will be able to talk, discuss or appreciate the paintings and will also understand how the journey of art started in the ancient period.</li> <li>• The history would be reconstructed in students mind through cave paintings.</li> <li>• The learners will come to know about a universal language.</li> <li>• The learners will come to know about the first historical documents/evidence of human expressions and how art is an important /integral part of human growth.</li> </ul>



Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
May (16) Term-I	<b>Practical: Unit 1: Nature and Object Study</b> <b>Sub – topic:</b> <ul style="list-style-type: none"> <li>• Study of two or three natural and geometric forms in pencil with light and shade from a fixed point of view. Natural forms like plants, vegetables, fruits and flowers, etc.</li> <li>• Geometrical forms of objects like cubes, cones, prisms, cylinders and spheres should be Used.</li> </ul>	<ul style="list-style-type: none"> <li>• Objects</li> <li>• Drawing books</li> <li>• Black board</li> </ul>	<ul style="list-style-type: none"> <li>• Practical: object study.</li> <li>• Practical: Nature study</li> <li>• Skill assessments with the techniques of pencil shading and watercolor.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessments of practical work.</li> <li>• Portfolio assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Paintings of Jaun van der Harmen will be shown. <a href="https://www.saatchiart.com">https://www.saatchiart.com</a></li> <li>• Objects will be arranged with drapery</li> <li>• Still life done with Pencil and watercolor will be shown.</li> <li>• <a href="https://www.pinterest.com/">https://www.pinterest.com/</a></li> <li>• Paintings of great Indian artists will be shown. <a href="https://www.thebetterindia.com">https://www.thebetterindia.com</a></li> <li>• <a href="https://www.mojarto.com">https://www.mojarto.com</a></li> <li>• Daily practice and discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners discover their potential for creativity, self-expression and visual awareness through painting.</li> <li>• The learners feel confident with the chosen medium as a means of communicating and generating ideas.</li> <li>• The learners develop observation, recording, manipulation and application skills.</li> <li>• The learner's experiment with a range of media and techniques</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
June (05) Term-I	<ul style="list-style-type: none"> <li>• <b>B. Indus valley civilization</b></li> <li>• Period and location</li> <li>• Major cities of this civilizations</li> <li>• It's importance in history of art</li> <li>• Study of the following sculptures - (significance of the sculptures, Purpose of making Sculptures and aesthetical approach)</li> <li>• Dancing girl</li> <li>• male torso</li> <li>• mother goddess</li> <li>• Bull seal</li> <li>• Painted jar</li> <li>• Discussion on bronze casting</li> <li>• Discussion on What is Terracotta</li> </ul>	<ul style="list-style-type: none"> <li>• Images</li> <li>• Books,</li> <li>• Wikipedia</li> <li>• Black board</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated with history.</li> <li>• Experiential skill development with techniques of sculptures and pottery making.</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Written test</li> <li>• Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• The class will be introduced with a decorated pot with painted fish and geometric design and discussion has taken place based on prior knowledge.</li> <li>• Images of sculpture will be shown and imagined the lifestyle and religious believes or cultural practice.</li> <li>• Videos by BBC <a href="https://youtu.be/hDn4hEbFMJQ">https://youtu.be/hDn4hEbFMJQ</a></li> <li>• Group discussion will take place to clear doubts.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners will be able to talk, discuss or appreciate the art findings of Indus valley civilization and understand the lifestyle, religious believers and cultural aspects.</li> <li>• The history would be reconstructed in students mind through the art findings of Indus valley civilization.</li> <li>• The learners will also understand how art helps to connect with our tradition.</li> </ul>
June	<b>Revision, Exams and assessment</b>	–	–	–	–	–

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
July (08) Term-II	<b>Topic/ Chapter/ Unit -2 Buddhist, Jain and Hindu art</b> <ul style="list-style-type: none"> <li>• Introduction on Mauryan, Shunga, Kushan and Gupta art.</li> <li>• Location and findings.</li> <li>• Study of the following artwork</li> <li>• (Discussion on importance, concept, relation with society and aesthetical approach)</li> <li>• Lion capital</li> <li>• Chauri Bearer</li> <li>• Bodhisattva head from Taxila</li> <li>• Seated Buddha from katratila</li> <li>• Seated Buddha from sarnath</li> <li>• Jain Tirthankara</li> </ul>	<ul style="list-style-type: none"> <li>• Book,</li> <li>• Wikipedia,</li> <li>• You Tube</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated with history</li> <li>• Project on Indian art from 1<sup>st</sup> century AD to 5<sup>th</sup> century AD</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Written test</li> <li>• Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• The class will be introduced by showing a one-rupee coin and start discussion based on prior knowledge about its engravings.</li> <li>• Visit to e- museum and discussion on Buddhist and Jain art <a href="http://www.nationalmuseumindia.gov.in/collection.asp">http://www.nationalmuseumindia.gov.in/collection.asp</a></li> <li>• The learners made to read the textbook thoroughly and discuss the doubts.</li> <li>• Quizzes conducted by the students.</li> <li>• Making paintings or artifacts using the clue or motif from the sculptures.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners will be able to talk, discuss or appreciate the early developments of in Indian art of sculptures and architectures of ancient and medieval periods.</li> <li>• The learners will be able to relate with chronological development of Indian art practice.</li> <li>• The learners will understand or reconstruct the history of ancient period (3rd century B.C to 5<sup>th</sup> century A.D) in their mind.</li> <li>• The learners will also learn about many sculpture techniques and how Buddhism and Jainism has been preached through sculptures since times immemorial.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
July (12) Term-II	<p><b>Practical's: Unit 2: Painting Composition</b></p> <ul style="list-style-type: none"> <li>• Painting Composition Imaginative painting based on subjects from Life and Nature in water and poster colors with color values.</li> <li>• Composition on daily life</li> <li>• Sub- topic: Drawings of human and animal figures, perspective learning and color application.</li> </ul>	<ul style="list-style-type: none"> <li>• Image references.</li> <li>• Wikipedia</li> </ul>	<ul style="list-style-type: none"> <li>• Practical assignments</li> <li>• Integrated with the history and techniques of watercolor, pencil shading and oil pastel etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessments of practical work.</li> <li>• Portfolio assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• The class will start with a discussion on what we do on daily basis and what can be good composition in a painting practice.</li> <li>• Paintings of great Indian artists are shown. <a href="https://www.thebetterindia.com">https://www.thebetterindia.com</a> <a href="https://www.mojarto.com">https://www.mojarto.com</a></li> <li>• Children will be involved in a demonstration class on how to make abstract painting.</li> <li>• Daily practice and discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners Will be able to appreciate the beauty in nature and man-made objects using the different elements of art.</li> <li>• Doing it practically they will improve skills on use of line, color scheme and tones.</li> <li>• The learners Would be able to understand the core values of an art piece.</li> <li>• Understand the basic principles of colour.</li> <li>• The learners Discover their potential for creativity, self-expression and visual awareness through painting.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
Aug (08) Term-II	<p><b>Topic/ Chapter/ Unit -2 Buddhist, Jain and Hindu art Ajanta cave paintings</b></p> <ul style="list-style-type: none"> <li>• Introduction to Ajanta cave Painting</li> <li>• Period and location</li> <li>• Discussion on how the cave was found and highlighted to the world.</li> <li>• How impactful it was for the Indians and to the rest of the world</li> <li>• Which techniques were used to make the paintings?</li> <li>• Characteristics of Ajanta painting.</li> <li>• Subject matters of Ajanta Paintings.</li> <li>• Discussion on Religious practice of Gupta period.</li> <li>• Study of the following paintings and sculptures - (significance of the sculptures, Purpose of making Sculptures and aesthetical approach)</li> </ul> <p>1. Discussion on the painting Bodhisattva Padmapani 2. Discussion on the sculpture Mara Vijay and its story.</p>	<ul style="list-style-type: none"> <li>• Images of Sculptures and painting.</li> <li>• Textbook,</li> <li>• Wikipedia</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated with history and different techniques of sculptures.</li> <li>• Mythological stories</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Homework</li> <li>• Assignments</li> <li>• Oral test</li> </ul>	<ul style="list-style-type: none"> <li>• The class will be introduced with an image of Buddha found in market and then an image of sculpture of Gupta period and then discussion on differences of both the things.</li> <li>• Visit to e-museum <a href="http://www.nationalmuseumindia.gov.in/collection.asp">http://www.nationalmuseumindia.gov.in/collection.asp</a></li> <li>• Children made to read the textbook thoroughly and discuss the doubts.</li> <li>• Given a project to make a five-leaf handbook on Gupta art.</li> <li>• Discussion on the symbolism of sculptures.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners will be able to talk, discuss or appreciate the art works and understand the art practiced by our ancestors or reconstruct the history and will come to know about many techniques.</li> <li>• Will also get to know the foundation of modern art or the roots of Indian art.</li> <li>• The learners will be able to relate with chronological development of Indian art practice.</li> <li>• The learners will learn to appreciate the rich tangible heritage of the country and be proud of it.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
Aug (12) Term-II	<b>Practical's: Unit 2: Painting Composition</b> <ul style="list-style-type: none"> <li>• Portrait Study and landscape study.</li> <li>• Sketches from life and nature.</li> <li>• Painting Composition Imaginative painting based on subjects from Life and Nature.</li> </ul>	<ul style="list-style-type: none"> <li>• Image references.</li> <li>• Wikipedia</li> </ul>	<ul style="list-style-type: none"> <li>• Practical assignments</li> <li>• Integrated with the history and techniques of watercolor, pencil shading and oil pastel etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessments of practical work.</li> <li>• Portfolio assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• The class will start with a discussion on what we do on daily basis and what can be good composition in a painting practice.</li> <li>• Paintings of great Indian artists are shown. <a href="https://www.thebetterindia.com">https://www.thebetterindia.com</a> <a href="https://www.mojarto.com">https://www.mojarto.com</a></li> <li>• Children will be involved in a demonstration class on how to make abstract painting.</li> <li>• Daily practice and discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners Will be able to appreciate the beauty in nature and man-made objects using the different elements of art.</li> <li>• Doing it practically they will improve skills on use of line, color scheme and tones.</li> <li>• The learners Would be able to understand the core values of an art piece.</li> <li>• Understand the basic principles of colour.</li> <li>• The learners Discover their potential for creativity, self-expression and visual awareness through painting.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
September (08) Term-II	<ul style="list-style-type: none"> <li>• <b>Topic/ Chapter/ Unit -3</b></li> <li>• <b>Indian Temples and Indo – Islamic architecture</b></li> <li>• <b>Introduction to Indian temple architecture.</b></li> <li>• How Indian architecture is developed and influenced.</li> <li>• Study of the following sculptures and architectures (significance of the temple architecture, Purpose of making temple Sculptures, description and aesthetical approach)</li> <li>• Descent of Ganga</li> <li>• And it's mythological story.</li> <li>• Ravana shaking the mount Kailash, Elora</li> <li>• LaxmiNarayan temple,</li> <li>• Trimurti, Elephanta cave</li> <li>• Cymbal Player, Konarak</li> <li>• Mother and child,</li> </ul>	<ul style="list-style-type: none"> <li>• Images of Sculptures and painting.</li> <li>• Textbook,</li> <li>• Wikipedia</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated with history and different techniques of sculptures.</li> <li>• Mythological stories</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Homework</li> <li>• Assignments</li> <li>• Oral test</li> </ul>	<ul style="list-style-type: none"> <li>• The class will be introduced with a book of Indian architecture and discussed in detail about the patterns of different architectures.</li> </ul> <p><b>TEMPLE ARCHITECTURE OF INDIA</b> by Dr. N.C Panda and Siva Negi Reddy</p> <p><b>INDIAN ARCHITECTURE</b> by Percy Brown</p> <ul style="list-style-type: none"> <li>• Visit to e-museum <a href="http://www.nationalmuseumindia.gov.in/collection.asp">http://www.nationalmuseumindia.gov.in/collection.asp</a></li> <li>• Discussion on followingsculptures and architectures (significance of the temple architecture, Purpose of making temple Sculptures, description and aesthetical approach)</li> <li>• Children made to read the textbook thoroughly and discuss the doubts.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners will be able to talk, discuss or appreciate the early developments of in Indian art of sculptures and architectures of ancient and medieval periods.</li> <li>• The learners will also come to know a certain portion of engineering skills practiced from the ancient period.</li> <li>• The learners identify the styles of architectures in India.</li> <li>• The history would be reconstructed in students mind through paintings.</li> <li>• The learners will learn to appreciate the rich tangible heritage of the country and be proud of it.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
September (12) Term-II	<b>Introduction of south Indian bronze sculpture</b> <ul style="list-style-type: none"> <li>Study of the following sculptures (significance of the bronze sculpture, concepts of the Sculptures, description and aesthetical approach) <ol style="list-style-type: none"> <li>Uma Devi</li> <li>CholaNataraj</li> </ol> </li> <li><b>Indo Islamic Architecture</b> <ol style="list-style-type: none"> <li>Introduction</li> <li>Imperial Style</li> <li>Provincial style</li> <li>Mughal style</li> <li>Deccani style</li> <li>Taj Mahal</li> <li>Gol Gumbaj</li> <li>Qutab minar</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Images of Sculptures and painting.</li> <li>Textbook,</li> <li>Wikipedia</li> </ul>	<ul style="list-style-type: none"> <li>Integrated with history and different techniques of sculptures.</li> <li>Mythological stories</li> </ul>	<ul style="list-style-type: none"> <li>Quizzes</li> <li>Homework</li> <li>Assignments</li> <li>Oral test</li> </ul>	<ul style="list-style-type: none"> <li>The class will be introduced with a book of Indian temple sculpture and discussed in detail about the patterns of different sculptures.</li> <li><b>INDIAN TEMPLE SCULPTURE</b> by John Guy</li> <li>Visit to e-museum: <a href="http://www.nationalmuseumindia.gov.in/col/lection.asp">http://www.nationalmuseumindia.gov.in/col/lection.asp</a></li> <li>Discussion on following sculptures and architectures (significance of the temple architecture, Purpose of making temple Sculptures, description and aesthetical approach)</li> <li>Children made to read the textbook thoroughly and discuss the doubts.</li> </ul>	<ul style="list-style-type: none"> <li>The learners will be able to talk, discuss, understand or appreciate the sculpture and architectural marvels done on temples.</li> <li>The learners will also come to know a certain portion of engineering skills practiced from the ancient period.</li> <li>The learners identify the styles of architectures in India.</li> <li>The history would be reconstructed in students mind through paintings.</li> </ul>
September	<b>Revision, Exams and assessment</b>	–	–	–	–	–
October (20) Term-II	<b>Practical's: Unit 3: Portfolio assessment</b>	<ul style="list-style-type: none"> <li>Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio design as a project.</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio assessment</li> </ul>	<ul style="list-style-type: none"> <li>The learners will see few examples of previously made portfolio.</li> </ul>	<ul style="list-style-type: none"> <li>The learners will be able to design a folio with their work or sample of</li> </ul>



Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<ul style="list-style-type: none"> <li>The learners will be involved in making a portfolio in a form of a project.</li> </ul>	works which would be self-explanatory of their creative skills.
	<p><b>Introduction to Indo-Islamic architecture.</b></p> <p>Study of the following architectures</p> <ul style="list-style-type: none"> <li>(significance of the architectures, concepts, description and aesthetical approach)</li> </ul> <ol style="list-style-type: none"> <li>1.Qutab Miner</li> <li>2.Gol Gumbaj</li> <li>3.Taj Mahal</li> </ol>	<ul style="list-style-type: none"> <li>Textbook,</li> <li>Wikipedia</li> </ul>	<ul style="list-style-type: none"> <li>Integrated with history</li> <li>Integrated with different techniques and styles of architecture.</li> <li>Mythological stories</li> </ul>	<ul style="list-style-type: none"> <li>Quizzes</li> <li>Homework</li> <li>Assignments</li> <li>Oral test</li> </ul>	<ul style="list-style-type: none"> <li>The class is introduced with a book of Indian architecture and discussed in detail about the patterns of different architectures.</li> </ul> <p><b>INDIAN ARCHITECTURE (Islamic Period)</b> by Percy Brown</p> <ul style="list-style-type: none"> <li>Visit to e-museum <a href="http://www.nationalmuseumindia.gov.in/collection.asp">http://www.nationalmuseumindia.gov.in/collection.asp</a></li> <li>Discussion on following sculptures and architectures (significance of the temple architecture, Purpose of making temple Sculptures, description and aesthetical approach)</li> <li>Children were made to read the textbook thoroughly and discuss the doubts.</li> </ul>	<ul style="list-style-type: none"> <li>Children will be able to talk, discuss, understand or appreciate the work done on temples.</li> <li>Children will also come to know a certain portion of engineering skills practiced from the ancient period.</li> <li>Children identify the styles of architectures in India.</li> </ul> <p>The history would be reconstructed in students mind through paintings.</p>
November (24)	<b>Practical's: Unit 3: Portfolio assessment</b>	<ul style="list-style-type: none"> <li>Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio design as a project.</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio assessment</li> </ul>	<ul style="list-style-type: none"> <li>The learners will see few examples of</li> </ul>	<ul style="list-style-type: none"> <li>The learners will be able to design a</li> </ul>

<b>Month No of working days</b>	<b>Topic/Sub-topic</b>	<b>Teaching Aids</b>	<b>Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments</b>	<b>Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)</b>	<b>Pedagogical Processes</b>	<b>Learning Outcomes</b>
Term-II					<p>previously made portfolio.</p> <ul style="list-style-type: none"> <li>The learners will be involved in making a portfolio in a form of a project.</li> </ul>	folio with their work or sample of works which would be self-explanatory of their creative skills.
December (12) Term-II	<b>Revision, Exams and assessmentTerm-II</b>	-	-	-	-	-

**PINEGROVE SCHOOL, DHARAMPUR**

Affiliation No. 630044; School Code: 43035

**Annual Pedagogy Plan: HINDUSTANI VOCAL MUSIC**

**Class: XI**

**Session 2023-24**

<b>Month No of working days</b>	<b>Topic/Sub-topic</b>	<b>Teaching Aids</b>	<b>Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments</b>	<b>Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)</b>	<b>Pedagogical Processes</b>	<b>Learning Outcomes</b>
---	------------------------	----------------------	---	--	----------------------------------	--------------------------

<p>April (10)</p>	<p><b><u>Unit – 1</u></b> <b><u>Theory</u></b></p> <p><b>Definition</b></p> <ul style="list-style-type: none"> <li>• Nada</li> <li>• Shruti</li> <li>• Swara</li> <li>• Saptak</li> </ul> <p><b>Brief study of the following terms:</b></p> <ul style="list-style-type: none"> <li>• Margi-Desi</li> <li>• Thata</li> <li>• Jati</li> <li>• Laya</li> <li>• Tala</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Wikipedia</li> <li>• Audio clips</li> <li>• Tanpura</li> </ul> <ul style="list-style-type: none"> <li>• Textbook</li> <li>• Wikipedia</li> <li>• Audio clips</li> <li>• Tanpura</li> </ul>	<ul style="list-style-type: none"> <li>• A project will be given to research on topic.</li> <li>• A group discussion will take place during the class.</li> <li>• Practical explanation of Nada, Shruti, Swarna, Thata, Jati, Laya, Tala.</li> </ul> <ul style="list-style-type: none"> <li>• Practical explanation of Margi-Desi, Nibaddha- Anibaddha, Raga, Swaramalika, Lakshan Geet.</li> <li>• Project will be given to research on topic and a group discussion will take place during the class</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Test</li> <li>• MCQ</li> <li>• Homework</li> </ul> <ul style="list-style-type: none"> <li>• MCQ</li> <li>• Oral Test</li> <li>• Written test</li> </ul>	<ul style="list-style-type: none"> <li>• Class will begin with a composition and students will be asked to identify the different actions or movements in singing.</li> <li>• General discussion about these movements and explanation of musical terms. <a href="http://www.tanarang.com/english/glossary_eng.htm">http://www.tanarang.com/english/glossary_eng.htm</a></li> <li>• Different composition of Margi-Desi, Nibaddha- Anibaddha, Swaramalika, Lakshan Geet. will be sung during the class along with detailed explanation of musical terms.</li> </ul>	<ul style="list-style-type: none"> <li>• Study about the Musical Terms will help the student to understand the meaning, importance and application of the terms in Indian classical music.</li> <li>• These terms will help in improvisation of ragas.</li> <li>• This study will help to understand the different Music techniques of Indian Music.</li> <li>• Study about the Musical Terms will help the student to understand the meaning, importance and application of the term.</li> </ul>
-----------------------	---	--	--	--	---	---

<p>May (06)</p>	<p><b>Unit – 2</b> <b>Theory</b></p> <p><b>Brief History of the following:</b></p> <ul style="list-style-type: none"> <li>• Raag</li> <li>• Dhrupad</li> </ul> <ul style="list-style-type: none"> <li>• Khayal</li> <li>• Tarana</li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Wikipedia</li> <li>• Audio</li> <li>• Video Clips</li> <li>• Tanpura</li> </ul> <ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Wikipedia</li> </ul>	<p>Project: one project will be given to listen different genre of music like Dhrupad, Khyal and Tarana and to write their views about these music styles according to their understanding.</p> <ul style="list-style-type: none"> <li>• Project: One small project will be given to students. In this project they will collect photographs of different artists and will find their gharanas.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Test</li> <li>• MCQ</li> <li>• Homework</li> <li>• Assignment</li> </ul> <ul style="list-style-type: none"> <li>• Homework</li> <li>• Oral Test</li> </ul>	<ul style="list-style-type: none"> <li>• Videos of different music genre of Indian music will be shown to the students.</li> <li>• They will be explained about different style of Indian Classical Music.</li> <li>• <a href="https://www.youtube.com/watch?v=j5QRUM5w3DY">https://www.youtube.com/watch?v=j5QRUM5w3DY</a></li> <li>• Class will start with one project where students will collect photographs of different artists and will label them with their Gharanas.</li> <li>• <a href="https://www.youtube.com/watch?v=-aS_mufeQOU">https://www.youtube.com/watch?v=-aS_mufeQOU</a></li> </ul>	<ul style="list-style-type: none"> <li>• Students will learn different genres of Indian Music.</li> <li>• Comprehends the style (<i>shaili</i>) of Dhrupad, Khyal, and Tarana.</li> </ul> <ul style="list-style-type: none"> <li>• Study of Gharanas will help students to know about the community of people who share a distinctive music style.</li> </ul>
---------------------	--	---	---	---	--	--

Apr-May (18-13)	<p><b>Practical</b></p> <p><b>Raga Bihag</b> <b>Raga Bhairavi</b></p> <ul style="list-style-type: none"> <li>• Description</li> <li>• Improvisation</li> <li>• Compositions</li> <li>• Notation</li> <li>• Tanas</li> </ul>	<ul style="list-style-type: none"> <li>• PDF Files</li> <li>• Textbooks</li> <li>• Tanpura</li> <li>• Harmonium</li> <li>• You Tube</li> </ul>	<ul style="list-style-type: none"> <li>• Practical practice of notes used in Raga Bihag and Bhimplasi.</li> <li>• One exercise with the help of Metronome to understand the Laya.</li> <li>• One activity to identify songs composed in Raga Bihag and Bhimplasi.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Test</li> <li>• Home Assignment.</li> <li>• Written test.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be provided with a manual Tanpura and then they will sing aroha-avroha of Raga Bihag and Bhimplasi.</li> <li>• One composition of in Drut Laya will be taught with small improvisation and few tanas in each Raga.</li> <li>• Swar pattern and one composition in Raga Bihag and Bhimplasi will be shared with students.</li> <li>• <a href="https://www.youtube.com/watch?v=MoRLtYXMLdQ">https://www.youtube.com/watch?v=MoRLtYXMLdQ</a></li> <li>• <a href="https://www.youtube.com/watch?v=r1g6wjVFyMs">https://www.youtube.com/watch?v=r1g6wjVFyMs</a></li> </ul>	<ul style="list-style-type: none"> <li>• Students will learn Aroha, Avroha and Pakad of Ragas.</li> <li>• Students will be able to identifies the swar pattern of Raga Bihag and Bhimplasi.</li> <li>• This study will help students to identify the music or songs based on these notes.</li> </ul>
June	Revisions, Exams, and assessment.	–	–	–	–	–

<p>July (08)</p>	<p><b>Unit – 3</b> <b>Theory</b></p> <ul style="list-style-type: none"> <li>Brief study of Musical Elements in Natya Shastra</li> </ul> <p><b>Life Sketch</b></p> <ul style="list-style-type: none"> <li>Tansen</li> <li>V.N. Bhatkhande</li> <li>V.D. Paluskar</li> </ul>	<ul style="list-style-type: none"> <li>Textbook</li> <li>PDF File</li> </ul> <ul style="list-style-type: none"> <li>Textbooks</li> <li>Wikipedia</li> <li>Video Clips</li> <li>Youtube</li> </ul>	<ul style="list-style-type: none"> <li>Interdisciplinary linkage: students will be taught about Sangeet Ratnakar and Sangeet Parijat before Explaining Natya Sastra as these text forms a useful bridge between the ancient, medieval and the post-13th century periods of music history in India.</li> <li>Project: Collection of Photographs of these musician.</li> <li>Writing their contribution in Classical Music.</li> <li>To watch documentary on these musicians</li> </ul>	<ul style="list-style-type: none"> <li>MCQ</li> <li>Oral Test</li> <li>Homework</li> </ul> <ul style="list-style-type: none"> <li>Assignment</li> <li>Oral Test</li> <li>MCQ</li> </ul>	<ul style="list-style-type: none"> <li>Before explaining Musical elements in Natya Shastra students will be taught about Sangeet Ratnakar and Sangeet Parijat.</li> <li>these text forms a useful bridge between the ancient, medieval and the post-13th century periods of music history in India.</li> <li>Documentary on musician will be shown before their life sketch.</li> <li><a href="https://www.youtube.com/watch?v=j92P5N0qhPM">https://www.youtube.com/watch?v=j92P5N0qhPM</a></li> <li><a href="https://www.youtube.com/watch?v=FkLUTZgkZr8">https://www.youtube.com/watch?v=FkLUTZgkZr8</a></li> <li><a href="https://www.youtube.com/watch?v=ORPFjXxZzZs">https://www.youtube.com/watch?v=ORPFjXxZzZs</a></li> </ul>	<ul style="list-style-type: none"> <li>This study will help to understand about sound, rhythm, and prosody applied to musical text.</li> <li>Students will be benefited with the knowledge of various terms of music</li> <li>It will help to understand about the music scholars and their contribution towards the Indian classical music.</li> </ul>
----------------------	--	--	---	--	--	---

<p>July (14)</p>	<p><b>Practical</b></p> <p><b>Raga Bhimplasi</b></p> <ul style="list-style-type: none"> <li>• Description</li> <li>• Improvisation</li> <li>• Composition</li> <li>• Taans</li> </ul>	<ul style="list-style-type: none"> <li>• PDF Files</li> <li>• Textbooks</li> <li>• Tanpura</li> <li>• Harmonium</li> <li>• You Tube</li> </ul>	<ul style="list-style-type: none"> <li>• Practical practice of notes used in Raga Bhimplasi.</li> <li>• One exercise with the help of Metronome to understand the Laya.</li> <li>• One activity to identify songs composed in Raga Bhimplasi.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Test</li> <li>• Home Assignment.</li> <li>• Written test.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be provided with a manual Tanpura and then they will sing aroha-avroha of Raga Bhimplasi.</li> <li>• One composition of in Drut Laya will be taught with small improvisation and few tanas in each Raga.</li> <li>• Swar pattern and one composition in Raga Bhimplasi will be shared with students.</li> <li>• <a href="https://www.youtube.com/watch?v=Br9xxlII1-0">https://www.youtube.com/watch?v=Br9xxlII1-0</a></li> <li>• <a href="https://www.youtube.com/watch?v=OUT1OfIXWvI">https://www.youtube.com/watch?v=OUT1OfIXWvI</a></li> <li>• <a href="https://www.youtube.com/watch?v=b2ltg-eKrKo">https://www.youtube.com/watch?v=b2ltg-eKrKo</a></li> </ul>	<ul style="list-style-type: none"> <li>• Students will learn Aroha, Avroha and Pakad of Ragas.</li> <li>• Students will be able to identifies the swar pattern of Raga Bhairavi and Jaunpuri.</li> <li>• This study will help students to identify the music or songs based on these notes.</li> </ul>
----------------------	---	--	--	--	---	--



Aug (10)	<p><b>Unit – 4</b> <b>Theory</b> <b>Description of Talas</b></p> <ul style="list-style-type: none"> <li>• Teentala</li> <li>• Ektala</li> <li>• Chautala</li> </ul> <p><b>Tanpura</b></p> <ul style="list-style-type: none"> <li>• Knowledge of the Structure of Tanpura.</li> <li>• Tuning</li> <li>• Holding</li> <li>• Playing</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Electric Tabla</li> <li>• Audio</li> <li>• Video</li> </ul> <ul style="list-style-type: none"> <li>• Pictures</li> <li>• Electric Tabla</li> <li>• Audio</li> <li>• Video</li> </ul>	<ul style="list-style-type: none"> <li>• Practical demonstration will be shown on Tabla for better understanding.</li> <li>• Writing Taals in ekgun, dugun and chaugun.</li> <li>• Listen to audio visual recordings and identify the beat circle.</li> </ul> <ul style="list-style-type: none"> <li>• Experiential learning: Students will learn Tanpura structure with the help of a manual tanpura.</li> <li>• Tuning of tanpura will be taught practically to each student individually</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Oral Test</li> </ul> <ul style="list-style-type: none"> <li>• MCQ</li> <li>• Oral Test</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be taught how to write notation of tala in Bhatkhande Notation System.</li> <li>• Demonstration will be shown on Tabla.for better understanding</li> </ul> <ul style="list-style-type: none"> <li>• One manual tanpura will be provided to students</li> <li>• One by one they will be taught how to hold and play the Tanpura’.</li> <li>• Explanation of various parts and tuning on manual Tanpura.</li> </ul> <p><a href="https://www.youtube.com/watch?v=N43hk7nQHeU">https://www.youtube.com/watch?v=N43hk7nQHeU</a></p>	<ul style="list-style-type: none"> <li>• Students will be able to write talas in Bhatkhande Notation System.</li> <li>• Recites boles of Taal. Helps to understands the musical meter.</li> </ul> <ul style="list-style-type: none"> <li>• This study will help to understand the history, structure and Tuning of Tanpura.</li> <li>• Students will learn holding, tuning and playing techniques of Tanpura</li> </ul>
-------------	--	--	---	---	--	--

<p>Aug. (15)</p>	<p><b>Practical</b> Recitation of prescribes Talas with Thah, Dugun, and Chaugun.</p> <ul style="list-style-type: none"> <li>• Teentala</li> <li>• Ektala</li> <li>• Chautala</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Electric Tabla</li> <li>• Audio</li> <li>• Video</li> </ul>	<ul style="list-style-type: none"> <li>• Practical demonstration will be shown on Tabla for better understanding.</li> <li>• Writing Taals in ekgun, dugun and chaugun.</li> <li>• Listen to audio visual recordings and identify the beat circle.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Oral Test</li> <li>• Written Test</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be taught how to write notation of tala Dadra, Keharwa, Teentala, Sultala, Ektala, and Chautala.</li> <li>• Demonstration will be shown on Tabla.for better understanding <a href="https://www.youtube.com/watch?v=PqnED_mCmfg">https://www.youtube.com/watch?v=PqnED_mCmfg</a></li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to write talas in Bhatkhande Notation System.</li> <li>• Recites boles of Taal.</li> <li>• Helps to understands the musical meter.</li> <li>• This study will help students to understand different talas in different styles of music.</li> </ul>
----------------------	--	--	---	---	---	---

September (10)	<p><b>Unit – 5</b> <b>Theory</b></p> <p>Critical study of Ragas Recognizing Ragas from phrases.</p> <p>Compositions of Ragas:</p> <ul style="list-style-type: none"> <li>• Bihag</li> <li>• Bhairvi</li> <li>• Bhimplasi</li> </ul>	<ul style="list-style-type: none"> <li>• Video</li> <li>• Audio</li> <li>• Tabla</li> <li>• Tanpura</li> </ul> <ul style="list-style-type: none"> <li>• Text book</li> <li>• PDF Files</li> <li>• Wikipedia</li> <li>• Tanpura</li> </ul>	<ul style="list-style-type: none"> <li>• Experiential learning: One activity to find similar swar pattern in Film/ Regional/ Folk Music etc.</li> <li>• Documentation in notebook.</li> </ul> <ul style="list-style-type: none"> <li>• Experiential learning: Creation of innovative swar patterns according to the nature of raga.</li> <li>• One activity of writing notation of any song.</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Oral Test</li> <li>• Assignment</li> </ul> <ul style="list-style-type: none"> <li>• Written Assignments</li> <li>• Oral Test</li> <li>• MCQ</li> </ul>	<ul style="list-style-type: none"> <li>• One activity in the beginning of the class to find out similar swar pattern in Film/ Regional/ Folk Music etc.</li> <li>• Practice and techniques to identify the phrases in various ragas. <a href="https://www.youtube.com/watch?v=M876dYgl2mc">https://www.youtube.com/watch?v=M876dYgl2mc</a></li> </ul> <ul style="list-style-type: none"> <li>• Explanation of Bhatkhande Notation System.</li> <li>• Writing aroha, avroha and pakad of raga along with description and composition</li> </ul>	<ul style="list-style-type: none"> <li>• Able to understand the swar pattern in different ragas.</li> <li>• Helps to identify the ragas from music phrases, tunes or songs etc.</li> </ul> <ul style="list-style-type: none"> <li>• Compositions called as ‘bandish’. A good bandish paint a brief yet effective melodic outline.</li> <li>• This study will help students to learn about the Bhatkhande Notation System and different composition in different ragas.</li> </ul>
September/ October	<ul style="list-style-type: none"> <li>• <b>Revision</b></li> <li>• <b>Exams and Assessment</b></li> </ul>	–	–	–	–	–

Oct + Nov (22 + 05)	<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>• Dhrupad</li> <li>• Folk song</li> <li>• Devotional</li> <li>• Recognition of ragas</li> </ul>	<ul style="list-style-type: none"> <li>• PDF Files</li> <li>• Tanpura</li> <li>• Tabla</li> <li>• Harmonium</li> <li>• Wikipedia</li> <li>• Audio video clips</li> </ul>	<ul style="list-style-type: none"> <li>• Project: one project will be given to listen different genre of music like Trana, Dhamar, Dadra and Folk music of any region and to write views according to their understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Test</li> <li>• MCQ</li> <li>• Homework</li> <li>• Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Vides of different music genre of Indian music will be shown to the students.</li> <li>• They will be explained about different style of Indian Classical, Semi-Classical, and Folk Music.</li> <li>• <a href="https://www.youtube.com/watch?v=j5QRUM5w3DY">https://www.youtube.com/watch?v=j5QRUM5w3DY</a></li> </ul>	<ul style="list-style-type: none"> <li>• Students will learn different genres of Indian Music.</li> <li>• Comprehends the relevance/ importance of Folk Music.</li> <li>• Comprehends the style (<i>shaili</i>) of Dhrupad.</li> </ul>
November	<ul style="list-style-type: none"> <li>• <b>Revision</b></li> </ul>	–	–	–	–	–
December	<ul style="list-style-type: none"> <li>• <b>Revision</b></li> <li>• <b>Exams and Assessment</b></li> </ul>	–	–	–	–	–

# PHYSICAL EDUCATION (048)

Class XI (2023–24)

## Theory

Max. Marks 70

### Unit I Changing Trends & Career in Physical Education

- Concept, Aims & Objectives of Physical Education
- Changing Trends in Sports- playing surface, wearable gears and sports equipment, technological advancements
- Career Options in Physical Education
- Khelo-India and Fit-India Program

### Unit II Olympism

- Ancient and Modern Olympics
- Olympism – Concept and Olympics Values (Excellence, Friendship & Respect)
- Olympics - Symbols, Motto, Flag, Oath, and Anthem
- Olympic Movement Structure - IOC, NOC, IFS, Other members

### Unit III Yoga

- Meaning & Importance of Yoga
- Introduction to Ashtanga Yoga
- Introduction to Yogic Kriyas (Shat Karma)

### Unit IV Physical Education & Sports for CWSN (Children with Special Needs - Divyang)

- Concept of Disability and Disorder
- Types of Disability, its causes & nature (Intellectual disability, Physical disability)
- Aim & Objective of Adaptive Physical Education
- Role of various professionals for children with special needs (Counsellor, Occupational Therapist, Physiotherapist, Physical Education Teacher, Speech Therapist & Special Educator)

## **Unit V Physical Fitness, Health and Wellness**

- Meaning and Importance of Wellness, Health and Physical Fitness
- Components/Dimensions of Wellness, Health and Physical Fitness
- Traditional Sports & Regional Games for promoting wellness

## **Unit VI Test, Measurement & Evaluation**

- Concept of Test, Measurement & Evaluation in Physical Education & sports.
- Classification of Test in Physical Education and Sports.
- Test administration guidelines in physical education and sports

## **Unit VII Fundamentals of Anatomy, Physiology in Sports**

- Definition and Importance of Anatomy and Physiology in exercise and sports
- Functions of Skeletal system, classification of bone and types of joints.
- Function and Structure of Circulatory system and heart.
- Function and Structure of Respiratory system.

## **Unit VIII Fundamentals of Kinesiology and Biomechanics in Sports**

- Definition and Importance of Kinesiology and Biomechanics in sports
- Principles of Biomechanics
- Types of Body Movements - Flexion, Extension, Abduction, Adduction, Rotation, Circumduction, Supination & Pronation
- Axis and Planes – Concept and its application in body movements

## **Unit IX Psychology & Sports**

- Definition & Importance of Psychology in Physical Education & Sports
- Adolescent Problems & Their Management
- Team Cohesion and Sports

# Unit X Training and Doping in Sports

- Concept and Principles of Sports Training
- Training Load: Over Load, Adaptation, and Recovery
- Concept of Doping and its disadvantages

## Practical

**Max. Marks 30**

- |   |         |
|---|---------|
| 01. Physical Fitness Test: SAI Khelo India Test, Brockport Physical Fitness Test (BPFT)*        | 6 Marks |
| 02. Proficiency in Games and Sports<br>(Skill of any one IOA recognised Sport/Game of Choice)** | 7 Marks |
| 03. Yogic Practices   | 7 Marks |
| 04. Record File ***   | 5 Marks |
| 05. Viva Voce (Health/ Games & Sports/ Yoga)  | 5 Marks |

\* Test for CWSN (any 4 items out of 27 items. One item from each component: Aerobic Function, BodyComposition, Muscular strength & Endurance, Range of Motion or Flexibility)

\*\*CWSN (Children With Special Needs – Divyang): Bocce/Boccia , Sitting Volleyball, Wheel Chair Basketball, Unified Badminton, Unified Basketball, Unified Football, Blind Cricket, Goalball, Floorball, Wheel Chair Races and Throws, or any other Sport/Game of choice.

\*\*Children With Special Needs can also opt any one Sport/Game from the list as alternative to YogicPractices. However, the Sport/Game must be different from Test - ‘Proficiency in Games and Sports’

## \*\*\*Record File shall include:

- ❖ Practical-1: Labelled diagram of 400 M Track & Field with computations.
- ❖ Practical-2: Describe Changing Trends in Sports & Games in terms of changes in Playingsurface, Wearable gears, Equipment, Technological advancements.
- ❖ Practical-3: Labelled diagram of field & equipment of any one IOA recognised Sport/Game ofchoice.

**PINEGROVE SCHOOL, DHARAMPUR**

Affiliation No. 630044; School Code: 43035

**Annual Pedagogy Plan: ENGLISH**

**Class: XII**

**Session 2023-24**

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<p align="center"><i>March/ No. of Periods: 05 TERM I</i></p>	<p><i>The Last Lesson (Flamingo)</i></p>	<ul style="list-style-type: none"> <li>• NCERT e-book pdf/ Textbook</li> <li>• Smart board</li> <li>• Extra marks module</li> <li>• PPT Handout</li> </ul> <p>Source: <a href="http://en.wikipedia.org/wiki/File:Alsace-lorraine.JPG">http://en.wikipedia.org/wiki/File:Alsace-lorraine.JPG</a> Alsace &amp; Lorraine During World War I</p>	<ul style="list-style-type: none"> <li>• <u>Project</u> <ul style="list-style-type: none"> <li>• Group Discussion on '<i>Political enslavement is a curse on any Nation as it deprives it of its identity</i>'. For all range of learners in a group of six comprising- C2-C1-2 students B2-B1-2 students A2-A1-2 students</li> </ul> </li> <li>• Students will be shown the following NDTV video (2014) as a part of Experiential learning <a href="https://youtu.be/kpX88mnNWF8">https://youtu.be/kpX88mnNWF8</a> (Debate - linguistic Chauvinism)</li> <li>• Short write up on "<i>Political</i></li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on the chapter</li> <li>• Discussion on Value Points/ Marking Scheme/ Sample Question</li> <li>• Debate on "If wars are the only ways to resolve conflict"</li> <li>• A Class Test</li> <li>• Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• The session would begin with an interaction on homework –and the way you treat it.</li> <li>• (Student-Teacher Interaction)</li> <li>• The learners would interpret the title of the lesson. The background knowledge of the author and his works would be given. The facilitator would develop the chain of events with reference to the educational and personal domains.</li> <li>• During delivering the lecture the teacher will stress upon the inclusivity of English language, the reason for which</li> </ul>	<ul style="list-style-type: none"> <li>• They would develop their optimistic attitude towards life amidst many struggles.</li> <li>• They would be able to familiarize themselves with specific background information of Alphonse Daudet/ history of France.</li> <li>• They would be able to make connections between similar situations in different storylines/life experiences like Indians under British imperialism.</li> <li>• Students will develop global appreciation of the issues and discuss/ debate on the topic</li> <li>• Students will be able to read and comprehend extended text.</li> </ul>



Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			<i>Enslavement by various Countries”</i> (200-250 words)		<p>it is now a world language.</p> <ul style="list-style-type: none"> <li>• Difficult words and terms would be discussed.</li> <li>• Underlying meaning of the prose will be explained. All possible questions and answers would be discussed and assigned.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to write expository/ argumentative essay.</li> <li>• Students will be able to identify a topic, organize and structure thoughts and write with a sense of purpose and an awareness of audience.</li> </ul>
<b>March/ No. of Periods: 03 TERM 1</b>	My Mother at Sixty-Six (Flamingo)	<ul style="list-style-type: none"> <li>• Audio-Visual (visual representation of the poem)</li> <li>• NCERT e-book pdf/ Textbook</li> <li>• Smart board</li> <li>• Extra marks module (Software)</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Project</u></li> <li>• A comparative study of the poems ‘A Photograph’ and ‘My Mother at Sixty-six’.</li> <li>• Draw a comparative analysis and present the synopsis of the discussion in the class.</li> <li>• Group Activity For all range of learners comprising three students in one team: - C3-C1-3 students B3-B1-3 students</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on the poem</li> <li>• Discussion on Value Points/ Marking Scheme/ Sample Question</li> <li>• A Class Test at the end</li> <li>• Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-reading activity would be the first step wherein the students would delve deep into the title of the poem and make an interpretation of the title as it indicates the subject and theme.</li> <li>• (student-teacher interaction)</li> <li>• They would compare the poem with the poem ‘A Photograph’. The background of the poet would be discussed. The poem would be read aloud with proper</li> </ul>	<ul style="list-style-type: none"> <li>• The students would be able to grasp the theme and meaning of the poem.</li> <li>• They would be able to read the poem with proper tone and rhyme and develop an interest in poetry.</li> <li>• Their vocabulary would be strengthened. Their analyzing skills would be enhanced.</li> <li>• Students will be able to understand the author's purpose and tone</li> <li>• They will be able to acquire knowledge required in order to</li> </ul>

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			<p>A3-A1-3 students</p> <ul style="list-style-type: none"> <li>The learners would discuss in their groups the following topics</li> <li><i>Have you ever thought what our elderly parents expect from us?</i></li> <li><i>Responsibility of youth towards the elderly/ Empathy Towards the elderly</i></li> <li><i>Poster Making on Empathy Towards the elderly</i></li> </ul>		<p>intonation rhyme and rhythm.</p> <ul style="list-style-type: none"> <li>Difficult terms and words would be explained so that the students can predict the atmosphere of the world inside the poem.</li> <li>The poem would be explained covering the phrases, sentences and discourse as well as their structuring. Silent reading of the poem by the students within five minutes and listing the difficult terms. The figures of speech and rhyme scheme would be discussed.</li> </ul>	<p>engage in independent reflection and enquiry</p> <ul style="list-style-type: none"> <li>They would be able to comprehend the difference between the literal and the figurative</li> <li>They would be able to develop empathy for the elderly people</li> </ul>
<p>May/ No. of Periods: 06 TERM 1</p>	<p><b>Topic: The Third Level (Vistas)</b></p>	<ul style="list-style-type: none"> <li>PPT</li> <li>NCERT e-book pdf/ NCERT Textbook</li> <li>Smart board</li> <li>Extra marks module (Software)</li> <li>Video on Time - Travel <a href="https://www.pbslearn.org/media.org/resource">https://www.pbslearn.org/media.org/resource</a></li> </ul>	<ul style="list-style-type: none"> <li><b>Project</b></li> <li>Group Presentation on <i>'If I could go back in time and change one incident'</i>. For all range of learners in a group of six comprising- C2-C1-2 students</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on the chapter</li> <li>Discussion on Value Points/ Marking Scheme/ Sample Question</li> <li>A Class Test at the end.</li> <li>Discussion on Value Points/ Marking</li> </ul>	<ul style="list-style-type: none"> <li>The session will begin with the brief introduction about Time travel/ discuss different works to the sci-fiction genre and make an interpretation of the title as it indicates the subject and</li> </ul>	<ul style="list-style-type: none"> <li>They will be able to comprehend the Sci-Fi themes and Time travel.</li> <li>The students would be able to grasp the theme and meaning of the chapter.</li> </ul>

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		<p><a href="#">e/Hawking genius ep 01 full/Can-we-time-travel-full-episode-genius-by-stephen-hawking/</a></p> <ul style="list-style-type: none"> <li>Students will be shown Pinegrove School's <b><i>'First Day Cover'</i></b> along with the stamp that was released to commemorate the Silver Jubilee of the School in 2016.</li> </ul>	<p>B2-B1-2 students A2-A1-2 students</p>	<p>Scheme/ Sample Question</p> <ul style="list-style-type: none"> <li>A Class Test at the end</li> <li>Quiz</li> </ul>	<p>theme. The background knowledge of the author and his works would be given.</p> <ul style="list-style-type: none"> <li>The facilitator would develop the chain of events with reference to the educational and personal domains.</li> <li>The teacher will also explain that the <i>'level of reality that exists'</i> in our mind and complexities of human mind whose urges cannot always be fully explained even though its instincts and thoughts are unscientific and without rationale.</li> <li>Difficult words and terms would be discussed.</li> <li>Underlying meaning of the prose will be explained. All possible questions and answers would be discussed and assigned</li> </ul>	<ul style="list-style-type: none"> <li>Their vocabulary would be strengthened.</li> <li>Their analyzing skills would be enhanced.</li> <li>Students will be able to understand the author's purpose and tone</li> <li>They will be able to acquire knowledge required in order to engage in independent reflection and enquiry</li> <li>They will be able to analyse how author's choices concerning how to structure a text, order events within it (Parallel plots) and manipulate time (Pacing, flashback) create effects of mystery, tension and surprise.</li> <li>Students will be able to read and comprehend extended text.</li> <li>Students will be able to write expository/ argumentative essays, developing a topic</li> </ul>

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<ul style="list-style-type: none"> <li>• The student will be asked to compare the interweaving of fantasy and reality with the chapter 'Adventure' by Jayant Narlikar in Hornbill Class XI.</li> </ul>	
<p><i>April/ No. of Periods: 03/ TERM 1</i></p>	<p><b>Writing Skills: Notice Writing</b></p>	<ul style="list-style-type: none"> <li>• PPT (format and the objectives of notice different types and different fields through Visual Representation)</li> <li>• Smart board</li> <li>• Extra marks module (Software)</li> <li>• BBC Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Group Activity:</u> Groups would be formed according to the range of Learners and distributed the role of 5 Ws and frame a notice on the subject given.</li> <li>• C2-C1-2 students</li> <li>• B2-B1-2students</li> <li>• A2-A1-2students</li> <li>• Notice writing exercises: Different topics</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on Notice</li> <li>• Discussion on Value Points/ Marking Scheme/ Sample Question</li> <li>• A Class Test at the end</li> </ul>	<ul style="list-style-type: none"> <li>• Warm up session:</li> <li>• Learners would share their knowledge on the importance of a notice. (Student-Teacher interaction)</li> <li>• The Learners would be asked to speak about a notice they received, and they remember still.</li> <li>• The teacher would explain what a notice is and its purpose. The standard format of notice writing would be shown in the class. The teacher would discuss in detail what a notice should contain.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to analyze any NOTICE shown to them based on the knowledge imparted.</li> <li>• They will be able to frame notice about any event.</li> <li>• They will be able to identify important information in any given notice.</li> <li>• Students will be able to use appropriate style and format to write a NOTICE effectively.</li> </ul>

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<ul style="list-style-type: none"> <li>The wide range of themes and situations will be discussed with examples.</li> </ul>	
<i>May/ No. of Periods: 03/ TERM 2</i>	<i>Writing Skills: Invitation Writing/ Replies</i>	<ul style="list-style-type: none"> <li>PPT on invitations of marriages, annual/sports day, anniversary, birthdays, inaugurations etc.</li> <li>Smart board</li> <li>Extra marks module (Software)</li> <li>BBC Worksheets</li> <li></li> </ul>	<ul style="list-style-type: none"> <li><b>Project</b></li> <li>Framing and preparing invitation cards for different purposes.</li> <li>Group Activity for all range of learners in a group of three comprising- C2-C1-1 student B2-B1-1 student A2-A1- 1 student</li> </ul> <p><i>Framing replies in pairs of-</i> C2-C1- 1 student B2-B1-1 student A2-A1-1 student</p>	<ul style="list-style-type: none"> <li>Assignment on Invitation</li> <li>Discussion of Scoring Points/Marking Scheme/Sample Questions</li> <li>A Class Test at the end</li> </ul>	<ul style="list-style-type: none"> <li>Developing the format in sequence or discourse/spoken with reference to the educational, personal domains.</li> <li>The teacher would discuss with examples all kinds of invitations and the method of framing replies.</li> </ul>	<ul style="list-style-type: none"> <li>The learners would be able to express their ideas cohesively, fluently and spontaneously with appropriate expressions, use grammatical structures accurately and appropriately with relevant vocabulary for an announcement of an event.</li> </ul>
<i>March/ No. of Periods: 03 LEFT OUT OF SYLLABUS BY CBSE</i>	<i>Writing Skills: Note Making &amp; Summarizing</i>	<ul style="list-style-type: none"> <li>PPT demonstrating the technique and art of note making.</li> <li>Note making explained through notes.</li> <li>Smart board</li> <li>Extra marks module (Software)</li> <li>BBC Worksheets</li> </ul>	<ul style="list-style-type: none"> <li><b>Project</b></li> <li>Group comprehension comprising all range of learners (3 students in one group) C2-C1- 1 student B2-B1 –1 student A2-A1 –1student</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on Note making</li> <li>Discussion of Scoring Points/Marking Scheme/Sample Questions</li> <li>A Class Test at the end</li> </ul>	<ul style="list-style-type: none"> <li>In the beginning of the session, a text would be provided to the students to read and involve in note making to test previous knowledge.</li> <li>The facilitator would train the students to read a text minutely, or listen carefully to</li> </ul>	<ul style="list-style-type: none"> <li>The learners would be able to differentiate between annotation, outline notes, column notes, mind maps and summary notes from a text.</li> <li>They would be able to use the note taking suggestions to develop</li> </ul>

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<p>select, analyze and summarize the main points.</p> <ul style="list-style-type: none"> <li>•Ways of making notes would be discussed:</li> <li>•Annotation, outline notes, column notes, mind maps and summary notes.</li> </ul>	<p>good notes based on classroom discussions</p> <ul style="list-style-type: none"> <li>•Learners will be able to identify the central/main point and supporting details, etc.,</li> <li>•Students will be able to skim for main ideas and scan for details</li> <li>•They will be able to refer to dictionaries, encyclopedia, thesaurus and academic reference material in any format</li> <li>• They will be able to select and extract relevant information, using reading skills of skimming and scanning</li> <li>•They will be able to understand the writer's purpose and tone</li> </ul>
<p><b>March/ No. of Periods: 06 TERM 1</b></p>	<p><b>Lost Spring (Flamingo)</b></p>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• NCERT e-book pdf/ Textbook</li> <li>• Audio-visual documentary on Child labour.</li> <li>• Smart board</li> <li>• Extra marks module (Software)</li> <li>• <a href="https://youtu.be/R3LJSZCkBP">https://youtu.be/R3LJSZCkBP</a> (Stained</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Project</b> on <i>Child Labour will be assigned: Shape Our Future Bright</i></li> <li>• Group activity for all range of learners in a group of six comprising- C2- C1: 2 students B2-B1: 2 students A2-A1: 2 Students</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on Lost Spring</li> <li>• Discussion of Scoring Points/ Marking Scheme/Sample Questions</li> <li>• A Class Test at the end</li> <li>• Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• The session would begin with an audio –video presentation on the plight of poor children. The learners would be asked to interpret the title of the lesson relating it to the presentation.</li> <li>• The background of the author would be</li> </ul>	<ul style="list-style-type: none"> <li>•Learners will be sensitized with the problem of child labour.</li> <li>•They would be able to identify the problem, consider the options, weigh the pros and cons of each option, and reach a decision/ opinion/solution.</li> </ul>

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		Glass- Bangle Factory/ child Labour)	<ul style="list-style-type: none"> <li>• Students will be asked to write a report on the Problem of Child Labour in India for the school magazine.</li> <li>• Being the head boy/girl of your school, write a notice informing students about the 'Anti-Child-Labour' day going to be observed in your school.</li> </ul>		<p>given. The theme and story line would be explained.</p> <ul style="list-style-type: none"> <li>• The teacher would develop the format in sequence or discourse (spoken with reference to the ethical/global and personal domains.</li> <li>• Difficult words and terms would be discussed.</li> <li>• The prose will be explained. All possible questions and answers would be discussed and assigned.</li> </ul>	<ul style="list-style-type: none"> <li>• They would enhance their analytical skills.</li> <li>• They would be able to uncover the motives of the poor parents/policemen/ Industrialists/middlemen.</li> <li>• They would be able to absorb didactics and inspiration.</li> <li>• They would strengthen their integrated skills.</li> <li>• Learners will be able to identify the central/main point and supporting details, etc., to build communicative competence in various lexicons of English.</li> <li>• Reading of the text will promote advanced language skills in the learners with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities</li> </ul>
<b>April/ No. of Periods:</b>	<b><i>Tiger King (Vistas)</i></b>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• NCERT e-book pdf/ Textbook</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Project</b> i) Discussion on 'What is the general attitude of human</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on <b><i>Tiger King</i></b></li> <li>• Discussion of Scoring Points/ Marking</li> </ul>	<ul style="list-style-type: none"> <li>• The session would start with a short video on save tiger. The learners would</li> </ul>	<ul style="list-style-type: none"> <li>• The Learners will be able to uncover motives, absorb didactics.</li> </ul>

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
06 <b>LEFT OUT OF SYLLAB US BY CBSE</b>		<ul style="list-style-type: none"> <li>• Documentary on Save Tiger</li> <li>• Smart board</li> <li>• Extra marks module (Software)</li> </ul>	<p><i>beings towards wild animals?'</i></p> <p>ii) Group Presentation on “<i>We need a new system for the age of ecology- a system which is embedded in the care of all people and also in the care of the Earth and all life upon it</i>” through Power Point Presentation.</p> <p>iii) Power Point Presentation on Project Tiger</p> <ul style="list-style-type: none"> <li>• For all range of learners in a group of six comprising- C2-C1-2 students B2-B1-2 students A2-A1-2 students</li> </ul>	<p>Scheme/Sample Questions</p> <ul style="list-style-type: none"> <li>• A Class Test at the end</li> <li>• Quiz</li> </ul>	<p>interpret the title of the story and relate it to the video shown.</p> <ul style="list-style-type: none"> <li>• The background of the author would be given. The story would be read aloud. The theme and underlying meaning would be discussed.</li> <li>• A comparative study between <i>Mrs. Packletide's Tiger</i> and the lesson.</li> <li>• Difficult words would be listed and explained. The moral of the story would be discussed.</li> </ul>	<ul style="list-style-type: none"> <li>• They would be able to familiarize with specific Royal Indian background information of the author/ history of cruel insensitive kings who found pleasure in hunting and killing innocent animals.</li> <li>• They would understand the importance of becoming sincere and trustworthy in thought and action.</li> <li>• Learners will be able to identify the central/main point and supporting details, etc., to build communicative competence in various lexicons of English.</li> <li>• Reading of the text will promote advanced language skills in the learners with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities</li> </ul>



Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						<ul style="list-style-type: none"> <li>• They would be understanding, responsible, tolerant and have respect for class identities – democratic citizenship</li> <li>• Sensitize students about callousness of man towards wildlife and how he disturbs the ecological balance to fulfill his selfish desires.</li> </ul>
<i>April/ No. of Periods: 04/ TERM 1</i>	<i>An Elementary School Classroom in a Slum (Flamingo)</i>	<ul style="list-style-type: none"> <li>• Documentary on slum children.</li> <li>• PPT</li> <li>• NCERT e-book pdf/ Textbook</li> <li>• Smart board</li> <li>• Extra marks module (Software)</li> <li>• <a href="https://youtu.be/L_Rou0vMYMw">https://youtu.be/L_Rou0vMYMw</a> (Sadguru's video on Need to Skill the Nation)</li> <li>• <a href="https://youtu.be/yiiqrlf2xT0">https://youtu.be/yiiqrlf2xT0</a> (RTE)</li> <li>• <a href="https://youtu.be/EEJpkEctSEA">https://youtu.be/EEJpkEctSEA</a> (Sensitize the students about the difficulties faced by students)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Project</b></li> <li>• A comparative study of the poem Elementary school classroom in a slum with Lost Spring and present it through a PPT.</li> <li>• Group activity for all range of learners- Students will be assigned to <b>write a project report on the obstacles in the path of education and strategies to overcome them</b> in a group of three comprising: (C2-C1)- 1 student</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on An Elementary School Classroom in Slum</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> <li>• A Class Test at the end</li> <li>• Correlate the theme with 'Lost Spring' by Anees Jung</li> <li>• Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Pre- reading Activity: The session would start with an interaction on Government's eye on the schools of the slum areas. Introduction about RTE will be given to the students.</li> <li>• The title of the prose would be open for class interpretation.</li> <li>• The facilitator would develop the format of text in sequence or discourse (spoken with reference to the ethical/global,</li> </ul>	<ul style="list-style-type: none"> <li>• The learners would familiarize themselves with specific background information of social inequalities.</li> <li>• They would recognize the purpose of theme and the hidden pathos and nuances of the lines, correlating them with indigenous/ personal experiences.</li> <li>• They would be able to build up empathy and sympathy with the prevalent inequalities of the society which rest on financial status and lost opportunities for children.</li> </ul>

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		living in far flung areas of our country)	(B2-B1)- 1 student (A2-A1)- 1 student		public and personal domains of social and personal life.	<ul style="list-style-type: none"> <li>• Students will be able to read and comprehend extended text.</li> <li>• Students will be able to write expository/ argumentative essays, developing a topic</li> </ul>
<i>April/ No. of Periods: 07  TERM 1</i>	<i>Deep Water (Flamingo)</i>	<ul style="list-style-type: none"> <li>• PPT demonstrating the synopsis</li> <li>• A Snippet</li> <li>• Video on Water Sports.</li> <li>• PPT</li> <li>• NCERT e-book pdf/ Textbook</li> <li>• Smart board</li> <li>• Extra marks module (Software)</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Project</u></li> <li>• Group discussion on ‘<i>All we have to fear is fear itself</i>’</li> <li>• Listening Task Worksheets on Crisis Management, Creative writing to unfold logical thinking skills.</li> <li>• Group Activity- Students would be divided into groups of six comprising all range of learners</li> <li>• Comparative analysis of the chapters Deep Water and “We’re Not Afraid to Die”</li> <li>• <i>Presentation and discussion on Water Sports in India.</i> C2- C1: 2 students B2-B1: 2 students A2-A1: 2 Students</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on Deep Water</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> <li>• A Class Test at the end</li> <li>• Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• The session would begin with an interactive session wherein the teacher would ask the students to discuss about their phobias as related to the theme of the lesson.</li> <li>• The prose would be read aloud. Difficult words would be discussed.</li> <li>• The story outline, theme and values would be discussed by the teacher through a Power Pont Presentation.</li> <li>• The students would be grouped into six for the varied activities, discussions and presentations</li> </ul>	<ul style="list-style-type: none"> <li>• The students would be able to grasp the theme and meaning of the chapter.</li> <li>• Their vocabulary would be strengthened.</li> <li>• Their analyzing skills would be enhanced.</li> <li>• Students will be able to understand the author's purpose and tone</li> <li>• They will be able to acquire knowledge required in order to engage in independent reflection and enquiry.</li> <li>• The learners would unfold their logical thinking skills.</li> <li>• They would be able to organize their thoughts.</li> </ul>

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						<ul style="list-style-type: none"> <li>•The creative Writing Skills would be enhanced.</li> <li>•They would develop their listening, speaking, questioning and presentation skills.</li> <li>•They would strengthen their decision-making skills.</li> </ul>
<i>May/ No. of Periods: 03 TERM 1</i>	<i>Keeping Quiet (Flamingo)</i>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Audio-Visual (visual representation of the poem)</li> <li>• NCERT e-book pdf/ Textbook</li> <li>• Smart board</li> <li>• Extra marks module (Software)</li> <li>• Video on how nature is healing itself/ animals are reclaiming its space during Covid XIX <a href="https://youtu.be/I2hNkrfsyNw">https://youtu.be/I2hNkrfsyNw</a></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Project</u></li> <li>• Scientists and conservationists are proposing that up to half of Earth's land and oceans be protected for nature. Is it a necessary step or a pipe dream? <a href="https://www.bbc.com/future/article/20200318-the-worlds-largest-nature-reserve">https://www.bbc.com/future/article/20200318-the-worlds-largest-nature-reserve</a> (Student will be asked to read the article and write their comments in about 200 words on the topic) Group activity for all range of</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on the poem Keeping Quiet</li> <li>• Discussion on Value Points/ Marking Scheme/ Sample Question</li> <li>• A Class Test at the end</li> <li>• Quiz</li> </ul>	<ul style="list-style-type: none"> <li>•The session would begin with the study of silence. The teacher would ask the learners to maintain silence and the study the sounds of silence for one minute.</li> <li>•The learners would discuss on the sounds and thoughts of silence and relate to the title of the poem.</li> <li>•The background of the author would be given. The poem would be read aloud and discussed.</li> <li>•Difficult words would be listed out and discussed. The synopsis would be</li> </ul>	<ul style="list-style-type: none"> <li>•The learners would be able to understand the need of the hour to maintain peace and cut out the clamour and bloodshed, correlating it with contemporary background and personal experiences.</li> <li>•They would be able to up threat and gentle heeding with the predictable loss of the world. (global domain)</li> <li>•Students will be able to understand the author's purpose and tone</li> <li>•They will be able to acquire knowledge required in order to engage in independent reflection and enquiry.</li> </ul>

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			learners in a group of six comprising- C2- C1: 2 students B2-B1: 2 students A2-A1: 2 Students <ul style="list-style-type: none"> <li>• Role Play on establishing Peace and Unity.</li> <li>• Write a script on Peace and Unity and act on it.</li> </ul>		shown with the help of a PPT.	<ul style="list-style-type: none"> <li>• Students will be able to read and comprehend extended text.</li> <li>• Students will be able to write expository/ argumentative essays, developing a topic</li> </ul>
<i>April- May/ No. of Periods: 06 TERM 2</i>	<b>Writing Skills: Article and Report Writing</b>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Smart board</li> <li>• Extra marks module (Software)</li> <li>• Newspaper articles</li> <li>• Magazine articles</li> <li>• Written pieces on various subjects</li> <li>• Displaying blogs of various writers.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Project</b></li> </ul> <p>i). Write a Report on the sites visited by you during the school trips.</p> <p>ii). Write a Report on a recent disaster with complimentary newspaper clip.</p> <p>a). Individual activity to note progress.</p> <p>iii). Article and Report Writing on facts (based on research)</p> <p>iv). Article and Report Writing deriving ideas from interviews.</p> <p>v). Article and Report Writing</p>	<ul style="list-style-type: none"> <li>• Assignment on Articles &amp; Reports</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> <li>• A Class Test at the end</li> <li>• Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• The session would start with a pre-writing activity to create an interest towards writing.</li> <li>• The teacher would define what an article is and discuss the purpose of article writing.</li> <li>• The different styles, subjects, purpose of article writing would be discussed.</li> <li>• The teacher would explain the technique of accumulating ideas, focusing on ideas and facts, planning, organizing, evaluating,</li> </ul>	<ul style="list-style-type: none"> <li>• The students would develop an interest towards writing.</li> <li>• Their planning and organizing techniques would be enhanced.</li> <li>• They would be able to research on any subject and derive information from facts and present him in the form of a written piece.</li> <li>• Their creative writing would be analysed.</li> <li>• The interpreting and evaluative skills would be strengthened.</li> </ul>

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			based on Bravery and Will Power (hints would be given).		structuring and editing. • They would be taught the importance and way of producing a finished piece of work with examples. The requirements of the content, beginning, body and end would be focused.	
<b>July/ No. of Periods: 5 - LEFT OUT OF SYLLABUS BY CBSE</b>	<b><i>Journey to the end of the Earth (Vistas)</i></b>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• NCERT e-book pdf/ Textbook</li> <li>• Smart board</li> <li>• World Map with Time Zones</li> <li>• Extra marks module (Software)</li> <li>• Video on <a href="https://youtu.be/H2QxFM9y0tY">https://youtu.be/H2QxFM9y0tY</a> (<i>The disarming case to act right now on climate change- Ted Talk by Greta Thunberg</i>)</li> <li>• <a href="https://youtube.be/M3Iztt4D2UE">https://youtube.be/M3Iztt4D2UE</a> (<i>Understanding the Science of Climate Change Earth's Survival</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Project</b></li> <li><b>i).</b> Places described in the chapter to be marked on the map and difficulties in treading those areas to be explored from the net.</li> <li><b>ii).</b> Students will be assigned an experiential project – i.e. <i>to design a poster on Global Warming and Greenhouse Effect</i></li> <li>• <a href="https://studentsonice.com/">https://studentsonice.com/</a> (Students will be asked to visit the website of <b>an award-winning organization</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on Journey to the end of the Earth</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> <li>• A Class Test at the end</li> <li>• Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• The session would begin with an interactive session wherein the teacher would conduct a survey by asking the students to raise their hands –</li> <li>i) If they have tried to change any annoying habits of their friends/ students to discuss about the journeys they have undertaken</li> <li>ii) How many of you liked it when your friend tried to change a habit of yours?</li> </ul>	<ul style="list-style-type: none"> <li>• The learners would unfold their logical thinking skills.</li> <li>• Their vocabulary will be enriched.</li> <li>• They would be able to organize their thoughts, research work, compile and present in an economic writing style.</li> <li>• The creative Writing Skills would be enhanced.</li> <li>• They would develop their listening, speaking, questioning and presentation skills.</li> <li>• They would strengthen their decision-making skills.</li> </ul>

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			<p><i>offering unique educational expeditions to the Antarctic and the Arctic)</i> For all range of learners to note progress.</p>		<ul style="list-style-type: none"> <li>• Group Discussion will be carried out on “<i>Be the Change that you Wish to see in the World.</i>” And relate it with Global Climate crises and 4 R’s (Reduce, Reuse, Recycle and Recover) so far as related to the theme of the lesson.</li> <li>• The prose would be read aloud. Difficult words would be discussed.</li> <li>• The outline of the memoir (article), theme and values would be discussed by the teacher through a Power Point Presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to understand the author's purpose and tone</li> <li>• They will be able to acquire knowledge required in order to engage in independent reflection and enquiry.</li> </ul>
<p><b>March/ No. of Periods: 05 TERM 2</b></p>	<p><b><i>The Rattrap (Flamingo)</i></b></p>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• NCERT e-book pdf/ Textbook</li> <li>• Smart board</li> <li>• Extra marks module (Software)</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Project</u> i). Debate on ‘<i>The whole World is nothing but a great Rattrap</i>’ Group activity for all range of learners in a group of six comprising: (C2-C1)- 2 students</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on The Rattrap</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> <li>• A Class Test at the end</li> <li>• Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• The session would begin with an interactive stage wherein the students would discuss on the temptations in life on basis of the theme of the story.</li> </ul>	<ul style="list-style-type: none"> <li>• The students would be able to effectively provide a synopsis of the story.</li> <li>• They will be able to analyze the values and thought process of the story.</li> <li>• They would be able to identify the insecurity</li> </ul>

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			(B2-B1)- 2 students (A2-A1)- 2 students		<ul style="list-style-type: none"> <li>• The title of the lesson would be opened to the class for interpretation.</li> <li>• The background knowledge of the author would be given. The prose would be explained. Difficult words would be listed and explained. The moral of the story would be discussed.</li> </ul>	<p>while tackling personal fears and horrors that lurk in the recesses of our mind.</p> <ul style="list-style-type: none"> <li>• Their vocabulary would be enriched.</li> <li>• Students will be able to read and comprehend extended text.</li> <li>• Students will be able to write expository/ argumentative essays, developing a topic</li> </ul>
<p><i>May/ No. of Periods: 02 TERM 1</i></p>	<p><b>Writing Skills:</b> <b>Letter to the Editor</b></p>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Selecting and discussing Newspaper reports/ editorial.</li> <li>• Smart board</li> <li>• Extra marks module (Software)</li> <li>• BBC Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Activity</b> i). Writing a report/letter to the editor on a recent disaster/metro with congruent newspaper clip. (For all range of learners to note progress.)</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on Notice &amp; Advertisement</li> <li>• Discussion of Scoring Points/ Marking Scheme/Sample Questions</li> <li>• A Class Test at the end</li> </ul>	<ul style="list-style-type: none"> <li>• The format, rules, technique would be discussed with examples.</li> <li>• The usage of language would be taught, and students would be assigned written tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will be able to:</li> <li>• Write letters to friends, relatives, etc. to write business and official letters.</li> <li>• Open accounts in post offices and banks. To fill in railway/airline reservation forms.</li> <li>• Write on various issues to institutions seeking relevant information, lodge complaints, express gratitude or render apology.</li> <li>• Write applications, fill in application forms, prepare a personal</li> </ul>

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						biodata for admission into colleges, universities, entrance tests and jobs.
<b>May/ No. of Periods: 6 TERM 1</b>	<b><i>The Enemy (Vistas)</i></b>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• NCERT e-book pdf/ Textbook</li> <li>• Smart board</li> <li>• Extra marks module (Software)</li> <li>• Documentary on the services of Doctors and Nurses during the times of War/Pandemic</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Project</b> <b>i).</b> Study on War Stories and present it through a Power Point Presentation.</li> </ul> <p>For all range of learners in a group of 6 comprising- (C2-C1)- 2 students (B2-B1)- 2 students (A2-A1)- 2 student</p>	<ul style="list-style-type: none"> <li>• Assignment on: The Enemy</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> <li>• A Class Test at the end</li> <li>• Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• The session would start with an interactive session on the services of a doctor. The title of the lesson would be open for class interpretation.</li> <li>• The background of the author would be given.</li> <li>• The lesson would be read aloud and explained. The historical background of the story and war related issues would be discussed.</li> <li>• Difficult words would be listed out and discussed.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners will be able to familiarize themselves with specific background of political enmity.</li> <li>• They will be able to identify and make connections between similar situations in own life experiences where our prejudices often hinder our human compassion and empathy for a political enemy.</li> <li>• They will be able to understand the significance of professional ethics and social obligation in sensitive times.</li> <li>• Students will be able to understand the author's purpose and tone</li> <li>• They will be able to acquire knowledge required in order to</li> </ul>



Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						<p>engage in independent reflection and enquiry.</p> <ul style="list-style-type: none"> <li>• The learners would unfold their logical thinking skills.</li> <li>• Students will be able to read and comprehend extended text.</li> <li>• Students will be able to write expository/ argumentative essays, developing a topic</li> </ul>
<p><i>May- June/ No. of Periods: 06 TERM 1</i></p>	<p><i>Writing Skills: Letter Writing: Enquiry/Reply Order/Complaint /Reminder/Cancellati on. Replies to the Letters</i></p>	<ul style="list-style-type: none"> <li>• Sample Letters PPT</li> <li>• Smart board</li> <li>• Extra marks module (Software)</li> <li>• BBC Worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Project</b></li> <li>i) Assignments on writing and replying to letters.</li> </ul> <p>Individual Activity to note progress. Warm –up Activity in group as mentioned in the methodology.</p>	<ul style="list-style-type: none"> <li>• Assignment on: Letter Writing</li> <li>• Discussion of Scoring points/Marking Scheme/Sample Questions.</li> <li>• A Class Test at the end</li> </ul>	<ul style="list-style-type: none"> <li>• The lesson consists of three stages that are outlined below:</li> <li>• An ordering activity for group work with cards: Each group will be given a set of cards to order and the teacher will constantly observe and move during the activity to provide any assistance required. The correct version will then be displayed on the Smart Board.</li> <li>• Find the deliberate mistakes for pair work: To vary the</li> </ul>	<ul style="list-style-type: none"> <li>• The learners will be able to express ideas fluently and chronologically, concisely without difficulty in purpose, expressions, grammar usage, format usage and relevant vocabulary.</li> <li>• They will be able to express request/ complaint/reminder/ cancellation, fluently and orderly without difficulty in suitable tone and expressions and relevant vocabulary.</li> <li>• They will be able to write informal reports</li> </ul>

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<p>forms of interaction, this time the learners will be asked to work on the activity in pairs and photocopies will be provided. The correct answers will then be elicited.</p> <ul style="list-style-type: none"> <li>• A Questionnaire through which the learner can find out how much they know about letter writing: The students can work on this individually and photocopies will be provided for this purpose. (Inductive Learning)</li> <li>• The format, usage, purpose and style would be demonstrated with examples.</li> </ul>	<p>as part of personal letters on functions, programmes and activities held in school (morning assembly, annual day, sports day, etc.)</p>
<p><i>August/ No. of Periods: 03 TERM 2</i></p>	<p><i>A Thing of Beauty (Flamingo)</i></p>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• NCERT e-book pdf/ Textbook</li> <li>• Smart board</li> <li>• Extra marks module (Software)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Project</b> <b>i).</b> Group Activity: Explore your surroundings for various things of beauty which provide you joy in</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on the poem A Thing of beauty</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• The session would begin with the study nature and its bounties that rejuvenate and reenergize the</li> </ul>	<ul style="list-style-type: none"> <li>• The learner learns to appreciate nature and other beautiful things around us as they are a gift from God, which give us infinite delight and joy even</li> </ul>

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		<ul style="list-style-type: none"> <li>• Audio Visual rendition with explanation</li> </ul>	<p>one form or another and <i>sketch/paint a landscape</i> of the same</p> <ul style="list-style-type: none"> <li>• For all range of learners to note progress.</li> </ul>	<ul style="list-style-type: none"> <li>• A Class Test at the end</li> <li>• Quiz</li> </ul>	<p>human mind and soul.</p> <ul style="list-style-type: none"> <li>• Appreciating the idea conveyed through the poem and discussion about the background of this poem with other works of John Keats.</li> </ul>	<p>during difficult and challenging times.</p> <ul style="list-style-type: none"> <li>• They would be able to read the poem with proper rhythm and develop an interest in poetry.</li> <li>• The students would be able to grasp the message of the poem.</li> <li>• Their vocabulary would be strengthened.</li> <li>• Their analyzing skills would be enhanced.</li> <li>• Students will be able to understand the author's purpose and tone</li> <li>• They will be able to acquire knowledge required in order to engage in independent reflection and enquiry.</li> <li>• The learners would unfold their logical thinking skills.</li> </ul>
<i>June</i>	Revisions, Exams and assessment	-	-	-	-	-
<i>July/ No. of Periods:</i>	<i>Indigo (Flamingo)</i>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• NCERT e-book pdf/ Textbook</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Project</b></li> <li>i). Group discussion on</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on the chapter Indigo</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-reading activity would be the first step wherein the</li> </ul>	<ul style="list-style-type: none"> <li>• The learners will be able to familiarize themselves with</li> </ul>

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
07 TERM 2		<ul style="list-style-type: none"> <li>• Smart board</li> <li>• Extra marks module (Software)</li> <li>• <a href="https://youtu.be/eSvLFPFXjc8">https://youtu.be/eSvLFPFXjc8</a> (Leadership Lecture by <b>Sam Manekshaw</b>)</li> <li>• Documentary on Leadership and Social Justice</li> <li>• <a href="https://youtu.be/Kg8IidoHADg">https://youtu.be/Kg8IidoHADg</a> (Champaran Agitation from <b>Gandhi Movie</b>)</li> </ul>	<p>Gandhi Ji's role in the <b>Indian Freedom Struggle.</b></p> <p><b>ii).</b> Group Discussion on '<i>Role/Qualities of a Leader</i>'</p> <p><b>iii).</b> Choose an issue that has provoked controversy like <i>the Bhopal Gas Tragedy or the Narmada Dam Project</i> in which the lives of poor have been affected.</p> <p>a). Find out the facts of the case b) Present your arguments c) Suggest a possible settlement</p>	<ul style="list-style-type: none"> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> <li>• A Class Test at the end</li> <li>• Quiz</li> </ul>	<p>students would delve deep into the title of the Chapter and make an interpretation of the title as it indicates the subject and theme.</p> <ul style="list-style-type: none"> <li>• (student-teacher interaction)</li> <li>• Explanation and discussion</li> <li>• Encouraging students to role-play as various characters to interact with one another.</li> <li>• The background of the author would be given. The story would be read aloud. The theme and underlying meaning would be discussed.</li> <li>• Difficult words would be listed and explained. The message of the story would be discussed.</li> </ul>	<p>specific background of political enmity.</p> <ul style="list-style-type: none"> <li>• They will be able to identify and make connections between similar situations in own life experiences where our prejudices often hinder our human compassion and empathy for a political enemy.</li> <li>• They will be able to understand the significance of professional ethics and social obligation in sensitive times.</li> <li>• Their vocabulary would be strengthened.</li> <li>• Their analyzing skills would be enhanced.</li> <li>• Students will be able to understand the author's purpose and tone</li> <li>• They will be able to acquire knowledge required in order to engage in independent reflection and enquiry.</li> </ul>

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						<ul style="list-style-type: none"> <li>• Students will be able to write expository/ argumentative essays, developing a topic</li> </ul>
<p><i>July/ No. of Periods: 06/ TERM 2</i></p>	<p><i>Should Wizard Hit Mommy (Flamingo)</i></p>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• NCERT e-book pdf/ Textbook</li> <li>• Smart board</li> <li>• Extra marks module (Software) along with the animation of the chapter</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Project:</b> i). Debate on <i>Should Parents always decide what is best for their children?</i></li> </ul> <p>Group activity for all range of learners in a group of six comprising: (C2-C1)- 2 students (B2-B1)- 2 students (A2-A1)- 2student</p>	<ul style="list-style-type: none"> <li>• Assignment on Should Wizard Hit Mommy</li> <li>• Discussion of Scoring Points/Marking Scheme/ Sample Questions</li> <li>• A Class Test at the end</li> <li>• Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• The session would start with an interaction on “Are nursery rhymes and fairy tales a reflection of reality?”</li> <li>• The title of the lesson would be open for interpretation.</li> <li>• The background of the author would be given. The lesson would be read aloud and discussed. Difficult words would be listed out and discussed.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners would be able to familiarize with specific background while tackling personal choices on security, familiarity and happiness.</li> <li>• They would be able to make connections between similar situations in personal experiences.</li> <li>• They will be able to appreciate the timeless significance of universal fears of loss and gain, of happy ending and parenting issues.</li> <li>• Their vocabulary would be strengthened.</li> <li>• Their analyzing skills would be enhanced.</li> <li>• Students will be able to understand the author's purpose and tone</li> </ul>

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						<ul style="list-style-type: none"> <li>• Students will be able to write expository/ argumentative essays, developing a topic</li> </ul>
<p><i>July/ No. of Periods: 05 TERM 2</i></p>	<p><b>Writing Skills: Letter of Job Application</b></p>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Smart board</li> <li>• Extra marks module (Software)</li> <li>• BBC Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Skill Assessment:</b></li> <li><b>i).</b> Select a job advertisement from the classified section of The Times of India and students will be assigned to write a job application.</li> <li><b>ii).</b> Exchange letters with a partner and use the checklist to see how well your partner has completed the letter. Students will give feedback to their partner offering CONSTRUCTIVE criticism (how it could be improved, what could be done differently?)</li> </ul> <p>Pair Activity comprising- (C2-C1) and (B2-B1) (B2-B1) and (A2-A1).</p>	<ul style="list-style-type: none"> <li>• Assignment on Job Application Letter</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> <li>• A Class Test at the end</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher would stress the students on the importance of application – they may lead to an interview and discuss the content of a letter of application and note the responses on the blackboard/or discuss through a PPT.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners will be able to understand the nature and purpose of a letter of application.</li> <li>• They will be able to examine a variety of letters to determine best layout, content and style.</li> <li>• They will be able to develop and produce their own letter of application and prepare cover letter and attached bio data.</li> <li>• They will be able to acquire knowledge required in order to engage in independent reflection and enquiry.</li> <li>• The learners would unfold their logical thinking skills.</li> </ul>

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<i>April/ No. of Periods: 06 LEFT OUT OF SYLLAB US BY CBSE</i>	<i>Poets &amp; Pancakes (Flamingo)</i>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• NCERT e-book pdf/ Textbook</li> <li>• Smart board</li> <li>• Extra marks module (Software) along with the animation of the chapter</li> <li>• Documentary on Gemini Studios</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Group Activity:</b> Discussion on 'Evolution of Movie Industry'</li> <li>• Pair Activity comprising- (C2-C1) and (B2-B1) (B2-B1) and (A2-A1).</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on Poets &amp; Pancakes</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> <li>• A Class Test at the end</li> <li>• Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-reading activity would be the first step wherein the students would delve deep into the title of the Chapter and make an interpretation of the title as it indicates the subject and theme (student-teacher interaction)</li> <li>• Explanation &amp; Discussion</li> <li>• Critical evaluation of the plot, storyline and characters</li> </ul>	<ul style="list-style-type: none"> <li>• The students would be able to grasp the theme and meaning of the chapter.</li> <li>• Their vocabulary would be strengthened.</li> <li>• Their analyzing skills would be enhanced.</li> <li>• Students will be able to understand the author's purpose and tone</li> <li>• They will be able to acquire knowledge required in order to engage in independent reflection and enquiry.</li> <li>• Students will be able to write expository/ argumentative essays, developing a topic.</li> </ul>
<i>July/ No. of Periods: 07 TERM 2</i>	<i>On the Face of It (Vistas)</i>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• NCERT e-book pdf/ Textbook</li> <li>• Smart board Extra marks module (Software)</li> <li>• Documentary on the success stories of physically challenged people</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Project:</b> i). Group discussion on "It's got nothing to do with my face and what I look like" and "Handsome is what handsome does"</li> </ul> <p>Group activity for all range of learners</p>	<ul style="list-style-type: none"> <li>• Assignment on 'On the Face of It'</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> <li>• A Class Test at the end</li> <li>• Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• The session would start with an interaction on appearances are deceptive. The title of the story would be open for interpretation. The background of the author would be given. The prose</li> </ul>	<ul style="list-style-type: none"> <li>• The learners would be able to fight out their loneliness, depression and disappointment</li> <li>• They would accept the physically challenged people positively in their life and expand their social interaction.</li> </ul>

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			<p>in a group of six comprising:</p> <ul style="list-style-type: none"> <li>• (C2-C1)- 2 students</li> <li>• (B2-B1)- 2 students</li> <li>• (A2-A1)- 2 students</li> </ul>		<p>would be read aloud and discussed.</p> <ul style="list-style-type: none"> <li>• It would follow by Developing the format of text in sequence or discourse /spoken with reference to the global, cultural, public domains of social life.</li> </ul>	<ul style="list-style-type: none"> <li>• They would be able to build up optimism and self-confidence.</li> <li>• The students would be able to grasp the theme and meaning of the chapter.</li> <li>• Their vocabulary would be strengthened.</li> <li>• Their analyzing skills would be enhanced.</li> <li>• Students will be able to understand the author's purpose and tone</li> <li>• They will be able to acquire knowledge required in order to engage in independent reflection and enquiry.</li> <li>• Students will be able to write expository/ argumentative essays, developing a topic.</li> </ul>
<p><i>May/ No. of Periods: 04 LEFT OUT OF SYLLAB</i></p>	<p><i>Writing Skills: Poster Making</i></p>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Smart board</li> <li>• Extra marks module (Software)</li> <li>• BBC Worksheets</li> <li>• Visual presentation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Project</b></li> <li>i). Poster Making on following topics for <i>Drug Abuse, Tree Plantation, Organ Donation</i>, etc. for all</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on 'Poster Making'</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> <li>• A Class Test at the end</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher will acquire and display several different posters from various sources. Some examples may include: Movie</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehend an effective Poster making as a tool of Visual Communication.</li> <li>• Focus on the message to be delivered.</li> </ul>



Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<b>US BY CBSE</b>			range of learners.		posters, Community events, Advertisements Campaign signs, Billboard pictures Full-page newspaper and Learners will brainstorm the purpose of posters. • (Student- Teacher Interaction) • Some responses may include: To get people's attention to get people to do something to give people information. The teacher would discuss and demonstrate the presentation stage, consolidation stage and the closing stage.	<ul style="list-style-type: none"> <li>• Keep the sequence well ordered.</li> <li>• Use graphs and images effectively.</li> <li>• Plan and organize a poster presentation.</li> <li>• Use spacing, margins, colours, and layout to maximize effectiveness and list information about their invention.</li> </ul>
<b>August/ No. of Periods: 03 LEFT OUT OF SYLLAB US BY CBSE</b>	<b>A Roadside Stand (Flamingo)</b>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• NCERT e-book pdf/ Textbook</li> <li>• Smart board</li> <li>• Extra marks module (Software)</li> <li>• <a href="https://youtu.be/AluXpbCzyrs">https://youtu.be/AluXpbCzyrs</a> (AV</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Project</b> i). Group activity to develop appreciation of poetic devices and rhyme in students for all range of learners. Group Discussion on the topic 'The</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on The Interview</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> <li>• A Class Test at the end</li> <li>• Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Explanation and discussion</li> <li>• Appreciating the idea conveyed through the poem and discussion about the background of this poem with other works of the poet.</li> </ul>	<ul style="list-style-type: none"> <li>• The students would be able to grasp the message of the poem.</li> <li>• Their vocabulary would be strengthened.</li> <li>• Their analyzing skills would be enhanced.</li> </ul>

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		rendition of the poem with explanation)	<i>economic well being of a country depends on a balanced development of villages and the cities'</i>  Group activity for all range of learners in a group of six comprising of: (C2-C1)- 2 students (B2-B1)- 2 students (A2-A1)- 2 students			<ul style="list-style-type: none"> <li>• Students will be able to understand the author's purpose and tone</li> <li>• They will be able to acquire knowledge required in order to engage in independent reflection and enquiry.</li> <li>• The learners would unfold their logical thinking skills. Students will be able to write expository/ argumentative essays, developing a topic.</li> </ul>
<b>August/ No. of Periods: 06 LEFT OUT OF SYLLAB US BY CBSE</b>	<b><i>The Interview (Flamingo)</i></b>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• NCERT e-book pdf/ Textbook</li> <li>• Smart board</li> <li>• Extra marks module (Software)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Project</b></li> <li><b>i).</b> Group and pair activities: - <i>Interview a person whom you admire either in school or your neighbourhood and record it in writing</i></li> </ul> <p>Group activity for all range of learners in a group of six comprising of: (C2-C1)- 2 students (B2-B1)- 2 students</p>	<ul style="list-style-type: none"> <li>• Assignment on The Interview</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> <li>• A Class Test at the end</li> <li>• Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• The session would start with an interaction on how to conduct an interview. The title of the story would be open for interpretation. The background of the author would be given. The prose would be read aloud and discussed.</li> <li>• It would follow by Developing the format of text in</li> </ul>	<ul style="list-style-type: none"> <li>• The students should be able to gauge the theme of the chapter.</li> <li>• Their vocabulary would be strengthened.</li> <li>• Their analyzing skills would be enhanced.</li> <li>• They would be able to perceive the overall meaning and organisation of the text (i.e., co-relation of the vital portions of the text).</li> </ul>

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			(A2-A1)- 2 students		sequence or discourse /spoken with reference to the global, cultural, public domains of social life.	<ul style="list-style-type: none"> <li>• They would be able to identify the central/main point and supporting details, etc., to build communicative competence in various lexicons of English.</li> <li>• They would be able to promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities</li> </ul>
<i>May / No. of Periods: 04 TERM 1</i>	<b>WRITING SKILLS:</b> <i>Advertisement (commercial/ classified)</i>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Smart board</li> <li>• Extra marks module (Software)</li> <li>• BBC Worksheets</li> <li>• Visual presentation</li> <li>• Newspaper search</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Project</b></li> <li>i). Match the types of classified advertisement with the given description <a href="https://forms.office.com/Pages/ResponsePage.aspx?id=HruUp6xXyUu9_G_LpDqZRO4cNxzSuy1Es6Vi_ZzAyQ9UQkc5SVJINIxNF10WEtDM0k3NUU3SVNOTS4u">https://forms.office.com/Pages/ResponsePage.aspx?id=HruUp6xXyUu9_G_LpDqZRO4cNxzSuy1Es6Vi_ZzAyQ9UQkc5SVJINIxNF10WEtDM0k3NUU3SVNOTS4u</a></li> <li>ii). Students will be given the task of Creating</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on Advertisement</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> <li>• A Class Test at the end</li> </ul>	<ul style="list-style-type: none"> <li>• The format, rules, technique would be discussed with examples.</li> <li>• The usage of language would be taught, and students would be assigned written tasks</li> <li>• A visual clipping of advertisements would be shown to the learners and they would interpret it through interaction.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will learn persuasive techniques used in advertising, specifically, pathos or emotion, logos or logic, and ethos or credibility/character.</li> <li>• They will use this knowledge to analyze advertising in a variety of sources: print, television, and Web-based advertising.</li> <li>• Students will also explore the concepts of demographics and</li> </ul>

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			classified/display advertisement in pairs for various articles like soft drink, To-Let, Vehicle for Sale, etc.  Pair Activity comprising- C2-C1- and B2-B1 B2-B1 and A2-A1		(student-student interaction) • The concept, format, style and purpose would be explained with examples.	marketing for a specific audience. • Convert one kind of sentence/clause into a different kind of structure as well as other items to exemplify stylistic variations
<b>August/ No. of Periods: 06 TERM 2</b>	<b>Evans Tries An O' Level (Vistas)</b>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• NCERT e-book pdf/ Textbook</li> <li>• Smart board</li> <li>• Extra marks module (Software)</li> <li>• An animated version of the chapter</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Project</b></li> <li><b>i).</b> Group Discussion on 'Should criminals in prison be given the opportunity of learning and education?'</li> <li><b>ii).</b> Role Play of the story</li> </ul> <p>For all range of learners in a group of 6 comprising- (C2-C1)- 2 students (B2-B1)- 2 students (A2-A1)- 2 student</p>	<ul style="list-style-type: none"> <li>• Assignment on 'Evans Tries an O Level'</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> <li>• A Class Test at the end</li> <li>• Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• The session would start with student teacher interaction on <i>Would Education in the jails help in refining prisoners.</i></li> <li>• The title of the lesson would be open for class interpretation. The background of the author would be given.</li> <li>• The lesson would be read aloud and discussed. Difficult words would be listed out and discussed critical analysis of the story and justify the title 'Evans Tries an O-</li> </ul>	<ul style="list-style-type: none"> <li>• The learners will be able to familiarize themselves with specific background of the cat and mouse role of the police and the criminal.</li> <li>• They will be able to identify and make connections between similar situations in their own country where each of us witness the dereliction of duty of the law keepers and their complacent laxity.</li> <li>• They would be able to perceive the overall meaning and organisation of the text (i.e., co-relation</li> </ul>

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					Level will be carried out.	<p>of the vital portions of the text).</p> <ul style="list-style-type: none"> <li>• They would be able to identify the central/main point and supporting details, etc., to build communicative competence in various lexicons of English.</li> <li>• They would be able to promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities</li> </ul>
<b>September</b> <i>/ No. of</i> <b>Periods:</b> <b>03</b> <b>TERM 2</b>	<b><i>Aunt Jennifer's Tigers (Flamingo)</i></b>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• NCERT e-book pdf/ Textbook</li> <li>• Smart board</li> <li>• Extra marks module (Software)</li> <li>• An animated version of the chapter</li> <li>• <a href="https://youtu.be/p38IB_ddIik">https://youtu.be/p38IB_ddIik</a> (AV Rendition with explanation)</li> <li>• <a href="https://youtu.be/0Nj99epLFqg">https://youtu.be/0Nj99epLFqg</a> (Gender Conflict)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Project i).</b> Students will be divided into groups and assigned the task to deliver speech on topics like <b><i>Gender Disparity, Women Empowerment, Uniform Civil Code and 33% Reservation for women is just a mirage</i></b></li> </ul> <p>Individual Activity</p>	<ul style="list-style-type: none"> <li>• Assignment on 'Aunt Jennifer's Tiger'</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> <li>• A Class Test at the end</li> <li>• Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-reading activity would be the first step wherein the students would delve deep into the title of the poem.</li> <li>• The learners would make an interpretation of the title as it indicates the subject and theme.</li> <li>• The background of the poet would be discussed. The poem would be read</li> </ul>	<ul style="list-style-type: none"> <li>• The learners will be able to facilitate making connections between similar situations in different storylines/life experiences.</li> <li>• They will be able to empathize with Aunt Jennifer's problems and seek resolution.</li> <li>• They will be able to think and produce spontaneous, fluid and expression in poetic</li> </ul>

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			to note progress.		<p>aloud with proper intonation rhyme and rhythm.</p> <ul style="list-style-type: none"> <li>• Difficult terms and words would be explained so that the students can predict the atmosphere of the world inside the poem.</li> <li>• The poem would be explained covering the phrases, sentences and discourse as well as their structuring. Silent reading of the poem by the students within five minutes and listing the difficult terms. The figure of speech and rhyme scheme would be discussed.</li> </ul>	<p>texts to convey a social change.</p> <ul style="list-style-type: none"> <li>• They would discern prevailing inequalities in various guises.</li> <li>• They would be able to perceive the overall meaning and organisation of the text (i.e., co-relation of the vital portions of the text).</li> <li>• They would be able to identify the central/main point and supporting details, etc., to build communicative competence in various lexicons of English.</li> <li>• They would be able to promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities</li> </ul>
<b>September</b> <b>/ No. of</b> <b>Periods:</b> <b>08</b> <b>LEFT</b> <b>OUT OF</b>	<b>(Going Places</b> <b>(Flamingo)</b>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• NCERT e-book pdf/ Textbook</li> <li>• Smart board</li> <li>• Extra marks module (Software)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Project</b> i). Group Discussion on '<i>Hero-worship is the most favourite pastime of the adolescents.</i>'</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on 'Going Places'</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• The session would begin with an interaction on Fantasy and Reality. The title of the lesson would be</li> </ul>	<ul style="list-style-type: none"> <li>• The learners will be able to familiarize themselves with specific background information of adolescents and</li> </ul>

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<b>SYLLABUS BY CBSE</b>			For all range of learners in a group of 6 comprising- (C2-C1)- 2 students (B2-B1)- 2 students (A2-A1)- 2 students	<ul style="list-style-type: none"> <li>• A Class Test at the end</li> <li>• Quiz</li> </ul>	<p>open for class interpretation.</p> <ul style="list-style-type: none"> <li>• The background of the author would be given.</li> <li>• The lesson would be read aloud and discussed. Difficult words would be listed out and discussed.</li> </ul>	<p>adolescent fantasizing.</p> <ul style="list-style-type: none"> <li>• They would identify and make connections between similar situations in own life experiences where each of us suffers dreams are not rooted to the ground of common sense and tend to be exotic, glamorous and sophisticated.</li> <li>• They would be able to perceive the overall meaning and organisation of the text (i.e., co-relation of the vital portions of the text).</li> <li>• They would be able to identify the central/main point and supporting details, etc., to build communicative competence in various lexicons of English.</li> <li>• They would be able to promote advanced language skills with an aim to develop the skills of reasoning,</li> </ul>

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						drawing inferences, etc. through meaningful activities
<b>September</b> <b>/ No. of</b> <b>Periods:</b> <b>08/</b> <b>LEFT</b> <b>OUT OF</b> <b>SYLLAB</b> <b>US BY</b> <b>CBSE</b>	<b>Memories of Childhood (Flamingo)</b>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• NCERT e-book pdf/ Textbook</li> <li>• Smart board</li> <li>• Extra marks module (Software)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Project</b> i). Students will be assigned the task of Creating Posters for Cultural equality.</li> </ul> <p>Individual activity to note progress.</p>	<ul style="list-style-type: none"> <li>• Assignment on: Memories of Childhood</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> <li>• A Class Test at the end</li> <li>• Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• The session would begin with a presentation on the great personalities who fought against social injustice. The title of the lesson would be open for class interpretation.</li> <li>• The background of the author would be given. The lesson would be read aloud and discussed.</li> <li>• Difficult words would be listed out and discussed.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners would be able to sensitize themselves to the issues of estranged cultural ties.</li> <li>• They will be able to make connections between similar situations in different storylines/life experiences.</li> <li>• They will be able to initiate the role of an ambassador in the world ridden with racial and class differences.</li> <li>• They will be able to identify the central/ main point and supporting details, etc., to build communicative competence in various lexicons of English.</li> <li>• They would be able to promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities</li> </ul>



Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<i>September</i>	Revisions, Exams and assessment					
<i>October/ No. of Periods: 06/ LEFT OUT OF SYLLAB US BY CBSE</i>	<b>Writing Skills: Speech, Debate</b>	<ul style="list-style-type: none"> <li>• Extramarks module (Software)</li> <li>• Audio-Visual Class on great speeches</li> <li>• Sample Oxford Debates to be shown <a href="https://youtu.be/f7CW7S0zxv4">https://youtu.be/f7CW7S0zxv4</a></li> <li>• <a href="https://youtu.be/Lq0iu a0r0KQ">https://youtu.be/Lq0iu a0r0KQ</a></li> <li>• BBC Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Project</b> i). Student will be given the task of organizing Intra Class Debate.</li>   <li>Group and pair activities like Declamation and Debates etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on: <b>Speech, Debate</b></li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions.</li> <li>• A Class Test at the end</li> </ul>	<ul style="list-style-type: none"> <li>• Session will focus on three vital parts of speech/ debate: i) Introduction ii) The Body iii) The Conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• The learners will be able to express opinions, facts, arguments in the form of speech or debates, using a variety of accurate sentence structures.</li> <li>• Differentiate between claims and realities, facts and opinions, form business opinions based on latest trends available</li> <li>• Comprehend technical language as required in computer related fields, arrive at personal conclusion and logically comment on a given text</li> <li>• Specifically develop the ability to be original and creative in interpreting opinion, develop the ability to be logically persuasive in defending one's opinion and making notes based on a text</li> </ul>

<b>Month/ No. of working days</b>	<b>Topic/Sub-topic</b>	<b>Teaching Aids</b>	<b>Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments</b>	<b>Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)</b>	<b>Pedagogical Processes</b>	<b>Learning Outcomes</b>
<i>August/Sep tember</i>	Revisions, Exams and Assessment for Term 1	-	-	-	-	-

**PINEGROVE SCHOOL, DHARAMPUR**

Affiliation No. 630044; School Code: 43035

**Annual Pedagogy Plan: Chemistry**

**Class: XII**

**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<p align="center"><b>March 26</b></p>	<p><b>Unit II</b> <b>Topic- Solution</b> <b>Sub-topics</b></p> <ul style="list-style-type: none"> <li>Describe the formation of different types of solutions.</li> <li>Method to express concentration of solutions in different units.</li> <li>State and explain Henry's law and Raoult's law.</li> <li>Distinguish between ideal and non-ideal solutions.</li> <li>Deviation of non-ideal solutions from Raoult's law.</li> <li>Describe colligative properties of solutions and correlate these</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard</li> <li>Chalk</li> <li>Duster</li> <li>Textbook</li> <li>Video</li> <li>PPT</li> <li>Modules on Extra marks</li> <li>Flow charts</li> <li>Concept Maps</li> <li>Chemistry notes</li> <li>e-book</li> </ul>	<p><b>Diagram:</b></p> <ul style="list-style-type: none"> <li>Fig 2.1, 2.3, 2.4, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11 (NCERT part 1)</li> </ul> <p><b>Interdisciplinary Linkage:</b> Math's, Biology</p> <p><b>Art Integration:</b> Drawing graphs on Raoult's law, deviation from Raoult's law, graphs of different Colligative properties</p> <p><b>Practical's:</b></p> <ul style="list-style-type: none"> <li>In volumetric analysis they understood the concept well by making solutions of Mohr's salt, Potassium permanganate and oxalic acid of different concentrations.</li> <li>Determination of concentration/</li> </ul>	<ul style="list-style-type: none"> <li>Notes of the chapter.</li> <li>Case studies based written assignment.</li> <li>Numerical of the topics-Method of expressing concentration, Henry Law, Raoult's Law, Colligative properties and Van't Hoff factor.</li> <li>Written and oral Test.</li> </ul>	<p><b>Developing knowledge of concept by:</b></p> <ul style="list-style-type: none"> <li>The session would begin with an interaction on XI Class Chemistry topics like mole concept, saturated, unsaturated solution, concentration, strength, molarity and normality. (Student Teacher Interaction).</li> <li>The facilitator would develop the chain of events with textbook sequence by lecture method, flip method, brainstorming and discussion of scoring point and marking scheme.</li> <li>The teacher will equip the knowledge of students by providing them fundamentals to</li> </ul>	<p>After going through this unit students will be able to Understand the:</p> <ul style="list-style-type: none"> <li>Concept of types of Solution.</li> <li>Methods to express concentration of solution in different units.</li> <li>Henry's law, Raoult's law and their application.</li> <li>Ideal and non-ideal solutions with their graphical representation.</li> <li>Colligative properties of solutions and determination of molar masses of the solutes.</li> <li>Understanding of abnormal molecular mass and colligative property. Van't Hoff factor relation with</li> </ul>

**PINEGROVE SCHOOL, DHARAMPUR**

Affiliation No. 630044; School Code: 43035

**Annual Pedagogy Plan: Chemistry**

**Class: XII**

**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	with molar masses of the solutes. <ul style="list-style-type: none"> <li>Abnormal colligative properties exhibited by some solutes in solutions and Van't Hoff factor.</li> </ul>		molarity of $\text{KMnO}_4$ solution by titrating it against a standard solution of Oxalic acid and Ferrous Ammonium Sulphate.		solve numericals and provide them chance of experiential learning by doing experiments of making solution of different concentration in lab. <b>Videos-</b> To get the better insight of the concept following videos were shown to students. Raoult's Law, Ideal and non-ideal solution and abnormal molecular mass from Extra Mark. <b>For Practical</b> following You tube videos will be shown  <a href="https://youtu.be/kXI_Om-2XYk">https://youtu.be/kXI_Om-2XYk</a>  <a href="https://www.youtube.com/watch?v=HDUd4KqBK8">https://www.youtube.com/watch?v=HDUd4KqBK8</a>  <a href="https://www.youtube.co">https://www.youtube.co</a>	degree of association and dissociation. <ul style="list-style-type: none"> <li><b>Value Based Outcome:</b> Teaching the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc. through the practical.</li> </ul>

**PINEGROVE SCHOOL, DHARAMPUR**

Affiliation No. 630044; School Code: 43035

**Annual Pedagogy Plan: Chemistry**

**Class: XII**

**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<a href="#">m/watch?v=kXI_Om-2XYk</a>	
<b>April 26</b>	<b>UNIT-III</b> <b>Topic-</b> Electrochemistry <b>Sub- topics-</b> <ul style="list-style-type: none"> <li>Electrochemical cell and differentiate between electrolytic and galvanic cell.</li> <li>Nernst equation for calculating the emf of galvanic cell and standard potential of cell.</li> <li>Resistivity, conductivity and molar conductivity of ionic solutions.</li> <li>Differentiate between ionic and electronic conductivity.</li> <li>Method for measurement of</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard</li> <li>Chalk</li> <li>Duster</li> <li>Textbook</li> <li>Video</li> <li>PPT</li> <li>Modules on Extra marks</li> <li>Flow charts</li> <li>Mind Maps and Mnemonics at the end of the chapter.</li> <li>Chemistry notes</li> <li>e-book</li> </ul>	<b>Interdisciplinary Linkage:</b> Math's, Physics <b>Diagrams:</b> Fig 3.1, 3.2, 3.3, 3.5, 3.6,3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13 (NCERT part 1) <b>Art Integration:</b> Drawing graphs on variation of conductivity and molar conductivity with concentration for weak electrolyte and strong electrolyte. <b>Project:</b> Study of the effect of metal coupling on the rusting of iron.	<ul style="list-style-type: none"> <li>Notes of the chapter</li> <li>Case studies based written assignment.</li> <li>Numerical of the topics. Conductance and electrolytic conductance' Kohlrausch's law, Faradays law of electrolysis and Nernst equation.</li> <li>Written and oral Test.</li> <li>Notebook Evaluation</li> </ul>	<b>Developing knowledge of concept by:</b> <ul style="list-style-type: none"> <li>The session would begin with pre knowledge testing of class 11<sup>th</sup> on the topic's oxidation, reduction, oxidising agent, reducing agent, electrode potential, hydrogen electrode and electrochemical series.</li> <li>The facilitator would develop the chain of events with textbook sequence by lecture method, flip method, brainstorming and discussion of scoring point and marking scheme.</li> <li>The teacher will equip the knowledge of students by</li> </ul>	After going through this unit students will be able to Understand the concept of- <ul style="list-style-type: none"> <li>Electrochemical cell, electrode potential, Standard Hydrogen electrode, electrochemical series, and its application.</li> <li>Electrolysis of various compounds in molten and aqueous solution.</li> <li>Faradays law of electrolysis and its numerical.</li> <li>Difference between electrolytic and Galvanic cell.</li> </ul>

**PINEGROVE SCHOOL, DHARAMPUR**

Affiliation No. 630044; School Code: 43035

**Annual Pedagogy Plan: Chemistry**

**Class: XII**

**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	conductivity of electrolytic solutions and calculations of their molar conductivity. <ul style="list-style-type: none"> <li>• Kohlrausch's law and its applications.</li> <li>• Construction of some primary and secondary batteries and fuel cells.</li> <li>• Corrosion as an electrochemical process.</li> </ul>				providing them fundamentals to solve numericals and provide them chance of experiential learning by doing experiments of project rusting of iron and factors affecting rusting of iron in lab. <b>Videos-</b> To get the better insight of the concept following videos were shown to students.  Variation of molar conductance with concentration, fuel cells, types of batteries, corrosion. <a href="https://youtu.be/6usBfWVOZIs">https://youtu.be/6usBfWVOZIs</a> <a href="https://youtu.be/qDqFo8icz1w">https://youtu.be/qDqFo8icz1w</a> <a href="https://youtu.be/Q0VSVy-IIM">https://youtu.be/Q0VSVy-IIM</a> <a href="https://youtu.be/SDkYKvh7Z08">https://youtu.be/SDkYKvh7Z08</a>	<ul style="list-style-type: none"> <li>• Nernst equation and its numerical.</li> <li>• Concept of conductance, resistance, conductivity and resistivity. Molar conductance and equivalent conductance and their numerical.</li> <li>• Kohlrausch's law and its application.</li> <li>• Construction of some primary and secondary batteries and fuel cells.</li> <li>• Corrosion and its mechanism by forming electrochemical cell. Method to prevent corrosion.</li> </ul>

**PINEGROVE SCHOOL, DHARAMPUR**

Affiliation No. 630044; School Code: 43035

**Annual Pedagogy Plan: Chemistry**

**Class: XII**

**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<a href="https://youtu.be/6oeN9VDFLig">https://youtu.be/6oeN9VDFLig</a> <a href="https://youtu.be/pViMZl9GG7Y">https://youtu.be/pViMZl9GG7Y</a>	<ul style="list-style-type: none"> <li>• <b>Practical Outcome</b> Besides that, the students will be able to apply the knowledge of electrochemical cell and corrosion in real life with the help of case studies. Students will also learn to frame the case studies on their own.</li> <li>• <b>Value Based Outcome:</b> Teaching the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc. through the project.</li> </ul>
	<b>UNIT- IV</b> <b>Topic-</b> Chemical Kinetics	<ul style="list-style-type: none"> <li>• Blackboard</li> <li>• Chalk</li> <li>• Duster</li> </ul>	<i>Interdisciplinary Linkage:</i> Math's <i>Diagrams:</i> Fig4.1,4.3,	<ul style="list-style-type: none"> <li>• Notes of the chapter</li> </ul>	<i>Developing knowledge of concept by:</i>	After going through this unit students will be able to understand the

**PINEGROVE SCHOOL, DHARAMPUR**

Affiliation No. 630044; School Code: 43035

**Annual Pedagogy Plan: Chemistry**

**Class: XII**

**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p><b>Sub- topics-</b></p> <ul style="list-style-type: none"> <li>• Difference between ionic and electronic conductivity.</li> <li>• Difference between molecularity and order of a reaction.</li> <li>• Rate constant.</li> <li>• Dependence of rate of a reaction on concentration, temperature and catalyst.</li> <li>• Integrated rate equations for zero and first order reactions.</li> <li>• Determine the rate constants for zero and first order reactions.                             <ul style="list-style-type: none"> <li>• Collision theory.</li> <li>• Activation energy</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Video</li> <li>• PPT</li> <li>• Modules on Extra marks</li> <li>• Flow charts</li> <li>• Concept Maps</li> <li>• Chemistry notes</li> <li>• e- book</li> </ul>	<p>4.4, 4.5, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12 (NCERT part 1)</p> <p><b>Art Integration:</b> Drawing graphs on instantaneous and average rate of a reaction. Activation energy graph for exothermic and endothermic reactions, catalyst and temperature effect on rate of reaction.</p> <p><b>Project:</b> To compare the rates of fermentation of the following fruit or vegetable juices i) Apple juice (ii) Orange juice (iii) Carrot juice.</p>	<ul style="list-style-type: none"> <li>• Numerical of the topics. Rate equation, Integrated rate equation, Arrhenius equation.</li> <li>• Written and oral Test.</li> <li>• MCQ</li> <li>• Case studies based written assignment.</li> <li>• Notebook Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• The session would begin with pre knowledge testing of class 11<sup>th</sup> on the topic's Law of mass action and rate of reaction.</li> <li>• The facilitator would develop the chain of events with textbook sequence by lecture method, flip method, brainstorming, discussion of Scoring Point, marking scheme and by Providing fundamentals to solve numerical.</li> </ul> <p><b>Videos-</b>To get the better insight of the concept following videos were shown to students. Collision theory, activation energy and Arrhenius equation from Extra mark and You tube. <a href="https://youtu.be/wbGgIf">https://youtu.be/wbGgIf</a></p>	<p>concept of-</p> <ul style="list-style-type: none"> <li>• Rate of a reaction (Average and instantaneous).</li> <li>• Factors affecting rate of reaction: concentration, temperature, catalyst; order and molecularity of a reaction.</li> <li>• Rate law and specific rate constant.</li> <li>• Integrated rate equations and half-life (only for zero and first order reactions).</li> <li>• Concept of collision theory (elementary idea, no mathematical treatment).</li> <li>• Activation energy</li> <li>• Arrhenius equation.</li> <li>• <b>Value Based Outcome:</b> Teaching</li> </ul>



**PINEGROVE SCHOOL, DHARAMPUR**

Affiliation No. 630044; School Code: 43035

**Annual Pedagogy Plan: Chemistry**

**Class: XII**

**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>Arrhenius equation</li> </ul>				<a href="#">Hsx-I</a>	the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc. through the project.
<b>May 12</b>	<p><b>UNIT- X</b> <b>Topic-</b> Haloalkanes and Haloarenes <b>Sub- topics-</b></p> <ul style="list-style-type: none"> <li>Name of haloalkanes and haloarenes according to the IUPAC system of nomenclature from their given structures.</li> <li>Describe the reactions involved in the preparation of haloalkanes and haloarenes and understand various reactions that they undergo.</li> <li>Correlate the structures of</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard</li> <li>Chalk</li> <li>Duster</li> <li>Textbook</li> <li>Video</li> <li>PPT</li> <li>Modules on Extra marks</li> <li>Mind Maps and Mnemonics at the end of the chapter.</li> <li>Chemistry notes</li> <li>e-book</li> </ul>	<p><b>Diagrams:</b> Fig 10.2, 10.3, 10.4, 10.5(NCERT part 2) <b>Art Integration:</b> Drawing structures to show retention, inversion and racemic mixtures.</p> <p><b>Project</b> on the use of Chloro fluoro carbons and its harmful effects</p>	<ul style="list-style-type: none"> <li>Notes of the chapter</li> <li>Written and oral Test.</li> <li>MCQ</li> <li>Case studies based written assignment.</li> <li>Weekly assignment</li> <li>Random oral testing daily</li> <li>Notebook Evaluation</li> </ul>	<p><b>Developing knowledge of concept by:</b></p> <ul style="list-style-type: none"> <li>The session would begin with an interaction on organic chemistry basics and then about halo alkanes and halo arenes and importance of these compounds in our life. (Student Teacher Interaction)</li> <li>The facilitator would develop the concepts of the topics with textbook sequence by lecture method, flip method, brainstorming, discussion of scoring point and providing</li> </ul>	<p>After going through this unit students will be able to Understand the concept of-</p> <ul style="list-style-type: none"> <li>Haloalkanes and haloarenes introduction.</li> <li>Classification of haloalkanes and haloarenes</li> <li>Method of preparations of haloalkanes and haloarenes.</li> <li>Physical properties of haloalkanes and haloarenes.</li> <li>Chemical properties of haloalkanes and haloarenes.</li> <li>Concept of nucleophilic</li> </ul>

**PINEGROVE SCHOOL, DHARAMPUR**

Affiliation No. 630044; School Code: 43035

**Annual Pedagogy Plan: Chemistry**

**Class: XII**

**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	haloalkanes and haloarenes with various types of reactions. <ul style="list-style-type: none"> <li>Use stereochemistry as a tool for understanding the reaction mechanism.</li> <li>Appreciate the applications of organo-metallic compounds.</li> </ul>				fundamentals of optical isomerism. <ul style="list-style-type: none"> <li>In the end of chapter recapitulation of chapter with the help of flow charts.</li> </ul> <p><i>Videos</i> – To get better understanding of concepts following videos were shown to the students: SN<sub>1</sub> and SN<sub>2</sub> mechanism. retention, inversion, and racemic mixtures.</p> <p><a href="https://youtu.be/JmcVgE2WKBE">https://youtu.be/JmcVgE2WKBE</a></p> <p><a href="https://youtu.be/h5xvaP6bIZI">https://youtu.be/h5xvaP6bIZI</a></p>	substitution reaction of first order and second order. <ul style="list-style-type: none"> <li>Stereochemical aspects of S<sub>N</sub>1 and S<sub>N</sub>2 reaction.</li> <li><b>Value Based Outcome:</b> Teaching the values discipline, Equity, coordination, cooperation, Harmony, Team spirit, Sense of responsibility during project.</li> </ul>
<b>Revision, Unit-1 Exam and Assessment</b>						
<b>July 26</b>	<b>UNIT- XI</b> <b>Topic-</b> Alcohol, Phenol and Ether <b>Sub- topics-</b> <ul style="list-style-type: none"> <li>Name alcohols, phenols and ethers</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard</li> <li>Chalk</li> <li>Duster</li> <li>Textbook</li> <li>Video</li> <li>PPT</li> </ul>	<b>Art Integration:</b> Drawing different resonating structures to explain the structure of phenol and aryl ether.	<ul style="list-style-type: none"> <li>Notes of the chapter</li> <li>Written and oral Test.</li> <li>MCQ</li> </ul>	<b>Developing knowledge of concept by:</b> <ul style="list-style-type: none"> <li>The session would begin with an interaction on compounds alcohol,</li> </ul>	Students will be able to understand the concept of- <ul style="list-style-type: none"> <li><b>Alcohols:</b> Nomenclature, methods of</li> </ul>

**PINEGROVE SCHOOL, DHARAMPUR**

Affiliation No. 630044; School Code: 43035

**Annual Pedagogy Plan: Chemistry**

**Class: XII**

**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p>according to the IUPAC system of nomenclature.</p> <ul style="list-style-type: none"> <li>Discuss the reactions involved in the preparation of alcohols from (i) alkenes (ii) aldehydes, ketones and carboxylic acids.</li> <li>Discuss the reactions involved in the preparation of phenols from (i) haloarenes (ii) benzene sulphonic acids (iii) diazonium salts and (iv) cumene.</li> <li>Discuss the reactions for preparation of ethers from (i) alcohols and (ii) alkyl halides and sodium alkoxides /aryl oxides</li> </ul>	<ul style="list-style-type: none"> <li>Modules on Extra marks</li> <li>Flow charts</li> <li>Concept Maps</li> <li>Chemistry notes</li> <li>e-book</li> </ul>		<ul style="list-style-type: none"> <li>Case studies based written assignment.</li> <li>Weekly assignment</li> <li>Random oral testing daily</li> <li>Notebook Evaluation</li> </ul>	<p>phenol, ether and importance of these compounds in our life. (Student Teacher Interaction)</p> <ul style="list-style-type: none"> <li>The facilitator would develop the concepts of the topics with textbook sequence by lecture method, flip method, brainstorming, discussion of Scoring Point and providing fundamentals during mechanism of organic reactions.</li> <li>In the end of chapter recapitulation of chapter with the help of flow charts.</li> </ul> <p><i>Videos</i> – To get better understanding of concepts following videos were shown to the students: Mechanism on topics of acidic hydration of</p>	<p>preparation, physical and chemical properties (of primary alcohols only), identification of primary, secondary and tertiary alcohols, mechanism of dehydration, uses with special reference to methanol and ethanol.</p> <ul style="list-style-type: none"> <li><b>Phenols:</b> Nomenclature, methods of preparation, physical and chemical properties, acidic nature of phenol, electrophilic substitution reactions, uses of phenols.</li> </ul> <p><b>Ethers:</b> Nomenclature, methods of preparation, physical and chemical properties, uses.</p>

**PINEGROVE SCHOOL, DHARAMPUR**

Affiliation No. 630044; School Code: 43035

**Annual Pedagogy Plan: Chemistry**

**Class: XII**

**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>Correlate physical properties of alcohols, phenols and ethers with their structures. Discuss chemical reactions of the three classes of compounds based on their functional groups.</li> </ul>				alkene to form alcohol, dehydration of alcohol to alkene and ether from Extra mark and You tube. <a href="https://youtu.be/qbYXVztddJs">https://youtu.be/qbYXVztddJs</a>	
	<p><b>UNIT- VIII</b>  <b>Topic-</b> 'd' and 'f' Block Elements  <b>Sub- topics-</b></p> <ul style="list-style-type: none"> <li>Learn the positions of the d- and f-block elements in the periodic table.</li> <li>Know the electronic configurations of the transition (d-block) and the inner transition (f-block) elements.</li> <li>Appreciate the relative stability</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard</li> <li>Chalk</li> <li>Duster</li> <li>Textbook</li> <li>Video</li> <li>PPT</li> <li>Modules on Extra marks</li> <li>Flow charts</li> <li>Concept Maps</li> <li>Internet</li> <li>Chemistry notes</li> <li>e-book</li> </ul>	<p><b>Diagrams/ Graphs:</b> Fig 8.1, 8.2, 8.3, 8.4, 8.6, 8.7(NCERT part 1)  <b>Art Integration:</b>                      Drawing structure of chromate ion, dichromate ion, manganate ion, permanganate ion, graph on different properties like atomic radii, melting points etc.  <b>Practical:</b>                      Qualitative Analysis(a) Determination of one anion and one cation in a given salt Cations- <math>Pb^{2+}</math>, <math>Cu^{2+}</math>, <math>Al^{3+}</math>, <math>Fe^{3+}</math>,</p>	<ul style="list-style-type: none"> <li>Notes of the chapter</li> <li>Written and oral Test.</li> <li>MCQ</li> <li>Weekly assignment</li> <li>Random oral testing daily</li> <li>Case studies based written assignment.</li> <li>Notebook Evaluation</li> </ul>	<p><b>Developing knowledge of concept by:</b></p> <ul style="list-style-type: none"> <li>The session would begin with an interaction on transition elements and their position in the periodic table. (Student Teacher Interaction)</li> <li>The facilitator would develop the concepts of the topics with textbook sequence by lecture method, flip method, brainstorming, discussion of scoring</li> </ul>	Students will be able to understand the concept of- <ul style="list-style-type: none"> <li>General introduction, electronic configuration, occurrence and characteristics of transition metals.</li> <li>General trends in properties of the first-row transition metals -metallic character, ionization enthalpy, oxidation states, ionic radii, colour, catalytic</li> </ul>

**PINEGROVE SCHOOL, DHARAMPUR**

Affiliation No. 630044; School Code: 43035

**Annual Pedagogy Plan: Chemistry**

**Class: XII**

**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p>of various oxidation states in terms of electrode potential values.</p> <ul style="list-style-type: none"> <li>Understand the general characteristics of the d- and-block elements and the general horizontal and group trends in them.</li> <li>Describe the properties of the f-block elements and give a comparative account of the lanthanoids and actinoids with respect to their electronic configurations, oxidation states and chemical behaviour.</li> </ul>		<p>Mn<sup>2+</sup>, Ni<sup>2+</sup>, Zn<sup>2+</sup>, Co<sup>2+</sup>, Ca<sup>2+</sup>, Sr<sup>2+</sup>, Ba<sup>2+</sup>, Mg<sup>2+</sup>, [NH<sub>4</sub>]<sup>+</sup>Anions –[CO<sub>3</sub>]<sup>2-</sup>, S<sup>2-</sup>, [SO<sub>3</sub>]<sup>2-</sup>, [SO<sub>4</sub>]<sup>2-</sup>, [NO<sub>3</sub>]<sup>-</sup>, Cl<sup>-</sup>, Br<sup>-</sup>, I<sup>-</sup>, [PO<sub>4</sub>]<sup>3-</sup>, [C<sub>2</sub>O<sub>4</sub>]<sup>2-</sup>, CH<sub>3</sub>COO<sup>-</sup>(Note: Insoluble salts</p>		<p>point and providing fundamentals of inorganic chemistry.</p> <ul style="list-style-type: none"> <li>In the end of chapter recapitulation of chapter with the help of flow charts.</li> </ul> <p><b>Videos</b> – To get better understanding of concepts following videos were shown to the students:</p> <ul style="list-style-type: none"> <li>Preparation, properties and structure of potassium permanganate and potassium dichromate.</li> <li>Practical related</li> <li><a href="https://youtu.be/gyxgVsXMYq0">https://youtu.be/gyxgVsXMYq0</a></li> <li><a href="https://youtu.be/IrMLXTw0528">https://youtu.be/IrMLXTw0528</a></li> <li><a href="https://youtu.be/kCKUZdqo600">https://youtu.be/kCKUZdqo600</a></li> </ul>	<p>property, magnetic properties, interstitial compounds, alloy formation.</p> <ul style="list-style-type: none"> <li>Preparation and properties of K<sub>2</sub>Cr<sub>2</sub>O<sub>7</sub> and KMnO<sub>4</sub>.</li> <li><b>Lanthanoids</b> - Electronic configuration, oxidation states, chemical reactivity and lanthanoid contraction and its consequences.</li> </ul> <p><b>Actinoids</b> -Electronic configuration, oxidation states and comparison with lanthanoids.</p> <ul style="list-style-type: none"> <li><b>Value Based Outcome:</b> Teaching the values discipline, Equity, coordination, cooperation, Harmony, Team spirit, Sense of responsibility</li> </ul>

**PINEGROVE SCHOOL, DHARAMPUR**

Affiliation No. 630044; School Code: 43035

**Annual Pedagogy Plan: Chemistry**

**Class: XII**

**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						during practical.
<b>August 25</b>	<p><b>UNIT- IX</b> <b>Topic-</b> Coordination Compound.</p> <ul style="list-style-type: none"> <li><b>Sub- topics-</b> Appreciate the postulates of Werner's theory of coordination compounds.</li> <li>Know the meaning of the terms: Coordination entity, central atom/ion, ligand, coordination number, coordination sphere, coordination polyhedron, oxidation number, homoleptic and heteroleptic.</li> <li>Learn the rules of nomenclature of</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard</li> <li>Chalk</li> <li>Duster</li> <li>Textbook</li> <li>Video</li> <li>PPT</li> <li>Modules on Extra marks</li> <li>Flow charts</li> <li>Concept Maps</li> <li>Chemistry notes</li> <li>Charts.</li> <li>e-book</li> </ul>	<p><b>Diagrams:</b> Fig 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 9.10, 9.13, 9.14(NCERT part 1)</p> <p><b>Art Integration:</b> Drawing structures of metal carbonyls, d orbital's splits in octahedral and tetrahedral crystal field.</p> <p><b>Practical:</b> Preparation of inorganic compounds. Preparation of double salt of Ferrous Ammonium Sulphate and Potash Alum.</p> <p><b>Project:</b> A detailed project on collecting the information about the importance of coordination compounds in daily life.</p>	<ul style="list-style-type: none"> <li>Notes of the chapter</li> <li>Written and oral Test.</li> <li>MCQ</li> <li>Case studies based written assignment.</li> <li>Weekly assignment</li> <li>Random oral testing daily</li> <li>Notebook Evaluation</li> </ul>	<p><b>Developing knowledge of concept by:</b></p> <ul style="list-style-type: none"> <li>The session would begin with an interaction on coordination compounds definition and their difference with double salt (Student Teacher Interaction).</li> <li>The facilitator would develop the concepts of the topics with textbook sequence by lecture method, flip method, brainstorming, discussion of scoring point and marking scheme.</li> <li>In the end of chapter recapitulation of chapter with the help of flow charts.</li> </ul>	<p>Students will be able to understand the concept of-</p> <ul style="list-style-type: none"> <li>Coordination compounds and double salts- Introduction, ligands, coordination number, colour, magnetic properties and shapes.</li> <li>IUPAC nomenclature of mononuclear coordination compounds.</li> <li>Bonding, Werner's theory, VBT, and CFT.</li> <li>Structure and stereoisomerism.</li> </ul>

**PINEGROVE SCHOOL, DHARAMPUR**

Affiliation No. 630044; School Code: 43035

**Annual Pedagogy Plan: Chemistry**

**Class: XII**

**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	coordination compounds. <ul style="list-style-type: none"> <li>• Write the formulas and names of mononuclear coordination compounds.</li> <li>• Understand the nature of bonding in coordination compounds in terms of the Valence Bond and Crystal Field theories.</li> <li>• Learn the stability of coordination compounds.</li> <li>• Importance and applications of coordination compounds in our day-to-day life</li> </ul>				<p><i>Videos</i> – To get better understanding of concepts following videos were shown to the students: Werner Theory, Crystal Field Theory.</p> <p><a href="https://youtu.be/s0dJHwBVFcI">https://youtu.be/s0dJHwBVFcI</a></p> <p><a href="https://youtu.be/9ohaQGlzOJQ">https://youtu.be/9ohaQGlzOJQ</a></p>	<ul style="list-style-type: none"> <li>• Importance of coordination compounds (in qualitative inclusion, extraction of metals and biological system).</li> <li>• <b>Practical Outcome</b> Besides that, the students will be able to apply the knowledge of coordination compounds in real life with the help of case studies and by doing experiments in Lab.</li> <li>• <b>Value Based Outcome:</b></li> <li>• Teaching the values discipline, Equity, Harmony, Team</li> </ul>

**PINEGROVE SCHOOL, DHARAMPUR**

Affiliation No. 630044; School Code: 43035

**Annual Pedagogy Plan: Chemistry**

**Class: XII**

**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						spirit, Sense of responsibility during practical session.
	<b>UNIT- XIII</b> <b>Topic- Amines</b> <ul style="list-style-type: none"> <li>• <b>Sub- topics-</b> Describe amines as derivatives of ammonia having a pyramidal structure.</li> <li>• Classify amines as primary, secondary and tertiary.</li> <li>• Name amines by common names and IUPAC system.</li> <li>• Describe some of the important methods of preparation of amines.</li> <li>• Explain the properties of amines.</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard</li> <li>• Chalk</li> <li>• Duster</li> <li>• Textbook</li> <li>• Video</li> <li>• PPT</li> <li>• Modules on Extra marks</li> <li>• Flow charts</li> <li>• Concept Maps</li> <li>• Chemistry notes</li> <li>• Charts.</li> <li>• e-book</li> </ul>	<b>Art Integration:</b> Drawing structure of amines, resonating structures of amines to explain the basic character of amines and resonating structure of diazonium salt to explain its stability.	<ul style="list-style-type: none"> <li>• Notes of the chapter</li> <li>• Written and oral Test.</li> <li>• MCQ</li> <li>• Weekly assignment</li> <li>• Random oral testing daily</li> <li>• Notebook Evaluation</li> </ul>	<b>Developing knowledge of concept by:</b> <ul style="list-style-type: none"> <li>• The teacher will do pre knowledge testing on the functional group of amines and types of amines based on class 11<sup>th</sup> topic IUPAC names of organic compounds.</li> <li>• The teacher will keep on throwing statements related to reasons for basic strength of amines and ways to find solutions of the Problems related to topic.</li> <li>• The facilitator would develop the concepts of the topics with textbook sequence by lecture method, flip method,</li> </ul>	Students will be able to understand the concept of- <ul style="list-style-type: none"> <li>• <b>Amines:</b> Nomenclature and classification.</li> <li>• Structure.</li> <li>• Methods of preparations</li> <li>• Physical and chemical properties.</li> <li>• Uses.</li> <li>• Identification of primary, secondary and tertiary amines.</li> <li>• Cyanides and Isocyanides -will be mentioned at relevant places in text.</li> </ul> <b>Diazonium salts:</b> Preparation, chemical reactions and importance in synthetic organic chemistry.



**PINEGROVE SCHOOL, DHARAMPUR**

Affiliation No. 630044; School Code: 43035

**Annual Pedagogy Plan: Chemistry**

**Class: XII**

**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>Distinguish between primary, secondary and tertiary amines.</li> </ul> <p>Describe the method of preparation of diazonium salts and their importance in the synthesis of a series of aromatic compounds including azo dyes</p>				<p>brainstorming, discussion of scoring point and marking scheme.</p> <ul style="list-style-type: none"> <li>In the end of chapter recapitulation of chapter with the help of flow charts.</li> </ul>	
September 12	<p><b>UNIT- XII</b> <b>Topic-</b> Aldehydes, Ketone and Carboxylic acids.</p> <ul style="list-style-type: none"> <li><b>Sub- topics-</b> IUPAC names of aldehydes, ketones and carboxylic acids.</li> <li>Structures of the compounds containing functional groups namely carbonyl and carboxyl groups.</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard</li> <li>Chalk</li> <li>Duster</li> <li>Textbook</li> <li>Video</li> <li>PPT</li> <li>Modules on Extra marks</li> <li>Flow charts</li> <li>Concept Maps</li> <li>Chemistry notes</li> <li>Charts.</li> <li>e-book</li> </ul>	<p><b>Art Integration:</b> Resonating structure of carboxylic acid, mechanism of different reactions by showing arrows for transfer of electrons.</p> <p><b>Practical:</b> Tests for the functional groups present in organic compounds: Unsaturation, alcoholic, phenolic, aldehydic, ketonic, carboxylic and amino (Primary) groups</p> <p><b>PROJECT SUBMISSION</b></p>	<ul style="list-style-type: none"> <li>Notes of the chapter</li> <li>Written and oral Test.</li> <li>MCQ</li> <li>Weekly assignment</li> <li>Random oral testing daily</li> <li>Notebook Evaluation</li> </ul>	<p><b>Developing knowledge of concept by:</b></p> <ul style="list-style-type: none"> <li>The teacher will do pre knowledge testing on the functional group of aldehyde, ketone and carboxylic acids based on class 11<sup>th</sup> topic IUPAC names of organic compounds.</li> <li>The teacher will keep on throwing statements related to reasons for reactivity of aldehyde and</li> </ul>	<p>Students will be able to understand the concept of-</p> <ul style="list-style-type: none"> <li><b>Aldehydes and Ketones:</b></li> <li>Nomenclature, nature of carbonyl group.</li> <li>Methods of preparation.</li> <li>Physical and chemical properties.</li> <li>Mechanism of nucleophilic addition.</li> </ul>

**PINEGROVE SCHOOL, DHARAMPUR**

Affiliation No. 630044; School Code: 43035

**Annual Pedagogy Plan: Chemistry**

**Class: XII**

**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>• Important methods of preparation and reactions of these classes of compounds.</li> <li>• Physical properties and chemical reactions of aldehydes, ketones and carboxylic acids, with their structures.</li> <li>• Mechanism of a few selected reactions of aldehydes and ketones.</li> <li>• Various factors affecting the acidity of carboxylic acids and their reactions.</li> <li>• Uses of aldehydes, ketones and carboxylic acids.</li> </ul>				<p>ketone towards nucleophilic addition reaction.</p> <ul style="list-style-type: none"> <li>• The facilitator would develop the concepts of the topics with textbook sequence by lecture method, flip method, brainstorming, discussion of scoring point and marking scheme.</li> <li>• In the end of chapter recapitulation of chapter with the help of flow charts.</li> </ul> <p><b>Videos</b> – To get better understanding of concepts following videos were shown to the students: Mechanism on topics of esterification reaction and acidic dehydration of alcohol to form ether. <a href="https://youtu.be/jrW8BfVbsFU">https://youtu.be/jrW8BfVbsFU</a></p>	<ul style="list-style-type: none"> <li>• Reactivity of alpha hydrogen in aldehydes, uses.</li> <li>• <b>Carboxylic Acids:</b></li> <li>• Nomenclature.</li> <li>• Acidic nature.</li> <li>• Methods of preparation.</li> <li>• Physical and chemical properties.</li> <li>• Uses.</li> <li>• <b>Value Based Outcome:</b></li> <li>• Teaching the values discipline, Equity, Harmony, Team spirit, Sense of responsibility during practical session.</li> </ul>

**PINEGROVE SCHOOL, DHARAMPUR**

Affiliation No. 630044; School Code: 43035

**Annual Pedagogy Plan: Chemistry**

**Class: XII**

**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<a href="https://youtu.be/5Y56Gq-um6Q">https://youtu.be/5Y56Gq-um6Q</a>	
<b>Revision, Unit-2 Exam and Assessment</b>						
<b>October 25</b>	<p><b>UNIT- XIV</b> <b>Topic- Biomolecules</b> <b>Sub- topics-</b></p> <ul style="list-style-type: none"> <li>Explain the characteristics of biomolecules like carbohydrates, proteins and nucleic acids and hormones.</li> <li>Classify carbohydrates, proteins, nucleic acids and vitamins based on their structures.</li> <li>Explain the difference between DNA and RNA.</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard</li> <li>Chalk</li> <li>Duster</li> <li>Textbook</li> <li>Video</li> <li>PPT</li> <li>Modules on Extra marks</li> <li>Flow charts</li> <li>Concept Maps</li> <li>Chemistry notes</li> <li>Charts.</li> <li>e-book</li> </ul>	<p><b>Interdisciplinary Linkage:</b> Biology <b>Art Integration:</b> Drawing structures of carbohydrate, proteins, and nucleic acids. <b>Project:</b> Characteristic tests of carbohydrates, fats and proteins in pure samples and their detection in given food stuffs. <b>PROJECT SUBMISSION</b></p>	<ul style="list-style-type: none"> <li>Notes of the chapter</li> <li>Written and oral Test.</li> <li>MCQ</li> <li>Weekly assignment</li> <li>Random oral testing daily</li> <li>Case studies based written assignment.</li> <li>Notebook Evaluation</li> </ul>	<p><b>Developing knowledge of concept by:</b></p> <ul style="list-style-type: none"> <li>The teacher will do pre knowledge testing on the topic's carbohydrates, amino acids and proteins on class 10<sup>th</sup> topic life processes.</li> <li>The facilitator would develop the concepts of the topics with textbook sequence by lecture method, flip method, brainstorming, discussion of scoring point and marking scheme.</li> <li>In the end of chapter recapitulation of</li> </ul>	<p>Students will be able to understand the concept of-</p> <ul style="list-style-type: none"> <li><b>Carbohydrates</b> - Classification (aldoses and ketoses), monosaccharide's (glucose and fructose), D-L configuration oligosaccharides (sucrose, lactose, maltose), polysaccharides (starch, cellulose, glycogen); Importance of carbohydrates.</li> <li><b>Proteins</b> - Elementary idea of -</li> </ul>

**PINEGROVE SCHOOL, DHARAMPUR**

Affiliation No. 630044; School Code: 43035

**Annual Pedagogy Plan: Chemistry**

**Class: XII**

**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>Describe the role of biomolecules in biosystem.</li> </ul>				<p>chapter with the help of flow charts.</p> <p><b>Videos</b> – To get better understanding of concepts following videos were shown to the students: Structure of carbohydrate, proteins and nucleic acids and DNA replication. <a href="https://youtu.be/TNKWgcFPHqw">https://youtu.be/TNKWgcFPHqw</a>  <a href="https://youtu.be/ruUf7ntRCk8">https://youtu.be/ruUf7ntRCk8</a></p>	<p>amino acids, peptide bond, polypeptides, proteins, structure of proteins -primary, secondary, tertiary structure and quaternary structures (qualitative idea only), denaturation of proteins; enzymes.</p> <ul style="list-style-type: none"> <li><b>Hormones</b> - Elementary idea excluding structure.</li> <li><b>Vitamins</b> - Classification and functions.</li> <li><b>Nucleic Acids:</b> DNA and RNA.                             <ul style="list-style-type: none"> <li><b>Value Based Outcome:</b> Teaching the values discipline, Equity, Harmony, Team spirit, Sense of responsibility during project session.</li> </ul> </li> </ul>
Nov/Dec	Revision, Pre-Board Exam/Assessment/ Winter Vacation					

**PINEGROVE SCHOOL, DHARAMPUR**  
**Affiliation No. 630044; School Code: 43035**  
**Annual Pedagogy Plan: Mathematics**  
**Class: XII**  
**Session 2023-24**

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration /Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
Feb - March (8 days) TERM 1	<b>A</b> <u><b>MATRICES</b></u> Concept and notation <b>Order, Equality</b> <b>Types of matrices, Zero and identity matrix, Transpose of a matrix, Symmetric and skew symmetric matrices</b> <b>Operation on matrices:</b> Addition and multiplication Multiplication with a scalar. <b>Simple properties of addition, multiplication and scalar multiplication.</b> <b>Non commutativity of multiplication of</b>	<ul style="list-style-type: none"> <li>• <b>Audio- visual from Extra Marks:</b> (Types of Matrices, Elementary operations on Matrices)</li> <li>• <b>Power Point Presentation</b></li> <li>• <b>Chalk</b></li> <li>• <b>Duster</b></li> <li>• <b>NCERT Textbook</b></li> </ul>	<b>Revision Map</b> of Matrices in the form of Flowchart  <b>Experiential Learning:</b>  <b>Data and Statistics</b>  Usage of matrices in representation of the real world data's like the population of people, infant mortality rate, seismic surveys etc  <b>Inter Disciplinary Linkage:</b> Team work, Research work	<ul style="list-style-type: none"> <li>• <b>Testing with MCQ on daily bases</b></li> <li>• <b>Testing on completion of the chapter</b></li> <li>• <b>Assignment s (few questions given based on chapter)</b></li> <li>• <b>Solution of NCERT problems with examples</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Activating Prior Knowledge by Random questioning about basic knowledge of algebra and simple functions.</b></li> <li>• <b>Introducing the topic to be taught after getting the expected response from the students.</b></li> <li>• <b>Developing hypothesis by Brainstorming</b></li> </ul>	After completion of the chapter the students will <ul style="list-style-type: none"> <li>• <b>Justify the degree of accuracy of their results where appropriate</b></li> <li>• <b>Understand the concept of matrices</b></li> <li>• <b>Comprehend symmetric and skew symmetric matrices</b></li> <li>• <b>Differentiate between types of matrices</b></li> <li>• <b>Usage of Addition and</b></li> </ul>

	<p>matrices Existence of non-zero matrices whose product is the zero matrix Concept of elementary row and column operations. Invertible matrices and proof of the uniqueness of inverse</p>				<ul style="list-style-type: none"> <li>• Discussion on the topic Matrices, its types and Identification of Matrices from a set of Matrices, Transpose of matrix, Symmetric and skew symmetric matrices, invertible matrices etc.</li> <li>• Extended Learning ncert.nic.in cbsemathematics.com</li> </ul>	<p>Multiplication operation on matrices.</p> <ul style="list-style-type: none"> <li>• Application of Elementary Row and Column Operations on matrices.</li> <li>• Analyze the existence of inverse of a matrix.</li> </ul>
<p><b>MARCH</b> <b>(10 days)</b> <b>TERM 1</b></p>	<p><b><u>DETERMINANTS</u></b> Determinant of a square matrix Properties of determinants Minors, Co-factors Applications of determinants in finding the area of a triangle. Adjoint and inverse of a square matrix Consistency,</p>	<ul style="list-style-type: none"> <li>• <b>Audio- visual from Extra Marks:</b> (Adjoint and Inverse of matrix using Determinants, Properties of Determinants, Applications of Determinants)</li> <li>• <b>Power Point Presentation</b></li> </ul>	<p><b>Revision Map</b> of Determinants in the form of Flowchart</p> <p><b>Project:</b> Students in groups will prepare presentations on different properties of determinants</p> <p><b>Inter Disciplinary Linkage:</b> Team work, Research work</p>	<ul style="list-style-type: none"> <li>• <b>Testing with MCQ on daily bases</b></li> <li>• <b>Testing on completion of the chapter</b></li> <li>• <b>Assignments (few questions given based on chapter)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Activating Prior Knowledge by Random Questioning on the topics of matrices and pair of linear equations</b></li> <li>• <b>Introducing the topic to be taught</b></li> </ul>	<p>After completion of the chapter the students will</p> <ul style="list-style-type: none"> <li>• <b>Understand the concept of determinant</b></li> <li>• <b>Comprehend Minors, Cofactors, forming equations of line</b></li> </ul>

	<p>inconsistency and number of solutions of system of linear equations by examples, Solving system of linear equations in two or three variables</p>	<ul style="list-style-type: none"> <li>• Chalk</li> <li>• Duster</li> <li>• NCERT Textbook</li> </ul>		<ul style="list-style-type: none"> <li>• Solution of NCERT problems with examples</li> </ul>	<p>after getting the expected response from the students.</p> <ul style="list-style-type: none"> <li>• Developing hypothesis by Brainstorming</li> <li>• Discussion on concept of determinants, properties, minors, cofactors, adjoint, inverse, consistent and inconsistent linear equations etc.</li> <li>• Extended Learning ncert.nic.in cbsemathematics.com</li> </ul>	<p>and area of triangle</p> <ul style="list-style-type: none"> <li>• Analyze Adjoint and inverse of a matrix</li> <li>• Application of determinants in finding the Solution of consistent and inconsistent linear equations.</li> </ul>
<p><b>MARCH</b> <b>(6 days)</b> <b>TERM 1</b></p>	<p><u><b>INVERSE TRIGONOMETRIC FUNCTIONS</b></u></p> <p><b>Range</b></p>	<ul style="list-style-type: none"> <li>• Audio- visual from Extra Marks: (Graphs of sine, cosine and</li> </ul>	<p><b>Revision Map</b> of Formulae and concept of Inverse trigonometric functions in the form of Flowchart</p>	<ul style="list-style-type: none"> <li>• Testing with MCQ on daily bases</li> </ul>	<ul style="list-style-type: none"> <li>• Activating Prior Knowledge by Random Questioning</li> </ul>	<p>After completion of the chapter the students will</p>

	<p><b>Domain Principal value branch.</b></p> <p><b>Graphs of inverse trigonometric functions</b></p> <p><b>Elementary properties of inverse trigonometric functions.</b></p>	<p>tangent functions and their Principal value, Domain and Range)</p> <ul style="list-style-type: none"> <li>• <b>Power Point Presentation</b></li> <li>• <b>Chalk</b></li> <li>• <b>Duster</b></li> <li>• <b>NCERT Textbook</b></li> </ul>	<p><b>Art Integration:</b> Creativity during activity work under experiential learning</p> <p><b>Experiential Learning:</b> To explore the Principal value of the function <math>\sin^{-1}x</math>, using a unit circle.</p> <p><b>Project:</b> Students will prepare a presentation on formulae of ITF</p>	<ul style="list-style-type: none"> <li>• <b>Testing on completion of the chapter</b></li> <li>• <b>Assignments (few questions given based on chapter)</b></li> <li>• <b>Solution of NCERT problems with examples</b></li> </ul>	<p>related to trigonometry of Class X, XI</p> <ul style="list-style-type: none"> <li>• <b>Introducing the topic to be taught after getting the expected response from the students.</b></li> <li>• <b>Developing hypothesis by Brainstorming</b></li> <li>• <b>Discussion on basic concepts of inverse functions, domain, range of functions, properties of ITF functions in detail.</b></li> <li>• <b>Extended Learning</b> ncert.nic.in cbsemathematics.com</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Understand the concept of Inverse functions and their principal values.</b></li> <li>• <b>Differentiate between the function and its inverse</b></li> <li>• <b>Understand Domain and range of inverse trigonometric functions</b></li> <li>• <b>Comprehend the graphs of these functions</b></li> </ul>
<p><b>MARCH- APRIL</b></p>	<p><u><b>CONTINUITY AND</b></u></p>	<ul style="list-style-type: none"> <li>• <b>Audio- visual from Extra</b></li> </ul>	<p><b>Revision Map of Formulae and concept of</b></p>		<ul style="list-style-type: none"> <li>• <b>Activating Prior</b></li> </ul>	<p><b>After completion of the chapter the</b></p>



<p>(15 days) TERM 1</p>	<p><b><u>DIFFERENTIABILITY</u></b></p> <p>Derivative of composite functions, Chain rule Derivative of inverse trigonometric functions, Derivative of implicit functions. Derivatives of logarithmic and exponential functions Logarithmic differentiation Derivative of functions expressed in parametric forms. Second order derivatives. Rolle's and Lagrange's Mean Value Theorems.</p>	<p><b>Marks:</b> (Continuous functions, Differentiable functions, Rolle's and LMV Theorem, Successive differentiation.)</p> <ul style="list-style-type: none"> <li>• Power Point Presentation</li> <li>• Chalk</li> <li>• Duster</li> <li>• NCERT Textbook</li> </ul>	<p>Continuity and Differentiation in the form of Flowchart</p> <p><b>Art Integration:</b> Creativity during activity work under experiential learning</p> <p><b>Experiential Learning:</b> To find analytically the limit of a function <math>f(x)</math> at <math>x = c</math> and also check the continuity of the function at that point.</p> <p>To establish a relationship between common algorithm (base 10) and natural logarithm (base e) of the number x.</p> <p><b>Inter Disciplinary Linkage:</b> Physics, Team work</p> <p><b>Project:</b> Students will prepare a presentation on formulae of Derivatives</p>	<ul style="list-style-type: none"> <li>• Testing with MCQ on daily bases</li> <li>• Testing on completion of the chapter</li> <li>• Assignments (few questions given based on chapter)</li> <li>• Solution of NCERT problems with examples</li> </ul>	<p><b>Knowledge by Random Questioning related to the topics of trigonometry, Inverse trigonometric functions and limits and continuity.</b></p> <ul style="list-style-type: none"> <li>• Introducing the topic to be taught after getting the expected response from the students.</li> <li>• Developing hypothesis by Brainstorming</li> <li>• Discussion on Limits &amp; Continuity, Differentiation of composite, implicit, exponential, logarithmic parametric functions,</li> </ul>	<p>students will</p> <ul style="list-style-type: none"> <li>• Use different forms of mathematical representation (formulae, diagrams, tables, charts, graphs and models)</li> <li>• Understand the concept of Continuity</li> <li>• Analyze the functions as continuous or derivable.</li> <li>• Differentiate between Rolle's and LMV Theorem</li> <li>• Understand Successive differentiation Logarithmic and exponential functions.</li> <li>• Comprehend parametric equations.</li> </ul>
-----------------------------	--	---	--	---	--	---

					<p><b>Second order derivatives, Roll's and Lagrange's Mean Value Theorem etc.</b></p> <ul style="list-style-type: none"> <li>• <b>Extended Learning</b> ncert.nic.in cbsemathematics.com</li> </ul>	
<p><b>APRIL (20 days) TERM 1</b></p>	<p><b><u>APPLICATION OF DERIVATIVES</u></b></p> <p><b>Rate of change of bodies Increasing/decreasing functions Tangents and Normals Use of derivatives in approximation Maxima and Minima Simple problems</b></p>	<ul style="list-style-type: none"> <li>• <b>Explained with the help of examples from day-to-day life</b></li> <li>• <b>Power Point Presentation</b></li> <li>• <b>Videos from Extra marks:</b> (Application of Derivatives in Rate of change of different quantities, Maximum and Minimum functions, Increasing &amp; Decreasing functions)</li> <li>• <b>Chalk</b></li> <li>• <b>Duster</b></li> </ul>	<p><b>Revision Map</b> of Formulae and concept of derivatives and conditions for increasing, decreasing, maximum and minimum functions. in the form of Flowchart</p> <p><b>Art Integration:</b> Creativity during activity work under experiential learning</p> <p><b>Experiential Learning:</b> To understand the concepts of absolute maximum and minimum values of a function in a given closed interval through its graph.</p> <p>To find the time when the area of a rectangle of given dimensions become maximum, if the length is</p>	<ul style="list-style-type: none"> <li>• <b>Testing with MCQ on daily bases</b></li> <li>• <b>Testing on completion of the chapter</b></li> <li>• <b>Assignments (few questions given based on chapter)</b></li> <li>• <b>Solution of NCERT problems with examples</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Activating Prior Knowledge by Random Questioning related to Trigonometry, Inverse trigonometric functions and formulae of derivatives.</b></li> <li>• <b>Introducing the topic to be taught after getting the expected response from the students.</b></li> <li>• <b>Developing hypothesis</b></li> </ul>	<p>After completion of the chapter the students will</p> <ul style="list-style-type: none"> <li>• <b>Understand the method of solution of changing quantities</b></li> <li>• <b>Comprehend the concept of Tangent and Normals</b></li> <li>• <b>Analyze Increasing and Decreasing functions.</b></li> <li>• <b>Find the maximum and minimum value of the function in the given interval.</b></li> </ul>

		<ul style="list-style-type: none"> <li>• <b>NCERT Textbook</b></li> </ul>	<p>decreasing and the breadth is increasing at given rates.</p> <p><b>Inter Disciplinary Linkage:</b> Engineering, Science Social Science, Team work, Research work</p> <p><b>Project:</b> Students will prepare presentations in groups on different topics like rate of change of bodies, increasing &amp; decreasing functions, maximum and minimum functions etc</p>		<p><b>by Brainstorming</b></p> <ul style="list-style-type: none"> <li>• Discussion on rate of change of bodies and application in word problems, increasing &amp; decreasing functions, equation of tangent and normal, method of approximation, maximum and minimum functions, implementation of maxima and minima in daily life problems.</li> <li>• <b>Extended Learning</b> ncert.nic.in cbsemathematics.com</li> </ul>	<ul style="list-style-type: none"> <li>• Relate the real life problem and analyze them with the help of the concepts of derivatives</li> </ul>
<p><b>APRIL- MAY (7 days) TERM 1</b></p>	<p><b><u>VECTORS</u></b>  <i>Some Basic Concepts</i> <i>Types of Vectors</i> <i>Addition of Vectors</i> <i>Multiplication of a</i></p>	<ul style="list-style-type: none"> <li>• <b>Audio- visual from Extra Marks:</b> (Vectors, Types, Direction cosines and ratios,</li> </ul>	<p><b>Revision Map</b> of Vectors in the form of Flowchart</p> <p><b>Art Integration:</b> Creativity during activity work under experiential learning</p>	<ul style="list-style-type: none"> <li>• Testing with MCQ on daily bases</li> <li>• Testing on completion of the chapter</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Activating Prior Knowledge by Random Questioning related to the</b></li> </ul>	<p>After completion of the chapter the students will</p> <ul style="list-style-type: none"> <li>• <b>Understand the concept of</b></li> </ul>

	<p><i>Vector by a Scalar</i>  <i>Components of a vector</i>  <i>Vector joining two points</i>  <i>Section formula</i>  <i>Product of Two Vectors</i>  <i>Scalar (or dot) product of two vectors</i>  <i>Projection of a vector on a line</i>  <i>Vector (or cross) product of two vectors</i></p>	<p>Projection of vector, Scalar Triple Product)</p> <ul style="list-style-type: none"> <li>• <b>Power Point Presentation</b></li> <li>• <b>Chalk</b></li> <li>• <b>Duster</b></li> </ul> <p>NCERT Textbook</p>	<p><b>Experiential Learning:</b>  To verify that the angle in a semicircle is a right angle using vector method.</p> <p><b>Inter Disciplinary Linkage:</b>  Physics, Team work, Research work</p> <p><b>Project:</b>  Students will prepare a presentation on Scalar, Cross product and Scalar triple product of vectors and their applications in different problems</p>	<ul style="list-style-type: none"> <li>• Assignments (few extra questions given based on chapter)</li> <li>• Solution of NCERT problems with examples</li> </ul>	<p><b>quantities around us and start differentiating the quantities whether they have magnitude, direction or both</b></p> <ul style="list-style-type: none"> <li>• <b>Introducing the topic to be taught after getting the expected response from the students.</b></li> <li>• <b>Developing hypothesis by Brainstorming</b></li> <li>• <b>Discussion on types of vectors, Triangular law and parallelogram law of vector addition, Multiplication of vectors, Product of</b></li> </ul>	<p><b>vectors and its types.</b></p> <ul style="list-style-type: none"> <li>• <b>Comprehend Direction cosines and ratios</b></li> <li>• <b>Understand Position vector and components of a vector</b></li> <li>• <b>Usage of addition and multiplication of vectors</b></li> <li>• <b>Analyze Dot and Cross product of Vectors</b></li> <li>• <b>Apply Section formula, mid point formula, projection formula in different problems.</b></li> </ul>
--	---	--	---	--	---	--

					<p>vectors, Direction cosines and ratios of vectors, Scalar Triple product etc.</p> <ul style="list-style-type: none"> <li>Extended Learning ncert.nic.in</li> </ul> <p>cbsemathematics.com</p>	
<p>MAY (7 days) TERM 1</p>	<p><b><u>3-DIMENSIONAL GEOMETRY</u></b></p> <p>Direction cosines and direction ratios of a line joining two points. Cartesian equation and vector equation of a line, Coplanar and skew lines, Shortest distance between two lines. Cartesian and vector equation of a plane. Angle between (i) two lines, (ii) two planes, (iii) a line and a plane. Distance of a point from a plane.</p>	<ul style="list-style-type: none"> <li>Audio- visual from Extra Marks: (Octants, parallel, Intersecting and Skew Lines in space, Plane in space.)</li> <li>Power Point Presentation</li> <li>Chalk</li> <li>Duster</li> <li>NCERT Textbook</li> </ul>	<p><b>Revision Map</b> of 3D formulae and concepts in the form of Flowchart</p> <p><b>Figures:</b> Pencil sketch of Objects in space</p> <p><b>Art Integration:</b> Visualizing the objects in space and plotting them in the notebook.</p> <p><b>Project:</b> Students will prepare presentations on different equations of line and plane in vector and cartesian form.</p> <p><b>Inter Disciplinary Linkage:</b> Physics, Team work, Research work</p>	<ul style="list-style-type: none"> <li>Testing with MCQ on daily bases</li> <li>Testing on completion of the chapter</li> <li>Assignments (few questions given based on chapter)</li> <li>Solution of NCERT problems with examples</li> </ul>	<ul style="list-style-type: none"> <li>Activating Prior Knowledge by Random Questioning related to scalar and vector quantities, scalar and vector product, Scalar triple product</li> <li>Introducing the topic to be taught after getting the expected response from the students.</li> </ul>	<p>After completion of the chapter the students will</p> <ul style="list-style-type: none"> <li>Understand the location of object in space.</li> <li>Differentiate between Cartesian and Vector equation</li> <li>Analyze parallel, intersecting and skew lines</li> <li>Understand Line and Plane, Angles between lines, line and plane.</li> </ul> <p>Find distance of a point from a line,</p>

					<ul style="list-style-type: none"> <li>• <b>Developing hypothesis by Brainstorming</b></li> <li>• <b>Discussion on concept of 3-Dimensional figures, application of formulae in 3-D objects in real life situations, skew and coplanar lines, Vector and Cartesian form of different forms of lines and planes, Angle between lines and planes etc.</b></li> <li>• <b>Extended Learning</b> ncert.nic.in cbsemathematics.com</li> </ul>	shortest distance between two lines, distance of line from plane.
<b>MAY- JUNE</b>	<b>REVISION, EXAMS &amp;</b>				•	

	<b>ASSESSMENT</b>					
<b>JULY</b> <b>(7 days)</b> <b>TERM 2</b>	<u><b>LINEAR PROGRAMMING</b></u>  <b>Related terminology such as constraints, objective function, optimization, Different types of linear programming (L.P.) problems, Mathematical formulation of L.P. problems, Graphical method of solution for problems in two variables, Feasible and infeasible regions (bounded or unbounded), Feasible and infeasible solutions, optimal feasible solutions</b>	<ul style="list-style-type: none"> <li>• <b>Audio- visual from Extra Marks:</b> (Graphs of linear equations in two variable, inequalities, Formulation of LPP)</li> <li>• <b>Power Point Presentation</b></li> <li>• <b>Chalk</b></li> <li>• <b>Duster</b></li> <li><b>NCERT Textbook</b></li> </ul>	<p><b>Revision Map</b> of concept of inequalities and basics of plotting the graphs.</p> <p><b>Figure:</b> Plotting of graphs of straight lines to find the bounded and unbounded region.</p> <p><b>Art Integration:</b> Creativity, Symmetry, Neatness while plotting the graphs.</p> <p><b>Inter Disciplinary Linkage:</b> Sports, Team work, Research work</p> <p><b>Experiential Learning:</b> Taking students to the field and getting the markings done for the Athletic Meet.</p> <p><b>Project:</b> Students will prepare a presentation or model on Linear Programming Problems</p>	<ul style="list-style-type: none"> <li>• <b>Testing with MCQ on daily bases</b></li> <li>• <b>Testing on completion of the chapter</b></li> <li>• <b>Assignments (Based on Diet, Manufacturing problems etc.)</b></li> <li>• <b>Solution of NCERT problems with examples</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Activating Prior knowledge by random questioning related to Cartesian coordinate system, linear inequalities.</b></li> <li>• <b>Introducing the topic to be taught after getting the expected response from the students.</b></li> <li>• <b>Developing hypothesis by Brainstorming</b></li> <li>• <b>Discussion on various terms related to LPP i.e. Constraints, Objective function, feasible region, Mathematical</b></li> </ul>	<p>After completion of the chapter the students will</p> <ul style="list-style-type: none"> <li>• <b>Apply appropriate inquiry and mathematical problem-solving techniques</b></li> <li>• <b>Understand the concept of Linear Programming problem.</b></li> <li>• <b>Comprehend the bounded feasible region and unbounded non feasible region.</b></li> <li>• <b>Analyze Diet problems, Manufacturing problems.</b></li> <li>• <b>Understand how to form LPP with given constraints.</b></li> </ul>

					<p>formulation of LPP, Corner Point method of solving LPP</p> <ul style="list-style-type: none"> <li>Extended Learning ncert.nic.in cbsemathematics.com</li> </ul>	<ul style="list-style-type: none"> <li>Plot the graph of the required data and hence learn to find the final LPP.</li> </ul>
<p><b>JULY</b> (15 days) <b>TERM 2</b></p>	<p><b><u>RELATION AND FUNCTIONS</u></b></p> <p>Types of relations: Reflexive, symmetric, transitive, equivalence relations. One to one and onto functions Composite functions Inverse of a function</p>	<ul style="list-style-type: none"> <li><b>Audio- visual from Extra Marks:</b> (Types of Relations reflexive, symmetric, transitive and equivalence relations. One to one and onto functions, composite functions, Inverse of a function)</li> <li><b>Power Point Presentation</b></li> <li><b>Chalk</b></li> <li><b>Duster</b></li> <li><b>NCERT Textbook</b></li> </ul>	<p><b>Revision Map</b> of concept of Relations and functions.</p> <p><b>Art Integration:</b> Creativity during activity work under experiential learning</p> <p><b>Experiential Learning:</b> To demonstrate a function which is not one-one but is onto</p> <p>To demonstrate a function which is one-one but not onto</p> <p><b>Project:</b> Students will prepare presentations in groups on different topics like Types of relations and their domain and range, Different types of functions and method of finding their inverse.</p> <p><b>Inter Disciplinary</b></p>	<ul style="list-style-type: none"> <li>Testing with MCQ on daily bases</li> <li>Testing on completion of the chapter</li> <li>Assignments Based on question paper pattern of previous years board examination Based on few questions given in the chapter</li> <li>Solution of NCERT problems with examples</li> </ul>	<ul style="list-style-type: none"> <li>Activating Prior Knowledge by Random Questioning related to the set theory, Cartesian product of sets, Domain, Range of functions.</li> <li>Introducing the topic to be taught after getting the expected response from the students.</li> <li>Developing hypothesis by Brainstorming</li> </ul>	<p>After completion of the chapter the students will</p> <ul style="list-style-type: none"> <li>Understand the concept of relations and functions</li> <li>Differentiate between types of relation eg: equivalence relation</li> <li>Differentiate between types of functions</li> </ul> <p>Comprehend the concept of Inverse of a function</p>



			<p><b>Linkage:</b> Team work, Research work</p>		<ul style="list-style-type: none"> <li>• Discussion on different types of relations, Definitions of one-one, many-one, onto, bijective functions and their diagrams, Composition of functions, invertible functions.</li> <li>• Extended Learning ncert.nic.in cbsemathematics.com</li> </ul>	
<p><b>JULY- AUGUST (20 days) TERM 2</b></p>	<p><b><u>INTEGRALS</u></b>  Integration as inverse process of differentiation. Integration of a variety of functions: by substitution, by partial fractions by parts Evaluation of simple integrals of the following types and problems based on them Definite integrals as</p>	<ul style="list-style-type: none"> <li>• <b>Audio- visual from Extra Marks:</b> (Integrals as inverse of differentiation. Various rules of solving integrals)</li> <li>• <b>Power Point Presentation</b></li> <li>• <b>Chalk</b></li> <li>• <b>Duster</b></li> </ul>	<p><b>Revision Map</b> of Integrals in the form of Flowchart.</p> <p><b>Art Integration:</b> Creativity during activity work under experiential learning</p> <p>Chart to be displayed in the class showing both Differentiation and Integration together.</p> <p><b>Experiential Learning:</b> To evaluate the definite integral as the limit of sum and verify it</p>	<ul style="list-style-type: none"> <li>• <b>Testing with MCQ on daily bases</b></li> <li>• <b>Testing on completion of the chapter</b></li> <li>• <b>Quiz to be conducted on formulae of both differentiation and integration.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Activating Prior Knowledge by Random Questioning related to Trigonometry, Inverse trigonometry and formulae of derivatives.</b></li> <li>• <b>Introducing the topic to be taught after getting</b></li> </ul>	<p>After completion of the chapter the students will</p> <ul style="list-style-type: none"> <li>• <b>Select and apply general rules correctly to solve problems including those in real-life contexts.</b></li> <li>• <b>Understand the concept of inverse differentiation</b></li> </ul>

	<p>a limit of a sum <b>Fundamental Theorem of Calculus (without proof). Basic properties and evaluation of definite integrals.</b></p>	<p>• <b>NCERT Textbook</b></p>	<p>by actual integration.</p> <p><b>Inter Disciplinary Linkage:</b> Physics, Team work, Research work</p> <p><b>Project:</b> Students will prepare presentations in groups on formulae of Indefinite integrals and definite integrals</p>	<ul style="list-style-type: none"> <li>• <b>Assignment :</b> Based on Different types of integrals.</li> <li>Based on Formulae and rules of Integration</li> <li>• <b>Solution of NCERT problems with examples</b></li> </ul>	<p>the expected response from the students.</p> <ul style="list-style-type: none"> <li>• <b>Developing Brainstorming</b></li> <li>• <b>Discussion on concept of Inverse differentiation. Various methods to solve integrals like Substitution, Partial fraction, product rule, Definite integrals etc.</b></li> <li>• <b>Extended Learning</b> ncert.nic.in cbsemathematics.com</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Comprehend Indefinite and Definite Integrals</b></li> <li>• <b>Remember Fundamental Theorem of Calculus</b></li> <li>• <b>Understand basic properties of Definite integrals and their application</b></li> </ul>
<p><b>AUGUST (8 days) TERM 2</b></p>	<p><b><u>APPLICATION OF INTEGRALS</u></b></p> <p>Applications in finding the area under simple curves lines, circles/ parabolas/ellipses</p>	<p>• <b>Audio- visual from Extra Marks:</b> (Various rules of solving integrals. Relating Integrals to an</p>	<p><b>Revision map</b> of concept of integrals and basics of plotting the conics.</p> <p><b>Figure:</b> Plotting of Circle, Parabola, Hyperbola, Straight lines, Ellipse</p>	<ul style="list-style-type: none"> <li>• <b>Testing with MCQ on daily bases</b></li> <li>• <b>Testing on completion of the chapter</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Activating Prior Knowledge by Random Questioning on the topics of Trigonometry, ITF and</b></li> </ul>	<p>After completion of the chapter the students will</p> <ul style="list-style-type: none"> <li>• <b>Understand the concept of finding area under the curves.</b></li> </ul>

	Area between any of the two above said curves	<p>area bounded by the curves)</p> <ul style="list-style-type: none"> <li>• Power Point Presentation</li> <li>• Chalk</li> <li>• Duster</li> <li>• NCERT Textbook</li> </ul>	<p><b>Art Integration:</b> Creativity during plotting of graphs</p> <p><b>Project:</b> Students will prepare presentations in groups on the method of finding the area between any of the two curves</p> <p><b>Inter Disciplinary Linkage:</b> Team work, Research work</p>	<ul style="list-style-type: none"> <li>• <b>Assignment :</b> Based on Different types of integrals. Based on Formulae and rules of integration</li> <li>• <b>Solution of NCERT problems with examples</b></li> </ul>	<p>formulae of Integration.</p> <ul style="list-style-type: none"> <li>• <b>Discussion on concept of integrals. Recapitulation of rules to solve different types of Integrals.</b></li> <li>• <b>After previous knowledge testing the concept of Area under the curve will be introduced.</b></li> <li>• <b>Developing hypothesis by Brainstorming</b></li> <li>• <b>Extended Learning</b> ncert.nic.in cbsemathematics.com</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Comprehend areas under the curves like lines, circles, parabolas and ellipses</b></li> <li>• <b>Remember formulae of integrals.</b></li> <li>• <b>Plot the graphs of different curves and find the required area under the curve</b></li> </ul>
<b>AUGUST (10 days) TERM 2</b>	<b><u>DIFFERENTIAL EQUATIONS</u></b>  <b>Definition</b>	<ul style="list-style-type: none"> <li>• <b>Audio- visual from Extra Marks:</b></li> </ul>	<b>Revision Map</b> of concept of Differentiation and Integration.	<ul style="list-style-type: none"> <li>• <b>Testing with MCQ on daily bases</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Activating Prior Knowledge by Random</b></li> </ul>	<b>After completion of the chapter the students will</b>

	<p><b>Order and degree</b>  <b>General and particular solutions of a differential equation.</b>  <b>Formation of differential equation whose general solution is given.</b>  <b>Solution of differential equations by method of separation of variables,</b>  <b>Solutions of homogeneous differential equations of first order and first degree</b>  <b>Solutions of linear differential equation</b></p>	<p>(Order and degree, Differential equation and different methods of solving Differential equations)</p> <ul style="list-style-type: none"> <li>• <b>Power Point Presentation</b></li> <li>• <b>Chalk</b></li> <li>• <b>Duster</b></li> <li>• <b>NCERT Textbook</b></li> </ul>	<p><b>Project:</b>  Students will prepare a presentation on basic concepts and different methods of solving</p> <p><b>Inter Disciplinary Linkage:</b>  Team work,  Research work</p>	<ul style="list-style-type: none"> <li>• <b>Testing on completion of the chapter</b></li> <li>• <b>Assignments (few questions given based on chapter)</b></li> <li>• <b>Solution of NCERT problems with examples</b></li> </ul>	<p><b>Questioning related to Trigonometry, ITF, Differentiation and Integration</b></p> <ul style="list-style-type: none"> <li>• <b>Introducing the topic to be taught after getting the expected response from the students.</b></li> <li>• <b>Developing hypothesis by Brainstorming</b></li> <li>• <b>Discussion on Order, degree, general solution, particular solution of differential equations. Also Discuss to solve differential equations in three ways.</b></li> <li>• <b>Extended Learning</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Understand the formation of Differential equations</b></li> <li>• <b>Comprehend the general and particular solution of the differential equation.</b></li> <li>• <b>Analyze different types of differential equations and find their solution using suitable methods accordingly</b></li> <li>• <b>Differentiate between Derivates and integrals.</b></li> <li>• <b>Solve homogenous differential equation.</b></li> </ul>
--	--	--	--	---	---	--

					ncert.nic.in cbsemathematics.com	
<b>SEPTEMBER</b>	<b>REVISION, EXAMS &amp; ASSESSMENT</b>					
<b>OCTOBER</b> (12 days) <b>TERM 2</b>	<b><u>PROBABILITY</u></b>  Conditional probability Multiplication theorem on probability Independent events, total probability Bayes' theorem Random variable and its probability distribution Mean and variance of random variable Binomial probability distribution	<ul style="list-style-type: none"> <li>• <b>Audio- visual from Extra Marks:</b> (Concept of Probability, Conditional probability, etc.)</li> <li>• <b>Explanation through Mind Map</b></li> <li>• <b>Power Point Presentation</b></li> <li>• <b>Chalk</b></li> <li>• <b>Duster</b></li> <li>• <b>NCERT Textbook</b></li> </ul>	<p><b>Revision Map</b> of Probability in the form of Flowchart</p> <p><b>Art Integration:</b> Creativity during activity work under experiential learning</p> <p><b>Experiential Learning:</b> To explain the computation of conditional probability of a given event A, when event B has already occurred, through an example of throwing a pair of dice.</p> <p><b>Indoor game:</b> Tossing of coin Rolling of Dice Playing Cards</p> <p><b>Project:</b> Students will prepare presentation on basic concepts of probability</p> <p><b>Inter Disciplinary Linkage:</b> Team work, Research work</p>	<ul style="list-style-type: none"> <li>• <b>Testing with MCQ on daily bases</b></li> <li>• <b>Testing on completion of the chapter</b></li> <li>• <b>Assignment Based on Baye's Theorem and Probability Distribution</b></li> <li>• <b>Solution of NCERT problems with examples</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Activating Prior Knowledge by Random Questioning on sample space, experimental and theoretical probability</b></li> <li>• <b>Introducing the topic to be taught after getting the expected response from the students.</b></li> <li>• <b>Developing hypothesis by Brainstorming</b></li> <li>• <b>Discussion on concept of Probability, usage and</b></li> </ul>	<p>After completion of the chapter the students will</p> <ul style="list-style-type: none"> <li>• <b>Develop mathematical curiosity and use inductive and deductive reasoning when solving problems</b></li> <li>• <b>Understand the concept of Conditional Probability, Multiplication theorem on probability, Total Probability.</b></li> <li>• <b>Analyze Baye's Theorem, Probability distribution</b></li> <li>• <b>Calculate Mean and Variance of the probability distribution.</b></li> </ul>

					<p><b>application of Probability in real life situations.</b></p> <ul style="list-style-type: none"> <li>• <b>Extended Learning</b> ncert.nic.in cbsemathematics.com</li> </ul>	
<b>NOV - DEC</b>	<b><i>REVISION, EXAMS AND ASSESSMENT</i></b>					

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: PHYSICS(042)**  
**Class: XII**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQ s /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<b>March (24)</b>	<p><u>TOPIC:</u> Electric Field and charges</p> <p><u>SUB-TOPIC</u></p> <ul style="list-style-type: none"> <li>• Electric Charges</li> <li>• Conservation of charge,</li> <li>• Coulomb's law-force between two-point charges,</li> <li>• forces between multiple charges;</li> <li>• superposition principle</li> <li>• continuous charge distribution</li> <li>• Electric field, electric field due to a point charge</li> <li>• electric field lines</li> </ul>	<ul style="list-style-type: none"> <li>• Actual objects</li> <li>• Models(electroscope)</li> <li>• pictures</li> <li>• Chalk</li> <li>• Board</li> <li>• PPT</li> <li>• NCERT e - book</li> <li>• <i>Extramarks</i> modules.</li> <li>• Active inspire, white board, open board and digitizer</li> </ul> <p><u>Video:</u></p> <ul style="list-style-type: none"> <li>• Animation on torque acting on a dipole.</li> </ul>	<p><u>Interdisciplinary Linkage:</u></p> <ul style="list-style-type: none"> <li>• Mathematics (Numerical problems and application of concepts.)</li> </ul> <p><u>Art Integration:</u></p> <ul style="list-style-type: none"> <li>• Draw diagrams of electric field at axial and equatorial point and applications of Gauss law Vector form of Coulombs law</li> <li>• Electric field lines for different charge distributions</li> <li>• Electric field and torque due to a dipole</li> <li>• Applications of Gauss law.</li> </ul> <p><b>Graph</b></p> <ul style="list-style-type: none"> <li>• Variation of Electric field with distance.</li> </ul> <p><u>Practical/Activities: -</u></p> <ul style="list-style-type: none"> <li>• How charges are induced Induction using electroscopes. Induction of charges on rubbing and positive and negative charges.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment to be given on Electric field and charges</li> <li>• Daily random oral testing</li> <li>• Written test</li> <li>• Quizzes (MCQs, one word, match, fill in the blanks)</li> <li>• Notebook correction</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Motivation and Brain storming</u> Introduction of the concept. Questions would be asked to check previous knowledge of static electricity.</li> <li>• <u>Lecture and discussion method</u> Meaning of charges and field will be explained with the help of analogies.</li> <li>• <u>Simple to Complex</u> Beginning with basic and easier concepts, more difficult/new concepts will be introduced</li> </ul>	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> <li>• Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</li> <li>• Have been exposed to different processes used in Physics-related industrial and technological applications.</li> <li>• Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills.</li> <li>• Develop problem solving abilities and creative thinking</li> <li>• Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. After going through this chapter students will be able to</li> <li>• Understand the concept of Electric Charges</li> </ul>

	<ul style="list-style-type: none"> <li>• electric dipole</li> <li>• electric field due to a dipole</li> <li>• torque on a dipole in uniform electric field.</li> <li>• Electric flux</li> <li>• statement of Gauss's theorem</li> <li>• its applications to find field due to infinitely long straight wire, uniformly charged infinite plane sheet</li> </ul>		<p><b><u>Experiential learning</u></b></p> <ul style="list-style-type: none"> <li>• Experiences with Frictional electricity</li> <li>• Comparison of this in different weather</li> <li>• Electroscope (nature of charges)</li> <li>• Electrostatic shielding</li> </ul>		<p>subsequently</p> <ul style="list-style-type: none"> <li>• <b><u>Interactive method/Group discussion</u></b> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</li> <li>• <b><u>Problem solving/ Inquiry method</u></b> Providing basic knowledge to solve numerical problems.</li> <li>• <b><u>Explanation</u></b></li> <li>• <b><u>Real life examples</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• Conservation of charge</li> <li>• Know Coulomb's law-force between two-point charges and Superposition principle</li> <li>• Know different Continuous charge distribution.</li> <li>• be able to visualize Electric field</li> <li>• Calculate Electric field due to a point charge</li> <li>• Comprehend Electric field lines and understand their importance.</li> <li>• Know what an electric dipole is (with examples)</li> <li>• Calculate electric field due to a dipole</li> <li>• Calculate Torque on a dipole in uniform electric field.</li> <li>• Understand Electric flux</li> <li>• Statement of Gauss's theorem and its applications</li> <li>• Know how to interpret a graph.</li> </ul>
<p>March (24)</p>	<p><b><u>TOPIC:</u></b> <b>Electrostatics /Electrostatic Potential and Capacitance</b></p> <p><b><u>SUB-TOPIC</u></b></p> <ul style="list-style-type: none"> <li>• Electrostatic Potential and Capacitance</li> <li>• Electric potential,</li> </ul>	<ul style="list-style-type: none"> <li>• Actual objects (capacitors),</li> <li>• Models</li> <li>• pictures</li> <li>• chalk</li> <li>• board</li> <li>• PPT</li> <li>• NCERT e - book</li> <li>• <i>Extramarks</i> modules</li> </ul>	<p><b><u>Interdisciplinary Linkage:</u></b></p> <ul style="list-style-type: none"> <li>• Mathematics (Numerical problems and application of concepts.)</li> </ul> <p><b><u>Art Integration:</u></b></p> <ul style="list-style-type: none"> <li>• Equipotential surfaces, capacitor with dielectrics and conductor.</li> </ul> <p><b><i>Graph</i></b></p>	<ul style="list-style-type: none"> <li>• Assignment to be given</li> <li>• Daily random oral testing</li> <li>• Written test</li> <li>• Quizzes (MCQs, one word, match,</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Motivation and Brain storming</u></b> Introduction of the concept. Questions would be asked to check previous knowledge of Potential.</li> </ul>	<p>After going through this unit students will</p> <ul style="list-style-type: none"> <li>• Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</li> <li>• Have been exposed to different processes used in Physics-related industrial and technological applications.</li> <li>• Be able to develop process-skills and experimental,</li> </ul>



<ul style="list-style-type: none"> <li>• potential difference,</li> <li>• electric potential due to a point charge,</li> <li>• a dipole and system of charges; equipotential surfaces,</li> <li>• Electrical potential energy of a system of two-point charges and of electric dipole in an electrostatic field.</li> <li>• Conductors and insulators,</li> <li>• free charges and bound charges inside a conductor.</li> <li>• Dielectrics and electric polarization</li> <li>• capacitors and capacitance</li> <li>• combination of capacitors in series and in parallel</li> <li>• capacitance of a parallel plate capacitor with and without dielectric</li> </ul>	<ul style="list-style-type: none"> <li>• Active inspire, white board, open board and digitizer</li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>•Capacitors</li> <li>•Dielectric and its effect on capacitance</li> </ul>	<ul style="list-style-type: none"> <li>• Variation of Electric Potential with distance.</li> </ul> <p><b><u>Experiential learning</u></b></p> <ul style="list-style-type: none"> <li>• Example of how stored water can be used all at once.</li> <li>• Demonstration Show different kinds of capacitors to students.</li> </ul> <p><b><u>Practical/Activities: -</u></b></p> <ul style="list-style-type: none"> <li>• Demonstration Show different kinds of capacitors to students.</li> </ul> <p><b><u>Skill assessment</u></b></p> <ul style="list-style-type: none"> <li>• To find out where capacitors are used in homes and understand why they are used.</li> </ul>	<p>fill in the blanks)</p> <ul style="list-style-type: none"> <li>• Notebook correction</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Lecture and discussion method</u></b> Meaning of Capacitors and potential will be explained with the help of analogies.</li> <li>• <b><u>Simple to Complex</u></b> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently.</li> <li>• <b><u>Interactive method/Group discussion</u></b> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</li> <li>• <b><u>Problem solving/ Inquiry method</u></b> Providing basic knowledge to solve numerical problems.</li> </ul>	<p>observational, manipulative, decision making and investigatory skills.</p> <ul style="list-style-type: none"> <li>• Develop problem solving abilities and creative thinking</li> <li>• Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. After going through this chapter students will be able to</li> <li>• Understand the concept of Electric potential and potential difference</li> <li>• Calculate electric potential due to a point charge a dipole and system of charges</li> <li>• Understand the concept of equipotential surfaces and be able to draw them for different charge distributions.</li> <li>• Calculate the electrical potential energy of a system of two-point charges and of electric dipole in an electrostatic field.</li> <li>• Know the difference between the behavior of conductors and insulators inside a capacitor.</li> <li>• Understand and solve problems based on combination of capacitors in series and in parallel</li> <li>• capacitance and a parallel plate capacitor with and</li> </ul>
--	---	---	--	---	---

	<p>medium between the plates</p> <ul style="list-style-type: none"> <li>Energy stored in a capacitor.</li> </ul>				<ul style="list-style-type: none"> <li><b><u>Explanation</u></b></li> <li><b><u>Real life examples</u></b></li> </ul>	<p>without dielectric medium between the plates</p> <ul style="list-style-type: none"> <li>Calculate energy stored in a capacitor.</li> </ul>
<p><b>April (22)</b></p>	<p><b><u>TOPIC:</u></b> <b>Current Electricity</b></p> <p><b><u>SUB-TOPIC</u></b></p> <ul style="list-style-type: none"> <li>Electric current, flow of electric charges in a metallic conductor</li> <li>drift velocity</li> <li>mobility and their relationship with electric current</li> <li>Ohm's law</li> <li>electrical resistance</li> <li>V-I characteristics (linear and non-linear)</li> <li>electrical energy</li> <li>power</li> <li>electrical resistivity</li> <li>conductivity</li> <li>Temperature dependence of resistance.</li> </ul>	<ul style="list-style-type: none"> <li>Actual objects (resistors)</li> <li>Models</li> <li>pictures</li> <li>chalk</li> <li>board</li> <li>PPT</li> <li>NCERT e - book</li> <li><i>Extramarks</i> modules</li> <li>Active inspire, white board, open board and digitizer</li> <li>Videos related to the topics.</li> </ul>	<p><b><u>Interdisciplinary Linkage:</u></b></p> <ul style="list-style-type: none"> <li>Mathematics (Numerical problems and application of concepts.)</li> </ul> <p><b><u>Art Integration:</u></b></p> <p><b><u>Diagrams:</u></b></p> <ul style="list-style-type: none"> <li>Draw diagrams of Kirchoff's rule</li> <li>metre bridge</li> <li>potentiometer</li> </ul> <p><b><u>Graphs</u></b></p> <ul style="list-style-type: none"> <li>Temperature dependence of resistivity.</li> </ul> <p><b><u>Experiential learning</u></b></p> <ul style="list-style-type: none"> <li>Use of electricity in day to day life.</li> <li>How we obtain that electricity, how it reaches our homes.</li> <li>Use of potentiometer in different kinds of instruments</li> <li>Use of Carbon resistors with colour code in different gadgets</li> </ul> <p><b><u>Skill assessment</u></b></p> <ul style="list-style-type: none"> <li>To explore and find how electricity is transmitted to our homes.</li> </ul>	<ul style="list-style-type: none"> <li>Assignment to be given</li> <li>Daily random oral testing</li> <li>Written test</li> <li>Quizzes (MCQs, one word, match, fill in the blanks)</li> <li>Notebook correction</li> </ul>	<ul style="list-style-type: none"> <li><b><u>Motivation and Brain storming</u></b> Introduction of the concept. Questions would be asked to check previous knowledge of Current</li> <li><b><u>Lecture and discussion method</u></b> Meaning of current and resistance will be explained with the help of analogies.</li> <li><b><u>Simple to Complex</u></b> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently</li> </ul>	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> <li>Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</li> <li>Have been exposed to different processes used in Physics-related industrial and technological applications.</li> <li>Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills.</li> <li>Develop problem solving abilities and creative thinking</li> <li>Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. After going through this chapter students will be able to</li> <li>Define Electric current and explain</li> <li>flow of electric charges in a metallic conductor</li> <li>Explain drift velocity</li> <li>calculate mobility</li> </ul>

	<ul style="list-style-type: none"> <li>• Internal resistance of a cell</li> <li>• potential difference and emf of a cell,</li> <li>• combination of cells in series and in parallel,</li> <li>• Kirchoff's laws and simple applications</li> <li>• Wheatstone bridge</li> <li>• <b>Metre bridge (qualitative ideas only)</b></li> <li>• <b>Potentiometer - principle and its applications to measure potential difference and for comparing EMF of two cells; measurement of internal resistance of a cell(qualitative ideas only)</b></li> </ul>		<ul style="list-style-type: none"> <li>• Why is it stepped up and the use of various objects (?) seen with the transmission lines?</li> </ul> <p><b><u>Practicals: -</u></b></p> <ul style="list-style-type: none"> <li>• To find resistance of a given wire using metre bridge and hence determine the resistivity (specific resistance) of its material.</li> <li>• To verify the laws of combination (series/parallel) of resistances using a metre bridge.</li> <li>• To compare the EMF of two given primary cells using potentiometer.</li> <li>• To determine the internal resistance of given primary cell using potentiometer</li> <li>• To verify the Ohms law</li> </ul>		<ul style="list-style-type: none"> <li>• <b><u>Interactive method/Group discussion</u></b> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</li> <li>• <b><u>Problem solving/ Inquiry method</u></b> Providing basic knowledge to solve numerical problems.</li> <li>• <b><u>Explanation</u></b></li> <li>• <b><u>Real life examples</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• State and explain Ohm's law</li> <li>• Explain what electrical resistance is.</li> <li>• Draw V-I characteristics (linear and non-linear)</li> <li>• Define Electrical energy and power</li> <li>• Differentiate between electrical resistivity and conductivity</li> <li>• Understand and apply the concept of series and parallel combinations of resistors</li> <li>• Know about the temperature dependence of resistance Know about internal resistance of a cell, potential difference and emf of a cell</li> <li>• Describe combination of cells in series and in parallel</li> <li>• Apply Kirchoff's laws to simple applications, Wheatstone bridge, metre bridge.</li> <li>• Understand the working of Potentiometer -principle</li> <li>• Apply it to measure potential difference and for comparing EMF of two cells and measurement of internal resistance of a cell and its advantages over voltmeter.</li> </ul>
<p><b>April</b></p>	<p><b>TOPIC:</b> <b>Moving Charges and Magnetism</b></p> <p><b>SUB-TOPIC</b></p> <ul style="list-style-type: none"> <li>• Concept of magnetic field,</li> </ul>	<ul style="list-style-type: none"> <li>• Actual objects</li> <li>• Models</li> <li>• pictures</li> <li>• chalk</li> <li>• board</li> </ul>	<p><b><u>Interdisciplinary Linkage:</u></b></p> <ul style="list-style-type: none"> <li>• Mathematics (Numerical problems and application of concepts.)</li> </ul> <p><b><u>Art Integration:</u></b></p>	<ul style="list-style-type: none"> <li>• Assignment to be given</li> <li>• Daily random oral testing</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Motivation and Brain storming</u></b> Introduction of the concept. Questions would be asked to check</li> </ul>	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> <li>• Be able to strengthen the concepts developed at the secondary stage to provide</li> </ul>

	<ul style="list-style-type: none"> <li>• Oersted's experiment.</li> <li>• Biot - Savart law and its application to current carrying circular loop.</li> <li>• Ampere's law and its applications to</li> <li>• Infinitely long straight wire.</li> <li>• Straight</li> <li>• toroidal solenoids (only qualitative treatment)</li> <li>• force on a moving charge in uniform magnetic fields</li> <li>• Force on a current-carrying conductor in a uniform magnetic field,</li> <li>• force between two parallel current-carrying conductors-</li> <li>• definition of ampere</li> <li>• torque experienced by a current loop in uniform magnetic field</li> </ul>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• NCERT e - book</li> <li>• <i>Extramarks</i> modules</li> <li>• Active inspire, white board, open board and digitizer</li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• Moving coil galvanometer</li> </ul>	<ul style="list-style-type: none"> <li>• Draw diagram of cyclotron, moving coil galvanometer and relevant diagrams for different derivations.</li> </ul> <p><b><u>Experiential learning</u></b></p> <p><b><i>Demonstration</i></b></p> <ul style="list-style-type: none"> <li>• Force acting on a current carrying wire when placed in a magnetic field</li> <li>• Demonstration of magnetic field by solenoid and toroid.</li> </ul> <p><b><u>Practical: -</u></b></p> <ul style="list-style-type: none"> <li>• To determine resistance of a galvanometer by half-deflection method and to find its figure of merit</li> <li>• To convert the given galvanometer (of known resistance and figure of merit) into an ammeter and voltmeter of desired range and to verify the same.</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Quizzes (MCQs, one word, match, fill in the blanks)</li> <li>• Notebook correction</li> </ul>	<p>previous knowledge of Magnetism and magnets.</p> <ul style="list-style-type: none"> <li>• <b><u>Lecture and discussion method</u></b> How current produces magnetic field explained with the help of analogies and examples.</li> <li>• <b><u>Simple to Complex</u></b> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently</li> <li>• <b><u>Interactive method/Group discussion</u></b> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</li> <li>• <b><u>Problem solving/ Inquiry method</u></b></li> </ul>	<p>firm foundation for further learning in the subject.</p> <ul style="list-style-type: none"> <li>• Have been exposed to different processes used in Physics-related industrial and technological applications.</li> <li>• Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills.</li> <li>• Develop problem solving abilities and creative thinking</li> <li>• Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines.</li> </ul> <p>After going through this chapter students will be able to</p> <ul style="list-style-type: none"> <li>• Understand the concept of magnetic field</li> <li>• Know about Oersted's experiment.</li> <li>• State and explain Biot -Savart law and its application to current carrying circular loop.</li> <li>• State and explain Ampere's law and apply it to find magnetic field due to infinitely long straight wire.</li> <li>• Straight and toroidal solenoids (only qualitative treatment)</li> </ul>
--	--	---	---	--	--	--

	<ul style="list-style-type: none"> <li>moving coil galvanometer-its current sensitivity</li> <li>Conversion to ammeter and voltmeter.</li> </ul>				Providing basic knowledge to solve numerical problems. <ul style="list-style-type: none"> <li><b><u>Explanation</u></b></li> <li><b><u>Real life examples</u></b></li> </ul>	<ul style="list-style-type: none"> <li>Calculate force on a moving charge in uniform magnetic and electric fields</li> <li>Calculate force on a current-carrying conductor in a uniform magnetic field and force between two parallel current-carrying conductors</li> <li>Define one ampere,</li> <li>Find Torque experienced by a current loop in uniform magnetic field</li> <li>Have knowledge of moving coil galvanometer-its current sensitivity and conversion to ammeter and voltmeter.</li> </ul>
April (22)	<p><b><u>TOPIC:</u></b> <b>Magnetism and Matter</b></p> <p><b><u>SUB-TOPIC</u></b></p> <ul style="list-style-type: none"> <li>Current loop as a magnetic dipole and its magnetic dipole moment</li> <li>magnetic dipole moment of a revolving electron</li> <li>bar magnet as an equivalent solenoid</li> <li>magnetic field lines</li> <li>Earth's magnetic field and magnetic elements.</li> </ul>	<ul style="list-style-type: none"> <li>Actual objects</li> <li>Models</li> <li>pictures</li> <li>chalk</li> <li>board</li> <li>PPT</li> <li>NCERT e - book</li> <li><i>Extramarks</i> modules</li> <li>Active inspire, white board, open board and digitizer</li> </ul> <p><b><u>Video</u></b></p> <ul style="list-style-type: none"> <li>Earth's magnetic field</li> </ul>	<p><b><u>Interdisciplinary Linkage:</u></b></p> <ul style="list-style-type: none"> <li>Mathematics (Numerical problems and application of concepts.)</li> <li>Geography (longitudes latitudes, equator, poles)</li> </ul> <p><b><u>Art Integration:</u></b></p> <ul style="list-style-type: none"> <li>Draw diagram of earth's magnetism</li> <li>Diagrams relevant to various derivations.</li> </ul> <p><b><u>Experiential learning</u></b></p> <ul style="list-style-type: none"> <li>Using a magnetic needle</li> <li>Make a magnetic needle using a bar magnet.</li> <li>Demonstration of Curie temperature using strong magnets, pin, candle etc.</li> </ul>	<ul style="list-style-type: none"> <li>Assignment to be given</li> <li>Daily random oral testing</li> <li>Written test</li> <li>Quizzes (MCQs, one word, match, fill in the blanks)</li> <li>Notebook correction</li> </ul>	<ul style="list-style-type: none"> <li><b><u>Motivation and Brain storming</u></b> Introduction of the concept. Questions would be asked to check previous knowledge of magnets.</li> <li><b><u>Lecture and discussion method</u></b> Meaning of magnetism will be explained with the help of examples.</li> <li><b><u>Simple to Complex</u></b> Beginning with</li> </ul>	After studying this Unit, the students will <ul style="list-style-type: none"> <li>Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</li> <li>Have been exposed to different processes used in Physics-related industrial and technological applications.</li> <li>Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills.</li> <li>Develop problem solving abilities and creative thinking</li> <li>Develop conceptual competence and make them</li> </ul>

			<p><b><u>Skill assessment</u></b></p> <ul style="list-style-type: none"> <li>To make a table of values of angle of dip at a few different locations on the Earth.</li> </ul>		<p>basic and easier concepts, more difficult/new concepts will be introduced subsequently</p> <ul style="list-style-type: none"> <li><b><u>Interactive method/Group discussion</u></b> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</li> <li><b><u>Problem solving/ Inquiry method</u></b> Providing basic knowledge to solve numerical problems.</li> <li><b><u>Explanation</u></b></li> <li><b><u>Real life examples</u></b></li> </ul>	<p>realize and appreciate the interface of Physics with other disciplines. After going through this chapter students will be able to</p> <ul style="list-style-type: none"> <li>Describe current loop as a magnetic dipole and find its magnetic dipole moment</li> <li>Relate it to revolving electron to find its dipole moment</li> <li>Calculate magnetic field intensity due to a magnetic dipole (bar magnet) along its axis and perpendicular to its axis</li> <li>Find torque on a magnetic dipole in magnetic field</li> <li>Describe bar magnet as an equivalent solenoid, represent magnetic field lines and state their properties</li> <li>Describe earth's magnetic field</li> </ul>
May (10)	<p><b><u>TOPIC:</u></b> <b>Electromagnetic Induction</b></p> <p><b><u>SUB-TOPIC</u></b></p> <ul style="list-style-type: none"> <li>Electromagnetic induction;</li> </ul>	<ul style="list-style-type: none"> <li>Actual objects</li> <li>Models</li> <li>pictures</li> <li>chalk</li> <li>board</li> <li>PPT</li> </ul>	<p><b><u>Interdisciplinary Linkage:</u></b></p> <ul style="list-style-type: none"> <li>Mathematics (Numerical problems and application of concepts.)</li> </ul> <p><b><u>Art Integration:</u></b></p>	<ul style="list-style-type: none"> <li>Assignment to be given</li> <li>Daily random oral testing</li> </ul>	<ul style="list-style-type: none"> <li><b><u>Motivation and Brain storming</u></b> Introduction of the concept. Questions would be asked to check previous</li> </ul>	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> <li>Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</li> </ul>

<ul style="list-style-type: none"> <li>Faraday's laws, induced EMF and current;</li> <li>Lenz's Law,</li> <li>Eddy currents.</li> <li>Self and mutual induction.</li> </ul>	<ul style="list-style-type: none"> <li>NCERT e - book</li> <li><i>Extramarks</i> modules</li> <li>Active inspire, white board, open board and digitizer</li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>Eddy Currents</li> </ul>	<ul style="list-style-type: none"> <li>Draw diagram for self-induction and mutual induction in solenoid.</li> </ul> <p><b><u>Experiential learning</u></b></p> <ul style="list-style-type: none"> <li>Production of Eddy currents in Aluminum lid when magnet is set in oscillation above it.</li> <li>Application in speedometers.</li> <li>Demonstration of Lenz' law using pipes of different materials and magnet</li> <li>Demonstration of self induction using inductor , bulb etc</li> </ul> <p><b><u>Practical/Activity: -</u></b></p> <ul style="list-style-type: none"> <li>Production of Eddy currents in Aluminum lid when magnet is set in oscillation above it.</li> <li>Passing a magnet through 3 different pipes (Cu, Al and PVC) and observing EMI.</li> </ul>	<ul style="list-style-type: none"> <li>Written test</li> <li>Quizzes (MCQs, one word, match, fill in the blanks)</li> <li>Notebook correction</li> </ul>	<p>knowledge from day to day experience.</p> <ul style="list-style-type: none"> <li><b><u>Lecture and discussion method</u></b> Meaning of induction will be explained with the help of analogies/examples</li> <li><b><u>Simple to Complex</u></b> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently</li> <li><b><u>Interactive method/Group discussion</u></b> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</li> <li><b><u>Problem solving/ Inquiry method</u></b> Providing basic knowledge to</li> </ul>	<ul style="list-style-type: none"> <li>Have been exposed to different processes used in Physics-related industrial and technological applications.</li> <li>Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills.</li> <li>Develop problem solving abilities and creative thinking</li> <li>Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. After going through this chapter students will be able to</li> <li>Describe Electromagnetic induction State and explain Faraday's laws, explain induced EMF and current</li> <li>Explain and apply Lenz's Law</li> <li>Describe Eddy currents.</li> <li>Explain self and mutual induction.</li> </ul>
---	---	--	--	--	--

					solve numerical problems. • <b><u>Explanation</u></b> • <b><u>Real life examples</u></b>	
July (20)	<p><b><u>TOPIC:</u></b> <b>Alternating Current</b></p> <p><b><u>SUB-TOPIC</u></b></p> <ul style="list-style-type: none"> <li>• Alternating currents,</li> <li>• peak and RMS value of alternating current/voltage</li> <li>• reactance and impedance</li> <li>• LC oscillations (qualitative treatment only)</li> <li>• LCR series circuit</li> <li>• Resonance</li> <li>• power in AC circuits</li> <li>• AC generator</li> <li>• Transformer</li> <li>• power factor</li> </ul>	<ul style="list-style-type: none"> <li>• Actual objects</li> <li>• Models</li> <li>• pictures</li> <li>• Chalk</li> <li>• Board</li> <li>• PPT</li> <li>• NCERT e - book</li> <li>• <i>Extramarks</i> modules</li> <li>• Active inspire, white board, open board and digitizer</li> </ul> <p><b>Video</b></p> <ul style="list-style-type: none"> <li>• LC Oscillations</li> <li>• Transformers</li> <li>• AC generator</li> </ul>	<p><b><u>Interdisciplinary Linkage:</u></b></p> <ul style="list-style-type: none"> <li>• Mathematics (Numerical problems and application of concepts.)</li> </ul> <p><b><u>Art Integration:</u></b></p> <p><b><i>Diagrams:</i></b></p> <ul style="list-style-type: none"> <li>• Draw phasor diagram of LCR circuit</li> <li>• Transformer</li> <li>• AC generator</li> <li>• Phasor diagrams for R,C,L,RC,RL,LCR circuits</li> </ul> <p><b><i>Graph</i></b></p> <ul style="list-style-type: none"> <li>• Resonant frequency,</li> </ul> <p><b><u>Experiential Learning</u></b></p> <ul style="list-style-type: none"> <li>• Relate topic to their daily observation,</li> <li>• ask them whether they have seen generators, transformer and transmission of electricity</li> <li>• if possible, show these to them</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment to be given</li> <li>• Daily random oral testing</li> <li>• Written test</li> <li>• Quizzes (MCQs, one word, match, fill in the blanks)</li> <li>• Notebook correction</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Motivation and Brain storming</u></b> Introduction of the concept. Questions would be asked to check previous knowledge of AC and DC.</li> <li>• <b><u>Lecture and discussion method</u></b> Meaning of Alternating current will be explained with the help of analogies and how it is used in homes.</li> <li>• <b><u>Simple to Complex</u></b> Beginning with basic and easier concepts, more difficult/new concepts will be</li> </ul>	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> <li>• Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</li> <li>• Have been exposed to different processes used in Physics-related industrial and technological applications.</li> <li>• Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills.</li> <li>• Develop problem solving abilities and creative thinking</li> <li>• Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines.</li> </ul> <p>After going through this Chapter, the students will be able to</p>



			<ul style="list-style-type: none"> <li>• Collect information on how energy is generated and distributed</li> <li>• To open up a charger and see a transformer</li> <li>• Demonstration of Fleming right hand rule using water, cell, nail etc</li> </ul> <p><b><u>Practical:</u></b></p> <ul style="list-style-type: none"> <li>• To find the frequency of AC mains with a sonometer</li> </ul> <p><b><u>Skill Assessment</u></b></p> <ul style="list-style-type: none"> <li>• To find out the frequency of AC mains in India and few other countries</li> </ul>		<p>introduced subsequently</p> <ul style="list-style-type: none"> <li>• <b><u>Interactive method/Group discussion</u></b> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</li> <li>• <b><u>Problem solving/ Inquiry method</u></b> Providing basic knowledge to solve numerical problems.</li> <li>• <b><u>Explanation</u></b></li> <li>• <b><u>Real life examples</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain Alternating currents</li> <li>• Define peak and RMS value of alternating current/voltage</li> <li>• Know what reactance and impedance is</li> <li>• Describe LC oscillations</li> <li>• Have knowledge of LCR series circuit</li> <li>• Know the concept of Resonance</li> <li>• Calculate and explain power in AC circuits</li> <li>• Describe the working of AC generator and transformer.</li> </ul>
July (20)	<p><b><u>TOPIC:</u></b> <b>Electromagnetic Waves</b></p> <p><b><u>SUB-TOPIC</u></b></p> <ul style="list-style-type: none"> <li>• Electromagnetic waves</li> <li>• their characteristics</li> <li>• their Transverse</li> </ul>	<ul style="list-style-type: none"> <li>• Actual objects</li> <li>• Models</li> <li>• pictures</li> <li>• chalk</li> <li>• board</li> <li>• PPT</li> <li>• NCERT e - book</li> <li>• <i>Extramarks</i> modules</li> </ul>	<p><b><u>Interdisciplinary Linkage:</u></b></p> <ul style="list-style-type: none"> <li>• Mathematics (Numerical problems and application of concepts.)</li> </ul> <p><b><u>Art Integration:</u></b></p> <ul style="list-style-type: none"> <li>• EM spectrum</li> </ul> <p><b><u>Experiential Learning</u></b></p>	<ul style="list-style-type: none"> <li>• Assignment to be given</li> <li>• Daily random oral testing</li> <li>• Written test</li> <li>• Quizzes (MCQs, one word, match,</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Motivation and Brain storming</u></b> Introduction of the concept. Questions would be asked to check previous knowledge of waves used in different applications.</li> </ul>	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> <li>• Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</li> <li>• Have been exposed to different processes used in Physics-related industrial and technological applications.</li> </ul>

	<p>nature (qualitative ideas only).</p> <ul style="list-style-type: none"> <li>• Electromagnetic spectrum (radio waves, microwaves, infrared, visible, ultraviolet, X-rays, gamma rays)</li> <li>• Elementary facts about their uses.</li> </ul>	<ul style="list-style-type: none"> <li>• Active inspire, white board, open board and digitizer</li> </ul> <p><b>Video</b></p> <ul style="list-style-type: none"> <li>• Electromagnetic waves and characteristics,</li> <li>• Electromagnetic spectrum.</li> </ul>	<ul style="list-style-type: none"> <li>• Application of EM waves in medicine, microwaves and other common uses.</li> <li>• Demonstration of EM wave using Induction coil</li> </ul> <p><b>Skill Assessment</b></p> <ul style="list-style-type: none"> <li>• Suggest other possible uses</li> </ul>	<p>fill in the blanks)</p> <ul style="list-style-type: none"> <li>• Notebook correction</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lecture and discussion method</b> Meaning of EM waves will be explained with the help of examples</li> <li>• <b>Simple to Complex</b> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently</li> <li>• <b>Interactive method/Group discussion</b> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</li> <li>• <b>Problem solving/ Inquiry method</b> Providing basic knowledge to solve numerical problems.</li> <li>• <b>Explanation</b></li> </ul>	<ul style="list-style-type: none"> <li>• Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills.</li> <li>• Develop problem solving abilities and creative thinking</li> <li>• Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines.</li> </ul> <p>After going through this topic students will</p> <ul style="list-style-type: none"> <li>• Have basic idea of displacement current</li> <li>• Know what electromagnetic waves are, their characteristics, their Transverse nature</li> <li>• Know the electromagnetic spectrum including elementary facts about their uses.</li> </ul>
--	--	---	--	--	--	---

					<ul style="list-style-type: none"> <li>• <b><u>Real life examples</u></b></li> </ul>	
<p><b>August (25)</b></p>	<p><b><u>TOPIC:</u></b> <b>Ray Optics and Optical instruments</b></p> <p><b><u>SUB-TOPIC</u></b></p> <ul style="list-style-type: none"> <li>• Ray Optics:</li> <li>• Refraction of light</li> <li>• total internal reflection</li> <li>• its applications</li> <li>• optical fibers</li> <li>• refraction at spherical surfaces</li> <li>• lenses</li> <li>• thin lens formula</li> <li>• lens maker's formula</li> <li>• magnification</li> <li>• power of a lens</li> <li>• combination of thin lenses in contact</li> <li>• Refraction of light through a prism.</li> <li>• Optical instruments</li> <li>• Microscopes and astronomical</li> </ul>	<ul style="list-style-type: none"> <li>• Actual objects</li> <li>• Models</li> <li>• pictures</li> <li>• chalk</li> <li>• board</li> <li>• PPT</li> <li>• NCERT e - book</li> <li>• <i>Extramarks</i> modules</li> <li>• Active inspire, white board, open board and digitizer</li> <li>• To be shown lenses, prism etc</li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• Dispersion</li> <li>• Microscope</li> <li>• Telescope.</li> </ul>	<p><b><u>Interdisciplinary Linkage:</u></b></p> <ul style="list-style-type: none"> <li>• Mathematics (Numerical problems and application of concepts.)</li> </ul> <p><b><u>Art Integration:</u></b> <b><i>Diagrams:</i></b></p> <ul style="list-style-type: none"> <li>• Image formation</li> <li>• Refraction at curved surface</li> <li>• Lens makers formula</li> <li>• Optical instruments:</li> <li>• Microscope</li> <li>• Telescope</li> </ul> <p><b><u>Experiential Learning</u></b></p> <ul style="list-style-type: none"> <li>• See formation of images with different optical elements (prism, slab, lenses, mirrors) using laser.</li> <li>• Let them use a telescope and microscope.</li> <li>• See TIR in a long cylinder</li> <li>• Application of TIR in endoscope</li> <li>• Application of TIR in optical fibres</li> <li>• Fibres in home</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment to be given</li> <li>• Daily random oral testing</li> <li>• Written test</li> <li>• Quizzes (MCQs, one word, match, fill in the blanks)</li> <li>• Notebook correction</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Motivation and Brain storming</u></b> Introduction of the concept. Questions would be asked to check previous knowledge of lenses and prisms.</li> <li>• <b><u>Lecture and discussion method</u></b> Meaning of charges and field will be explained with the help of analogies and examples.</li> <li>• <b><u>Simple to Complex</u></b> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently</li> </ul>	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> <li>• Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</li> <li>• Have been exposed to different processes used in Physics-related industrial and technological applications.</li> <li>• Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills.</li> <li>• Develop problem solving abilities and creative thinking</li> <li>• Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines.</li> </ul> <p>After studying this chapter students will be able to</p> <ul style="list-style-type: none"> <li>• Describe Reflection of light</li> </ul>

	telescopes (reflecting and refracting) and their magnifying powers.		<ul style="list-style-type: none"> <li>Formation of convex lens using water , transparent sheet etc</li> </ul> <p><b><u>Practical:</u></b></p> <ul style="list-style-type: none"> <li>To find the refractive index of a liquid using convex lens and plane mirror</li> <li>To find the focal length of a concave lens, using a convex lens.</li> <li>To determine angle of minimum deviation for a given prism by plotting a graph between angle of incidence and angle of deviation</li> <li>To find refractive index of a glass slab using travelling microscope.</li> </ul>		<ul style="list-style-type: none"> <li><b><u>Interactive method/Group discussion</u></b> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</li> <li><b><u>Problem solving/ Inquiry method</u></b> Providing basic knowledge to solve numerical problems.</li> <li><b><u>Explanation</u></b></li> <li><b><u>Real life examples</u></b></li> </ul>	<ul style="list-style-type: none"> <li>Know different types of spherical mirrors and their image formation</li> <li>Know the mirror formula</li> <li>Describe refraction of light</li> <li>Explain total internal reflection and its applications, optical fibers, Explain refraction at spherical surfaces</li> <li>Discuss lenses</li> <li>Derive thin lens formula and</li> <li>lens maker's formula, Define magnification, power of a lens, combination of thin lenses in</li> <li>contact,</li> <li>Discuss refraction of light through a prism.</li> <li>Describe Optical instruments: Microscopes and astronomical telescopes (reflecting and refracting) and calculate their magnifying powers.</li> </ul>
August (25)	<p><b><u>TOPIC:</u></b> <b><u>Wave optics:</u></b> <b><u>SUB-TOPIC</u></b></p> <ul style="list-style-type: none"> <li>Wave front</li> <li>Huygens's principle</li> <li>reflection</li> <li>Refraction of plane wave at a plane surface</li> </ul>	<ul style="list-style-type: none"> <li>Actual objects</li> <li>Models</li> <li>pictures</li> <li>chalk</li> <li>board</li> <li>PPT</li> <li>NCERT e - book</li> <li><i>Extramarks</i> modules</li> </ul>	<p><b><u>Interdisciplinary Linkage:</u></b></p> <ul style="list-style-type: none"> <li>Mathematics (Numerical problems and application of concepts.)</li> </ul> <p><b><u>Art Integration:</u></b></p> <ul style="list-style-type: none"> <li>Wave fronts</li> <li>Proof of laws of reflection and refraction</li> </ul>	<ul style="list-style-type: none"> <li>Assignment to be given</li> <li>Daily random oral testing</li> <li>Written test</li> </ul>	<ul style="list-style-type: none"> <li><b><u>Motivation and Brain storming</u></b> Introduction of the concept. Questions would be asked to check previous knowledge of experiences with diffraction and</li> </ul>	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> <li>Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</li> <li>Have been exposed to different processes used in</li> </ul>

	<p>using wave fronts.</p> <ul style="list-style-type: none"> <li>• Proof of laws of reflection refraction using Huygens's principle.</li> <li>• Interference</li> <li>• Young's double slit experiment</li> <li>• expression for fringe width</li> <li>• coherent sources</li> <li>• sustained interference of light</li> <li>• diffraction due to a single slit, width of central maximum</li> </ul>	<ul style="list-style-type: none"> <li>• Active inspire, white board, open board and digitizer</li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• Wavefronts</li> <li>• Interference</li> <li>• Diffraction</li> </ul>	<ul style="list-style-type: none"> <li>• Youngs Double slit experiment</li> </ul> <p><b><u>Experiential learning</u></b></p> <ul style="list-style-type: none"> <li>• Polarisation using polaroid glasses</li> <li>• Diffraction of sound</li> <li>• Bending of water from orifices</li> </ul> <p><b><u>Practical: -</u></b></p> <ul style="list-style-type: none"> <li>• Diffraction at single slit</li> </ul> <p><b><i>Demonstration</i></b></p> <ul style="list-style-type: none"> <li>• Diffraction through slit formed by two blades</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes (MCQs, one word, match, fill in the blanks)</li> <li>• Notebook correction</li> </ul>	<p>polarization.</p> <ul style="list-style-type: none"> <li>• <b><u>Lecture and discussion method</u></b> Meaning of interference will be explained with the help of analogies.</li> <li>• <b><u>Simple to Complex</u></b> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently</li> <li>• <b><u>Interactive method/Group discussion</u></b> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</li> <li>• <b><u>Problem solving/ Inquiry method</u></b> Providing basic knowledge to solve numerical problems.</li> <li>• <b><u>Explanation</u></b></li> </ul>	<p>Physics-related industrial and technological applications.</p> <ul style="list-style-type: none"> <li>• Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills.</li> <li>• Develop problem solving abilities and creative thinking</li> <li>• Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines.</li> </ul> <p>After going through this chapter students will be able to</p> <ul style="list-style-type: none"> <li>• Define Wave front and Huygens's principle</li> <li>• Discuss reflection and refraction of plane wave at a plane surface using wave fronts.</li> <li>• Comprehend Interference Describe Young's double slit experiment and calculate expression for fringe width,</li> <li>• Comprehend coherent sources and sustained interference of light</li> <li>• Describe diffraction due to a single slit, Calculate width of central maximum</li> </ul>
--	---	--	--	--	--	--

					<ul style="list-style-type: none"> <li>• <b><u>Real life examples</u></b></li> </ul>	
<p>September (10)</p>	<p><b>TOPIC:</b> <b>Dual Nature of Radiation and Matter</b></p> <p><b>SUB-TOPIC</b></p> <ul style="list-style-type: none"> <li>• Dual nature of radiation</li> <li>• Photoelectric effect</li> <li>• Hertz and Lenard's observations</li> <li>• Einstein's photoelectric equation</li> <li>• Particle nature of light.</li> <li>• Experimental study of photoelectric effect</li> <li>• Matter waves-wave nature of particles</li> <li>• de-Broglie relation</li> <li>• Davisson-Germer experiment</li> </ul>	<ul style="list-style-type: none"> <li>• Actual objects</li> <li>• Models</li> <li>• pictures</li> <li>• chalk</li> <li>• board</li> <li>• PPT</li> <li>• <i>Extramarks</i> modules</li> <li>• Active inspire, white board, open board and digitizer</li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• Photoelectric effect</li> <li>• Davison-Germer experiment.</li> </ul>	<p><b><u>Interdisciplinary Linkage:</u></b></p> <ul style="list-style-type: none"> <li>• Chemistry</li> <li>• Mathematics (Numerical problems and application of concepts.)</li> </ul> <p><b><u>Art Integration:</u></b></p> <ul style="list-style-type: none"> <li>• Photoelectric effect setup</li> <li>• Davisson Germer experiment setup</li> </ul> <p><b><u>Graphs</u></b></p> <ul style="list-style-type: none"> <li>• Variation of Photoelectric current with intensity, frequency, potential</li> <li>• Variation of Stopping potential with frequency</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment to be given</li> <li>• Daily random oral testing</li> <li>• Written test</li> <li>• Quizzes (MCQs, one word, match, fill in the blanks)</li> <li>• Notebook correction</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Motivation and Brain storming</u></b> Introduction of the concept. Questions would be asked to check previous knowledge of Photoelectric effect.</li> <li>• <b><u>Lecture and discussion method</u></b> Meaning of dual nature will be explained</li> <li>• <b><u>Simple to Complex</u></b> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently</li> <li>• <b><u>Interactive method/Group discussion</u></b> Developing</li> </ul>	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> <li>• Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</li> <li>• Have been exposed to different processes used in Physics-related industrial and technological applications.</li> <li>• Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills.</li> <li>• Develop problem solving abilities and creative thinking</li> <li>• Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines.</li> </ul> <p>After going through this chapter students will be able to</p> <ul style="list-style-type: none"> <li>• Discuss dual nature of radiation</li> <li>• Describe Photoelectric effect</li> </ul>

					<p>hypothesis by: Brainstorming, demonstration and sharing of experiences.</p> <ul style="list-style-type: none"> <li>• <b><u>Problem solving/ Inquiry method</u></b> Providing basic knowledge to solve numerical problems.</li> <li>• <b><u>Explanation</u></b></li> <li>• <b><u>Real life examples</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain Hertz and Lenard's observations</li> <li>• Explain Einstein's photoelectric equation</li> <li>• Describe particle nature of light</li> <li>• Discuss Matter waves-wave nature of particles</li> <li>• Learn and describe de Broglie relation</li> <li>• Davisson-Germer experiment</li> </ul>
<p><b>October (24)</b></p>	<p><b>TOPIC:</b> <b>Atoms</b></p> <p><b>SUB-TOPIC</b></p> <ul style="list-style-type: none"> <li>• Alpha-particle scattering experiment</li> <li>• Rutherford's model of atom</li> <li>• Bohr model</li> <li>• energy levels</li> <li>• Hydrogen spectrum.</li> </ul>	<ul style="list-style-type: none"> <li>• Actual objects</li> <li>• Models</li> <li>• pictures</li> <li>• chalk</li> <li>• board</li> <li>• PPT</li> <li>• <i>Extramarks</i> modules</li> <li>• Active inspire, white board, open board and digitizer</li> </ul> <p><i>Video</i></p>	<p><b><u>Interdisciplinary Linkage:</u></b></p> <ul style="list-style-type: none"> <li>• Mathematics (Numerical problems and application of concepts.)</li> <li>• Chemistry</li> </ul> <p><b><u>Art Integration:</u></b></p> <ul style="list-style-type: none"> <li>• Rutherford scattering experiment</li> <li>• Energy levels Spectrum</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment to be given</li> <li>• Daily random oral testing</li> <li>• Written test</li> <li>• Quizzes (MCQs, one word, match, fill in the blanks)</li> <li>• Notebook correction</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Motivation and Brain storming</u></b> Introduction of the concept. Questions would be asked to check previous knowledge of atoms.</li> <li>• <b><u>Lecture and discussion method</u></b> Meaning of energy levels will be explained.</li> </ul>	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> <li>• Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</li> <li>• Have been exposed to different processes used in Physics-related industrial and technological applications.</li> <li>• Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills.</li> </ul>

		<ul style="list-style-type: none"> <li>• Rutherford's model</li> <li>• Bohr model</li> </ul>			<ul style="list-style-type: none"> <li>• <b><u>Simple to Complex</u></b> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently</li> <li>• <b><u>Interactive method/Group discussion</u></b> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</li> <li>• <b><u>Problem solving/ Inquiry method</u></b> Providing basic knowledge to solve numerical problems.</li> <li>• <b><u>Explanation</u></b></li> <li>• <b><u>Real life examples</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• Develop problem solving abilities and creative thinking</li> <li>• Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines.</li> </ul> <p>After going through this chapter, the students will be able to</p> <ul style="list-style-type: none"> <li>• Understand the Alpha-particle scattering experiment</li> <li>• Describe Rutherford's model of atom and understand its limitations</li> <li>• Discuss and explain Bohr model and relate it to de Broglie hypothesis</li> <li>• Describe energy levels</li> <li>• Discuss hydrogen spectrum, different series and calculate the energy and radii of different energy levels</li> </ul>
October (24)	TOPIC: Nuclei	<ul style="list-style-type: none"> <li>• Actual objects</li> <li>• Models</li> </ul>	<b><u>Interdisciplinary Linkage:</u></b> <ul style="list-style-type: none"> <li>• Mathematics</li> <li>• Chemistry</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment to be given</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Motivation and Brain storming</u></b> Introduction of</li> </ul>	<p>After studying this Unit, the students will</p>



	<p><u>SUB-TOPIC</u></p> <ul style="list-style-type: none"> <li>• Composition and size of nucleus</li> <li>• Nuclear force</li> <li>• Mass-energy relation</li> <li>• mass defect</li> <li>• nuclear fission</li> <li>• Nuclear fusion.</li> <li>• Mass-energy relation</li> <li>• mass defect</li> </ul>	<ul style="list-style-type: none"> <li>• pictures</li> <li>• chalk</li> <li>• board</li> <li>• PPT</li> <li>• <i>Extramarks</i> modules</li> <li>• Active inspire, white board, open board and digitizer</li> </ul> <p><i>Video</i> Nuclear Reactor Bomb dropped in Hiroshima</p>	<p><b><u>Art Integration:</u></b> Nuclear force Vs separation curve</p> <p><b><u>Experiential learning</u></b></p> <ul style="list-style-type: none"> <li>• Various methods of energy generation (hydroelectric, thermal, nuclear) which of these have they seen,</li> <li>• If possible, arrange a visit.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily random oral testing</li> <li>• Written test</li> <li>• Quizzes (MCQs, one word, match, fill in the blanks)</li> <li>• Notebook correction</li> </ul>	<p>the concept. Questions would be asked to check previous knowledge of Nucleons and nuclear energy.</p> <ul style="list-style-type: none"> <li>• <b><u>Lecture and discussion method</u></b> Meaning of fusion and fission will be explained with the help of analogies.</li> <li>• <b><u>Simple to Complex</u></b> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently</li> <li>• <b><u>Interactive method/Group discussion</u></b> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</li> <li>• Have been exposed to different processes used in Physics-related industrial and technological applications.</li> <li>• Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills.</li> <li>• Develop problem solving abilities and creative thinking</li> <li>• Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines.</li> <li>• Define and explain nuclear fission, nuclear fusion.</li> </ul>
--	--	---	---	---	---	---

					<ul style="list-style-type: none"> <li>• <b><u>Problem solving/ Inquiry method</u></b> Providing basic knowledge to solve numerical problems.</li> <li>• <b><u>Explanation</u></b></li> <li>• <b><u>Real life examples</u></b></li> </ul>	
October (24)	<p><b>TOPIC:</b> <b>Electronic Devices</b></p> <p><b>SUB-TOPIC</b></p> <ul style="list-style-type: none"> <li>• Semiconductor</li> <li>• Electronics</li> <li>• Materials</li> <li>• Devices and Simple Circuits</li> <li>• Energy bands in conductors</li> <li>• semiconductors and insulators (qualitative ideas only)</li> <li>• Semiconductor diode</li> <li>• I-V characteristics in forward and reverse bias</li> <li>• diode as a rectifier</li> </ul>	<ul style="list-style-type: none"> <li>• Actual objects (Students to be shown elements like diodes and transistors)</li> <li>• Models</li> <li>• pictures</li> <li>• chalk</li> <li>• board</li> <li>• PPT</li> <li>• <i>Extramarks</i> modules</li> <li>• Active inspire, white board, open board and digitizer</li> </ul> <p><b>Video</b></p> <ul style="list-style-type: none"> <li>• LED</li> </ul>	<p><b><u>Interdisciplinary Linkage:</u></b></p> <ul style="list-style-type: none"> <li>• Mathematics</li> <li>• IP</li> </ul> <p><b><u>Art Integration:</u></b></p> <p><b><i>Diagrams</i></b></p> <ul style="list-style-type: none"> <li>• VI characteristics of PN junction diode</li> <li>• Solar cell</li> <li>• Photodiode</li> <li>• Transistor</li> </ul> <p><b><i>Diagram</i></b></p> <p>Doping of semiconductors Circuit diagrams of Junction diode</p> <p><b><u>Practical:</u> -</b></p> <ul style="list-style-type: none"> <li>• To draw the I-V characteristic curve of a p-n junction in forward bias and reverse bias.</li> </ul> <p><b><u>Skill Assessment</u></b></p> <ul style="list-style-type: none"> <li>• Make a list of basic gadgets at home which use</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment to be given</li> <li>• Daily random oral testing</li> <li>• Written test</li> <li>• Quizzes (MCQs, one word, match, fill in the blanks)</li> <li>• Notebook correction</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Motivation and Brain storming</u></b> Introduction of the concept. Questions would be asked to check previous knowledge of semiconductors in daily life.</li> <li>• <b><u>Lecture and discussion method</u></b> Meaning of diodes and semiconductors will be explained with the help real objects</li> <li>• <b><u>Simple to Complex</u></b> Beginning with</li> </ul>	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> <li>• Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</li> <li>• Have been exposed to different processes used in Physics-related industrial and technological applications.</li> <li>• Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills.</li> <li>• Develop problem solving abilities and creative thinking</li> <li>• Develop conceptual competence and make them realize and appreciate the</li> </ul>

	<ul style="list-style-type: none"> <li>• Special purpose p-n junction diodes</li> <li>• LED, photodiode, solar cell.</li> </ul>	Photodiode Solar cell	semiconductors (diodes transistors, ICs etc)  <u><b>Experiential Learning:-</b></u> <ul style="list-style-type: none"> <li>• Setting up small water pump which works on solar power.</li> <li>• Variation in the colour produced in the LED on changing the amount of current.</li> </ul>		basic and easier concepts, more difficult/new concepts will be introduced subsequently <ul style="list-style-type: none"> <li>• <u><b>Interactive method/Group discussion</b></u> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</li> <li>• <u><b>Problem solving/ Inquiry method</b></u> Providing basic knowledge to solve numerical problems.</li> <li>• <u><b>Explanation</b></u></li> <li>• <u><b>Real life examples</b></u></li> </ul>	interface of Physics with other disciplines.  After going through this chapter students will be able to <ul style="list-style-type: none"> <li>• Describe Energy bands in conductors, semiconductors and insulators</li> <li>• Describe Semiconductor diode - I-V characteristics in forward and reverse bias, diode as a rectifier</li> </ul>
--	---	--------------------------	---	--	--	--

**PINEGROVE SCHOOL, DHARAMPUR**

Affiliation No. 630044; School Code: 43035

**Annual Pedagogy Plan: BIOLOGY**

**Class: XII**

**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
March 5	<ul style="list-style-type: none"> <li>• <b>Unit- VI- Reproduction (Periods-30)</b></li> <li>• <b>Chapter-1: Reproduction in Organisms</b></li> <li>• 1. Reproduction, a characteristic feature of all organisms for continuation of species.</li> <li>• 2. Modes of reproduction- asexual and sexual reproduction.</li> <li>• 3. Asexual reproduction - binary fission, sporulation, budding, gemmule formation,</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Chalk Board in collaboration with digital methods</li> <li>• Duster</li> <li>• Colored chalks</li> <li>• PPT</li> <li>• Modules on Extra marks Teaching software</li> <li>• Flowcharts</li> <li>• Concept Maps</li> <li>• Virtual Lab</li> <li>• e-book</li> </ul>	<ul style="list-style-type: none"> <li>• Collection of plants showing vegetative propagation e.g. Runners in Grasses</li> <li>• Investigatory Project on Life Spans of various organisms.</li> <li>• Making slide of Rhizopus (Fungus) to see the fruiting bodies which help in asexual reproduction through spores.</li> </ul>	<ul style="list-style-type: none"> <li>• The learning outcome will be assessed with written class test and oral tests.</li> <li>• <b>Assignments</b> based on previous years' board questions and NCERT questions.</li> <li>• MCQs based on the topics taught every day in the class.</li> <li>• <b>Case Study</b> and questions based on it for practice.</li> <li>• <b>Assertion and Reasoning</b> based questions.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Developing knowledge of concept by:</b></li> <li>• The teacher will do previous knowledge testing on the topic of Reproduction from class 10.</li> <li>• The teacher will keep on throwing statements related to reasons, consequences and ways to find solutions to the Problem.</li> <li>• The teacher would develop the concepts of the topics with textbook sequence by lecture method, flip method,</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to understand about</li> <li>• Characteristic features of all organisms for continuation of species.</li> <li>• modes of reproduction,</li> <li>• asexual reproduction - binary fission, sporulation, budding, gemmule formation,</li> <li>• Fragmentation.</li> <li>• Vegetative propagation in plants.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>4. Fragmentation; vegetative propagation in plants.</li> </ul>				brainstorming and discussion. <ul style="list-style-type: none"> <li>In the end of chapter recapitulation with the help of flow charts.</li> <li><b>Videos;</b></li> <li>Types of reproduction</li> <li>Phases of sexual reproduction</li> <li>Asexual reproduction</li> <li><a href="https://www.youtube.com/watch?v=Mxmu3phxSHw">https://www.youtube.com/watch?v=Mxmu3phxSHw</a></li> </ul>	
March 12	<ul style="list-style-type: none"> <li><b>Chapter-2: Sexual Reproduction in Flowering Plants</b></li> <li>1. Flower structure; development of male and female gametophytes;</li> <li>2. Pollination - types, agencies and examples;</li> <li>3. Outbreeding devices.</li> </ul>	<ul style="list-style-type: none"> <li>Use of Chalk Board in collaboration with digital methods</li> <li>Duster</li> <li>Colored chalks</li> <li>PPT</li> <li>Modules on Extra marks Teaching software</li> <li>Flowcharts</li> <li>Concept Maps</li> <li>Virtual Lab</li> <li>e-book</li> </ul>	<ul style="list-style-type: none"> <li><b>Art Integration:</b></li> <li>Model of Flower</li> <li><b>Practical's:</b></li> <li>Laboratory activities- 1.Study pollen germination on a slide.</li> <li><a href="https://www.youtube.com/watch?v=Su6fxJQ5q3o&amp;t=2s">https://www.youtube.com/watch?v=Su6fxJQ5q3o&amp;t=2s</a></li> <li>2. Flowers adapted to</li> </ul>	<ul style="list-style-type: none"> <li>The learning outcome will be assessed with written class test and oral tests.</li> <li><b>Assignments</b> based on previous years' board questions and NCERT questions.</li> <li>MCQs based on the topics taught every day in the class.</li> </ul>	<b>To develop the understanding of the concept by:</b> <ul style="list-style-type: none"> <li>Discussions.</li> <li>Assignments</li> <li>Brainstorming by HOTS on Gametogenesis syngamy, triple fusion and endosperm formation.</li> <li>Understanding of concept by extra</li> </ul>	<ul style="list-style-type: none"> <li>The students will be able to explain</li> <li>the different terms like microsporogenesis, megasporogenesis, double fertilization , autogamy, geitonogamy ,xenogamy ,apomixis, nucellus, synergids etc. with examples</li> <li>Differentiate b/w self-pollination and cross-pollination.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>4. Pollen-pistil interaction.</li> <li>5. Double fertilization; post fertilization events</li> <li>6. Development of endosperm and embryo,</li> <li>7. Development of seed and formation of fruit.</li> <li>8. Special modes- apomixis, parthenocarpy, polyembryony.</li> <li>9. Significance of seed dispersal and fruit formation.</li> </ul>		<ul style="list-style-type: none"> <li>pollination by different agencies (wind, insect, bird).</li> <li>3. Pollen germination on stigma through a permanent</li> <li>4. Controlled pollination - emasculation, tagging and bagging.</li> <li><a href="https://www.youtube.com/watch?v=zTT3WNSa8A">https://www.youtube.com/watch?v=zTT3WNSa8A</a></li> </ul>	<ul style="list-style-type: none"> <li><b>Case Study</b> and questions based on it for practice.</li> <li><b>Assertion and Reasoning</b> based questions.</li> </ul>	<ul style="list-style-type: none"> <li>marks videos related to the topic.</li> <li>Activity based learning</li> <li>Flip teaching</li> <li>Concrete to abstract</li> <li>Demonstration methods</li> <li><b>Videos:</b></li> <li>Structure of flower</li> <li>Pollination, Fertilization in plants.</li> <li>Pollen-pistil interaction</li> </ul>	<ul style="list-style-type: none"> <li>Answer reasoning facts on pollination and double-fertilization.</li> <li>Practical outcome: The students will be able to understand the ecological value of flora on earth.</li> </ul>
April 9	<ul style="list-style-type: none"> <li><b>Chapter-3: Human Reproduction</b></li> <li>1. Male and female reproductive systems;</li> <li>2. Microscopic anatomy of testis and ovary;</li> </ul>	<ul style="list-style-type: none"> <li>Use of Chalk Board in collaboration with digital methods</li> <li>Duster</li> <li>Colored chalks</li> <li>PPT</li> <li>Modules on Extra marks Teaching software</li> <li>Flowcharts</li> <li>Concept Maps</li> </ul>	<ul style="list-style-type: none"> <li><b>Art Integration:</b></li> <li>Charts of reproductive systems</li> <li>Implantation</li> <li>Placenta formation</li> <li><b>Practical's:</b></li> <li>1. Observation of the permanent</li> </ul>	<ul style="list-style-type: none"> <li>The learning outcome will be assessed with written class test and oral tests.</li> <li><b>Assignments</b> based on previous years' board questions and NCERT questions.</li> </ul>	<ul style="list-style-type: none"> <li><b>Developing knowledge of concept by:</b></li> <li>The session would begin with pre knowledge testing of class 10<sup>th</sup> about how do organisms reproduce?</li> </ul>	<ul style="list-style-type: none"> <li>The students will be able to explain the different terms like spermatogenesis, oogenesis, spermatids, ovulation etc.</li> <li>Differentiate b/w spermatogenesis and oogenesis.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>3. Gametogenesis - spermatogenesis and oogenesis;</li> <li>4. Menstrual cycle;</li> <li>5. Fertilisation,</li> <li>6. Embryo development up to blastocyst formation,</li> <li>7. Implantation;</li> <li>8. Pregnancy and placenta formation</li> <li>9. Parturition;</li> <li>10. Lactation</li> </ul>	<ul style="list-style-type: none"> <li>Virtual Lab</li> <li>e-book</li> </ul>	<ul style="list-style-type: none"> <li>slides of T.S. of ovary, T.S. of Testis,</li> <li>2. T.S. of Blastula,</li> <li>3. Meiosis in onion bud cell or grasshopper testis through permanent slides.</li> </ul>	<ul style="list-style-type: none"> <li>MCQs based on the topics taught every day in the class.</li> <li><b>Case Study</b> and questions based on it for practice.</li> <li><b>Assertion and Reasoning</b> based questions.</li> </ul>	<ul style="list-style-type: none"> <li>The students are told to use textbooks/ web resources to explore different topics</li> <li>In the end of chapter recapitulation with the help of flow charts.</li> <li>The <b>Videos</b> are shown to get the insight of the topic on:</li> <li>Male and female reproductive systems;</li> <li>Spermatogenesis, oogenesis;</li> <li>menstrual cycle</li> <li><a href="https://www.youtube.com/watch?v=3Lt9I5LrWZw">https://www.youtube.com/watch?v=3Lt9I5LrWZw</a></li> </ul>	<ul style="list-style-type: none"> <li>Answer reasoning facts on various concepts related to human reproduction.</li> <li>Draw labelled diagrams of male and female reproductive system, sperm, ova, etc.</li> <li>Practical outcome The students will understand about the reproductive health in human beings.</li> </ul>
<b>April 4</b>	<ul style="list-style-type: none"> <li><b>Chapter-4: Reproductive Health</b></li> <li>1. Need for reproductive health and</li> </ul>	<ul style="list-style-type: none"> <li>Use of Chalk Board in collaboration with digital methods</li> <li>Duster</li> <li>Colored chalks</li> <li>PPT</li> </ul>	<ul style="list-style-type: none"> <li>Investigatory project on Infertility and ART including IVF.</li> </ul>	<ul style="list-style-type: none"> <li>The learning outcome will be assessed with written class test and oral tests.</li> </ul>	<p><b>To develop the understanding of the concept by:</b></p> <ul style="list-style-type: none"> <li>Describing objective of the</li> </ul>	<ul style="list-style-type: none"> <li>The students will be able to explain about Reproductive Health with respect to problems and strategies</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	prevention of Sexually Transmitted Diseases (STDs); <ul style="list-style-type: none"> <li>• 2. Birth control - need and methods,</li> <li>• 3. Contraception and medical termination of pregnancy (MTP);</li> <li>• 4. Amniocentesis;</li> <li>• 5. Infertility and assisted reproductive technologies - IVF, ZIFT, GIFT</li> </ul>	<ul style="list-style-type: none"> <li>• Modules on Extra marks Teaching software</li> <li>• Flowcharts</li> <li>• Concept Maps</li> <li>• Virtual Lab</li> <li>• e-book</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Diagrams:</b></li> <li>• Vasectomy</li> <li>• Tubectomy</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Assignments</b> based on previous years' board questions and NCERT questions.</li> <li>• MCQs based on the topics taught every day in the class.</li> <li>• <b>Case Study</b> and questions based on it for practice.</li> <li>• <b>Assertion and Reasoning</b> based questions.</li> </ul>	chapter to the students. <ul style="list-style-type: none"> <li>• The students are tested for the previous knowledge related with Population explosion in our country.</li> <li>• The concept is developed by discussion with students.</li> <li>• The students are shown <b>Videos</b> to get the insight of the topic on:</li> <li>• Methods of contraception and medical (MTP);</li> <li>• amniocentesis;</li> <li>• infertility and assisted reproductive technologies - IVF, ZIFT, GIFT</li> <li>• <a href="https://www.youtube.com/watch?v=3ILmYLdqd8">https://www.youtube.com/watch?v=3ILmYLdqd8</a></li> </ul>	<ul style="list-style-type: none"> <li>• describe the various factors related to Population Explosion and also explain the different ways of Birth Control methods</li> <li>• explain the process of Medical Termination of Pregnancy in brief</li> <li>• state the causes of Sexually Transmitted Diseases</li> <li>• explain the factors causing Infertility</li> </ul>



Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
April 14	<ul style="list-style-type: none"> <li>• <b>Unit-VII- Genetics and Evolution (Periods-40)</b></li> <li>• <b>Chapter-5: Principles of Inheritance and Variations</b></li> <li>• Heredity and variation: Mendelian inheritance;</li> <li>• deviations from Mendelism – incomplete dominance, co-dominance,</li> <li>• Multiple alleles and inheritance of blood groups,</li> <li>• 4.Pleiotropy;</li> <li>• 5.Elementary idea of polygenic inheritance;</li> <li>• 6.Chromosome theory of inheritance; chromosomes and genes;</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Chalk Board in collaboration with digital methods</li> <li>• Duster</li> <li>• Colored chalks</li> <li>• PPT</li> <li>• Modules on Extra marks Teaching software</li> <li>• Flowcharts</li> <li>• Concept Maps</li> <li>• Virtual Lab</li> <li>• e-book</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Practical's:</b></li> <li>• Meiosis in onion bud cell or grasshopper testis through permanent slides.</li> <li>• 2. Mendelian inheritance using seeds of different color and sizes of any plant.</li> <li>• Prepared pedigree charts of any one of the genetic traits such as rolling of tongue, blood groups, ear lobes, widow's peak and colorblindness.</li> <li>• <b>Mathematical calculation</b> to understand Binomial expression of Genotypic ratio of Monohybrid cross</li> </ul>	<ul style="list-style-type: none"> <li>○</li> <li>• The learning outcome will be assessed with written class test and oral tests.</li> <li>• <b>Assignments</b> based on previous years' board questions and NCERT questions.</li> <li>• MCQs based on the topics taught Every day in the class.</li> <li>• Practice of crosses with different situations.</li> <li>• <b>Case Study</b> and questions based on it for practice.</li> <li>• <b>Assertion and Reasoning</b> based questions.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Developing knowledge of concept by:</b></li> <li>• The teacher will do previous knowledge testing on the topic of heredity and variations.</li> <li>• The teacher will keep on throwing statements related to reasons, consequences and ways to find solutions to the Problem.</li> <li>• The teacher would develop the concepts of the topics with textbook sequence by lecture method, flip method, brainstorming and discussion.</li> <li>• In the end of chapter recapitulation with the help of flow charts.</li> <li>• <b>Videos:</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to understand</li> <li>• Mendelian inheritance; incomplete dominance,</li> <li>• co-dominance,</li> <li>• multiple alleles and inheritance of blood groups,</li> <li>• pleiotropy;</li> <li>• elementary idea of polygenic inheritance;</li> <li>• chromosome theory of inheritance;</li> <li>• chromosomes and genes;</li> <li>• Sex determination -</li> <li>• in humans, birds and honey bee;</li> <li>• linkage and crossing over;</li> <li>• sex linked inheritance - haemophilia, colour blindness;</li> <li>• Mendelian disorders in humans - thalassemia; chromosomal disorders in humans;</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>7. Sex determination - in humans, birds and honey bee;</li> <li>8. Linkage and crossing over;</li> <li>9. Sex linked inheritance - haemophilia, colour blindness;</li> <li>10. Mendelian disorders in humans - thalassemia; chromosomal disorders in humans; Down's syndrome, Turner's and Klinefelter's syndrome</li> </ul>		<ul style="list-style-type: none"> <li><b>Giving students a project</b> on collecting data on rolling of tongue in human beings. After collecting information, the students are asked to calculate the ratio of human beings who can roll the tongue and who cannot.</li> </ul>		<ul style="list-style-type: none"> <li>Modules on Mendelian crosses,</li> <li>Polygenic Inheritance</li> <li><a href="https://www.youtube.com/watch?v=gEJdK3S-jxg">https://www.youtube.com/watch?v=gEJdK3S-jxg</a></li> <li>Pleiotropy</li> <li>Mutations</li> <li>Pedigree Analysis</li> <li>Chromosomal Theory of Inheritance</li> <li>Mendelian disorders,</li> <li><a href="https://www.youtube.com/watch?v=-9rFL6CMrMk">https://www.youtube.com/watch?v=-9rFL6CMrMk</a></li> <li>Chromosomal Disorders</li> </ul>	<ul style="list-style-type: none"> <li>Down's syndrome, Turner's and Klinefelter's syndrome</li> <li>Practical outcome The students will understand that how is human genetics different from genetics of other organisms.</li> </ul>
May 14	<ul style="list-style-type: none"> <li><b>Chapter-6: Molecular Basis of Inheritance</b></li> <li>1. Search for genetic material and DNA as</li> </ul>	<ul style="list-style-type: none"> <li>Use of Chalk Board in collaboration with digital methods</li> <li>Duster</li> <li>Colored chalks</li> <li>PPT</li> </ul>	<ul style="list-style-type: none"> <li><b>Project</b> on DNA Fingerprinting</li> <li><b>Art Integration:</b></li> <li>Model of DNA,</li> <li><b>Diagrams</b> of:</li> <li>DNA Replication</li> <li>Transcription</li> </ul>	<ul style="list-style-type: none"> <li>The learning outcome will be assessed with written class test and oral tests.</li> <li><b>Assignments</b> based on previous years' board questions and NCERT questions.</li> </ul>	June	Revision, Exam and Assessment

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>genetic material;</li> <li>2. Structure of DNA and RNA; DNA packaging;</li> <li>3. DNA replication;</li> <li>4. Central dogma;</li> <li>5. Transcription,</li> <li>6. Genetic code,</li> <li>7. Translation;</li> <li>8. Gene expression and regulation -lac operon;</li> <li>9. Genome and human and rice genome projects;</li> <li>10. DNA fingerprinting</li> </ul>	<ul style="list-style-type: none"> <li>Modules on Extra marks Teaching software</li> <li>Flowcharts</li> <li>Concept Maps</li> <li>Virtual Lab</li> <li>e-book</li> </ul>	<ul style="list-style-type: none"> <li>Translation</li> <li>Lac Operon</li> <li><b>Mathematical calculation</b> to understand <b>Chargaff's Rule</b></li> </ul>	<ul style="list-style-type: none"> <li>MCQs based on the topics taught every day in the class.</li> <li><b>Case Study</b> and questions based on it for practice.</li> <li><b>Assertion and Reasoning</b> based questions.</li> </ul>		
May-June	<b>Revision, Exam and Assessment</b>	-	-	-	-	-
July 12	<ul style="list-style-type: none"> <li><b>Chaptetr-7: Evolution</b></li> <li>1. Origin of life;</li> <li>2. Biological evolution</li> </ul>	<ul style="list-style-type: none"> <li>Use of Chalk Board in collaboration with digital methods</li> <li>Duster</li> <li>Colored chalks</li> <li>PPT</li> </ul>	<ul style="list-style-type: none"> <li><b>Art Integration:</b></li> <li>Charts of Homologous and Analogous organs</li> </ul>	<ul style="list-style-type: none"> <li>The learning outcome will be assessed with written class test and oral tests.</li> </ul>	<ul style="list-style-type: none"> <li><b>Developing knowledge of concept by:</b></li> <li>The session would begin with</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to understand</li> <li>Biological evolution and evidences for biological evolution</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>• 3.Evidences for biological evolution</li> <li>• 4.Darwin's contribution,</li> <li>• 5.Modern synthetic theory of evolution;</li> <li>• 6. Mechanism of evolution - variation and natural selection with examples,</li> <li>• 7. Types of natural selection;</li> <li>• 8.Gene flow and genetic drift;</li> <li>• 9.Hardy - Weinberg's principle;</li> <li>• 10.Adaptive radiation;</li> <li>• 11. Human evolution.</li> </ul>	<ul style="list-style-type: none"> <li>• Modules on Extra marks Teaching software</li> <li>• Flowcharts</li> <li>• Concept Maps</li> <li>• Virtual Lab</li> <li>• e-book</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures of human skulls</li> <li>• <b>Diagrams</b> of Adaptive radiation</li> <li>• <b>Graphs</b> of three different types of Natural selection</li> <li>• <b>Mathematical calculation</b> in Hardy Weinberg's Principle</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Assignments</b> based on previous years' board questions and NCERT questions.</li> <li>• MCQs based on the topics taught every day in the class.</li> <li>• <b>Case Study</b> and questions based on it for practice.</li> <li>• <b>Assertion and Reasoning</b> based questions.</li> </ul>	<p>pre knowledge testing about Speciation and Natural selection.</p> <ul style="list-style-type: none"> <li>• The students are told to use textbooks/ web resources to explore different topics</li> <li>• In the end of chapter recapitulation with the help of flow charts.</li> <li>• The <b>Videos</b> are shown to get the insight of the topic on:</li> <li>• Origin of life; mutation and recombination) and natural selection</li> <li>• Gene flow and genetic drift,</li> <li>• Hardy - Weinberg's principle,</li> <li>• Adaptive radiation,</li> <li>• <a href="https://www.youtube.com/watch?v=rMCP2n7VXH8">https://www.youtube.com/watch?v=rMCP2n7VXH8</a></li> </ul>	<ul style="list-style-type: none"> <li>• Darwin's contribution, modern synthetic theory of evolution;</li> <li>• Mechanism of evolution -variation and natural selection with examples,</li> <li>• Types of natural selection;</li> <li>• Gene flow and genetic drift;</li> <li>• Hardy -Weinberg's principle; adaptive radiation;</li> <li>• Human evolution.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<ul style="list-style-type: none"> <li>Human evolution</li> <li><a href="https://www.youtube.com/watch?v=xAXs0su300">https://www.youtube.com/watch?v=xAXs0su300</a></li> </ul>	
July 15	<ul style="list-style-type: none"> <li><b>Unit-IX Biotechnology and Its Applications (Periods-30)</b></li> <li><b>Chapter11:Biotechnology - Principles and processes</b></li> <li>Genetic Engineering (Recombinant DNA Technology).</li> <li>2.Functioning of Molecular Scissors</li> <li>Isolation of DNA from plant material</li> <li>Gel Electrophoresis</li> </ul>	<ul style="list-style-type: none"> <li>Use of Chalk Board in collaboration with digital methods</li> <li>Duster</li> <li>Colored chalks</li> <li>PPT</li> <li>Modules on Extra marks Teaching software</li> <li>Flowcharts</li> <li>Concept Maps</li> <li>Virtual Lab</li> <li>e-book</li> </ul>	<ul style="list-style-type: none"> <li><b>Practical:</b></li> <li>Isolate DNA from available plant material such as spinach, green pea seeds, papaya</li> <li><a href="https://www.youtube.com/watch?v=a7cTlZpj--0">https://www.youtube.com/watch?v=a7cTlZpj--0</a></li> <li><b>Diagrams-</b></li> <li>Activity of molecular scissors,</li> <li>Recombinant DNA technology</li> <li>PCR</li> </ul>	<ul style="list-style-type: none"> <li>The learning outcome will be assessed with written class test and oral tests.</li> <li><b>Assignments</b> based on previous years' board questions and NCERT questions.</li> <li>MCQs based on the topics taught every day in the class.</li> <li><b>Case Study</b> and questions based on it for practice.</li> <li><b>Assertion and Reasoning</b> based questions.</li> </ul>	<ul style="list-style-type: none"> <li><b>Developing knowledge of concept by:</b></li> <li>The session would begin with pre knowledge testing of class 10<sup>th</sup> about DNA copying.</li> <li>The students are told to use textbooks/ web resources to explore different topics</li> <li>In the end of chapter recapitulation with the help of flow charts.</li> <li>The <b>Videos</b> are shown to get the insight of the topic on:</li> <li>Genetic engineering,</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to understand</li> <li>Basic principles of Genetic Engineering (rDNA Technology).</li> <li>Molecular scissors</li> <li>Isolation of DNA</li> <li>Gel Electrophoresis</li> <li>Polymerase Chain Reaction</li> <li>Practical outcome The students will understand the presence of DNA in different organisms.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>PCR (Polymerase Chain Reaction)</li> </ul>				<ul style="list-style-type: none"> <li>Recombinant DNA Technology</li> </ul>	
August 15	<ul style="list-style-type: none"> <li><b>Chapter-12: Biotechnology and its Application</b></li> <li>1.Application of biotechnology in health and agriculture:</li> <li>2. Human insulin and vaccine production,</li> <li>3.Stem cell technology,</li> <li>4. gene therapy;</li> <li>5.genetically modified organisms –</li> <li>6.Bt crops;</li> <li>7. Transgenic animals;</li> <li>8. Biosafety issues,</li> <li>9. Biopiracy and patents.</li> </ul>	<ul style="list-style-type: none"> <li>Use of Chalk Board in collaboration with digital methods</li> <li>Duster</li> <li>Colored chalks</li> <li>PPT</li> <li>Modules on Extra marks Teaching software</li> <li>Flowcharts</li> <li>Concept Maps</li> <li>Virtual Lab</li> <li>e-book</li> </ul>	<ul style="list-style-type: none"> <li><b>Investigatory Project</b> on Biopiracy and Bio patent</li> <li><b>Diagrams-</b></li> <li>Human Insulin,</li> <li>ADA Deficiency (Gene Therapy)</li> <li><b>Art Integration:</b></li> <li>Charts on rDNA technology</li> </ul>	<ul style="list-style-type: none"> <li>The learning outcome will be assessed with written class test and oral tests.</li> <li><b>Assignments</b> based on previous years' board questions and NCERT questions.</li> <li>MCQs based on the topics taught every day in the class.</li> <li><b>Case Study</b> and questions based on it for practice.</li> <li><b>Assertion and Reasoning</b> based questions.</li> </ul>	<p><b>To develop the understanding of the concept by:</b></p> <ul style="list-style-type: none"> <li>Describing objective of the chapter to the students.</li> <li>The students are tested for the previous knowledge related with the structure of DNA.</li> <li>The concept is developed by discussion with students.</li> <li><b>Visit</b> to the Biotechnology Department of JUIT, Vakknaghat to give experiential learning to the students.</li> <li>The students are shown <b>Videos</b> to get the insight of the topic on:</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to understand the applications of Biotechnology in health and agriculture:</li> <li>Human insulin and vaccine production,</li> <li>stem cell technology,</li> <li>gene therapy;</li> <li>genetically modified organisms –</li> <li>Bt crops;</li> <li>transgenic animals</li> <li><a href="https://www.youtube.com/watch?v=ZfJnUQyGAC0">https://www.youtube.com/watch?v=ZfJnUQyGAC0</a></li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<ul style="list-style-type: none"> <li>Bt cotton, RNAi, Bioethics,</li> <li>Applications of Biotechnology</li> </ul>	
August 11	<ul style="list-style-type: none"> <li><b>Unit-VIII Biology and Human Welfare (Periods-30)</b></li> <li><b>Chapter-8: Human Health and Diseases</b></li> <li>1.Pathogens;</li> <li>2. Parasites causing human diseases (malaria, dengue, chikungunya, filariasis, ascariasis, typhoid, pneumonia, common cold, amoebiasis, ring worm) and their control;</li> <li>3. Basic concepts of immunology - vaccines;</li> <li>4.Cancer,</li> </ul>	<ul style="list-style-type: none"> <li>Use of Chalk Board in collaboration with digital methods</li> <li>Duster</li> <li>Colored chalks</li> <li>PPT</li> <li>Modules on Extra marks Teaching software</li> <li>Flowcharts</li> <li>Concept Maps</li> <li>Virtual Lab</li> <li>e-book</li> </ul>	<ul style="list-style-type: none"> <li><b>Practical's:</b></li> <li>1. Study the effect of temperature and different pH on the activity of salivary amylase on starch.</li> <li>2. Study of common disease causing organisms like Ascaris, Entamoeba, Plasmodium and Roundworm through permanent slides</li> <li><a href="https://www.youtube.com/watch?v=PJZABdqB05M">https://www.youtube.com/watch?v=PJZABdqB05M</a></li> <li><b>Diagrams:</b></li> <li>Life cycle of malaria parasite</li> <li>Antibody</li> </ul>	<ul style="list-style-type: none"> <li>The learning outcome will be assessed with written class test and oral tests.</li> <li><b>Assignments</b> based on previous years' board questions and NCERT questions.</li> <li>MCQs based on the topics taught every day in the class.</li> <li><b>Case Study</b> and questions based on it for practice.</li> <li><b>Assertion and Reasoning</b> based questions.</li> </ul>	<p><b>To develop the understanding of the concept by:</b></p> <ul style="list-style-type: none"> <li>Describing objective of the chapter to the students.</li> <li>The students are tested for the previous knowledge related with the human health, various human diseases and adolescence problems.</li> <li>The concept is developed by discussion with students to know about their views on drug abuse.</li> <li>The students are shown <b>Videos</b> to get the insight of the topic on:</li> <li>Basic concepts of immunology</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to understand</li> <li>Pathogens;</li> <li>Parasites causing human diseases and their control;</li> <li>Basic concepts of immunology - vaccines;</li> <li>Cancer,</li> <li>HIV</li> <li>AIDS;</li> <li>Adolescence -drug and alcohol abuse.</li> <li>Practical outcome The students will be able to understand the reasons of bad health and measures to control it.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>5.HIV and AIDS;</li> <li>6. Adolescence -drug and alcohol abuse.</li> </ul>		<ul style="list-style-type: none"> <li><b>Project on:</b></li> <li>Cancer</li> <li>AIDS</li> </ul>		<ul style="list-style-type: none"> <li>Cancer,</li> <li>HIV</li> <li>AID</li> <li>Drug abuse</li> </ul> <p><a href="https://www.youtube.com/watch?v=a-D43q URkE">https://www.youtube.com/watch?v=a-D43q URkE</a></p>	
September 11	<ul style="list-style-type: none"> <li><b>Chapter-9: Strategies for Enhancement in Food Production</b></li> <li>1.Improvement in food production:</li> <li>2. Plant breeding,</li> <li>3.Tissue culture and somatic hybridization</li> <li>4. Single cell Proteins</li> <li>5.Biofortification</li> <li>6. Apiculture</li> <li>7. Animal Husbandry</li> </ul>	<ul style="list-style-type: none"> <li>Use of Chalk Board in collaboration with digital methods</li> <li>Duster</li> <li>Colored chalks</li> <li>PPT</li> <li>Modules on Extra marks Teaching software</li> <li>Flowcharts</li> <li>Concept Maps</li> <li>Virtual Lab</li> <li>e-book</li> </ul>	<ul style="list-style-type: none"> <li><b>Investigatory Project on:</b></li> <li>Hybrid varieties of Crop Plants</li> <li>Bee Keeping</li> <li>Dairy Farm Management</li> <li>Poultry Farm Management</li> </ul>	<ul style="list-style-type: none"> <li>The learning outcome will be assessed with written class test and oral tests.</li> <li><b>Assignments</b> based on previous years' board questions and NCERT questions.</li> <li>MCQs based on the topics taught every day in the class.</li> <li><b>Case Study</b> and questions based on it for practice.</li> <li><b>Assertion and Reasoning</b> based questions.</li> </ul>	<ul style="list-style-type: none"> <li><b>Developing knowledge of concept by:</b></li> <li>The teacher will do previous knowledge testing on the topic of animal husbandry from class 9.</li> <li>The teacher would develop the concepts of the topics with textbook sequence by lecture method, flip method, brainstorming and discussion.</li> <li>In the end of chapter recapitulation with the help of flow charts.</li> </ul>	<ul style="list-style-type: none"> <li>Student will be able to explain:</li> <li>Plant breeding,</li> <li>tissue culture,</li> <li>single cell protein,</li> <li>Biofortification,</li> <li>Apiculture</li> <li>Animal husbandry.</li> </ul>



Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<ul style="list-style-type: none"> <li>• <b>Videos:</b></li> <li>• Plant breeding</li> <li>• Biofortification</li> <li>• Apiculture</li> <li>• Animal husbandry.</li> </ul> <a href="https://www.youtube.com/watch?v=8VAIQ4ruNTc">https://www.youtube.com/watch?v=8VAIQ4ruNTc</a>	
September 8	<ul style="list-style-type: none"> <li>• <b>Chapter-10: Microbes in Human Welfare</b></li> <li>• 1.In household food processing,</li> <li>• 2.Industrial production,</li> <li>• 3. Sewage treatment,</li> <li>• 4.Energy generation</li> <li>• 5.Microbes as bio-control agents</li> <li>• 6. Bio-fertilizers.</li> <li>• 7.Antibiotics; production and judicious use</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Chalk Board in collaboration with digital methods</li> <li>• Duster</li> <li>• Colored chalks</li> <li>• PPT</li> <li>• Modules on Extra marks Teaching software</li> <li>• Flowcharts</li> <li>• Concept Maps</li> <li>• Virtual Lab</li> <li>• e-book</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Diagrams:</b></li> <li>• Biogas plant,</li> <li>• STP</li> <li>• <b>Visit to the Sewage Treatment Plant of the School</b></li> </ul>	<ul style="list-style-type: none"> <li>• The learning outcome will be assessed with written class test and oral tests.</li> <li>• <b>Assignments</b> based on previous years' board questions and NCERT questions.</li> <li>• MCQs based on the topics taught every day in the class.</li> <li>• <b>Case Study</b> and questions based on it for practice.</li> <li>• <b>Assertion and Reasoning</b> based questions.</li> </ul>	<p><b>To develop the understanding of the concept by:</b></p> <ul style="list-style-type: none"> <li>• Discussions.</li> <li>• Assignments</li> <li>• Brainstorming by HOTS on Biological treatment of sewage and organic farming.</li> <li>• Understanding of concept by extra marks videos related to the topic.</li> <li>• Activity based learning</li> <li>• Flip teaching</li> <li>• Concrete to abstract</li> </ul>	<ul style="list-style-type: none"> <li>• Student will be able to explain</li> <li>• food processing methods,</li> <li>• sewage treatment</li> <li>• energy generation</li> <li>• microbes as bio-control agents and</li> <li>• Bio fertilizers.</li> <li>• Antibiotics</li> <li>• Methanogens are present in guts of ruminants and they play an important role in biogas production, etc.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<ul style="list-style-type: none"> <li>• Demonstration methods</li> <li>• <b>Videos:</b></li> <li>• Sewage treatment,</li> <li>• Energy generation</li> <li>• Microbes as bio-control agents</li> <li>• Bio-fertilizers.</li> <li>• <a href="https://www.youtube.com/watch?v=4HJDbQ0MER8">https://www.youtube.com/watch?v=4HJDbQ0MER8</a></li> </ul>	
September	<b>Revision, Exam and Assessment</b>	--	-	-	-	-
October 8	<ul style="list-style-type: none"> <li>• <b>Unit-X Ecology and Environment (Periods-30)</b></li> <li>• <b>Chapter-13: Organisms and Populations</b></li> <li>• 1.Organisms and environment:</li> <li>• 2.Habitat and niche,</li> <li>• 3. Population and ecological adaptations.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Chalk Board in collaboration with digital methods</li> <li>• Duster</li> <li>• Colored chalks</li> <li>• PPT</li> <li>• Modules on Extra marks Teaching software</li> <li>• Flowcharts</li> <li>• Concept Maps</li> <li>• Virtual Lab</li> <li>• e-book</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Practical's:</b></li> <li>• Collect and study soil from at least two different sites and study them for texture, moisture content, pH and water holding capacity. Correlate with the kinds of plants found in them</li> </ul>	<ul style="list-style-type: none"> <li>• The learning outcome will be assessed with written class test and oral tests.</li> <li>• <b>Assignments</b> based on previous years' board questions and NCERT questions.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Developing knowledge of concept by:</b></li> <li>• The teacher will do previous knowledge testing on the topic of environment from class 10.</li> <li>• The teacher will keep on throwing statements related to reasons, consequences and ways to find</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to understand</li> <li>• Concept of Habitat and niche,</li> <li>• Population and ecological adaptations.</li> <li>• Population interactions - mutualism, competition,</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>4. Population interactions - mutualism, competition, predation, parasitism; population attributes growth,</li> <li>5. Birth rate and death rate,</li> <li>6. Age distribution.</li> </ul>		<ul style="list-style-type: none"> <li><b>Diagrams-</b></li> <li>Biome distribution</li> <li>Age pyramids</li> <li><b>Mathematical calculation</b> to understand population growth rate.</li> </ul>	<ul style="list-style-type: none"> <li>MCQs based on the topics taught every day in the class.</li> <li><b>Case Study</b> and questions based on it for practice.</li> <li><b>Assertion and Reasoning</b> based questions.</li> </ul>	<p>solutions to the Problem.</p> <ul style="list-style-type: none"> <li>The teacher would develop the concepts of the topics with textbook sequence by lecture method, flip method, brainstorming and discussion.</li> <li>In the end of chapter recapitulation with the help of flow charts.</li> <li><b>Videos:</b></li> <li>Population interaction,</li> <li>Age Pyramids</li> <li><a href="https://www.youtube.com/watch?v=RLmKfXwWQtE">https://www.youtube.com/watch?v=RLmKfXwWQtE</a></li> </ul>	<p>predation, parasitism.</p> <ul style="list-style-type: none"> <li>population attributes -growth,</li> <li>Birth rate and death rate, age distribution.</li> <li>makes efforts to conserve environment realizing the inter-dependency and inter-relationship in the biotic and abiotic factors of environment</li> <li><b>Practical Outcome</b> The students will understand the nature of different types of soil and its impact on Flora.</li> </ul>
<b>October</b>	<ul style="list-style-type: none"> <li><b>Chapter-14: Ecosystem</b></li> <li>1. Ecosystems: Patterns, components.</li> </ul>	<ul style="list-style-type: none"> <li>Use of Chalk Board in collaboration with digital methods</li> <li>Duster</li> <li>Colored chalks</li> <li>PPT</li> </ul>	<ul style="list-style-type: none"> <li><b>Practical's:</b></li> <li>Collect water from two different water bodies around you and study</li> </ul>	<ul style="list-style-type: none"> <li>The learning outcome will be assessed with written class test and oral tests.</li> </ul>	<p><b>To develop the understanding of the concept by:</b></p> <ul style="list-style-type: none"> <li>Discussions.</li> <li>Assignments</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to explain</li> <li>Patterns, components; productivity and decomposition.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
7	<ul style="list-style-type: none"> <li>• 2. Productivity and decomposition.</li> <li>• 3. Energy flow.</li> <li>• 4. Pyramids of number,</li> <li>• 5. Biomass, energy.</li> <li>• 6. Nutrient cycles (carbon and phosphorous).</li> <li>• 7. Ecological succession.</li> <li>• 8. Ecological services -carbon fixation, pollination, seed dispersal, oxygen release</li> </ul>	<ul style="list-style-type: none"> <li>• Modules on Extra marks Teaching software</li> <li>• Flowcharts</li> <li>• Concept Maps</li> <li>• Virtual Lab</li> <li>• e-book</li> </ul>	<p>them for pH, clarity and presence of any living organism</p> <ul style="list-style-type: none"> <li>• <b>Diagrams-</b></li> <li>• Steps involved in fragmentation</li> <li>• Ecological Pyramid</li> <li>• <b>Project</b> on Ecological succession</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Assignments</b> based on previous years' board questions and NCERT questions.</li> <li>• MCQs based on the topics taught every day in the class.</li> <li>• <b>Case Study</b> and questions based on it for practice.</li> <li>• <b>Assertion and Reasoning</b> based questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorming by HOTS on Pyramids of energy, conservation law of energy.</li> <li>• Understanding of concept by extra marks videos related to the topic.</li> <li>• Activity based learning</li> <li>• Flip teaching</li> <li>• Concrete to abstract</li> <li>• Demonstration methods</li> <li>• <b>Videos:</b></li> <li>• Pyramids of number, biomass, energy,</li> <li>• Nutrient cycles (carbon and phosphorous),</li> <li>• ecological succession,</li> <li>• Ecological services</li> <li>• <a href="https://www.youtube.com/watch?v=LbBgPekjiyc">https://www.youtube.com/watch?v=LbBgPekjiyc</a></li> </ul>	<ul style="list-style-type: none"> <li>• Energy flow.</li> <li>• Pyramids of number, biomass, and energy.</li> <li>• Nutrient cycles</li> <li>• Ecological succession.</li> <li>• ecological services - carbon fixation, pollination, seed dispersal, oxygen release</li> <li>• <b>Practical Outcome</b> The students will understand the impact of ecological factors on organisms</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
October 7	<ul style="list-style-type: none"> <li>• <b>Chapter-15: Biodiversity and its Conservation</b></li> <li>• 1. Biodiversity-Concept, patterns, importance.</li> <li>• 2. Loss of biodiversity.</li> <li>• 3. Biodiversity conservation.</li> <li>• 4. Hotspots,</li> <li>• 5. Endangered organisms, extinction,</li> <li>• 6. Red Data Book</li> <li>• 7. Biosphere reserves,</li> <li>• 8. National parks,</li> <li>• 9. Sanctuaries</li> <li>• 10. Ramsar sites</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Chalk Board in collaboration with digital methods</li> <li>• Duster</li> <li>• Colored chalks</li> <li>• PPT</li> <li>• Modules on Extra marks Teaching software</li> <li>• Flowcharts</li> <li>• Concept Maps</li> <li>• Virtual Lab</li> <li>• e-book</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Practical's:</b></li> <li>• Study the plant population density by quadrat method</li> <li>• Study the plant population frequency by quadrat method.</li> <li>• <a href="https://www.youtube.com/watch?v=uBYqBNvojMQ">https://www.youtube.com/watch?v=uBYqBNvojMQ</a></li> <li>• <b>Mathematical calculation</b> to understand species-area relationship.</li> <li>• <b>Art Integration:</b> Charts on Global biodiversity</li> </ul>	<ul style="list-style-type: none"> <li>• The learning outcome will be assessed with written class test and oral tests.</li> <li>• <b>Assignments</b> based on previous years' board questions and NCERT questions.</li> <li>• MCQs based on the topics taught every day in the class.</li> <li>• <b>Case Study</b> and questions based on it for practice.</li> <li>• <b>Assertion and Reasoning</b> based questions.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Developing knowledge of concept by:</b></li> <li>• The session would begin with pre knowledge testing of class 10<sup>th</sup> about Natural Resources</li> <li>• The students are told to use textbooks/ web resources to explore different topics</li> <li>• The <b>Videos</b> are shown to get the insight of the topic on:</li> <li>• Types of Biodiversity</li> <li>• Conservation of biodiversity;</li> <li>• Biodiversity Hotspots</li> </ul> <p><a href="https://www.youtube.com/watch?v=h7napNhON84">https://www.youtube.com/watch?v=h7napNhON84</a></p>	<ul style="list-style-type: none"> <li>• Students will understand the concept of</li> <li>• Biodiversity Patterns,</li> <li>• Importance and loss of biodiversity.</li> <li>• Biodiversity conservation; hotspots,</li> <li>• Endangered organisms</li> <li>• Red Data Book</li> <li>• Role of plants or animals in environmental conservation or structure of an insect, etc.</li> <li>• Practical outcome</li> <li>• The students will be able to understand the importance of Biodiversity.</li> </ul>
November 8	<ul style="list-style-type: none"> <li>• <b>Chapter-16: Environmental Issues</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use of Chalk Board in collaboration with digital methods</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Practical's:</b></li> <li>• Study the presence of</li> </ul>	<ul style="list-style-type: none"> <li>• The learning outcome will be assessed with</li> </ul>	<ul style="list-style-type: none"> <li>• <b>To develop the understanding of the concept by:</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students will understand the concept of</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>• 1. Air pollution and its control.</li> <li>• 2. Water pollution and its control.</li> <li>• 3. Agrochemicals and their effects.</li> <li>• 4. Solid waste management.</li> <li>• 5. Radioactive waste management.</li> <li>• 6. Greenhouse effect</li> <li>• 7. Climate change impact and mitigation.</li> <li>• 8. Ozone layer depletion.</li> <li>• 9. Deforestation.</li> <li>• 10. Any one case study as success story addressing environmental issue(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Duster</li> <li>• Colored chalks</li> <li>• PPT</li> <li>• Modules on Extra marks Teaching software</li> <li>• Flowcharts</li> <li>• Concept Maps</li> <li>• Virtual Lab</li> <li>• e-book</li> </ul>	<p>suspended particulate matter in air at two widely different sites</p> <ul style="list-style-type: none"> <li>• <b>Diagrams-</b></li> <li>• Electrostatic precipitator</li> <li>• Bio magnification</li> </ul> <ul style="list-style-type: none"> <li>• <b>Project:</b></li> <li>• Ozone Layer depletion</li> <li>• Global Warming <a href="https://www.youtube.com/watch?v=d7Ci_EooW-k">https://www.youtube.com/watch?v=d7Ci_EooW-k</a></li> </ul>	<p>written class test and oral tests.</p> <ul style="list-style-type: none"> <li>• <b>Assignments</b> based on previous years' board questions and NCERT questions.</li> </ul> <ul style="list-style-type: none"> <li>• MCQs based on the topics taught every day in the class.</li> <li>• <b>Case Study</b> and questions based on it for practice.</li> <li>• <b>Assertion and Reasoning</b> based questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Describing objective of the chapter to the students.</li> <li>• The students are tested for the previous knowledge related with pollution and other environmental issues.</li> <li>• The concept is developed by discussion with students on global warming and ozone layer depletion.</li> <li>• The students are shown <b>Videos</b> to get the insight of the topic on: <ul style="list-style-type: none"> <li>• Air pollution and its control</li> <li>• Water pollution and its control</li> <li>• Deforestation and its impact <a href="https://www.youtube.com/watch?v=OqHp03RRTDs">https://www.youtube.com/watch?v=OqHp03RRTDs</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Air pollution agrochemicals and their effects.</li> <li>• Solid waste management.</li> <li>• Radioactive waste management.</li> <li>• Greenhouse effect and climate change impact and mitigation.</li> <li>• Ozone layer depletion.</li> <li>• deforestation</li> <li>• Practical outcome The students will be able to understand the impact of pollution on human beings.</li> </ul>

<b>Month No of working days</b>	<b>Topic/Sub-topic</b>	<b>Teaching Aids</b>	<b>Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments</b>	<b>Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)</b>	<b>Pedagogical Processes</b>	<b>Learning Outcomes</b>
<b>Nov-Dec.</b>	<b>Revision, Exam and Assessment</b>	-	-	-	-	-

**PINEGROVE SCHOOL, DHARAMPUR**  
 Affiliation No. 630044; School Code: 43035  
**Annual Pedagogy Plan: Accountancy (055)**  
**Class: XII COM**  
**Session 2023-24**

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
Feb/Mar (31)	<b>PART (A)</b> <b>PARTNERSHIP</b> <b>ACCOUNTING</b> <b>(A) <u>Fundamentals of</u></b> <b><u>partnership</u></b>	<ul style="list-style-type: none"> <li>• E. Book</li> <li>• PPT'S</li> <li>• Videos</li> <li>• Smart Classes</li> <li>• Chalk and Board</li> </ul>	<ul style="list-style-type: none"> <li>• Accounts of some local partnership firms will be given to students for analysis.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral and Written Test</li> <li>• Assignment</li> <li>• Quizzes</li> <li>• Work Sheets</li> </ul>	<p><b>Discuss by Lecture Method:</b></p> <ul style="list-style-type: none"> <li>• Partnership features, Partnership deed</li> <li>• Provisions of the Indian Partnership Act 1932 in the absence of partnership deed.</li> <li>• Fixed v/s fluctuating capital accounts.</li> </ul> <p><b>By Using Self Numerical Examples:</b></p> <ul style="list-style-type: none"> <li>• Preparation of Profit and Loss Appropriation account</li> <li>• Past adjustments relating to interest on capital, interest on drawings, salary, and profit-sharing ratio</li> <li>• Guarantee of profits</li> </ul>	<ul style="list-style-type: none"> <li>• <b>After doing this unit</b> the students will be able to understand the meaning of partnership, partnership firm and partnership deed, characteristics, and content of partnership deed.</li> <li>• Significance of provisions of partnership act in the absence of partnership deed</li> <li>• Differentiate between fixed and fluctuating capital, skill to prepare profit and Loss Appropriation account</li> <li>• Understand and develop the skill of making past adjustments and guarantee of profits.</li> </ul>



Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p><b>(B) <u>Reconstitution of Partnership firms</u></b></p> <ul style="list-style-type: none"> <li>• <b>Valuation of Goodwill</b></li>   <li>• <b>Change in the profit-sharing ratio.</b></li> </ul>	<ul style="list-style-type: none"> <li>• E. Book</li> <li>• PPT'S</li> <li>• Videos</li> <li>• Smart Classes</li> <li>• Chalk and Board</li>   <li>• E. Book</li> <li>• PPT'S</li> <li>• Videos</li> <li>• Smart Classes</li> <li>• Chalk and Board</li> </ul>	<ul style="list-style-type: none"> <li>• Goodwill of some local firms will be valued with the help of their accounting records.</li>   <li>• Create an artificial firm by taking students as partners</li> </ul>	<ul style="list-style-type: none"> <li>• Oral and Written Test</li> <li>• Assignment</li> <li>• Quizzes</li> <li>• Work Sheets</li>   <li>• Oral and Written Test</li> <li>• Assignment</li> <li>• Quizzes</li> <li>• Work Sheets</li> </ul>	<p><b>By taking Examples of Local Firms and Self numerical examples:</b></p> <ul style="list-style-type: none"> <li>• Goodwill: nature, factors affecting and methods of valuation- average profit, super profit, and capitalization</li> </ul> <p><b>Creating an artificial firm by taking students as partners:</b></p> <ul style="list-style-type: none"> <li>• Sacrificing ratio gaining ratio</li> <li>• Accounting for revaluation of assets and liabilities</li> <li>• Treatment of reserves and accumulated profits</li> <li>• Goodwill to be adjusted through partners' capital/current account or by raising and writing off goodwill.</li> <li>• Preparation of revaluation and balance sheet.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect for Law.</li>   <li>• State the meaning, nature and factors affecting goodwill</li> <li>• Understanding the skill of valuation of goodwill using different methods.</li>   <li>• Meaning of sacrificing ratio, gaining ratio and the change the profit sharing</li> <li>• Understanding the accounting treatment of revaluation assets and liabilities and treatment of reserves and accumulated profits by preparing revaluation account and balance sheet.</li> <li>• Effect of change in profit sharing ratio on admission of a new partner.</li> <li>• Treatment of goodwill revaluation of assets liabilities and preparation of</li> </ul>

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						balance sheet of the new firm.
<i>April</i> (25)	<b>PART A</b> <b><u>Reconstitution of Partnership firms</u></b> • <b>Admission of a partner</b>	<ul style="list-style-type: none"> <li>• E. Book</li> <li>• PPT'S</li> <li>• Videos</li> <li>• Smart Classes</li> <li>• Chalk and Board</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Made a list of all Viva Questions</b> from this unit topic wise. Hypothetical situations taken and <b>created for fun activity.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Oral and</li> <li>• Written Test</li> <li>• Assignment</li> <li>• Quizzes</li> <li>• Work Sheets</li> </ul>	<b>Effect of admission of a partner:</b> <ul style="list-style-type: none"> <li>• on change in the profit-sharing ratio</li> <li>• Treatment of goodwill</li> <li>• Treatment for revaluation of assets and liabilities</li> <li>• Treatment of reserves and accumulated profits</li> <li>• Adjustment of capital accounts</li> <li>• Preparation of balance sheet of new firm.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding and skill of calculation of new profits sharing ratio</li> <li>• Treatment of goodwill as per AS 26.</li> <li>• Treatment of revaluation of assets and re-assessment of liabilities</li> <li>• Treatment of reserves and accumulated profits</li> <li>• Adjustments of capital accounts</li> <li>• Preparation of balance sheet of the new firm.</li> <li>• Compassion and sacrificing nature.</li> </ul>

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p><b>PART A</b> <b><u>Reconstitution of Partnership firms</u></b> • <b>Retirement and death of a partner</b></p>	<ul style="list-style-type: none"> <li>• E. Book</li> <li>• PPT'S</li> <li>• Videos</li> <li>• Smart Classes</li> <li>• Chalk and Board</li> </ul>	<p><b>Made a list of all Viva Questions</b> from this unit topic wise. Hypothetical situations taken and <b>created for fun activity.</b></p>	<ul style="list-style-type: none"> <li>• Oral and Written Test</li> <li>• Assignment</li> <li>• Quizzes</li> <li>• Work Sheets</li> </ul>	<p><b>Effect of retirement/death of a partner:</b></p> <ul style="list-style-type: none"> <li>• On change in profit sharing ratio</li> <li>• Treatment of goodwill</li> <li>• Treatment for revaluation of assets and liabilities.</li> <li>• Adjustment of accumulated profits and reserves</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the effect of retirement /death of a partner on change in profit sharing ratio.</li> <li>• Understand the accounting treatment of goodwill, revaluation of assets and liabilities and accumulated profits and reserves on retirement / death of</li> </ul>

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
May (25)	<b>PARTNERSHIP ACCOUNTING (c) Dissolution of partnership Firm</b>	<ul style="list-style-type: none"> <li>• E. Book</li> <li>• PPT'S</li> <li>• Videos</li> <li>• Smart Classes</li> <li>• Chalk and Board</li> </ul>	<p><b>Made a list of all Viva Questions</b> from this unit topic wise. Hypothetical situations taken and <b>created for fun activity.</b></p>	<ul style="list-style-type: none"> <li>• Oral and Written Test</li> <li>• Assignment</li> <li>• Quizzes</li> </ul> <p>Work Sheets</p>	<ul style="list-style-type: none"> <li>• Adjustment of capital account</li> <li>• Preparation of loan account of the retiring partner</li> <li>• Calculation of deceased partner's share of profit till the date of death.</li> <li>• Preparation of deceased partner's capital account and his executor's account</li> </ul> <p><b>By Creating an artificial firm:</b></p> <ul style="list-style-type: none"> <li>• Types of dissolution of a firm.</li> </ul> <p>Settlement of accounts preparation of Realization account, capital accounts of partners and cash/bank a/c.</p>	<ul style="list-style-type: none"> <li>• a partner and capital adjustments.</li> <li>• Calculation of deceased partner's share till the time of his death and prepare deceased partner's executor's account.</li> <li>• Discuss the preparation of the capital accounts of the remaining partners.</li> </ul> <ul style="list-style-type: none"> <li>• Understand the situation under which a partnership firm can be dissolved.</li> </ul> <p>Understanding of preparation of realization account and other related accounts.</p>

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
July (26)	<b>PART A: - Unit 3 <u>Accounting for Companies</u></b>  <b>• Accounting for share capital</b>	<ul style="list-style-type: none"> <li>• E. Book</li> <li>• PPT'S</li> <li>• Videos</li> <li>• Smart Classes</li> <li>• Chalk and Board</li> </ul>	<b>Made a list of all Viva Questions</b> from this unit topic wise. Hypothetical situations taken and <b>created for fun activity.</b>	<ul style="list-style-type: none"> <li>• Oral and Written Test</li> <li>• Assignment</li> <li>• Quizzes</li> <li>• Work Sheets</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Share and share capital:</b> nature and type.</li> <li>• Accounting for share capital: issue and allotment of equity and preference shares. Public subscription of shares- Over subscription and under subscription of shares. issued at par and at premium, calls in advance and arrears issue of shares for consideration other than cash.</li> <li>• Concept of Private Placement and Employee Stock Option Plan (ESOP)</li> <li>• Accounting Treatment of forfeiture and reissue of shares.</li> <li>• Disclosure of share capital in the Balance Sheet of a company</li> </ul>	<ul style="list-style-type: none"> <li>• State the meaning of shares and share capital and differentiate between equity shares and preference shares and different types of share capital.</li> <li>• Understand the meaning of private placement of shares and ESOP.</li> <li>• Explain the accounting treatment of shares capital transactions regarding issue of shares.</li> <li>• Develop the understanding of accounting treatment of forfeiture and reissue of forfeiture shares.</li> <li>• Describe the presentation of share capital in the balance sheet as per schedule III part I of companies Act 2013.</li> <li>• Equality by making pro-rata allotment.</li> </ul>

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
August (25)	• Issue of Debentures	<ul style="list-style-type: none"> <li>E. Book</li> <li>PPT'S</li> <li>Videos</li> <li>Smart Classes</li> <li>Chalk and Board</li> </ul>	<ul style="list-style-type: none"> <li>Made a list of all Viva Questions from this unit topic wise. Hypothetical situations taken and created for fun activity.</li> </ul>	<ul style="list-style-type: none"> <li>Oral and Written Test</li> <li>Assignment</li> <li>Quizzes</li> <li>Work Sheets</li> </ul>	<b>Issue of Debentures</b> <ul style="list-style-type: none"> <li>At par</li> <li>At a premium</li> <li>At a discount.</li> <li>For consideration other than cash</li> <li>In terms of redemption</li> <li>As collateral security</li> <li>Interest on debentures.</li> <li>Writing of discount /loss on issue of debentures</li> </ul>	<ul style="list-style-type: none"> <li>Explain the accounting treatment of different situations of transactions related to issue of debentures.</li> <li>Develop the understanding and skill of writing of discount/ loss on issue of debentures</li> <li>Understand the concept of collateral security and its presentation in balance sheet.</li> <li>Develop the skill of calculating interest on debentures.</li> </ul>
	<b>PART B</b> <b>FINANCIAL STATEMENT ANALYSIS</b> <b>(A)Financial statements of Company:</b> <ul style="list-style-type: none"> <li>Financial Statements</li> <li>Analysis of Financial Statements</li> </ul>	<ul style="list-style-type: none"> <li>E. Book</li> <li>PPT'S</li> <li>Videos</li> <li>Smart Classes</li> <li>Chalk and Board</li> </ul>	<b>A lecture of CHARTED ACCOUNTANT will be organized.</b>	<ul style="list-style-type: none"> <li>Oral and Written Test</li> <li>Assignment</li> <li>Quizzes</li> <li>Work Sheets</li> </ul>	<b>By showing copies of financial statements of Some popular companies</b> <ul style="list-style-type: none"> <li>Statements of Profit and loss and Balance Sheet in prescribed form with major headings and subheadings (as per Schedule III to</li> </ul>	<ul style="list-style-type: none"> <li>Develop the understanding of major headings and subheadings (as per schedule III to the Companies act 2013)</li> <li>Discuss the meaning of different tools of financial statements analysis.</li> </ul>

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					the Companies Act,2013) Financial Statements Analysis: Objectives, importance, and limitations.	
<i>September (12)</i>	<b>(b)Accounting Ratios</b>	<ul style="list-style-type: none"> <li>• E. Book</li> <li>• PPT'S</li> <li>• Videos</li> <li>• Smart Classes</li> <li>• Chalk and Board</li> </ul>	<b>Made a list of all Viva Questions</b> from this unit topic wise. Hypothetical situations taken and <b>created for fun activity.</b>	<ul style="list-style-type: none"> <li>• Oral and Written Test</li> <li>• Assignment</li> <li>• Quizzes</li> <li>• Work Sheets</li> </ul>	<b>With the help of financial statements of Real Companies.</b> <ul style="list-style-type: none"> <li>• Meaning, objectives, classification, and computation.</li> <li>• <b>Liquidity ratios</b> Current ratio and quick ratio</li> <li>• <b>Solvency ratios</b> Debt to Equity Ratio, Total Assets to Debt ratio, proprietary Ratio, and interest coverage ratio.</li> <li>• <b>Activity ratios:</b> Inventory turnover ratio, Trade receivable Turnover ratio, trade payable turnover ratio, Fixed assets, turnover ratio, Net</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning, objectives, and significance of different types of ratios</li> <li>• Computation of current ratio, quick ratio</li> <li>• Develop the skill of computation of debt equity ratio, total assets to debt ratio, proprietary ratio, and interest coverage ratio.</li> </ul> Activity ratios and profitability ratios

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					assets turnover ratio, and Working capital turnover ratio. <ul style="list-style-type: none"> <li>• <b>Profitability ratios:</b> Gross profit ratio, Operating ratio, Operating profit ratio, Net profit ratio and return on investment.</li> </ul>	
<i>October: (20)</i>	<b>PART B: - UNIT 4 CASH FLOW STATEMENTS</b>	<ul style="list-style-type: none"> <li>• E. Book</li> <li>• PPT'S</li> <li>• Videos</li> <li>• Smart Classes</li> <li>• Chalk and Board</li> </ul>	<b>Use of flow chart</b> Hypothetical situations taken and created for fun activity.	<ul style="list-style-type: none"> <li>• Oral and Written Test</li> <li>• Assignment</li> <li>• Quizzes</li> <li>• Work Sheets</li> </ul>	<b>With the help of financial statements of Real Companies.</b> <ul style="list-style-type: none"> <li>• Meaning</li> <li>• Objectives</li> <li>• Preparation (indirect Method)</li> </ul>	<ul style="list-style-type: none"> <li>• State the meaning and objectives of cash flow statement.</li> <li>• Develop the understanding of preparation of cash Flow using indirect method as per AS 3 with given adjustments.</li> <li>• Fairness</li> <li>• Responsibility towards all the stakeholders.</li> </ul>
	<b>Project Work: (Term – II)</b> <ul style="list-style-type: none"> <li>• Comparative statements</li> <li>• Common size statements</li> </ul>	<ul style="list-style-type: none"> <li>• E. Book</li> <li>• PPT'S</li> <li>• Videos</li> <li>• Smart Classes</li> <li>• Chalk and Board</li> </ul>	<b>Field Visit of Curetech formulation Pvt. Ltd.</b> To show the financial reports	<ul style="list-style-type: none"> <li>• Physically verifying each project and suggesting amendments if required.</li> </ul>	<b>Analysis of financial statements with the help of:</b> <ul style="list-style-type: none"> <li>• Ratio Analysis</li> <li>• Cash flow Statement</li> </ul>	Develop the skill to understand the corporate sector through Annual Reports by making project file, use of different tools like



<b>Month/ No. of working days</b>	<b>Topic/Sub-topic</b>	<b>Teaching Aids</b>	<b>Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments</b>	<b>Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)</b>	<b>Pedagogical Processes</b>	<b>Learning Outcomes</b>
	<ul style="list-style-type: none"> <li>Cash flow Statement</li> </ul>					Ratio Analysis and cash flow statements.
<b>November</b>	<b>Revision and CBSE Practical</b>					
<b>December</b>	<b>Pre-Board Exam</b>					-

**PINEGROVE SCHOOL, DHARAMPUR**  
 Affiliation No. 630044; School Code: 43035  
**Annual Pedagogy Plan: ECONOMICS (030)**  
**Class: XII**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<p><b>MARCH</b></p> <p><b>28 DAYS</b></p>	<p><b>TOPIC: Development Experience and Economic Reforms (1991) Ch-1,2 and 3</b></p> <p><b>SUB-TOPIC</b></p> <p>A brief introduction of the state of Indian economy on the eve of independence. Common goals of Five-year Plans. Main features, problems and policies of agriculture.</p> <ul style="list-style-type: none"> <li>Aspects and new agricultural strategy etc.), industry (industrial licensing, etc.) and foreign trade.</li> <li>Features and appraisals of</li> </ul>	<ul style="list-style-type: none"> <li><b>TEACHING AIDS:</b> Chalk, Duster, Smart Board.</li> <li><b>Power Point presentation</b> on features of Indian economy at the eve of independence, Green revolution, Land reforms, features of new economic policy of 1991.</li> <li><b>Videos</b> on five-year plans, green revolution, need for new economic policy, GST and demonetization.</li> <li><b>You tube links:</b></li> </ul>	<p><b>Interdisciplinary linkage:</b> Psychology, Statistics, History, geography and Sociology.</p> <p><b>Art Integration:</b> Drawing graphs, Pie charts, bar diagrams, histograms, schedules related to features of Indian economy at the eve of Independence, five-year plans, features of new economic policy.</p> <p><b>Skill Assessment:</b> Concept test to probe students' comprehension or application of the concept.</p> <p><b>Project work.</b></p> <p><b>Map work.</b></p>	<ul style="list-style-type: none"> <li>Notes will be given.</li> <li>Oral and Written testing will be done.</li> <li>Quizzes will be Conducted.</li> <li>Assignments will be given.</li> <li>Note - book correction will be done.</li> </ul>	<p><b><u>Motivation or Brain storming:</u></b> Previous Knowledge would be checked by asking questions.</p> <p><b><u>Lecture and Discussion method</u></b> Meaning of Economy, Planning, economic reforms, Liberalization, Privatization, Globalization will be explained with the help of the <b>PPT</b>.</p> <p><b>Inter-active method:</b> Students sharing their own experiences related to the topic.</p> <p><b>Group discussion</b> on suicide cases in farmers and suggestions to</p>	<ul style="list-style-type: none"> <li>The students will be able to Recall and recognize the meaning of economic Planning, green revolution, marketed surplus, ceiling of land.</li> <li>Comprehend the concept of Globalization., liberalization, privatization.</li> <li>Differentiate between import and exports.</li> <li>Able to summarize the impact of green revolution and land reforms on</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p>liberalization, globalization and Privatization.</p> <ul style="list-style-type: none"> <li>(LPG Policy).</li> <li>Concepts of demonetization and GST.</li> </ul>	<ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=0F-eXtHWP5M">https://www.youtube.com/watch?v=0F-eXtHWP5M</a></li> <li><a href="https://www.youtube.com/watch?v=0qlWTj3LOI">https://www.youtube.com/watch?v=0qlWTj3LOI</a></li> <li><a href="https://www.youtube.com/watch?v=V4AjcG3-z38">https://www.youtube.com/watch?v=V4AjcG3-z38</a></li> <li><a href="https://www.youtube.com/watch?v=rCfd33-9TOI">https://www.youtube.com/watch?v=rCfd33-9TOI</a></li> <li><a href="https://www.youtube.com/watch?v=rCfd33-9TOI">https://www.youtube.com/watch?v=rCfd33-9TOI</a></li> <li><a href="https://www.youtube.com/watch?v=ZeD-XLmCXUg">https://www.youtube.com/watch?v=ZeD-XLmCXUg</a></li> <li><a href="https://www.youtube.com/watch?v=WYaIXWd9a2U">https://www.youtube.com/watch?v=WYaIXWd9a2U</a></li> <li><a href="https://www.youtube.com/watch">https://www.youtube.com/watch</a></li> </ul>			<p>overcome this problem.</p> <p><b>Case studies: Class will be divided</b> into groups, data related to green revolution, land reforms will be discussed among them.</p> <p><b>Explanation</b> of the concept with the help of Pie chart, Histograms, Bar diagrams and Schedules.</p> <p><b>Problem solving/ Inquiry method</b> will be used.</p> <p><b>Real life examples.</b></p> <p><b>Activity- buzz session</b></p>	<p>the Indian economy, features of new economic policy.</p> <ul style="list-style-type: none"> <li>Able to analyze the socio-economic changes during the colonial period.</li> <li>Able to analyze and reason out the outcome of new economic policy.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		<p><a href="https://www.youtube.com/watch?v=BOPaXoeY5O">h?v=BOPaXoeY5O</a></p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=gPUGr4C-E8I">https://www.youtube.com/watch?v=gPUGr4C-E8I</a></li> <li><a href="https://www.youtube.com/watch?v=8c9jJzHgZrY">https://www.youtube.com/watch?v=8c9jJzHgZrY</a></li> </ul>				
APRIL 22 Days	<p><b>TOPIC: National Income and related Aggregates.</b></p> <p><b>SUB-TOPIC</b></p> <ul style="list-style-type: none"> <li>Macroeconomics?</li> <li>Basic concepts in macroeconomics: consumption goods, capital goods, final goods, intermediate goods; stocks and flows; gross investment and depreciation.</li> <li>Circular flow of income (two sector model)</li> </ul>	<ul style="list-style-type: none"> <li><b>TEACHING AIDS:</b></li> <li>Chalk, Duster, Smart Board.</li> <li><b>Power Point presentation on</b> circular flow of income, different types of goods.</li> <li><b>Videos on</b> scarcity, factors of Production and significance of National Income Accounting.</li> <li><b>You tube links:</b></li> </ul>	<p><b>Interdisciplinary linkage:</b> Mathematics, Accountancy, Statistics, Business studies and social studies.</p> <p><b>Art Integration:</b> Drawing graphs, Pie charts, bar diagrams, histograms related to GDP.</p> <p><b>Mathematical Integration:</b> (formulae related to methods of national Income Accounting).</p> <p><b>Skill Assessment:</b></p>	<ul style="list-style-type: none"> <li>Notes will be given.</li> <li>Oral and Written testing will be done.</li> <li>Quizzes will be Conducted.</li> <li>Assignments will be given.</li> </ul> <p>Note -book correction will be done.</p>	<p><b><u>Motivation and Brainstorming</u></b> Previous Knowledge would be checked by asking questions.</p> <p><b><u>Lecture and Discussion method:</u></b> <b><u>Meaning of Economics and its branches will be explained with the help of the PPT.</u></b></p> <p><b>Inter-active method:</b> Students sharing their own experiences related to the topic.</p> <p><b>Group Discussion on</b></p>	<ul style="list-style-type: none"> <li>The students will be able to Recall and recognize the meaning of National Income and Domestic Income.</li> <li>Identifies the economic question that concerns all the citizens.</li> <li>Comprehend the concept of Domestic and National Income</li> <li>Differentiate between final and</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>Methods of calculating National Income - Value Added or Product method, Expenditure method, Income method.</li> <li>Aggregates related to National Income: Gross National Product (GNP), Net National Product (NNP), Gross and Net Domestic Product (GDP and NDP) - at market price, at factor cost.</li> <li>Real and Nominal <b>GDP.GDP</b> and Welfare</li> </ul>	<ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=iLom1WlqwS0">https://www.youtube.com/watch?v=iLom1WlqwS0</a></li> <li><a href="https://www.youtube.com/watch?v=Zl7hVRi1uSg">https://www.youtube.com/watch?v=Zl7hVRi1uSg</a></li> <li><a href="https://www.youtube.com/watch?v=kWTku1z0gg8">https://www.youtube.com/watch?v=kWTku1z0gg8</a></li> <li><a href="https://www.youtube.com/watch?v=9XH-oAzD4Ps">https://www.youtube.com/watch?v=9XH-oAzD4Ps</a></li> <li><a href="https://www.youtube.com/watch?v=d8uTB5XorBw">https://www.youtube.com/watch?v=d8uTB5XorBw</a></li> <li><a href="https://www.youtube.com/watch?v=MKO1icFVtDc">https://www.youtube.com/watch?v=MKO1icFVtDc</a></li> <li><b>Concept Map.</b></li> <li><b>NCERT e- book</b></li> <li><b>Flow charts</b> related to different methods of Calculating National Income will be drawn.</li> </ul>	<p>Concept test to probe students, comprehension or application of the concept.</p>		<p>Why National Income of America is more than India?</p> <p><b>Case studies:</b> Class will be divided into groups, data related to GDP welfare will be discussed.</p> <p><b>Explanation of National Income,</b> GDP, Domestic Income with the help of the Pie charts, histograms, bar diagrams.</p> <p><b>Problem solving/ Inquiry method</b> will be used.</p> <p><b>Activity- buzz session.</b></p> <p><b>Real life examples.</b></p>	<p>Intermediate goods, flow and stock.</p> <ul style="list-style-type: none"> <li>Calculate National Income Aggregates. (GDP, GNP, NDP, NNP at market and factor cost).</li> <li>Able to analyze the factors that effects the growth of the economy.</li> <li>Able to explain how single good could be representative of all goods.</li> <li>Able to summarize the precautions while calculating National Income.</li> <li>Able to analyze the factors that effects the growth of the economy.</li> <li>Able to explain how single good could be representative of all goods.</li> <li>Able to calculate National Income</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		<ul style="list-style-type: none"> <li>• <b>Modules on EXTRAMARKS</b></li> <li>• Calculating National Income will be drawn.</li> </ul>				and Domestic Income.
MAY 7 Days	<p><b>TOPIC: Money and Banking.</b></p> <p><b>SUB-TOPIC</b></p> <ul style="list-style-type: none"> <li>• Money -meaning and supply of money - Currency held by the public and net demand deposits held by commercial banks.</li> <li>• Money creation by the commercial banking system.</li> <li>• Central bank and its functions. (Example of the Reserve Bank of India)</li> <li>• Bank of issue, Govt. Bank, Banker's Bank, Control of Credit through Bank Rate, CRR, SLR, Repo Rate and Reverse Repo Rate, Open Market</li> </ul>	<ul style="list-style-type: none"> <li>• <b>TEACHING AIDS:</b> Chalk, Duster, Smart Board.</li> <li>• <b>Power Point Presentation</b> on functions of RBI.</li> <li>• <b>NCERT e- book</b></li> <li>• <b>Modules on EXTRAMARKS</b></li> <li>• <b>Articles from Newspapers.</b></li> <li>• <b>Video:</b> Related to <b>Jan Dhan Yojna</b> started by the Government and on functions of RBI.</li> <li>• <b>You tube links:</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Interdisciplinary linkage:</b> Mathematics, Psychology, Statistics and Accountancy.</li> <li>• <b>Art Integration:</b> Drawing graphs, Pie, bar diagrams, histograms, schedules related to money, banking and functions of RBI.</li> <li>• <b>Mathematical Integration</b> (formulae of calculating money multiplier)</li> <li>• <b>Skill Assessment:</b> Concept test to probe students' comprehension or application of the concept.</li> </ul>	<ul style="list-style-type: none"> <li>• Notes will be given.</li> <li>• Oral and Written testing will be done.</li> <li>• Quizzes will be Conducted.</li> <li>• Assignments will be given.</li> </ul> <p>Note - book correction will be done</p>	<p><b><u>Motivation or Brain storming:</u></b> Previous Knowledge would be checked by asking questions.</p> <p><b><u>Lecture and Discussion method:</u></b> Meaning of money, legal -tender money, banking and functions will be explained with the help of the <b>PPT</b>.</p> <p><b><u>Inter-active method:</u></b> Students sharing their own experiences related to the topic.</p> <p><b><u>Group discussion on</u></b> What happens when rate of interest increases or decreases?</p> <p><b><u>Case studies: Class will be divided</u></b> into groups, data related</p>	<ul style="list-style-type: none"> <li>• The students will be able to Recall and recognize the meaning of Money and Banking, money multiplier.</li> <li>• Comprehend the concept of Credit creation.</li> <li>• Differentiate between the functions of central bank and commercial bank.</li> <li>• Calculate Money Multiplier.</li> <li>• Able to summarize the</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	Operations, Margin requirements.	<ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=xKuw_54qnBo">https://www.youtube.com/watch?v=xKuw_54qnBo</a></li> <li>• <a href="https://www.youtube.com/watch?v=LfgVLxUN-mg">https://www.youtube.com/watch?v=LfgVLxUN-mg</a></li> <li>• <a href="https://www.youtube.com/watch?v=TJtPAU678t0">https://www.youtube.com/watch?v=TJtPAU678t0</a></li> <li>• <a href="https://www.youtube.com/watch?v=jFWzyYPIJk">https://www.youtube.com/watch?v=jFWzyYPIJk</a></li> <li>• <a href="https://www.youtube.com/watch?v=Bqyek4dnycM">https://www.youtube.com/watch?v=Bqyek4dnycM</a></li> <li>• <a href="https://www.youtube.com/watch?v=Gm8LZcTUmf8">https://www.youtube.com/watch?v=Gm8LZcTUmf8</a></li> </ul>			functions and steps taken by RBI during Covid -19 will be discussed.	<p>functions of RBI.</p> <ul style="list-style-type: none"> <li>• Able to analyze the steps taken by RBI to control credit.</li> <li>• Able to differentiate between bank rate reverse repo rate.</li> </ul> <p>Able to apply the bookish knowledge in day-to-day life.</p>
MAY 15 Days	<b>TOPIC: Determination of Income and Employment</b>  <b>SUB-TOPIC</b>	<ul style="list-style-type: none"> <li>• <b>TEACHING AIDS:</b> Chalk, Duster, Smart Board.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Interdisciplinary linkage:</b> Mathematics, Psychology,</li> </ul>	<ul style="list-style-type: none"> <li>• Notes will be given.</li> </ul>	<b>Motivation or Brain storming:</b> Previous Knowledge would be checked by asking questions.	<ul style="list-style-type: none"> <li>• The students will be able to Recall and recognize the meaning of</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>Aggregate demand and its components.</li> <li>Propensity to consume and propensity to save (average and marginal).</li> <li>Short-run equilibrium output.</li> <li>Investment multiplier and its mechanism.</li> <li>Meaning of full employment and involuntary unemployment.</li> <li>Problems of excess demand and deficient demand.</li> <li>Measures to correct them –changes in government spending, taxes and money supply.</li> </ul>	<ul style="list-style-type: none"> <li><b>Power Point Presentation</b> on the components of Aggregate demand and Aggregate supply.</li> <li><b>Video on</b> impact of covid-19 on the Indian economy and steps taken by the Government.</li> <li><b>You tube links:</b></li> <li><a href="https://www.youtube.com/watch?v=uNG2_AjFzHE">https://www.youtube.com/watch?v=uNG2_AjFzHE</a></li> <li><a href="https://www.youtube.com/watch?v=SqKQWK2YCxU">https://www.youtube.com/watch?v=SqKQWK2YCxU</a></li> <li><a href="https://www.youtube.com/watch?v=2F0a_ru8GSU">https://www.youtube.com/watch?v=2F0a_ru8GSU</a></li> <li><a href="https://www.youtube.com/watch?v=NVR0E7jLFDI">https://www.youtube.com/watch?v=NVR0E7jLFDI</a></li> <li><a href="https://www.youtube.com/watch?v=NVR0E7jLFDI">https://www.youtube.com/watch?v=NVR0E7jLFDI</a></li> </ul>	<p>Statistics and Accountancy.</p> <ul style="list-style-type: none"> <li><b>Art Integration:</b> Drawing graphs, diagrams and schedules related inflation, deflation, equilibrium in the short run.</li> <li><b>Mathematical Integration</b> (formulae of calculating AD, AS, savings, consumption and multiplier).</li> <li><b>Skill Assessment:</b> Concept test to probe students' comprehension or application of the concept.</li> </ul>	<ul style="list-style-type: none"> <li>Oral and Written testing will be done.</li> <li>Quizzes will be conducted.</li> <li>Assignment will be given. Notebook correction will be done.</li> </ul>	<p><b>Lecture and Discussion method:</b> Meaning of Aggregate demand, supply, investment, saving, inflationary gap, deflationary gap will be explained with the help of the <b>PPT</b>.</p> <p><b>Inter-active method:</b> Students sharing their own experiences related to the topic.</p> <p><b>Group discussion</b> on excess demand and deficient demand and suggestions to overcome these problems.</p> <p><b>Case studies: Class will be divided</b> into groups, data related to inflation and deflation, <b>impact of covid-19 on the Indian economy will be discussed.</b></p> <p><b>Explanation</b> of the concept with the help of Pie chart, Histograms,</p>	<p>Aggregate Demand and supply, investment, savings etc.</p> <ul style="list-style-type: none"> <li>Comprehend the concept of Investment Multiplier.</li> <li>Differentiate between MPC and MPS.</li> <li>Calculate Aggregate Income etc.</li> <li>Able to draw the diagram of equilibrium in the economy.</li> <li>Able to summarize the components of AD and AS.</li> <li>Able to analyze the monetary and fiscal policy of the Government.</li> <li>Able to identify the cause of great</li> </ul>



Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		<p><a href="https://www.youtube.com/watch?v=-RK2IfGPSqO0">ube.com/watch?v=-RK2IfGPSqO0</a></p> <ul style="list-style-type: none"> <li>• Concept Map.</li> <li>• NCERT e-book</li> <li>• Modules on <i>EXTRAMARKS</i></li> <li>• Articles/clippings from Newspapers: (impact of covid-19 on the Indian economy)</li> </ul> <p>Flow charts related to the components of Aggregate demand and Supply will be drawn.</p>			<p>Bar diagrams, Schedules.</p> <p><b>Problem solving/ Inquiry method</b> will be used.</p> <p><b>Real life examples.</b></p> <p><b>Activity- buzz session.</b></p>	<p>depression in the 1930's and suggest some measures.</p> <ul style="list-style-type: none"> <li>• Able to apply the bookish knowledge in day to day life.</li> </ul>
JULY 5 Days	<p><b>TOPIC: Current Challenges Facing Indian Economy. (Ch-4)</b></p> <p><b>SUB-TOPIC</b></p> <ul style="list-style-type: none"> <li>• Poverty-absolute and relative; Main Schemes.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>TEACHING AIDS:</b> Chalk, Duster, Smart Board.</li> <li>• <b>Power Point Presentation</b> on challenges of Indian Economy.</li> <li>• <b>Video</b> on causes of poverty in</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Interdisciplinary linkage:</b> Psychology, Statistics, Sociology, geography and history.</li> <li>• <b>Art Integration:</b> Drawing graphs, Pie charts, bar diagrams, histograms,</li> <li>• Schedules related</li> </ul>	<ul style="list-style-type: none"> <li>• Notes will be given.</li> <li>• Oral and Written testing will be done.</li> <li>• Quizzes will be conducted.</li> <li>• Assignments will be given.</li> </ul>	<p><b><u>Motivation or Brain storming:</u></b> Previous Knowledge would be checked by asking questions.</p> <p><b><u>Lecture and Discussion method</u></b> Meaning of Poverty, Poverty-line, Rural development, diversification,</p>	<ul style="list-style-type: none"> <li>• The students will be able to recall and recognize the meaning of poverty, human capital, poverty line.</li> <li>• Comprehend the concept of Human development, poverty, rural development.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p>for poverty alleviation.</p> <ul style="list-style-type: none"> <li>• A critical assessment:</li> <li>• Rural development: Key issues -credit and marketing -role of cooperatives.</li> </ul>	<p>India, Poverty alleviation Schemes.</p> <ul style="list-style-type: none"> <li>• <b>You tube links:</b></li> <li>• <a href="https://www.youtube.com/watch?v=BoyioIdhAmg">https://www.youtube.com/watch?v=BoyioIdhAmg</a></li> <li>• <a href="https://www.youtube.com/watch?v=ui1bUGBKM98">https://www.youtube.com/watch?v=ui1bUGBKM98</a></li> <li>• <a href="https://www.youtube.com/watch?v=381x8DIPYpc">https://www.youtube.com/watch?v=381x8DIPYpc</a></li> <li>• <a href="https://www.youtube.com/watch?v=d6urP5AenrE">https://www.youtube.com/watch?v=d6urP5AenrE</a></li> <li>• <a href="https://www.youtube.com/watch?v=E5jXiwD93w0">https://www.youtube.com/watch?v=E5jXiwD93w0</a></li> <li>• <b>NCERT e-book</b></li> <li>• <b>Concept Map.</b></li> <li>• <b>Modules on EXTRAMARKS</b></li> <li>• <b>Articles from Newspapers.</b></li> <li>• <b>Flow charts</b> related to types of poverty.</li> </ul>	<p>to challenges of Indian economy.</p> <ul style="list-style-type: none"> <li>• <b>Mathematical</b> Integration (formulae to calculate jail index, worker population ratio)</li> <li>• <b>Skill Assessment</b> Concept test to probe students' comprehension or application of the concept.</li> <li>• <b>Map work.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Note -book correction will be done.</li> </ul>	<p>Unemployment, Sustainable development will be explained with the help of the <b>PPT</b>.</p> <p><b>Inter-active method:</b> students sharing their own experiences related to the topic.</p> <p><b>Group discussion</b> on causes of poverty and unemployment in India and suggestions to overcome these challenges.</p>	<ul style="list-style-type: none"> <li>• Differentiate between Absolute and Relative poverty.</li> <li>• Calculate Poverty line, worker population etc.</li> <li>• Able to summarize the causes and impact of poverty and poverty alleviation schemes launched by the government.</li> <li>•</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		<ul style="list-style-type: none"> <li>Types and causes of poverty.</li> <li>Related to problems of human capital formation . Related to Schemes launched by the Government.</li> </ul>				
<b>JULY</b> <b>15 Days</b>	<p><b>TOPIC: Development experience of India- A comparison with Neighbours.</b></p> <p><b>SUB-TOPIC</b></p> <ul style="list-style-type: none"> <li>A comparison with neighbors, India and Pakistan India and China Issues.</li> <li>Growth, population, sectoral development and other Human Development Indicators.</li> </ul>	<ul style="list-style-type: none"> <li><b>TEACHING AIDS:</b> Chalk, Duster, Smart Board.</li> <li><b>Power Point Presentation</b> on development path followed by India and China.</li> <li><b>Videos</b> on policies adopted by China and India.</li> <li><a href="https://www.youtube.com/watch?v=unQwnHmV7UE">https://www.youtube.com/watch?v=unQwnHmV7UE</a></li> <li><a href="https://www.youtube.com/watch?v=i dWavHHKJR4">https://www.youtube.com/watch?v=i dWavHHKJR4</a></li> </ul>	<ul style="list-style-type: none"> <li><b>Interdisciplinary linkage:</b> Political science, Psychology, Statistics, Sociology, Geography and history.</li> <li><b>Art Integration:</b> Drawing graphs, Pie charts, bar diagrams, histograms, schedules related to GDP, sectoral distribution and demographic indicators.</li> <li><b>Skill Assessment:</b> Concept test to</li> </ul>	<ul style="list-style-type: none"> <li>Notes will be given.</li> <li>Oral and Written testing will be done.</li> <li>Quizzes will be conducted.</li> <li>Assignments will be given.</li> </ul> <p>Note -book correction will be done.</p>	<p>Previous Knowledge would be checked by asking questions.</p> <p><b>Lecture and Discussion method:</b> Meaning of regional grouping, Gross domestic product and similarities and dissimilarities between India, China and Pakistan will be explained with the help of the <b>PPT</b>.</p> <p><b>Inter-active method:</b> Students sharing their own experiences related to the topic</p> <p><b>Group discussion</b> on why China is galloping</p>	<ul style="list-style-type: none"> <li>The students will be able to recall and recognize the meaning of regional grouping, GDP, per capita income. GDP, Human development Index.</li> <li>Comprehend the concept of Human development Index.</li> <li>Compare between India China trade policies etc.</li> <li>Able to summarize the policies adopted for the growth of India and China.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		<ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=LaF-l8DOnks">https://www.youtube.com/watch?v=LaF-l8DOnks</a></li> <li>• <a href="https://www.youtube.com/watch?v=eQjWtkdnhkg">https://www.youtube.com/watch?v=eQjWtkdnhkg</a></li> <li>• <a href="https://www.youtube.com/watch?v=U7lCeI-Vi5g">https://www.youtube.com/watch?v=U7lCeI-Vi5g</a></li> <li>• NCERT book</li> <li>• Modules on <i>EXTRAMARKS</i></li> <li>• Articles/clippings from Newspapers.</li> <li>• Flow charts related to strategies followed by India China and Pakistan will be drawn.</li> </ul>	<p>probe students' comprehension or application of the concept.</p> <ul style="list-style-type: none"> <li>• Map work.</li> <li>• Project work.</li> </ul>		<p>like a horse and India is lagging, what is the impact of one child norm policy in China.</p> <p><b>Case studies: Class will be divided</b> into groups, data related to India, China and Pakistan's relationship will be discussed.</p> <p><b>Explanation</b> of the concept with the help of Pie chart, Histograms, Bar diagrams, Schedules.</p> <p><b>Problem solving/ Inquiry method</b> will be used.</p> <p><b>Real life examples.</b></p>	<ul style="list-style-type: none"> <li>• Able to interpret socio-economic features.</li> <li>• Able to explain the causes of slow growth in Pakistan.</li> <li>• Able to interpret the data and able to analyze the concept.</li> </ul>
JULY 5 Days	<b>TOPIC: Current challenges facing Indian Economy</b>	<ul style="list-style-type: none"> <li>• Power Point Presentation on</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Interdisciplinary linkage:</b> Political science,</li> </ul>	<ul style="list-style-type: none"> <li>• Notes will be given.</li> </ul>	<b>Motivation or Brain storming:</b> Previous Knowledge	The students will be able to:

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>• <b>Ch-6 Rural development)</b> A critical assessment:</li> <li>• Rural development: Key issues -credit and marketing -role of cooperatives.</li> <li>• Agricultural diversification; alternative farming - organic farming.</li> </ul>	<p>challenges of Indian Economy.</p> <ul style="list-style-type: none"> <li>• Video on poor condition of Agricultural sector in India, organic farming etc.</li> <li>• You tube links:</li> <li>• <a href="https://www.youtube.com/watch?v=BoyioIdhAmg">https://www.youtube.com/watch?v=BoyioIdhAmg</a></li> <li>• <a href="https://www.youtube.com/watch?v=ui1bUGBKM98">https://www.youtube.com/watch?v=ui1bUGBKM98</a></li> <li>• <a href="https://www.youtube.com/watch?v=381x8DIPYpc">https://www.youtube.com/watch?v=381x8DIPYpc</a></li> </ul>	<p>Psychology, Statistics, Sociology, Geography and history</p> <p><b>Art Integration:</b> Drawing graphs, Pie charts, bar diagrams, histograms, schedules related to features of Indian economy at the eve of Independence, five-year plans, features of new economic policy ,need for rural development and agricultural diversification.</p> <p><b>Skill Assessment:</b> Concept test to probe students' comprehension or application of the concept.</p> <p><b>Project work.</b></p> <p><b>Map work.</b></p>	<ul style="list-style-type: none"> <li>• Oral and Written testing will be done.</li> <li>• Quizzes will be Conducted.</li> <li>• Assignments will be given.</li> </ul> <p>Note - book correction will be done</p>	<p>would be checked by asking questions.</p> <p><b><u>Lecture and Discussion method</u></b> Meaning of Rural development with the help of <b>PPT</b>.</p> <p><b>Inter-active method:</b> Students sharing their own experiences related to the topic.</p> <p><b>Group discussion</b> on suicide cases in farmers and suggestions to overcome this problem.</p>	<ul style="list-style-type: none"> <li>• Recall and recognize the meaning of rural development., agricultural marketing.</li> <li>• Able to write and explain the benefits and limitations of organic farming.</li> <li>• Abel to do critical thinking, why farmers are suiciding.</li> </ul>
AUGUST 7 Days	<p><b>TOPIC: Government Budget and Economy</b></p> <p><b>SUB-TOPIC</b></p>	<ul style="list-style-type: none"> <li>• <b>TEACHING AIDS:</b> Chalk, Duster, Smart Board.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Interdisciplinary linkage:</b> Mathematics, Psychology,</li> </ul>	<ul style="list-style-type: none"> <li>• Notes will be given.</li> </ul>	<p><b><u>Motivation or Brain storming:</u></b> Previous Knowledge would be checked by asking</p>	<ul style="list-style-type: none"> <li>• The students will be able to recall and recognize the meaning of the</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>Government budget - meaning, objectives and components.</li> <li>Classification of receipts -revenue receipts and capital receipts; classification of expenditure – revenue expenditure and capital expenditure.</li> <li>Measures of government deficit - revenue deficit, fiscal deficit, primary deficit their meaning.</li> </ul>	<ul style="list-style-type: none"> <li><b>Power Point Presentation</b> on components of the budget.</li> <li><b>Video</b> related to last year budget.</li> <li><b>You tube links:</b></li> <li><a href="https://www.youtube.com/watch?v=NqLekhNxi4">https://www.youtube.com/watch?v=NqLekhNxi4</a></li> <li><a href="https://www.youtube.com/watch?v=nUk9v6Dv2pU">https://www.youtube.com/watch?v=nUk9v6Dv2pU</a></li> <li><a href="https://www.youtube.com/watch?v=jVfyThubybw">https://www.youtube.com/watch?v=jVfyThubybw</a></li> <li><a href="https://www.youtube.com/watch?v=q_kFg_fysk">https://www.youtube.com/watch?v=q_kFg_fysk</a></li> <li><b>NCERT e- book</b></li> <li><b>Concept Map.</b></li> <li><b>Modules on EXTRAMARKS.</b></li> </ul>	<p>Statistics and Accountancy.</p> <ul style="list-style-type: none"> <li><b>Art Integration:</b> Drawing graphs, diagrams and schedules related revenue budget, capital budget, deficit etc.</li> <li><b>Mathematical Integration</b> (formulae to calculate deficit).</li> <li><b>Skill Assessment:</b> Concept test to probe students' comprehension or application of the concept.</li> </ul>	<ul style="list-style-type: none"> <li>Oral and Written testing will be done.</li> <li>Quizzes will be conducted.</li> <li>Assignment will be given.</li> <li>Notebook correction will be done</li> </ul>	<p>questions.</p> <p><b>Lecture and Discussion method</b> Meaning of budget, deficit, taxes, revenue will be explained with the help of the <b>PPT</b>.</p> <p><b>Inter-active method:</b> Students sharing their own experiences related to the topic.</p> <p><b>Group discussion</b> on fiscal deficit in India.</p> <p><b>Case studies: Class will be divided</b> into group data related to the budget 2020-21 will be discussed.</p> <p><b>Explanation</b> of the concept with the help of Pie chart, Histograms, Bar diagrams, Schedules.</p> <p><b>Problem solving/ Inquiry method</b> will be used.</p> <p><b>Real life examples.</b></p>	<p>concept of Government budget .</p> <ul style="list-style-type: none"> <li>Comprehend the concept of Taxes.</li> <li>Differentiate between fiscal and Primary.</li> <li>Able to calculate fiscal deficit, primary deficit and revenue deficit.</li> <li>Able to summarize the objectives of Government budget.</li> <li>To enable students to understand the application-based questions.</li> </ul> <p>To develop the understanding of students about the practical applicability of</p>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					Activity- buzz session.	theoretical concepts.
AUGUST 7 Days	<p><b>TOPIC: Balance of Payments.</b></p> <p><b>SUB-TOPIC</b></p> <ul style="list-style-type: none"> <li>Balance of payments account -meaning and components.</li> <li>Balance of payments deficit-meaning.</li> <li>Foreign exchange rate -meaning of fixed and flexible rates and managed floating.</li> <li>Determination of exchange rate in a free market.</li> </ul>	<ul style="list-style-type: none"> <li><b>TEACHING AIDS:</b> Chalk, Duster, Smart Board.</li> <li><b>Power Point Presentation</b> on components of the balance of payments.</li> <li><b>Video</b> related to fiscal deficit of India, impact of Covid-19 on balance of trade and balance of payments.</li> <li><b>You tube links:</b></li> <li><a href="https://www.youtube.com/watch?v=8y4vrjzQV6g">https://www.youtube.com/watch?v=8y4vrjzQV6g</a></li> <li><a href="https://www.youtube.com/watch?v=-TIMTIEK7s0">https://www.youtube.com/watch?v=-TIMTIEK7s0</a></li> </ul>	<ul style="list-style-type: none"> <li><b>Interdisciplinary linkage:</b> Mathematics, Psychology, business studies, Statistics and Accountancy.</li> <li><b>Art Integration:</b> Drawing graphs, diagrams and schedules related to balance of trade, foreign exchange etc.</li> <li><b>Mathematical Integration</b> (formulae to calculate balance of trade, foreign exchange rate.)</li> <li><b>Skill Assessment:</b> Concept test to probe student's comprehension or application of the concept.</li> </ul>	<ul style="list-style-type: none"> <li>Notes will be given.</li> <li>Oral and Written testing will be done.</li> <li>Quizzes will be conducted.</li> <li>Assignments will be given. Note-book correction will be done</li> </ul>	<p><b><u>Motivation or Brain Storming:</u></b> Previous Knowledge would be checked by asking questions.</p> <p><b><u>Lecture and Discussion</u> method:</b> Meaning of balance of payment, balance of budget, depreciation, appreciation, foreign exchange rate will be explained through <b>PPT.</b></p> <p><b>Inter-active method:</b> Students sharing their own experiences related to the topic.</p> <p><b>Group discussion</b> on impact of depreciation and appreciation of home currency.</p> <p><b>Case studies: Class will be divided</b> into groups, Monetary approach</p>	<ul style="list-style-type: none"> <li>The students will be able to recall and recognize the concept of Balance of Payments.</li> <li>Comprehend the concept of current account and capital account.</li> <li>Differentiate between autonomous and accommodating account.</li> <li>Able to calculate balance of trade.</li> <li>Able to summarize the impact of depreciation and appreciation of the currency on the economy.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		<ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=CYIVyIDsWFg">https://www.youtube.com/watch?v=CYIVyIDsWFg</a></li> <li>• NCERT e-book</li> <li>• Concept Map.</li> <li>• Articles from Newspapers.</li> <li>• Flow charts related to components of current account and capital account.</li> <li>• Modules on <b>EXTRAMARKS</b></li> </ul>			<p>related to BOP in India will be discussed.</p> <p><b>Explanation</b> of the concept with the help of Pie chart, Histograms, Bar diagrams and Schedules.</p> <p><b>Problem solving/ Inquiry method</b> will be used.</p> <p><b>Activity- buzz session.</b></p> <p><b>Real life examples.</b></p>	<ul style="list-style-type: none"> <li>• Students will be able to explain the general purpose of Balance of Payment Current Account &amp; Capital Account.</li> </ul>
<b>AUGUST/ OCTOBER</b> 27 Days	<p><b>TOPIC: Current challenges Facing Indian Economy (Ch 7, 8,9)</b></p> <p>*Employment: Formal and informal growth; Problems and policies</p> <p>*Infrastructure: Meaning and Types; Case Studies</p> <p>*Energy and Health:</p>	<p><b>Teaching AIDS</b> Chalk, Duster &amp; Smart Board</p> <p><b>Power Point Presentation</b> on challenges of Indian Economy.</p> <p><b>NCERT book</b></p> <p><b>Modules on EXTRAMARKS</b></p>	<p><b>Interdisciplinary linkage:</b> Mathematics; Psychology; Statistics; Sociology; Geography; and History</p> <p><b>Art Integration</b> Drawing graphs, Pie charts, bar diagrams, histograms, schedules related to challenges of Indian economy</p>	<ul style="list-style-type: none"> <li>• Notes will be given.</li> <li>• Oral and Written testing will be done.</li> <li>• Quizzes will be conducted.</li> <li>• Assignments will be given.</li> </ul>	<p><b>Motivation and Brainstorming</b> Previous Knowledge would be checked by asking questions</p> <p><b>Lecture and Discussion</b> method will be used</p> <p><b>Inter-active</b> method</p> <p><b>Group discussion</b></p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Recall and recognize the meaning and types of unemployment; infrastructure; concept of environment and sustainable development</li> </ul>



Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p>Problems and Policies- A critical assessment</p> <p>*Sustainable Economic Development: Meaning, Effects of Economic Development on Resources and Environment, including global warming</p>	<p><b>Articles from Newspapers</b> will be shown.</p> <p><b>Flow chart</b> related to unemployment in India</p> <p><b>Flow chart</b> related to health infrastructure in India.</p> <p><b>Flow chart</b> related to global warming.</p> <p><b>Flow chart</b> related to Schemes launched by the Government.</p> <p>• <b>You tube links:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=E5jXiwD93w0">https://www.youtube.com/watch?v=E5jXiwD93w0</a></li> <li>• <a href="https://www.youtube.com/watch?v=tboPF8w-554">https://www.youtube.com/watch?v=tboPF8w-554</a></li> </ul>	<p><b>Mathematical Integration</b> (formulas to worker-population, BMI and other indices of socio-economic development)</p>	<ul style="list-style-type: none"> <li>• Note-book correction will be done.</li> </ul>	<p><b>Case studies</b> Class will be divided into groups; data related to unemployment and government initiatives related to transition to green energy will be discussed, like Rewa Ultra Mega Solar Park in MP.</p> <p><b>Explanation</b> of the concept with the help of Pie chart, Histograms, Bar diagrams, Schedules.</p> <p><b>Problem solving/ Inquiry method</b> will be used</p>	<ul style="list-style-type: none"> <li>• Comprehend the concept of health and types of health infrastructure</li> <li>• Explain the concept of sustainable development and strategies to achieve the same</li> <li>• Calculate worker-population, etc.</li> <li>• Analyze the factors responsible for unemployment in India.</li> <li>• Able to think critically and analyze the impact of global warming.</li> </ul>
OCTOBER	<ul style="list-style-type: none"> <li>• <b>TOPIC; Human Capital</b></li> </ul>	<p><b>Teaching AIDS</b> Chalk, Duster &amp;</p>	<p><b>Interdisciplinary linkage:</b> Mathematics;</p>	<ul style="list-style-type: none"> <li>• Notes will be given.</li> </ul>	<p><b>Motivation and</b></p>	

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
4 Days	<p><b>Formation</b></p> <p><b>[Ch-5]</b></p> <ul style="list-style-type: none"> <li>Human Capital Formation: How people become resource; Role of human capital in economic development; Growth of Education Sector in India.</li> </ul>	<p>Smart Board</p> <p><b>Power Point Presentation</b> on challenges of Indian Economy.</p> <p><b>NCERT book</b></p> <p><b>Modules on EXTRAMARKS</b></p> <p><b>Articles from Newspapers</b> will be shown.</p> <p><b>Flow chart</b> related to challenges of human capital formation n India</p> <p><b>Flow chart</b> related to importance of education in economic growth.</p> <p><b>Flow chart</b> related to global warming.</p> <p><b>Flow chart</b> related to Schemes launched by the Government.</p> <ul style="list-style-type: none"> <li><b>You tube links:</b></li> </ul>	<p>Psychology; Statistics; Sociology; Geography; and History</p> <p><b>Art Integration</b> Drawing graphs, Pie charts, bar diagrams, histograms, schedules related to challenges of human capital formation. and Sources of human capital formation.</p>	<ul style="list-style-type: none"> <li>Oral and Written testing will be done.</li> <li>Quizzes will be conducted.</li> <li>Assignment will be given.</li> <li>Notebook correction will be done.</li> </ul>	<p><b>Brainstorming</b> Previous Knowledge would be checked by asking questions</p> <p><b>Lecture and Discussion</b> method will be used.</p> <p><b>Inter-active</b> method</p> <p><b>Group discussion</b></p> <p><b>Case studies</b> Class will be divided into groups; Students will be asked to discuss the importance of education.</p> <ul style="list-style-type: none"> <li>Importance of on the job training etc.</li> <li><b>Problem solving/ Inquiry method</b> will be used.</li> <li><b>Real life examples.</b></li> <li><b>Activity- buzz session.</b></li> </ul>	<ul style="list-style-type: none"> <li>The students will be able to recall and recognize the meaning of ,human capital, human capital and migration.</li> <li>Able to analyze the factors responsible for poor human capital formation in India.</li> <li>The students will be able to write and explain the sources of human capital formation.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		<ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=E5jXiwD93w0">https://www.youtube.com/watch?v=E5jXiwD93w0</a></li> </ul>				
NOVEMBER	<ul style="list-style-type: none"> <li><b>Project work</b> Any topic as per the guidelines and suggestions by CBSE.</li> </ul>	<ul style="list-style-type: none"> <li><b>TEACHING AIDS:</b> Chalk, Duster, Smart Board.</li> </ul>	<ul style="list-style-type: none"> <li><b>Inter disciplinary link:</b> Mathematics, Art</li> </ul>	<b>ASSESSMENT:</b> AS per guidelines of CBSE.	Research work and making project files.	<ul style="list-style-type: none"> <li>Understanding of some basic economic concepts and development of economic reasoning which the learners can apply in their day-to-day life as citizens, workers and consumers.</li> <li>Realization of learners' role in nation building and sensitivity to the economic issues that the nation is facing today.</li> <li>Equipment with basic tools of economics and statistics to analyze economic</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						<p>issues. This is pertinent for even those who may not pursue this course beyond senior secondary stage.</p> <ul style="list-style-type: none"> <li>• Development of understanding that there can be more than one view on any economic issue and necessary skills to argue logically with reasoning.</li> </ul>
November (tentative)	<b>Revision and CBSE PRE- BOARD EXAMINATION</b>	-	-	-	Guidance to the children as per their individual needs	

**PINEGROVE SCHOOL, DHARAMPUR**  
 Affiliation No. 630044; School Code: 43035  
**Annual Pedagogy Plan: Business Studies (054)**  
**Class: XII COMMERCE**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
March	<b>Chapter:1 Nature and Significance of Management (Periods: 12)</b> <ul style="list-style-type: none"> <li>• Management – Concept, Objectives and Importance</li> <li>• Concept includes meaning and characteristics / features.</li> <li>• Management as Science, Art and profession</li> <li>• Levels of Management</li> <li>• Management Functions – Planning, Organising,</li> </ul>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Video of Dabbawalla for coordination</li> <li>• Video from Extra Marks on Levels of Management Coordination</li> <li>• Charts on Levels of Management.</li> <li>• Mind Maps and Mnemonics at the end of the chapter.</li> <li>• E-Book</li> <li>• Chalk and Board</li> </ul>	<ul style="list-style-type: none"> <li>• Inter disciplinary linkage- features of science and features of arts to explain how management is science as well as arts.</li> <li>• Group Project in the class to explain difference between cooperation and coordination.</li> <li>• Experiential learning- framing case studies by students</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on HOTS and case studies</li> <li>• Case studies based written assignment.</li> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul> <p>Notebook Evaluation</p>	<ul style="list-style-type: none"> <li>• Examining Prior Knowledge about Management by asking Random Questions.</li> <li>• <a href="https://www.youtube.com/watch?v=WKiRLpD0xSo">https://www.youtube.com/watch?v=WKiRLpD0xSo</a> (video by Sandeep Maheshwari)</li> <li>• Introducing management after getting the expected response from the students majorly with the help of examples.</li> <li>• Lecture to be delivered by using PPT for the</li> </ul>	<p>After going through this unit, the students would be able to:</p> <ul style="list-style-type: none"> <li>• Explain management- concept, objectives, and importance.</li> <li>• Understand the concept of management.</li> <li>• Explain the meaning of 'Effectiveness and Efficiency.</li> <li>• Discuss the objectives of management.</li> <li>• Describe the importance of management.</li> <li>• Management as Science, Art and Profession</li> <li>• Examine the nature of management as a science, art and profession.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p>Staffing, Directing and Controlling</p> <ul style="list-style-type: none"> <li>• Coordination – Concept and importance</li> </ul>		<ul style="list-style-type: none"> <li>• Flip Teaching</li> </ul> <p>(Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class.)</p>		<p>following concepts:</p> <ul style="list-style-type: none"> <li>• Management as Science, Art and profession</li> <li>• Levels of Management</li> <li>• Management Functions – Planning, Organising, Staffing, Directing and Controlling</li> <li>• Coordination – Concept and importance</li> </ul>	<ul style="list-style-type: none"> <li>• Levels of Management</li> <li>• Understand the role of top, middle and lower levels of management.</li> <li>• Management functions-planning, organizing, staffing, directing and controlling.</li> <li>• Explain the functions of management Coordination-concept and importance.</li> <li>• Discuss the concept and characteristics of coordination.</li> <li>• Explain the importance of coordination.</li> <li>• <b>Practical Outcome:</b> Besides that, the students will be able to apply the knowledge of nature of management in real life with the help of case studies. Students will also learn to frame the</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						<p>case studies on their own.</p> <ul style="list-style-type: none"> <li>• <b>Value Based Outcome:</b> Teaching the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc. through the project.</li> </ul>
<b>March</b>	<p>Chapter:2 Principles of Management (Periods: 14)</p> <ul style="list-style-type: none"> <li>• Principles of Management – Concept and significance</li> <li>• Fayol's Principle of Management</li> <li>• Taylor's Scientific Management – Principle and techniques</li> </ul>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• <b>Video:</b> On Fayol's Principles of Management.</li> <li>• <b>Video of experiment on monkeys to explain Equity.</b></li> <li>• Video from Extra Marks on Levels of Management Coordination</li> <li>• Acronyms of Fayol's principles of management.</li> <li>• Charts on principles of management.</li> </ul>	<ul style="list-style-type: none"> <li>• Inter disciplinary linkage- Science for explaining scientific principles and Scientific studies</li> <li>• Visit to a factory to explain the principles of management and Scientific techniques of management.</li> <li>• Experiential learning- framing case studies by students</li> <li>• Flip Teaching</li> </ul> <p>(Three children will</p>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on HOTS and case studies</li> <li>• Case studies based written assignment.</li> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul> <p>Notebook Evaluation</p>	<ul style="list-style-type: none"> <li>• Given them the background of Henry Fayol and FW Taylor. Discussed the scientific and general management principles.</li> <li>• <a href="https://www.youtube.com/watch?v=90qpziPNRnY">https://www.youtube.com/watch?v=90qpziPNRnY</a></li> <li>• Lecture to be delivered by using PPT for the following concepts:</li> <li>• Fayol's Principle of Management</li> <li>• Taylor's Scientific</li> </ul>	<p>After going through this unit, the students would be able to:</p> <ul style="list-style-type: none"> <li>• Explain Concept and significance of Principles.</li> <li>• Understand the concept of principles of management.</li> <li>• Explain the significance of management principles. Fayol's principles of management</li> <li>• Discuss the principles of management developed by Fayol.</li> <li>• Taylor's Scientific management-</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		<ul style="list-style-type: none"> <li>Chalk and Board</li> </ul>	<p>be given different topics. They will make case studies and draft questions out of the given topic and explain to the class.)</p>		<p>Management – Principle and techniques</p> <ul style="list-style-type: none"> <li>Video on difference between equity and equality</li> <li><a href="https://www.youtube.com/watch?v=MIXZyNtaoDM">https://www.youtube.com/watch?v=MIXZyNtaoDM</a></li> </ul>	<p>principles and techniques</p> <ul style="list-style-type: none"> <li>Explain the principles and techniques of ‘Scientific Management’.</li> <li>Compare the contributions of Fayol and Taylor.</li> <li>Frame the case studies on their own</li> <li><b>Practical Outcome:</b> Besides that, the students will also be equipped to work on the project based on Principles of Management.</li> <li><b>Value Based Outcome:</b> Values like discipline, Equity, Harmony, Team spirit, Sense of responsibility, Respecting authority , Respect for the organisation and initiative etc through the principles of management.</li> </ul>



Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
March	<b>Chapter:3 Business Environment (Periods:12)</b> <ul style="list-style-type: none"> <li>Business Environment – Concept and Importance</li> <li>Dimensions of Business Environment – Economic, Social, Technological, Political and Legal Demonetization – Concept and Features</li> <li>Impact of Government Policy Changes on Business with special reference to Liberalisation, Privatisation and Globalisation in India</li> </ul>	<ul style="list-style-type: none"> <li>PPT</li> <li>Video and news clipping on demonetization.</li> <li>Video from Extra Marks On features of business environment</li> <li>Mind Maps and Mnemonics at the end of the chapter.</li> <li>Charts</li> <li>Chalk and Board</li> </ul>	<ul style="list-style-type: none"> <li>Inter disciplinary. Linkages: With economics for demonetization and economic dimensions, with political science and sociology for political and social dimensions</li> <li>Experiential learning- framing case studies by students.</li> <li>Activity will be conducted where students will do their own SWOT Analysis and will submit in the form of unit project.</li> <li>Flip Teaching</li> </ul> <p>(Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class.)</p>	<ul style="list-style-type: none"> <li>MCQ (daily)</li> <li>Oral discussions on HOTS and case studies</li> <li>Case studies based written assignment.</li> <li>Weekly conceptual test (MCQ based)</li> <li>Pen paper test</li> </ul> <p>Notebook Evaluation</p>	<ul style="list-style-type: none"> <li>Introduced the chapter with the help of real-life examples from newspapers on various dimensions of business environment.</li> <li>Video and news clipping on demonetization.</li> <li><a href="https://www.youtube.com/watch?v=nEr70AsqwAU">https://www.youtube.com/watch?v=nEr70AsqwAU</a></li> <li>Lecture to be delivered by using PPT for the following concepts:</li> <li>Dimensions of Business Environment – Economic, Social, Technological, Political and Legal</li> </ul>	<p>After going through this unit, the students would be able to:</p> <ul style="list-style-type: none"> <li>Explain Business Environment- concept and importance.</li> <li>Understand the concept of ‘Business Environment.</li> <li>Describe the importance of business environment.</li> <li>Dimensions of Business Environment- Economic, Social, Technological, Political and Legal Demonetization - concept and features</li> <li>Describe the various dimensions of ‘Business Environment.</li> <li>Understand the concept of demonetization.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<p>Demonetization – Concept and Features</p> <ul style="list-style-type: none"> <li>• Impact of Government Policy Changes on Business with special reference to Liberalisation, Privatisation and Globalisation in India</li> </ul>	<ul style="list-style-type: none"> <li>• Impact of Government policy changes on business with special reference to liberalization, privatization and globalization in India</li> <li>• Examine the impact of government policy changes on business in India with reference to liberalisation, privatization and globalisation since 1991.</li> <li>• Discuss the managerial response to changes in business environment.</li> <li>• <b>Practical Outcome:</b> Besides that, the students will be able to apply the knowledge of business environment in real life with the help of case studies.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						<p>Students will also learn to frame the case studies on their own.</p> <ul style="list-style-type: none"> <li>• <b>Value Based Outcome:</b> Teaching international cooperation and respecting the diversity of various nations through scanning different dimensions of business environment.</li> </ul>
April	<p><b>Chapter: 9 Financial Management (Periods:20)</b></p> <ul style="list-style-type: none"> <li>• Concept, Role and Objective of Financial Management</li> <li>• Financial Decision – Investment, Financing and Dividend; Meaning and factors affecting.</li> </ul>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Video: On Trading on Equity, Financial decisions.</li> <li>• Video: Importance of financial planning</li> <li>• Black Board for numerical of Trading on Equity</li> <li>• Video from Extra Marks on factors affecting major</li> </ul>	<ul style="list-style-type: none"> <li>• Inter disciplinary Linkages: Accounts for explaining the concept of Fixed capital and working capital and EPS- EBIT analysis</li> </ul> <p>Experiential learning- framing case studies by students</p> <ul style="list-style-type: none"> <li>• Flip Teaching</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on HOTS and case studies</li> <li>• Case studies based written assignment.</li> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul> <p>Notebook Evaluation</p>	<ul style="list-style-type: none"> <li>• Discussion on money matters, habit of thrift, along with the introduction to financial management</li> <li>• Randomly asked questions to check the previous knowledge of class 11 as the base to this chapter.</li> </ul>	<p>After going through this unit, the students would be able to:</p> <ul style="list-style-type: none"> <li>• Understand the concept, role and objectives of Financial Management.</li> <li>• Understand the concept of financial management.</li> <li>• Explain the role of financial management in an organisation.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>• Financial Planning- Concept and Importance</li> <li>• Capital structure – Concept</li> </ul> <p>Fixed and Working capital – Concept and factors affecting their requirements</p>	<p>decisions taken under Financial Management</p> <ul style="list-style-type: none"> <li>• Mind Maps and Mnemonics at the end of the chapter.</li> <li>• Charts</li> <li>• Chalk and Board</li> </ul>	<p>(Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class.)</p> <ul style="list-style-type: none"> <li>• Discussion on the case study – Master move by Dhiru Bhai Ambani.</li> </ul>		<ul style="list-style-type: none"> <li>• Lecture to be delivered by using PPT for the following concepts:</li> <li>• Financial Decision – Investment, Financing and Dividend; Meaning and factors affecting</li> <li>• Video on trading on equity</li> <li>• <a href="https://www.youtube.com/watch?v=az970PLHQHo">https://www.youtu be.com/watch?v=a z970PLHQHo</a></li> <li>• Financial Planning- Concept and Importance</li> <li>• Capital structure – Concept.</li> </ul> <p>Fixed and Working capital – Concept and factors affecting their requirements</p>	<ul style="list-style-type: none"> <li>• Discuss the objectives of financial management. Financial decisions: investment, financing and dividend-Meaning and factors affecting</li> <li>• Discuss the three financial decisions and the factors affecting them. Financial Planning- concept and importance</li> <li>• Describe the concept of financial planning and its objectives.</li> <li>• Explain the importance of financial planning. Capital Structure– concept and factors affecting capital structure.</li> <li>• Understand the concept of capital structure.</li> <li>• Describe the factors determining the choice of an appropriate capital structure of a</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						<p>company. Fixed and Working Capital- Concept and factors affecting their requirements.</p> <ul style="list-style-type: none"> <li>• Understand the concept of fixed and working capital.</li> </ul> <p>Describe the factors determining the requirements of fixed and working capital.</p> <ul style="list-style-type: none"> <li>• <b>Practical Outcome:</b> Besides that, the students will be able to apply the knowledge of financial management in real life with the help of case studies. Students will also learn to frame the case studies on their own.</li> <li>• <b>Value Based Outcome:</b> Generosity, taking care of the various stakeholders and abiding rules and regulation by taking</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						various financial decision.
April	<b>Chapter: 10 Financial Markets (Periods: 18)</b> <ul style="list-style-type: none"> <li>Financial Markets: Concept, Functions and Types</li> <li>Money Market and its Instruments</li> <li>Capital Market and its types (Primary and Secondary) methods of flotation in the secondary market.</li> <li>Stock Exchange – Function and Trading Procedure</li> <li>Securities and Exchange Board of India (SEBI) Objectives and Functions</li> </ul>	<ul style="list-style-type: none"> <li>PPT</li> <li>Video on Stock Market Simulation</li> <li>Movie ‘Bazaar’ Based on stock market</li> <li>Virtual games on stock exchange</li> <li>Video on Trading and Settlement Procedure from Extra Marks</li> <li>Mind Maps and Mnemonics at the end of the chapter.</li> <li>Charts</li> <li>Chalk and Board</li> </ul>	<ul style="list-style-type: none"> <li>Inter disciplinary Linkages: Economics (To explain how demand and supply mechanism works in the Stock Exchange for fixation of prices of financial securities)</li> <li>Experiential learning- framing case studies by students</li> <li>Experiential learning by adding project with this chapter.</li> <li>Activity- Stock market simulation</li> <li>Discussion on Harshad Mehta Scam.</li> <li>Flip Teaching</li> </ul> <p>(Three children will be given different</p>	<ul style="list-style-type: none"> <li>MCQ (daily)</li> <li>Oral discussions on HOTS and case studies</li> <li>Case studies based written assignment</li> <li>Weekly conceptual test (MCQ based)</li> <li>Pen paper test</li> </ul> <p>Notebook Evaluation</p>	<ul style="list-style-type: none"> <li>The chapter started with the interesting case study of ‘Master Stroke by Dhiru Bhai Ambani’</li> <li><a href="https://www.youtube.com/watch?v=g3iGtMhRKy4">https://www.youtube.com/watch?v=g3iGtMhRKy4</a></li> <li>Discussions and explanation of financial markets and its types</li> <li>Real life examples of investment in Stock Markets by various people.</li> <li>Lecture to be delivered by using PPT for the following concepts:</li> <li>Money Market and its Instrument</li> <li>Capital Market and its types</li> </ul>	<p>After going through this unit, the students would be able to:</p> <ul style="list-style-type: none"> <li>Understand the concept of financial market.</li> <li>Explain the functions of financial market.</li> <li>Understand capital market and money market as types of financial markets.</li> <li>Understand the concept of money market.</li> <li>Describe the various money market instruments.</li> <li>Discuss the concept of capital market.</li> <li>Explain primary and secondary markets as types of capital market.</li> <li>Differentiate between capital market and money market.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			topics. They will make case studies and draft questions out of the given topic and explain to the class.)		<p>(Primary and Secondary) methods of flotation in the secondary market.</p> <ul style="list-style-type: none"> <li>• Stock Exchange – Function and Trading Procedure</li> <li>• Securities and Exchange Board of India (SEBI)</li> <li>• Objectives and Functions</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the methods of floating new issues in the primary market.</li> <li>• Distinguish between primary and secondary markets.</li> <li>• Give the meaning of a stock exchange.</li> <li>• Explain the functions of a stock exchange.</li> <li>• Discuss the trading procedure in a stock exchange.</li> <li>• Give the meaning of depository services and demat account as used in the trading procedure of securities.</li> <li>• State the Securities and Exchange Board of India (SEBI) - objectives of SEBI.</li> <li>• Explain the functions of SEBI.</li> <li>• Frame the case studies on their own</li> <li>• <b>Practical Outcome:</b> Besides that, the students will also be</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						<p>equipped to work on the project based on Stock Exchange.</p> <ul style="list-style-type: none"> <li>• <b>Value Based Outcome:</b> Loyalty, Integrity, Following business ethics through the functioning of SEBI.</li> </ul>
May	<p><b>Chapter:11 Marketing (Periods: 30)</b></p> <ul style="list-style-type: none"> <li>• Selling and Marketing – Concept</li> <li>• Marketing management – Concept</li> <li>• Marketing functions</li> <li>• Marketing Management Philosophies</li> <li>• Marketing Mix – Concept and Element</li> </ul>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Video: On 4 Ps' of marketing</li> <li>• Image of Cow cuddling- a new businesses to explain 'What can be marketed'.</li> <li>• Functions of marketing done with the help of acronyms.</li> <li>• Additional information from Extra Marks</li> <li>• Videos of advertisements of</li> </ul>	<ul style="list-style-type: none"> <li>• Inter disciplinary Linkages: Social Science To explain the marketing philosophies – evolution of production concept through industrial revolution and colonization</li> <li>• Experiential learning by adding project on marketing management with this chapter.</li> <li>• Experiential learning- Framing case studies by students</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on HOTS and case studies</li> <li>• Case studies based written assignment.</li> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul> <p>Notebook Evaluation</p>	<ul style="list-style-type: none"> <li>• Started the chapter by doing a small practical by making them choose a product and marketing it to the class students.</li> <li>• Then introducing the various aspects of marketing through discussions and lectures.</li> <li>• Real life examples of advertisements, sales promotion techniques, labeling,</li> </ul>	<p>After going through this unit, the students would be able to:</p> <ul style="list-style-type: none"> <li>• Understand the concept, functions and philosophies of Marketing.</li> <li>• Understand the concept of marketing.</li> <li>• Explain the features of marketing.</li> <li>• Discuss the functions of marketing.</li> <li>• Understand the concept of marketing mix.</li> <li>• Understand the concept of product as an element of marketing mix.</li> </ul>



Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>• Product: Branding, Labelling and Packaging – Concept</li> <li>• Price: Concept, Factors determining price</li> <li>• Physical distribution: Concept and Component, Channel of Distribution – Types, Choice of Channels</li> <li>• Promotion: Concept and Elements; Advertising – concept, role, objections against advertising</li> <li>• Personal Selling – concept and qualities of a good salesman</li> </ul>	<ul style="list-style-type: none"> <li>• ‘Rajasthan’ and ‘Fevicol’</li> <li>• Video of Nihar Shanti Amla to explain Societal Marketing concept</li> <li>• Mind Maps and Mnemonics at the end of the chapter.</li> <li>• Chalk and Board</li> </ul>	<ul style="list-style-type: none"> <li>• Flip Teaching</li> </ul> <p>(Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class.)</p>		<ul style="list-style-type: none"> <li>branding, packaging etc.</li> <li>• Lecture to be delivered by using PPT for the following concepts:</li> <li>• Marketing functions</li> <li>• Marketing Management Philosophies</li> <li>• Marketing Mix – Concept and Element</li> <li>• Product: Branding, Labelling and Packaging – Concept</li> <li>• Price: Concept, Factors determining price</li> <li>• Physical distribution: Concept and Component,</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the concept of branding, labelling and packaging.</li> <li>• Understand the concept of price as an element of marketing mix.</li> <li>• Describe the factors determining price of a product.</li> <li>• Understand the concept of physical distribution.</li> <li>• Explain the components of physical distribution.</li> <li>• Describe the various channels of distribution.</li> <li>• Understand the concept of promotion as an element of marketing mix.</li> <li>• Describe the elements of promotion mix.</li> <li>• Understand the concept of advertising.</li> <li>• Understand the concept of sales promotion.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>Sales promotion – concept and techniques</li> </ul> Public Relations- concept and role				Channel of Distribution – Types, Choice of Channels  <ul style="list-style-type: none"> <li>Promotion: Concept and Elements; Advertising – concept, role, objections against advertising</li> <li>Personal Selling – concept and qualities of a good salesman</li> <li>Sales promotion – concept and techniques</li> </ul> Public Relations- concept and role	<ul style="list-style-type: none"> <li>Discuss the concept of public relations.</li> <li>Frame the case studies on their own</li> <li><b>Practical Outcome:</b> Besides that, the students will also be equipped to work on the project based on marketing management.</li> <li><b>Value Based Outcome:</b> Promoting sustainable development, Commitment towards various stakeholders, Community development through various marketing philosophies.</li> </ul>
June	<b>TERM 1 SYLLABUS COMPLETED</b> Revisions, Unit Exams and assessment	–	–	–	–	–

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
July	<p><b>Chapter:4 Planning (Periods:16)</b></p> <ul style="list-style-type: none"> <li>• Concept, Importance and Limitations</li> <li>• Planning Process</li> </ul> <p>Single use and Standing Plans – Objective, Strategy, Policy, Procedure, Method, Rule, Budget and Programme</p>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Video: On Types of Plans</li> <li>• A case study of Surgical trike to explain various types of Plans.</li> <li>• Video on importance of planning</li> <li>• Video on features of planning from Extra Marks</li> <li>• A comparative chart on different types of plans made by me.</li> <li>• Mind Maps and Mnemonics at the end of the chapter.</li> <li>• Charts</li> <li>• Chalk and Board</li> </ul>	<ul style="list-style-type: none"> <li>• Inter disciplinary Linkages: Economics Linked the concept with Five Years Plans. Example of the Annual Budget by the Government To explain Budget.</li> <li>• Experiential learning- Framing case studies by students.</li> <li>• A Comprehensive activity covering chapter planning, organizing, staffing, directing and controlling to be taken up. (Under this activity students will plan, organize and conduct half an hour class show.)</li> <li>• Flip Teaching</li> </ul> <p>(Three children will be given different topics.</p>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on HOTS and case studies</li> <li>• Case studies based written assignment.</li> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul> <p>Notebook Evaluation</p>	<ul style="list-style-type: none"> <li>• Introduced planning with the help of School Calendar.</li> <li>• Lecture/Discussion for various topics</li> <li>• Example of Class 12 targets and board result to establish relation among different types of plans.</li> </ul>	<p>After going through this unit, the students would be able to:</p> <ul style="list-style-type: none"> <li>• Understand the concept of planning.</li> <li>• Describe the importance of planning.</li> <li>• Understand the limitations of planning.</li> <li>• Describe the steps in the process of planning.</li> <li>• Develop an understanding of single use and standing plans</li> <li>• Describe objectives, policies, strategy, procedure, method, rule, budget and programme as types of plans.</li> <li>• <b>Practical Outcome:</b> Besides that, the students will be able to apply the knowledge of planning in real life with the help of case studies</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			They will make case studies and draft questions out of the given topic and explain to the class.)			<p>especially the case study of surgical strike. Students will also learn to frame the case studies on their own.</p> <ul style="list-style-type: none"> <li><b>Value Based Outcome:</b></li> </ul> <p>To develop values of decision making, critical thinking, time management and farsightedness.</p>
<b>July</b>	<p><b>Chapter: 5 Organising (Periods: 15)</b></p> <ul style="list-style-type: none"> <li>• Concept and Importance</li> <li>• Organising Process</li> <li>• Structure of Organisation – Functional and Divisional concept. Formal and Informal Organisation – concept</li> </ul>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Video: On Formal and Informal Organisation</li> <li>• Video on functional and divisional structure from Extra Marks</li> <li>• Explanation of the organization structure of the school</li> </ul>	<ul style="list-style-type: none"> <li>• Inter disciplinary Linkages:</li> </ul> <p>Sociology: To explain the importance of informal organization in the formal structure</p> <ul style="list-style-type: none"> <li>• Experiential learning- Framing case studies by students.</li> <li>• A Comprehensive activity covering chapter planning, organizing,</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on HOTS and case studies</li> <li>• Case studies based written assignment.</li> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul> <p>Notebook Evaluation</p>	<ul style="list-style-type: none"> <li>• Introduced organizing with the help of an activity – Everyone in the class will organize the classroom, desks, surroundings, teachers' area, cupboards, lockers etc.</li> <li>• Lecture to be delivered by using PPT for the</li> </ul>	<p>After going through this unit, the students would be able to:</p> <ul style="list-style-type: none"> <li>• Understand the concept and importance of organizing.</li> <li>• Understand the concept of organizing as a structure and as a process.</li> <li>• Describe the steps in the process of organizing.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>• Delegation- Concept Element and Importance</li> </ul> <p>Decentralisation – Concept and Importance</p>	<ul style="list-style-type: none"> <li>• Mind Maps and Mnemonics at the end of the chapter.</li> <li>• Charts</li> <li>• Chalk and Board</li> </ul>	<p>staffing, directing and controlling to be taken up. (Under this activity students will plan, organize and conduct half an hour class show.)</p> <ul style="list-style-type: none"> <li>• Flip Teaching</li> </ul> <p>(Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class.)</p>		<p>following concepts:</p> <ul style="list-style-type: none"> <li>➤ Organising Process</li> <li>➤ Structure of Organisation – Functional and Divisional concept. Formal and Informal Organisation – concept</li> <li>• Delegation- Concept Element and Importance</li> <li>• Decentralisation – Concept and Importance</li> </ul>	<ul style="list-style-type: none"> <li>• Structure of organisation- functional and divisional concept.</li> <li>• Explain the advantages, disadvantages and suitability of functional and divisional structure.</li> <li>• Understand the concept of formal and informal organization.</li> <li>• Discuss the advantages, disadvantages of formal and informal organization.</li> <li>• Understand the concept of delegation.</li> <li>• Describe the elements of delegation.</li> <li>• Appreciate the importance of Delegation.</li> <li>• Understand the concept of decentralisation.</li> <li>• Explain the importance of decentralisation.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						<ul style="list-style-type: none"> <li>• Differentiate between delegation and decentralisation.</li> <li>• <b>Practical Outcome:</b> Besides that, the students will be able to apply the knowledge of Organising in real life with the help of case studies. Students will also learn to frame the case studies on their own.</li> <li>• <b>Value Based Outcome:</b>  To develop sense of responsibility, accountability, Judicious use of authority and harmony.</li> </ul>
	<p><b>Chapter: 6 Staffing (Periods:16)</b></p> <ul style="list-style-type: none"> <li>• Concept and Importance of Staffing</li> </ul>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Video: Staffing Process Selection Process</li> </ul>	<ul style="list-style-type: none"> <li>• Inter disciplinary Linkages:  Psychology To explain different types of selection tests</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on HOTS and case studies</li> </ul>	<ul style="list-style-type: none"> <li>• Introduced staffing by asking random questions on previous knowledge regarding the staff</li> </ul>	<ul style="list-style-type: none"> <li>• After going through this unit, the students would be able to:</li> <li>• Understand the concept of staffing.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
August	<ul style="list-style-type: none"> <li>• Staffing as a part of Human Resource Management – Concept</li> <li>• Staffing Process</li> <li>• Recruitment Process</li> <li>• Selection Process Training and Development – Concept and importance; Method of Training; on the job and off the job- Vestibule training, Apprenticeship training and Internship training</li> </ul>	<ul style="list-style-type: none"> <li>• Video on Recruiting Car</li> <li>• Video on psychometric tests and personality tests</li> <li>• Mind Maps and Mnemonics at the end of the chapter.</li> <li>• Charts</li> <li>• Chalk and Board</li> </ul>	<ul style="list-style-type: none"> <li>• Experiential learning- Framing case studies by students.</li> <li>• A Comprehensive activity covering chapter planning, organizing, staffing, directing and controlling to be taken up. (Under this activity students will plan, organize and conduct half an hour class show.)</li> <li>• Case Study of Taj Attack. (Role of Staffing)</li> <li>• Debate – External source of recruitment is better than Internal source of recruitment.</li> <li>• Flip Teaching</li> </ul> <p>(Three children will be given different topics. They will make case studies and</p>	<ul style="list-style-type: none"> <li>• Case studies based written assignment</li> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul> <p>Notebook Evaluation</p>	<p>members of the school.</p> <ul style="list-style-type: none"> <li>• Also caught their attention by discussing the fields of MBA</li> <li>• Lecture to be delivered by using PPT for the following concepts:</li> <li>• Concept and Importance of Staffing</li> <li>• Staffing as a part of Human Resource Management – Concept</li> <li>• Staffing Process</li> <li>• Recruitment Process</li> <li>• Selection Process</li> <li>• Training and Development – Concept and importance; Method of</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the importance of staffing as a part of Human Resource Management concept</li> <li>• Understand the specialized duties and activities performed by Human Resource Management Staffing process</li> <li>• Describe the steps in the process of staffing Recruitment process.</li> <li>• Understand the meaning of recruitment.</li> <li>• Discuss the sources of recruitment.</li> <li>• Explain the merits and demerits of internal and external sources of recruitment.</li> <li>• Understand the meaning of selection.</li> <li>• Describe the steps involved in the process of selection.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			draft questions out of the given topic and explain to the class.)		Training; on the job and off the job-Vestibule training, Apprenticeship training and Internship training	<ul style="list-style-type: none"> <li>• Understand the concept of training and development.</li> <li>• Appreciate the importance of training to the organisation and to the employees.</li> <li>• Discuss the meaning of induction training, vestibule training, apprenticeship training and internship training.</li> <li>• Differentiate between training and development.</li> <li>• Discuss on the job and off the job methods of training.</li> <li>• <b>Practical Outcome:</b> Besides that, the students will be able to apply the knowledge of Staffing in real life with the help of case studies. Students will also learn to frame the case studies on their own.</li> </ul>



Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						<ul style="list-style-type: none"> <li>• <b>Value Based Outcome:</b> To develop the sense of gratitude, loyalty, dedication and commitment.</li> </ul>
<b>August</b>	<p><b>Chapter: 7 Directing (No of Periods: 15)</b></p> <ul style="list-style-type: none"> <li>• Concept and Importance</li> <li>• Elements of Directing.</li> <li>• Supervision: Concept, Functions of a Supervisor</li> <li>• Motivation: Concept, Maslow's hierarchy of needs; Financial and Non-Financial Incentives</li> <li>• Leadership: Concept; Styles-</li> </ul>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Video on Maslow's Hierarchy Theory explained through scenes of movie 'Bhag Milkha Bhag'</li> <li>• Video: On formal and informal communication and Barriers to Communication</li> <li>• Video: on various types of leadership from Extra Marks</li> <li>• Video Who is leader</li> <li>• Chalk and Board</li> </ul>	<ul style="list-style-type: none"> <li>• Inter disciplinary Linkages: Psychology To explain the theory of Maslow's Hierarchy of needs.</li> <li>• Experiential learning- Framing case studies by students</li> <li>• A Comprehensive activity covering chapter planning, organizing, staffing, directing and controlling to be taken up. (Under this activity students will plan, organize and</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on HOTS and case studies</li> <li>• Case studies based written assignment.</li> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul> <p>Notebook Evaluation</p>	<ul style="list-style-type: none"> <li>• Explained and discussed the concept, importance and elements of directing with the help of examples.</li> <li>• Taught with charts and diagrams.</li> <li>• Discussed with the help of real-life examples like leadership was explained through responsibilities fulfilled by prefects.</li> <li>• <a href="https://www.youtube.com/watch?v=tghjgOv4mKc&amp;t=66s">https://www.youtube.com/watch?v=tghjgOv4mKc&amp;t=66s</a></li> </ul>	<p>After going through this unit, the students would be able to:</p> <ul style="list-style-type: none"> <li>• Describe the concept of directing.</li> <li>• Discuss the importance of directing.</li> <li>• Describe the various elements of directing.</li> <li>• Understand the concept of motivation.</li> <li>• Develop an understanding of Maslow's Hierarchy of needs.</li> <li>• Discuss the various financial and non-financial incentives.</li> <li>• Understand the concept of leadership.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p>authoritative, democratic and laissez-faire</p> <p>Communication: Concept, Formal and Informal Communication; Barriers of Effective Communication, how to overcome the barriers</p>		<p>conduct half an hour class show.)</p> <ul style="list-style-type: none"> <li>• Activity Chinese Whisper Game to explain grapevine.</li> <li>• Flip Teaching</li> </ul> <p>(Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class.)</p>		<ul style="list-style-type: none"> <li>• Students were made to do a role play on leadership.</li> <li>• Role plays on communication barriers were done.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the various styles of leadership.</li> <li>• Understand the concept of communication.</li> <li>• Understand the elements of the communication process.</li> <li>• Discuss the concept of formal and informal communication.</li> <li>• Discuss the various barriers to effective communication.</li> <li>• Suggest measures to overcome barriers to communication.</li> <li>• <b>Practical Outcome:</b> Besides that, the students will be able to apply the knowledge of Directing in real life with the help of case studies. Students will also learn to frame the case studies on their own.</li> <li>• <b>Value Based Outcome:</b> To develop qualities</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						of leadership, motivation, spontaneity and communication skills.
September	<p><b>Chapter: 8 Controlling (Periods: 12)</b></p> <ul style="list-style-type: none"> <li>• Concept and Importance</li> <li>• Relationship between Planning and Controlling</li> </ul> <p>Steps in Controlling Process</p>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Video: On Controlling Process</li> <li>• Video of relationship between planning and controlling from Extra Marks.</li> <li>• Mind Maps and Mnemonics at the end of the chapter</li> <li>• Charts</li> <li>• Chalk and Board</li> </ul>	<ul style="list-style-type: none"> <li>• Inter disciplinary Linkages: Mathematics To explain critical point control and management by exception</li> <li>• Experiential learning- Framing case studies by students</li> <li>• A Comprehensive activity covering chapter planning, organizing, staffing, directing and controlling to be taken up. (Under this activity students will plan, organize and</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on HOTS and case studies</li> <li>• Case studies based written assignment.</li> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul> <p>Notebook Evaluation</p>	<ul style="list-style-type: none"> <li>• Introduced the chapter with discussion on evaluation/examination.</li> <li>• Discussed various other real-life examples of control systems (connected the example of the targets given to everyone by the school management)</li> <li>• Lecture/Discussion on various topics with examples</li> </ul>	<p>After going through this unit, the students would be able to:</p> <ul style="list-style-type: none"> <li>• Understand the concept of controlling.</li> <li>• Explain the importance of controlling.</li> <li>• Describe the relationship between planning and controlling.</li> <li>• Discuss the steps in the process of controlling.</li> <li>• <b>Practical Outcome:</b> Besides that, the students will be able to apply the knowledge of controlling in real life with the help of case studies. Students will also learn to frame the</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			<p>conduct half an hour class show.)</p> <ul style="list-style-type: none"> <li>Flip Teaching</li> </ul> <p>(Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class.)</p>			<p>case studies on their own.</p> <ul style="list-style-type: none"> <li><b>Value Based Outcome:</b></li> </ul> <p>To understand the value of order and discipline; Critically analyzing and setting priorities for accomplishment of goals.</p>
September	<p><b>Chapter:12 Consumer Protection (Periods: 12)</b></p> <ul style="list-style-type: none"> <li>Concept and Importance of Consumer Protection</li> <li>Consumer Protection Act, 2019:</li> <li>Meaning of consumer</li> <li>Right and Responsibilities of Consumers</li> </ul>	<ul style="list-style-type: none"> <li>PPT</li> <li>Video shot in Big Bazaar by a customer to spread consumer awareness.</li> <li>Video: On three tier machinery, rights and responsibilities of consumers.</li> <li>Video on case study Maggi Noodles</li> <li>Mind Maps and Mnemonics at the end of the chapter.</li> <li>Charts</li> </ul>	<ul style="list-style-type: none"> <li>Inter disciplinary Linkages:</li> </ul> <p>Law To explain the definition of consumer as per Consumer Protection Act 2019, what are the rights and duties of consumers as per the act.</p> <ul style="list-style-type: none"> <li>Experiential learning- Framing case studies by students</li> <li>Unit II Project- Comparative table showing</li> </ul>	<ul style="list-style-type: none"> <li>MCQ (daily)</li> <li>Oral discussions on HOTS and case studies</li> <li>Case studies based written assignment.</li> <li>Weekly conceptual test (MCQ based)</li> <li>Pen paper test</li> </ul> <p>Notebook Evaluation</p>	<ul style="list-style-type: none"> <li>Introduced the chapter by randomly asked questions to check the previous knowledge of class 10 as the base to this chapter.</li> <li>Lecture/Discussion on various topics with examples</li> <li>Discussed exploitation of consumers by involving the</li> </ul>	<p>After going through this unit, the students would be able to:</p> <ul style="list-style-type: none"> <li>Understand the concept of consumer protection.</li> <li>Describe the importance of consumer protection.</li> <li>Discuss the scope of Consumer Protection Act, 2019 Consumer Protection Act 2019:</li> <li>Understand the concept of a consumer according to the Consumer protection Act 2019.</li> <li>Explain the consumer rights.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>• Who can file a complaint and against whom?</li> <li>• Redressal machinery</li> </ul> <p>Remedies available</p>	<ul style="list-style-type: none"> <li>• Chalk and Board</li> </ul>	<p>perspective of students before and after gaining knowledge of consumer Act 2019.</p> <ul style="list-style-type: none"> <li>• Flip Teaching</li> </ul> <p>(Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class.)</p>		<p>students to give examples of exploitation in case faced by them.</p> <ul style="list-style-type: none"> <li>• Discussed the aspects of consumers exploitation with the help of various real-life examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the responsibilities of consumers.</li> <li>• Understand who can file a complaint and against whom?</li> <li>• Discuss the legal redressal machinery under Consumer protection Act 2019.</li> <li>• Examine the remedies available to the consumer under Consumer protection Act 2019.</li> <li>• Consumer awareness-Role of consumer organizations and Non-Governmental Organizations (NGOs) in protecting consumers' interests.</li> </ul> <p><b>Practical Outcome:</b> Besides that, the students will be able to apply the knowledge of consumer protection in real life with the help of case studies. Students will also learn to frame the</p>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						<p>case studies on their own.</p> <p><b>Value Based Outcome:</b> Promoting consumer awareness, fulfilling responsibilities as a consumer before exercising consumer rights. Infusing courage to raise voice against consumer exploitation</p>
<b>October</b>	<b>Project Work (Periods: 20)</b>	<ul style="list-style-type: none"> <li>PPT</li> </ul> <p>Sample Project File</p>	<ul style="list-style-type: none"> <li>Inter disciplinary Linkages:</li> <li>Arts Designing logo, label, packaging cover, decorating file to make it an art integrated project</li> </ul> <p>Experiential Learning</p>	Physically verifying each project and suggesting amendments if required.	<ul style="list-style-type: none"> <li>Students will market various things like product, services, experience, idea, place, person etc. and present it in the form of a file.</li> </ul>	<p>Students will get firsthand experience of marketing of the product/ functioning of Stock Exchange/ application of various principles of management.</p> <ul style="list-style-type: none"> <li><b>Value Based Outcome:</b> To develop sense of self accomplishment confidence, creativity, and conviction.</li> </ul>
<b>November/ December</b>	<b>Revisions, Exams and assessment</b>	–	–	–	–	–

**PINEGROVE SCHOOL, DHARAMPUR**  
 Affiliation No. 630044; School Code: 43035  
**Annual Pedagogy Plan: Informatics Practices**  
**Class: XII**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<b>April</b>	<b>REVISION OF CLASS 11 CONCEPTS OF PROGRAMMING</b>					
<b>May</b>	<ul style="list-style-type: none"> <li>• Python Pandas-I</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Digitizer</li> <li>• code.org (online learning platform)</li> <li>• tutorialspoint (Online learning platform)</li> <li>• w3cschool (Online learning platform)</li> <li>• Videos</li> <li>• Presentations</li> <li>• Python IDE</li> <li>• Spyder Compiler</li> </ul>	<ul style="list-style-type: none"> <li>• Create a pandas series from a dictionary of values and an ndarray</li> <li>• Given a Series, print all the elements that are above the 75th percentile.</li> <li>• Create a Data Frame quarterly sales where each row contains the item category, item name, and expenditure.</li> <li>• Group the rows by the category and print the total expenditure per category.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Programming</li> <li>• MCQ Quiz (Chapter-Wise)</li> <li>• Objective Test (Chapter-Wise)</li> <li>• Random Oral testing</li> <li>• Notes Preparation</li> </ul>	<ul style="list-style-type: none"> <li>• code.org (online learning platform)</li> <li>• tutorialspoint (Online learning platform)</li> <li>• w3cschool (Online learning platform)</li> <li>• Videos</li> <li>• Presentations</li> <li>• Python IDE</li> <li>• Spyder Compiler</li> </ul>	<ul style="list-style-type: none"> <li>• Create Series, Data frames and apply various operations.</li> <li>• Problem solving</li> <li>• Critical thinking</li> <li>• Decision making</li> <li>• Interpersonal skills</li> <li>• Algorithmic thinking</li> </ul>
<b>June</b>	<b>Revision, Exams and Assessment</b>					
<b>July</b>	<ul style="list-style-type: none"> <li>• Python Pandas-II</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Digitizer</li> <li>• code.org (online learning platform)</li> <li>• tutorialspoint (Online learning platform)</li> </ul>	<ul style="list-style-type: none"> <li>• Create a data frame based on ecommerce data and generate descriptive statistics (mean, median, mode, quartile, and variance)</li> <li>• Create a data frame for examination result and display row labels, column labels data</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Programming</li> <li>• MCQ Quiz (Chapter-Wise)</li> <li>• Objective Test (Chapter-Wise)</li> <li>• Random Oral testing</li> <li>• Notes Preparation</li> </ul>	<ul style="list-style-type: none"> <li>• code.org (online learning platform)</li> <li>• tutorialspoint (Online learning platform)</li> <li>• w3cschool (Online learning platform)</li> </ul>	<ul style="list-style-type: none"> <li>• Perform aggregation operations, calculate descriptive statistics.</li> <li>• Problem solving</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		<ul style="list-style-type: none"> <li>w3cschool (Online learning platform)</li> <li>Videos</li> <li>Presentations</li> <li>Python IDE</li> <li>Spyder Compiler</li> </ul>	<ul style="list-style-type: none"> <li>types of each column and the dimensions</li> <li>Filter out rows based on different criteria such as duplicate rows.</li> <li>Find the sum of each column, or find the column with the lowest mean.</li> <li>Locate the 3 largest values in a data frame.</li> <li>Subtract the mean of a row from each element of the row in a Data Frame.</li> <li>Replace all negative values in a data frame with a 0.</li> <li>Replace all missing values in a data frame with a 999.</li> </ul>		<ul style="list-style-type: none"> <li>Videos</li> <li>Presentations</li> <li>Python IDE</li> <li>Spyder Compiler</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Decision making</li> <li>Interpersonal skills</li> <li>Algorithmic thinking</li> </ul>
<b>August</b>	<ul style="list-style-type: none"> <li>Plotting with PyPlot</li> <li>Importing/Exporting Data between CSV Files/MySQL and Pandas</li> <li>Societal Impacts</li> </ul>	<ul style="list-style-type: none"> <li>Textbook</li> <li>Digitizer</li> <li>code.org (online learning platform)</li> <li>tutorialspoint (Online learning platform)</li> <li>w3cschool (Online learning platform)</li> <li>Videos</li> <li>Presentations</li> <li>Python IDE</li> <li>Spyder Compiler</li> </ul>	<ul style="list-style-type: none"> <li>Given the school result data, analyse the performance of the students on different parameters, e.g subject wise or class wise.</li> <li>For the Data frames created above, analyze and plot appropriate charts with title and legend.</li> <li>Take data of your interest from an open source (e.g. data.gov.in), aggregate and summarize it. Then plot it using different plotting functions of the Matplotlib library.</li> <li>Importing and exporting data between pandas and CSV file</li> </ul>	<ul style="list-style-type: none"> <li>Assignments</li> <li>Programming</li> <li>MCQ Quiz (Chapter-Wise)</li> <li>Objective Test (Chapter-Wise)</li> <li>Random Oral testing</li> <li>Notes Preparation</li> </ul>	<ul style="list-style-type: none"> <li>code.org (online learning platform)</li> <li>tutorialspoint (Online learning platform)</li> <li>w3cschool (Online learning platform)</li> <li>Videos</li> <li>Presentations</li> <li>Python IDE</li> <li>Spyder Compiler</li> <li>MySQL Compiler</li> </ul>	<ul style="list-style-type: none"> <li>Visualize data using relevant graphs.</li> <li>Import/Export data between SQL database and Pandas</li> <li>Problem solving</li> <li>Critical thinking</li> <li>Decision making</li> <li>Interpersonal skills</li> <li>Algorithmic thinking</li> <li>Explain the impact of technology on society</li> </ul>



Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			<ul style="list-style-type: none"> <li>Importing and exporting data between pandas and MySQL database</li> </ul>			
<b>September</b>	<ul style="list-style-type: none"> <li>Data Protection</li> <li>MySQL Revision Tour</li> </ul>	<ul style="list-style-type: none"> <li>Textbook</li> <li>Digitizer</li> <li>code.org (online learning platform)</li> <li>tutorialspoint (Online learning platform)</li> <li>w3cschool (Online learning platform)</li> <li>Videos</li> <li>Presentations</li> <li>MySQL</li> </ul>	<ul style="list-style-type: none"> <li>Presentations Webinar</li> <li>Create a student table with the student id, name, and marks as attributes where the student id is the primary key.</li> <li>Insert the details of a new student in the above table.</li> <li>Delete the details of a particular student in the above table.</li> <li>Use the select command to get the details of the students with marks more than 80.</li> <li>Create a new table (order ID, customer Name, and order Date) by joining two tables (order ID, customer ID, and order Date) and (customer ID, customer Name, contact Name, country).</li> <li>Create a foreign key in one of the two tables mentioned above</li> <li>Find the min, max, sum, and average of the marks in a student marks table</li> </ul>	<ul style="list-style-type: none"> <li>Assignments</li> <li>Programming</li> <li>MCQ Quiz (Chapter-Wise)</li> <li>Objective Test (Chapter-Wise)</li> <li>Random Oral testing</li> <li>Notes Preparation</li> </ul>	<ul style="list-style-type: none"> <li>code.org (online learning platform)</li> <li>tutorialspoint (Online learning platform)</li> <li>w3cschool (Online learning platform)</li> <li>Videos</li> <li>Presentations</li> <li>MySQL Compiler</li> </ul>	<ul style="list-style-type: none"> <li>Explain the impact of technology on society including gender and disability issues.</li> <li>Problem solving</li> <li>Critical thinking</li> <li>Decision making</li> <li>Interpersonal skills</li> <li>Algorithmic thinking</li> </ul>
<b>October</b>	<ul style="list-style-type: none"> <li>MySQL Functions</li> <li>Querying Using SQL</li> </ul>	<ul style="list-style-type: none"> <li>Textbook</li> <li>Digitizer</li> <li>code.org (online learning platform)</li> <li>tutorialspoint</li> </ul>	<ul style="list-style-type: none"> <li>Find the total number of customers from each country in the table (customer ID, customer Name, country) using group by.</li> </ul>	<ul style="list-style-type: none"> <li>Assignments</li> <li>Programming</li> <li>MCQ Quiz (Chapter-Wise)</li> <li>Objective Test</li> </ul>	<ul style="list-style-type: none"> <li>code.org (online learning platform)</li> <li>tutorialspoint (Online learning platform)</li> </ul>	<ul style="list-style-type: none"> <li>Identify internet security issues and configure browser settings.</li> <li>Problem solving</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	• JOINS and SET Operations	(Online learning platform) • w3cschool (Online learning platform) • Videos • Presentations • MySQL	• Create a new table (name, date of birth) by joining two tables (student id, name) and (student id, date of birth). • Write a SQL query to order the (student ID, marks) table in descending order of the marks. • Join two tables in Database • Extract data from multiple tables • Identifying network used in our School • Identifying various networking devices used in our school	(Chapter-Wise) • Random Oral testing • Notes Preparation	• w3cschool (Online learning platform) • Videos • Presentations • MySQL Compiler	• Critical thinking • Decision making • Interpersonal skills • Algorithmic thinking
<b>November</b>	• Introduction to Computer Networks • Introduction to Internet and Web	• Textbook • Digitizer • code.org (online learning platform) • tutorialspoint (Online learning platform) • w3cschool (Online learning platform) • Videos • Presentations	• Identifying network used in our School • Identifying various networking devices used in our school	• Assignments • MCQ Quiz (Chapter-Wise) • Objective Test (Chapter-Wise) • Random Oral testing • Notes Preparation	• code.org (online learning platform) • tutorialspoint (Online learning platform) • w3cschool (Online learning platform) • Videos • Presentations • MySQL Compiler	• Learn terms related to Networking. • Problem solving • Critical thinking • Decision making • Interpersonal skills
	<b>Revision, Exams and Assessment</b>					

**PINEGROVE SCHOOL, DHARAMPUR**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: Physical Education**  
**Class: XII**  
**Session 2023-24**

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/ArtIntegration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<b>Month: March.</b>  <b>No. of Periods: 10</b>	<b>Topic/Chapter: Unit I</b> <b>Planning in Sports</b>	Power Point Presentations, Extra marks, YouTube Videos	Mind maps on the topics given Practical's related to topic performed	Chapter end test, MCQs, Exercise Questions.	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by: Brainstorming Lecture Discussion.  Using ppt, YouTube videos, and demonstration to explain the topics.	The students will be able explain <ul style="list-style-type: none"> <li>▪ <b>Meaning &amp; Objectives Of Planning</b></li> <li>▪ <b>Various Committees &amp; its Responsibilities (pre; during &amp; post)</b></li> <li>▪ <b>Tournament – Knock-Out, League Or Round Robin &amp; Combination</b></li> <li>▪ <b>Procedure To Draw Fixtures – Knock-Out (Bye &amp; Seeding) &amp; League (Staircase &amp; Cyclic)</b></li> <li>▪ <b>Intramural &amp; Extramural – Meaning, Objectives &amp; Its Significance</b></li> </ul> <b>Specific Sports Programmers (Sports Day, Health Run, Run For Fun, Run For Specific Cause &amp; Run for</b>
<b>Month: MARCH</b>  <b>No. of</b>	<b>Topic/Chapter:</b> <b>Unit II Sports &amp; Nutrition</b>	Power Point Presentations, Extra marks ,YouTube Videos	Mind maps on the topics given Practical's related to topic performed	Oral Questions, Chapter end test, MCQs, Exercise Questions	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught	The student will be able to: <ul style="list-style-type: none"> <li>● <b>Balanced Diet &amp; Nutrition: Macro &amp; Micro Nutrients</b></li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/ArtIntegration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
Periods:10					after getting the expected response from the students. Developing hypothesis by: Brainstorming Lecture Discussion.  Using ppts YouTube videos, experimental demonstration to explain the topics.	<ul style="list-style-type: none"> <li>• Nutritive &amp; Non-Nutritive Components Of Diet</li> <li>• Eating For Weight Control – A Healthy Weight, The Pitfalls of Dieting, Food Intolerance &amp; Food Myths</li> </ul>
<b>18<sup>th</sup>March, 2020, School closes due to COVID – 19. Staff gets trained for Online Teaching Classes and Online Teaching starts from 1<sup>st</sup>April, 2020.</b>						
Month: April  No. of Periods: 11	REVISION Unit I Planning in Sports	Power Point Presentations, Extra marks ,YouTube Videos	Mind maps on the topics given Practical's related to topic performed	Oral Questions, Chapter end test, MCQs, Exercise Questions	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by: Brainstorming Lecture Discussion.  Using ppts, modules, YouTube	The students will be able to: <ul style="list-style-type: none"> <li>▪ Meaning &amp; Objectives Of Planning</li> <li>▪ Various Committees &amp; its Responsibilities (pre; during &amp; post)</li> <li>▪ Tournament – Knock-Out, League Or Round Robin &amp; Combination</li> <li>▪ Procedure To Draw Fixtures – Knock-Out (Bye &amp; Seeding) &amp; League (Staircase &amp; Cyclic)</li> <li>▪ Intramural &amp; Extramural – Meaning,</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/ArtIntegration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					videos to explain the topics.	<b>Objectives &amp; Its Significance</b> <ul style="list-style-type: none"> <li>Specific Sports Programme (Sports Day, Health Run, Run For Fun, Run For Specific Cause &amp; Run for unity).</li> </ul>
<b>Month: April</b>  <b>No. of Periods:11</b>	Topic/Chapter:  <b>REVISION Unit II Sports &amp; Nutrition</b>	Power Point Presentations, Extra marks ,YouTube Videos	Mind maps on the topics given Practical's related to topic performed	Oral Questions, Chapter end test, MCQs, Exercise Questions	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by: Brainstorming Lecture Discussion.  Using ppts, YouTube videos, experimental demonstration to explain the topics.	The student will be able to: <ul style="list-style-type: none"> <li>Balanced Diet &amp; Nutrition: Macro &amp; Micro Nutrients</li> <li>Nutritive &amp; Non-Nutritive Components Of Diet</li> <li>Eating For Weight Control – A Healthy Weight, The Pitfalls of Dieting, Food Intolerance &amp; Food Myths</li> </ul>
<b>Month: May</b>  <b>No. of Periods: 12</b>	<b>Topic/Chapter:Unit III Yoga &amp; Lifestyle</b>	Power Point Presentations, Extra marks ,YouTube Videos	Mind maps on the topics given Practical's related to topic performed	Oral Questions, Chapter end test, MCQs, Exercise Questions	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the	The students will be able to: <ul style="list-style-type: none"> <li>Asanas as preventive measures</li> </ul> <b>Obesity: Procedure, Benefits &amp; contraindications for</b>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/ArtIntegrati on/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<p>expected response from the students. Developing hypothesis by : Brainstorming Lecture Discussion.</p> <p>Using ppts, YouTube videos, and experimental demonstration to explain the topics.</p>	<p>Vajrasana, Hastasana, Trikonasana, Ardh</p> <ul style="list-style-type: none"> <li>• Matsyendrasana</li> </ul> <p>Diabetes: Procedure, Benefits &amp; contraindications for Bhujangasana, Paschimottasana, Pavan</p> <ul style="list-style-type: none"> <li>• Muktasana, ArdhMatsyendr asana</li> </ul> <p>Asthema: Procedure, Benefits &amp; contraindications for Sukhasana, Chakrasana, Gomukhasana,</p> <ul style="list-style-type: none"> <li>• Parvatasana, Bhujangasana, Paschimottasana, Matsyasana</li> </ul> <p>Hypertension: Tadasana, Vajrasana, Pavan Muktasana, ArdhaChakrasana, Bhujangasana,</p> <ul style="list-style-type: none"> <li>• Sharasana</li> <li>▪ Back Pain: Tadasana, ArdhMatsyendrasana, Vakrasana, Shalabhasana, Bhujangasana</li> </ul>
<p><b>Month:</b> June</p> <p><b>No. of</b></p>	<p>Topic/Chapter: <b>Unit IV Physical Education &amp; Sports for CWSN (Children With Special Needs - Divyang)</b></p>	<p>Power Point Presentations, Extra marks YouTube Videos</p>	<p>. Mind maps on the topics given Practical's related to topic performed</p>	<p>Oral Questions, Chapter end test, MCQs, Exercise Questions</p>	<p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• <b>Concept of Disability &amp; Disorder</b></li> <li>• <b>Types of Disability, its causes &amp; nature (cognitive disability,</b></li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/ArtIntegration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
Periods: 10					<p>expected response from the students. Developing hypothesis by : Brainstorming Lecture Discussion.</p> <p>Using ppts, modules, YouTube videos, experimental demonstration to explain the topics.</p>	<p>intellectual disability, physical disability)</p> <ul style="list-style-type: none"> <li>• Types of Disorder, its cause &amp; nature (ADHD, SPD, ASD, ODD, OCD)</li> <li>• Disability Etiquettes</li> <li>• Advantage of Physical Activities for children with special needs</li> </ul> <p>▪ Strategies to make Physical Activities assessable for children with special need</p>
<p>Month: July</p> <p>No. of Periods: 12</p>	Topic/Chapter: Unit V Children & Women in Sports	Power Point Presentations, Extra marks ,YouTube Videos	Mind maps on the topics given Practical's related to topic performed	Oral Questions, Chapter end test, MCQs, Exercise Questions	<p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by: Brainstorming Lecture Discussion.</p> <p>Using ppts, modules, YouTube videos, experimental demonstration to explain the topics.</p>	<p>At the end of the chapter, students will be able</p> <ul style="list-style-type: none"> <li>• Motor development &amp; factors affecting it</li> <li>• Exercise Guidelines at different stages of growth &amp; Development</li> </ul> <p>Common Postural Deformities - Knock Knee; Flat Foot; Round Shoulders; Lordosis, Kyphosis, Bow</p> <ul style="list-style-type: none"> <li>• Legs and Scoliosis and their corrective measures</li> <li>• Sports participation of women in India</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/ArtIntegration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						<ul style="list-style-type: none"> <li>• Special consideration (Menarch&amp;Menstrual Disfunction)</li> <li>▪ Female Athletes Triad (Oestoperosis, Amenoria, Eating Disorders)</li> </ul>
<p><b>Month:</b> July</p> <p><b>No. of Periods:</b> 12</p>	<p><b>Topic/Chapter:</b>Unit VI <b>Test &amp; Measurement in Sports</b></p>	<p>Power Point Presentations, Extra marks, YouTube Videos.</p>	<p>Mind maps on the topics given Practical's related to topic performed</p>	<p>Oral Questions, Chapter end test, MCQs, Exercise Questions</p>	<p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by: Brainstorming Lecture Discussion.</p> <p>Using ppts, YouTube videos, and experimental demonstration to explain the topics.</p>	<p><b>The students will be able to:</b></p> <p><b>Motor Fitness Test – 50 M Standing Start, 600 M Run/Walk, Sit &amp; Reach, Partial Curl Up,</b></p> <ul style="list-style-type: none"> <li>• Push Ups (Boys), Modified Push Ups (Girls), Standing Broad Jump, Agility – 4x10 M Shuttle run</li> </ul> <p><b>General Motor Fitness – Barrow three item general motor ability (Standing Broad Jump, Zig</b></p> <ul style="list-style-type: none"> <li>• Zag Run, Medicine Ball Put – For Boys: 03 Kg &amp; For Girls: 01 Kg)</li> </ul> <p><b>Measurement of Cardio Vascular Fitness – Harvard Step Test/Rockport Test -</b></p> <ul style="list-style-type: none"> <li>• Computation of Fitness Index:</li> </ul> <p><b>Rikli&amp; Jones - Senior Citizen Fitness Test 1. Chair Stand Test for lower body strength 2. Arm Curl Test for upper body</b></p>



Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/ArtIntegrati on/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						<p>strength</p> <p>3. Chair Sit &amp; Reach Test for lower body flexibility</p> <p>4. Back Scratch Test for upper body flexibility</p> <p>5. Eight Foot Up &amp; Go Test for agility</p> <ul style="list-style-type: none"> <li>▪ 6. Six Minute Walk Test for Aerobic Endurance</li> </ul>
<p><b>Month:</b> Aug</p> <p><b>No. of Periods:</b> 11</p>	<b>Topic/Chapter:</b> Unit VII Physiology & Injuries in Sports	Power Point Presentations, Extra marks, YouTube Videos.	Mind maps on the topics given Practical's related to topic performed	Oral Questions, Chapter end test, MCQs, Exercise Questions	<p>Activating Prior Knowledge by Random Questioning</p> <p>Introducing the topic to be taught after getting the expected response from the students.</p> <p>Developing hypothesis by: Brainstorming</p> <p>Lecture Discussion.</p> <p>Using ppts, modules, YouTube videos to explain the topics.</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Physiological factor determining component of Physical Fitness</li> <li>• Effect of exercise on Cardio Respiratory System</li> <li>• Effect of exercise on Muscular System</li> <li>• Physiological changes due to ageing</li> <li>• Sports injuries: Classification</li> </ul> <ul style="list-style-type: none"> <li>▪ First Aid – Aims &amp; Objectives.</li> </ul>
<p><b>Month:</b> Sep</p> <p><b>No. of Periods:</b> 13</p>	<b>Topic/Chapter:</b> Unit VIII Biomechanics & Sports	Power Point Presentations, Extra marks Modules, YouTube Videos.	Mind maps on the topics given Practical's related to topic performed	Oral Questions, Chapter end test, MCQs, Exercise Questions	<p>Activating Prior Knowledge by Random Questioning</p> <p>Introducing the topic to be taught after getting the</p>	<p><b>At the end of the chapter, students will be able,</b></p> <p><b>Meaning and Importance of Biomechanics in Sports</b></p> <ul style="list-style-type: none"> <li>• Types of movements (Flexion, Extension,</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/ArtIntegration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<p>expected response from the students. Developing hypothesis by : Brainstorming Lecture Discussion.</p> <p>Using ppts, modules, YouTube videos to explain the topics.</p>	<p><b>Abduction &amp; Adduction)</b></p> <ul style="list-style-type: none"> <li>• <b>Newton's Law of Motion &amp; its application in sports</b></li> <li>• <b>Friction &amp; Sports</b></li> </ul>
<p><b>Month: Sep</b></p> <p><b>No. of Periods: 10</b></p>	<p><b>Topic/Chapter:</b> Topic/Chapter:  <b>Unit IX Psychology &amp; Sports</b></p>	<p>Power Point Presentations, Extra marks, YouTube Videos.</p>	<p>Mind maps on the topics given Practical's related to topic performed</p>	<p>Oral Questions, Chapter end test, MCQs, Exercise Questions</p>	<p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by: Brainstorming Lecture Discussion.</p> <p>Using ppts, modules, YouTube videos to explain the topics.</p>	<p><b>The students will be able to:</b></p> <p><b>Personality; its definition &amp; types – Trait &amp; Types (Sheldon &amp; Jung Classification) &amp; Big Five Theory</b></p> <ul style="list-style-type: none"> <li>• <b>Motivation, its type &amp; techniques</b></li> <li>• <b>Exercise Adherence; Reasons to Exercise, Benefits of Exercise</b></li> <li>• <b>Strategies for Enhancing Adherence to Exercise</b></li> <li>• <b>Meaning, Concept &amp; Types of Aggressions in Sports</b></li> </ul>
<p><b>Month: October</b></p>	<p><b>Topic/Chapter:</b> <b>Unit X Training in Sports</b></p>	<p>Power Point Presentations, Extra marks, YouTube Videos.</p>	<p>Mind maps on the topics given Practical's related to topic performed</p>	<p>Oral Questions, Chapter end test, MCQs, Exercise Questions</p>	<p>Activating Prior Knowledge by Random Questioning</p>	<p><b>The students will be able to:</b> <b>methods of improving</b></p>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/ArtIntegration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
No. of Periods: 10					<p>Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by: Brainstorming Lecture Discussion.</p> <p>Using ppts, modules, YouTube videos, experimental demonstration to explain the topics.</p>	<p><b>Strength – Isometric, Isotonic &amp; Isokinetic</b></p> <ul style="list-style-type: none"> <li>• Endurance - Definition, types &amp; methods to develop</li> </ul> <p><b>Endurance – Continuous Training, Interval Training &amp; Fartlek Training</b></p> <ul style="list-style-type: none"> <li>• Speed – Definition, types &amp; methods to develop</li> <li>• Speed – Acceleration Run &amp; Pace Run</li> </ul> <ul style="list-style-type: none"> <li>• Flexibility – Definition, types &amp; methods to improve flexibility</li> <li>• Coordinative Abilities – Definition &amp; types</li> <li>• Circuit Training - Introduction &amp; its importance.</li> </ul>

**PINEGROVE SCHOOL, DHARAMPUR**

Affiliation No. 630044; School Code: 43035

**Annual Pedagogy Plan: Painting (049)**

**Class: XII**

**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<p>March (06) Term-I</p>	<p><b>UNIT -1</b> <b>The Rajasthani and Pahari School of Miniature Painting (16th Century A.D. to 19th Century A.D.)</b></p> <p><b>A. TheRajasthani School of miniature painting <u>discussion on</u></b></p> <ul style="list-style-type: none"> <li>• Introduction, origin and development</li> <li>• Characteristics</li> <li>• What is miniature Painting.</li> <li>• Rajasthani miniature painting.</li> <li>• Study of the following paintings</li> <li>• Maru Ragini A and B</li> <li>• Raja Aniruddha Singh Hera</li> <li>• Chaugan Players</li> <li>• Krishna on swing</li> <li>• Radha, Bani Thani</li> <li>• Bharat meets Rama at ChitraKuta</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook.</li> <li>• Images of various paintings</li> <li>• Wikipedia</li> <li>• You tube videos</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated with history</li> <li>• Miniature painting Project given on Covid-19,</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Oral test</li> <li>• Homework</li> <li>• Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• The class will start with a video on miniature painting. <a href="https://youtu.be/JzTbYkp_FRg">https://youtu.be/JzTbYkp_FRg</a> <a href="https://nroer.gov.in/home/e-library/">https://nroer.gov.in/home/e-library/</a></li> <li>• A detail discussion will be taking place on how miniature paintings were done in medieval India.</li> <li>• Video will be shown on the techniques of miniature paintings <a href="http://yputu.be/RCFrjEayIY">http://yputu.be/RCFrjEayIY</a></li> <li>• The learners will make to read the textbook thoroughly and discuss the doubts.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners will be able to talk, discuss or appreciate the paintings; will also understand the origin of Indian art and culture.</li> <li>• The learners Identify the styles of Rajasthan miniature painting.</li> <li>• The learners learn about the characteristics of Rajasthani miniature painting.</li> <li>• The learners would be able to understand the core values of an art piece.</li> <li>• The history would be reconstructed in students mind through paintings.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
March (12) Term-I	<p><b>Practical's: Unit 1: Nature and Object study</b></p> <ul style="list-style-type: none"> <li>Study of two or three natural and geometric forms in pencil with light and shade from a fixed point of view. Natural forms like plants, vegetables, fruits and flowers, etc., are to be used.</li> <li>Geometrical forms of objects like cubes, cones, prisms, cylinders and spheres should be used.</li> </ul>	<ul style="list-style-type: none"> <li>Images of paintings</li> <li>Book</li> <li>Wikipedia</li> </ul>	<ul style="list-style-type: none"> <li>Practical: object study.</li> <li>Practical: Nature study</li> <li>Skill assessments with the techniques of pencil shading and watercolor.</li> </ul>	<ul style="list-style-type: none"> <li>Assessments of practical work.</li> <li>Portfolio assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Paintings of Jaun van der Harmen will be shown as an ice braking session. <a href="https://www.saatchiart.com">https://www.saatchiart.com</a></li> <li>Objects will be arranged with drapery</li> <li>Still life done with Pencil and watercolor will be shown.</li> <li><a href="https://www.pinterest.com/">https://www.pinterest.com/</a></li> <li>Paintings of great Indian artists will be shown. <a href="https://www.thebetterindia.com">https://www.thebetterindia.com</a></li> <li><a href="https://www.mojarto.com">https://www.mojarto.com</a></li> <li>Daily practice and discussion.</li> </ul>	<ul style="list-style-type: none"> <li>The learners discover their potential for creativity, self-expression and visual awareness through painting.</li> <li>The learners feel confident with the chosen medium as a means of communicating and generating ideas.</li> <li>The learners develop observation, recording, manipulation and application skills.</li> <li>The learner's experiment with a range of media and techniques</li> </ul>
April (08) Term-I	<p><b>UNIT -1 The Rajasthani and Pahari School of Miniature Painting (16th Century A.D. to 19th Century A.D.)</b></p> <p><b>B. Pahari school of miniature paintings. <u>discussion on</u></b></p> <ul style="list-style-type: none"> <li>Introduction, origin and development</li> </ul>	<ul style="list-style-type: none"> <li>Textbook.</li> <li>Images of various paintings</li> <li>Wikipedia</li> <li>Pinterest app</li> </ul>	<ul style="list-style-type: none"> <li>Integrated with history</li> <li>Miniature painting Project given on Covid-19(hope vs. hopelessness)</li> </ul>	<ul style="list-style-type: none"> <li>Quizzes</li> <li>Homework</li> <li>Assignments</li> <li>Oral test</li> </ul>	<ul style="list-style-type: none"> <li>The class will be introduced with a story of a great artist of Jasrota, Artist Nainsukh who was one of the most famous artist Pahari miniature school. <a href="https://www.pinterest.com">https://www.pinterest.com</a></li> </ul>	<ul style="list-style-type: none"> <li>The learners observe and select subject matters and ideas for his /her work.</li> <li>The learners Will be able to talk, discuss or appreciate the paintings; will also understand the</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>Characteristics</li> <li>Study of the following paintings</li> <li>Krishna with Gopi's</li> <li>BharatWorshipping the charan padukas of Rama</li> <li>Cosmic Dance of Lord Shiva</li> <li>Nand, Yashoda and Krishna with kinsmen going to Vrindavan</li> <li>Krishna and Radha looking into mirror.</li> </ul>				<ul style="list-style-type: none"> <li>Few paintings will be shown and discussed about the subject matters and common features. <a href="https://artsndculture.google.com">https://artsndculture.google.com</a></li> <li>Discussion on paintings which is given in the CBSE syllabus.</li> <li>The learners Made to read the textbook thoroughly and discuss the doubts.</li> </ul>	<ul style="list-style-type: none"> <li>origin of Indian art and culture.</li> <li>The learners Would be able to understand the core values of an art piece.</li> <li>The history would be reconstructed in students mind through paintings.</li> </ul>
April (12) Term-I	<p><b>Practical's: Unit 1: Nature and Object study</b></p> <p><b>Topic</b></p> <ul style="list-style-type: none"> <li>Still life study.</li> </ul> <p><b>Sub- topic:</b> Use Line, tone, Space division, texture and color application.</p>	<ul style="list-style-type: none"> <li>References</li> <li>Demonstration on paper</li> </ul>	<ul style="list-style-type: none"> <li>Practical assignments</li> <li>Integrated with history of the techniques of watercolor, pencil shading and oil pastel.</li> </ul>	<ul style="list-style-type: none"> <li>Assessments of practical work.</li> <li>Portfolio assessment.</li> </ul>	<ul style="list-style-type: none"> <li>The learners will visit to web site to experience the Paintings of Jaun van der Harmen will be shown. <a href="https://www.saatchiart.com">https://www.saatchiart.com</a></li> <li>Still life done with Pencil and watercolor will be shown. <a href="https://www.pinterest.com">https://www.pinterest.com</a></li> <li>Daily practice and analysis.</li> </ul>	<ul style="list-style-type: none"> <li>The learners Apply elements of art in painting to effectively communicate his/her ideas.</li> <li>Doing it practically the learners will improve skills on use of line, color scheme and tones.</li> <li>The learners would be able to understand the core values of an art piece.</li> <li>The learners Discover their</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						potential for creativity, self- expression and visual awareness through painting.

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
May (12) Term-I	<b>UNIT -2The Mughal and Deccani school of miniature painting (16th Century AD to 19th Century A.D.)</b> <b>(A) The Mughal School</b> <ul style="list-style-type: none"> <li>• <b>Origin and development</b></li> <li>• <b>Main features of the Mughal School</b></li> <li>• <b>Study of the following paintings</b></li> <li>• Krishna Lifting mount Govardhan</li> <li>• Birth of Salini</li> <li>• Falcon on bird rest</li> <li>• Kabir and Raidas</li> <li>• Marriage Procession of Dara Shikho</li> <li>• <b>The Deccani school of miniature painting</b></li> <li>• Origin and development</li> <li>• Main features of the</li> <li>• Ragini Pat-hamsika</li> <li>• HazratNizamuddinAuli and Amir Khusro</li> <li>• Chand Bibi Playing Polo(Chaugan)</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook.</li> <li>• Images of various paintings</li> <li>• Wikipedia</li> <li>• You tube video</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated with history</li> <li>• Techniques of miniature style of painting.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Homework</li> <li>• Assignments</li> <li>• Oral test</li> </ul>	<ul style="list-style-type: none"> <li>• Class will be introduced with a story of Jahangir and his artists and Thomas Roe, who gave few European paintings to the Mughal court.</li> <li>• Paintings will be shown of Mughal artists. <a href="https://en.m.wikipedia.org">https://en.m.wikipedia.org</a> <a href="https://www.britannica.com">https://www.britannica.com</a></li> <li>• Discussion on the permanent values of art expressed in the Mughal paintings.</li> <li>• The learners Made to read the textbook thoroughly and discuss the doubts.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners Will come to know about many aspects of Mughal dynasty and legacies of the emperors, their daily life as depicted in the painting.</li> <li>• The learners Will be able to relate with chronological development of Indian art practice.</li> <li>• The learners Will understand or reconstruct the history Mughal era in their mind.</li> </ul>



Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
May (10) Term-I	<b>Practical's: Unit 2: Painting Composition</b> <ul style="list-style-type: none"> <li>Painting Composition Imaginative painting based on subjects from Life and Nature in water and poster colours with colour values.</li> <li>Composition on daily life</li> <li>Sub- topic: Drawings of human and animal figures, perspective learning and color application.</li> </ul>	<ul style="list-style-type: none"> <li>Image references.</li> <li>Wikipedia</li> </ul>	<ul style="list-style-type: none"> <li>Practical assignments</li> <li>Integrated with the history and techniques of watercolor, pencil shading and oil pastel etc.</li> </ul>	<ul style="list-style-type: none"> <li>Assessments of practical work.</li> <li>Portfolio assessment.</li> </ul>	<ul style="list-style-type: none"> <li>The class will start with a discussion on what we do on daily basis and what can be good composition in a painting practice.</li> <li>Paintings of great Indian artists are shown. <a href="https://www.thebetterindia.com">https://www.thebetterindia.com</a> <a href="https://www.mojarto.com">https://www.mojarto.com</a></li> <li>Children will be involved in a demonstration class on how to make abstract painting.</li> <li>The learners will practice on daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>The learners Will be able to appreciate the beauty in nature and man-made objects using the different elements of art.</li> <li>Doing it practically they will improve skills on use of line, color scheme and tones.</li> <li>The learners Would be able to understand the core values of an art piece.</li> <li>Understand the basic principles of colour.</li> <li>The learners Discover their potential for creativity, self-expression and visual awareness through painting.</li> </ul>
June	<b>Revision, Exams and assessment</b>	–	–	–	–	–
July (08) Term-II	<b>UNIT – 3 The Bengal School of Painting and the Modern trends in</b>	<ul style="list-style-type: none"> <li>Images of different designs of</li> </ul>	<ul style="list-style-type: none"> <li>Integrated with history by explaining</li> </ul>	<ul style="list-style-type: none"> <li>Quizzes</li> <li>Homework</li> <li>Assignments</li> </ul>	<ul style="list-style-type: none"> <li>Visit to e-museum <a href="http://www.nationalmuseumindia.gov.in/collection">http://www.nationalmuseumindia.gov.in/collection</a>.</li> </ul>	<ul style="list-style-type: none"> <li>The learners Will come to know about many aspects</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p><b>Indian Art (About the beginning to mid of the 20th Century)</b></p> <ul style="list-style-type: none"> <li>• <b>Indian National Flag</b> The evolution of Indian national Flag.</li> <li>• <b>Bengal school of painting</b> <u>Discussion on</u></li> <li>• Introduction, origin and development of Bengal school of painting.</li> <li>• Characteristics</li> <li>• Subject matter Study of the following paintings</li> <li>• <b>Tiller of the soil</b></li> <li>• <b>Journey's end</b></li> <li>• <b>Shiva and Sati</b></li> <li>• <b>Rasa- Lila</b></li> <li>• <b>Radhika</b></li> <li>• <b>Meghdoot</b></li> </ul> <p><b>Arjuna detach from war</b></p>	<p>the national flag.</p> <ul style="list-style-type: none"> <li>• Books</li> <li>• Wikipedia</li> <li>• Black board</li> <li>• You tube video</li> </ul>	<p>freedom movement and contributions of artists in freedom movement.</p> <ul style="list-style-type: none"> <li>• Portfolio making on Bengal school of art and influences on modern art as form of Project.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> </ul>	<p><a href="#">asp</a></p> <ul style="list-style-type: none"> <li>• Discussion on how national flag was designed and how Indians were united.</li> <li>• Paintings will be shown of Bengal school and discussed how they were connected with Indian traditional techniques and cultural believes.</li> <li>• A handout will be made on Shilpa Guru AbanindraNath Tagore.</li> <li>• Quizzes conducted by the students.</li> <li>• The learners Made to read the textbook thoroughly and discuss the doubts.</li> </ul>	<p>of Indian art movement.</p> <ul style="list-style-type: none"> <li>• The learners Will be able to relate with chronological development of Indian art practice.</li> <li>• The learners Will understand or reconstruct the history of premodern era in their mind.</li> <li>• The learners will also understand the contribution of artists in Indian freedom movement and for bringing awareness about the Indian culture among the Indian people.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
July (12) Term-II	<b>Practical's: Unit 3: Painting Composition</b> <ul style="list-style-type: none"> <li>• Portrait Study and landscape study.</li> <li>• Sketches from life and nature.</li> <li>• Painting Composition Imaginative painting based on subjects from Life and Nature.</li> </ul>	<ul style="list-style-type: none"> <li>• Books</li> <li>• Wikipedia</li> <li>• Black board</li> <li>• You tube video</li> </ul>	<ul style="list-style-type: none"> <li>• Practical assignments</li> <li>• Integrated with techniques of watercolor, pencil shading and oil pastel.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessments of practical work.</li> <li>• Portfolio assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Class will be introduced with a video of great artist Rembrandt <a href="https://youtu.be/AWTX-gfIXg">https://youtu.be/AWTX-gfIXg</a></li> <li>• Demonstration will be given on how to draw a portrait.</li> <li>• Children were taken outside for nature study.</li> <li>• Daily practice.</li> <li>• Demonstration on how to make landscape paintings.</li> <li>• Daily practice.</li> </ul> <p>You tube Video will be shown <a href="https://youtu.be/Hf14dJUEQ GK">https://youtu.be/Hf14dJUEQ GK</a></p>	<ul style="list-style-type: none"> <li>• The learners feel confident with the chosen medium as a means of communicating and generating ideas.</li> <li>• The learners develop observation, recording, manipulation and application skills.</li> <li>• The learners relate their work to other artists work and understand the historical context of this work.</li> <li>• Doing it practically they will improve skills on use of line, color scheme, tones and Tactile quality.</li> <li>• The learners would be able to understand the modulation of tones and colors while doing the practical work.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
August (08) Term-II	<p><b>UNIT -3</b> <b>The modern trends in Indian art</b> <b>A. PAINTING</b></p> <p>Introduction, subject matters, characteristics and discussions on Major artists and contributions.</p> <ul style="list-style-type: none"> <li>• Study of the following paintings</li> <li>• Rama vanquishing the pride of the Ocean</li> <li>• Magician</li> <li>• Mother and Child</li> <li>• Three Girls</li> <li>• Mother Teresa</li> <li>• Gossip</li> <li>• Untitled</li> <li>• Words and symbols</li> </ul> <p>The vulture.</p>	<ul style="list-style-type: none"> <li>• Books</li> <li>• Wikipedia</li> <li>• You tube video</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated with history by explaining how modern art movement started in India and contributions of artists in building a new nation.</li> <li>• Portfolio making on modern Indian art movement as form of Project.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Homework</li> <li>• Assignments</li> <li>• Oral test</li> </ul>	<p>Visit to e- museum <a href="http://www.nationalmuseumindia.gov.in/collection.asp">http://www.nationalmuseumindia.gov.in/collection.asp</a></p> <ul style="list-style-type: none"> <li>• A painter of our time <b>Hussain</b> <a href="https://youtu.be/LGhddiOesl">https://youtu.be/LGhddiOesl</a></li> <li>• The learners will be given a task to make a project on paintings modern art.</li> <li>• The learners will involve in a demonstration class on how to make abstract painting.</li> <li>• The learners Made to read the textbook thoroughly and discuss the doubts.</li> <li>• Group discussion will be conducted on what you consider as modern art and why?</li> </ul>	<ul style="list-style-type: none"> <li>• The learners Discover their potential for creativity, self-expression and visual awareness through painting.</li> <li>• The learners Will understand or reconstruct the history of premodern era in their mind.</li> <li>• The learners Will also understand the contribution of artists for bringing awareness about the Indian culture among the Indian people.</li> <li>• The learners Will be able to talk, discuss or appreciate the paintings; will also understand the origin of Indian art and culture.</li> </ul>
August (08) Term-II	<p><b>UNIT -3</b> <b>The modern trends in Indian art</b></p>	<ul style="list-style-type: none"> <li>• Textbook.</li> <li>• Images of various paintings</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated with history by explaining how modern art</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Oral test</li> <li>• Quizzes</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• The class will start with taking some prints of anything found locally and then discussion has</li> </ul>	<ul style="list-style-type: none"> <li>• The learners Will also understand the contribution of</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<b><u>B. PRINTS</u></b> <u>Study of the following Prints</u> <ul style="list-style-type: none"> <li>• Introduction, print culture in India</li> <li>• Whirlpool</li> <li>• Of Walls</li> <li>• Children</li> <li>• Devi</li> <li>• Man, woman and Tree</li> </ul>	<ul style="list-style-type: none"> <li>• Wikipedia</li> <li>• You tube video</li> </ul>	<ul style="list-style-type: none"> <li>• movement started in India and contributions of artists in building a new nation.</li> <li>• Portfolio making on modern Indian print makers as form of Project.</li> </ul>		<ul style="list-style-type: none"> <li>• taken place on how print culture started by humans based on student's prior knowledge.</li> <li>• Video will be shown on print culture and modern world <a href="https://youtu.be/sD4C6NAR3J0">https://youtu.be/sD4C6NAR3J0</a></li> <li>• The learners made to read the textbook thoroughly and discuss the doubts.</li> <li>• The learners told to make Portfolio on modern Indian print makers as form of Project.</li> </ul>	<ul style="list-style-type: none"> <li>• artists for bringing awareness about the Indian culture among the Indian people.</li> <li>• The learners Will be able to talk, discuss or appreciate the print making culture and will also understand the modern Indian print making practice and connection to the traditional print making practice in the world.</li> </ul>
September (12) Term-II	<b>UNIT -3</b> <b>The modern trends in Indian art</b>  <b><u>C. SCULPTURES</u></b> <ul style="list-style-type: none"> <li>• <u>Introduction of the sculpture practiced in India</u></li> <li>• <u>Study of the following Sculpture</u></li> <li>• Triumph of labour</li> <li>• Santhal Family</li> <li>• Cries Unheard</li> <li>• Ganesha</li> <li>• Chaturmukhi</li> <li>• Vanshri</li> </ul>	<ul style="list-style-type: none"> <li>• Books</li> <li>• Wikipedia</li> <li>• You tube video</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated with history by explaining how modern art movement started in India and contributions of artists in building a new nation.</li> <li>• Portfolio making on the favorite modern Indian sculptors as form of Project.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Homework</li> <li>• Assignments</li> <li>• Oral test</li> </ul>	<ul style="list-style-type: none"> <li>• The learners Introduced with an image of a sculpture of the great artist Ram KinkarBaij and his life.</li> <li>• Images of great modern sculptures will be shown and how we see a modern art that perspective is discussed.</li> <li>• The learners will visit the Chandigarh art college for a firsthand knowledge of how art is being practiced in modern India.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners Will be able to talk, discuss or appreciate the sculpture practice and will also understand the modern Indian sculpture practice and connection to the traditional temple architecture or sculpture practice in India and in the world.</li> <li>• The learners Will understand or</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<ul style="list-style-type: none"> <li>• The learners made to read the textbook thoroughly and discuss the doubts.</li> <li>• Visit to e- museum <a href="http://www.nationalmuseumindia.gov.in/collection.asp">http://www.nationalmuseumindia.gov.in/collection.asp</a></li> </ul>	reconstruct the history modern India in their mind.
September	<b>Revision, Exams and assessment</b>	–	–	–	–	–

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
October (16) Term-II	<b>Practical's: Unit 2: Painting Composition</b> <ul style="list-style-type: none"> <li>Portrait Study and landscape study.</li> <li>Sketches from life and nature.</li> <li>Painting Composition Imaginative painting based on subjects from Life and Nature.</li> </ul>	<ul style="list-style-type: none"> <li>Image references.</li> <li>Books</li> </ul>	<ul style="list-style-type: none"> <li>Practical assignments</li> <li>Integrated with techniques of watercolor, pencil shading and oil pastel.</li> </ul>	<ul style="list-style-type: none"> <li>Assessments of practical work.</li> <li>Portfolio assessment.</li> </ul>	<ul style="list-style-type: none"> <li>They will start with a discussion on what we do on daily basis and what can be good composition in a painting practice.</li> <li>Paintings of great Indian artists will be shown. <a href="https://www.thebetterindia.com">https://www.thebetterindia.com</a> <a href="https://www.mojarto.com">https://www.mojarto.com</a></li> </ul>	<ul style="list-style-type: none"> <li>The learners feel confident with the chosen medium as a means of communicating and generating ideas.</li> <li>The learners develop observation, recording, manipulation and application skills.</li> <li>The learners relate their work to other artists work and understand the historical context of this work.</li> <li>Doing it practically they will improve skills on use of line, color scheme, tones and Tactile quality.</li> <li>The learners would be able to understand the modulation of tones and colors while doing the practical work.</li> </ul>
October (15) Term-II	<b>Practical's: Unit 3: Portfolio assessment</b>	<ul style="list-style-type: none"> <li>Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio design as a project.</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio assessment</li> </ul>	<ul style="list-style-type: none"> <li>The learners will see few examples of</li> </ul>	<ul style="list-style-type: none"> <li>The learners will be able to design a folio with their</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>Record of the entire year's performance from sketch to finished product.</li> </ul>				<p>previously made portfolio.</p> <ul style="list-style-type: none"> <li>The learners will be involved in making a portfolio in a form of a project.</li> </ul>	<p>work or sample of works which would be self-explanatory of their creative skills.</p> <ul style="list-style-type: none"> <li>Making a portfolio will give them a hand on experience for their future.</li> </ul>
Nov & Dec (14) Term-II	<p><b>Practical's: Unit 3:</b> Portfolio assessment of term I</p> <p>b) Five selected nature and object study exercises in any media done during the session, including minimum of two still life exercises.</p> <p>(c) Two selected works of paintings done by the candidate during the year</p> <ul style="list-style-type: none"> <li>practical examination</li> <li>Theory Exam and Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio design as a project.</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio assessment</li> </ul>	<ul style="list-style-type: none"> <li>The learners will see few examples of previously made portfolio.</li> <li>The learners will be involved in making a portfolio in a form of a project.</li> </ul>	<ul style="list-style-type: none"> <li>The learners will be able to design a folio with their work or sample of works which would be self-explanatory of their creative skills.</li> </ul>
January	Winter Vacation and Revision of Term I and Term II	-	-	-	-	-
February	Revision of Term I and Term II	-	-	-	-	-



Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
March and April	<b>Revision of Term I and Term II and Assessment</b>	-	-	-	-	-

**PINEGROVE SCHOOL, DHARAMPUR**  
 Affiliation No. 630044; School Code: 43035  
**Annual Pedagogy Plan: HINDUSTANI VOCAL MUSIC**  
**Class: XII**  
**Session 2023-24**

<b>Month No of working days</b>	<b>Topic/Sub-topic</b>	<b>Teaching Aids</b>	<b>Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments</b>	<b>Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)</b>	<b>Pedagogical Processes</b>	<b>Learning Outcomes</b>
---	------------------------	----------------------	---	--	----------------------------------	--------------------------

<p>March (12)</p>	<p><b>Unit - 1</b> Definitions and brief study of Musical Terms.</p> <ul style="list-style-type: none"> <li>Alankar, Alaap, Tana, Meend, Gamak.</li> </ul> <p>Description and brief study of Musical Terms.</p> <ul style="list-style-type: none"> <li>Grama, Kan, Murchhana, Khatka, Murki</li> </ul> <p><b>Practical</b></p> <p><b>Tanpura:</b></p> <ul style="list-style-type: none"> <li>Structure</li> </ul>	<ul style="list-style-type: none"> <li>Class Board</li> <li>Textbook</li> <li>Tanpura</li> <li>Harmonium</li> </ul> <ul style="list-style-type: none"> <li>Class Board</li> <li>Textbook</li> <li>Tanpura</li> <li>Harmonium</li> <li>Tabla</li> </ul> <ul style="list-style-type: none"> <li>Book</li> <li>Video</li> <li>Audio</li> <li>Images</li> </ul>	<ul style="list-style-type: none"> <li>Project will be given to research different alankars, kan, meend, murki etc.</li> <li>A group discussion will take place during the class.</li> <li>Practical explanation of Alankar, Varna, Kan, Meend, Murki, Khatka, Gamak</li> </ul> <ul style="list-style-type: none"> <li>Practical explanation of Sadra, Dadra, Grama, Alaap, Murchhna, Tana.</li> <li>Project will be given to research on topic and a group discussion will take place during the class.</li> </ul> <p>Experiential learning:</p> <ul style="list-style-type: none"> <li>Student will learn Tanpura structure with the help of a manual tanpura.</li> </ul>	<ul style="list-style-type: none"> <li>Oral Test</li> <li>Homework</li> <li>MCQ</li> </ul> <ul style="list-style-type: none"> <li>MCQ</li> <li>Oral Test</li> <li>Written test</li> </ul> <ul style="list-style-type: none"> <li>MCQ</li> <li>Oral</li> <li>Making (drawing) structure of tanpura.</li> </ul>	<ul style="list-style-type: none"> <li>Class will begin with a composition and students will be asked to identify the different actions or movements in singing.</li> <li>General discussion about these movements and explanation of musical terms.</li> </ul> <p><a href="http://www.tanarang.com/english/glossary_eng.htm">http://www.tanarang.com/english/glossary_eng.htm</a></p> <ul style="list-style-type: none"> <li>Two different composition of Sadra and Dadra will be sung during the class along with detailed explanation of musical terms.</li> </ul> <ul style="list-style-type: none"> <li>One manual tanpura will be provided to students</li> </ul>	<ul style="list-style-type: none"> <li>Study about the Musical Terms will help the student to understand the meaning, importance and application of the terms in Indian classical music.</li> <li>These terms will help in improvisation of ragas.</li> </ul> <ul style="list-style-type: none"> <li>This study will help to understand the two different genres (Dadra and Sadra) of Indian music.</li> <li>Study about the Musical Terms will help the student to understand the meaning, importance and application of the term.</li> </ul> <ul style="list-style-type: none"> <li>This study will help to understand the history, structure and Tuning of Tanpura.</li> </ul>
-----------------------	---	---	---	---	---	---

<p>March (05)</p>	<ul style="list-style-type: none"> <li>• Tuning</li> <li>• Holding</li> <li>• Playing</li> </ul>	<ul style="list-style-type: none"> <li>• Tanpura</li> </ul>	<ul style="list-style-type: none"> <li>• Tuning of tanpura will be taught practically to each student individually.</li> </ul>		<ul style="list-style-type: none"> <li>• One by one they will be taught how to hold and play the Tanpura’.</li> <li>• Explanation of various parts and tuning on manual Tanpura. <a href="https://www.bing.com/videos/search?q=tanpura+video&amp;docid">https://www.bing.com/videos/search?q=tanpura+video&amp;docid</a></li> </ul>	<ul style="list-style-type: none"> <li>• Students will learn holding, tuning and playing techniques of Tanpura.</li> </ul>
-----------------------	--	---	--	--	---	--

<p>April (05)</p>	<p><b>Unit -2</b></p> <p><b>Theory</b></p> <p><b>Time theory of ragas.</b></p> <ul style="list-style-type: none"> <li>• Adhvadarshaq</li> <li>• Vadi-Samvadi</li> <li>• Poorvang and Uttrang</li> <li>• <u>Re-Dha</u> komal raga</li> <li>• Re-Dha shudha raga.</li> <li>• Ga-Ni komal raga</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Wikipedia</li> <li>• PDF Files</li> </ul>	<ul style="list-style-type: none"> <li>• Art Integration: Children will make picture of Samay Chakra to understand the time relationship.</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Oral Test</li> <li>• Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• In the beginning of the class the Prahar system (Unit of Time) will be explained.</li> <li>• After this they will learn relation between swara and samaya (notes and time) with the help of Samay Chakra.</li> </ul> <p><a href="https://www.youtube.com/watch?v=xMbbOiNitw8">https://www.youtube.com/watch?v=xMbbOiNitw8</a></p>	<ul style="list-style-type: none"> <li>• Identifies the time of Raga with the help of vadi-samvadi, uttrang-purvang, komal and Tivra swara in the Raga.</li> <li>• Students will be able to understand the concept of Raga and Samay.</li> </ul>
-----------------------	--	--	--	---	--	--

<p>April (18)</p>	<p><b><u>Practical</u></b></p> <p><b>Raga Bhairav</b></p> <ul style="list-style-type: none"> <li>• Vilambit Khyal</li> <li>• Drut Khyal</li> <li>• Improvisation</li> <li>• Compositions</li> <li>• Notation</li> <li>• Tanas</li> </ul>	<ul style="list-style-type: none"> <li>• PDF Files</li> <li>• Textbooks</li> <li>• Tanpura</li> <li>• Harmonium</li> <li>• You Tube</li> </ul>	<ul style="list-style-type: none"> <li>• Practical practice of notes used in Raga Bhairav.</li> <li>• One exercise with the help of Metronome to understand the Vilambit Laya.</li> <li>• One activity to identify songs composed in Raga Bhairav.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Test</li> <li>• Home Assignment.</li> <li>• Written test.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be provided with a manual Tanpura and then they will sing aroha-avroha of Raga Bhairav.</li> <li>• One composition of Vilambit Laya and one in Drut Laya will be taught with small improvisation and few tanas.</li> <li>• Swar pattern and one composition in Raga Bhairav will be shared with students. <a href="https://www.youtube.com/watch?v=yoK8YfVc3a0">https://www.youtube.com/watch?v=yoK8YfVc3a0</a></li> </ul>	<ul style="list-style-type: none"> <li>• Study of Vilambit Khayal will help to understand the slow tempo composition.</li> <li>• Students will learn Aroha, Avroha and Pakad of Raga</li> <li>• Students will be able to identifies the swar pattern of Raga Bhairav.</li> <li>• This study will help students to identify the music or songs based on these notes.</li> </ul>
-----------------------	--	--	---	--	---	--

May (08)	<p><b>Unit – 3</b> <b>Theory</b> <b>Detailed study of the following:</b></p> <ul style="list-style-type: none"> <li>• Sangeet Ratnakar</li> <li>• Sangeet Parijat</li> </ul> <p><b>Theory</b> <b>Life Sketch of Music Scholars</b></p> <ul style="list-style-type: none"> <li>• Ustaaad Faiyaz Khan</li> <li>• Bade Gulam Ali Khan</li> <li>• Pt. Krishan Rao</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Wikipedia</li> </ul> <ul style="list-style-type: none"> <li>• Textbook</li> <li>• Wikipedia</li> <li>• Video</li> <li>• Youtube</li> </ul>	<ul style="list-style-type: none"> <li>• Experiential learning: A task will be given to find out different notes on one string and the distance between the notes.</li> <li>• Group discussion about various terms of ancient music and important treatises.</li> <li>• Project: Collection of Photographs of these musician.</li> <li>• Writing their contribution in Classical Music.</li> <li>• To watch documentary on these musicians</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Oral Test</li> <li>• Homework</li> </ul> <ul style="list-style-type: none"> <li>• Assignment</li> <li>• Oral Test</li> <li>• MCQ</li> </ul>	<ul style="list-style-type: none"> <li>• We will start our class with group discussion about various terms of ancient music and important treatises.</li> <li>• Description and explanation of Sangeet Ratnakar and Sangeet Parijat.</li> <li>• Documentary on musician will be shown before their life sketch. <a href="https://www.youtube.com/watch?v=sOMRneTbesU">https://www.youtube.com/watch?v=sOMRneTbesU</a> <a href="https://www.youtube.com/watch?v=az7dCbYi9_w">https://www.youtube.com/watch?v=az7dCbYi9_w</a> <a href="https://www.youtube.com/watch?v=SgYPP0BKu6Y&amp;list=RDSgYPP0BKu6Y&amp;start_radio=1">https://www.youtube.com/watch?v=SgYPP0BKu6Y&amp;list=RDSgYPP0BKu6Y&amp;start_radio=1</a></li> </ul>	<ul style="list-style-type: none"> <li>• The text forms a useful bridge between the ancient, medieval and the post-13th century periods of music history in India.</li> <li>• Students will be benefited with the knowledge of various terms of music</li> <li>• It will help to understand about the music scholars and their contribution towards the Indian classical music.</li> </ul>
-------------	--	--	---	--	--	--

May (15)	<p><b>Practical</b></p> <p><b>Raga Bageshree.</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Composition.</li> <li>• Alaap</li> <li>• Taans</li> </ul>	<ul style="list-style-type: none"> <li>• PDF Files</li> <li>• Electric Tanpura</li> <li>• Electric Tabla</li> <li>• Virtual Piano</li> </ul>	<ul style="list-style-type: none"> <li>• Creation of innovative swar patterns according to the nature of ragas.</li> <li>• Documentation of swar combination in notebook.</li> <li>• Practical practice of notes used in Raga Bageshree.</li> <li>• One activity to identify songs composed in both ragas.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Oral Test</li> <li>• Written test</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be provided with a manual Tanpura and then they will sing aroha-avroha of Raga Bageshree.</li> <li>• One composition of Drut Laya will be taught with small improvisation and few tanas in each raga.</li> <li>• Swar pattern and one composition in both ragas will be shared with students.</li> </ul> <p><a href="https://www.youtube.com/watch?v=p0C7Kq5ztE0">https://www.youtube.com/watch?v=p0C7Kq5ztE0</a></p> <p><a href="https://www.youtube.com/watch?v=PzioL2sf7Ns">https://www.youtube.com/watch?v=PzioL2sf7Ns</a></p>	<ul style="list-style-type: none"> <li>• Sings aroha, avroha and pakad of the ragas</li> <li>• Identifies the swar patterns of the given ragas.</li> <li>• Sings composition of chhota khayal.</li> <li>• This study will help students to identify the music or songs based on these notes.</li> </ul>
June	<b>Revision, Exams and assessment</b>	–	–	–	–	–



<p>July (09)</p>	<p><b>Unit – 4</b> <b>Theory</b></p> <p><b>Tala description</b></p> <ul style="list-style-type: none"> <li>• Tala Rupak</li> <li>• Tala Jhaptala</li> <li>• Tala Dhamar</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Electric Tabla</li> <li>• Audio</li> <li>• Video</li> </ul>	<ul style="list-style-type: none"> <li>• Practical demonstration will be shown on Tabla for better understanding.</li> <li>• Writing Taals in ekgun, dugun and chaugun.</li> <li>• Listen to audio visual recordings and identify the beat circle.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Oral Test</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be taught how to write notation of tala Rupak, Jhaptala, and Dhamar.</li> <li>• Demonstration will be shown on Tabla.for better understanding. <a href="https://www.youtube.com/watch?v=PqnED_mCmfg">https://www.youtube.com/watch?v=PqnED_mCmfg</a></li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to write talas in Bhatkhande Notation System.</li> <li>• Recites boles of Taal.</li> <li>• Helps to understands the musical meter.</li> </ul>
	<p><b>Theory</b></p> <p><b>Tanpura</b></p> <ul style="list-style-type: none"> <li>• History</li> <li>• Structure</li> <li>• Tuning</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Electric Tabla</li> <li>• Audio</li> <li>• Video</li> </ul>	<ul style="list-style-type: none"> <li>• Experiential learning: Students will learn Tanpura structure with the help of a manual tanpura.</li> <li>• Tuning of tanpura will be taught practically to each student individually</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Oral Test</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• One manual tanpura will be provided to students</li> <li>• One by one they will be taught how to hold and play the Tanpura’.</li> <li>• Explanation of various parts and tuning on manual Tanpura. <a href="https://www.youtube.com/watch?v=N43hk7nQHeU">https://www.youtube.com/watch?v=N43hk7nQHeU</a></li> </ul>	<ul style="list-style-type: none"> <li>• This study will help to understand the history, structure and Tuning of Tanpura.</li> <li>• Students will learn holding, tuning and playing techniques of Tanpura</li> </ul>

<p>July-Aug (14-15)</p>	<p><b><u>Practical</u></b></p> <p><b>Drut khayal</b></p> <ul style="list-style-type: none"> <li>• Raag Maalkauns.</li> <li>• Introduction</li> <li>• Composition</li> <li>• Alaap</li> <li>• Taans</li> </ul> <p><b><u>Practical</u></b></p> <p><b>Talas</b></p> <ul style="list-style-type: none"> <li>• Tala Jhaptala</li> <li>• Tala Rupak</li> <li>• Tala Dhamar</li> </ul>	<ul style="list-style-type: none"> <li>• PDF Files</li> <li>• Tanpura</li> <li>• Tabla</li> <li>• Harmonium</li> </ul> <ul style="list-style-type: none"> <li>• Tabla</li> <li>• Audio</li> <li>• Video</li> </ul>	<ul style="list-style-type: none"> <li>• Creation of innovative swar patterns according to the nature of ragas.</li> <li>• Documentation of swar combination in notebook.</li> <li>• Practical practice of notes used in Raga malkauns.</li> <li>• One activity to identify songs composed in both ragas.</li> </ul> <ul style="list-style-type: none"> <li>• Practical practice to recite tala with hand gesture.</li> <li>• Recite tala in ekgun dugun and chaugun keeping hand beat same. <a href="https://www.youtube.com/watch?v=PqnED_mCmfg">https://www.youtube.com/watch?v=PqnED_mCmfg</a></li> </ul>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Oral Test</li> </ul> <ul style="list-style-type: none"> <li>• MCQ</li> <li>• Oral Test</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be provided with a manual Tanpura and then they will sing aroha-avroha of Raga Malkauns.</li> <li>• One composition of Drut Laya will be taught with small improvisation and few tanas in each raga. <a href="https://www.youtube.com/watch?v=363AtiyXhE">https://www.youtube.com/watch?v=363AtiyXhE</a></li> <li>• In the beginning of the class a demonstration will be shown on Tabla for better understanding.</li> <li>• They will be taught tala in ekgun dugun and chaugun keeping hand beat same.</li> </ul>	<ul style="list-style-type: none"> <li>• Sings aroha, avroha and pakad of the ragas</li> <li>• Identifies the swar patterns of the given ragas.</li> <li>• Sings composition of chhota khayal.</li> <li>• This study will help students to identify the music or songs based on these notes.</li> </ul> <ul style="list-style-type: none"> <li>• It will help to understand the musical meter, that is any rhythmic beat or strike that measures musical time of Tala Jhaptala, Rupak, and Tala Dhamar.</li> </ul>
-----------------------------	---	---	--	---	---	---

September (10)	<p><b>Unit – 5</b> <b>Theory</b></p> <ul style="list-style-type: none"> <li>• Critical study of Ragas</li> <li>• Recognition of Ragas</li> </ul> <p><b>Theory</b> Composition of Ragas</p> <ul style="list-style-type: none"> <li>• Bhairav</li> <li>• Bageshri</li> <li>• Malkauns</li> </ul>	<ul style="list-style-type: none"> <li>• Video</li> <li>• Audio</li> <li>• Tabla</li> <li>• Tanpura</li> </ul> <ul style="list-style-type: none"> <li>• Textbook</li> <li>• PDF Files</li> <li>• Wikipedia</li> <li>• Tanpura</li> </ul>	<ul style="list-style-type: none"> <li>• Experiential learning: One activity to find similar swar pattern in Film/ Regional/ Folk Music etc.</li> <li>• Documentation in notebook.</li> </ul> <ul style="list-style-type: none"> <li>• Experiential learning: Creation of innovative swar patterns according to the nature of raga.</li> <li>• One activity of writing notation of any song.</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Oral Test</li> <li>• Assignment</li> </ul> <ul style="list-style-type: none"> <li>• Written Assignments</li> <li>• Oral Test</li> <li>• MCQ</li> </ul>	<ul style="list-style-type: none"> <li>• One activity in the beginning of the class to find out similar swar pattern in Film/ Regional/ Folk Music etc.</li> <li>• Practice and techniques to identify the phrases in various ragas. <a href="https://www.youtube.com/watch?v=M876dYgl2mc">https://www.youtube.com/watch?v=M876dYgl2mc</a></li> <li>• Explanation of Bhatkhande Notation System.</li> <li>• Writing aroha, avroha and pakad of raga along with description and composition</li> </ul>	<ul style="list-style-type: none"> <li>• Able to understand the swar pattern in different ragas.</li> <li>• Helps to identify the ragas from music phrases, tunes or songs etc.</li> <li>• Helpful in creating or composing own music.</li> </ul> <ul style="list-style-type: none"> <li>• Compositions called as ‘bandish’. A good bandish paint a brief yet effective melodic outline.</li> <li>• This study will help students to learn about the Bhatkhande Notation System and different composition in different ragas.</li> </ul>
September	<b>Revision, Exams and Assessment</b>	–	–	–	–	–

October (15)	<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>• Recognition of Raga</li> <li>• Trana</li> <li>• Dhamar</li> <li>• Recognition of Raga</li> </ul>	<ul style="list-style-type: none"> <li>• PDF Files</li> <li>• Tanpura</li> <li>• Tabla</li> <li>• Harmonium</li> <li>• Wikipedia</li> <li>• Audio video clips</li> </ul>	<ul style="list-style-type: none"> <li>• Project: one project will be given to listen different genre of music like Tarana, dhamar Sadra, Dadra and Folk music of any region and to write their views according to their understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Test</li> <li>• MCQ</li> <li>• Homework</li> <li>• Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Vides of different music genre of Indian music will be shown to the students.</li> <li>• They will be explained about different style of Indian Classical, Semi-Classical, and Folk Music.</li> <li>• <a href="https://www.youtube.com/watch?v=fVnQiO3piAo">https://www.youtube.com/watch?v=fVnQiO3piAo</a></li> <li>• <a href="https://www.youtube.com/watch?v=YRZPOah78O0">https://www.youtube.com/watch?v=YRZPOah78O0</a></li> <li>• <a href="https://www.youtube.com/watch?v=6ZaDSIxTfIQ">https://www.youtube.com/watch?v=6ZaDSIxTfIQ</a></li> </ul>	<ul style="list-style-type: none"> <li>• Students will learn different genres of Indian Music.</li> <li>• Comprehends the relevance/ importance of Folk Music.</li> <li>• Comprehends the style (<i>shaili</i>) of Dhamar.</li> </ul>
November/ December	Revision Term-1 Exams and Assessment	-	-	-	-	-

<b>January 2024</b>	<b>Winter Vacations Revision Term-II</b>	-	-	-	-	-
-------------------------	--	---	---	---	---	---

<b>February 2024</b>	<b>Revision Term-II</b>	-	-	-	-	-
<b>March/ April 2024</b>	<b>Revision Term-II Exams and Assessment</b>	-	-	-	-	-