



Pinegrove School

Annual Pedagogy Plan (IX to XII)

Affiliation No: 630065

School Code: 43054

Session: 2024-25

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PINEGROVE SCHOOL, SUBATHU
Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: English
Class: IX
Session 2024- 25

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
FEB:(Total Working Days- 4)	Topics: 1. How I Taught My Grandmother to read (Story)	<ul style="list-style-type: none"> • Loud Reading by students • Explanation by the teacher • Use of dictionary • Use of Extra Marks Modules • PDF of the chapter (NCERT book) • Chalk,board,duster • Computer Aided Teaching(Extra marks) 	<ul style="list-style-type: none"> • Entry /Exit Cards (Practical Based Learning) • Students will write down in which manner have they been able to help their grandparents till now. (Experiential Learning) • Role Play of the story(ART INTEGRATION) 	<ul style="list-style-type: none"> • (CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Class Test based on the story • MCQ, Quiz 	<ul style="list-style-type: none"> • Ice-Breaking Activity and PK Testing: • The children would be asked about the author Sudha Murthy and which famous books can they relate with her • Children can attempt creative writing like stories, their own answers,etc • Children will learn new words. • Children will be able to answer the 	<p>The following skills of the students shall be enhanced:</p> <ul style="list-style-type: none"> • Reading skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking • Inter-personal skills • The learners ask questions in different contexts and situations(based on the text/beyond

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			<ul style="list-style-type: none"> ● Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal 		<p>questions asked. - Children will be able to take dictation of the words learnt.</p> <ul style="list-style-type: none"> ● Children will be able to enjoy reading. ● Children will be able to read stories/plays and locate details, sequence of ideas and events and identify main idea 	<p>the text</p> <ul style="list-style-type: none"> ● The learners participate in different events such as role play,skit etc. ● The learners are able to connect with the morals and values highlighted in the story. ● The learners refer to a dictionary to check meanings and spelling. ● The students infer the meaning of unfamiliar words by reading them in context. ● The students are able to spell the words correctly when dictation is

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						<p>given.</p> <ul style="list-style-type: none"> The students are able to read a variety of texts for pleasure
	Letter Writing (Formal & Informal)	<ul style="list-style-type: none"> Explanation by the teacher Discussion Use of dictionary BBC Compacta Workbook Chalk,board,duster Use of Extra Marks Modules You tube videos <p>https://www.youtube.com/watch?v=8pFd8DLcPIY</p> <p>https://www.youtube.com/watch?v=m6</p>	<ul style="list-style-type: none"> Enactment of the life cycle of a letter (from the time it is written to the time it reaches the recipient) (Art Integration) This activity will be followed by discussion Visit to a post office (Experiential Learning) 	<ul style="list-style-type: none"> Class Test based on letter Writing CW and HW in BBC Compacta MCQ,Quiz 	<ul style="list-style-type: none"> Ice-Breaking Activity and PK Testing: How do we send messages to other people? How did this communication start? Let's turn back the pages of history and look at the journey of a letter. The children would be asked to bring cut outs of letters and 	<p>The following skills of the students shall be enhanced:</p> <ul style="list-style-type: none"> Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking Interpersonal communication skills The students are able to write an application and different forms of

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		<u>TuXixyg9E</u>	<ul style="list-style-type: none"> • Collaborative Learning with Social Science – Study of Communication • Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal 		<p>applications from newspapers and magazines</p> <ul style="list-style-type: none"> • Children would be able to write an application. • Students will be able to understand and use different forms of writing (informal letter and application) • Children would be able to understand the importance and history of communication. 	<p>letters.</p> <ul style="list-style-type: none"> • They will be able to learn the skill of letter writing • They will know the importance of postal system. • They will know the role of letters in present day digitized life • They will come to know the importance of collaborative study.
MARCH: (Total Working	Topics: 1.The Brook (Poem)	<ul style="list-style-type: none"> • Model Recitation by the teacher • Recitation by the 	<ul style="list-style-type: none"> • Project: Compose a short poem on nature (Art Integration) 	<ul style="list-style-type: none"> • (CW) Discussion and (HW) writing of Question answers. 	<ul style="list-style-type: none"> • Ice-Breaking Activity and PK Testing: • The children 	The following skills of the students shall be enhanced:

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Days) 26		students <ul style="list-style-type: none"> ● Computer Aided Teaching (using Extra marks) ● PPT made by the facilitator 	<ul style="list-style-type: none"> ● Visit to a park (Experiential Learning) ● Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal ● Critical Thinking- Which things around you are mortal and which are immortal? 	<ul style="list-style-type: none"> ● Writing of Difficult words, Word Meanings and Making Sentences ● Class Test based on the poem ● MCQ, Quiz 	would be initiated into talking about their feelings for nature. <ul style="list-style-type: none"> ● Children will learn new words. ● Children will be able to answer the questions asked ● Children will be able to take dictation of the words learnt ● Children would be able to enjoy reading ● Children will be able to appreciate poetry and poetic 	<ul style="list-style-type: none"> ● Reading skills ● Speaking skills ● Writing skills ● Problem solving ● Creative writing ● Critical thinking ● The learners refer to a dictionary to check meanings and spelling. ● The students infer the meaning of unfamiliar words by reading them in context. ● The students are able to spell the words correctly when dictation is given. ● Students are able to recite poems

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					<p>terms</p> <ul style="list-style-type: none"> Children will be able to think critically, compare and contrast characters/events/ ideas and relate them to their life 	<p>with expressions and intonation</p> <ul style="list-style-type: none"> Students will be able to appreciate the bounties of nature. Students will be able to understand the importance of rhyming words/scheme in poetry and poetic devices.
	2.A Dog named Duke (Story)	<ul style="list-style-type: none"> Loud Reading by students Explanation and discussion Use of dictionary Use of Extra Marks Modules 	<ul style="list-style-type: none"> Write about the bond a person shares with his/her pet. (Experiential Learning) Find out more about 	<ul style="list-style-type: none"> (CW) Discussion and (HW) writing of Question answers. Writing of Difficult words, Word Meanings and 	<ul style="list-style-type: none"> Ice-Breaking Activity and PK Testing: Do we keep pets only for entertainment? The children 	<p>The following skills of the students shall be enhanced:</p> <ul style="list-style-type: none"> Reading skills Speaking skills Writing skills Problem solving

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		<ul style="list-style-type: none"> PDF of the chapter (NCERT book) Chalk, board, duster <p>Computer Aided Teaching (Extra marks)</p>	<p>dogs and their various breeds.What are their distinctive features.(Collaborative Learning with Science)</p> <ul style="list-style-type: none"> Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal 	<p>Making Sentences</p> <ul style="list-style-type: none"> Class Test based on the story MCQ,Quiz 	<p>would be able to empathize with animals around them.</p> <ul style="list-style-type: none"> The children would be able to learn new vocabulary. Children would refer to sources such as dictionary, thesaurus and encyclopedia for meaning in context and understanding texts 	<ul style="list-style-type: none"> Creative writing Critical thinking The learners refer to a dictionary to check meanings and spelling. The students infer the meaning of unfamiliar words by reading them in context. The students are able to spell the words correctly when dictation is given. Students narrate stories with expressions and proper pronunciation Students would develop their abstract thinking.

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	3.The Road Not Taken (Story)	<ul style="list-style-type: none"> Loud Reading by students Explanation by the teacher Use of dictionary Use of Extra Marks Modules PDF of the chapter (NCERT book) Chalk, board, duster Computer Aided Teaching (Extra marks) 	<ul style="list-style-type: none"> Draw a landscape having a bifurcating road. (Art Integration) and colour it with various colours showing spring/autumn. Specify some trees. (Collaborative Project with Science) Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal Critical Thinking- Problem Solving <p>Through discussion on the conflict given in the poem. Have you ever come across a dilemma in life about which path</p>	<ul style="list-style-type: none"> (CW) Discussion and (HW) writing of Question answers. Writing of Difficult words, Word Meanings and Making Sentences Class Test based on the story MCQ, Quiz 	<ul style="list-style-type: none"> Ice-Breaking Activity and PK Testing: Have you ever regretted your decision? The children would be able to summarise orally the stories and events that he/she has read or heard The children would be able to empathize with animals around them. 	<p>The following skills of the students shall be enhanced:</p> <ul style="list-style-type: none"> Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking The learners refer to a dictionary to check meanings and spelling. The students infer the meaning of unfamiliar words by reading them in context. The students are able to spell the words correctly when dictation is

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			to take and which not?			given.
	6.Article Writing 7.Short Story Writing 8.Determiners 9.Reading Comprehension	<ul style="list-style-type: none"> ● Computer Aided Teaching (using Extra marks) ● Explanation by the teacher ● Use of dictionary ● BBC Compacta Workbook ● Chalk,board,duster ● You tube videos ● https://www.youtube.com/watch?v=MbMMZ4rPrfI ● https://www.youtube.com/watch?v=ae61kGNpOPs 	<ul style="list-style-type: none"> ● Roll-a-Story will be done (Experiential Learning)In the same activity, the children would be able to identify Determiners too ● Collage Making for Article Writing (Art integration) ● Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal 	<ul style="list-style-type: none"> ● Writing of Difficult words, Word Meanings and Making Sentences ● Class Test based on Determiners/Article Writing/Short Story Writing ● MCQ,Quiz ● Worksheets 	<ul style="list-style-type: none"> ● Ice-Breaking Activity and PK Testing: ● The students would be shown a few slides which will contain various writing tasks and they would identify them. ● Children would understand the context for various types of writing tasks 	<ul style="list-style-type: none"> ● Students are able to use determiners in speech and writing. ● The students are able to attempt reading comprehension. ● The students are able to write descriptions/narratives showing sensitivity to his environment and appreciates cultural diversity

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		<ul style="list-style-type: none"> https://www.youtube.com/watch?v=SrHrTUZWww4 	<ul style="list-style-type: none"> Social Skills: Relay culture game will be played, and their social skills will be enhanced through this. 		<ul style="list-style-type: none"> Students will be able to identify determiners in spoken and written language Students will be able to write articles and short stories. 	
APRIL: (Total Working Days) 13	Topics: 1. Villa for Sale (Story)	<ul style="list-style-type: none"> Loud Reading by students Explanation by the teacher Computer Aided Teaching (using Extramarks) 	<ul style="list-style-type: none"> Role Play- Art Integration Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal Social Skills: They will learn how the 	<ul style="list-style-type: none"> (CW) Discussion and (HW) writing of Question answers. Short class test of questions based on the story. MCQ Quiz 	<ul style="list-style-type: none"> Ice-Breaking Activity and PK Testing: How do your parents decide upon buying an apartment,etc. Who has the final word? The children would be able to become proficient 	<p>The following skills of the students shall be enhanced:</p> <ul style="list-style-type: none"> Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking

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			real world works when it comes to buying and selling a house.		<p>in decision making</p> <ul style="list-style-type: none"> Children will be able to see contradictions in normal behavior. Children will learn new words Children will be able to answer the questions asked The children will enjoy reading This will enable the students to understand the meaning of the 	<ul style="list-style-type: none"> Social skills Decision making skill. The students can infer the meaning of unfamiliar words by reading them in context The students can write dictation of words The students would understand the difference between preaching and practicing

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					prose by reading	
	2.The Solitary Reaper (Poem)	<ul style="list-style-type: none"> Loud Reading by students Explanation by the teacher Model Recitation by the teacher Recitation by the students <u>Computer Aided Teaching</u> (using Extra marks) 	<ul style="list-style-type: none"> INTERDISCIPLINARY PROJECT WITH SOCIAL SCIENCE <p>Find out information about the famous Scottish poems (ART INTEGRATION)</p> <ul style="list-style-type: none"> Skill Assessment – <p>Reading, Writing, Speaking, Critical Thinking, Inter-personal</p> <ul style="list-style-type: none"> Critical Thinking- Problem Solving <p>Through discussion on the given statement: Does music have no</p>	<ul style="list-style-type: none"> (CW) Discussion and (HW) writing of Question answers. Short class test of questions based on the poem. MCQ Quiz 	<ul style="list-style-type: none"> Ice-Breaking Activity and PK Testing: Do you like music and songs apart from your own language? The children will read different kinds of texts such as prose,plays,poeetry etc The children will be able to: Children will learn new words. Children will be 	<p>The following skills of the students shall be enhanced:</p> <ul style="list-style-type: none"> Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking The students can infer the meaning of unfamiliar words by reading them in context The students can write dictation of words Students recite poem with expressions and

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			language?		<p>able to answer the questions asked</p> <ul style="list-style-type: none"> Children will enjoy reading understand the meaning of the prose by reading 	intonation
	3.The Man Who Knew Too Much (Story)	<ul style="list-style-type: none"> Loud Reading by students Explanation by the teacher <u>Computer Aided Teaching</u> (using Extra marks) 	<ul style="list-style-type: none"> Art integration and project: Comic Strip will be made on the given topic. Collaborative Project with Hindi (The dialogues would be written in Hindi too in the comic strip) 	<ul style="list-style-type: none"> (CW) Discussion and (HW) writing of Question answers. Short class test of questions based on the story. MCQ Quiz 	<ul style="list-style-type: none"> Ice-Breaking Activity and PK Testing: Who is the KNOW-IT-ALL person in your class? Children will be able to look at cartoons/comics/pictures without words and write 	<p>The following skills of the students shall be enhanced:</p> <ul style="list-style-type: none"> Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking The students can infer the meaning

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			<ul style="list-style-type: none"> ● Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal 		<p>about them.</p> <ul style="list-style-type: none"> ● Children will learn new words. ● Children will be able to answer the questions asked ● The children will enjoy reading ● To enable the students to understand the meaning of the prose by reading 	<p>of unfamiliar words by reading them in context</p> <ul style="list-style-type: none"> ● The students can write dictation of words ● The students develop multilingual competence through using multilingualism as a strategy for learning of languages and subjects
	4.Article Writing 5.Adjectives 6. Reading	<u>Computer Aided Teaching</u> (using Extra marks)	<ul style="list-style-type: none"> ● Write names of your family members and write five adjectives for each member. Also illustrate those 	<ul style="list-style-type: none"> ● Writing of Difficult words, Word Meanings and Making Sentences 	<ul style="list-style-type: none"> ● Ice-Breaking Activity and PK Testing: ● The children would be asked 	<p>The following skills of the students shall be enhanced:</p> <ul style="list-style-type: none"> ● Reading skills

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	Comprehension 7. Diary entry 8. Paragraph Writing	<ul style="list-style-type: none"> Explanation by the teacher Use of dictionary BBC Compacta Workbook Chalk,board,duster You tube videos https://www.youtube.com/watch?v=laQUXyfVM9Y https://www.youtube.com/watch?v=_4qGFMNxdDo https://www.youtube.com/watch?v=L1J9ZPVydrc 	<p>adjectives. (Art Integration)</p> <ul style="list-style-type: none"> Write about your feelings on how you felt when you were very angry. Describe briefly the situation. (Experiential Learning) Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal 	<ul style="list-style-type: none"> Class Test based on Determiners/adjectives /Article Writing/Diary writing/Paragraph Writing MCQ,Quiz 	<p>about their favourite poets and authors. They will be asked to describe them using various adjectives.</p> <ul style="list-style-type: none"> The children would consciously listen to songs/poems and other forms of texts in English through interaction and being exposed to print-rich environment The children would be able to read text, both familiar and unfamiliar, and write answers for 	<ul style="list-style-type: none"> Writing skills Problem solving Creative writing Critical thinking Listening Skills The students are able to identify and use adjectives in their speech and writing. The students are able to attempt reading comprehension. The students develop the ability to express their thoughts effortlessly, confidently and in an organised manner.

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					<p>comprehension and inferential questions</p> <ul style="list-style-type: none"> • The children would use material from various sources in English and other languages to facilitate comprehension and co-relation • The children will be able to use adjectives correctly in speech and writing • The children will be able to write a 	

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					<p>paragraph and an article.</p> <ul style="list-style-type: none"> The children will be able to write a diary entry. 	
MAY: (Total Working Days) 25	The Seven Ages (Poem)	<ul style="list-style-type: none"> Loud Reading by students Explanation by the teacher Model Recitation by the teacher Recitation by the students <u>Computer Aided Teaching</u> (using Extramarks) 	<ul style="list-style-type: none"> Children will be depicting the seven ages on charts/ 3D models, etc (Project) Role play (art integration) Children will enact various stages of a man's life as shown in the poem. Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal 	<ul style="list-style-type: none"> (CW) Discussion and (HW) writing of Question answers. Short class test of questions based on the poems MCQ, Quiz 	<ul style="list-style-type: none"> Ice-Breaking Activity and PK Testing: According to you, in which age does a person has maximum fun? The children would think critically on inputs based on reading and interaction and try to provide suggestions/solutions to the problems raised 	<p>The following skills of the students shall be enhanced:</p> <ul style="list-style-type: none"> Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking The students can infer the meaning of unfamiliar words by reading them in context <p>-The students can write</p>

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			<ul style="list-style-type: none"> (Critical Thinking- Problem Solving) <p>Through discussion on the conflict given in the poem. Why do our elders (parents and siblings) keep recalling their young days?</p>		<ul style="list-style-type: none"> The children would attempt self-composed poems Children will learn new words. Children will be able to answer the questions asked The children will enjoy reading To enable the students to understand the meaning of the prose by reading 	<p>dictation of words</p> <p>-Students can recite poem with expressions and intonation</p>
JUNE- 01 and JULY: Total number of	6. Tenses 7. Short Story Writing	<ul style="list-style-type: none"> Loud Reading by students Explanation by the teacher 	<ul style="list-style-type: none"> Self-Composed Poem on Tenses (Art Integration) Project- To celebrate Tiger 	<ul style="list-style-type: none"> Writing of Difficult words, Word Meanings and Making Sentences 	<ul style="list-style-type: none"> Ice-Breaking Activity and PK Testing: TWO TRUTHS AND A LIE GAME 	<ul style="list-style-type: none"> The students are able to identify and use Verbs in their speech and writing. The students are

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Working Days-27		<ul style="list-style-type: none"> ● Computer Aided Teaching (using Extra marks) ● Explanation by the teacher ● Use of dictionary ● BBC Compacta Workbook ● Chalk,board,duster ● You tube videos ● https://www.youtube.com/watch?v=Iee_txj59o0 ● https://www.youtube.com/watch?v=d62WwKbTzv8 ● https://www.youtube.com/watch?v=j2S 	<p>Day, an integrated project will be done. Children will compare and contrast various poems written on the theme ‘Tigers’</p> <ul style="list-style-type: none"> ● Write a short story on your best experience of your last session (Experiential Learning) ● Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal 	<ul style="list-style-type: none"> ● Class Test based on tenses and story writing ● MCQ, Quiz 	<p>WILL BE PLAYED</p> <ul style="list-style-type: none"> ● 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. ● The three forms of verbs would be recited in form of a poem and gradually the topic ‘Tenses’ would be introduced ● The children will 	<p>able to write short stories with correct tense usage</p> <ul style="list-style-type: none"> ● The students are able to engage in conversations using correct tense usage ● The students write dialogues from a story and story from dialogues

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		<u>nOp6vZc</u>			<p>be able to use tenses, correctly in speech and writing</p> <ul style="list-style-type: none"> The children will be able to write a short story The children will understand the context for various types of writing such as diary entry, story writing, etc. 	
	Topic: 1. Keeping it From Harold (Story)	<ul style="list-style-type: none"> Loud Reading by students Explanation by the teacher <u>Computer Aided Teaching</u> (using Extramarks) 	<ul style="list-style-type: none"> Collaborative Project with Social Science on ‘Child Prodigies’. Find out the famous child prodigies around the world. What is the similarity among them? Research Activity. 	<ul style="list-style-type: none"> (CW) Discussion and (HW) writing of Question answers. Short class test of questions based on the story 	<ul style="list-style-type: none"> Ice-Breaking Activity and PK Testing: What is meant by IQ,EQ,SQ? What is the average IQ of a human being? 	<p>The following skills of the students shall be enhanced:</p> <ul style="list-style-type: none"> Reading skills Speaking skills Writing skills Problem solving

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			<ul style="list-style-type: none"> ● Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal 	<ul style="list-style-type: none"> ● MCQ, Quiz 	<ul style="list-style-type: none"> ● Children will be able to respond to a variety of questions on familiar and unfamiliar texts. ● the children will be able to enjoy reading ● the students will be encouraged to read more ● the students will understand the meaning of the prose by reading 	<ul style="list-style-type: none"> ● Creative writing ● Critical thinking ● The students ask and respond to questions based on texts and out of curiosity <p>-The students infer the meaning of unfamiliar words by reading them in context</p>
	3.E-mail 4. Reading Comprehension	<ul style="list-style-type: none"> ● Computer Aided Teaching (using Extra marks) ● Explanation by the 	<ul style="list-style-type: none"> ● Role Play – Children will enact the journey of e-mail from the sender to the 	<ul style="list-style-type: none"> ● Writing of Difficult words, Word Meanings and Making Sentences 	<ul style="list-style-type: none"> ● Ice-Breaking Activity and PK Testing: How did your 	<p>The following skills will be assessed:</p> <ul style="list-style-type: none"> ● Listening Skill

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		teacher <ul style="list-style-type: none"> • Use of dictionary • BBC Compacta Workbook • Chalk,board,duster • You tube videos • https://www.youtube.com/watch?v=3TuljN65slw • https://www.youtube.com/watch?v=4PDgVEhfKso https://www.youtube.com/watch?v=M4BkVmA0p6Y	recipient. The children themselves will play the roles of various buttons e.g., Cc,Bcc,Subject,etc.(Art Integration) <ul style="list-style-type: none"> • Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal • Social Skills: They will be enhanced through the way they interact (to whom they are writing mails) 	<ul style="list-style-type: none"> • Class Test based on e-mail writing and reading comprehension • MCQ,Quiz 	grandparents communicate with their relatives and friends? <ul style="list-style-type: none"> • The story of journey of messaging from pigeons to what's app would be shown on the screen. • Children will learn new words • Students will be able to use the correct format for writing an Email • Students will be able to write a 	<ul style="list-style-type: none"> • Inter-personal Skills • Creative Writing • Writing Skills • Reading Skills • Social Skills • The students would be able to use appropriate grammatical forms in communication • The students comprehend unfamiliar text • The students write e-mails and stories showing sensitivity to gender,environment and appreciation of cultural diversity

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					coherent piece undergoing various stages and processes of writing ● Students will be able to use new vocabulary	
AUGUST : Total number of Working Days-23	1.The Bishop's candlesticks (Story)	<ul style="list-style-type: none"> ● Loud Reading by students ● Explanation by the teacher ● <u>Computer Aided Teaching</u> (using Extramarks) ● <u>PPT</u> on the play 	<ul style="list-style-type: none"> ● Project Work: Imitate the famous motivational speeches of social influencers. ● Role Play(Art Integration) ● Watch the movies 'The Two Popes' ● Skill Assessment – Reading, Writing, 	<ul style="list-style-type: none"> ● (CW) Discussion and (HW) writing of Question answers. ● Short class test of questions based on the story ● MCQ,Quiz 	Ice-Breaking Activity and PK Testing: <ul style="list-style-type: none"> ● The Trailer of the movie 'The Two Popes' would be shown. ● Children will learn new words. ● Children will be able to respond to a variety of questions on familiar and unfamiliar texts. 	The following skills of the students shall be enhanced: <ul style="list-style-type: none"> ● Reading skills ● Speaking skills ● Writing skills ● Problem solving ● Creative writing ● Critical thinking ● Love for reading ● Students participate in

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>Speaking, Critical Thinking, Inter-personal</p> <ul style="list-style-type: none"> (Critical Thinking- Problem Solving) <p>Through discussion on the conflict given in the story. Would you be in favour of the Bishop or Persome?</p>		<ul style="list-style-type: none"> the children will be able to enjoy reading the students will be encouraged to read more. 	<p>activities in English like role play</p> <p>-Students respond to a variety of questions on familiar and unfamiliar texts verbally and in writing.</p>
	<p>4.Speech Writing</p> <p>5.Prepositions</p> <p>6. Direct-Indirect Speech</p>	<ul style="list-style-type: none"> <u>Computer Aided Teaching</u> (using Extra marks) Explanation by the teacher Use of dictionary BBC Compacta Workbook Chalk,board,duster You tube videos 	<ul style="list-style-type: none"> Collaborative Project with Social Science on ‘Media’- Children will prepare a questionnaire to be asked from the HRD Minister on the given topic ‘What steps is the government taking to ban Chinese Products?’ 	<ul style="list-style-type: none"> Writing of Difficult words, Word Meanings and Making Sentences Class Test based on Speech Writing, Prepositions and Direct-Indirect Speech 	<ul style="list-style-type: none"> Ice-Breaking Activity and PK Testing: The students would be asked to bring newspapers in which they would be asked to identify various types of sentences which contain inverted commas 	<p>The following skills will be assessed:</p> <ul style="list-style-type: none"> Listening Skill Inter-personal Skills Creative Writing Writing Skills Reading Skills Social Skills Students are able to

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"> • https://www.youtube.com/watch?v=M4BkVmA0p6Y • https://www.youtube.com/watch?v=XzkbcWh8s4w • https://www.youtube.com/watch?v=lcnVMh0tR9w 	<ul style="list-style-type: none"> • Skill Assessment: • Art Integration- Children will illustrate the prepositions of location • Experiential Learning- Intra-class Quiz will be played on Direct-Indirect Speech • Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal 	<ul style="list-style-type: none"> • MCQ, Quiz 	<p>and words which show position. (Direct-Indirect Speech)</p> <ul style="list-style-type: none"> • To enable the students to understand the meaning of the prose by reading • Students will be able to identify Direct and Indirect speech • Students will be able to use correct prepositions. • The students participate indifferent 	<p>use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses.</p> <ul style="list-style-type: none"> • Students write grammatically correct sentences for a variety of situations using nouns, pronouns, prepositions etc.

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
					events/activities in English in the classroom, school assembly and other institutions	
SEPTEMBER: (Total Working Days- 24)	1. Best Seller(Story)	<ul style="list-style-type: none"> Loud Reading by students Explanation by the teacher <u>Computer Aided Teaching</u> (using Extramarks) Flipped Teaching 	<ul style="list-style-type: none"> Make book covers of any 3 best sellers (Art Integration) Project: Slogan Writing on World Reading Day. Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal 	<ul style="list-style-type: none"> (CW) Discussion and (HW) writing of Question answers. Short class test of questions based on the stories MCQ, Quiz 	<ul style="list-style-type: none"> Ice-Breaking Activity and PK Testing: Which was the last best seller you read? Name its main character. Children will learn new words. Children will be able to respond to a variety of questions on familiar and unfamiliar texts. To enable the children to enjoy reading To encourage the 	<p>The following skills of the students shall be enhanced:</p> <ul style="list-style-type: none"> Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking Love for reading The students can use meaningful sentences to describe/narrate factual/imaginary situations

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"> Critical Thinking- Problem Solving <p>Through discussion on the conflict given in the story.</p> <p>What is more important- Reality or Fiction?</p>		<p>students to read more.</p> <ul style="list-style-type: none"> To enable the students to understand the meaning of the prose by reading 	<ul style="list-style-type: none"> The students respond to a variety of questions on familiar and unfamiliar texts verbally and in writing
	3.Modals 4. Debate	<ul style="list-style-type: none"> Computer Aided Teaching (using Extra marks) Explanation by the teacher Use of dictionary BBC Compacta Workbook Chalk,board,duster You tube videos https://www.youtube.com/watch?v=Nk9 	<ul style="list-style-type: none"> Activity (Project): Children will be asked to make a chart (in groups) on school rules in which they will incorporate ‘Modals’. Make it as creative as possible(Art Integration/Project) Inter-Class Debate would be organized 	<ul style="list-style-type: none"> Writing of Difficult words, Word Meanings and Making Sentences Class Test based on modals Intra class debate will be held and marked 	<ul style="list-style-type: none"> What do you generally hear teachers and parents telling you when you are doing something which is not correct? (Modals) The topic ‘Beauty lies in the eyes of the Beholder’ would be written on the board. The children would be 	<ul style="list-style-type: none"> Students are able to use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses. They are able to frame grammatically correct sentences. The students are able to respond to instructions given

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><u>nQwoCFig</u></p> <ul style="list-style-type: none"> https://www.youtube.com/watch?v=NyE1Kz0e--0 	<p>on the topic- ‘INFLUENCE OF FOREIGN LANGUAGES ON YOUNG GENERATION NOWADAYS’ (Experiential Learning)</p> <ul style="list-style-type: none"> Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal 	<ul style="list-style-type: none"> MCQ, Quiz 	<p>asked to give their viewpoints (Debate)</p> <ul style="list-style-type: none"> Children would be able to participate confidently in debates. Children would be able to differentiate and use modals correctly 	by the facilitator.
OCTOBER- Working Days:10	4. Oh, I Wish I'd Looked After Me Teeth (Poem)	<ul style="list-style-type: none"> Loud Reading by students Explanation by the teacher Model Recitation by the teacher Recitation by the 	<ul style="list-style-type: none"> Advertisement making: Make ads on tooth pastes, brushes, floss etc Enactment of the poem (Art 	<ul style="list-style-type: none"> (CW) Discussion and (HW) writing of Question answers. Short class test of questions based on 	<ul style="list-style-type: none"> Do you know when is International Smile Day celebrated? Students would 	<p>The following skills of the students shall be enhanced:</p> <ul style="list-style-type: none"> Reading skills Speaking skills Writing skills

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
		students <ul style="list-style-type: none"> ● Computer Aided Teaching (using Extra marks) 	Integration) <ul style="list-style-type: none"> ● Imagine you wake up in the morning and you realize you have no teeth in your mouth? Write your first five reactions.(Experiential Learning) ● Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal 	the stories <ul style="list-style-type: none"> ● MCQ,Quiz 	consciously listen to stories/prose/texts in English through interaction and being exposed to print rich environment	<ul style="list-style-type: none"> ● Problem solving ● Creative writing ● Critical thinking ● Students are able to comprehend English stories/text/prose.
	7.Voice(Active & Passive) 8.Short Story Writing 9.Conjunctions	<ul style="list-style-type: none"> ● Computer Aided Teaching (using Extra marks) ● Explanation by the teacher ● Use of dictionary 	<ul style="list-style-type: none"> ● Intra class quiz would be played wherein one team would speak sentences in Active voice and the other team has to convert them into Passive 	<ul style="list-style-type: none"> ● (CW) Children will do some exercises in BBC Compacta and the same will be discussed in class. 	<ul style="list-style-type: none"> ● Ice-Breaking Activity and PK Testing: ● What do you understand by sentence structure, subject 	The students are able to <ul style="list-style-type: none"> ● Identify Active and Passive Voice ● Change the active voice into passive voice and vice-

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"> BBC Compacta Workbook Chalk,board,duster You tube videos https://www.youtube.com/watch?v=nBm0Ok13AYE https://www.youtube.com/watch?v=nXNFyY7xe8I 	<p>voice and vice-versa(Experiential Learning)</p> <ul style="list-style-type: none"> Role Play on FANBOYS(Conjunctions) (Art Integration) Group Project – Relay Story Narration will take place Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal 	<ul style="list-style-type: none"> (HW) Children will do exercises in the BBC Compacta (workbook) A Short class test based on the topics MCQ,Quiz 	<p>and object? (Voice)</p> <ul style="list-style-type: none"> 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. (Conjunctions) To enable the students to achieve linguistic competency To enable the students to use grammar as a tool in the comprehension and creation of oral and written 	<p>versa</p> <ul style="list-style-type: none"> The writing skills will improve Use meaningful sentences to describe/ narrate factual/ imaginary situations in story writing. draft various writing tasks in grammatically correct manner

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>language.</p> <ul style="list-style-type: none"> ● To enable the students to use the language efficiently ● Students will be able to change the voice of a sentence ● Students will be able to use conjunctions appropriately ● Students will be able to write factual descriptions. ● understand the grammatical forms in context/through reading 	
NOVEMBER:	Topic: Song of the Rain	<ul style="list-style-type: none"> ● Loud Reading by students 	<ul style="list-style-type: none"> ● Activity: Art Integrated Project 	<ul style="list-style-type: none"> ● (CW) Discussion and (HW) writing 	<ul style="list-style-type: none"> ● Ice-Breaking Activity and PK 	The following skills of the students shall be

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-23	(Poem)	<ul style="list-style-type: none"> Explanation by the teacher <u>Computer Aided Teaching</u> (using Extramarks) <u>Ppts</u> 	<p>Children will make a timeline on the various stages of water cycle. This will be a group activity.</p> <ul style="list-style-type: none"> Project- PPT making on ways of saving water. Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal 	<p>of Question answers.</p> <ul style="list-style-type: none"> Short class test of questions based on the stories MCQ,Quiz 	<p>Testing:</p> <ul style="list-style-type: none"> The students will be asked to close their eyes and imagine rain drops on their faces. How would they feel? 	<p>enhanced:</p> <ul style="list-style-type: none"> Reading skills Speaking skills Writing skills Creative writing Critical thinking (Problem solving) The students are able to comprehend and appreciate sports personalities and contributions towards space voyage.
	3. Integrated Grammar	<ul style="list-style-type: none"> <u>Computer Aided Teaching</u> (using Extra marks) Explanation by the teacher Use of dictionary 	<ul style="list-style-type: none"> Experiential learning: Intra-class Quiz will be played on integrated grammar Project: Children 	<ul style="list-style-type: none"> (CW) Children will do some exercises in BBC Compacta and the same will be discussed in class. 	<ul style="list-style-type: none"> The students are able to watch /listen to English news,serials,educational channels and eminent speakers 	<ul style="list-style-type: none"> The students are able to engage in English with family, friends and people from different professions. The students are

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"> BBC Compacta Workbook Chalk,board,duster You tube videos https://www.youtube.com/watch?v=j1UQ11wxvDU 	<p>will make power point presentation on integrated grammar.</p> <ul style="list-style-type: none"> Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal 	<ul style="list-style-type: none"> (HW) Children will do exercises in the BBC Compacta (workbook) MCQ,quiz 	<ul style="list-style-type: none"> The students are able to apply their comprehensive knowledge to the integrated grammar exercises 	able to solve integrated grammar exercises
DECEMBER: Total number of working days: 12	Revision and Final Exams	<ul style="list-style-type: none"> Worksheets Computer aided Teaching 				

पाइनग्रोव स्कूल, धर्मपुर
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वा र्षक शिक्षाशास्त्रयोजना : हिन्दी
कक्षा : नवमी
सत्र: 2024-25

महीना /कार्य दिवसों कीसंख्या	वषय / उप वषय	शिक्षण में मददगार सामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्यऔर मूल्यांकन (मौ खक / ल खत / बहुवैकल्पिकप्रश्न/ विवज / कक्षा परीक्षा)	शैक्ष णक प्र क्रयाएं	अध्ययन के परिणाम
				•		•
फरवरी-4 दिन	संचयनभाग-1- गल्लू	<ul style="list-style-type: none"> • पुस्तकसेपठन • चर्चा • चॉक • ब्लैकबोर्ड • डस्टर • कहानी की पुनरावृ त के लए वी डयो दिखाना https://www.youtube.com/watch?v=-HJ6ejlhxhk काक भुसुंडी की कहानी दिखाना https://www.youtube.com/watch?v=1nbAYK SpeP8	आनुभ वकज्ञानार्जन <ul style="list-style-type: none"> • अपने कसीपालतूपशु/ पक्षीकावर्णन। • ऐसी घटना का वर्णन जब आपने कसीपशु/ पक्षी कीजानबचाई, उसकाअनुभव ल खए कलासमे कत ज्ञानार्जन/	<ul style="list-style-type: none"> • प्रश्नोतरी • बहुवैकल्पिक प्रश्न • मौ खक परीक्षा • ल खत कार्य • कक्षा में चर्चा • ल खत परीक्षा 	आइस-ब्रे कंगगति व ध <ul style="list-style-type: none"> • गलहरियों केबारे में बातचीत जैसे गलहरियों आयु , खान –पान आदि पर बात की जाएगी वषय की घोषणा- <ul style="list-style-type: none"> • ले खका महादेवी वर्मा का जीवन परिचय • कहानी का परिचय 	वषयसम्बन्धी - <ul style="list-style-type: none"> • पठन कौशलका वस्तार • लेखनकौशलका वस्तार • वाचनकौशलका वस्तार • श्रवणकौशलका वस्तार • रचनात्मकलेखन का वस्तार

महीना /कार्य दिवसों कीसंख्या	वषय / उप वषय	शक्षण में मददगार सामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्यऔर मूल्यांकन (मौ खक / ल खत / बहुवैकल्पिकप्रश्न/ विवज़ / कक्षा परीक्षा)	शैक्ष णक प्र क्रयाएं	अध्ययन के परिणाम
			परियोजनाकार्य – <ul style="list-style-type: none"> मेरापरिवारकी कोईकहानीपढ़ना कहानीका चर्चों केरूपमेंवर्णनकरना । 		वषय वस्तार- <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बं धत प्रश्न पूछना खुले अंतवालेप्रश्न पुनरावृ त 	<ul style="list-style-type: none"> नएशब्दों के अर्थ समझकर शब्द भंडार में वृद् ध करना कहानीका सारांश अपने शब्दोंमें लख सकतेहैं । रचनाकार के उद्देश्य को स्पष्ट करना महादेवीवर्माकाजीवनपरिचयप्राप्तहुआ मेरापरिवारपुस्तककीजानकारी मली <p>कलासम्बन्धी –</p> <ul style="list-style-type: none"> रचनात्मकताका वकास वाचन कौशलका वकास श्रवणकौशलका वकास रचनात्मकलेखनका व

महीना /कार्य दिवसों कीसंख्या	वषय / उप वषय	शक्षण में मददगार सामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्यऔर मूल्यांकन (मौ खक / ल खत / बहुवैकल्पिकप्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्ष णक प्र क्रयाएं	अध्ययन के परिणाम
						<p>कास</p> <ul style="list-style-type: none"> मेरा परिवार की कहानियां पढ़ने को प्रेरित हुए कंप्यूटरदक्षतामेंसुधार <p>नैतिकमूल्य - जीवों के प्रति दया का भाव उत्पन्न हुआ।</p>
मार्च – 22 दिन	स्पर्शभाग -1 गद्यखंड –दुःख का अधिकार	<ul style="list-style-type: none"> पुस्तकसेपठन चर्चा चॉक ब्लैकबोर्ड डस्टर पुस्तकसेपठन पुनरावृत्तके लएवी डयोदि खाना https://www.youtube.com/watch?v=V6um9kklF0M 	<p>आनुभ वकज्ञानार्जन –</p> <ul style="list-style-type: none"> क्यालेखककाबुद्धियाके प्रतिव्यवहारउ चतथा ? यदिआपलेखककेस्थानपरहोतेतोक्याकरते ? <p>रचनात्मक लेखन -</p> <ul style="list-style-type: none"> कहानीका अंत 	<ul style="list-style-type: none"> प्रश्नोत्तरी बहुवैकल्पिक प्रश्न मौ खक परीक्षा ल खत कार्य कक्षा में चर्चा 	<p>आइस-ब्रे कंग गति व ध</p> <ul style="list-style-type: none"> क्या कभी आपने कसी की सहायता की है - बातचीत और चर्चा पहनावाहमारीपहचान – परचर्चा <p>वषयकीघोषणा-</p> <ul style="list-style-type: none"> लेखक यशपाल का जीवन परिचय 	<p>वषयसम्बन्धी -</p> <ul style="list-style-type: none"> पठन कौशलका वस्तार लेखनकौशलका वस्तार वाचनकौशलका वस्तार श्रवणकौशलका वस्तार रचनात्मकलेखन

महीना /कार्य दिवसों कीसंख्या	वषय / उप वषय	शक्षण में मददगार सामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्यऔर मूल्यांकन (मौ खक / ल खत / बहुवैकल्पिकप्रश्न/ विवज़ / कक्षा परीक्षा)	शैक्ष णक प्र क्रयाएं	अध्ययन के परिणाम
			बदलकर दुबारा लखवाना		<ul style="list-style-type: none"> ● कहानी का परिचय वषय वस्तार- <ul style="list-style-type: none"> ● पठन अभ्यास ● चर्चा ● सम्बंधित प्रश्न पूछना ● खुले अंतवाले प्रश्न ● पुनरावृत्त 	<p>का वस्तार</p> <ul style="list-style-type: none"> ● नए शब्दों के अर्थ समझकर शब्द भंडार में वृद्ध करना ● रचनाकार के उद्देश्य को स्पष्ट करना ● पोशाक तथा चरित्र दोनों का महत्व समझें ● समाज की कुरीतियों का ज्ञान हुआ ● कहानी के मूल भाव को समझ कर उत्तर देने में सक्षम हुए। <p>कलासम्बन्धी –</p> <ul style="list-style-type: none"> ● रचनात्मकता का विकास ● वाचन कौशल का विकास

महीना /कार्य दिवसों कीसंख्या	वषय / उप वषय	शक्षण में मददगार सामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्यऔर मूल्यांकन (मौ खक / ल खत / बहुवैकल्पिकप्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्ष णक प्र क्रयाएं	अध्ययन के परिणाम
						<p>स</p> <ul style="list-style-type: none"> ● श्रवण कौशलका वकास हुआ ● लेखन कौशल का वकास हुआ <p>नैतिकमूल्य -</p> <ul style="list-style-type: none"> ● गरीबों के प्रति सहानुभूति उत्पन्न हुई ● उ चत – अनु चत की समझ उत्पन्न हुई ।
	व्याकरण -संवादलेखन, अनुच्छेदलेखन, चत्र वर्णन	<ul style="list-style-type: none"> ● पुस्तकसेपठन ● चर्चा ● चॉक ● ब्लैकबोर्ड ● डस्टर <p>वी डयो– संवादलेखन https://www.youtube.com/watch?v=oMNMABa9xtg</p>	<p>आनुभ वकज्ञानार्जन –</p> <ul style="list-style-type: none"> ● संवादलेखनपरवी ड योदिखाना ● कोईभी वषयदेकरक क्षामेंअभ्यास <p>कला समे कतज्ञानार्जन-</p> <ul style="list-style-type: none"> ● दोकेसमूहमेंसंवादले खनकक्षामेंकरवाना 	<ul style="list-style-type: none"> ● ल खतअभ्यास ● ल खतपरीक्षा 	<ul style="list-style-type: none"> ● पूर्वज्ञानपरीक्षण ● कक्षामेंअध्या पकाब च्चोंसेसम्बं धतप्रश्न पूछेंगी। ● कक्षामेंचर्चा <p>वषयकीघोषणा -</p> <ul style="list-style-type: none"> ● प्रत्येककाकक्षामेंबोर्ड 	<p>वषयसम्बन्धी –</p> <ul style="list-style-type: none"> ● लेखनकौशलका वकास हुआ ● रचनात्मककौशलका व कासहुआ ● परीक्षाओंतथाआवश्यक यताअनुसार लखनेयो

महीना /कार्य दिवसों कीसंख्या	वषय / उप वषय	शक्षण में मददगार सामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्यऔर मूल्यांकन (मौ खक / ल खत / बहुवैकल्पिकप्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्ष णक प्र क्रयाएं	अध्ययन के परिणाम
		वी डयो - अपठित गद्यांश https://www.youtube.com/watch?v=6CPySHCtj94			परप्रारूपबतातेहुएअभ्यासकरवाना	ग्यहुए
	स्पर्शभाग -1-काव्य खंड- रैदास के पद	<ul style="list-style-type: none"> • पुस्तकसेपठन • चर्चा • चॉक • ब्लैकबोर्ड • डस्टर • प्रभु जी तुम चन्दन हम पानी..... (अनूप जलोटा) द्वारा सुनाना 	<p>आनुभ वकज्ञानार्जन</p> <ul style="list-style-type: none"> • प्रभुजीतुमचन्दन --- - गीतदिखानावबच्चों द्वारागुनगुनाना • गुरुवाणी के शब्द दिखाना <p>https://www.youtube.com/watch?v=s-swJI3A6zI</p> <p>कलासमे कतज्ञानार्जन</p> <ul style="list-style-type: none"> - मनचंगातोकठौतीमें गंगा ---- कहावतकेपीछेछिपी कहानीका वी डयो 	<ul style="list-style-type: none"> • प्रश्नोत्तरी • मौ खकपरीक्षा • ल खत कार्य • बहुवैकल्पिकप्रश्न • ल खतपरीक्षा 	<p>आइस-ब्रे कंगगति व ध</p> <ul style="list-style-type: none"> • प्रभुजीतुमचन्दन ---- गीतदिखानाhttps://www.youtube.com/watch?v=s-swJI3A6zI • भक्तिकालपरबातकरतेहुएसंतसम्प्रदायकापरिचय • संतोंकी वचारधारापर जानकारी • कबीर, रहीमतथारैदासआदिकीजानकारी <p>वषयकीघोषणा-</p> <ul style="list-style-type: none"> • ईश्वरकेनिर्गुणरूपकोस 	<p>वषयसम्बन्धी -</p> <ul style="list-style-type: none"> • मानवीयगुणोंका वकास • समाजकीकुरीतियोंकी जानकारीप्राप्तहुई। • रैदासजैसेसंतोंकाज्ञानसमझसके। • संतोंकी वचारधारासेपरिचितहुएतथापदोंकाअर्थ ग्रहणकरउत्तरदेनेमेंसक्षम। • गुरुग्रन्थसाहिबमेंइनके 40 पदोंकेयोगदानसेअवगत हुए। • नएशब्दोंकेअर्थसमझक

महीना /कार्य दिवसों कीसंख्या	वषय / उप वषय	शक्षण में मददगार सामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्यऔर मूल्यांकन (मौ खक / ल खत / बहुवैकल्पिकप्रश्न/ वि्वज / कक्षा परीक्षा)	शैक्ष णक प्र क्रयाएं	अध्ययन के परिणाम
			<p>दिखाना </p> <p>https://www.youtube.com/watch?v=RnZTJKbqxLY</p> <ul style="list-style-type: none"> वद्या र्थयोंद्वारा वदासकेजीवनसेजु डीचमत्कारिककहा नियोंकोकक्षामेंसुना ना ऐसीलाल --- शब्दसुनाना <p>https://www.youtube.com/watch?v=2KtdbTYUIfw</p>		<p>मझातेहुऐरैदासकेपदों कासरलअर्थसमझाना</p> <p>वषय वस्तार-</p> <ul style="list-style-type: none"> पठनअभ्यास चर्चा सम्बं धतप्रश्नपूछना खुलेअंतवालेप्रश्न पुनरावृ त 	<p>रशब्दभंडारमेवृद्धकर ना</p> <ul style="list-style-type: none"> रचनाकार के उद्देश्य को स्पष्ट करना <p>कलासम्बन्धी -</p> <ul style="list-style-type: none"> वाचनकौशलका वस्तार लेखनकौशलका वस्तार श्रवणकौशलका वस्तार रचनात्मकलेखनका वस्तार
	व्याकरण -अनुस्वार- अनुना सक	<ul style="list-style-type: none"> पुस्तकसेपठन चर्चा चॉक ब्लैकबोर्ड डस्टर 		<ul style="list-style-type: none"> अभ्यास ल खतपरीक्षा प्रश्नोत्तरी बहुवैकल्पिकप्रश्न 	<p>आइस-ब्रे कंगगति व ध</p> <ul style="list-style-type: none"> पूर्वज्ञानपरीक्षण प्रत्येकके लएश्यामपट परशब्दोंकोउदाहरणदे करसमझाना। 	<p>वषयसम्बन्धी -</p> <ul style="list-style-type: none"> अनुस्वार- अनुना सक, नुक्ता आदि की पहचान में सक्षम

महीना /कार्य दिवसों कीसंख्या	वषय / उप वषय	शक्षण में मददगार सामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्यऔर मूल्यांकन (मौ खक / ल खत / बहुवैकल्पिकप्रश्न/ विवज़ / कक्षा परीक्षा)	शैक्ष णक प्र क्रयाएं	अध्ययन के परिणाम
				<ul style="list-style-type: none"> ल खतपरीक्षा 	<ul style="list-style-type: none"> बरी – बारीसबकाअभ्यासकर वाना 	<ul style="list-style-type: none"> प्रश्नो पर आधारित उत्तर देने में सक्षम
	व्याकरण -उपसर्ग-प्रत्यय	<ul style="list-style-type: none"> पुस्तकसेपठन चर्चा चोंक ब्लैकबोर्ड डस्टर 		<ul style="list-style-type: none"> अभ्यास ल खतपरीक्षा प्रश्नोतरी बहुवैकल्पिकप्रश्न ल खतपरीक्षा 	<p>आइस-ब्रे कंग गति व ध</p> <ul style="list-style-type: none"> पूर्वज्ञानपरीक्षण उपसर्ग- प्रत्यय का परिचय देते हुए भाषा में उनका महत्व समझाकर अभ्यास व भन्न सहायक साम ग्र्यों जैसे पुस्तक, बोर्ड, पीपीटी द्वारा अभ्यास 	<p>वषयसम्बन्धी -</p> <ul style="list-style-type: none"> उपसर्ग- प्रत्यय का भाषा में महत्व समझ सके। शब्द तथा वाक्यों में उनकी पहचान करते हुए मूल शब्द से उपसर्ग/ प्रत्यय को अलग करने में सक्षम हुए
		प्रथम इकाई परीक्षा	अब तक कए गए सारे कार्य की दोहराई			

महीना /कार्य दिवसों कीसंख्या	वषय / उप वषय	शक्षण में मददगार सामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्यऔर मूल्यांकन (मौ खक / ल खत / बहुवैकल्पिकप्रश्न/ विवज़ / कक्षा परीक्षा)	शैक्ष णक प्र क्रयाएं	अध्ययन के परिणाम
अप्रैल - 11 दिन	स्पर्शभाग -1 – गद्यखंड- एवेरेस्टमेरी शखरयात्रा	<ul style="list-style-type: none"> • पुस्तकसेपठन • चर्चा • चॉक • ब्लैकबोर्ड • डस्टर • पाठकीपुनरावृ तके लएवी डयोदिखाना https://www.youtube.com/watch?v=BbBeaeCSz-c	<p>आनुभ वक ज्ञानार्जन – (सामूहिक परियोजना)</p> <ul style="list-style-type: none"> • दो के समूहों में एवेरेस्ट शखरतकपहुँ चने के लए आवश्यक जानकारी पर पी पी टी तैयार करना • कन्ही तीन भारतीय एवेरेस्ट वजेता पर्वतारोहियों पर पी पी टी बनाना • रास्ते के खतरों का वर्णन <p>कलासमे कतज्ञानार्जन/ परियोजनाकार्य</p> <ul style="list-style-type: none"> • एवेरेस्टतककेसभीके म्पोंकास चत्रवर्णन 	<ul style="list-style-type: none"> • प्रश्नोत्तरी • बहुवैकल्पिक प्रश्न • मौ खक परीक्षा • ल खतकार्य • कक्षामेंचर्चा • ल खतपरीक्षा 	<p>आइस-ब्रे कंग गति व ध</p> <ul style="list-style-type: none"> • पर्वतारोहणसेजुड़ेखत रोंतथापर्वतारोहियोंपर बात • बचेंद्रीपालकाजीवनपरिचय <p>वषयकीघोषणा- पाठएवेरेस्टमेरी शखरयात्राकापठन वषय वस्तार-</p> <ul style="list-style-type: none"> • पठनअभ्यास • चर्चा • सम्बं धतप्रश्नपूछना • खुलेअंत वाले प्रश्न • पुनरावृ त • तेनजिंग और हिलेरी की वी डयो दिखाना <p>https://www.youtube.com/watch?v=wVWqzHWZGLQ</p>	<p>वषयसम्बन्धी -</p> <ul style="list-style-type: none"> • पठनकौशलका वस्तार • लेखनकौशलका वस्तार • वाचनकौशलका वस्तार • श्रवणकौशलका वस्तार • रचनात्मकलेखन का वस्तार • नएशब्दोंकेअर्थसमझकरशब्दभंडारमेवृ द्धकरना • रचनाकार के उद्देश्य को स्पष्ट करना • महानव्यक्तियोंकेजीवन कीजानकारीप्राप्तकी

महीना /कार्य दिवसों कीसंख्या	वषय / उप वषय	शक्षण में मददगार सामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्यऔर मूल्यांकन (मौ खक / ल खत / बहुवैकल्पिकप्रश्न/ विवज़ / कक्षा परीक्षा)	शैक्ष णक प्र क्रयाएं	अध्ययन के परिणाम
			<ul style="list-style-type: none"> गले शयरतथाइसकीन दीकेबहनेसेसम्बं धत वी डयोदिखाना https://www.youtube.com/watch?v=IlcMB6lD8Do अरु णमा संहकीकहा नीदिखाना https://www.youtube.com/watch?v=q7TdnqbYbFo 			<ul style="list-style-type: none"> पर्वतारोहणसेजुड़ेखतरों कोसमझसके। बचेंद्रीपालकेजीवनकीउप लब्धियोंकीजानकारीप्रा प्तहुई पाठकाअर्थसमझकरउत्तर देनेमेंसक्षमहुए <p>कलासम्बन्धी –</p> <ul style="list-style-type: none"> रचनात्मकताका वका स वाचन कौशलका वका स श्रवणकौशलका वकास हुआ लेखनकौशलका वकास हुआ कंप्यूटरदक्षतामेंसुधार <p>नैतिकमूल्य - जीवनमेंसंघर्षोंसेडरकरहार</p>

महीना /कार्य दिवसों कीसंख्या	वषय / उप वषय	शक्षण में मददगार सामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्यऔर मूल्यांकन (मौ खक / ल खत / बहुवैकल्पिकप्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्ष णक प्र क्रयाएं	अध्ययन के परिणाम
						नमाननेके लएप्रेरितहए
	<ul style="list-style-type: none"> व्याकरण - अर्थकेआधारपरवाक्यभेद 	<ul style="list-style-type: none"> पुस्तकसेपठन चर्चा चॉक ब्लैकबोर्ड डस्टर कक्षामेंश्यामपट्टपरअभ्यास वी डयोदिखाना https://www.youtube.com/watch?v=R5eOtt9uWZA 		<ul style="list-style-type: none"> प्रश्नोत्तरी मौ खकअभ्यास बहुवैकल्पिकप्रश्न ल खतअभ्यास ल खतपरीक्षा 	आइस-ब्रे कंग गति व ध <ul style="list-style-type: none"> पूर्वज्ञानपरीक्षण शब्दरचनातथाप्रत्येक वाक्यरचनाकोसमझातेहुएकोकक्षामेंबोर्डपरइ नकीपहचान सखानातथारूपपरिवर्तनबतातेहुएअभ्यास 	वषयसम्बन्धी – <ul style="list-style-type: none"> परीक्षाओंतथाआवश्यकताअनुसारउत्तरदेनेयोग्य एकवाक्यकादूसरेरूपमेंपरिवर्तनकरनेमेंसक्षम
	व्याकरण -सं ध भेद	<ul style="list-style-type: none"> पुस्तकसेपठन एक्स्ट्रा मार्क्स द्वाराप्रस्तुति चर्चा चॉक ब्लैकबोर्ड 		<ul style="list-style-type: none"> प्रश्नोत्तरी बहुवैकल्पिकप्रश्न ल खतअभ्यास ल खतपरीक्षा 	<ul style="list-style-type: none"> पूर्वज्ञानपरीक्षण वषयकीघोषणा- शब्दरचनाकोसमझातेहुएकोकक्षामेंबोर्डपरस्वर सं ध के सारे भेदों कीपहचान सखानातथारूपपरिवर्तनबताते 	वषयसम्बन्धी – <ul style="list-style-type: none"> परीक्षाओंतथाआवश्यकताअनुसार लखनेयोग्य बने

महीना /कार्य दिवसों कीसंख्या	वषय / उप वषय	शक्षण में मददगार सामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्यऔर मूल्यांकन (मौ खक / ल खत / बहुवैकल्पिकप्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्ष णक प्र क्रयाएं	अध्ययन के परिणाम
					हुएअभ्यासकरवाना	
मई -20 दिन	स्पर्शभाग -1 –काव्यखंड –रहीम के दोहे	<ul style="list-style-type: none"> • पुस्तकसेपठन • चर्चा • चॉक • ब्लैकबोर्ड • डस्टर 	<ul style="list-style-type: none"> • आनुभ वकज्ञानार्जन – वद्या र्थयोंद्वारा क न्हीपांच दोहोंकोयादकरकक्षा मेंउनकागायन • दोहोंकेअर्थपरचर्चा • श्रवणगति व ध • कलासमे कतज्ञानार्जन- • अनूपजलोटाद्वा रादोहोंकागायन https://www.youtube.com/watch?v=dIhHcThJkPI 	<ul style="list-style-type: none"> • प्रश्नोत्तरी • मौ खकपरीक्षा • बहुवैकल्पिकप्रश्न • ल खतपरीक्षा 	<p>आइस-ब्रे कंग गति व ध</p> <ul style="list-style-type: none"> • केदोहेसुनाना • पूर्वज्ञानपरीक्षण • संतोंकी वचारधारापरबा तकरतेहुएकबीर, रहीमतथारैदासआदिकी जानकारी, चर्चावबातचीत । • संतोंकेअनुभवपरआधा रितज्ञानवदोहोंमेंउनके संकलनपरबातचीत वषयकीघोषणा- • दोहोंकेसत्यसेअवगतकरवाना • दोहोंकासरलअर्थसम झाना <p>वषय वस्तार-</p>	<p>वषयसम्बन्धी -</p> <ul style="list-style-type: none"> • संतसम्प्रदायकापरिचय प्राप्तहुआ • रहीमजैसेसंतोंकाज्ञानस मझसके • दोहोंमेंछिपेउनकेअनुभ वात्मकज्ञानकीसमझउ त्पन्नहुई • संतोंकी वचारधारासेप रि चतहुएतथादोहोंका अर्थग्रहणकरउत्तरदेनेमें सक्षम <p>कलासम्बन्धी -</p> <ul style="list-style-type: none"> • वाचनकौशलका वस्तार • लेखनकौशलका वस्तार

महीना /कार्य दिवसों कीसंख्या	वषय / उप वषय	शक्षण में मददगार सामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्यऔर मूल्यांकन (मौ खक / ल खत / बहुवैकल्पिकप्रश्न/ विविज्ञ / कक्षा परीक्षा)	शैक्ष णक प्र क्रयाएं	अध्ययन के परिणाम
					<ul style="list-style-type: none"> ● पठनअभ्यास ● चर्चा ● सम्बंधितप्रश्नपूछना ● खुलेअंतवाले प्रश्न ● पुनरावृत्त 	<ul style="list-style-type: none"> ● श्रवणकौशलका वस्तार ● रचनात्मकलेखनका वस्तार
	व्याकरण शब्द और पद अनुस्वार- अनुनासक, स्वर सं ध भेद, चत्र वर्णन	<ul style="list-style-type: none"> ● पुस्तकसेपठन ● चर्चा ● चॉक ● ब्लैकबोर्ड ● डस्टर 		<ul style="list-style-type: none"> ● अभ्यास ● ल खतपरीक्षा ● बहुवैकल्पिकप्रश्न ● ल खतपरीक्षा 	आइस-ब्रे कंग गति व ध <ul style="list-style-type: none"> ● पूर्वज्ञानपरीक्षण ● प्रत्येकके लक्ष्यामपट परशब्दोंकोउदाहरणदे करसमझाना। ● बरी – बारीसबकाअभ्यासकर 	वषयसम्बन्धी - <ul style="list-style-type: none"> ● शब्द और पद, अनुस्वार- अनुनासक, आदि की पहचान में सक्षम ● प्रश्नो पर आधारित

महीना /कार्य दिवसों कीसंख्या	वषय / उप वषय	शक्षण में मददगार सामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्यऔर मूल्यांकन (मौ खक / ल खत / बहुवैकल्पिकप्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्ष णक प्र क्रयाएं	अध्ययन के परिणाम
					वाना	उत्तर देने में सक्षम
	स्पर्शभाग -1 – गद्यखंड – तुम कब जाओगे अति थ	<ul style="list-style-type: none"> • पुस्तकसेपठन • चर्चा • चॉक • ब्लैकबोर्ड • डस्टर • पाठकीपुनरावृ तके लए वी डयोदिखाना https://www.youtube.com/watch?v=H91ZgClkD74	<p>आनुभ वकज्ञानार्जन –</p> <ul style="list-style-type: none"> • जबआपकेघर मे कोई ऐसा अति थ आया.....अपनेअनुभ वबताना- क्याअति थकायहव्यव हारउ चतथा ? • यदिआपलेखककेस्थान परहोतेतोक्याकरते ? • व्यंग्यरचनापरआधारित फ़िल्मअति थकबजा ओगेको वद्या र्थयोंको दिखाना <p>-</p> <ul style="list-style-type: none"> • फ़िल्मकीकहानीकीपा ठसेतुलनाकरतेहुएस मीक्षा लखना 	<ul style="list-style-type: none"> • प्रश्नोत्तरी • मौ खकपरीक्षा • ल खतकार्य • बहुवैकल्पिकप्रश्न • ल खतपरीक्षा 	<p>आइस-ब्रे कंगगति व ध</p> <ul style="list-style-type: none"> • हिंदी फ़िल्मअति थकब जाओगेकागानासुनाना https://www.youtube.com/watch?v=ILHeO6BHtGg • बच्चोंसेगानेकेबारेमें चर्चा • अति थकेआगमनपर क्याक्याबदलावआते हैंअपनेघरकेआधार परबताइए • व्यंग्यकोसमझातेहुए अनचाहेअति थयोंपर चर्चा वषय की घोषणा- • पुस्तकसेपाठकापठन 	<p>वषयसम्बन्धी -</p> <ul style="list-style-type: none"> • अति थकेरूपवआतिथ्य भावकीसमझव चंतन की प्रवृ त का वकास • पाठकीकहानीकोसमझ करपुस्तक से सम्बंधत उत्तर देने में सक्षम • सहीऔरगलतकीसूझ – बूझउत्पन्नहुई। • व्यंग्यतथाव्यंग्यरचना केउद्देश्यकोसमझनेमें सक्षम <p>कलासम्बन्धी -</p> <ul style="list-style-type: none"> • वाचनकौशलका वस्तार • लेखनकौशलका

महीना /कार्य दिवसों कीसंख्या	वषय / उप वषय	शक्षण में मददगार सामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्यऔर मूल्यांकन (मौ खक / ल खत / बहुवैकल्पिकप्रश्न/ विवज़ / कक्षा परीक्षा)	शैक्ष णक प्र क्रयाएं	अध्ययन के परिणाम
					<p>वसरलअर्थ</p> <p>वषय वस्तार-</p> <ul style="list-style-type: none"> ● पठनअभ्यास ● चर्चा ● सम्बं धतप्रश्नपूछना ● खुलेअंतवालेप्रश्न ● पुनरावृ त 	<p>वस्तार</p> <ul style="list-style-type: none"> ● श्रवणकौशलका वस्तार ● रचनात्मकलेखनका वस्तार <p>नैतिकमूल्य</p> <ul style="list-style-type: none"> ● कसीकेघरअति थकीत रहरहनेकापताचला
	व्याकरण -उपसर्ग, प्रत्यय	<ul style="list-style-type: none"> ● पुस्तकसेपठन ● चर्चा ● चॉक ● ब्लैकबोर्ड ● डस्टर ● श्यामपट्ट ● पुस्तकसेअभ्यास 		<ul style="list-style-type: none"> ● प्रश्नोतरी ● मौ खकपरीक्षा ● बहुवैकल्पिकप्रश्न ● ल खतअभ्यास 	<ul style="list-style-type: none"> ● पूर्वज्ञानपरीक्षण ● पुनरावृ त ● उपसर्ग कापरिचय देते हुए भाषा मेंउनका महत्व समझाकर अभ्यास 	<p>वषयसम्बन्धी –</p> <ul style="list-style-type: none"> ● उपसर्ग-प्रत्यय का भाषा में महत्व समझ सके ● शब्द तथा वाक्यों मेंउनकी पहचान करते हुए मूल शब्द से उपसर्ग-प्रत्यय को अलग करने में सक्षम

महीना /कार्य दिवसों कीसंख्या	वषय / उप वषय	शक्षण में मददगार सामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्यऔर मूल्यांकन (मौ खक / ल खत / बहुवैकल्पिकप्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्ष णक प्र क्रयाएं	अध्ययन के परिणाम
						हुए ● शब्दों में उन्हें पहचानने में सक्षम
	संचयनभाग -1-स्मृति	<ul style="list-style-type: none"> ● पुस्तकसेपठन ● चर्चा ● चॉक ● ब्लैकबोर्ड ● डस्टर ● पुस्तकसेसरलअर्थ ● वी डयोदिखाना <p>https://www.youtube.com/watch?v=sHgn5PmHIsI</p> <p>https://www.youtube.com/watch?v=7StEW-pknIU</p>	<p>आनुभ वकज्ञानार्जन-</p> <ul style="list-style-type: none"> ● लेखकने चठ्ठियोंके लए जानकाजो खम लया- यदिआपउसकेस्थानपर होतेतोक्याकरते ? <p>कला समे कतज्ञानार्जन/ परियोजनाकार्य –</p> <ul style="list-style-type: none"> ● कलाकेअध्यापकद्वारा स्केचकाज्ञानकक्षामेंदेना ● अपनीपसंदकेदृश्यका स्केचतैयारकरना ● बच्चे कक्षा में अपने बचपन के अनुभव सुनाएंगे 	<ul style="list-style-type: none"> ● प्रश्नोत्तरी ● मौ खकपरीक्षा ● बहुवैकल्पिकप्रश्न ● ल खतपरीक्षा ● ल खतअभ्यास 	<p>आइस-ब्रे कंग गति व ध</p> <ul style="list-style-type: none"> ● अपनेबचपनकी कसी खतरनाक/ जो खमभरीघटनाकावर्णनसुनाना ● संस्मरण वधापरबात करतेहुएपुस्तकसेपाठ काअध्ययनकरवाना <p>वषय की घोषणा-</p> <ul style="list-style-type: none"> ● पुस्तकसेक वताएकफूलकीचाहकापठनवसरलअर्थ <p>वषय वस्तार-</p> <ul style="list-style-type: none"> ● पठनअभ्यास ● चर्चा 	<p>वषयसम्बन्धी –</p> <ul style="list-style-type: none"> ● बालसुलभशरारतोंका ज्ञानहुआ ● ग्रामीणखेलोंकोसमझनेकेसाथपुरानेसमयमें बच्चोंकेसंघर्षकीसमझ। ● कहानी के सार को समझकर पूछे गए प्रश्नों के उत्तर देने में सक्षम <p>कलासम्बन्धी -</p> <ul style="list-style-type: none"> ● वाचनकौशलका वस्तार ● लेखनकौशलका वस्तार

महीना /कार्य दिवसों कीसंख्या	वषय / उप वषय	शक्षण में मददगार सामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्यऔर मूल्यांकन (मौ खक / ल खत / बहुवैकल्पिकप्रश्न/ विवज़ / कक्षा परीक्षा)	शैक्ष णक प्र क्रयाएं	अध्ययन के परिणाम
					<ul style="list-style-type: none"> • सम्बं धतप्रश्नपूछना • खुलेअंतवालेप्रश्न • पुनरावृ त 	<ul style="list-style-type: none"> • श्रवणकौशलका वस्तार • रचनात्मकलेखन का वस्तार नैतिकमूल्य • अपने से बड़ों के प्रति आदर का भाव वक सत • नैतिकमूल्योंका वकास
			•			
	व्याकरण - वराम चन्ह	<ul style="list-style-type: none"> • पुस्तकसेपठन • चर्चा • चॉक • ब्लैकबोर्ड • डस्टर 		<ul style="list-style-type: none"> • बहुवैकल्पिकप्रश्न • ल खतअभ्यास • ल खतपरीक्षा 	<ul style="list-style-type: none"> • पूर्वज्ञानपरीक्षण वषय की घोषणा • वराम चन्ह का परिचय देते हुए भाषा में उनका महत्व समझाकर अभ्यास 	वषयसम्बन्धी – <ul style="list-style-type: none"> • उपसर्ग-प्रत्यय का भाषा में महत्व समझ सके • शब्द तथा वाक्यों में उनकी पहचान करते हुए उ चत प्रयोग

महीना /कार्य दिवसों कीसंख्या	वषय / उप वषय	शक्षण में मददगार सामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्यऔर मूल्यांकन (मौ खक / ल खत / बहुवैकल्पिकप्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्ष णक प्र क्रयाएं	अध्ययन के परिणाम
					<ul style="list-style-type: none"> व भन्न सहायक साम ग्र्यों जैसे पुस्तक, बोर्ड, पीपी टी द्वारा अभ्यास 	करने में सक्षम हुए व भन्न भेदों को पहचानने में सक्षम हुए
		द्वितीय इकाईपरीक्षा	<ul style="list-style-type: none"> अबतक कएगएसारे कार्यकीदोहराई 			
जून -		अवकाश आरम्भ				
जुलाई 23 दिन	स्पर्शभाग -1-गद्य काव्यखंड – चेतनाकेवाहकडॉक्टरचंद्र शेखरवेंकटरामन	<ul style="list-style-type: none"> पुस्तकसेपठन चर्चा चॉक ब्लैकबोर्ड डस्टर वी डयोद्वारापुनरावृ त https://www.youtube.com/watch?v=QLSNlZ_XnEWs 	<ul style="list-style-type: none"> आनुभ वकज्ञानार्जन – वज्ञानकेअध्यापकद्वारा कक्षामेंरामनप्रभावपर जानकारीतथाबातची त कलासमे कत – भारत के प्रमुख भौतिक शास्त्रियों की जानकारी एकत्रित 	<ul style="list-style-type: none"> प्रश्नोत्तरी मौ खकपरीक्षा बहुवैकल्पिकप्रश्न 	<p>आइसब्रे कंगगति व ध</p> <ul style="list-style-type: none"> अध्या पकासमयकेब दलावोंपरप्रश्नपूछेंगी जैसे- 1) आजमनुष्यके वकास काक्याकारणहै ? मानवकीप्रगतिमुख्य आधारक्याहै ? <p>https://www.youtube.com/watch?v=QLSNlZ_XnEWs</p>	<p>वषयसम्बन्धी –</p> <ul style="list-style-type: none"> दृढनिश्चयकीभावना का वकास कंप्यूटरकौशलका व कास व भन्नवैज्ञानिकोंके योगदानसेपरि चतर्हों गे भारतीय वज्ञानमेंराम नकेयोगदानकोसमझ

महीना /कार्य दिवसों कीसंख्या	वषय / उप वषय	शक्षण में मददगार सामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्यऔर मूल्यांकन (मौ खक / ल खत / बहुवैकल्पिकप्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्ष णक प्र क्रयाएं	अध्ययन के परिणाम
			<p>कर परियोजना बनाना</p> <p>बहु वषयक सहलग्नता – (वज्ञान)परियोजनाका र्य –</p> <p>(Multidisciplinary linkage)</p> <ul style="list-style-type: none"> भारतकेनोबेलपुर स्कार वजेतावैज्ञानि कोंकीजानकारीएक त्रितकरपीपीटीबना ना/ लखना 		<p>com/watch?v=fCL9vYytWv8</p> <p>वी डयोपरचर्चा</p> <p>वषयकीघोषणा -</p> <ul style="list-style-type: none"> पाठसेपरिचयतथापु स्तककीसहायतासेपा ठकासरलअर्थवअध्य यन <p>वषय वस्तार- पठनअभ्यास चर्चा सम्बं धतप्रश्नपूछना खुलेअंतवालेप्रश्न</p> <ul style="list-style-type: none"> पुनरावृ त कठिनशब्दोंकेअर्थ वैज्ञानिकशब्दावली कोहिंदीमेंसमझाना 	<p>नेमेंसक्षमहोंगे</p> <p>कलासम्बन्धी - वाचनकौशलका वस्तार लेखनकौशलका वस्तार श्रवणकौशलका वस्तार रचनात्मकलेखनका व स्तार</p> <p>नैतिकमूल्य</p> <ul style="list-style-type: none"> जीवनमेंजिज्ञासुबनने के लएप्रेरितहुए कठिनाइयोंमेंहारनमान नेके लएप्रेरितहुए
गीत - अगीत	पुस्तकसेपठन • चर्चा	•	<ul style="list-style-type: none"> मौ खकपरीक्षा बहुवैकल्पिकप्रश्न 	आइसब्रे कंगगति व ध गीत क्या होता है, कैसे बनता है हमें क्यों पसंद	<ul style="list-style-type: none"> मन के अनकहे 	

महीना /कार्य दिवसों कीसंख्या	वषय / उप वषय	शक्षण में मददगार सामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्यऔर मूल्यांकन (मौ खक / ल खत / बहुवैकल्पिकप्रश्न/ विवज़ / कक्षा परीक्षा)	शैक्ष णक प्र क्रयाएं	अध्ययन के परिणाम
	<ul style="list-style-type: none"> चॉक कबोर्ड स्टर 			<p>हैं पर चर्चा —क वताकेबारेमें बात</p> <p>वषयकीघोषणा-</p> <ul style="list-style-type: none"> क वसेपरिचयतथापुस्तककीसहायतासेक वताकासरलअर्थवअध्ययन <p>वषय वस्तार-</p> <ul style="list-style-type: none"> पठनअभ्यास चर्चा सम्बं धतप्रश्नपूछना खुलेअंतवालेप्रश्न पुनरावृ त्त कठिनशब्दोंकेअर्थ क वता के अनकहे भावों परबातकरतेहुएक वताकासरलअर्थसमझाना रससेपरि चतकरवाना 	<p>भावों काज्ञानहुआ</p> <ul style="list-style-type: none"> क वताकेमूल भावकोसमझ करउत्तरदेनेमें सक्षमहुए <p>कलासम्बन्धी - वाचनकौशलका वस्तार श्रवणकौशलका वस्तार रचनात्मकलेखनका वस्तार</p>	

महीना /कार्य दिवसों कीसंख्या	वषय / उप वषय	शक्षण में मददगार सामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्यऔर मूल्यांकन (मौ खक / ल खत / बहुवैकल्पिकप्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्ष णक प्र क्रयाएं	अध्ययन के परिणाम
				<ul style="list-style-type: none"> क वताकेमूलभावपरचर्चा 		
	स्पर्शभाग -1- काव्य खंड –अग्निपथ	<ul style="list-style-type: none"> पुस्तकसेपठन चर्चा चॉक ब्लैकबोर्ड डस्टर अ मताभबच्चन द्वाराक वतावाचनवी ड योदिखाना https://www.youtube.com/watch?v=J7rZjejyprQ	<p>आनुभ वकज्ञानार्जन –</p> <ul style="list-style-type: none"> वीररसकीदोक वताएं लखना, पढनातथाकोईएकक वतायादकरकेकक्षा मेंसुनाना कलासमे कतज्ञानार्जन - <p>https://www.youtube.com/watch?v=k-mRjh1cDM</p> <ul style="list-style-type: none"> कोई वीर रस की क वता याद कर सस्वर कक्षा में सुनाएंगे 	<ul style="list-style-type: none"> प्रश्नोतरी मौ खकपरीक्षा बहुवैकल्पिकप्रश्न 	<p>आइसब्रे कंगगति व ध –</p> <p>https://www.youtube.com/watch?v=k-mRjh1cDM</p> <ul style="list-style-type: none"> आशुतोषराणाकीक व तादिखाना । क वताकेबारेमेंबात रससेपरि चतकरवाना वषयकीघोषणा- क वसेपरिचयतथापु स्तककीसहायतासेक वताकासरलअर्थवअ ध्ययन । वषय वस्तार- पठनअभ्यास चर्चा सम्बं धतप्रश्नपूछना 	<ul style="list-style-type: none"> वीररसकीरच नाकाज्ञानहुआ जीवनएकसंघर्षहै,इसबातको समझे क वताकेमूल भावकोसमझ करउत्तरदेनेमें सक्षमहुए <p>कलासम्बन्धी -</p> <p>वाचनकौशलका वस्तार लेखनकौशलका वस्तार श्रवणकौशलका वस्तार रचनात्मकलेखनका व स्तार</p>

महीना /कार्य दिवसों कीसंख्या	वषय / उप वषय	शक्षण में मददगार सामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्यऔर मूल्यांकन (मौ खक / ल खत / बहुवैकल्पिकप्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्ष णक प्र क्रयाएं	अध्ययन के परिणाम
					<ul style="list-style-type: none"> • खुलेअंतवालेप्रश्न • पुनरावृ त • कठिनशब्दोंकेअर्थ • वैज्ञानिकशब्दावली कोहिंदीमेंसमझाना • समाजके व भन्नवर्गोंपरबातकरतेहुएक वताअग्निपथकासरलअर्थसमझाना • वीररससेपरि चतकरवाना • क वताकेमूलभावपर चर्चा 	नैतिकमूल्य <ul style="list-style-type: none"> • संघर्षसेहारनमाननेके लएप्रेरितहुए
	व्याकरण - वराम चन्ह	<ul style="list-style-type: none"> • पुस्तकसेपठन • चर्चा • चॉक • ब्लैकबोर्ड • डस्टर 		<ul style="list-style-type: none"> • बहुवैकल्पिकप्रश्न • ल खतअभ्यास • ल खतपरीक्षा 	<ul style="list-style-type: none"> • पूर्वज्ञानपरीक्षण वषय की घोषणा • वराम चन्ह का परिचय देते हुए भाषा में उनका 	वषयसम्बन्धी – <ul style="list-style-type: none"> • उपसर्ग-प्रत्यय का भाषा में महत्व समझ सके • शब्द तथा वाक्यों में उनकी पहचान करते

महीना /कार्य दिवसों कीसंख्या	वषय / उप वषय	शक्षण में मददगार सामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्यऔर मूल्यांकन (मौ खक / ल खत / बहुवैकल्पिकप्रश्न/ विवज़ / कक्षा परीक्षा)	शैक्ष णक प्र क्रयाएं	अध्ययन के परिणाम
					महत्त्व समझाकर अभ्यास • व भन्न सहायक साम ग्र्यों जैसे पुस्तक, बोर्ड, पीपी टी द्वारा अभ्यास	हुए उ चत प्रयोग करने में सक्षम हुए व भन्न भेदों को पहचानने में सक्षम हुए
	व्याकरण -उपसर्ग, प्रत्यय	<ul style="list-style-type: none"> • पुस्तकसेपठन • चर्चा • चॉक • ब्लैकबोर्ड • डस्टर 		<ul style="list-style-type: none"> • बहुवैकल्पिकप्रश्न • ल खतअभ्यास • ल खतपरीक्षा 	<ul style="list-style-type: none"> • पूर्वज्ञानपरीक्षण वषय की घोषणा • उपसर्ग का परिचय देते हुए भाषा में उनका महत्त्व समझाकर अभ्यास • व भन्न सहायक साम ग्र्यों जैसे पुस्तक, बोर्ड, पीपी टी द्वारा अभ्यास 	वषयसम्बन्धी – <ul style="list-style-type: none"> • उपसर्ग-प्रत्यय का भाषा में महत्त्व समझा सके • शब्द तथा वाक्यों में उनकी पहचान करते हुए मूल शब्द से उपसर्ग- प्रत्यय को अलग करने में सक्षम हुए शब्दों में उन्हें पहचानने में सक्षम हुए

महीना /कार्य दिवसों कीसंख्या	वषय / उप वषय	शक्षण में मददगार सामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्यऔर मूल्यांकन (मौ खक / ल खत / बहुवैकल्पिकप्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्ष णक प्र क्रयाएं	अध्ययन के परिणाम
	व्याकरण -सं ध भेद	<ul style="list-style-type: none"> • पुस्तकसेपठन • एकस्ट्रा मार्क्स द्वाराप्र स्तुति • चर्चा • चॉक • ब्लैकबोर्ड 		<ul style="list-style-type: none"> • प्रश्नोत्तरी • बहुवैकल्पिकप्रश्न • ल खतअभ्यास • ल खतपरीक्षा 	<ul style="list-style-type: none"> • पूर्वज्ञानपरीक्षण वष यकीघोषणा- • शब्दरचनाकोसमझा तेहुएकोकक्षामेंबोर्डपरस्वर सं ध के सारे भेदों कीपहचान सखानात थारूपपरिवर्तनबताते हुएअभ्यासकरवाना 	वषयसम्बन्धी – <ul style="list-style-type: none"> • परीक्षाओंतथाआवश्यक ताअनुसार लखनेयोग्य बने
	संचयन - कल्लू कुम्हार की उनकोटी	<ul style="list-style-type: none"> • पुस्तकसेपठन • वीडियो द्वाराप्रस्तुति • चर्चा • चॉक • ब्लैकबोर्ड 	आनुभ वकज्ञानार्जन <ul style="list-style-type: none"> • कक्षामेंगंगा के वषय पर बातचीत तथा धरती पर अवतरण की कथा का वीडियो दिखाना कलासमे कतज्ञानार्जन- <ul style="list-style-type: none"> • दोकेसमूहमें कसी भी स्थान पर रिपोर्ट 	<ul style="list-style-type: none"> • मौ खक परीक्षा 	आइसब्रे कंगगति व ध <ul style="list-style-type: none"> • पूर्वज्ञानपरीक्षण • कक्षामेंअध्या पकाब चर्चोंसेसम्बं धतप्रश्न पूछेंगी • कक्षामेंचर्चा वषयकीघोषणा - <ul style="list-style-type: none"> • प्रत्येककाकक्षामेंबोर्ड परप्रारूपबतातेहुएअ 	वषयसम्बन्धी – <ul style="list-style-type: none"> • लेखनकौशलका वकास हुआ • रचनात्मककौशलका व कासहुआ • परीक्षाओंतथाआवश्यक ताअनुसार उत्तर लखनेयोग्यहुए • अपने पुरातन ज्ञान का

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			लखकरकक्षामेंप्रस्तु तिकरण		भ्यासकरवाना	पता चला ● त्रिपुरा के बारे में जानकारी प्राप्त हुई
अगस्त 19 दिन	व्याकरण शब्द और पद अनुस्वार– अनुना सक,	<ul style="list-style-type: none"> ● पुस्तकसेपठन ● चर्चा ● चॉक ● ब्लैकबोर्ड ● डस्टर 		अभ्यास ल खतपरीक्षा बहुवैकल्पिकप्रश्न ल खतपरीक्षा	आइस-ब्रे कंग गति व ध <ul style="list-style-type: none"> ● पूर्वज्ञानपरीक्षण ● प्रत्येकके लएश्यामप ट्टपरशब्दोंकोउदाहर णदेकरसमझाना। ● बरी– बारीसबकाअभ्यासक रवाना 	वषयसम्बन्धी - <ul style="list-style-type: none"> ● शब्द और पद, अनुस्वार– अनुना सक, आदि की पहचान में सक्षम ● प्रश्नो पर आधारित उत्तर देने में सक्षम
	व्याकरण -पत्रलेखन, अनुच्छेदलेखन, चत्र वर्णन, संवादलेखन	<ul style="list-style-type: none"> ● पुस्तकसेपठन ● चर्चा ● चॉक ● ब्लैकबोर्ड 	आनुभ वकज्ञानार्जन <ul style="list-style-type: none"> ● संवादलेखन, चत्र लेखन परवी डयोदिखाना ● सभी के लए 	<ul style="list-style-type: none"> ● ल खतअभ्यास ● ल खतपरीक्षा 	आइसब्रे कंगगति व ध <ul style="list-style-type: none"> ● पूर्वज्ञानपरीक्षण ● कक्षामेंअध्या पकाब च्चोंसेसम्बं धतप्रश्न पूछेंगी 	वषयसम्बन्धी – <ul style="list-style-type: none"> ● लेखनकौशलका वकास हुआ ● रचनात्मककौश लका वकासहुआ

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		<ul style="list-style-type: none"> डस्टर 	कोईभी वषयदेकरक क्षामेंअभ्यास कलासमे कतज्ञानार्जन- <ul style="list-style-type: none"> दोकेसमूहमेंसंवाद ल खकरकक्षामेंअ भनय 		<ul style="list-style-type: none"> कक्षामेंचर्चा वषयकीघोषणा - प्रत्येककाकक्षामेंबोर्ड परप्रारूपबतातेहुएअ भ्यासकरवाना 	<ul style="list-style-type: none"> परीक्षाओंतथाआ वश्यकताअनुसार लखने योग्यहुए
	व्याकरण - अर्थकेआधारपरवाक्यभेद	<ul style="list-style-type: none"> पुस्तकसेपठन इन्टरनेट से अभ्यास 		<ul style="list-style-type: none"> मौ खकपरीक्षा बहुवैकल्पिकप्रश्न ल खतअभ्यास ल खतपरीक्षा 	<ul style="list-style-type: none"> पूर्वज्ञानपरीक्षण वष यकीघोषणा- शब्दरचनातथाप्रत्ये कवाक्यरचनाकोसम झातेहुएकोकक्षामेंबो र्डपरइनकीपहचान स खानातथारूपपरिवर्त नबतातेहुएअभ्यासक रवाना 	वषयसम्बन्धी- <ul style="list-style-type: none"> परीक्षाओंतथाआवशक यताअनुसार लखनेयो ग्यबने
			<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

महीना /कार्य दिवसों कीसंख्या	वषय / उप वषय	शक्षण में मददगार सामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्यऔर मूल्यांकन (मौ खक / ल खत / बहुवैकल्पिकप्रश्न/ विविज्ञ / कक्षा परीक्षा)	शैक्ष णक प्र क्रयाएं	अध्ययन के परिणाम
सतंबर- 5 दिन	सतंबर - तृतीयइकाईपरीक्षाके लिए	● अबतक कएगएसारेकार्य कीदोहराई				
अक्तूबर-9 दिन	व्याकरण -उपसर्ग, प्रत्यय	<ul style="list-style-type: none"> ● पुस्तकसेपठन ● चर्चा ● चॉक ● ब्लैकबोर्ड ● डस्टर 	●	<ul style="list-style-type: none"> ● बहुवैकल्पिकप्रश्न ● ल खतअभ्यास ● ल खतपरीक्षा 	<ul style="list-style-type: none"> ● पूर्वज्ञानपरीक्षण वषय की घोषणा ● उपसर्ग का परिचय देते हुए भाषा में उनका महत्व समझाकर अभ्यास ● व भन्न सहायक साम ग्र्यों जैसे पुस्तक, बोर्ड, पीपी टी द्वारा अभ्यास 	<p>वषयसम्बन्धी –</p> <ul style="list-style-type: none"> ● उपसर्ग-प्रत्यय का भाषा में महत्व समझ सके ● शब्द तथा वाक्यों में उनकी पहचान करते हुए मूल शब्द से उपसर्ग-प्रत्यय को अलग करने में सक्षम हुए <p>शब्दों में उन्हें पहचानने में सक्षम हुए</p>
	स्पर्शभाग -1-गद्यखंड - शुक्रतारेकेसमान	<ul style="list-style-type: none"> ● ई-पुस्तकसेपठन ● एक्स्ट्रा मार्क्स द्वाराप्र स्तुति ● पी. पी टी 	आनुभ वकज्ञानार्जन <ul style="list-style-type: none"> ● साबरमतीकीस चत्रजा नकारीएकत्रितकरना 	<ul style="list-style-type: none"> ● प्रश्नोत्तरी ● मौ खकपरीक्षा ● बहुवैकल्पिकप्रश्न 	आइसब्रे कंगगति व ध – <ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=QitC5uU3XZI 	<p>वषयसम्बन्धी –</p> <ul style="list-style-type: none"> ● एकनएस्वतंत्रतासेनानी कीजानकारीप्राप्तहुई

महीना /कार्य दिवसों कीसंख्या	वषय / उप वषय	शक्षण में मददगार सामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्यऔर मूल्यांकन (मौ खक / ल खत / बहुवैकल्पिकप्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्ष णक प्र क्रयाएं	अध्ययन के परिणाम
		<ul style="list-style-type: none"> • चर्चा • चॉक • ब्लैकबोर्ड • डस्टर • वी डयोद्वारापाठकीपुनरावृत्त https://www.youtube.com/watch?v=1nvWFrDxuZM	<p>कला समे कत ज्ञानार्जन</p> <ul style="list-style-type: none"> • महादेवभाईकेजीवन कावी डयोदिखाना • https://www.youtube.com/watch?v=QitC5uU3X • वन्देमातरम गीत दिखाना <p>https://www.youtube.com/watch?v=vOwvP34mRMY</p> <ul style="list-style-type: none"> • महादेवभाईकेजीवन कावी डयोदिखाना <p>बह् वषयकसहलग्नता – (वज्ञान)परियोजनाकार्य– (Multidisciplinary linkage)</p> <ul style="list-style-type: none"> • सुबह तथा शाम में आसमान में शुक्रतारा देखना • इस तारे के वषय 		<ul style="list-style-type: none"> • महादेवभाईकेजीवनपरवी डयोदिखाना • साबरमती, गाँधीजीकेजीवनतथा उनकेसहयो गयोंपर बातचीतकरतेहुएपाठ काअध्ययनकरवाना • पाठमेंआएनएशब्दोंके अर्थसमझाना • कर्महीजीवनहै – महादेवभाईकेइसजीवंतउदहारणकोसमझाना वषय की घोषणा- • पाठकासरलअर्थवअध्ययन वषय वस्तार- • पठनअभ्यास • चर्चा 	<ul style="list-style-type: none"> • कर्महीपूजाहै – इसउक्तिकासंदर्भसमझा सके • पाठकेसारवभावकोसमझकरप्रश्नोंकेउत्तरदेनेमें सक्षमहुए <p>कलासम्बन्धी -</p> <ul style="list-style-type: none"> • वाचनकौशलका वस्तार • लेखनकौशलका वस्तार • श्रवणकौशलका वस्तार • रचनात्मकलेखन का वस्तार <p>नैतिकमूल्य</p> <ul style="list-style-type: none"> • कर्महीपूजाहै-

महीना /कार्य दिवसों कीसंख्या	वषय / उप वषय	शक्षण में मददगार सामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्यऔर मूल्यांकन (मौ खक / ल खत / बहुवैकल्पिकप्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्ष णक प्र क्रयाएं	अध्ययन के परिणाम
			में जानकारी एकत्रित करना		<ul style="list-style-type: none"> ● सम्बंधित प्रश्न पूछना ● खुले अंत वाले प्रश्न ● पुनरावृत्त ● कठिनशब्दोंकेअर्थ ● वैज्ञानिकशब्दावलीको हिंदीमें बताना 	उत्तिकोसमझे
	स्पर्शभाग -1 – काव्यखंड – <ul style="list-style-type: none"> ● खुशबू रचते हैं हाथ ● नएइलाकेमें 	<ul style="list-style-type: none"> ● ई-पुस्तकसेपठन ● एकस्ट्रा मार्क्स द्वाराप्रस्तुति ● पी पी टी ● चर्चा ● चॉक ● ब्लैकबोर्ड ● डस्टर ● वीडियोद्वाराक वताओं कीपुनरावृत्त https://www.youtube.com/watch?v=hwmCGJgFx5w https://www.youtube.com/watch?v=2a2nT2n7_j8	आनुभविकज्ञानार्जन लघुउद्योगोंजैसेमोमबत्तीबनाना, पापड़, लफाफेयाअगरबत्तीबनानेआदिकीजानकारीएकत्रितकरना। <ul style="list-style-type: none"> ● अपनेआस-पासहोनेवालेबदलावोंकावर्णन बहु वषयकसहलग्नता –	<ul style="list-style-type: none"> ● प्रश्नोत्तरी ● मौखिकपरीक्षा ● बहुवैकल्पिकप्रश्न ● लखतकार्य ● लखतपरीक्षा 	आइसब्रे कंगगति व ध <ul style="list-style-type: none"> ● अध्यापकाबच्चोंको तस्वीरेंदिखाकरप्रश्न पूछेंगी ● तस्वीरोंपर वद्यार्थी अपने वचारदेंगे . ● चर्चा ● संघर्षवपरिश्रमपरबातचीत वषयकीघोषणा -	वषयसम्बन्धी – <ul style="list-style-type: none"> ● समाजकेपछड़ेवर्गकी मुसीबतोंसेअवगतअनकेप्रतिसंवेदनावसहायताकाभावक वताके मूलभावकीसमझ ● शहरीकरणसेउत्पन्न समस्याओंकीजानकारी ● संयुक्तपरिवारोंकामह

महीना /कार्य दिवसों कीसंख्या	वषय / उप वषय	शक्षण में मददगार सामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्यऔर मूल्यांकन (मौ खक / ल खत / बहुवैकल्पिकप्रश्न/ विवज / कक्षा परीक्षा)	शैक्ष णक प्र क्रयाएं	अध्ययन के परिणाम
			<p>(सामाजिकअध्ययन)प रियोजनाकार्य– (Multidisciplinary linkage)</p> <ul style="list-style-type: none"> कन्हीदोलघुउद्योगों कीजानकारीएकत्रित करदो – दोकेसमूहोंमेंपीपीटीब नाना । 		<ul style="list-style-type: none"> चर्चाकेसाथहीक वता खुशबूरचतेहैंहाथकास रलअर्थकरवाना । गरीबीवइससेजुडीबेरो जगारीपरचर्चा । आजकेसमयकीमुख्य समस्या, समयकाअभावतथाश हरीकरणपरबात क वता ‘नएइलाकेमें’ क वताकाअध्ययनव सरलअर्थकरवाना <p>वषय वस्तार-</p> <ul style="list-style-type: none"> पठनअभ्यास चर्चा सम्बं धतप्रश्नपूछना 	<p>त्वसमझेंगे</p> <ul style="list-style-type: none"> दोनोंक वताओंकेमूल भावकोसमझकरक व ताओंसेजुडेउत्तरदेनेमें सक्षमहुए । <p>कलासम्बन्धी -</p> <ul style="list-style-type: none"> वाचनकौशलका वस्तार लेखनकौशलका वस्तार श्रवणकौशलका वस्तार रचनात्मकलेखन का वस्तार <p>नैतिकमूल्य</p>

महीना /कार्य दिवसों कीसंख्या	वषय / उप वषय	शक्षण में मददगार सामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्यऔर मूल्यांकन (मौ खक / ल खत / बहुवैकल्पिकप्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्ष णक प्र क्रयाएं	अध्ययन के परिणाम
					<ul style="list-style-type: none"> • खुलेअंतवालेप्रश्न • पुनरावृ त 	<ul style="list-style-type: none"> • समाजके लएअपना योगदानदेनेहेतुप्रेरित हुए ।
	व्याकरण -पत्रलेखन, संवादलेखनवअनुच्छेदलेखन	<ul style="list-style-type: none"> • ई-पुस्तकसेपठन • एकस्ट्रा मार्क्स द्वाराप्रस्तुति • पीपी टी • चर्चा • चॉक • ब्लैकबोर्ड • डस्टर 	आनुभ वकज्ञानार्जन <ul style="list-style-type: none"> • नारालेखनपरवी डयो दिखाना • संवादलेखनपरवी ड योदिखाना • प्रत्येक के लए कोईभी वषयदेकरकक्षामेंअभ्यास । 	<ul style="list-style-type: none"> • ल खतअभ्यास • ल खतपरीक्षा 	<ul style="list-style-type: none"> • पूर्वज्ञानपरीक्षण • कक्षामेंअध्या पकाब चर्चोंसेसम्बं धतप्रश्नपूछेंगी । • कक्षामेंचर्चा वषयकीघोषणा - <ul style="list-style-type: none"> • प्रत्येककक्षामेंबोर्डपरप्रारूपबतातेहुएअभ्यासकरवाना । 	वषयसम्बन्धी – <ul style="list-style-type: none"> • लेखनकौशलका वकास हुआ • रचनात्मककौशलका वकासहुआ • परीक्षाओंतथाआवश्यकताअनुसार लखनेयोग्य हुए
	व्याकरण - अर्थकेआधारपरवाक्यभेद	<ul style="list-style-type: none"> • पुस्तकसेपठन 		<ul style="list-style-type: none"> • मौ खकपरीक्षा • बहुवैकल्पिकप्रश्न • ल खतअभ्यास • ल खतपरीक्षा 	<ul style="list-style-type: none"> • पूर्वज्ञानपरीक्षण वषय कीघोषणा- • शब्दरचनातथाप्रत्येक वाक्यरचनाकोसमझातेहुएकोकक्षामेंबोर्डपरइ 	वषयसम्बन्धी– <ul style="list-style-type: none"> • परीक्षाओंतथाआवश्यकताअनुसार लखनेयोग्य बने ।

महीना /कार्य दिवसों कीसंख्या	वषय / उप वषय	शक्षण में मददगार सामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्यऔर मूल्यांकन (मौ खक / ल खत / बहुवैकल्पिकप्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्ष णक प्र क्रयाएं	अध्ययन के परिणाम
					नकीपहचान सखानात थारूपपरिवर्तनबतातेहु एअभ्यासकरवाना	
	संचयन - मेरा छोटा सा निजी पुस्तकालय	<ul style="list-style-type: none"> ई-पुस्तक से सरल अर्थ वी डयो दिखाना पी. पी टी चॉक ब्लैकबोर्ड डस्टर https://www.youtube.com/watch?v=NEv15-2e6wU 	आनुभ वकज्ञानार्जन <ul style="list-style-type: none"> पुस्तकों के बारे में बातचीत कलासमे कतज्ञानार्जन- प्रमुख पुस्तकालयों पर चर्चा भारत के पाँच प्रमुख पुस्तकालयों की जानकारी एकत्रित कर पी पी टी बनाना 	<ul style="list-style-type: none"> प्रश्नोत्तरी मौ खक परीक्षा बहुवैकल्पिकप्रश्न 	आइसब्रे कंगगति व ध- <ul style="list-style-type: none"> ज्ञान के भंडार पर बातचीत पुस्तकों के महत्व पर बातचीत वषयकीघोषणा - <ul style="list-style-type: none"> पाठ'मेरा छोटा सा निजी पुस्तकालय का पुस्तक से अध्ययन करवाना सरलअर्थसमझाना वषय वस्तार- <ul style="list-style-type: none"> पठनअभ्यास चर्चा सम्बं धतप्रश्नपूछना 	वषयसम्बन्धी – <ul style="list-style-type: none"> नएशब्दोंकोसमझकर उनकाप्रयोगसमझने मेंसक्षमहुए कहानीकासारसमझकर उसकेमूलसंदेशकोसमझसके पुस्तकों के महत्व का ज्ञान हुआ कलासम्बन्धी - <ul style="list-style-type: none"> वाचनकौशलका वस्तार लेखनकौशलका वस्तार श्रवणकौशलका

महीना /कार्य दिवसों कीसंख्या	वषय / उप वषय	शक्षण में मददगार सामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्यऔर मूल्यांकन (मौ खक / ल खत / बहुवैकल्पिकप्रश्न/ विवज़ / कक्षा परीक्षा)	शैक्ष णक प्र क्रयाएं	अध्ययन के परिणाम
					<ul style="list-style-type: none"> •खुलेअंतवालेप्रश्न •पुनरावृ त 	वस्तार नैतिकमूल्य <ul style="list-style-type: none"> • पुस्तकों के प्रति सम्मान की भावना का विकास हुआ
						•
	व्याकरण - वराम चन्ह	<ul style="list-style-type: none"> • पुस्तकसेपठन • चर्चा • चॉक • ब्लैकबोर्ड • डस्टर 		<ul style="list-style-type: none"> • बहुवैकल्पिकप्रश्न • ल खतअभ्यास • ल खतपरीक्षा 	<ul style="list-style-type: none"> • पूर्वज्ञानपरीक्षण वषय की घोषणा • वराम चन्ह का परिचय देते हुए भाषा में उनका महत्त्व समझाकर अभ्यास 	वषयसम्बन्धी – <ul style="list-style-type: none"> • उपसर्ग-प्रत्यय का भाषा में महत्त्व समझा सके • शब्द तथा वाक्यों में उनकी पहचान करते हुए उ चत प्रयोग

महीना /कार्य दिवसों कीसंख्या	वषय / उप वषय	शक्षण में मददगार सामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्यऔर मूल्यांकन (मौ खक / ल खत / बहुवैकल्पिकप्रश्न/ विवज़ / कक्षा परीक्षा)	शैक्ष णक प्र क्रयाएं	अध्ययन के परिणाम
					<ul style="list-style-type: none"> व भन्न सहायक साम ग्रयों जैसे पुस्तक, बोर्ड, पीपी टी द्वारा अभ्यास 	करने में सक्षम हुए व भन्न भेदों को पहचानने में सक्षम हुए
	नवम्बर -10 दिन	<ul style="list-style-type: none"> वा र्षकपरीक्षाके लएअब तक कएगएसारेकार्यकीदोह राईकरवाईजाएगी 				
	दिसंबर 6 दिन	<ul style="list-style-type: none"> वा र्षकपरीक्षा 				

PINEGROVE SCHOOL, SUBATHU
Affiliation No. 630065; School Code: 43054
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Class: IX
Session 2024-25

Feb - March No. of Days:10 Term-1	Number System: <ul style="list-style-type: none"> ● Rational Number: A number 'r' is called a rational number, if it can be written in the form $\frac{p}{q}$, where p and q are integers and $q \neq 0$. ● Irrational Numbers: A number 's' is called irrational if it cannot be written in the form $\frac{p}{q}$, where p and q are integers. 	<ul style="list-style-type: none"> ● Smart Board ● PPT's ● Videos ● Chalk Board ● White Board ● Wacom Tablet ● e-book ● Extra mark ● Mind maps ● Green Board <p>https://www.youtube.com/watch?v=B-mFYTCGm28</p>	Art Integrated Project: <ul style="list-style-type: none"> ● To find the Square Root by spiral method Experiential Learning: <ul style="list-style-type: none"> ● Shown Pythagoras Theorem by using three sticks of length 5cm,4cm and 3cm. Skill Assessment: <ul style="list-style-type: none"> ● Represent $\sqrt{5}$ on the number line. ● Flowchart used to understand the number system. 	<ul style="list-style-type: none"> ● MCQ's ● Oral Test: ● Written Test: ● Written Work: ● By doing Correction Work ● Assignments 	Cognitive Pedagogy: <ul style="list-style-type: none"> ● Students are taught based on cognitive psychology. Critical pedagogy: <ul style="list-style-type: none"> ● It is a theory and practice of helping students achieve critical consciousness. Social pedagogy: <ul style="list-style-type: none"> ● It suggests that education is critical to a student's social development and wellbeing. Bloom Taxonomy: <ul style="list-style-type: none"> ● Knowledge, comprehension, application, analysis, synthesis, and evaluation. <p>The students are taught on basis of Bloom Taxonomy.</p>	<p>The children are able to develop an understanding of number system and its importance in life.</p>
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March			Activity:	<ul style="list-style-type: none"> MCQ's Oral Test 	P K Testing	To understand the
<p><i>No. of Days: 15</i></p> <p><i>Term -1</i></p>	<p>LINEAR EQUATIONS IN TWO VARIABLES</p>	<ul style="list-style-type: none"> Smart Board PPT's Videos Chalk Board White Board Wacom Tablet e-book Extra mark Mind maps Green Board 	<p>To draw a geometric representation (graph) of a linear equation in two variables.</p> <p>Graphical representation of $2x + 3y = 6$</p>	<ul style="list-style-type: none"> Written Test: Written Work: By doing Correction Work Assignments 	<p>Worksheet Analysis from graphs-Read and Answer.</p> <p>Learning by doing – Drawing the Graphs of the given equation.</p> <p>Group Activity- Questionnaire on framing equations based on the given sentences.</p> <p>MCQ Worksheet</p> <p>Home assignment on different situations on day-to-day life and framing the equations</p>	<p>following concepts:</p> <p>An equation of the form $ax + by + c = 0$, 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>The graph of every linear equation in two variables is a straight line.</p> <p>$x = 0$ is the equation of the y-axis and $y = 0$ is the equation of the x-axis.</p> <p>The graph of $x = a$ is a straight line parallel to the y-axis.</p> <p>The graph of $y = a$ is a straight line parallel to the x-axis.</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>
Page	71 of 732				Pedagogical Plan 2024-25	The children are able

April	HERON'S FORMULA <i>Area of right angled triangle:</i> <i>Area of a Triangle — by Heron's Formula</i> <i>Example: Find the area of a triangle, two sides of which are 8 cm and 11 cm and the perimeter is 32 cm</i> <i>Example: The sides of a triangular plot are in the ratio of 3 : 5 : 7 and its perimeter is 300 m. Find its area.</i>	<ul style="list-style-type: none"> Smart Board PPT's Videos Chalk Board White Board Wacom Tablet e-book Extra mark Mind maps Green Board https://www.youtube.com/watch?v=79q6kDa9iBA&list=PLq20sSZoEi13Rjez4AwdVapPtSwExscZ6	Art Integrated Project: <ul style="list-style-type: none"> To show that area of a triangle is half the product of its base and height using paper cutting and pasting method. Experiential Learning: <ul style="list-style-type: none"> Students will find the area of right-angled triangle with the help of both formula of area of triangle. 	<ul style="list-style-type: none"> MCQ's Oral Test Written Test: Written Work: By doing Correction Work Assignments 	Cognitive Pedagogy: <ul style="list-style-type: none"> Students are taught based on cognitive psychology Critical pedagogy: <ul style="list-style-type: none"> It is a theory and practice of helping students achieve critical consciousness. Social pedagogy: <ul style="list-style-type: none"> It suggests that education is critical to a student's social development and wellbeing Bloom Taxonomy: <ul style="list-style-type: none"> Knowledge, comprehension, application, analysis, synthesis, and evaluation. The students are taught on basis of Bloom Taxonomy. Culturally Responsive Pedagogy: <p>This pedagogical method often relies on a student-centered approach to teaching.</p>	Children are able to find the area of triangle by using Heron's Formula.
May	TRIANGLES: <ul style="list-style-type: none"> Two figures are congruent, if they are of the same shape and of the same size. Two circles of the same radii are congruent. If two sides and 	<ul style="list-style-type: none"> Smart Board PPT's Videos Chalk Board White Board Wacom Tablet e-book 	<ul style="list-style-type: none"> Experiential Learning: Making equilateral and isosceles triangles with the help of 	<ul style="list-style-type: none"> MCQ's Oral Test: Written Test: Written Work: By doing Correction Work Assignments 	Cognitive Pedagogy: <ul style="list-style-type: none"> Students are taught based on cognitive psychology Critical pedagogy:	<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>May</p> <p>No. of Days:7</p> <p>Term-1</p>	<p>STATISTICS</p> <ul style="list-style-type: none"> ● DATA: Facts or figures, collected with a definite purpose, are called data. ● The three measures of central tendency for ungrouped data are: ● Mean: It is found by adding all the values of the observations and dividing it by the total number of observations. ● Median: It is the value of the middle-most observation (s). ● Mode: The mode is the most frequently occurring observation. ● Range: difference between highest value and lowest value. ● Class size: Difference between the class interval. 	<ul style="list-style-type: none"> ● Smart Board ● PPT's ● Videos ● Chalk Board ● White Board ● Wacom Tablet ● e-book ● Extra mark ● Mind maps ● Green Board <p>https://www.youtube.com/watch?v=I14-2s24_JI</p>	<p>Art Integrated Project:</p> <ul style="list-style-type: none"> ● 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. <p>Experiential Learning:</p> <ul style="list-style-type: none"> ● 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. <p>Project:</p> <ul style="list-style-type: none"> ● To find the mean of marks obtained by the students in Mathematics class test. <p>Skill Assessment: Find the mean of first 10 prime numbers.</p>	<ul style="list-style-type: none"> ● MCQ's ● Oral Test: ● Written Test: ● Written Work: ● By doing Correction Work ● Assignments ● 	<p>Cognitive Pedagogy:</p> <ul style="list-style-type: none"> ● Students are taught based on cognitive psychology <p>Critical pedagogy:</p> <ul style="list-style-type: none"> ● It is a theory and practice of helping students achieve critical consciousness. <p>Social pedagogy:</p> <ul style="list-style-type: none"> ● It suggests that education is critical to a student's social development and wellbeing <p>Bloom Taxonomy:</p> <ul style="list-style-type: none"> ● Knowledge, comprehension, application, analysis, synthesis, and evaluation. <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>	<ul style="list-style-type: none"> ● The children are able to develop skills to apply mathematical knowledge to solve real life problem. <p>Children are able to understand the related topic.</p>
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<p>July</p> <p>No. of Days:15</p> <p>Term - 2</p>	<p>Polynomials</p> <ul style="list-style-type: none"> ● Polynomials: Definition Relationship between Zeroes and Coefficients of a Polynomial. Types of Polynomial. ● Division Algorithm for Polynomials. ● Euclid's Division: Dividend = Divisor × Quotient + Remainder. ● ALGEBRAICALLY: A real number a is called a zero of a polynomial $p(x)$, if $p(a) = 0$. GEOMETRICALLY: The x – coordinate of the point where graph of a polynomial intersects x- axis is called the zero of the polynomials. 	<ul style="list-style-type: none"> ● Smart Board ● PPT's ● Videos ● Chalk Board ● White Board ● Wacom Tablet ● e-book ● Extra mark ● Mind maps ● Green Board 	<p>Art Integrated Project:</p> <ul style="list-style-type: none"> ● To verify the identity $(a+b)^3 = a^3 + 3a^2b + 3ab^2 + b^3$. Using cuboids and unit cubes. ● Mind Maps ● Diagrams: <p>Experiential Learning:</p> <ul style="list-style-type: none"> ● Graphical representation of $x+3=6$. <p>Skill Assessment:</p> <ul style="list-style-type: none"> ● Differentiate different polynomials on the basis of degrees. 	<ul style="list-style-type: none"> ● MCQ's ● Oral Test: ● Written Test: ● Written Work: ● By doing Correction Work ● Assignments ● 	<p>Cognitive Pedagogy:</p> <ul style="list-style-type: none"> ● Students are taught based on cognitive psychology <p>Critical pedagogy:</p> <ul style="list-style-type: none"> ● It is a theory and practice of helping students achieve critical consciousness. <p>Social pedagogy:</p> <ul style="list-style-type: none"> ● It suggests that education is critical to a student's social development and wellbeing. <p>Bloom Taxonomy:</p> <ul style="list-style-type: none"> ● Knowledge, comprehension, application, analysis, synthesis, and evaluation. <p>The students are taught on basis of Bloom Taxonomy.</p> <p>Culturally Responsive Pedagogy: This pedagogical method often relies on a student-centered approach to teaching.</p>	<p>The children can understand the concept of Polynomial.</p>
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<p>July</p> <p>Surface Areas AND VOLUMES</p> <p><i>Area of rectangle = length x breadth.</i></p> <p><i>Surface Area of a Cuboid = $2(lb + bh + hl)$</i></p> <p><i>Surface Area of a Cube = $6a^2$</i></p> <p><i>Curved Surface Area of a Cylinder = $2\pi r h$.</i></p> <p>Term-2</p> <p><i>Total Surface Area of a Cylinder = $2\pi r(r + h)$.</i></p> <p><i>Curved Surface Area of a Cone = πrl</i></p> <p><i>Total Surface Area of a Cone = $\pi rl + \pi r^2 = \pi r(l + r)$</i></p> <p><i>Surface Area of a Sphere = $4\pi r^2$</i></p> <p><i>Curved Surface Area of a Hemisphere = $2\pi r^2$</i></p> <p><i>Volume of a Cylinder = $\pi r^2 h$</i></p> <p><i>Volume of a Cone = $1/3 \pi r^2 h$</i></p> <p><i>Volume of a Sphere = $4/3 \pi r^3$</i></p>	<p><i>No. of Days:15</i></p>	<ul style="list-style-type: none"> ● Smart Board ● PPT's ● Videos ● Chalk Board ● White Board ● Wacom Tablet ● e-book ● Extra mark ● Mind maps ● Green Board <p>https://www.youtube.com/watch?v=ZrvoSpV5wSs</p>	<p>Experiential Learning:</p> <ul style="list-style-type: none"> • Children will go to neighboring houses, interact with people and collect data for making shapes like cone, cylinder sphere, hemisphere and frustum. <p>Practical:</p> <ul style="list-style-type: none"> • To show that area of a triangle is half the product of its base and height using paper cutting and pasting method <p>Art Integrated Project:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> ● MCQ's ● Oral Test: ● Written Work: ● By doing Correction Work ● Assignments 	<p>Cognitive Pedagogy:</p> <ul style="list-style-type: none"> • Students are taught based on cognitive psychology <p>Critical pedagogy:</p> <ul style="list-style-type: none"> • It is a theory and practice of helping students achieve critical consciousness. <p>Social pedagogy:</p> <ul style="list-style-type: none"> • It suggests that education is critical to a student's social development and wellbeing. <p>Bloom Taxonomy:</p> <ul style="list-style-type: none"> • Knowledge, comprehension, application, analysis, synthesis, and evaluation. <p>The students are taught on basis of Bloom Taxonomy.</p> <p>Culturally Responsive Pedagogy:</p> <p>This pedagogical method often relies on a student-centered approach to teaching.</p>	<p>The children are able to develop skills to apply mathematical knowledge to solve real life problem</p>
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<p>July-August</p> <p>No. of Days:12</p> <p>Term - 2</p>	<p>CIRCLES</p> <ul style="list-style-type: none"> ● Theorem: The perpendicular from the center of a circle to a chord bisects the chord. ● Theorem: The line drawn through the center of a circle to bisect a chord is perpendicular to the chord. ● Theorem: There is one and only one circle passing through three given non-collinear points. ● Theorem: Equal chords of a circle (or of congruent circles) are equidistant from the center (or centers). ● Theorem: Chords equidistant from the center of a circle are equal in length. <p>Theorem: The angle subtended by an arc at the center is double the angle subtended by it</p>	<ul style="list-style-type: none"> ● Smart Board ● PPT's ● Videos ● Chalk Board ● White Board ● Wacom Tablet ● e-book ● Extra mark ● Mind maps ● Green Board <p>https://www.youtube.com/watch?v=ZypE0xBOcL4</p>	<ul style="list-style-type: none"> ● Project Work: ● Diagrams: <p>Art Integrated Project:</p> <ul style="list-style-type: none"> ● To verify, using the method of paper cutting, pasting and folding that the angle in a semi- circle is a right angle. ● Diagrammatical representation of Circle. ● Mind Maps ● Diagrams: 	<ul style="list-style-type: none"> ● MCQ's ● Oral Test: ● Written Test: ● Written Work: ● By doing Correction Work ● Assignments 	<p>Cognitive Pedagogy:</p> <ul style="list-style-type: none"> • Students are taught based on cognitive psychology <p>Critical pedagogy:</p> <ul style="list-style-type: none"> • It is a theory and practice of helping students achieve critical consciousness. <p>Social pedagogy:</p> <ul style="list-style-type: none"> • It suggests that education is critical to a student's social development and wellbeing. <p>Bloom Taxonomy:</p> <ul style="list-style-type: none"> • Knowledge, comprehension, application, analysis, synthesis, and evaluation. <p>The students are taught on basis of Bloom Taxonomy.</p> <p>Culturally Responsive Pedagogy:</p> <p>This pedagogical method often relies on a student-centered approach to teaching.</p>	<p>The children are able to develop skills to apply mathematical knowledge to solve real life problem</p>
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<p><i>September</i></p> <p><i>No. of Days:16</i></p> <p><i>Term - 2</i></p>	<p>QUADRILATERALS</p> <ul style="list-style-type: none"> Sum of the angles of a quadrilateral is 360°. The diagonal of a parallelogram divides it into two congruent triangles. In a parallelogram, opposite sides are equal (ii) opposite angles are equal diagonals bisect each other. A quadrilateral is a parallelogram, if opposite sides are equal or (ii) opposite angles are equal (iii) diagonals bisect each other. (iv) a pair of opposite sides is equal and parallel 	<ul style="list-style-type: none"> Smart Board PPT's Videos Chalk Board White Board Wacom Tablet e-book Extra mark Mind maps Green Board <p>https://www.youtube.com/watch?v=Uf6BaaKyjj0</p>	<ul style="list-style-type: none"> Diagrams: <p>Art Integration:</p> <ul style="list-style-type: none"> To show that the figure formed by joining the mid points of consecutive sides. <p>Diagrammatical representation of Parallelogram Rectangle, and Square</p>	<ul style="list-style-type: none"> MCQ's Oral Test: Written Test: Written Work: By doing Correction Work Assignments 	<p>Cognitive Pedagogy:</p> <ul style="list-style-type: none"> Students are taught based on cognitive psychology <p>Critical pedagogy:</p> <ul style="list-style-type: none"> It is a theory and practice of helping students achieve critical consciousness. <p>Social pedagogy:</p> <ul style="list-style-type: none"> It suggests that education is critical to a student's social development and wellbeing. <p>Bloom Taxonomy:</p> <ul style="list-style-type: none"> Knowledge, comprehension, application, analysis, synthesis, and evaluation. <p>The students are taught on basis of Bloom Taxonomy.</p> <p>Culturally Responsive Pedagogy:</p> <p>This pedagogical method often relies on a student-centered approach to teaching.</p>	<p>The children are able to develop skills to apply mathematical knowledge to solve real life problem.</p>
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<i>October</i>	REVISION					

PINEGROVE SCHOOL, SUBATHU,
Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: General Science
Class: IX
Session 2024-25

Month /No of working days	Topic/Sub-topic	Teaching 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)	Matter in Our Surroundings <ul style="list-style-type: none"> Characteristics of particles of matter States of matter Change of state of matter. Evaporation and its applications. 	<ul style="list-style-type: none"> <i>Teaching Aids</i> Blackboard, chalk, smart board Video related to : Change of state of matter Applications of evaporation in day to day life. 	<ul style="list-style-type: none"> <i>Concrete Learning:</i> By model making and hands on learning <i>Inter disciplinary</i> <i>Linkages:</i> Maths for interconversion of units of temperature <i>Art Integration:</i> Model making for understanding the concept of states of matter. 	<ul style="list-style-type: none"> The L.O. will be assessed with an oral and written test. Quiz for daily reinforcement of topics. Cross word and puzzles. Project work on finding the kinematical equations. Peer assessment for better understanding of concepts. Correction of notebooks, mind calculations etc 	<ul style="list-style-type: none"> Activating Prior Knowledge By relating the concept of movement of students in a playground. Interactive Lecture: In coordination with group activity, model making. Constructive learning Learning by doing. Concept of evaporation to be introduced with the help of water cycle. 	<p>The learners</p> <ul style="list-style-type: none"> relates the process of evaporation with day to day life observations. Comprehend the concept of change of states of matter. differentiate between the states of matter. Convert the temperature units
March (10)	<ul style="list-style-type: none"> Is Matter Around Us Pure Set Induction Understanding the concept of pure 	<ul style="list-style-type: none"> <i>Teaching Aids</i> <i>Video:</i> Videos on Tyndall Effect 	<ul style="list-style-type: none"> <i>Project Work:</i> Studying the separation techniques like separating funnel, 	<ul style="list-style-type: none"> The L.O. will be assessed with an oral and written test. 	<ul style="list-style-type: none"> Activating Prior Knowledge reinforcing the ideas and 	<ul style="list-style-type: none"> <i>The learner</i> will be able to relate the concept of

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	<p>and impure. Explaining the concept of Elements, Compounds as Pure. Mixtures as impure.</p> <ul style="list-style-type: none"> Difference between pure and impure Substances. Calculation of concentration by % of mass and % of volume. Physical and Chemical Changes. 	<ul style="list-style-type: none"> Flow Charts: Related to classification of Pure and Impure Substances. Related to classification of mixtures. Related to classification of mixtures and compounds. 	<p>chromatography.</p> <ul style="list-style-type: none"> Group Activity of students for flip teaching on topics of impure and pure substances. Activity of Tyndall effect: Using torch and ink solution. Interdisciplinary Linkages: Concept of Math's in understanding the concepts of Concentration. Art Integration: Use of flow charts for classification of mixtures. 	<ul style="list-style-type: none"> Daily quiz having set of 5 questions to assess students and develop an attitude of self -analysis. Formative and Summative assessment 	<p>concepts related to pure and impure substances.</p> <ul style="list-style-type: none"> Interactive Lectures: in coordination with chalk, board, group discussion. Art Integration: videos, and ppt. Real Life examples Physical and Chemical Changes. Mixtures and compounds. 	<p>Impure and Pure substances.</p> <ul style="list-style-type: none"> Analyze and interpret the differences between the mixtures. Comprehend the Physical and Chemical Changes with day-to-day life examples. relates processes and phenomena of separation in understanding the scattering of light by colloids and suspension. Sun rays entering through slit for scattering phenomenon.
April (10)	<ul style="list-style-type: none"> Motion Set Induction Discussion on the state of rest or motion with the example of 	<ul style="list-style-type: none"> <i>Teaching Aids</i> Blackboard, chalk, smart board, Extra marks <i>Video:</i> 	<ul style="list-style-type: none"> <i>Concrete Learning:</i> By model making and hands on learning <i>Inter disciplinary</i> 	<ul style="list-style-type: none"> The L.O. will be assessed with an oral and written test. Quiz for daily 	<ul style="list-style-type: none"> Activating Prior Knowledge By relating the concept of movement and 	<p>The learners</p> <ul style="list-style-type: none"> relates the process motion, speed, velocity, and acceleration Comprehend the

Month /No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	travelling by car. <ul style="list-style-type: none"> Understand the concept of motion, speed, velocity, and acceleration Comprehend the concept of distance and displacement Differentiate between distance and displacement Differentiate between speed and velocity, uniform, and non-uniform motion Calculate the speed, velocity, and acceleration of an object Represent the motion by graphical method Draw the inference from a given graph 	<ul style="list-style-type: none"> Rest and Motion Uniform and Non-Uniform Motion Speed and Velocity Graphical representation of linear motion. Project work On the motion, uniform, and non-uniform. PowerPoint presentation on displacement, distance, speed, velocity, and types of acceleration. Model making for understanding the concept of motion. 	<ul style="list-style-type: none"> <i>Linkages:</i> Math for graphical calculation of velocity, acceleration, and distance. <i>Diagram:</i> Graphical Representation of motion <i>Art Integration:</i> Model making for understanding the concept of motion. 	reinforcement of topics. <ul style="list-style-type: none"> Cross word and puzzles. Project work on finding the kinematical equations. Peer assessment for better understanding of concepts. Correction of notebooks, mind calculations etc. 	use of limbs. <ul style="list-style-type: none"> Interactive Lecture: In coordination with group activity, model making and tug of war. Constructive learning Learning by doing. Concept of force to be introduced by playful activities of Tug of War, Role Play for understanding the types of forces. Inquiry Based Learning: Enhancing the knowledge of students by activities like running, walking, sitting. Relating the concept with forces. 	concept of distance and displacement <ul style="list-style-type: none"> differentiate between speed and velocity, uniform, and non-uniform motion calculate the speed, velocity, and acceleration of an object represent the motion by graphical method draw the inference from a given graph Measure the values of velocity, speed, acceleration etc.
April (08)	Force and Laws of Motion <ul style="list-style-type: none"> Set Induction by Tug of War. 	Teaching Aids <ul style="list-style-type: none"> Blackboard, chalk, smart board. 	<ul style="list-style-type: none"> Learning By doing: Tug of War, Role 	<ul style="list-style-type: none"> The L.O. will be assessed with an oral and written test. 	<ul style="list-style-type: none"> Activating Prior Knowledge By relating the concept of 	<i>The learner</i> <ul style="list-style-type: none"> Relates the concept of Balanced and Unbalanced Forces.

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	<ul style="list-style-type: none"> Push and pull are experienced by both the teams. One who applies more force will win, Understand the concept of Balanced and Unbalanced Forces Evaluate Laws of Motion Mass and Inertia Distinguish action and reaction forces Force and Acceleration 	<ul style="list-style-type: none"> Ball, chair, table, rope, students. Videos on Balanced and unbalanced forces Mass and Inertia Laws of motion PowerPoint Presentation on unbalanced force, Newton's Laws on forces. 	<ul style="list-style-type: none"> play by students to understand push and pull. <i>Inter disciplinary Linkages:</i> Linking motion to parts of body required for movement. Bones performing an action like lever. (Biology). <i>Art Integration:</i> Diagram for accelerating body and body at rest. Role play of students in reaction and action forces in sports. Games and Sports Of football, cricket to understand the concept of reaction and action forces. 	<ul style="list-style-type: none"> reinforcement of topics by Cross word and puzzles. Project work on finding the kinematical equations. <p>Peer assessment for better understanding of concepts.</p> <p>Correction of notebooks, mind calculations etc.</p>	<p>movement and use of limbs.</p> <p>What causes motion</p> <ul style="list-style-type: none"> Raising Curiosity By various activities of IBL like role play for the concept of reactive and unreactive forces. Higher Thinking Skills by relating the effect of gravity on force. 	<p>Inertia is dependent on mass. More the mass more the momentum.</p> <ul style="list-style-type: none"> Evaluate Three Laws of Motion Relation between Mass and Inertia Distinguish between action and reaction forces and their impact on the objects. Relation between Force, Mass, and Acceleration. Measures the values of unbalanced, balanced forces
May (10)	The Fundamental Unit of Life <ul style="list-style-type: none"> Discovery of cell Prokaryotic and eukaryotic cell. Structure of plasma membrane. Plant and animal cell. Cell organelles. Mitosis and meiosis. 	<ul style="list-style-type: none"> Computer aided Class (using power point presentation). Chalkboard, chalk, duster, Textbook. Smart board (Extra marks). Video related to: Cell structure Cell Division 	Experiential learning: <ul style="list-style-type: none"> Role play: A group of students will be presenting a skit on cell organelles. Practical: To prepare a temporary mount of Onion peel and to study the cells. 	<p>The L.O will be assessed on</p> <ul style="list-style-type: none"> Homework Class test Daily Quiz Oral test Written test 	<ul style="list-style-type: none"> Brain storming (Collaborative) Teacher will ask few questions to introduce the topic Active learning (Critical thinking) The students will draw four 	<p>The learner</p> <ul style="list-style-type: none"> Understand about the prokaryotic cell and eukaryotic cell Characteristic features of eukaryotic cell, importance of cell membrane and cell wall

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			<ul style="list-style-type: none"> To prepare a temporary mount of Human Cheek cells and to study its characteristics. To explore the concept of plasmolysis and deplasmolysis. Project: To make project on plant cell or animal cell and write the structure and functions of all the organelles. Art Integration: To draw diagrams of Prokaryotic cell Plant Cell, Animal Cell, bacterial Cell, Structure of cell organelles Mitochondria, Golgi apparatus, Endoplasmic reticulum, Nucleus mitosis and meiosis. 	<ul style="list-style-type: none"> 	<p>columns on a chart and will write about essential and non-essential component of prokaryotic cell.</p> <ul style="list-style-type: none"> Group learning (Communication , Collaboration) The class will be divided into group of five students and questions will be asked by the teacher about the different solutions of osmosis. Differentiation (Character, Citizenship) The student in a group of ten, will be presenting a skit on all the organelles of the cell. Questioning (Critical thinking, Communication) Teacher will prepare a list of questions about 	<ul style="list-style-type: none"> Function and structure of different cell organelles Concept of Osmosis and Diffusion Components of a cell and types of cell division. Differentiate between nucleus and nucleoid Draw the inference from a given diagram To explore the concept of plasmolysis and deplasmolysis.

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					<p>the functions of the cell organelles and will ask these questions during discussions.</p> <ul style="list-style-type: none"> Built character and citizenship amongst themselves by discussing equal contribution of plants and animals in maintaining life. Create flow chart based on cell organelle's structure and functions. 	
May (8)	Improvement in food resources <ul style="list-style-type: none"> Key concepts Plant and animal breeding and selection for quality improvement, use of fertilisers, manures; protection from pests and diseases; 	<ul style="list-style-type: none"> Computer aided Class (using power point presentation). Chalkboard, chalk, duster, Textbook. Smart board (Extra marks) Video related to: Organic Farming Hybridisation Poultry farming Fish Production 	<ul style="list-style-type: none"> Experiential learning: Flow charts and Mind Maps. Activity: Collect grains/seeds of cereals,pulses and oil seeds and gather information about the seasons in which they are sown and harvested. Project: Visit a nearby garden/agricultural 	<p>The L.O will be assessed on</p> <ul style="list-style-type: none"> Homework Class test Daily Quiz Oral test Written test 	<ul style="list-style-type: none"> Brain storming (Collaborative) Teacher will ask few questions to introduce the topic Active learning (Critical thinking) The students will discuss the advantages and disadvantages of adopting the organic farming 	The learner <ul style="list-style-type: none"> :Distinguishes between mixed and intercropping. Differentiates between types of biological manures (compost, vermicompost, green manure) Distinguishes between micro and macro nutrients. Surveys the use of

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	organic <ul style="list-style-type: none"> farming 		field and make a list of the weeds and the flowers/crops found in the area.Also, make a list of insect pests, if any, infesting the flowers/crops.. <ul style="list-style-type: none"> Draw a Table To demonstrate the micro and micronutrients required by plants Discussion on pros and cons of Organic farming. Art Integration: Observe the Pics of the various varieties of cattles, poultery birds, fishes and use this information to differentiate their features. 		methods. <ul style="list-style-type: none"> Group learning (Communication , Collaboration) Students will be taken to the visit of dairy farm and a poly house situated in the school. 	fertilisers/manure and their impact on crop growth and soil fertility. <ul style="list-style-type: none"> Investigates traditional and modern methods of weed/pest control. Investigates types of diseases in plants/animals, their causes and impact on yield/productivity. Investigates effects and implications of using pesticides on humans and animals Relates crop productivity with usage of fertilisers. Relates preventive control measures for safe storage of grains with factors responsible for loss during storage. Relates modern crop and animal husbandary practices with greater yield/production

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						and increased income of farmers
July (10)	Gravitation <ul style="list-style-type: none"> Set Induction By introducing the chapter with an activity of throwing ball and feather in the air Understanding the concept of Acceleration due to Gravity and Universal law of Gravitation Motion of Objects under the influence of Gravity Mass and weight Thrust and Pressure Buoyancy Archimedes principle 	<ul style="list-style-type: none"> Teaching Aids Blackboard, chalk, smart board, ball, feather etc. Video: Mass and Weight Thrust and Pressure Acceleration due to gravity Universal Law of Gravitation Archimedes Principle Buoyant Force. PowerPoint Presentation on Concepts of gravity, Buoyant force, Mass weight difference etc. Vacuum pump to demonstrate 	<ul style="list-style-type: none"> Experiential Learning By model making. Vacuum cleaner to introduce the topic of gravity. NASA, ISRO as an example to introduce the concept of thrust and against gravity missions Inter disciplinary Linkages: Math: calculation of velocity. Chemistry: Coulomb's Law for charged particles Art Integration: Diagram: Archimedes Principal: 	<ul style="list-style-type: none"> The L.O. will be assessed with an oral and written test reinforcement of topics by Cross word and puzzles. Project work on finding the force of buoyancy, thrust. Peer assessment for better understanding of concepts. Correction of notebooks, mind calculations etc. 	<ul style="list-style-type: none"> Activating Prior Knowledge By relating the concept of force and gravity. Interactive Lecture: In coordination with group activity, model making and force of buoyancy. Concrete learning by doing. Concept of force to be introduced by playful activities of, Role Play for understanding the force of buoyancy. 	<i>The learner</i> <ul style="list-style-type: none"> Can relate between the concept of Acceleration due to Gravity and Universal law of Gravitation, Theory of free fall Change in Motion and Weight of Objects under the influence of Gravity Differentiate between Mass and weight Differentiate between Thrust and Pressure Buoyancy and its relationship with sinking and floating of objects

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		the effect of vacuum on gravity.	Establishing the relation between the loss in weight of solid when immersed in a liquid. <ul style="list-style-type: none"> <i>Practical:</i> Developing model of vacuum pump. Functioning of vacuum pump. Relating with motion 		<ul style="list-style-type: none"> Activity Based Learning: Enhancing the knowledge of students by activities like swimming, making paper jets to understand thrust etc. 	<ul style="list-style-type: none"> Archimedes principle
July (10)	Work and Energy <ul style="list-style-type: none"> Set Induction The basic thing required to do work. The topic will be introduced by activity of role play. Understand Work and Energy by concept of digestion of food. Calculate Work using formulas Concept of Energy and transformation of energy Derive expression for Kinetic and Potential energy Define power Commercial and SI unit of energy 	<ul style="list-style-type: none"> <i>Teaching Aids</i> Blackboard, Chalk, smart Board, table, chair, ball, candle, etc. <i>Video:</i> Work and Energy Types of Energy Potential and Kinetic Energy Conception of work. PowerPoint Presentation on concept of energy. Digestion of food Kinetic energy, Potential Energy, transformation of Energy. 	<ul style="list-style-type: none"> Role Play: 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. Inter disciplinary Linkages: Linking with Biology the process of digestion for energy. Chemistry to understand the process of chemical energy into various 	<ul style="list-style-type: none"> The L.O. will be assessed with an oral and written test reinforcement of topics by Cross word and puzzles. Project work on finding the Kinetic and Potential energy with uses. Peer assessment for better understanding of concepts. Correction of notebooks, mind calculations etc. 	<ul style="list-style-type: none"> Activating Prior Knowledge By relating the concept of force and gravity. Interactive Lecture: In coordination with group activity, model Raising curiosity by relating with digestion and process of deriving energy. Role Play for understanding the Energy. Activity Based Learning: Enhancing the 	<i>The learner.</i> <ul style="list-style-type: none"> relate concept of Work and Energy Calculate Work done by an object using formulas Energy changes from one form to another Derive expression for Kinetic and Potential energy Define power Apply knowledge that food is fuel for our body, just like fossil fuels for vehicles.

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			other forms. Math for calculation of Energy. <ul style="list-style-type: none"> • Art Integration: Diagrams for conversion of energy. • Flow charts for conversion of energy and its examples. 		knowledge of students by activities like sports, physical exercises, various sources of energy etc.	
August (12)	Tissues <ul style="list-style-type: none"> • Various type of Plant Tissue. • Meristematic tissue. • Simple and complex permanent tissue. • Epidermis. • Epithelial tissue and its types. • Connective tissue. • Different types of muscular tissue. • 	<ul style="list-style-type: none"> • Computer aided Class (using power point presentation). • Chalkboard, chalk, duster, Textbook. • Smart board (Extra marks) • Video related to: • 	<ul style="list-style-type: none"> • Experiential learning: • Flow charts and Mind Maps of types of Plant Tissues and Animal tissues, Comparative study of different type of tissues. • Activity: To study growth of roots in onion bulbs. • To study structure of different plant tissue • To identify permanent slides of animal tissues • Project: To make a project on plant 	The L.O will be assessed on <ul style="list-style-type: none"> • Homework • Class test • Daily Quiz • Oral test • Written test • 	<ul style="list-style-type: none"> • Brain storming (Collaborative) Teacher will ask few questions to introduce the topic • Active learning (Critical thinking) The students will draw four columns on a chart and will write about characteristics, non-characteristics, location, and functions of a) meristematic 	The learner <ul style="list-style-type: none"> • Identify different tissue types within the plants and human body. • Classify tissue types and associate them with specific organs and functions of plants and animals • Explain the function and location of different plant and animal tissues • Understanding how plant tissues undergoes differentiation and

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			<p>tissue and its types and animal tissue and its types.</p> <ul style="list-style-type: none"> • Collect information on different types of meristematic tissues. • Draw a structure of a neuron • Discussion on plant and animal tissues. • Art Integration: Diagrams of all Plant Tissues and Animal tissues. • Experiment for studying onion peel. • 		<p>tissue.</p> <p>Permanent tissue</p> <ul style="list-style-type: none"> • Group learning (Communication , Collaboration) The class will be divided into group of five students and questions will be asked by the teacher about the different types of simple permanent tissue. • Demonstration- Observation of animal and plant tissue. Students will observe it and note down their observations in the notebook. • Questioning (Critical thinking and Communication) Teacher will prepare a list of question about the animal tissues. • Built character and citizenship by 	<p>meristematic tissues gets converted into permanent tissue.</p> <ul style="list-style-type: none"> • Understanding the concept of neurons and working of the nervous system. • Understand the reason that why plant, and animal tissues are different. • Differentiate between simple and complex permanent tissue. • Differentiate between xylem and phloem

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					<p>discussing the importance of blood tissue in maintaining life.</p> <ul style="list-style-type: none"> • Create flow chart on the bases of different tissue structure and functions. 	
August (09)	<ul style="list-style-type: none"> • Atoms and Molecules • Set Induction • Revisiting the concept of matter. • Using Flash Cards by students to study different elements • Dalton's atomic theory. • Understanding of Atoms, their relative atomic mass and concept of one atomic mass unit. • Molecule, molecular mass. • Understanding the concept of compounds, formula unit mass, 	<ul style="list-style-type: none"> • Teaching Aids • Video: • Mole concept • Postulates of Dalton's Atomic Theory • Flash Cards: • Group activity • PowerPoint Presentation • For the concepts of postulates etc. • Cross words and puzzles for elements. • Ball and Stick model: • Develop models of atoms, molecules etc. for and hands on learning. 	<ul style="list-style-type: none"> • Concrete Learning: • Hands on experience of students to differentiate between NaCl, H₂O and Oxygen present in air. Use of ball and stick model. • Role Play: for postulates. Students will be able to enact the scientists and their contribution • Interdisciplinary Linkages: • Biology and chemistry for the concept of atoms and cell. • Fundamental functional unit. 	<ul style="list-style-type: none"> • The L.O. will be assessed with an oral and written test. • Quiz for daily reinforcement of topics. • Cross word and puzzles. • Project work on advance learning about the Bohr's atomic model. 	<ul style="list-style-type: none"> • Group Discussion: concept of Moles, Atomicity.. • Activating Prior Knowledge: revisiting the concept of atoms, matter, and properties of atoms. • Activity Based Learning Puzzles, questionnaire, making models of atoms and molecules. • Higher Order Skills by Model making for understanding the shape of atoms and molecules. 	<ul style="list-style-type: none"> • <i>The students should be able to understand the</i> • Identifies the difference between atoms and molecules. • Outlines the law of constant proportion with the help of specific examples. • Calculates molecular mass of molecules using atomic mass values. (element/ compound) • Recalls the symbol of elements • Uses symbols to write formulae of

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	atomicity		<ul style="list-style-type: none"> Math for calculation of molecular mass and atomic mass. Art Integration: Representation of molecules, and atomicity. Comparing the size of atoms with cells. for atomic theory. 			compounds like magnesium chloride, aluminium oxide, calcium sulphate etc.
September (10)	<ul style="list-style-type: none"> Structure of Atoms Set Induction Discussion method for discovery of atom and Subatomic Particles. Comprehend the Models of Thomson, Rutherford, Bohr's. Understanding, drawbacks. Contribution in the discovery of subatomic particles 	<ul style="list-style-type: none"> Video: Models Rutherford's Model Bohr's Model Valency concept. Charts and models for understanding differentatomic structures proposed by scientists. PowerPoint presentation On Thomson's model, Bohr's structure etc. 	<ul style="list-style-type: none"> Role Play: To understand to roles of different scientists in developing atomic models Interdisciplinary Relating Biology (watermelon with Thomson's model). Math's for counting the various shells and distribution of electrons. Art Integration Rutherford's model of Scattering of rays. Developing Rutherford's model for beam of light. Diagrams for atoms. 	<ul style="list-style-type: none"> The L.O. will be assessed with an oral and written test. Quiz for daily reinforcement of topics. Cross word and puzzles. Project work on advance learning about the Rutherford's atomic model. 	<ul style="list-style-type: none"> Activating Prior Knowledge by the ideas and concepts related to atoms, subatomic particles. Interactive Lectures: in coordination with chalk, board, group discussion on electrons, protons etc. and their discovery Art Integration: concepts of Thomson's model, using concrete and 	<ul style="list-style-type: none"> The Learner relates processes and phenomena atomic Models. Subatomic Particles and their discovery. Analyze and Interpret charges and distribution of electrons in specific orbitals called as shells. Apply the knowledge of radiations and radioactivity, their effects and uses. Measures the

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					<p>hands learning for ball and stick model of atoms.</p> <ul style="list-style-type: none"> Real Life examples radioactivity, alpha, beta, and gamma rays. Medical uses etc. 	<p>number of electrons, protons, and other subatomic particles in an atom.</p> <ul style="list-style-type: none"> Will relate the properties of different atoms of different elements.
October (10)	Sound <ul style="list-style-type: none"> Production of Sound Propagation of Sound Characteristics of a sound wave. Reflection of Sound. Ultrasound and Infrasound 	<ul style="list-style-type: none"> Computer aided Class (using power point presentation) Chalkboard, chalk, duster, Textbook Smart board (Extra marks) Video related to: Propagation of Sound Reflection of sound. 	<ul style="list-style-type: none"> Role Play: Students will be asked to perform the role of different terms related to sound wave. Inter disciplinary Linkages: Students will be able to excel in maths by solving various numerical problems. Art Integration: Diagrams for wave shapes of propagation of sound. 	<p>The L.O will be assessed on</p> <ul style="list-style-type: none"> Homework Class test Daily Quiz Oral test Written test 	<ul style="list-style-type: none"> Activating Prior Knowledge By relating the concept of sound production by humans. Interactive Lecture: In coordination with group activity. Concrete learning by doing. Activity Based Learning. 	<p>The learners</p> <ul style="list-style-type: none"> relates the process of reflection of sound and light. Comprehend the concept of propagation of sound. differentiate between low-pitched and high-pitched. calculate the speed of sound. represent the sound wave by graphical method draw the inference from a given graph.

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Feb - Mar (10)	Matter in Our Surroundings <ul style="list-style-type: none"> Characteristics of particles of matter States of matter Change of state of matter. Evaporation and its applications. 	<ul style="list-style-type: none"> <i>Teaching Aids</i> Blackboard, chalk, smart board Video related to : Change of state of matter Applications of evaporation in day to day life. 	<ul style="list-style-type: none"> <i>Concrete Learning:</i> By model making and hands on learning <i>Inter disciplinary Linkages:</i> Maths for interconversion of units of temperature <i>Art Integration:</i> Model making for understanding the concept of states of matter. 	<ul style="list-style-type: none"> The L.O. will be assessed with an oral and written test. Quiz for daily reinforcement of topics. Cross word and puzzles. Project work on finding the kinematical equations. Peer assessment for better understanding of concepts. Correction of notebooks, mind calculations etc 	<ul style="list-style-type: none"> Activating Prior Knowledge By relating the concept of movement of students in a playground. Interactive Lecture: In coordination with group activity, model making. Constructive learning Learning by doing. Concept of evaporation to be introduced with the help of water cycle. 	<p>The learners</p> <ul style="list-style-type: none"> relates the process of evaporation with day to day life observations. Comprehend the concept of change of states of matter. differentiate between the states of matter. Convert the temperature units
March (10)	<ul style="list-style-type: none"> Is Matter Around Us Pure Set Induction Understanding the 	<ul style="list-style-type: none"> <i>Teaching Aids</i> <i>Video:</i> Videos on 	<ul style="list-style-type: none"> <i>Project Work:</i> Studying the separation techniques like 	<ul style="list-style-type: none"> The L.O. will be assessed with an oral and written 	<ul style="list-style-type: none"> Activating Prior Knowledge reinforcing the 	<ul style="list-style-type: none"> <i>The learner</i> will be able to relate the

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	<p>concept of pure and impure. Explaining the concept of Elements, Compounds as Pure. Mixtures as impure.</p> <ul style="list-style-type: none"> • Difference between pure and impure Substances. • Calculation of concentration by % of mass and % of volume. • Physical and Chemical Changes. 	<ul style="list-style-type: none"> • Tyndall Effect • Flow Charts: • Related to classification of Pure and Impure Substances. • Related to classification of mixtures. • Related to classification of mixtures and compounds. 	<p>separating funnel, chromatography.</p> <ul style="list-style-type: none"> • Group Activity of students for flip teaching on topics of impure and pure substances. • Activity of Tyndall effect: Using torch and ink solution. • Interdisciplinary • Linkages: Concept of Math's in understanding the concepts of Concentration. • Art Integration: Use of flow charts for classification of mixtures. 	<p>test.</p> <ul style="list-style-type: none"> • Daily quiz having set of 5 questions to assess students and develop an attitude of self -analysis. • Formative and Summative assessment 	<p>ideas and concepts related to pure and impure substances.</p> <ul style="list-style-type: none"> • Interactive Lectures: • in coordination • with chalk, board, group • discussion. • Art Integration: • videos, and ppt. • Real Life examples • Physical and Chemical Changes. • Mixtures and compounds. 	<p>concept of Impure and Pure substances.</p> <ul style="list-style-type: none"> • Analyze and interpret the differences between the mixtures. • Comprehend the Physical and Chemical Changes with day-to-day life examples. • relates processes and phenomena of separation in understanding the scattering of light by colloids and suspension. Sun rays entering through slit for scattering phenomenon.
April (10)	<ul style="list-style-type: none"> • Motion • Set Induction • Discussion on the state of rest or motion with the 	<ul style="list-style-type: none"> • <i>Teaching Aids</i> • Blackboard, chalk, smart board, Extra marks 	<ul style="list-style-type: none"> • <i>Concrete Learning:</i> • By model making and hands on learning 	<ul style="list-style-type: none"> • The L.O. will be assessed with an oral and written test. 	<ul style="list-style-type: none"> • Activating Prior Knowledge • By relating the concept of 	<p>The learners</p> <ul style="list-style-type: none"> • relates the process motion, speed, velocity, and acceleration

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	<p>example of travelling by car.</p> <ul style="list-style-type: none"> Understand the concept of motion, speed, velocity, and acceleration Comprehend the concept of distance and displacement Differentiate between distance and displacement Differentiate between speed and velocity, uniform, and non-uniform motion Calculate the speed, velocity, and acceleration of an object Represent the motion by graphical method Draw the inference from a given graph 	<ul style="list-style-type: none"> <i>Video:</i> Rest and Motion Uniform and Non-Uniform Motion Speed and Velocity Graphical representation of linear motion. Project work On the motion, uniform, and non-uniform. PowerPoint presentation on displacement, distance, speed, velocity, and types of acceleration. Model making for understanding the concept of motion. 	<ul style="list-style-type: none"> <i>Inter disciplinary</i> <i>Linkages:</i> Math for graphical calculation of velocity, acceleration, and distance. <i>Diagram:</i> Graphical Representation of motion <i>Art Integration:</i> Model making for understanding the concept of motion. 	<ul style="list-style-type: none"> Quiz for daily reinforcement of topics. Cross word and puzzles. Project work on finding the kinematical equations. Peer assessment for better understanding of concepts. Correction of notebooks, mind calculations etc. 	<p>movement and use of limbs.</p> <ul style="list-style-type: none"> Interactive Lecture: In coordination with group activity, model making and tug of war. Constructive learning Learning by doing. Concept of force to be introduced by playful activities of Tug of War, Role Play for understanding the types of forces. Inquiry Based Learning: Enhancing the knowledge of students by activities like running, walking, sitting. Relating the concept with forces. 	<ul style="list-style-type: none"> Comprehend the concept of distance and displacement differentiate between speed and velocity, uniform, and non-uniform motion calculate the speed, velocity, and acceleration of an object represent the motion by graphical method draw the inference from a given graph Measure the values of velocity, speed, acceleration etc.
April (08)	Force and Laws of Motion <ul style="list-style-type: none"> Set Induction 	<i>Teaching Aids</i> <ul style="list-style-type: none"> Blackboard, chalk, smart board. 	<ul style="list-style-type: none"> Learning By doing: 	<ul style="list-style-type: none"> The L.O. will be assessed with an oral and written 	<ul style="list-style-type: none"> Activating Prior Knowledge By relating the 	<i>The learner</i> <ul style="list-style-type: none"> Relates the concept of Balanced and

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	by Tug of War. <ul style="list-style-type: none"> Push and pull are experienced by both the teams. One who applies more force will win, Understand the concept of Balanced and Unbalanced Forces Evaluate Laws of Motion Mass and Inertia Distinguish action and reaction forces Force and Acceleration	<ul style="list-style-type: none"> Ball, chair, table, rope, students. Videos on Balanced and unbalanced forces Mass and Inertia Laws of motion PowerPoint Presentation on unbalanced force, Newton's Laws on forces. 	Tug of War, Role play by students to understand push and pull. <ul style="list-style-type: none"> <i>Inter disciplinary Linkages:</i> Linking motion to parts of body required for movement. Bones performing an action like lever. (Biology). <i>Art Integration:</i> Diagram for accelerating body and body at rest. Role play of students in reaction and action forces in sports. Games and Sports Of football, cricket to understand the concept of reaction and action forces. 	test. <ul style="list-style-type: none"> reinforcement of topics by Cross word and puzzles. Project work on finding the kinematical equations. Peer assessment for better understanding of concepts. Correction of notebooks, mind calculations etc.	concept of movement and use of limbs. What causes motion <ul style="list-style-type: none"> Raising Curiosity By various activities of IBL like role play for the concept of reactive and unreactive forces. Higher Thinking Skills by relating the effect of gravity on force. 	Unbalanced Forces. Inertia is dependent on mass. More the mass more the momentum. <ul style="list-style-type: none"> Evaluate Three Laws of Motion Relation between Mass and Inertia Distinguish between action and reaction forces and their impact on the objects. Relation between Force, Mass, and Acceleration. Measures the values of unbalanced, balanced forces
May (10)	The Fundamental Unit of Life <ul style="list-style-type: none"> Discovery of cell Prokaryotic and eukaryotic cell. Structure of plasma membrane. Plant and animal cell. Cell organelles. 	<ul style="list-style-type: none"> Computer aided Class (using power point presentation). Chalkboard, chalk, duster, Textbook. Smart board (Extra marks). Video related to: Cell structure 	Experiential learning: <ul style="list-style-type: none"> Role play: A group of students will be presenting a skit on cell organelles. Practical: To prepare a temporary mount of Onion peel and to study the 	The L.O will be assessed on <ul style="list-style-type: none"> Homework Class test Daily Quiz Oral test Written test 	<ul style="list-style-type: none"> Brain storming (Collaborative) Teacher will ask few questions to introduce the topic Active learning (Critical thinking) The students will 	The learner <ul style="list-style-type: none"> Understand about the prokaryotic cell and eukaryotic cell Characteristic features of eukaryotic cell, importance of cell membrane and cell

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	<ul style="list-style-type: none"> Mitosis and meiosis. 	Cell Division	<ul style="list-style-type: none"> cells. To prepare a temporary mount of Human Cheek cells and to study its characteristics. To explore the concept of plasmolysis and deplasmolysis. Project: To make project on plant cell or animal cell and write the structure and functions of all the organelles. Art Integration: To draw diagrams of Prokaryotic cell Plant Cell, Animal Cell, bacterial Cell, Structure of cell organelles Mitochondria, Golgi apparatus, Endoplasmic reticulum, Nucleus mitosis and meiosis. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> draw four columns on a chart and will write about essential and non-essential component of prokaryotic cell. Group learning (Communication , Collaboration) The class will be divided into group of five students and questions will be asked by the teacher about the different solutions of osmosis. Differentiation (Character, Citizenship) The student in a group of ten, will be presenting a skit on all the organelles of the cell. Questioning (Critical thinking, Communication) Teacher will prepare a list of 	<ul style="list-style-type: none"> wall Function and structure of different cell organelles Concept of Osmosis and Diffusion Components of a cell and types of cell division. Differentiate between nucleus and nucleoid Draw the inference from a given diagram To explore the concept of plasmolysis and deplasmolysis.

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					<p>questions about the functions of the cell organelles and will ask these questions during discussions.</p> <ul style="list-style-type: none"> Built character and citizenship amongst themselves by discussing equal contribution of plants and animals in maintaining life. Create flow chart based on cell organelle's structure and functions. 	
May (8)	Improvement in food resources <ul style="list-style-type: none"> Key concepts Plant and animal breeding and selection for quality improvement, use of fertilisers, manures; protection from pests 	<ul style="list-style-type: none"> Computer aided Class (using power point presentation). Chalkboard, chalk, duster, Textbook. Smart board (Extra marks) Video related to: Organic Farming Hybridisation Poultry farming Fish Production 	<ul style="list-style-type: none"> Experiential learning: Flow charts and Mind Maps. Activity: Collect grains/seeds of cereals,pulses and oil seeds and gather information about the seasons in which they are sown and harvested. Project: Visit a nearby 	<p>The L.O will be assessed on</p> <ul style="list-style-type: none"> Homework Class test Daily Quiz Oral test Written test 	<ul style="list-style-type: none"> Brain storming (Collaborative) Teacher will ask few questions to introduce the topic Active learning (Critical thinking) The students will discuss the advantages and disadvantages of adopting the 	The learner <ul style="list-style-type: none"> :Distinguishes between mixed and intercropping. Differentiates between types of biological manures (compost, vermicompost, green manure) Distinguishes between micro and macro nutrients.

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	<ul style="list-style-type: none"> and diseases; organic farming 		<p>garden/agricultural field and make a list of the weeds and the flowers/crops found in the area.Also, make a list of insect pests, if any, infesting the flowers/crops..</p> <ul style="list-style-type: none"> Draw a Table To demonstrate the micro and micronutrients required by plants Discussion on pros and cons of Organic farming. Art Integration: Observe the Pics of the various varieties of cattles, poultry birds, fishes and use this information to differentiate their features. 		<p>organic farming methods.</p> <ul style="list-style-type: none"> Group learning (Communication , Collaboration) Students will be taken to the visit of dairy farm and a poly house situated in the school. 	<ul style="list-style-type: none"> Surveys the use of fertilisers/manure and their impact on crop growth and soil fertility. Investigates traditional and modern methods of weed/pest control. Investigates types of diseases in plants/animals, their causes and impact on yield/productivity. Investigates effects and implications of using pesticides on humans and animals Relates crop productivity with usage of fertilisers. Relates preventive control measures for safe storage of grains with factors responsible for loss during storage. Relates modern crop and animal husbandary practices with greater

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						yield/production and increased income of farmers
July (10)	Gravitation <ul style="list-style-type: none"> Set Induction By introducing the chapter with an activity of throwing ball and feather in the air Understanding the concept of Acceleration due to Gravity and Universal law of Gravitation Motion of Objects under the influence of Gravity Mass and weight Thrust and Pressure Buoyancy Archimedes principle 	<ul style="list-style-type: none"> Teaching Aids Blackboard, chalk, smart board, ball, feather etc. Video: Mass and Weight Thrust and Pressure Acceleration due to gravity Universal Law of Gravitation Archimedes Principle Buoyant Force. PowerPoint Presentation on Concepts of gravity, Buoyant force, Mass weight difference etc. Vacuum pump to demonstrate 	<ul style="list-style-type: none"> Experiential Learning By model making. Vacuum cleaner to introduce the topic of gravity. NASA, ISRO as an example to introduce the concept of thrust and against gravity missions Inter disciplinary Linkages: Math: calculation of velocity. Chemistry: Coulomb's Law for charged particles Art Integration: Diagram: Archimedes Principal: 	<ul style="list-style-type: none"> The L.O. will be assessed with an oral and written test reinforcement of topics by Cross word and puzzles. Project work on finding the force of buoyancy, thrust. Peer assessment for better understanding of concepts. Correction of notebooks, mind calculations etc. 	<ul style="list-style-type: none"> Activating Prior Knowledge By relating the concept of force and gravity. Interactive Lecture: In coordination with group activity, model making and force of buoyancy. Concrete learning by doing. Concept of force to be introduced by playful activities of, Role Play for understanding the force of buoyancy. 	<i>The learner</i> <ul style="list-style-type: none"> Can relate between the concept of Acceleration due to Gravity and Universal law of Gravitation, Theory of free fall Change in Motion and Weight of Objects under the influence of Gravity Differentiate between Mass and weight Differentiate between Thrust and Pressure Buoyancy and its relationship with sinking and floating of objects

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		the effect of vacuum on gravity.	Establishing the relation between the loss in weight of solid when immersed in a liquid. <ul style="list-style-type: none"> <i>Practical:</i> Developing model of vacuum pump. Functioning of vacuum pump. Relating with motion 		<ul style="list-style-type: none"> Activity Based Learning: Enhancing the knowledge of students by activities like swimming, making paper jets to understand thrust etc. 	<ul style="list-style-type: none"> Archimedes principle
July (10)	Work and Energy <ul style="list-style-type: none"> Set Induction The basic thing required to do work. The topic will be introduced by activity of role play. Understand Work and Energy by concept of digestion of food. Calculate Work using formulas Concept of Energy and transformation of energy Derive expression for Kinetic and Potential energy Define power Commercial and SI unit of energy 	<ul style="list-style-type: none"> <i>Teaching Aids</i> Blackboard, Chalk, smart Board, table, chair, ball, candle, etc. <i>Video:</i> Work and Energy Types of Energy Potential and Kinetic Energy Conception of work. PowerPoint Presentation on concept of energy. Digestion of food Kinetic energy, Potential Energy, transformation of Energy. 	<ul style="list-style-type: none"> Role Play: 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. Inter disciplinary Linkages: Linking with Biology the process of digestion for energy. Chemistry to understand the process of chemical energy into various 	<ul style="list-style-type: none"> The L.O. will be assessed with an oral and written test reinforcement of topics by Cross word and puzzles. Project work on finding the Kinetic and Potential energy with uses. Peer assessment for better understanding of concepts. Correction of notebooks, mind calculations etc. 	<ul style="list-style-type: none"> Activating Prior Knowledge By relating the concept of force and gravity. Interactive Lecture: In coordination with group activity, model Raising curiosity by relating with digestion and process of deriving energy. Role Play for understanding the Energy. Activity Based Learning: Enhancing the 	<i>The learner.</i> <ul style="list-style-type: none"> relate concept of Work and Energy Calculate Work done by an object using formulas Energy changes from one form to another Derive expression for Kinetic and Potential energy Define power Apply knowledge that food is fuel for our body, just like fossil fuels for vehicles.

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			<p>other forms. Math for calculation of Energy.</p> <ul style="list-style-type: none"> • Art Integration: Diagrams for conversion of energy. • Flow charts for conversion of energy and its examples. 		knowledge of students by activities like sports, physical exercises, various sources of energy etc.	
August (12)	Tissues <ul style="list-style-type: none"> • Various type of Plant Tissue. • Meristematic tissue. • Simple and complex permanent tissue. • Epidermis. • Epithelial tissue and its types. • Connective tissue. • Different types of muscular tissue. • 	<ul style="list-style-type: none"> • Computer aided Class (using power point presentation). • Chalkboard, chalk, duster, Textbook. • Smart board (Extra marks) • Video related to: • 	<ul style="list-style-type: none"> • Experiential learning: • Flow charts and Mind Maps of types of Plant Tissues and Animal tissues, Comparative study of different type of tissues. • Activity: To study growth of roots in onion bulbs. • To study structure of different plant tissue • To identify permanent slides of animal tissues • Project: To make a project on plant 	<p>The L.O will be assessed on</p> <ul style="list-style-type: none"> • Homework • Class test • Daily Quiz • Oral test • Written test • 	<ul style="list-style-type: none"> • Brain storming (Collaborative) Teacher will ask few questions to introduce the topic • Active learning (Critical thinking) The students will draw four columns on a chart and will write about characteristics, non-characteristics, location, and functions of a) meristematic 	<p>The learner</p> <ul style="list-style-type: none"> • Identify different tissue types within the plants and human body. • Classify tissue types and associate them with specific organs and functions of plants and animals • Explain the function and location of different plant and animal tissues • Understanding how plant tissues undergoes differentiation and

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			tissue and its types and animal tissue and its types. <ul style="list-style-type: none"> Collect information on different types of meristematic tissues. Draw a structure of a neuron Discussion on plant and animal tissues. Art Integration: Diagrams of all Plant Tissues and Animal tissues. Experiment for studying onion peel. 		tissue. Permanent tissue <ul style="list-style-type: none"> Group learning (Communication , Collaboration) The class will be divided into group of five students and questions will be asked by the teacher about the different types of simple permanent tissue. Demonstration- Observation of animal and plant tissue. Students will observe it and note down their observations in the notebook. Questioning (Critical thinking and Communication) Teacher will prepare a list of question about the animal tissues. Built character and citizenship by 	meristematic tissues getsconverted into permanent tissue. <ul style="list-style-type: none"> Understanding the concept of neurons and working of the nervous system. Understand the reason that why plant, and animal tissues are different. Differentiate between simple and complex permanent tissue. Differentiate between xylem and phloem

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					<p>discussing the importance of blood tissue in maintaining life.</p> <ul style="list-style-type: none"> • Create flow chart on the bases of different tissue structure and functions. 	
August (09)	<ul style="list-style-type: none"> • Atoms and Molecules • Set Induction • Revisiting the concept of matter. • Using Flash Cards by students to study different elements • Dalton's atomic theory. • Understanding of Atoms, their relative atomic mass and concept of one atomic mass unit. • Molecule, molecular mass. • Understanding the concept of compounds, formula unit mass, 	<ul style="list-style-type: none"> • Teaching Aids • Video: • Mole concept • Postulates of Dalton's Atomic Theory • Flash Cards: • Group activity • PowerPoint Presentation • For the concepts of postulates etc. • Cross words and puzzles for elements. • Ball and Stick model: • Develop models of atoms, molecules etc. for and hands on learning. 	<ul style="list-style-type: none"> • Concrete Learning: • Hands on experience of students to differentiate between NaCl, H₂O and Oxygen present in air. Use of ball and stick model. • Role Play: for postulates. Students will be able to enact the scientists and their contribution • Interdisciplinary Linkages: • Biology and chemistry for the concept of atoms and cell. • Fundamental functional unit. 	<ul style="list-style-type: none"> • The L.O. will be assessed with an oral and written test. • Quiz for daily reinforcement of topics. • Cross word and puzzles. • Project work on advance learning about the Bohr's atomic model. 	<ul style="list-style-type: none"> • Group Discussion: concept of Moles, Atomicity.. • Activating Prior Knowledge: revisiting the concept of atoms, matter, and properties of atoms. • Activity Based Learning Puzzles, questionnaire, making models of atoms and molecules. • Higher Order Skills by Model making for understanding the shape of atoms and molecules. 	<ul style="list-style-type: none"> • <i>The students should be able to understand the</i> • Identifies the difference between atoms and molecules. • Outlines the law of constant proportion with the help of specific examples. • Calculates molecular mass of molecules using atomic mass values. (element/ compound) • Recalls the symbol of elements • Uses symbols to write formulae of

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	atomicity		<ul style="list-style-type: none"> Math for calculation of molecular mass and atomic mass. Art Integration: Representation of molecules, and atomicity. Comparing the size of atoms with cells. for atomic theory. 			compounds like magnesium chloride, aluminium oxide, calcium sulphate etc.
September (10)	<ul style="list-style-type: none"> Structure of Atoms Set Induction Discussion method for discovery of atom and Subatomic Particles. Comprehend the Models of Thomson, Rutherford, Bohr's. Understanding, drawbacks. Contribution in the discovery of subatomic particles 	<ul style="list-style-type: none"> Video: Models Rutherford's Model Bohr's Model Valency concept. Charts and models for understanding differentatomic structures proposed by scientists. PowerPoint presentation On Thomson's model, Bohr's structure etc. 	<ul style="list-style-type: none"> Role Play: To understand to roles of different scientists in developing atomic models Interdisciplinary Relating Biology (watermelon with Thomson's model). Math's for counting the various shells and distribution of electrons. Art Integration Rutherford's model of Scattering of rays. Developing Rutherford's model for beam of light. Diagrams for atoms. 	<ul style="list-style-type: none"> The L.O. will be assessed with an oral and written test. Quiz for daily reinforcement of topics. Cross word and puzzles. Project work on advance learning about the Rutherford's atomic model. 	<ul style="list-style-type: none"> Activating Prior Knowledge by the ideas and concepts related to atoms, subatomic particles. Interactive Lectures: in coordination with chalk, board, group discussion on electrons, protons etc. and their discovery Art Integration: concepts of Thomson's model, using concrete and 	<ul style="list-style-type: none"> The Learner relates processes and phenomena atomic Models. Subatomic Particles and their discovery. Analyze and Interpret charges and distribution of electrons in specific orbitals called as shells. Apply the knowledge of radiations and radioactivity, their effects and uses. Measures the

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					<p>hands learning for ball and stick model of atoms.</p> <ul style="list-style-type: none"> Real Life examples radioactivity, alpha, beta, and gamma rays. Medical uses etc. 	<p>number of electrons, protons, and other subatomic particles in an atom.</p> <ul style="list-style-type: none"> Will relate the properties of different atoms of different elements.
October (10)	Sound <ul style="list-style-type: none"> Production of Sound Propagation of Sound Characteristics of a sound wave. Reflection of Sound. Ultrasound and Infrasound 	<ul style="list-style-type: none"> Computer aided Class (using power point presentation) Chalkboard, chalk, duster, Textbook Smart board (Extra marks) Video related to: Propagation of Sound Reflection of sound. 	<ul style="list-style-type: none"> Role Play: Students will be asked to perform the role of different terms related to sound wave. Inter disciplinary Linkages: Students will be able to excel in maths by solving various numerical problems. Art Integration: Diagrams for wave shapes of propagation of sound. 	<p>The L.O will be assessed on</p> <ul style="list-style-type: none"> Homework Class test Daily Quiz Oral test Written test 	<ul style="list-style-type: none"> Activating Prior Knowledge By relating the concept of sound production by humans. Interactive Lecture: In coordination with group activity. Concrete learning by doing. Activity Based Learning. 	<p>The learners</p> <ul style="list-style-type: none"> relates the process of reflection of sound and light. Comprehend the concept of propagation of sound. differentiate between low-pitched and high-pitched. calculate the speed of sound. represent the sound wave by graphical method draw the inference from a given graph.

PINEGROVE SCHOOL, SUBATHU
Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: Social Science
Class: IX
Session 2024-25

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Feb (4)	<u>History</u> The French Revolution	<ul style="list-style-type: none"> Written notes Oral material Visual material to conceptualize the history of revolutions. Flowcharts 	<u>Experiential Learning:</u> <ul style="list-style-type: none"> Roleplay on the French revolution <u>Practical:</u> <ul style="list-style-type: none"> Map Activity 	<ul style="list-style-type: none"> Quiz Oral Test Written Test 	<p>The Learner will be given an opportunity to:</p> <ul style="list-style-type: none"> 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. 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, Declaration of Rights 	<p>The Learner will be able to: -</p> <p>Classify and compare events, facts, data and figures</p> <ul style="list-style-type: none"> Compare the course of events that lead to French revolution. Remember the names of the people involved Different types of ideas that inspired the revolution The wider forces that shaped the revolution. It's impact on other European countries.

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					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 (26)	<u>Economics</u> The Story of village Palampur	<ul style="list-style-type: none"> Lecture method Oral reading of the chapter. Smart class-Extra Marks 	<u>Inter disciplinary linkage:</u> <ul style="list-style-type: none"> Writeup on the visualization of a village <u>Art integration:</u> <ul style="list-style-type: none"> Draw a picture of a typical modern village with all basic facilities. 	<ul style="list-style-type: none"> Oral Quiz Written Test 	<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"> Define basic Economic terms such as factors of production, human capital, working capital and physical capital. Explain cause and effect relationship between different factors of production.
March (26)	<u>Geography</u> India- Size and Location	<ul style="list-style-type: none"> Oral Explanation: Location and Size Internet for Political map of India: Locating Tropic of Cancer and Standard Meridian 	<u>Practical:</u> <ul style="list-style-type: none"> Map Activity: On outline map of India, locate and label the neighboring countries and States along with their capitals. 	<ul style="list-style-type: none"> NCERT book Exercise. Written Assignment Extra HOTS Questions Oral Quiz 	<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, extent, shape, size, etc., of States and</p>	<p>The Learner retrieves facts and figures, narrate the processes related to:</p> <ul style="list-style-type: none"> locating places, states, union territories, and other physical features on the map of India.

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		<ul style="list-style-type: none"> Smartboard class-Extra Marks 			UTs.	<ul style="list-style-type: none"> Describes important terms in Geography such as, standard meridian, International standard time, etc.
April (13)	<u>Democratic politics</u> What is Democracy? Why Democracy?	<ul style="list-style-type: none"> Lecture method Flowcharts related to case study of Pakistan, Zimbabwe and Mexico. 	<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"> Concept based MCQs Written Test Written Assignment 	The Learner will be encouraged to: <ul style="list-style-type: none"> 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. Collect and discuss information about democratic countries of the world and their history of establishment, conditions under which those governments got established. Discuss democracy as a government of the people, by the people, and for the people by engaging with some examples. 	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"> Outlines the formation of democratic governance in different countries of the world. Explains the process of change in democracies.

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April (13)	<u>Democratic Politics</u> Constitutional Design	<ul style="list-style-type: none"> ● Oral Explanation ● Flow chart- Case study of India in comparison with South Africa ● Smart Class- Extra Marks 	<p><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?</p> <p><u>Art integration:</u> Making the preamble of the Indian constitution on a chart paper.</p>	<ul style="list-style-type: none"> ● Written Questionnaire ● Concept based MCQ's ● Quiz based on Concept mapping 	<p>The Learner will be provided with the relevant information :</p> <ul style="list-style-type: none"> ● 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. ● By collecting information and discussing the process of the making of the Indian Constitution. 	<p>The Learner will be able to understand the cause and effect relationship between phenomena, events and their occurrence for example:</p> <ul style="list-style-type: none"> ● Explains the process of change in democracies. ● Identifies democratic rights of Indian citizens and constitutional values such as, democracy, justice, liberty, equality, etc.
April (13)	<u>Geography</u> Physical Features of India	<ul style="list-style-type: none"> ● Lecture method – Explanation with the help of Map, pictures and diagrams. ● Oral reading of the chapter by students. ● Smart class- Extra marks 	<ul style="list-style-type: none"> ● <u>Practical:</u> Map work related to the plateaus, peaks, western ghats, Eastern ghats and coastal plains. <p><u>Experiential learning:</u> A PowerPoint presentation on the various landforms of India.</p>	<ul style="list-style-type: none"> ● Oral Quiz ● Written Test ● Concept based questions related to the chapter 	<p>The Learner will be encouraged to take an opportunity to:</p> <ul style="list-style-type: none"> ● Gather information about physical features in their surroundings and discuss about these features with peers; visuals related to other physiographic divisions may be shown and their features may be 	<p>The Learner will be able to classify and compare events, facts, data and figures for example;</p> <ul style="list-style-type: none"> ● Classifies physical features in the surroundings and compare them with physical features of other places. ● Understand the origin of the Himalayas, Northern plains, plateaus and deserts.

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					<p>explained to them.</p> <ul style="list-style-type: none"> ● Show different physiographic divisions and data to look out for the similarities and differences. ● Use tactile maps and models to classify physical features of India. 	
May (25)	<u>Economics</u> People as a Resource Note-Unit I Examinations conducted	<ul style="list-style-type: none"> ● Lecture method ● Dictation of important terms ● Smart Class-Extra marks 	<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"> ● Written Test ● Oral Quiz ● Written Assignment 	<p>The Learner will be encouraged to :</p> <ul style="list-style-type: none"> ● Choose photographs of persons engaged in different occupations in rural and urban areas and categorise into three sectors of the economy. ● Compile data from their 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 	<p>The Learner will be able to understand and analyze:</p> <ul style="list-style-type: none"> ● Empathise with differently abled and other marginalised sections of the society, such as, Scheduled Tribes ● Appreciates political diversity ● Appreciates cultural diversity ● Appreciates religious diversity ● Recognises language diversity ● Recognises social diversity

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					and job security for its citizens; people from different communities be invited to make presentation on improving these issues.	
May (25)	<u>Democratic Politics</u> Electoral Politics	<ul style="list-style-type: none"> Flowcharts Written Notes on certain topics – Importance of Election Commission and Procedure of Elections. Smart Class- Extra Marks 	<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 cover the election area, Permanent markers as Voting ink, Chalk, Smart Board.	<ul style="list-style-type: none"> Concept based MCQ's Written Test Oral Test 	The Learner is motivated to: <ul style="list-style-type: none"> Familiarize with our electoral system and reasons for choosing this Understand the idea of democracy via party politics Recognize the significance of the Election Commission of India. <u>Art Integration:</u> The Learner is made familiar with: <ul style="list-style-type: none"> Objects used during elections and their importance. 	The Learner will be able to understand: <ul style="list-style-type: none"> The system of Elections in India The processes involved in Elections Describe the organizations responsible for conducting free and fair elections The Challenges faced by the Election Commission of India.
May (25)	<u>Geography</u> Drainage	<ul style="list-style-type: none"> Power point presentation on Ganga-Brahmaputra system. Lecture method 	<u>Practical:</u> Map activity- <ul style="list-style-type: none"> Correlate different maps, for example, physical features and drainage, 	<ul style="list-style-type: none"> Oral Quiz Written Test Written Assignment (back 	The Learner is encouraged to: <ul style="list-style-type: none"> Explore various rivers, find details of their origin, course of river, major 	The Learner is able to: - <ul style="list-style-type: none"> Explain factors affecting course of a river, climate, population distribution, flora and fauna of a

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		<ul style="list-style-type: none"> ● Oral reading ● Smart class- Extra Marks 	physical features and population. <ul style="list-style-type: none"> ● Finding out which river is a home to rich mineral deposits in the Northern plains. 	exercise-NCERT)	cities, industries on the banks of a river; discuss how river affects the lives of people in cities leading to pollution of rivers. <ul style="list-style-type: none"> ● 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. 	region. <ul style="list-style-type: none"> ● Interprets maps of river systems in India, physiograph, and population distribution.
June (1)	Revision and Unit II Exams conducted	–	–	–	–	–
July (27)	<u>History</u> Socialism in Europe and the Russian Revolution	<ul style="list-style-type: none"> ● Lecture Method ● Smart class- Extra marks ● Flowcharts ● A short video shown on the October revolution. 	<u>Experiential Learning:</u> <ul style="list-style-type: none"> ● Divide the students into three groups for a debate. ● The first group should be of the opinion that everything is fine in Russia. ● The second 	<ul style="list-style-type: none"> ● Written Test ● Oral Quiz ● Concept based MCQ's 	The Learner will be encouraged to: <ul style="list-style-type: none"> ● 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, 	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"> ● Explains the causes and effects of various revolutions. ● Illustrates how different social groups

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		<ul style="list-style-type: none"> Oral Reading 	<p>group should argue that there need to be changes, but not during a war and not to get rid of the Tsar.</p> <ul style="list-style-type: none"> The third group should argue for a complete revolution. At first, grant the students supporting the Tsar more power, practically only allowing the third group only a few words occasionally. After two rounds of debate, acknowledge that Lenin has been sent back to Russia, and now, the third group can raise their hand, you will cut off the other groups to let the third group talk. Slowly, have the students from the other two groups join the third group so their opinions can be heard. 		<p>etc., belonging to that period (1905).</p> <ul style="list-style-type: none"> Locate the places of French and Russian Revolutions on an outline map of the world. 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 Discussion may be initiated on the concepts of revolution and social change. Elucidate the idea that some revolutions like the French and Russian were results of bloodshed. 	<p>coped with changes in the contemporary world and describe these changes</p> <ul style="list-style-type: none"> Explains the difference between revolution and social change.

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July (27)	<u>Geography</u> Natural Vegetation and Wildlife	<ul style="list-style-type: none"> Power point presentation Lecture Method Oral Reading 	<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.	<ul style="list-style-type: none"> Oral Quiz Written Test 	The Learner will be encouraged to: <ul style="list-style-type: none"> Participate in group projects to recognize the values of flora and fauna, disaster preparedness and waste management projects. 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. 	The learner will be able to: <ul style="list-style-type: none"> Illustrate decision- making and problem-solving skills, for example Mitigating the impact of water pollution. Conservation of resources. Deciding on the appropriateness of resources in historical events and developments.
July (27)	<u>Economics</u> Poverty as a Challenge	<ul style="list-style-type: none"> Flowcharts Oral reading Lecture method Smart class- Extra marks Dictation of important terms related to the chapter. 	<u>Practical:</u> Group discussion on what measures can be implemented by the government to reduce poverty.	<ul style="list-style-type: none"> Oral Quiz Written Test 	The Learner is motivated to: <ul style="list-style-type: none"> Discuss how poverty line is estimated especially from the viewpoint of social scientists. Discussion may be held on the newspaper clipping or the teacher may provide data from government report on poverty. Show movies 	The Learner will be able to: <ul style="list-style-type: none"> Explain causes and impact of economic issues such as, poverty, landlessness etc. Analyze the impact of social exclusion and vulnerability. Analyze historical trends in important developmental indicators, such as,

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					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.	literacy and poverty. <ul style="list-style-type: none"> Assess the impact of important government welfare programmes which aimed at (a) poverty alleviation; (b) ensure food security; (c) generate self-employment. Methodology used to estimate poverty and suitable measures taken by the government.
July (27)	<u>History</u> Nazism and the rise of Hitler	<ul style="list-style-type: none"> Lecture method A short video on Hitler Smart class-Extra Marks 	<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"> Individual Presentation Written Test Oral Quiz 	The Learner will be encouraged to: - <ul style="list-style-type: none"> 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. Record or 	The Learner will be able to show sensitivity and appreciation skills, for example, <ul style="list-style-type: none"> Empathizes with the people who were affected by wars and holocaust. Decides on the appropriateness of resources in historical events and developments Recalls names, places, dates, and people associated with some important historical events and

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					gather (from the internet) the interviews of living legends who have experienced trials and tribulations of Nazism.	developments such as the Russian Revolution, nationalism, Imperialism and colonialism.
August (23)	<u>Democratic Politics</u> Working of Institutions	<ul style="list-style-type: none"> ● Lecture method ● Oral Reading ● Dictating definitions of important terms used in the glossary. 	<u>Practical:</u> A Lok Sabha setup in which the Prime Minister, the Lok Sabha Speaker, Council of Ministers, the MLA's and the 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"> ● Oral Quiz ● Written Test 	The learner will be encouraged to: - <ul style="list-style-type: none"> ● Study features of different types of government and discuss. ● Study a few political developments and government decisions and look at them from the point of view of geographical importance and electoral constituencies. 	The Learner will be able to understand: - <ul style="list-style-type: none"> ● How is the country governed? ● What does the Parliament do in our democracy? ● What is the role of the President of India, Prime Minister and the Council of Ministers? ● How do these relate to one another?
September (24)	Revision and UNIT III Examinations conducted.					

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October (10)	<u>Geography</u> Climate	<ul style="list-style-type: none"> ● Lecture method ● Smart Class-Extra Marks ● Usage of Videos from the Internet ● PowerPoint Presentation 	<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"> ● Oral Quiz ● Written Test 	The Learner will be encouraged to: <ul style="list-style-type: none"> ● 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. ● Discuss how the climate of hilly regions is significantly different from the plains. ● Overlay maps showing physical features of India and relating it's climate. 	The Learner will be able to: <ul style="list-style-type: none"> ● Explain factors affecting climate, population distribution, flora and fauna of a region. ● Analyses and evaluates information, for example, ● Analyses different types of climate found in different regions of India and the world.
Novemb- er /Decemb- er	Revision and Final Assessment	-	=	-	-	-

PINEGROVE SCHOOL, SUBATHU
Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: Painting Elective Subject
Class: IX
Session 2024-25

Month/ No. of working days	Topic/Sub-topic	Teaching 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 18	<p><u>PRACTICAL WORK</u> Topic/Theme: Environment /people/object/tradition based</p> <ul style="list-style-type: none"> Outdoor Sketching Natural and manmade object <p>Sub-topic:</p> <ul style="list-style-type: none"> Line, shape, form, texture, color, space and perspective <p><u>THEORY</u> Topic/Theme:</p> <ul style="list-style-type: none"> What is art? What are the types of art? Fine arts <ul style="list-style-type: none"> -Visual arts -Performing arts Elements of art 	<ul style="list-style-type: none"> Sketch book Black board Wikipedia Natural things YouTube 	<ul style="list-style-type: none"> Practical study of nature (Experiential learning) Skill assessment 	<ul style="list-style-type: none"> Assessment of practical work. Daily portfolio assessment. 	<ul style="list-style-type: none"> The learner will be taken for a walk to explore nature. The learners will be encouraged to feel the light and shades or different surfaces of natural and manmade object. Groups will be made for foliage study. 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. Perspective (graphical)- Wikipedia <p>https://en.m.wikipedia.org/wiki/</p> <ul style="list-style-type: none"> Brunelleschi.Great cathedral mystery <p>https://www.youtube.com/wa</p>	<ul style="list-style-type: none"> The learners differentiate 2D and 3D art forms while drawing, painting, printing, or craft, clay modeling etc. The learners understand and explain the elements of visual arts. The learners appreciate the beauty of nature, color, form, light and shades, textures, and work of artist/artisans and beauty of manmade objects. The learners experiment with different methods and materials of visual arts.

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April 15	<p><u>PRACTICAL WORK</u> Topic /Theme: Environment /people/object/tradition based</p> <ul style="list-style-type: none"> Still life study <p>Sub-topic:</p> <ul style="list-style-type: none"> Form, Shape, Tone, texture and color <p><u>THEORY</u> Topic/Theme:</p> <ul style="list-style-type: none"> Limbs of art -Discussion on indian art and aesthetics Principles of art 	<ul style="list-style-type: none"> Sketch book Black board Wikipedia Natural things YouTube 	<ul style="list-style-type: none"> Practical study of nature(Experiential learning) Skill assessment 	<ul style="list-style-type: none"> Assessment of practical work. Daily portfolio assessment. 	<ul style="list-style-type: none"> Paintings of Jaun van der Harmen will be shown. https://www.saatchiart.com Objects will be arranged with drapery Still life done with Pencil and water color will be shown. https://www.pinterest.com/ Paintings of great Indian artists will be shown. https://www.thebetterindia.com https://www.mojarto.com Daily practice during art school and discussion about art and aesthetics. 	<ul style="list-style-type: none"> The learners will improve skills on use of line, color scheme and tones. The learners experiment with different methods and materials of visual arts. The learners appreciate the beauty of manmade objects and its color, form, light and shades, textures, and work of artist/artisans. The learners develop observation, recording, manipulation and application skills. The learners discover their potential for creativity, self-expression and visual awareness through painting.

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May 13	<u>PRACTICAL WORK</u> Topic /Theme: Environment /people/object/traditi	<ul style="list-style-type: none"> • Books • Wikipedia • Black board 	<ul style="list-style-type: none"> • Practical study of nature(Experiential learning) 	<ul style="list-style-type: none"> • Assessment of practical work. • Daily portfolio 	<ul style="list-style-type: none"> • The learners will Visit to e-museum <u>http://www.nationalmuseum</u> 	<ul style="list-style-type: none"> • The learners develop observation, recording,

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	on based Tradition based <ul style="list-style-type: none"> Folk Art Sub-topic: <ul style="list-style-type: none"> Limbs of art (Form, proportion, Expression, Resemblance, color and grace) Principles of art (Balance, Rhythm, Harmony etc.) 		<ul style="list-style-type: none"> Skill assessment 	assessment.	mindia.gov.in/collection.asp <ul style="list-style-type: none"> The learners will Visit to Folk art- Wikipedia https://en.m.wikipedia.org/ The learner would read and narrate stories from the lives of folk artists or about any folk art. The learners would be involved in making paintings and masks. A project would be given on any current situation which will be executed in any folk style. 	manipulation and application skills. <ul style="list-style-type: none"> The learners discover their potential for creativity, self-expression and visual awareness through painting. The learners experiment with different methods and materials of visual arts. The learners will instill respect for the folk artists and understands the regional traditional art.
June	Revisions, Exams, and assessment.	—	—	—	—	—
July 08	<u>PRACTICAL WORK</u> Topic/Theme: Environment /people/object/tradition based <ul style="list-style-type: none"> Clay modeling Sub-topic:	<ul style="list-style-type: none"> Wikipedia You Tube Books 	<ul style="list-style-type: none"> Practical study of nature(Experiential learning) Skill assessment Integration with history 	<ul style="list-style-type: none"> Assessment of practical work. 	<ul style="list-style-type: none"> The class will start with a story of konarak Temple The class will be watching a video of Indian temple sculpture. The class will be introduced with a book 	<ul style="list-style-type: none"> The learners develop observation, recording, manipulation and application skills. The learners

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	<ul style="list-style-type: none"> Form, proportion, texture and sculptural techniques. <p><u>THEORY</u></p> <ul style="list-style-type: none"> Understanding and appropriate use of: -Tools - Painting Materials -: Poster Colors, Water Colors, Oil Pastels and Pencils 				<p>of Indian architecture and discussed in detail about the patterns of different architectures.</p> <p>TEMPLE ARCHITECTURE OF INDIA by Dr. N.C Panda and Siva Negi Reddy</p> <p>INDIAN ARCHITECTURE by Percy Brown</p> <ul style="list-style-type: none"> Visit to e-museum http://www.nationalmuseumindia.gov.in/collection.asp You Tube video Henry Moor- The language of sculpture https://youtu.be/wEpbZxA2YVM Daily practice. 	<p>discover their potential for creativity, self-expression and visual awareness through sculptures.</p> <ul style="list-style-type: none"> The learners will instill respect for the folk artists and understand the regional traditional art. The learners appreciate the beauty of nature, color, form, light and shades, textures, and work of artist/artisans and beauty of manmade objects.
August 12	<p>Topic/Theme: Environment /people/object/tradition based</p> <ul style="list-style-type: none"> Print making <p>Sub-topic:</p> <ul style="list-style-type: none"> Form, proportion, texture, color and 	<ul style="list-style-type: none"> Books Wikipedia 	<ul style="list-style-type: none"> Live Demonstration Practical's Integration with history. 	<ul style="list-style-type: none"> Assessment of practical work. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> The learners Will be able to talk, discuss or appreciate the print making culture and will also understand the modern Indian print making

Month/ No. of working days	Topic/Sub-topic	Teaching 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>techniques.</p> <p><u>THEORY</u> UNIT-III: Story of Indian Art</p> <ul style="list-style-type: none"> Appreciation of Indian Art covering selected paintings, sculptures and architectural glimpses: <p>(i) Ulizard's Dance (Bhimbethaka) b) Sculptures (i) Yaksha – Yakshi at R.B.I. New Delhi (done by Ramkinker Vaij)</p>				<ul style="list-style-type: none"> Video will be shown on print culture and modern world <p>https://youtu.be/sD4C6NAR3JO</p> <ul style="list-style-type: none"> The learners will be involved in live demonstration The learners will make linocut prints. The learners will make a project on how print making culture helped industrial revolution to happen. 	<p>practice and connection to the traditional print making practice in the world.</p> <ul style="list-style-type: none"> The learners discover their potential for creativity, self-expression and visual awareness through print makings. The learners develop observation, recording, manipulation, and application skills.
September 19	<p><u>PRACTICAL WORK</u> Topic /Theme: Environment /people/object/tradition based</p> <ul style="list-style-type: none"> Painting Composition Painting Composition Imaginative 	<ul style="list-style-type: none"> Image references. Wikipedia Books 	<ul style="list-style-type: none"> Practical assignments Integrated with the history and techniques of water color, pencil shading and oil pastel etc. 	<ul style="list-style-type: none"> Assessments of practical work. Portfolio assessment. 	<ul style="list-style-type: none"> The class will start with a discussion on what we do on daily basis and what can be good composition in a painting practice. Paintings of great Indian artists are shown. <p>https://www.thebetterindia.com</p>	<ul style="list-style-type: none"> The learners Will be able to appreciate the beauty in nature and man-made objects using the different elements of art. Doing it practically they will improve skills on use of line,

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	<p>painting based on subjects from Life and Nature in water and poster colours with colour values.</p> <ul style="list-style-type: none"> Composition on daily life Sub- topic: Drawings of human and animal figures, perspective learning and color application. 				https://www.mojarto.com <ul style="list-style-type: none"> Children will be involved in a demonstration class on how to make abstract painting. 	<p>color scheme and tones.</p> <ul style="list-style-type: none"> The learners Would be able to understand the core values of an art piece. Understand the basic principles of colour. The learners Discover their potential for creativity, self-expression and visual awareness through painting.
October 21	<ul style="list-style-type: none"> Portfolio assessment <p><u>THEORY</u></p> <p>C) Architecture</p> <p>(i) Sun Temple (Konark, Odisha)</p> <p>(ii) Indian Folk Art – Paintings (Floor decoration) Alpana, Rangoli and Mandana</p>	<ul style="list-style-type: none"> Portfolio 	<ul style="list-style-type: none"> Portfolio design as a project. 	<ul style="list-style-type: none"> Portfolio assessment 	<ul style="list-style-type: none"> The learners will see a few examples of previously made portfolios. The learners will be involved in making a portfolio in a form of a project. 	<ul style="list-style-type: none"> 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. Students will get to know about the traditional indian art forms and will develop respect

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						towards the traditional indian folk and the cultural richness of our nation.

PINEGROVE SCHOOL, SUBATHU
Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: Hindustani Vocal Music
Class: IX
Session 2024-25

Month No of working days	Topic/Sub-topic	Teaching 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 (8)	Definition of the following. <ul style="list-style-type: none"> • Sangeet • Dhwani • Nada • Shruti • Swara • Saptak • Alankar • Thaata • Jati 	<ul style="list-style-type: none"> • Book • Class Board • Harmonium • Tanpura 	<ul style="list-style-type: none"> • Project will be given to research on topic. • A group discussion will take place during the class. • Practical explanation of Musical Terms 	<ul style="list-style-type: none"> • Oral Test • Written Test • Homework 	<ul style="list-style-type: none"> • Class will begin with a composition and students will be asked to identify the different actions or movements in singing. • General discussion about these movements and explanation of musical terms. • http://www.tanarang.com/english/glossary_eng.htm 	<ul style="list-style-type: none"> • Study about the Musical Terms will help the student to understand the meaning, importance, and application of the terms in Indian classical music. • These terms will help in improvisation of ragas.

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March (8)	Definition of the following. <ul style="list-style-type: none"> Laya Tala Matra Sam Tali Khali Vibhag 	<ul style="list-style-type: none"> Book Class Board Harmonium Tanpura 	<ul style="list-style-type: none"> Project will be given to research on topic. A group discussion will take place during the class. Practical explanation of Musical Terms 	<ul style="list-style-type: none"> Oral Test Written Test Homework 	<ul style="list-style-type: none"> Class will begin with a song and students will be asked to tab with the song and to identify the beat circle. General discussion about these movements and explanation of musical terms. 	<ul style="list-style-type: none"> Study about the Musical Terms will help the student to understand the meaning, importance, and application of the terms in Indian classical music. These terms will help in singing with rythem
April (16)	<ul style="list-style-type: none"> Raga Alhaiya Bilawal Raga Yaman Raga Kafi Aroha, avroha, pakad and one drut khayal in all ragas. 	<ul style="list-style-type: none"> PDF Files Electric Tanpura Electric Tabla Virtual Piano 	<ul style="list-style-type: none"> Creation of innovative swar patterns according to the nature of ragas. Documentation of swar combination in notebook. Practical practice of notes used in Raga Alhaiya Bilawal and Raga Yaman. One activity to identify songs composed in both ragas. 	<ul style="list-style-type: none"> Oral Test Home Assignment. Written test. 	<ul style="list-style-type: none"> Students will be provided with a manual Tanpura and then they will sing aroha-avroha of Raga Alhaiya Bilawal and Raga Yaman. One composition of Drut Laya will be taught with small improvisation and few tanas in each raga. Swar pattern and one composition in both ragas will be shared with students. https://www.youtube.com/watch?v 	<ul style="list-style-type: none"> Sings aroha, avroha and pakad of the ragas Identifies the swar patterns of the given ragas. Sings composition of Chhota Khayal. This study will help students to identify the music or songs based on these notes.

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					=vYL5ZONNzdQ • https://www.yout ube.com/watch?v =UoymDZjTuC8	

Month No of working days	Topic/Sub-topic	Teaching 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)	<ul style="list-style-type: none"> Swarmalika Lakshangeet Khyal One composition in each prescribed raga. 	<ul style="list-style-type: none"> PDF Files Text Books Tanpura Harmonium You Tube 	<ul style="list-style-type: none"> Experiential Learning: one project of creating a composition in one of the raga will be given to students. They will creat one swarmalika (composition of Notes) in any one raga. 	<ul style="list-style-type: none"> Oral Test Home Assignment. Written test. 	<ul style="list-style-type: none"> Class will start with one project of creating a composition in one of the ragas prescribed in syllabus. Students will be taught how to creat a composition in raga keeping vadi, samvadi, nyas, jati etc. terms in mind. https://www.youtube.com/watch?v=0ES8YfOTkaE 	<ul style="list-style-type: none"> Students will be able to understand Ragas with the help of lakshan Geet. They will be able to identify the different swar patterns of various ragas. They will be able to sing compositions in Ragas. This study will help students to identify the music or songs based on these notes.
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"> Identification of Ragas from phrases of swaras. 	<ul style="list-style-type: none"> Video Audio Tabla Tanpura 	<ul style="list-style-type: none"> Experiential learning: One activity to find similar swar pattern in Film/ Regional/ Folk Music etc. Documentation in notebook. 	<ul style="list-style-type: none"> MCQ Oral Test Assignment 	<ul style="list-style-type: none"> One activity in the beginning of the class to find out similar swar pattern in Film/ Regional/ Folk Music etc. Practice and techniques to identify the phrases in various ragas. https://www.youtube.com/watch?v=M876dYgl2mc 	<ul style="list-style-type: none"> Able to understand the swar pattern in different ragas. Helps to identify the ragas from music phrases, tunes or songs etc. Helpful in creating or composing own music.
August (16)	Notation System <ul style="list-style-type: none"> Pt. V.D. Paluskar Pt. V.N Bhatkhande 	<ul style="list-style-type: none"> Textbooks Wikipedia Video Clips Youtube 	<ul style="list-style-type: none"> Project: Collection of Photographs of these musician. Writing their contribution in Classical Music. To watch documentary on these musicians To understand the Notation System and difference between both. 	<ul style="list-style-type: none"> Oral Test MCQ Home work Assignment 	<ul style="list-style-type: none"> Documentary on musician will be shown before their life sketch. https://www.youtube.com/watch?v=j92P5N0qhPM https://www.youtube.com/watch?v=FkLUTZgkZr8 https://www.youtube.com/watch?v=ORPFjXxZzZs 	<ul style="list-style-type: none"> It will help to understand about the music scholars and their contribution towards the Indian classical music. Helpful in understanding the Notation signs and writing songs in notation.
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 (16)	Recitation of Talas: Dadra Keharwa Teentala Ektala	Tabla Audio Video	Practical practice to recite tala with hand gesture. Recite tala in ekgun dugun and chaugun keeping hand beat same	<ul style="list-style-type: none"> • MCQ • Oral Test • Homework 	<ul style="list-style-type: none"> • In the beginning of the class a demonstration will be shown on Tabla for better understanding. • They will be taught tala in ekgun dugun and chaugun keeping hand beat same. • https://www.youtube.com/watch?v=g-TlqIQ17NU 	<ul style="list-style-type: none"> • 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.
November/ December	Exams and assessment	—	—	—	—	—

PINEGROVE SCHOOL, SUBATHU
Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: Dance
Class: IX, X
Session 2024-25

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

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	<i>be interduce</i>					
APRIL (23 Days)	<u>FEET MOVEMONT</u> <u>OR</u> <u>PAD SANCHALAN</u> <ul style="list-style-type: none"> Tatkaar of Teen Taal (<i>Ekgun,TeengunDugun, Chaugun,Athgun</i>) Basic and advanced Hastamudra's Hand movements (Basic and advanced exercise with hands) 	By showing pictures, videos.	Inter disciplinary linkage: (with EVS, English and Hindi)	<ul style="list-style-type: none"> Assessment Practical 	Demonstration method, Verbally and Practically Learning by regular practices	Excercising of the hand movements and mudra's. The concentration level or thinking capacity widens. Flexibility of Hasta sanchalan
MAY (26 Days)	<u>Body Movements</u> <ul style="list-style-type: none"> Ang Pratyang Upaang <p><u>Ang</u> constitutes the main partsbof the body which are used while dancing Head,Hands,Chest,</p>	<ul style="list-style-type: none"> Videos Pictures 	Inter disciplinary linkage: (with EVS, English and Hindi)	<ul style="list-style-type: none"> Oral Assessment, Assessment Practical 	By showing them practical demonstration.	This should explain how Ang is assisted by Pratyang and Upaang to express the exact thought.

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	<p>Waist.</p> <p><u>Pratyang</u> constitutes those parts which helps the main parts to move neck,shoulder,arms,etc.</p> <p><u>Upaang</u> constitutes those small parts in the body which are very minute but are for the right expression like eyebrow,eyes,eyeball,etc.</p> <p><u>Kasak and Masak Bhavbhangima</u></p>	<p>Introducing Videos of great artists. For example:</p> <ul style="list-style-type: none"> • <i>Pt. Birju Maharaj</i> • <i>Sitara Devi</i> • <i>Pt.DurgaLaal, etc</i> <p>Videos of Hand movements and facial expression.</p>			<p>Facial expression demonstration.</p> <p>Body posture demonstration.</p> <p>Movements of eyes and neck.</p> <p>Movements of hands.</p>	
JUNE	TERM-1 EXAMINATION					
JULY (23 Days)	<u>Different types of rounds OrBhramriPurnachakkar, Aardhchakkar, Viprit and Aardhviprit</u>	Photos and sound of beats on Tabla or Pakhawaj	Inter disciplinary linkage: (with EVS, English and Hindi)	<ul style="list-style-type: none"> • Oral Assessment, 	Learning by regular practices	Development of Swiftness and sharpness.ofBhramri and various steps.

Month/ No of working days	Topic / Sub-topic	Teaching 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"> Sound of 4 beat Bhramri Sound of 3 beats Bhramri Sound of 2 beats Bhramri Sound of 1 beat Bhramri <p>Practice of coordination (<i>coordination between hand movements and foot work</i>)</p>	By showing videos	Inter disciplinary linkage: (with EVS, English and Hindi)	<ul style="list-style-type: none"> Assessment Practical 	Practice of coordination (<i>coordination between hand movements and foot work</i>)	<p>Idea of Chakkar learning how to perform different types of chakkar</p> <p>Coordination between hand movements and foot work increases.</p>
AUGUST (24 Days)	<p><u>Different types of foot work in Teen taal</u></p> <ul style="list-style-type: none"> Different types of Tihai's (1 avartan, 2 avartan, 3 avartan, FarmaishichakerdaarTihai, Palt, ladi, Laykarietc) <p><u>GROUP DANCES IN OTHER FORMS</u></p>	<ul style="list-style-type: none"> Wooden floor or Cemented floor Videos Ghungroo Folk Music on music system. 	Inter disciplinary linkage: (with EVS, English and Hindi)	<ul style="list-style-type: none"> Assessment, Practical Oral assesment 	<p>Regular Tatkaar practice</p> <p>Traditional movements of particular Folk dance.</p>	<p>Magic created by weaving different patterns of Laya.</p> <p>Folk dance forms and traditional tunes, songs with their particular</p>

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	To teach different types of group dances for various events.	<ul style="list-style-type: none"> Live music with the help of Folk instruments like Dolak,Naal, Duf,etc Showing the costumes, jewellery and makeup related to dance. 			Practice with costumes, jewellery and makeup related to dance.	<p>language should be taken by the students.</p> <p>Discussion regarding special elements in the performance costume, body movement, music.</p>
SEPTEMBER (16 Days)	<u>Basic Kathak Bol's in Teen Taal</u> <ul style="list-style-type: none"> Uthaan Thaat Salami Aamad Tukda Paran-Judi-Aamad ChakkardarTukda Farmaishi-ChakkardarTukda and Paran Parmelu and NatvariTukda and Paran 	<p>Live performances of various artists</p> <p>By showing pictures, videos.</p> <p>Charts for Mudra's</p>	Inter disciplinary linkage: (with EVS, English and Hindi)	<ul style="list-style-type: none"> Assessment Oral assessment Practical 	<p>Step by step demonstration of each Mudra,Hand movements and Foot work of Kathak Bol's.</p> <p>To show live performances.</p>	Concept of the Bol of the footwork and different patterns of laya on the percussion instrument.

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OCTOBER NO OF DAYS:27	<u>TO TEACH ANY KIND OF VANDANA</u> <ul style="list-style-type: none"> Guru Vandana Ganesh Vandana Shiv Stuti Devi Stuti Vishnu Stuti,etc 	<ul style="list-style-type: none"> Videos Mudra's on internet Body postures on internet Live or recorded music 	Inter disciplinary linkage: (with EVS, English and Hindi)	<ul style="list-style-type: none"> Oral assessment Practicals Teachers Feedback Assessments 	Demonstration, Discussion	Meaning full Shlokas to be understood.
	<u>Abhinaya with diffrent Feelings and Expressions (Navras)</u> <ul style="list-style-type: none"> Gat Bhava(Raasleela,D raupadicheerhran, MakhanChori,etc) Gat Nikas(Kasak and masak in hand movements and Padsanchalan) Kavit(Holi,ShivTandav,Krishanchedhad,etc) Thumri(Shringar,B hakti, Virah,etc) 	Rasa-films,televisionserials,video films of various artists.			By discussing Mythological stories. Demonstration of dance-dramas to be shown. Practical and verbal demonstration of various characters.	Understanding of instruments, make up, costume and other accessories. 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
	<u>SPEAKING SKILLS (Padhant)</u> To speak Kathak Bol and Tihai with Laya and Taal.	To teach Padhant with the help of percussion instruments.			To teach Padhant by clapping of hands and following the percussion instruments.	Virtues of different mythological beings like:- Siddhi Vinayak-Ganesh AangikamBhavana m-Shiva

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						NagenderHarai-Shiva Shantakaram-Vishnu Have to be understood by students
NOVEMBER (19 Days)	ACADEMICREVISION					

PINEGROVE SCHOOL, SUBATHU
Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: Artificial intelligence (417)
Class: IX
Session 2024-25

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/M CQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
March	Communication Skills I <ul style="list-style-type: none"> • Definition of communication • Factors affecting perspective in communication • Perspective in communication • Effective ways of communication • Types of communication • 3 piece of public speaking • Writing skills • Phrases sentences and its types • Construction of paragraph • Parts of speech • Use of articles. Self Management Skills I <ul style="list-style-type: none"> • Meaning of Self Management • Understanding about oneself • Self confidence • Self management skills • Steps for building self confidence • Qualities of self confident person • Factors that help in self confidence • Self confidence building tips 	<ul style="list-style-type: none"> • Textbook • Digitizer • Videos • Presentations 	<ul style="list-style-type: none"> • Writing prose and cones of written verbal and non verbal communication. • Listening do's and don'ts for avoiding common body language mistakes. • Constructing sentences for providing descriptive and specific feedback • Enlisting barriers to effective communication • Applying measures to overcome barriers in communication • Demonstrating in practice of writing sentences and paragraphs on topic related to the subject. <p>Exercises on Boosting self confidence.</p>	<ul style="list-style-type: none"> • Assignments • MCQ Quiz (Chapter-Wise) Objective Test 		Demonstrate knowledge of various methods of communication, provide descriptive and specific feedback, apply measures to overcome barriers in communication apply principles of communication, demonstrate basic writing skills.

	Introduction to AI <ul style="list-style-type: none"> • What is intelligence? • Introduction to AI • Of ai • AI around us • World famous AI machines • History of AI • AI In India • Importance of AI • Future of AI • Human machine interaction • Domains of AI • Concept of smart living • Sustainable development goals • Applications of AI in real life • Career in AI • Case study of AI startups in India • AI buyers and AI access • Advantage of AI • Disadvantage of AI 					<ul style="list-style-type: none"> • Students will be able to describe intelligence, process of decision making • Students will be able to identify various applications of AI around them. • Students will be able to Appreciate the application of AI.
April	Basic I C T skills <ul style="list-style-type: none"> • Meaning of ICT • Input and output devices • Processing devices • Computer memory • Measuring unit for memory • Peripheral devices port n • Motherboard • Operating systems and its types • Functions of operating system • Booting • Windows 10 operating system • Common desktop operations • Files and folders in Windows 10 • Mouse and keyboard operations • Internet its history and terminologies associated with it 	<ul style="list-style-type: none"> • Textbook • Digitizer • Videos • Presentations • Computer parts 	<ul style="list-style-type: none"> • Identification of taskbar icons menu etc. • Demonstration and practicing of creating, renaming and deleting files and folders saving files in folders and subfolders, restoring files and folders from Recycle bin. • Using keyboard and mouse • Cleaning monitor screen • Checking connections of various input output devices to CPU 	<ul style="list-style-type: none"> • Assignments • MCQ Quiz (Chapter-Wise) • Objective Test (Chapter-Wise) • Random Oral testing • Notes Preparation 	<ul style="list-style-type: none"> • Videos • Presentations • Hands-on practice 	<ul style="list-style-type: none"> • Understanding of various components of a computer system • Distinguish different operating systems

	<ul style="list-style-type: none"> • Applications of Internet • Protocols • Components of Internet • Email and social media • Digital India 					
May	AI Project Cycle <ul style="list-style-type: none"> • AI project cycle framework • Iterative nature of problem scoping • AI ethics practiced while developing AI project • Setting goals of an ai project • Problem statement template • Data and data acquisition • System map and data visualization • Data visualization tools and different ways to visualize data • Modelling • Difference between AI, ML and DL 	<ul style="list-style-type: none"> • Textbook • Digitizer • Smart Class System • Videos • Presentations 	<ul style="list-style-type: none"> • Problem scoping practice for various real life problems. • Creating different types of charts in Excel to visualize data • Preparing a chart paper design to depict various ai project cycle stages.(Group activity) • Preparing chart based on 4W's problem canvas (Group activity) • Preparing chart on workings of Neural Network (Group activity) 	<ul style="list-style-type: none"> • Assignments • MCQ Quiz (Chapter-Wise) • Objective Test (Chapter-Wise) • Random Oral testing • Notes Preparation 	<ul style="list-style-type: none"> • Videos • Presentations 	<ul style="list-style-type: none"> • Students will be able to describe how does an ai project gets developed. • Students will know about various stages of AI project cycle • Students will understand about the neural networks, its importance and features.
June	Revision and assessment					
July	Entrepreneurial Skills I <ul style="list-style-type: none"> • Definition of business • Types of business • Features of different types of businesses • Firms of business organisations • Steps of starting a business • Definition of entrepreneur and entrepreneurship 	<ul style="list-style-type: none"> • Textbook • Digitizer • Smart Class System • Videos • Presentations 	<ul style="list-style-type: none"> • Writing a note on entrepreneurship as career option • Collecting success stories of first generation and local entrepreneurs. 	<ul style="list-style-type: none"> • Assignments • MCQ Quiz (Chapter-Wise) • Objective Test (Chapter-Wise) • Random Oral testing • Notes Preparation 	<ul style="list-style-type: none"> • Videos • Presentations • W3school.com 	Students will be able to list the characteristics of successful entrepreneur and look for career in entrepreneurship.

	<ul style="list-style-type: none"> • Characteristics and roles of an entrepreneur • Core skills of a successful entrepreneur • Challenges of an entrepreneur • Difference between businessmen and entrepreneurs Introduction to python <ul style="list-style-type: none"> • Steps involved in computer problem solving • Control structure • Algorithm and flow charts • Code combat • Python and its features • Uses of python • Rule of python and AI • Installing and working in python 	ns				
August	Green Skills I <ul style="list-style-type: none"> • Environment and ecosystem • Relationship between society and environment • Natural resources and its conservation • Saving environment using 3R's • Factors causing environmental imbalance • Green economy and green skills • Green projects in India Introduction to python (contd...) <ul style="list-style-type: none"> • Python character set • Statements in python • Tokens • Operator presidents • Comments in python • Print function in python • Input function in python 	<ul style="list-style-type: none"> • Smart Class System • Videos 	<ul style="list-style-type: none"> • Write a programme in python to access data from csv file. <p>Write a programme in python to create a chart based on data obtained from Excel sheet.</p>	<ul style="list-style-type: none"> • Identify the problems related to sustainable development in the community. 	<ul style="list-style-type: none"> • Presentations • W3school.com 	<p>Students will be able to explain the meaning and the need of sustainable development.</p> <p>Students will have detailed idea about data science, its application, data visualization through python, file data access using python</p>

September	Introduction to python (contd...) <ul style="list-style-type: none"> • Errors in python • Control statements • Sequential statements • Selection statements • Iterative statements • List in python 	<ul style="list-style-type: none"> • Textbook • Digitizer • Smart Class 	<ul style="list-style-type: none"> • Write a programme in python using if, else statement. • Write a programme in python to generate table of forgiven number • Write a programme to cheque if a given number is even or odd • Write a programme in python to create a list of names entered by a user 	<ul style="list-style-type: none"> • Objective Test (Chapter-Wise) • Random Oral testing 	Hands on practices and practical questions	<ul style="list-style-type: none"> • Students will be able to identify various errors in their python programmes • Students will be able to write programme with if else statement • Students will be able to write python programmes using various loop in python
October	<ul style="list-style-type: none"> • Chapterwise Revision of Part B 	<ul style="list-style-type: none"> • Textbook • Digitizer • Smart Class System • Videos • Presentations 		<ul style="list-style-type: none"> • MCQ Quiz (Chapter-Wise) • Objective Test (Chapter-Wise) • Random Oral testing Notes Preparation		Practical assessment (Python Basics)
November	Revision	<ul style="list-style-type: none"> • Smart Class System 		<ul style="list-style-type: none"> • MCQ Quiz (Chapter-Wise) • Objective Test (Chapter-Wise) 		
December	Revision and assessment					

PINEGROVE SCHOOL, SUBATHU
Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: Information Technology (402)
Class: IX
Session 2024-25

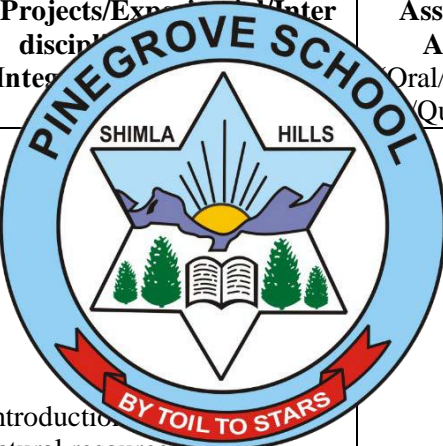
Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
March	Part A Unit 1: Communication Skills-1	<ul style="list-style-type: none"> •Textbook •Digitizer •Videos •Presentations 	<ul style="list-style-type: none"> • Listing do's and don'ts for avoiding common body language mistakes • Group Discussion on factors affecting perspectives in communication 	<ul style="list-style-type: none"> • MCQ Quiz (Chapter-Wise) Objective Test 	Demonstration and practice of writing sentences and paragraphs on topics related to the subject	<ul style="list-style-type: none"> • Demonstrate knowledge of various methods of communication • Identify elements of communication cycle • Identify the factors affecting our perspectives in communication • Demonstrate the knowledge of basic writing skills
	<ul style="list-style-type: none"> • Communication • Effective ways of Communication • 3P's of Public Speaking • Factors • Types of Communication • Writing Skills • What is a Sentence? • Parts of Speech • When no articles are used • Phrases • Construction of a Paragraph • Use of Articles Part A Unit 3 <ul style="list-style-type: none"> • Introduction to 	<ul style="list-style-type: none"> •Textbook •Digitizer •Videos 	<ul style="list-style-type: none"> • Connecting the cables and peripherals to the CPU • Identification of the carious input and output units and 	<ul style="list-style-type: none"> • MCQ Quiz 	Demonstrate the use of various components and peripherals	<ul style="list-style-type: none"> • Demonstrate basic computer skills

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	ICT <ul style="list-style-type: none"> • Role and importance of ICT • ICT Tools • Computer System • Hardware & Software • Role of RAM, ROM, CPU • Peripheral Devices • Primary Operations 	<ul style="list-style-type: none"> • Presentations 	explanation of their purposes			
April	Part B Unit 1 Introduction to IT-ITeS Industry <ul style="list-style-type: none"> • Information Technology • Information Technology – Enabled Services • Business Process Outsourcing • Application of IT 	<ul style="list-style-type: none"> • Textbook • Digitizer • Videos • Presentations 	Identify and list the various IT enabled services, Observe the application of IT in various areas.	<ul style="list-style-type: none"> • Assignments • MCQ Quiz (Chapter-Wise) • Objective Test (Chapter-Wise) • Random Oral testing • Notes Preparation 	<ul style="list-style-type: none"> • Introduction to IT and ITeS, BPO services 	<ul style="list-style-type: none"> • Appreciate the applications of IT

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	Part B Unit 2 <ul style="list-style-type: none"> Data Entry and Keyboarding Skills 	<ul style="list-style-type: none"> Textbook Keyboard Rapid Typing Software 	Identify the keys and use on the keyboard. Practice the correct typing ergonomics Practice to place fingers on correct key in four different row of keyboard Use of Rapid Typing Tutor for Practice	<ul style="list-style-type: none"> Quizzes 	<ul style="list-style-type: none"> Keyboarding skills Types of keys Positioning of fingers 	Use of Keyboard and mouse for data entry
May	Part B Unit 3 Digital Documentation <ul style="list-style-type: none"> Word Processor Open, Close, Save Document Undo Redo, Cut, Copy, Paste, Find and Replace, Spell Check Formatting Text , Page , Paragraph Table, Printing Mail Merge 	<ul style="list-style-type: none"> Textbook Digitizer Smart Class System Videos Presentations 	Discuss the different word processors Introduce with the parts of the main window Working on Document	<ul style="list-style-type: none"> Assignments MCQ Quiz (Chapter-Wise) Random Oral testing Notes Preparation 	<ul style="list-style-type: none"> Introduction to word processing application Different tools Applying editing features Applying formatting features 	<ul style="list-style-type: none"> Child will be able to create documents with basic paragraph formatting, font formatting.

Month No of working days	Topic/Sub-topic	Teaching 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	Revision, Exams and Assessment					
July	Part B Unit 4 Electronic Spreadsheet <ul style="list-style-type: none"> • Spreadsheet • Open, Close, Save workbook • Entering data • Types of data • Insert column/row • Functions • Find replace • Sorting • Filtering • Cell referencing • Creating charts 	<ul style="list-style-type: none"> • Textbook • Digitizer • Videos • Presentations 	<ul style="list-style-type: none"> • Demonstrate the use of dialog boxes to format values • Demonstrate the usage of functions • Demonstrate References • Illustrate the example of chart in a spreadsheet 	<ul style="list-style-type: none"> • MCQ Quiz (Chapter-Wise) • Random Oral testing • Notes Preparation 	<ul style="list-style-type: none"> • Videos • Presentations 	Students will be able to create spreadsheet with basic functions with using different references.
August	Part B Unit 5 Digital Presentation <ul style="list-style-type: none"> • Open office Impress • Slide views 	<ul style="list-style-type: none"> • Presentations • Videos 	Practical: Create a good presentations using different features and options available in the Impress	<ul style="list-style-type: none"> • MCQ Quiz (Chapter-Wise) • Random Oral testing • Notes Preparation 	<ul style="list-style-type: none"> • Videos • Presentations 	Students will be able to create a presentation, work with the slides, create and use tables, Insert and format images, work with slide

Month No of working days	Topic/Sub-topic	Teaching 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"> • Creating a presentation • Slide Transition • Custom Animation • Adding images/ Formatting / Drawing graphics objects • Working with slide masters • Grouping and Ungrouping objects 					master
September	Part A Unit 2: Self-Management Skills <ul style="list-style-type: none"> • Self-Management Skills • Building self confidence • Qualities of Self Confidence Person • Self- Confidence Building Tips 	<ul style="list-style-type: none"> • Textbook • Presentation • Videos 	Identifications of self-management skills Strength and weakness analysis	• Random Oral testing	<ul style="list-style-type: none"> • Videos • Presentations 	Identify the factors that helps in building self - confidence
October	Part A Unit 4: Entrepreneurial Skills-1 <ul style="list-style-type: none"> • Types of Business Steps of starting business, Entrepreneurship, Characteristics of an 	<ul style="list-style-type: none"> • Textbook • Videos • Presentations 	Group Discussion on role and features of entrepreneurship Identify core skills of successful entrepreneur	<ul style="list-style-type: none"> • MCQ Quiz (Chapter-Wise) Random Oral testing Notes Preparation 		<ul style="list-style-type: none"> • Students will be able to describe importance of green economy and green skills

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiments/Field Work/Inter disciplinary Integ	Assignment and Assessments Oral/Written/MCQs (Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	Entrepreneur, Challenges and rewards, Difference between Businessman and Entrepreneur Part A Unit 5: Green Skills-1 • Environment, Ecosystem, Natural Resources conservation, Green skills etc.		 Introduction of natural resources conservation, Definition and importance of green economy			
November	Lab Test, Report File, Viva and Project Work					
December	Revision, Exams and Assessment					

PINEGROVE SCHOOL, SUBATHU
Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: ENGLISH COMMUNICATIVE (101)
Class: X
Session 2024-25

Month No of working days	Topic/Sub-topic	Teaching 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 (04)	LITERATURE READER F-1 Two Gentlemen of Verona	<ul style="list-style-type: none"> Explanation/Discussion Use of dictionary E-book/PDF of the chapter (NCERT book) Chalk, board, duster Computer Aided Teaching (Extramarks/PPT/ Videos/Images) Reference: Extracts from Zlata's Diary 	<ul style="list-style-type: none"> • <u>Experiential learning:</u> Videos, Sharing of experiences, Discussion/Debate • <u>Inter disciplinary linkage:</u> With Social Science – World War 1&2, war scenarios, geographical locations • <u>Art-Integration:</u> Mind Map - Character sketches • <u>Skill assessment</u> (Reading, Listening, Speaking, Writing skills) • <u>Grammar:</u> Phrasal verbs • <u>Writing task:</u> Article Writing, Diary Entry related to the chapter 	<ul style="list-style-type: none"> • Quiz • Oral tests/PK testing • Written tests • Classroom discussions based on textual topics • Notebook evaluation of practice questions. • Practice of MCQ based questions (Resources to be used: CBSE Sample papers- Class10, KVS 10th Model papers) 	<ul style="list-style-type: none"> • Loud Reading of the chapter with correct pronunciation, stress, intonation, pause and articulation of voice. • Discussion of the chapter • Difficult words and terms would be discussed • Silent reading of the chapter • Writing the literary devices with examples from the chapter • Guided practice followed by Independent Practice – All possible Ques/Ans will be discussed in the classroom. 	<p>The learner will be able to:</p> <ul style="list-style-type: none"> • Justify the title of the chapter • List the qualities of a gentleman • Analyze that appearances are deceptive • Infer that the story promises hope for society • Portray the characters who endure hardship to achieve a higher goal • Learn the values of family life • Be inspired to fight adversities of life with determination and will power • Learn to face difficulties without cribbing

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

Month No of working days	Topic/Sub-topic	Teaching 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>possible Ques/Ans will be discussed in the classroom.</p> <ul style="list-style-type: none"> Techniques to be used: <p>Group Discussion Questioning Think Pair Share MCQ</p>	<ul style="list-style-type: none"> Discuss how the tiger is an endangered species Develop a sense of responsibility towards the environment and the elderly Inculcate values in themselves Critique and justify the role of human emotions in decision-making Understand dramatic irony
April (13)	<p>LITERATURE READER</p> <p>F-3 The Letter</p> <p>P-2 Not Marble nor the Gilded Monuments (Sonnet 55)</p> <p>MAIN COURSE BOOK</p>	<ul style="list-style-type: none"> Explanation/Discussion Use of dictionary E-book/PDF of the chapter (NCERT book) Chalk, board, duster Computer Aided Teaching (Extramarks/PPT/ Videos/Images) 	<ul style="list-style-type: none"> <u>Experiential learning:</u> Videos, Sharing of experiences, Discussion/Debate <u>Inter disciplinary linkage:</u> With Social Science – people and monuments <u>Art-Integration:</u> Mind Map - Character sketches, Role 	<ul style="list-style-type: none"> Quiz Oral tests/PK testing Written tests Classroom discussions based on textual topics Notebook evaluation of practice questions. Practice of MCQ based questions 	<ul style="list-style-type: none"> Loud Reading/Recitation with correct pronunciation, stress, intonation, pause and articulation of voice. Discussion of the chapter Difficult words and terms would 	<p>The learner will be able to:</p> <ul style="list-style-type: none"> Describe the importance of love and separation in one's life Sketch a pen-portrait of Ali and the Postmaster Can narrate events and

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	Unit – 2 Education A-D Grammar: Integrated grammar Writing: Placing an Order and Cancellation Story Writing		play ● <u>Skill assessment</u> (Reading, Listening, Speaking, Writing skills) <u>Writing task:</u> Letter Writing/ Diary Entry related to the chapters	(Resources to be used: CBSE Sample papers- Class10, KVS 10 th Model papers)	be discussed ● Silent reading of the chapter ● Writing the literary devices with examples from the chapter ● Guided practice followed by Independent Practice – All possible Ques/Ans will be discussed in the classroom. ● Techniques to be used: Group Discussion Questioning Think Pair Share MCQ	complete the given story ● Can understand the theme of the story/poems ● Understand the importance of communication ● Critique and justify the role of human emotions ● recite, understand and appreciate prose/poetry as a literary form and identify the rhyming scheme and poetic devices ● Describe how monuments and statues brave the ravages of time
	Unit-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
May (25)	LITERATURE READER P-3 Ozymandias MAIN COURSE BOOK Unit – 3 Science A-D Grammar: Integrated grammar Writing: Article Writing	<ul style="list-style-type: none"> Explanation/Discussion Use of dictionary E-book/PDF of the chapter (NCERT book) Chalk, board, duster Computer Aided Teaching (Extramarks/PPT/Videos/Images) Reference: Rameses II 	<ul style="list-style-type: none"> <u>Experiential learning:</u> Videos, Sharing of experiences, Discussion/Debate <u>Inter disciplinary linkage:</u> With Social Science – people and monuments <u>Art-Integration:</u> Mind Map - Character sketches, Role play <u>Skill assessment</u> (Reading, Listening, Speaking, Writing skills) 	<ul style="list-style-type: none"> Quiz Oral tests/PK testing Written tests Classroom discussions based on textual topics Notebook evaluation of practice questions. Practice of MCQ based questions (Resources to be used: CBSE Sample papers- Class10, KVS 10th Model papers) 	<ul style="list-style-type: none"> Recitation of the poem with correct pronunciation, stress, intonation, pause and articulation of voice. Discussion of the chapter Difficult words and terms would be discussed Silent reading of the chapter Writing the poetic devices with examples from the chapter Guided practice followed by Independent Practice – All possible Ques/Ans will be discussed in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share MCQ 	The learner will be able to <ul style="list-style-type: none"> Critique and justify pride and power and its temporary nature recite, understand and appreciate poetry as a literary form and identify the rhyming scheme and poetic devices Describe how monuments and statues brave the ravages of time Identify language and structural choices made by the poet

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	Unit-II					
June (01) July (27)	LITERATURE READER F-4 A Shady Plot P-4 Snake MAIN COURSE BOOK Unit – 4 Environment A-E Grammar: Integrated grammar Writing: Letter of Complaint Story Writing	<ul style="list-style-type: none"> Explanation/Discussion Use of dictionary E-book/PDF of the chapter (NCERT book) Chalk, board, duster Computer Aided Teaching (Extramarks/PPT/ Videos/Images) 	<ul style="list-style-type: none"> <u>Experiential learning:</u> Videos, Sharing of experiences, Discussion/Debate <u>Art-Integration:</u> Mind Map - Character sketch <u>Skill assessment</u> (Reading, Listening, Speaking, Writing skills) 	<ul style="list-style-type: none"> Quiz Oral tests/PK testing Written tests Classroom discussions based on textual topics Notebook evaluation of practice questions. Practice of MCQ based questions (Resources to be used: CBSE Sample papers- Class10, KVS 10th Model papers) 	<ul style="list-style-type: none"> Loud Reading/Recitation with correct pronunciation, stress, intonation, pause and articulation of voice. Discussion of the chapter Difficult words and terms would be discussed Silent reading of the chapter Writing the literary devices with examples from the chapter Guided practice followed by Independent Practice – All possible Ques/Ans will be discussed in the classroom. Techniques to be used: Group Discussion 	The learner will be able to: <ul style="list-style-type: none"> Understand and justify the title of the story Understand the author's/poet's style of writing Can narrate events and complete the given story Can understand the theme of the story/poem Appreciate/Critique horror fiction/ghost stories Sensitize to the feelings of an individual recite, understand and appreciate poetry as a literary form and identify the rhyming scheme and poetic

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


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

Month No of working days	Topic/Sub-topic	Teaching 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	
	Unit-III					
October (10)	LITERATURE READER MAIN COURSE BOOK REVISION Grammar: Integrated grammar Writing: Practice	<ul style="list-style-type: none"> Explanation/Discussion Use of dictionary E-book/PDF of the chapter (NCERT book) Chalk, board, duster Computer Aided Teaching (Extramarks/PPT/Videos/Images) 	<ul style="list-style-type: none"> <u>Experiential learning</u> <u>Inter disciplinary linkage:</u> Mind Map: Character sketches <u>Skill assessment</u> (Reading, Listening, Speaking, Writing skills) 	<ul style="list-style-type: none"> Quiz Oral tests/PK testing Written tests Classroom discussions based on textual topics Notebook evaluation of practice questions. Practice of MCQ based questions (Resources to be used: CBSE Sample papers- Class10, KVS 10th Model papers) 	<ul style="list-style-type: none"> Loud Reading/Recitation with correct pronunciation, stress, intonation, pause and articulation of voice. Discussion of the chapter Difficult words and terms would be discussed Silent reading of the chapter Writing the literary devices with examples from the chapter Guided practice followed by Independent Practice – All possible Ques/Ans will be discussed in the classroom. Techniques to be 	The learners <ul style="list-style-type: none"> devise strategies to revise and edit their work. collaborate with their peers to revise. learn to manage their time during exams. brush up and reinforce what they have learnt. feel more confident and equipped to approach exams with less anxiety and stress.

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					used: Group Discussion Questioning Think Pair Share MCQ	
November (23)	Revision			Revision in the form of Quizzes, Discussions, Doubt Clarification, Oral tests, Class tests		The learners <ul style="list-style-type: none"> • devise strategies to revise and edit their work. • collaborate with their peers to revise. • learn to manage their time during exams. • brush up and reinforce what they have learnt. • feel more confident and equipped to approach exams with less anxiety and stress.
December (12)	Final exams					


<p style="text-align: center;">पाइनग्रीव स्कूल संबद्धीकरणसंख्या630065; स्कूलकोड: 43054 वार्षिकशिक्षाशास्त्रयोजना : हिन्दी (085) कक्षा : दस सत्र: 2024-25</p>						
महीना /कार्यदिव सोंकीसं ख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंप र्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिज़ / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएँ	अध्ययनकेपरिणाम
MARCH	<p>पुस्तक - स्पर्श (भाग -२)</p> <p>बड़ेभाईसाहब</p>	<ul style="list-style-type: none"> पावरप्वाइंट, प्रस्तुति वीडियो https://www.youtube.com/watch?v=AEs5hZtYtEA ई-बुक फ्लोचार्ट कंस्ट्रक्शनपेपर (Construction paper) धागा लकड़ियाँ कैंची कलरपेंसिल्स टेप रिबन 	<p>आनुभविकज्ञानार्जन बच्चे घर में अपने छोटे या बड़े होने के अनुभव सांझा करेंगे। (चर्चाद्वारा)</p> <p>कलासमेकितज्ञानार्जन</p> <ul style="list-style-type: none"> वाद-विवाद का आयोजन किया जाएगा। अनुशासन बनाए रखने के लिए प्राचीन या आधुनिक युक्तियों में कौन सी युक्ति बेहतर है। नाटक- बच्चेनाटककीपटकथा लिखेंगे। पात्रोंकाचयनकरेंगे अभिनयप्रस्तुति देंगे। कला अध्यापक / अध्यापिका तथा खेल अध्यापक / अध्यापिका की सहायता से बच्चों को पतंग बनानी व 	<ul style="list-style-type: none"> परावर्तन (reflection) शिक्षक/की प्रतिपुष्टि (feedback) छात्र / छात्रोंकीप्रतिपुष्टि (feedback) प्रश्न-उत्तर बहुवैकल्पिक प्रश्न लिखितव मौखिकपरीक्षा 	<p>आइस-ब्रेकिंगगतिविधि अध्यापक /अध्यापिकाबच्चोंसेउन केघरमेंछोटेयाबड़ेहोने केअनुभवपूछेगी /गा। बच्चे घर में अपने छोटे या बड़े होने के अनुभव सांझा करेंगे।</p> <p>बच्चों से उनकी रुचियों के बारे में पूछा जाए गा, जिससे हम इस निष्कर्ष पर पहुँचेंगे कि बच्चों को खेलना - कूदना, बातें करना , अभिनय करना अच्छा लगता है।</p> <p>विषय कीघोषणा विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्नपूछना खुले अंत वाले प्रश्न पुनरावृत्ति 	<p>विषय संबंधी</p> <ul style="list-style-type: none"> पठनकौशलकाविस्तार लेखनकौशलकाविस्तार वाचनकौशलकाविस्तार नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करना पाठ का सारांश अपने शब्दों में सुनना रचनाकार के उद्देश्य को स्पष्ट करना मुहावरों के अर्थ बताना <p>कलासंबंधी</p> <ul style="list-style-type: none"> वाचन कला का सुधार अभिनय कला का विस्तार पतंग बनाना व उड़ाना सीखना प्राचीन खेल गुल्ली डंडा खेलना

महीना /कार्यदिवसोंकीसंख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएँ	अध्ययनकेपरिणाम
			उड़ानी सिखाई जा सकती है ।			नैतिक मूल्य पारम्परिकभारतीयसमाजमें छोटेभाईकोसहीरास्तेपरबनाए रखनेकेलिएबड़ेभाईद्वाराकिए जानेवालेत्यागकोरेखांकितकरना।
मध्यम प्रथमसत्र	पुस्तक - स्पर्श (भाग -२) साखी	पावरप्वाइंट, वीडियो https://www.youtube.com/watch?v=AGyyvjVXMA <ul style="list-style-type: none"> ई-बुक ब्लैकबोर्ड , चाक , डस्टर 	आनुभविकज्ञानार्जन बच्चेमानवीयमूल्योंकेस्त्रोत केबारेमेंअपनेविचारप्रस्तुत करेंगे।अपनेपिछलेअनुभवों केआधारपरवेबताएँगेकिउन्होंनेमानवीयमूल्य / नैतिकमूल्यकहाँसेसीखे। <ul style="list-style-type: none"> दोहे, गीत , साखियाँ , कहानियाँनैतिकमूल्यों काखज़ानाहै , बच्चोंकेअनुभवोंसेनिकलकरआएगा। कलासमेकितज्ञानार्जन <ul style="list-style-type: none"> -बच्चे साखियों को गाकर सुनाएँगे । साखियोंकीअंत्याक्षरीकरवाईजाएगी। निम्नलिखितविषयोंपर समूह चर्चा, भाषण, आशुभाषण करवाए	<ul style="list-style-type: none"> परावर्तन (reflection) शिक्षक/की प्रतिपुष्टि (feedback) छात्र / छात्रोंकीप्रतिपुष्टि (feedback) प्रश्न-उत्तर बहुवैकल्पिक प्रश्न लिखितव मौखिकपरीक्षा 	आइस-ब्रेकिंगगतिविधि अध्यापक / अध्यापिकाबच्चोंकोकक्षामेंअच्छेव्यक्तिकेगुणों केबारेमेंबोलनेकेलिएप्रोत्साहितकरेगी/ गातथाक्रमवारबोर्डपर लिखेगी / गा। 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 विषय की घोषणा की जाएगी। विषय विस्तार कबीरजीकेजीवनकीजानकारीवीडियोद्वारादी	विषय संबंधी <ul style="list-style-type: none"> पठनकौशलकाविस्तार लेखनकौशलकाविस्तार वाचनकौशलकाविस्तार नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करना दोहों के अर्थ समाज सुधारक संत कवि कबीर के बारे में जानकारी कला संबंधी <ul style="list-style-type: none"> गायनकौशल वाचन कला का सुधार नैतिक मूल्य <ul style="list-style-type: none"> धर्मकेनामपरबाहरीआडम्बरोंसेदूररहना। भगवानहरस्थानपरवासकरतेहैं।

महीना /कार्यदिवसोंकीसंख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएँ	अध्ययनकेपरिणाम
			<p>जासकतेहैं</p> <ul style="list-style-type: none"> मज़हब नहीं सिखाता आपस में बैर रखना राजनीति में धर्म का स्थान नहीं होना चाहिए ऐसी वाणी बोलिये मन का आप खोये कस्तूरी कुंडली बसे अहंकार बनाम सर्वनाश निंदक नेडा राखिये पोथी पढ़ी पढ़ी जग मुवा <p>... बहुविषयकसहलग्रता (Multidisciplinary linkage)</p> <ul style="list-style-type: none"> सामाजिकअध्ययनऔर विज्ञानविषयकेअंतर्गत कस्तूरीमृगकीजानकारी दीजाएगी।  <p>दुर्लभवन्यजीवप्रजाति 'कस्तूरीमृग' उत्तराखंडकाराज्यवन्यपशुहै। जिसकीगिनतीजंगलकेखूब</p>		<p>जाएगी।</p> <ul style="list-style-type: none"> कविता पाठ व्याख्या चर्चा सम्बंधित प्रश्न खुले अंत वाले प्रश्न पुनरावृत्ति 	<ul style="list-style-type: none"> हमेंघमंडनहींकरनाचाहिए। दूसरोंकेसाथमीठीवाणीका प्रयोगकरनाचाहिए। निंदककामहत्वसमझना।


महीना /कार्यदिवसोंकीसंख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएँ	अध्ययनकेपरिणाम
			<p>सूरतजीवोंमेंहोतीहै।कस्तुरी मृगको 'हिमायलनमस्कडियर' केनामसेभीजानाजाताहै।वैसे इसकावैज्ञानिकनाम 'मास्कसक्राइसोगौ' है</p> <p>https://hindi.nativeplanet.com/travel-guide/musk-deer-reserved-sanctuaries-state-animal-of-uttarakhand-kasturi-mrig-hindi/articlecontent-pf20118-002835.html</p>			
MARCH	<p>पुस्तक - संचयन (भाग -२)</p> <p>हरिहरकाका</p> <p>प्रथमसत्र</p>	<ul style="list-style-type: none"> पावरप्वाइंट, खुलेअंतवालेप्रश्न वीडियो https://www.youtube.com/watch?v=tUIQGTleQM0 ई-बुक 	<p>आनुभविकज्ञानार्जन</p> <ul style="list-style-type: none"> बच्चे अपने बुजुर्गों की दिनचर्या के बारे में बताएँगे तथा सुझाव देंगे कि वे उनके जीवन में कैसे अधिक खुशियाँ ला सकते हैं। छात्र / छात्राएँ अपने आस - पास के धार्मिक स्थलों की सकारात्मकतथानकारात्मकबातेंबताएँगे, जिसकेमाध्यमसेबच्चोंमें गहन सोच(critical thinking) विकसितहोगी। 	<ul style="list-style-type: none"> परावर्तन (reflection) शिक्षक/की प्रतिपुष्टि (feedback) छात्र / छात्रोंकीप्रतिपुष्टि (feedback) प्रश्न-उत्तर बहुवैकल्पिक प्रश्न लिखितव मौखिकपरीक्षा खुलेअंतवालेप्रश्न 	<p>आइस-ब्रेकिंगगतिविधि</p> <p>अध्यापक / अध्यापिकाबच्चोंसेनिम्न लिखितविषयपरचर्चाकरेंगेतथाउन्हेंकक्षामेंज्यादासेज्यादाभागलेनेकेलिएप्रोत्साहितकरेंगे।</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</p>	<p>विषय संबंधी</p> <ul style="list-style-type: none"> पठनकौशलकाविस्तार लेखनकौशलकाविस्तार वाचनकौशलकाविस्तार नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करना पाठ का सारांश अपने शब्दों में सुनना रचनाकार के उद्देश्य को स्पष्ट करना मुहावरों के अर्थ बताना <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> समाज में व्याप्त विसंगतियों के बारे में जानकारी

महीना /कार्यदिवसोंकीसंख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएँ	अध्ययनकेपरिणाम
			<p>कलासमेकितज्ञानार्जन अध्यापक/ अध्यापिका बच्चों को चार या पाँच के समूहों में बांटकर निम्नलिखित कोई एक प्रस्तुति देने के लिए कह सकती हैं।</p> <p>वादविवाद-</p> <ul style="list-style-type: none"> - वृद्धाश्रमबढ़नेकाकारण आजकेयुवावर्गमेंबढ़ती असंवेदनाहै। - धार्मिकस्थलअन्धविश्वास कोबढ़ावादेतेहैं। - हमेंवृद्धाश्रमबंदकरदेने चाहिए। - वृद्धों का ख्याल न रखने वालों को कड़ी से कड़ी सजा होनी चाहिए। मीडिया का बढ़ता प्रभाव <p>नाटक-</p> <ul style="list-style-type: none"> बच्चेनाटककीपटकथा लिखेंगे। पात्रोंकाचयनकरेंगे 		<p>जायदाद किसी और के नाम कर दी है , उनके जीवन के बारे में कुछ बताएँ।</p> <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>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्नपूछना पुनरावृत्ति केलिएबच्चोंकोहरिहरकाकाकहानीके नाट्य रूपांतरणकीवीडि योदिखाईजाएगी। 	<ul style="list-style-type: none"> ग्रामीण परिवेश और व्यवहार की जानकारी <p>कला संबंधी</p> <ul style="list-style-type: none"> वाचन कौशल का विस्तार अभिनय कला का विस्तार लेखनकौशलकाविस्तार सामाजिककौशलकाविस्तार टीमभावना

महीना /कार्यदिवसोंकीसंख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएँ	अध्ययनकेपरिणाम
			<ul style="list-style-type: none"> अभिनयप्रस्तुति देंगे । 1-संपत्ति के लिए अपने भी पराए बन जाते हैं । बदलतेरिश्ते। 2- जिसपेड़नेहमेशाघनीछाँवदीअब इसकेअतिरिक्तबच्चेनिम्नरूपोंसेभीप्रस्तुतिदेसकतेहैं। रैपगाना कवितालिखना पोस्टरबनाना चेहरेकीसिलवटोंमेंछिपीअनकहीदास्ताँ... 			
	पुस्तक -व्याकरण शब्दपदऔर पदबंध	<ul style="list-style-type: none"> पावरप्वाइंट वीडियो https://www.youtube.com/watch?v=pLhMTcBssAY 	बच्चेविभिन्नशब्दोंऔरपदोंके उदाहरणदेगें।	<ul style="list-style-type: none"> अभ्यासकार्य बहुवैकल्पिक प्रश्न लिखितव मौखिकपरीक्षा 	<ul style="list-style-type: none"> पूर्वज्ञानपरीक्षा विषयकीघोषणा विषयविस्तार पठनअभ्यास चर्चा सम्बंधितप्रश्नपूछना पुनरावृत्ति 	<ul style="list-style-type: none"> शब्द की परिभाषा , उदाहरण पद की परिभाषा , उदाहरण पदबंधकेउदाहरणतथाअभ्यास

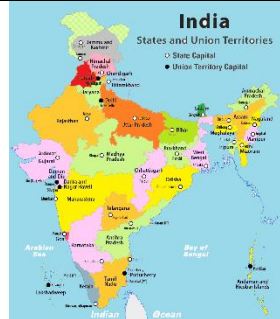
महीना /कार्यदिवसोंकीसंख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएँ	अध्ययनकेपरिणाम
		<ul style="list-style-type: none"> ई-बुक 				
	लेखन अनुच्छेद	<ul style="list-style-type: none"> पावरप्वाइंट वीडियो https://www.youtube.com/watch?v=a6mudXA4R8A&t=32s ई-बुक 	विभिन्नअनुच्छेदोंकोकक्षामें बाँटनाऔरबच्चोंकोभाषणतैयारकरनेकोकहना ।	<ul style="list-style-type: none"> अभ्यासकार्य लिखितव मौखिकपरीक्षा 	<ul style="list-style-type: none"> पूर्वज्ञानपरीक्षा विषयकीघोषणा विषयविस्तार पठनअभ्यास चर्चा सम्बंधितप्रश्नपूछना पुनरावृत्ति 	विषय संबंधी <ul style="list-style-type: none"> अनुच्छेद को सही ढंग से लिखने की कला विकसित करना कला संबंधी <ul style="list-style-type: none"> भाषण कौशल का विस्तार
	Mwwwc~ लेखन औपचारिकप्रार्थनापत्र	<ul style="list-style-type: none"> पावरप्वाइंट वीडियो ई-बुक 	आनुभविकज्ञानार्जन <ul style="list-style-type: none"> 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 । बच्चोंकोअपनेमाता/पिताकोअपनीग्रीष्मलीनछुट्टियोंकीयोजना (कोई भीअन्यविषय) केबारेमेंबतातेहुएपत्रलिखनेकोकहना। बच्चेअपनेविद्यालय/कक्षाकीकिसीसमस्याके बारेमेंप्रधानाचार्य / 	<ul style="list-style-type: none"> परावर्तन (reflection) शिक्षक/की प्रतिपुष्टि (feedback) छात्र / छात्रोंकीप्रतिपुष्टि (feedback) अभ्यासकार्य लिखितव मौखिकपरीक्षा 	आइस-ब्रेकिंगगतिविधि 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 । https://www.youtube.com/watch?v=E4UDjh0Plmw विषय कीघोषणा बच्चोआजहमपत्रलेखन विषयकरनेजारहेहैं। विषय विस्तार बच्चों को वीडियो के	विषय संबंधी भिन्न- भिन्नप्रकारके (औपचारिक / अनौपचारिक) पत्रोंकोलिखनासीखना कला संबंधी <ul style="list-style-type: none"> गीतों द्वारापत्रोंकेमहत्त्वकोजानना।

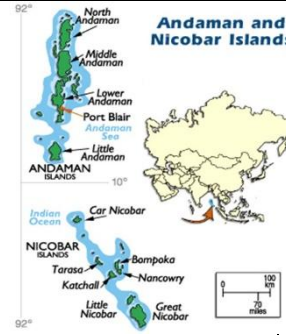
महीना /कार्यदिवसोंकीसंख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएँ	अध्ययनकेपरिणाम
			अध्यापक /अध्यापिकाकोसूचित करतेहुएप्रार्थनापत्रलिखेंगे। कलासमेकितज्ञानार्जन बच्चों को चार / पाँच समूहों में बांटा जाएगा तथा उन्हें चिट्ठियों से सम्बंधित गीत / लोकगीत प्रस्तुत करने के लिए प्रेरित किया जाएगा।		माध्यम से तथा चर्चा के द्वारा समझाया जाएगा। https://www.youtube.com/watch?v=fDhqGg8LNj4 सम्बंधित प्रश्नपूछना पुनरावृत्ति	
अप्रैल	अप्रैल पुस्तक - स्पर्श (भाग -२) डायरीकापत्रा केवलपढ़नेकेलिए	<ul style="list-style-type: none"> पावरप्वाइंट, खुलेअंतवालेप्रश्न वीडियो https://www.youtube.com/watch?v=MKMOUDoZUs4 चर्चाद्वारा ई-बुक 	आनुभविकज्ञानार्जन डायरी लेखन वधा की जानकारी- बच्चोंकोउनकेप्रतिदिनकेकार्योंकोडायरीमेंलिखनेकेलिए प्रेरितकियाजाएगा। कलासमेकितज्ञानार्जन निम्नलिखितगतिविधियोंद्वारा परियोजनाकार्यकरवायाजा सकताहै – <ul style="list-style-type: none"> देशभक्ति की कहानियाँ, कविताएँ, गीत, समूहगान, स्वतंत्रता सेनानियों द्वारा दिए गए नारे 	<ul style="list-style-type: none"> परावर्तन(reflection) शिक्षक/की प्रतिपुष्टि(feedback) छात्र / छात्रोंकीप्रतिपुष्टि (feedback) प्रश्न-उत्तर बहुवैकल्पिक प्रश्न लिखितव मौखिकपरीक्षा 	आइस-ब्रेकिंगगतिविधि बच्चोंसेप्रश्नपूछाजाएगाकिपिछलेदस/बीसदिनोंमेंक्याउनकेजीवनमें कोईखासघटनाघटी ? यदिहाँतोकब, कहाँ, कैसे ? बच्चेसहीसमय, दिनयावारनहींबतापाएँगेपीरअध्यापक / अध्यापिकाउन्हेंडायरीलेखनकेबारेमेंबताएँगे। डायरीलेखनसेतनावका महोताहैतथारचनात्मकताबढ़तीहै। https://helloswasthaya.com/swasthajeewan/fun-	विषय संबंधी <ul style="list-style-type: none"> पठनकौशलकाविस्तार लेखनकौशलकाविस्तार वाचनकौशलकाविस्तार नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करना पाठ का सारांश अपने शब्दों में सुनना रचनाकार के उद्देश्य को स्पष्ट करना मुहावरों के अर्थ बताना साहित्य के गद्य विधा (डायरी) की जानकारी देना परतंत्र भारत में मनाए गए दूसरे स्वतंत्रता दिवस की जानकारी देना

महीना /कार्यदिवसोंकीसंख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएँ	अध्ययनकेपरिणाम
			<ul style="list-style-type: none"> सरोजिनीनायडू, अरुणाआसफअली, कस्तूरबागाँधीकेबारेमें संक्षिप्तजानकारीप्राप्त करके स्कैपबुकमें लिखिए। <p>बहुविषयकसहलग्नता (Multidisciplinary linkage) सामाजिकअध्ययनतथाकला (आर्ट) विषयकेसाथसमायोजितकि याजासकताहैजिसकेअंतर्गत दोनोंविषयकेअध्यापक / अध्यापिकाएँ विभिन्नगतिविधियोंद्वारापाठ कोरोचकबनासकतेहैं</p>		<p>facts/diary-likhane-ke-health-benefits/#gref</p> <ul style="list-style-type: none"> विषयकीघोषणा विषयविस्तार पठनअभ्यास चर्चा सम्बंधितप्रश्नपूछना पुनरावृत्ति 	<ul style="list-style-type: none"> स्वतंत्रता संग्राम से जुड़ी बातों की जानकारी देना <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> छात्रों में देश प्रेम की भावना जागृत करना <p>कला व आनुभविक ज्ञानार्जन संबंधी डायरीलेखनविधा - डायरीलेखनद्वाराबच्चेअपनेसम्पूर्णदिनकेकार्योंकापुनरावलोकनकरसकेंगे। बच्चेस्कैपबुकमें सरोजिनीनायडू, अरुणाआसफअली, कस्तूरबागाँधीकेबारेमेंसंक्षिप्त जानकारी सचित्र लगाएँगे।</p> 
	<p>अप्रैल</p> <p>पुस्तक - स्पर्श (भाग -२)</p>	<ul style="list-style-type: none"> पावरप्वाइंट, वीडियो https://www.youtube.com/watch?v=Tyd 	<p>आनुभविक ज्ञानार्जन</p> <ul style="list-style-type: none"> बच्चे कुछ भजनो को सुनाएँगे या उनका उल्लेख करेंगे। कई 	<ul style="list-style-type: none"> परावर्तन (reflection) शिक्षक/की प्रतिपुष्टि 	<p>आइस-ब्रेकिंग गतिविधि बच्चोंसेकक्षामेंपूछाजायेगाकिउन्होंनेकौनकौनसे भजनसुनेहैं ?</p>	<p>विषय संबंधी</p> <ul style="list-style-type: none"> कविता का रसास्वादन करना नए शब्दों के अर्थ

महीना /कार्यदिवसोंकीसंख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएँ	अध्ययनकेपरिणाम
	पद- मीरा	<u>-wJ8ZFLc</u> <ul style="list-style-type: none"> ई-बुक 	<ul style="list-style-type: none"> बच्चे मीराबाई के भजनो का उल्लेख करेंगे । मीराबाई के जीवन की कथा की जानकारी हिरन्यकश्यप और प्रह्लाद की कथा मीराबाई के किसी प्रसिद्ध भजन को वीडियो द्वारा कक्षा में सुनाना । <p>कलासमेकितज्ञानार्जन</p> <ul style="list-style-type: none"> मीरा के पदों का संकलन करके चार्ट बनाना । गायन कासमावेशकरना। 	(feedback) <ul style="list-style-type: none"> छात्र / छात्रोंकीप्रतिपुष्टि (feedback) प्रश्न-उत्तर चर्चाद्वारा बहुवैकल्पिक प्रश्न लिखितव मौखिकपरीक्षा 	बच्चे कुछ भजनो को सुनाएँगे या उनका उल्लेख करेंगे । कई बच्चे मीराबाई के भजनो का उल्लेख करेंगे । विषय कीघोषणा बच्चो आजहममीराकेपदपढ़नेजारहेहैं। विषय विस्तार <ul style="list-style-type: none"> कवितापाठ व्याख्या चर्चा सम्बंधितप्रश्नपूछना पुनरावृत्ति 	समझकर अपने शब्द भण्डार में वृद्धि करना <ul style="list-style-type: none"> पदों का केंद्रीय भाव अपने शब्दों में लिखना प्राचीन हिंदी की मिश्र भाषा को समझ सकने की योग्यता का विस्तार <p>कला संबंधी</p> <ul style="list-style-type: none"> गायन कलाकासमावेशकरना। मीरा के पदों का संकलन कर समूहोंमेंचार्टबनाना, जिससेनिम्नलिखितकौशलोंकाविस्तारहोगा टीमप्रबंधन संचार नेतृत्व
	पुस्तक -व्याकरण पदबंध	<ul style="list-style-type: none"> पावरप्वाइंट वीडियो https://www.youtube.com/watch?v=ZucfAP7ePjA&t=300s 	बच्चेविभिन्नशब्दोंऔरपदोंके उदाहरणदेेंगे।	<ul style="list-style-type: none"> अभ्यासकार्य बहुवैकल्पिक प्रश्न लिखितव मौखिकपरीक्षा 	<ul style="list-style-type: none"> पूर्वज्ञानपरीक्षा विषयकीघोषणा विषयविस्तार पठनअभ्यास चर्चा सम्बंधितप्रश्नपूछना पुनरावृत्ति 	

महीना /कार्यदिवसोंकीसंख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएँ	अध्ययनकेपरिणाम
		<ul style="list-style-type: none"> ई-बुक 				
	अप्रैल पुस्तक -व्याकरण रचनाकेआधारपर वाक्यरूपांतरण	<ul style="list-style-type: none"> पावरप्वाइंट वीडियो https://www.youtube.com/watch?v=Fdn-fTQ6bDs https://www.youtube.com/watch?v=-J9qqedtT4U ई-बुक 	बच्चेअध्यापकद्वारादिआए ज्ञानकेआधारपरविभिन्नवाक्योंकारूपांतरणकरेंगे। (Power Point Presentation) पी. पी. टी.	<ul style="list-style-type: none"> अभ्यासकार्य बहुवैकल्पिक प्रश्न लिखितव मौखिकपरीक्षा 	<ul style="list-style-type: none"> पूर्वज्ञानपरीक्षा विषयकीघोषणा विषयविस्तार पठनअभ्यास चर्चा सम्बंधितप्रश्नपूछना पुनरावृत्ति 	विषय संबंधी <ul style="list-style-type: none"> वाक्य की परिभाषा तथा इसके अंग को जानना रचना के आधार पर वाक्य के भेद को जानना उपवाक्य से परिचित होना मुख्य और आश्रित उपवाक्यों को पहचानना सीखना वाक्यों को रूपांतरित करना कला संबंधी <ul style="list-style-type: none"> पी. पी. टी. याचार्टबनाना
मई	मई पुस्तक - स्पर्श (भाग -२) तंतारावामीरो	<ul style="list-style-type: none"> पावरप्वाइंट, खुलेअंतवालेप्रश्न वीडियो https://www.youtube.com/watch?v=iJ51st7w4 चर्चाद्वारा ई-बुक 	आनुभविकज्ञानार्जन बच्चे भारतीय द्वीपों की जानकारी ग्रहण करेंगे तथा मानचित्र पर उन्हें ढूँढकर उनके बारे में महत्वपूर्ण बातें जान पाएँगे। कलासमेकितज्ञानार्जन कहानी का अंत बदलकर लिखना	<ul style="list-style-type: none"> परावर्तन (reflection) शिक्षक/की प्रतिपुष्टि (feedback) छात्र / छात्रोंकीप्रतिपुष्टि (feedback) प्रश्न-उत्तर बहुवैकल्पिक प्रश्न 	आइस-ब्रेकिंगगतिविधि भारतमेंकुल 1,208 द्वीप (निर्जनसहित) हैं।	विषय संबंधी <ul style="list-style-type: none"> नए शब्दों को ग्रहण करना ईश्वर का उपहार : प्रेम का सम्मान करने की सीख देना समाज की संकीर्ण रूढ़ियों एवं धारणाओं को समाप्त करने की प्रेरणा देना तंतारा के पात्र द्वारा दूसरों की भलाई का सन्देश देना

महीना /कार्यदिव सोंकीसं ख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंप र्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिज़ / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएँ	अध्ययनकेपरिणाम
			<p>अपनेघरपरिवारकेबुजुर्गोंसे कुछलोककथाओंकोसुनकर कक्षामेंअपनेशब्दोंमेंसुनाना।</p> <p>बहुविषयकसहलग्नता (Multidisciplinary linkage) पाठकोभूगोलविषयकेसाथ समायोजितकियाजासकता हैजिसकेअंतर्गतदोनोंविषय केअध्यापक / अध्यापिकाएँ विभिन्नगतिविधियोंद्वारापाठ कोरोचकबनासकतेहैं</p>	<ul style="list-style-type: none"> • लिखितव • मौखिकपरीक्षा • खुलेअंतवालेप्रश्न 	 <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>इसकेबादबच्चोंकोअंड मान निकोबारकानक्शादिखा करसंक्षिप्तजानकारीदी जाएगी।बच्चोंकोअंडमा न निकोबारकीवीडियोदि खाईजाएगी जिससेवेवहांकेबारेमेंजा ननेकेलिएअधिकइच्छु कहोंगे।</p>	<p>कला संबंधी</p> <ul style="list-style-type: none"> • कथावाचनकलाकाविका सकरना।

महीना /कार्यदिवसोंकीसंख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएँ	अध्ययनकेपरिणाम
					 <p>विषय कीघोषणा</p> <p>बच्चोआजहमअंडमान - निकोबारद्वीपसमूहकीएकलोककथापढ़नेजारहे हैं।</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> • पठनअभ्यास • चर्चा • सम्बंधितप्रश्नपूछना 	
	मई पुस्तक -व्याकरण समास	<ul style="list-style-type: none"> • पावरप्वाइंट • वीडियो • https://www.youtube.com/watch?v=qvjk6dkrJ5c • ई-बुक 		<ul style="list-style-type: none"> • अभ्यासकार्य • बहुवैकल्पिक प्रश्न • लिखितव • मौखिकपरीक्षा 	आइस-ब्रेकिंगगतिविधि <ul style="list-style-type: none"> • विषयकीघोषणा • विषयविस्तार • अभ्यासकार्य • चर्चा • सम्बंधितप्रश्नपूछना • पुनरावृत्ति 	<ul style="list-style-type: none"> • समास की परिभाषा • सामासिक शब्द बनाना तथा समास विग्रह करना जानना • संधि एवं समास में अंतर जानना • समास के भेदों को जानना • विभिन्न प्रकार के समासों की तकनीकी

महीना /कार्यदिवसोंकीसंख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएँ	अध्ययनकेपरिणाम
						विशेषताओं को जानना
						<ul style="list-style-type: none"> पाठ्यपुस्तकों में प्रयुक्त समासों के भेद जानना
	मई पुस्तक - स्पर्श (भाग २) मनुष्यता	<ul style="list-style-type: none"> पावरप्वाइंट वीडियो https://www.youtube.com/watch?v=u1sk3bbP7lk खुलेअंतवालेप्रश्न , ई-बुक 	आनुभविकज्ञानार्जन अध्यापक/ अध्यापिका की सहायता से रंतिदेव , दधीचि , कर्ण आदि पौराणिक पात्रों के विषय में जानकारी प्राप्त कीजिए । कलासमेकितज्ञानार्जन बच्चेनिम्नलिखितविषयोंपरअपनेविचारसमूहचर्चाकेद्वाराप्रकटकरेंगे - परोपकारिताकामहत्त्व वहीमनुष्यहैजोमनुष्यकेलिए मरे	<ul style="list-style-type: none"> प्रश्न-उत्तर बहुवैकल्पिक प्रश्न लिखितव मौखिकपरीक्षा 	आइस-ब्रेकिंगगतिविधि <ul style="list-style-type: none"> इतिहास से कुछ व्यक्तियों के उदाहरण दीजिए जिन्होंने अपने से पहले दूसरों को समझा और अपने प्राण तक न्योछावर करने से पीछे नहीं हटे । दानवीर किसे कहा गया ? बच्चों की सहायता से अध्यापक / अध्यापिका पौराणिक पात्रों (रंतिदेव , दधीचि , कर्ण , महात्मा बुध) की कहानी सुनाएंगे । विषय कीघोषणा बच्चों, आजहममैथिलीशर 	विषय संबंधी <ul style="list-style-type: none"> पठनकौशलकाविस्तार लेखनकौशलकाविस्तार वाचनकौशलकाविस्तार नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करना पाठ का सारांश अपने शब्दों में सुनना रचनाकार के उद्देश्य को स्पष्ट करना कला संबंधी <ul style="list-style-type: none"> सामूहिकचर्चाद्वाराविद्यार्थी केविचारोंकोअभिव्यक्तिदेना। कविता का रसास्वादन करना मैथिलीशरण गुप्त की कविता' मनुष्यता को फलो चार्ट से समझाना नैतिक मूल्य

महीना /कार्यदिवसोंकीसंख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएँ	अध्ययनकेपरिणाम
					<p>णगुप्तजीद्वारा रचित कवितामनुष्यताकरनेजारहे हैं।</p> <ul style="list-style-type: none"> • विषय विस्तार • कवितापाठ • व्याख्या • चर्चा • सम्बंधितप्रश्नपूछना • पुनरावृत्ति 	परोपकार एवं विश्वबंधुत्वकी भावनाओं को सही ढंग से समझाना
जून	जून लेखनकार्य विज्ञापन	<ul style="list-style-type: none"> • पावरप्वाइंट • वीडियो • https://www.youtube.com/watch?v=v mEs8MDQpbo • ई-बुक 		<ul style="list-style-type: none"> • अभ्यासकार्य • लिखितवमौखिकपरीक्षा 	<ul style="list-style-type: none"> • पूर्वज्ञानपरीक्षा • विषयकीघोषणा • विषयविस्तार • पठनअभ्यास • चर्चा • सम्बंधितप्रश्नपूछना • पुनरावृत्ति 	कमसेकमशब्दोंमेंअधिकसेअधिकविशेषताओंकोप्रभावपूर्ण ढंगसेव्यक्तकरनासीखना
	जुलाई पुस्तक - स्पर्श (भाग २) पर्वतप्रदेशमेंपावस	<ul style="list-style-type: none"> • पावरप्वाइंट • वीडियो • https://www.youtube.com/watch?v=HhKx60i6qQ <p>खुलेअंतवालेप्रश्न ,</p> <p>ई-बुक</p>	<p>आनुभविकज्ञानार्जन</p> <p>इसकवितामेंवर्षाऋतूमेंहोनेवालेप्राकृतिकपरिवर्तनोंकीबातकहीगईहै।आपअपनेयहाँवर्षाऋतूमेंहोनेवालेप्राकृतिकपरिवर्तनोंकेविषयमेंजानकारीप्राप्तकीजिए।</p> <p>कलासमेकितज्ञानार्जन</p> <p>वर्षाऋतूमेंबनाएजानेवालेखासव्यंजनोंकीसूचीबनाइए।वर्षाऋतुमेंगएजानेवालेगीतों/</p>	<ul style="list-style-type: none"> • प्रश्न-उत्तर • बहुवैकल्पिकप्रश्न • लिखितव • मौखिकपरीक्षा 	<p>आइस-ब्रेकिंगगतिविधि</p> <p>आपकेगाँव / शहरमेंवर्षाऋतुआनेपरक्या - क्याबदलावआतेहैं ? बच्चेअपनेअनुभवसांझाकरेंगेतथावर्षाऋतुकेमौसम/प्रकृतिमेंआएबदलावोंकावर्णनकरेंगे।</p>	<p>विषय संबंधी</p> <ul style="list-style-type: none"> • पठनकौशलकाविस्तार • लेखनकौशलकाविस्तार • वाचनकौशलकाविस्तार • नएशब्दोंकेअर्थसमझकरअपनेशब्दभंडारमेंवृद्धिकरना • पाठकासारांशअपनेशब्दोंमेंसुनना • रचनाकारकेउद्देश्यकोस्पष्टकरना • प्रकृतिकेमानवीकरण

महीना /कार्यदिवसोंकीसंख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएँ	अध्ययनकेपरिणाम
			लोकगीतोंकीजानकारीप्राप्त करकिन्हीदोगीतोंकोलिखिए ।		विषय कीघोषणा <ul style="list-style-type: none"> विषयविस्तार कवितापाठ व्याख्या चर्चा सम्बंधितप्रश्नपूछना पुनरावृत्ति 	को समझना <ul style="list-style-type: none"> वर्षा ऋतु में पर्वतीय प्रदेश के मायावी सौंदर्य को जानना पर्वतीय क्षेत्र में वर्षा के समय पल पल परिवर्तित होने वाले जादुई दृश्यों के चित्रणों को जानना कला संबंधी <ul style="list-style-type: none"> वर्षाऋतुमेंबनाएजानेवाले खासव्यंजनों, गीतों/ लोकगीतोंकीजानकारी
अगस्त केवलपढ़नेकेलिए	अगस्त पुस्तक - स्पर्श (भाग२) तोप	<ul style="list-style-type: none"> पावरप्वाइंट वीडियो https://www.youtube.com/watch?v=pyRdtY565pY खुलेअंतवालेप्रश्न , ई-बुक	आनुभविकज्ञानार्जन तेज़ी से बढ़ती जनसँख्या और घनी आबादी वाली जगहों के आसपास पार्कों का होना क्यों ज़रूरी है? कक्षा में परिचर्चा कीजिए । कलासमेकितज्ञानार्जन बच्चोंको१८५७केमुख्यक्रांति कारियोंकेबारेमेंजानकारीएकत्रितकरकेउन्हेंस्कैपबुक यापावरपॉइंटप्रस्तुतिकेमाध्यमसेदेनेकोकहाजाएगा।	<ul style="list-style-type: none"> प्रश्न-उत्तर बहुवैकल्पिक प्रश्न लिखितव मौखिकपरीक्षा 	आइस-ब्रेकिंगगतिविधि https://www.youtube.com/watch?v=P8PIfvZxTCY बच्चों को वीडियो दिखाई जाएगी तथा उससे सम्बंधित प्रश्न पूछे जाएँगे । विषय कीघोषणा बच्चोआजहमकंपनीबागमेंरखीतोपकेबारेमेंपढ़ेंगे। विषय विस्तार <ul style="list-style-type: none"> कवितापाठ 	विषय संबंधी <ul style="list-style-type: none"> पठनकौशलकाविस्तार लेखनकौशलकाविस्तार वाचनकौशलकाविस्तार नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करना पाठ का सारांश अपने शब्दों में सुनना रचनाकार के उद्देश्य को स्पष्ट करना कविता का रसास्वादन करना देश की विरासत और उसकी रक्षा की जानकारी प्राप्तकरना

महीना /कार्यदिवसोंकीसंख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएँ	अध्ययनकेपरिणाम
			बहुविषयकसहलग्नता (Multidisciplinary linkage) पाठकोइतिहासविषयकेसाथ समायोजितकियाजासकता हैजिसकेअंतर्गतदोनोंविषयकेअध्यापक / अध्यापिकाएँ विभिन्नगतिविधियोंद्वारापाठकोरोचकबनासकतेहैं		<ul style="list-style-type: none"> व्याख्या चर्चा सम्बंधितप्रश्नपूछना पुनरावृत्ति 	<ul style="list-style-type: none"> कविता का केंद्रीय भाव समझना अंग्रेजी शासन काल में प्रयोग होने वाले हथियारों की जानकारी प्राप्तकरना कला संबंधी <ul style="list-style-type: none"> बच्चे १८५७ के मुख्यक्रांति कारियोंके बारेमें जानकारी एकत्रितकरके उन्हें स्क्रैपबुक या पावरपॉइंट प्रस्तुतिके माध्यमसे देंगे। जिससे निम्नलिखित कौशलों का विस्तार होगा टीमप्रबंधन संचार नेतृत्व
	पुस्तक -व्याकरण मुहावरे	<ul style="list-style-type: none"> पावरप्वॉइंट वीडियो https://www.youtube.com/watch?v=uEVqRuYvek ई-बुक 	कार्यप्रपत्र मुहावरोंका कहानीमें/ संवादमें प्रयोग करना।	<ul style="list-style-type: none"> अभ्यासकार्य बहुवैकल्पिक प्रश्न लिखितव मौखिकपरीक्षा 	<ul style="list-style-type: none"> पूर्वज्ञानपरीक्षा विषयकीघोषणा विषयविस्तार पठनअभ्यास चर्चा सम्बंधितप्रश्नपूछना पुनरावृत्ति 	<ul style="list-style-type: none"> मुहावरेका अभिप्राय समझना मुहावरेके प्रयोगकी आवश्यकता जानना मुहावरेकी विशेषताएँ जानना मुहावरों एवं लोकोक्तियोंमें अंतर समझना पाठ्यपुस्तकोंमें प्रयुक्त होनेवाले मुहावरोंको जानना विभिन्न मुहावरों के अर्थ एवं उनका वाक्यप्रयोग जानना

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						ना
	जुलाई पुस्तक - स्पर्श (भाग -२) अबकहाँदूसरोंकेदुःखसे दुखीहोनेवाले	<ul style="list-style-type: none"> पावरप्वॉइंट, खुलेअंतवालेप्रश्न वीडियो https://www.youtube.com/watch?v=U_LJAJ504NY चर्चाद्वारा ई-बुक 	आनुभविकज्ञानार्जन <ul style="list-style-type: none"> किसीऐसीघटनाकीजानकारीदीजिए जबअपनेमनोरंजनकेलिएमानवद्वारापशु - पक्षियोंकाउपयोगकिया गयाहो। अपनेआस - पासएकपौधालगाइए औरपर्यावरणअसंतुलन रोकनेकेलिएअपनायोगदानदीजिए। कलासमेकितज्ञानार्जन अपनेशहर / गाँवमेंआजसे 10- २०सालोंमेंहुएप्राकृतिकपरिवर्तनोंकोकारणोंसहितअपने माता - पिताकीसहायतासेलिखिए। बहुविषयकसहलग्नता (Multidisciplinary linkage) पाठकोभूगोलविषयकेसाथ समायोजितकियाजासकता हैजिसकेअंतर्गतदोनोंविषय	<ul style="list-style-type: none"> प्रश्न-उत्तर बहुवैकल्पिक प्रश्न लिखितव मौखिकपरीक्षा 	आइस-ब्रेकिंगगतिविधि किसीऐसीघटनाकीजानकारीदीजिए जबअपनेमनोरंजनकेलिएमानवद्वारापशु - पक्षियोंकाउपयोगकिया गयाहो। विषय कीघोषणा बच्चोंआजहमनिदाफ़ाज़लीद्वारालिखितपाठअब कहाँदूसरोंकेदुःखसेदुखीहोनेवालेपढ़ेंगे। विषयविस्तार <ul style="list-style-type: none"> पठनअभ्यास चर्चा सम्बंधितप्रश्नपूछना पुनरावृत्ति 	विषय संबंधी <ul style="list-style-type: none"> पठनकौशलकाविस्तार लेखनकौशलकाविस्तार वाचनकौशलकाविस्तार नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करना पाठ का सारांश अपने शब्दों में सुनना रचनाकार के उद्देश्य को स्पष्ट करना कला संबंधी <ul style="list-style-type: none"> जीव मात्र के प्रति प्रेम , दया / की भावना पृथ्वी पर रहने वाले सभी जीवों का पृथ्वी पर अधिकार समझना विकास कार्यों को पर्यावरण की दृष्टि से परखना जनसंख्या वृद्धि की समस्या व उससे उत्पन्न समस्याओं को समझना जीव जंतुओं के प्रति करुणा, सहानुभूति, प्रेम

महीना /कार्यदिवसोंकीसंख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएँ	अध्ययनकेपरिणाम
			केअध्यापक / अध्यापिकाएँ विभिन्नगतिविधियोंद्वारापाठ कोरोचकबनासकतेहैं			आदि की भावनाएँ • शब्द भण्डार में वृद्धि
अगस्त	अगस्त लेखन सूचना	<ul style="list-style-type: none"> पावरप्वाइंट वीडियो https://www.youtube.com/watch?v=CFwcizZ81_k ई-बुक 		<ul style="list-style-type: none"> अभ्यासकार्य बहुवैकल्पिक प्रश्न लिखितव मौखिकपरीक्षा 	<ul style="list-style-type: none"> पूर्वज्ञानपरीक्षा विषयकीघोषणा विषयविस्तार चर्चा अभ्यासकार्य पुनरावृत्ति 	कमशब्दोंमें सहीढंगसेअपनीबातोंकोअभिव्यक्तकरनेकीक्षमताकोविकसितकरना
	अगस्त लघुकथालेखन	<ul style="list-style-type: none"> पावरप्वाइंट वीडियो 	बच्चोंकोविभिन्नस्थितियोंके आधारपरलघुकथाप्रस्तुतकरनेकेलिएकहना।	<ul style="list-style-type: none"> अभ्यासकार्य बहुवैकल्पिक प्रश्न लिखितव मौखिकपरीक्षा 	<ul style="list-style-type: none"> पूर्वज्ञानपरीक्षा विषयकीघोषणा विषयविस्तार चर्चा अभ्यासकार्य पुनरावृत्ति https://www.youtube.com/watch?v=Kij4Zytpbg	बच्चोंकोलघुकथालेखनकेगुरसिखाना तथाउन्हेंप्रसिद्धलघुकथाएँ पढ़नेकेलिएप्रेरितकरना।
अगस्त	अगस्त पुस्तक –संचयन (भाग२) सपनोंकेसेदिन	<ul style="list-style-type: none"> पावरप्वाइंट वीडियो https://www.youtube.com/watch?v=trwsqIGZtuo https://www.youtube.com/watch?v=trwsqIGZtuo	आनुभविकज्ञानार्जन निम्नलिखितविषयोंपरचर्चाके माध्यमसेबच्चेआनुभविकज्ञानार्जनकरेंगे <ul style="list-style-type: none"> जबआपलोगअपनीप्राथमिककक्षाओंमेंथेतोआपअपनेस्कूलमेंसबसेअधि 	<ul style="list-style-type: none"> प्रश्न-उत्तर बहुवैकल्पिक प्रश्न लिखितव मौखिकपरीक्षा 	आइस-ब्रेकिंगगतिविधि <ul style="list-style-type: none"> जबआपलोगअपनीप्राथमिककक्षाओंमेंथेतोआपअपनेस्कूलमेंसबसेअधिककौनसीचीज़पसंदकरतेथे 	विषय संबंधी <ul style="list-style-type: none"> पठनकौशलकाविस्तार लेखनकौशलकाविस्तार वाचनकौशलकाविस्तार नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करना पाठ का सारांश अपने शब्दों में सुनना

महीना /कार्यदिवसोंकीसंख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएँ	अध्ययनकेपरिणाम
		om/watch?v=D2K8XLXYAWQ&t=98s <ul style="list-style-type: none"> खुलेअंतवालेप्रश्न , ई-बुक 	<p>ककौनसीचीज़पसंदकरते थे?</p> <ul style="list-style-type: none"> 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? <p>कलासमेकितज्ञानार्जन</p> <p>वाद -विवाद का आयोजन किया जाएगा ।</p> <ul style="list-style-type: none"> अनुशासन बनाए रखने के लिए प्राचीन या आधुनिक युक्तियों में कौन सी युक्ति बेहतर है । स्कूलों द्वारा दिया जाने वाला गृहकार्य बंद किया जाना चाहिए । <p>बहुविषयकसहलग्रता (Multidisciplinary linkage) पाठकोशारीरिक शिक्षा विषयकेसाथ</p>		<p>?</p> <ul style="list-style-type: none"> 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 ? <p>बच्चे बारी - बारीसेअपनेविचारप्रकटकरेंगे।</p> <p>विषय कीघोषणा</p> <p>बच्चोआजहमआपकीपूराकपुस्तकसंचयनसेपाठ -२ (सपनोकेसेदिन)करनेजारहेहैं।जिसकेलेखकहैंगुरदयालसिंह।लेखकनेअपनेबचपनकीयादोंकाचित्रणकिया है।</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पाठ- पठन कठिनशब्दोंकेअर्थ समझाना बच्चोंकीमनोवृत्तिके 	<ul style="list-style-type: none"> रचनाकार के उद्देश्य को स्पष्ट करना ग्रामीण परिवेश एवं व्यवहार काज्ञान बाल मनोविज्ञान की जानकारी पाठ में आए मुख्य चरित्रों के बारे में जानकारी प्राप्त करना पुराने समय एवं वर्तमान समय में अनुशासन बनाए रखने के तरीकों में परिवर्तन समझना <p>कला संबंधी</p> <p>खेलकूद संबंधी वाचनकौशल संबंधी</p>

महीना /कार्यदिवसोंकीसंख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएँ	अध्ययनकेपरिणाम
			समायोजितकियाजासकता हैजिसकेअंतर्गतदोनोंविषय केअध्यापक / अध्यापिकाएँ विभिन्नगतिविधियोंद्वारापाठ कोरोचकबनासकतेहैं		<ul style="list-style-type: none"> बारेमेंचर्चाकरना 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 । प्रश्न उत्तर मौखिक प्रश्न उत्तर लिखित पुनरावृत्ति 	
	अगस्त पुस्तक - स्पर्श (भाग२) करचलेहमफ़िदा	<ul style="list-style-type: none"> पावरप्वाइंट वीडियो https://www.youtube.com/watch?v=CO7T3sHhvr0 https://www.youtube.com/watch?v=nBbmW9JpbUg खुलेअंतवालेप्रश्न , ई-बुक 	आनुभविकज्ञानार्जन सैनिकजीवनकीचुनौतियोंको ध्यानमेंरखतेहुएएकनिबंधलिखिए। कलासमेकितज्ञानार्जन <ul style="list-style-type: none"> कविता/ गीत काकक्षामेंगायन हकीकत फिल्म की पटकथा अपने शब्दों में लिखिए । बहुविषयकसहलग्नता (Multidisciplinary linkage) पाठकोइतिहासविषयकेसा	<ul style="list-style-type: none"> प्रश्न-उत्तर बहुवैकल्पिक प्रश्न लिखितव मौखिकपरीक्षा 	आइस-ब्रेकिंगगतिविधि <ul style="list-style-type: none"> बच्चों को कर चले हम फ़िदा गीत सुनाया जाएगा (वीडियो के माध्यम से) पूर्व ज्ञानपरीक्षा विषय कीघोषणा विषय विस्तार कवितापाठ व्याख्या चर्चा सम्बंधितप्रश्नपूछना पुनरावृत्ति 	विषय संबंधी <ul style="list-style-type: none"> पठनकौशलकाविस्तार लेखनकौशलकाविस्तार वाचनकौशलकाविस्तार नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करना पाठ का सारांश अपने शब्दों में सुनना रचनाकार के उद्देश्य को स्पष्ट करना कविता का रसास्वादन करना कविता / गीत की पृष्ठभूमि की जानकारी कविता का केंद्रीय भाव

महीना /कार्यदिवसोंकीसंख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएँ	अध्ययनकेपरिणाम
			थ समायोजितकियाजासकता हैजिसकेअंतर्गतदोनोंविषय केअध्यापक / अध्यापिकाएँ विभिन्नगतिविधियोंद्वारापाठ कोरोचकबनासकतेहैं			कला संबंधी <ul style="list-style-type: none"> देश प्रेम की भावना सैनिकों के प्रति आदर भाव कविता/ गीत काकक्षामेंगायन
	सितंबर पुस्तक - स्पर्श (भाग२) पतझड़ में टूटी पत्तियाँ	<ul style="list-style-type: none"> पावरप्वाइंट वीडियो https://www.youtube.com/watch?v=F18Eu15Qrr0 खुलेअंतवालेप्रश्न , ई-बुक 	आनुभविकज्ञानार्जन बच्चेसोनेकेभावोंकेबारेमेंजानकारीप्राप्तकरेंगेतथामानसिकरोगोंकेकारणऔरउपायोंकीजानकारीप्राप्तकरना। कलासमेकितज्ञानार्जन भारतकेनक्शेपरवेस्थानअंकितकीजिएजहाँचायकीपैदावारहोतीहै।इनस्थानोंसेसम्बंधितभौगोलिकस्थितियाँ क्याहैंऔरअलग - अलगजगहकीचायकीक्याविशेषताएँ हैं , इनकापतालगाइए । सामूहिकचर्चा स्कूलोंमेंप्रतियोगिताएँ बंदहोनीचाहिए। प्रतियोगिताहीमानसिकतना	<ul style="list-style-type: none"> प्रश्न-उत्तर बहुवैकल्पिक प्रश्न लिखितव मौखिकपरीक्षा 	आइस-ब्रेकिंगगतिविधि 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 ज्ञानपरीक्षा विषय कीघोषणा विषय विस्तार <ul style="list-style-type: none"> पठनअभ्यास चर्चा सम्बंधितप्रश्नपूछना पुनरावृत्ति 	विषय संबंधी <ul style="list-style-type: none"> पठनकौशलकाविस्तार लेखनकौशलकाविस्तार वाचनकौशलकाविस्तार नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करना पाठ का सारांश अपने शब्दों में सुनना रचनाकार के उद्देश्य को स्पष्ट करना लेख की मुख्य विषय वस्तु को समझना नैतिक मूल्यों की जानकारी झेन की देन पाठ का सारांश गिन्नी का सोना का सारांश

महीना /कार्यदिवसोंकीसंख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएँ	अध्ययनकेपरिणाम
			वकाकारण।			कला संबंधी <ul style="list-style-type: none"> भारतकेमानचित्रपरचायकीपैदावारवालेराज्योंकोदर्शाना। वाचनकौशलकाविस्तार
सितम्बर	सितंबर पुस्तक -संचयन (भाग२) टोपीशुक्ला	<ul style="list-style-type: none"> पावरप्वाइंट वीडियो https://www.youtube.com/watch?v=ThII4dPv4t4 https://www.youtube.com/watch?v=6X4Q0O0upzU खुलेअंतवालेप्रश्न , ई-बुक 	आनुभविकज्ञानार्जन बच्चे अपने बचपन के अनुभव सांझा करेंगे और अपने बचपन के अनुभवों को कक्षा में सुनाएँगे । कलासमेकितज्ञानार्जन मज़हबनहींसिखाताआपसमें बैररखना - विषयपरनारालेखनयापोस्टर बनाइए ।	<ul style="list-style-type: none"> प्रश्न-उत्तर बहुवैकल्पिक प्रश्न लिखितव मौखिकपरीक्षा 	आइस-ब्रेकिंगगतिविधि <ul style="list-style-type: none"> अपने बचपन के किसी मित्र के बारे में कुछ पंक्तियाँ प्रस्तुत कीजिए विषयकीघोषणा विषयविस्तार <ul style="list-style-type: none"> पठनअभ्यास चर्चा सम्बंधितप्रश्नपूछना पुनरावृत्ति 	विषय संबंधी <ul style="list-style-type: none"> पठनकौशलकाविस्तार लेखनकौशलकाविस्तार वाचनकौशलकाविस्तार नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करना पाठ का सारांश अपने शब्दों में सुनना रचनाकार के उद्देश्य को स्पष्ट करना नए शब्दों के अर्थ ग्रहण करना चरित्र चित्रण समाजमेंसांप्रदायिकसौहार्दबनाएरखनेपरबलदेना पढाईमेंकमज़ोरविद्यार्थियों केप्रतिपरिवारएवंअध्यापकोंकीसोचकोउदारबनाना कला संबंधी <ul style="list-style-type: none"> सच्चीमित्रतापरएकअनुच्छेदलिखिए। मज़हब नहीं सिखाता आपस में बैर रखना -

महीना /कार्यदिवसोंकीसंख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएँ	अध्ययनकेपरिणाम
						विषय पर नारा लेखन या पोस्टर बनाइए । जिससे निम्नलिखितकौशलोंकाविस्तार होगा • टीमप्रबंधन • संचार • नेतृत्व
	लेखन लघुकथालेखन	<ul style="list-style-type: none"> पावरप्वाइंट वीडियो https://www.youtube.com/watch?v=KiJ4Zytbpg&t=7s <ul style="list-style-type: none"> ई-बुक 	बच्चेअपनीमनपसंदकोईभी लघुकथाकक्षामेंसुनाएँगे।	संकेतबिंदुओंकेआधारपरलघुकथालिखना औरसुनना।	<ul style="list-style-type: none"> विषयकीघोषणा विषयविस्तार चर्चा अभ्यासकार्य 	प्रसिद्ध लघुकथाओंकी जानकारी देना तथा बच्चोंको कहानियाँ पढ़ने के लिए प्रेरित करना ।
	सितम्बर पुस्तक - स्पर्श (भाग२) कारतूस	<ul style="list-style-type: none"> पावरप्वाइंट वीडियो https://www.youtube.com/watch?v=rcp6A2wLrl4 <ul style="list-style-type: none"> खुलेअंतवालेप्रश्न , ई-बुक 	आनुभविकज्ञानार्जन एकांकीऔरनाटकमेंक्याअंतरहै ? कुछनाटकोंऔरएकांकियोंकीसूची तैयारकीजिए । कलासमेकितज्ञानार्जन अभिनयकौशलकाविस्तार करना बहुविषयकसहलग्रता (Multidisciplinary	<ul style="list-style-type: none"> प्रश्न-उत्तर बहुवैकल्पिक प्रश्न लिखितव मौखिकपरीक्षा 	आइस-ब्रेकिंगगतिविधि https://www.youtube.com/watch?v=fKYS0-kzPMo रोबिनहुडकेबारेमेंजानकारीदेना। • पूर्वज्ञानपरीक्षा विषय कीघोषणा विषय विस्तार <ul style="list-style-type: none"> पठनअभ्यास चर्चा 	विषय संबंधी <ul style="list-style-type: none"> पठनकौशलकाविस्तार लेखनकौशलकाविस्तार वाचनकौशलकाविस्तार नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करना पाठ का सारांश अपने शब्दों में सुनना रचनाकार के उद्देश्य को स्पष्ट करना नए शब्दों के अर्थ ग्रहण करना

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			linkage) पाठकोइतिहासविषयकेसाथ समायोजितकियाजासकता हैजिसकेअंतर्गतदोनोंविषय केअध्यापक / अध्यापिकाएँ विभिन्नगतिविधियोंद्वारापाठ कोरोचकबनासकतेहैं		<ul style="list-style-type: none"> सम्बंधितप्रश्नपूछना पुनरावृत्ति 	<ul style="list-style-type: none"> साहित्य की गद्य विधा एकांकी की जानकारी देश की आज़ादी की लड़ाई की जानकारी देना एकांकी के नायक के चरित्र की विशेषताओं को समझना <p>कला संबंधी बच्चों को एकांकी प्रस्तुत करने की जानकारी दी जाएगी , उन्हें 4-५ के समूहों में विभक्त किया जाएगा तथा उन्हें कोई भी एकांकीचुनने की छूट होगी । एकांकीप्रदर्शनकरेंगे।</p>
	<p>पुस्तक - स्पर्श (भागर)</p> <p>आत्मत्राण</p>	<ul style="list-style-type: none"> पावरप्वाइंट वीडियो https://www.youtube.com/watch?v=dfuDh2xEI0I खुलेअंतवालेप्रश्न ई-बुक 	रवीन्द्रनाथठाकुरनेअनेकगीतोंकीरचनाकीहै।उनकेगीत - संग्रहमेंसेदोगीतछाँटिएऔर कक्षामेंकवितापाठकीजिए ।	<ul style="list-style-type: none"> प्रश्न-उत्तर बहुवैकल्पिक प्रश्न लिखितव मौखिकपरीक्षा 	<ul style="list-style-type: none"> पूर्वज्ञानपरीक्षा विषयकीघोषणा पूर्वज्ञानपरीक्षा विषयकीघोषणा विषयविस्तार कवितापाठ व्याख्या चर्चा सम्बंधितप्रश्नपूछना पुनरावृत्ति 	<ul style="list-style-type: none"> विषय संबंधी पठनकौशलकाविस्तार लेखनकौशलकाविस्तार वाचनकौशलकाविस्तार नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करना पाठ का सारांश अपने शब्दों में सुनना रचनाकार के उद्देश्य को स्पष्ट करना कविता का रसास्वादन करना

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						<ul style="list-style-type: none"> शब्द भण्डार में वृद्धि करना आत्मनिर्भर /आत्मरक्षा की प्रेरणा कविता का केंद्रीय भाव
	पुस्तक -व्याकरण मुहावरे	<ul style="list-style-type: none"> पावरप्वाइंट वीडियो https://www.youtube.com/watch?v=uEVqRu_Yvek ई-बुक 	<ul style="list-style-type: none"> कार्यप्रपत्र मुहावरोंकाकहानीमें/ संवादमेंप्रयोगकरना। 	<ul style="list-style-type: none"> अभ्यासकार्य बहुवैकल्पिक प्रश्न लिखितव मौखिकपरीक्षा 	<ul style="list-style-type: none"> पूर्वज्ञानपरीक्षा विषयकीघोषणा विषयविस्तार पठनअभ्यास चर्चा सम्बंधितप्रश्नपूछना पुनरावृत्ति 	<ul style="list-style-type: none"> मुहावरेकाअभिप्रायसमझना मुहावरेकेप्रयोगकीआवश्यकताजानना मुहावरेकीविशेषताएँ जानना मुहावरोंएवंलोकोक्तियोंमें अंतरसमझना पाठ्यपुस्तकोंमेंप्रयुक्तहोनेवालेमुहावरोंकोजानना <p>विभिन्नमुहावरोंकाअर्थएवंउनकावाक्यप्रयोगजानना</p>
	अपठितगद्यांश	<ul style="list-style-type: none"> वीडियो https://www.youtube.com/watch?v=sUKLFwxA82M व्याकरणपुस्तक 	कार्यप्रपत्र	<ul style="list-style-type: none"> अभ्यासकार्य बहुवैकल्पिक प्रश्न लिखितव मौखिकपरीक्षा 	<ul style="list-style-type: none"> पूर्वज्ञानपरीक्षा विषयकीघोषणा विषयविस्तार पठनअभ्यास चर्चा सम्बंधितप्रश्नपूछना पुनरावृत्ति 	गद्यांशकामूलभावसमझने , भाषापरअधिकारबढानेतथाप्रश्नकेउत्तरदेनेमेंसटीकशब्दोंकाप्रयोगकरना।
	लेखनकार्यऔरव्याकरण महीनेसुविधानुसार करवायाजासकताहै	अक्टूबर, नवंबरमेंपुनरावृत्तिकरवाई जाएगी।				

<p>PINEGROVE SCHOOL, SUBATHU Affiliation No. 630065; School Code: 43054 Annual Pedagogy Plan: MATHEMATICS Class: X Session 2024-25</p>

[illegible]

Month/ No of working days	Topic/Sub-topic	Teaching 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>quadratic and cubic polynomials respectively.</p> <ul style="list-style-type: none"> A quadratic polynomial in x with real coefficients is of the form $ax^2 + bx + c$, where a, b, c are real numbers with $a \neq 0$. <p>The zeroes of a polynomial $p(x)$ are precisely the x-coordinates of the points, where the graph of $y = p(x)$ intersects the x-axis.</p>		<p>3cm.</p> <p>Skill Assessment:</p> <ul style="list-style-type: none"> Apply Euclid's division lemma on 'a' and 'b', $a = bq + r$, where $0 < r < b$ for some whole numbers q and r. 		<p>taught on basis of Bloom Taxonomy.</p> <p>Developing logical reasoning by using Vedic maths in multiplying two digits and three digits numbers to make calculation easy.</p>	

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	<p>A is always greater than or equal to 1.</p> <ul style="list-style-type: none"> Angle of elevation and angle of depression. Practical problems related to applications of trigonometry. 				<p>and evaluation.</p> <p>The students are taught on basis of Bloom Taxonomy.</p>	
<p>April</p> <p>No. of Days: 10</p>	<p>Linear Equations in two variables</p> <ul style="list-style-type: none"> Frame a pair of linear equations in two variables from daily life examples Solve a pair of linear equations in two variables graphically. Learn different method of solving pair of linear equations in two variables 	<ul style="list-style-type: none"> Smart Board PPT's Videos Chalk Board White Board Wacom Tablet <p>https://www.youtube.com/watch?v=t8nhtI7pzpU&list=RDCMUcbZJa_jRBYBiT3qDNiOHhr8A&start_radio=1&rv=t8nhtI7pzpU&t=1</p>	<p>Art Integrated Project:</p> <ul style="list-style-type: none"> To verify the conditions for consistency for pair of linear equations in two variables by graphical methods. <p>Skill Assessment:</p> <p>To find the solution of $2x + 3y = 6$ $3x - 4y = 12$</p> <p>By using methods of linear equations.</p>	<ul style="list-style-type: none"> Crossword Puzzles MCQ's Assignments (CW & HW) Remedial Worksheets 	<p>Cognitive Pedagogy:</p> <ul style="list-style-type: none"> Students are taught based on cognitive psychology <p>Critical pedagogy:</p> <ul style="list-style-type: none"> It is a theory and practice of helping students achieve critical consciousness. <p>Social pedagogy:</p> <ul style="list-style-type: none"> It suggests that education is critical to a student's social development and wellbeing 	<p>The following skills of the students are enhanced</p> <ul style="list-style-type: none"> Problem solving Critical thinking Life skills Learnt to frame a pair of linear equations in two variables from daily life examples Understood the concept of solving pair of linear equations in two variables graphically

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	<p>triangles are similar (AAA similarity criterion).</p> <ul style="list-style-type: none"> If in two triangles, corresponding sides are in the same ratio, then their corresponding angles are equal and hence the triangles are similar (SSS similarity criterion) 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). The ratio of the 	<ul style="list-style-type: none"> https://www.youtube.com/watch?v=AUteeKrMDDU&list=RDCMUCh_e_fPrjERyNFH6sj35yfp&start_radio=1&rv=AUteeKrMDDU&t=0 	Proportionality Theorem using parallel line board and triangle cutouts.		<p>critical to a student's social development and wellbeing</p> <p>Bloom Taxonomy:</p> <ul style="list-style-type: none"> Knowledge, comprehension, application, analysis, synthesis, and evaluation. The students are taught on basis of Bloom Taxonomy. <p>Culturally Responsive Pedagogy:</p> <ul style="list-style-type: none"> This pedagogical method often relies on a student-centered approach to teaching. 	

Month/ No of working days	Topic/Sub-topic	Teaching 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>calculating their areas.</p> <ul style="list-style-type: none"> Circumference of a circle = $2\pi r$. Area of a circle = πr^2. Length of an arc of a sector of a circle with radius r and angle with degree measure θ is $\frac{\theta}{360} \times 2\pi r$. Area of a sector of a circle with radius r and angle with degree measure θ is $\frac{\theta}{360} \times \pi r^2$. Area of segment of a circle = Area of the corresponding sector – Area of the corresponding triangle. Apply the knowledge of area of plane 	MdWYpofTxcKFtTzFroZm5d2Zgjl6	<p>kitchen in the shape of a segment, sectorial washrooms etc.)</p> <p>Art Integrated Project:</p> <ul style="list-style-type: none"> 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. 		<p>consciousness.</p> <p>Social pedagogy:</p> <ul style="list-style-type: none"> It suggests that education is critical to a student's social development and wellbeing <p>Bloom Taxonomy:</p> <ul style="list-style-type: none"> Knowledge, comprehension, application, analysis, synthesis, and evaluation. The students are taught on basis of Bloom Taxonomy. <p>Culturally Responsive Pedagogy:</p> <ul style="list-style-type: none"> This pedagogical method often relies on a student-centered approach to teaching. 	<ul style="list-style-type: none"> Understood the terms, major & segments, Major & minor sectors and formula for calculating their areas. <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>probability of an event E, written as P(E), is defined as</p> <ul style="list-style-type: none"> Number of outcomes favorable to Number of all possible outcomes of the experiment The probability of a sure event (or certain event) is 1. The probability of an impossible event is 0. The probability of an event E is a number P(E) such that $0 \leq P(E) \leq 1$	<ul style="list-style-type: none"> Green Board 	<p>and odd number with purple. Find the probability of odd number on both dice.</p> <p>Experiential Learning:</p> <ul style="list-style-type: none"> 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 <p>Project: To get familiar with the idea of probability of an event through a double color card experiment.</p>		<p>achieve critical consciousness.</p> <p>Social pedagogy:</p> <ul style="list-style-type: none"> It suggests that education is critical to a student's social development and wellbeing <p>Bloom Taxonomy:</p> <ul style="list-style-type: none"> Knowledge, comprehension, application, analysis, synthesis, and evaluation. <p>The students are taught on basis of Bloom Taxonomy.</p>	
July	<p>Quadratic Equations:</p> <ul style="list-style-type: none"> A quadratic equation in the variable x is of the form $ax^2 + bx + c = 0$, 	<ul style="list-style-type: none"> Smart Board PPT's Videos Chalk Board White Board Wacom Tablet 	<p>Art Integrated Project:</p> <ul style="list-style-type: none"> Graph drawn based on Quadratic Equations ($x^2 - 1$) and concluded that graph intersect at point on 	<ul style="list-style-type: none"> Crossword Puzzles MCQ's Assignments (CW & HW) Remedial Worksheets 	<p>Cognitive Pedagogy :</p> <ul style="list-style-type: none"> Students are taught based on cognitive psychology <p>Critical pedagogy:</p>	<p>The following skills of the students are enhanced</p> <ul style="list-style-type: none"> Problem solving Critical thinking Life skills Learnt to express a

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<i>No. of Days:10</i>	<p>where a, b, c are real numbers and $a \neq 0$.</p> <ul style="list-style-type: none"> A real number α is said to be a root of the quadratic equation $ax^2 + bx + c = 0$, if $a\alpha^2 + b\alpha + c = 0$. The zeroes of the quadratic polynomial $ax^2 + bx + c$ and the roots of the quadratic equation $ax^2 + bx + c = 0$ are the same. Solve various word problems. 	https://www.youtube.com/watch?v=MADl370UFPg&list=RDCMUCBZJajRBYBiT3qDNiOHhr8A&start_radio=1&rv=MADl370UFPg&t=1	<p>x- axis</p> <p>Experiential Learning: If a train travels 360 km at a uniform speed. If the speed had been 5km/hr. more, it would have taken 1 hour less for the same journey. Speed can be calculated on applying quadratic concept.</p>		<ul style="list-style-type: none"> It is a theory and practice of helping students achieve critical consciousness. <p>Social pedagogy:</p> <ul style="list-style-type: none"> It suggests that education is critical to a student's social development and wellbeing <p>Bloom Taxonomy:</p> <ul style="list-style-type: none"> Knowledge, comprehension, application, analysis, synthesis, and evaluation. The students are taught on basis of Bloom Taxonomy. 	<p>Quadratic equation in Standard form.</p> <ul style="list-style-type: none"> Learnt to solve a quadratic equation by factorization, by completing the square and by using quadratic formula. Learnt how to solve various word problems.
<i>July</i>	<p>Arithmetic Progression:</p> <ul style="list-style-type: none"> An arithmetic progression (AP) is a list of 	<ul style="list-style-type: none"> Smart Board PPT's Videos Chalk Board White Board 	<p>Experiential Learning: Drawing of different AP patterns Art Integrated Project:</p>	<ul style="list-style-type: none"> Crossword Puzzles MCQ's Assignments (CW & HW) Remedial 	<p>Cognitive Pedagogy</p> <p>:</p> <ul style="list-style-type: none"> Students are taught based on cognitive psyc 	<p>The following skills of the students are enhanced</p> <ul style="list-style-type: none"> Problem solving Critical thinking

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<i>No. of Days:10</i>	<p>numbers in which each term is obtained by adding a fixed number d to the preceding term, except the first term. The fixed number d is called the common difference.</p> <p>The general form of an AP is a, a + d, a + 2d, a + 3d, . .</p> <ul style="list-style-type: none"> To observe geometrical patterns and understand concept of AP. To get familiar with terms like n^{th} term, S_n, etc. To understand situations in daily life where AP is observed. 	<ul style="list-style-type: none"> Wacom Tablet <p>https://www.youtube.com/watch?v=9N5yuojfKGo&list=RDCMUCBZJajRBYBiT3qDNiOHhr8A&start_radio=1&rv=9N5yuojfKGo&t=0</p>	<ul style="list-style-type: none"> To verify that the given sequence is an arithmetic progression by paper cutting and pasting method. <p>Project:</p> <ul style="list-style-type: none"> To verify that the sum of first 'n' natural numbers is $n(n+1)/2$ by graphical method. <p>Skill Assessment:</p> <p>Find the sum of first 20 even numbers by using concept of AP.</p>	Worksheets	<p>hology</p> <p>Critical pedagogy:</p> <ul style="list-style-type: none"> It is a theory and practice of helping students achieve critical consciousness. <p>Social pedagogy:</p> <ul style="list-style-type: none"> It suggests that education is critical to a student's social development and wellbeing <p>Bloom Taxonomy:</p> <ul style="list-style-type: none"> Knowledge, comprehension, application, analysis, synthesis, and evaluation. The students are taught on basis of Bloom Taxonomy. 	<ul style="list-style-type: none"> Life skills Will be able to observe geometrical patterns and understand concept of AP. Understood the terms like n^{th} term, S_n, etc. Will be able to relate situations in daily life where AP is observed.
<i>August</i>	SURFACE AREAS AND	<ul style="list-style-type: none"> Smart Board PPT's 	Experiential Learning:	<ul style="list-style-type: none"> MCQ's Oral Test: 	Cognitive Pedagogy :	The children are able to develop skills to

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No. of Days:12	<p>VOLUMES</p> <p>Area of rectangle = length x breadth.</p> <p>Surface Area of a Cuboid = $2(lb + bh + hl)$</p> <p>Surface Area of a Cube = $6a^2$</p> <p>Curved Surface Area of a Cylinder = $2\pi r h$.</p> <p>Total Surface Area of a Cylinder = $2\pi r(r + h)$.</p> <p>Curved Surface Area of a Cone = $\pi r l$</p> <p>Total Surface Area of a Cone = $\pi r l + \pi r^2 = \pi r(1 + r)$</p> <p>Surface Area of a Sphere = $4\pi r^2$</p> <p>Curved Surface Area of a Hemisphere = $2\pi r^2$</p> <p>Total Surface Area of a Hemisphere = $3\pi r^2$</p> <p>Volume of a Cuboid = base area \times height = length \times breadth</p>	<ul style="list-style-type: none"> • Videos • Chalk Board • White Board • Wacom Tablet • e-book • Extra mark • Mind maps • Green Board <p>https://www.youtube.com/watch?v=t2czWbw d0ag&list=RDCMUC he_fPrjERyNFH6sj35 yfpg&start_radio=1&rv=t2czWbw d0ag&t=0</p>	<ul style="list-style-type: none"> • Children will go to neighboring houses, interact with people and collect data for making shapes like cone, cylinder sphere, hemisphere and frustum. <p>Practical:</p> <ul style="list-style-type: none"> • To show that area of a triangle is half the product of its base and height using paper cutting and pasting method <p>Art Integrated Project:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Written Work: • By doing Correction Work • Assignments 	<ul style="list-style-type: none"> • Students are taught based on cognitive psychology <p>Critical pedagogy:</p> <ul style="list-style-type: none"> • It is a theory and practice of helping students achieve critical consciousness. <p>Social pedagogy:</p> <ul style="list-style-type: none"> • It suggests that education is critical to a student's social development and wellbeing <p>Bloom Taxonomy:</p> <ul style="list-style-type: none"> • Knowledge, comprehension, application, analysis, synthesis, and evaluation. <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</p>	apply mathematical knowledge to solve real life problem

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	$\times \text{height}$ Volume of a Cube $= \text{edge} \times \text{edge} \times \text{edge} = a^3$ Volume of a Cylinder $= \pi r^2 h$ Volume of a Cone $= \frac{1}{3} \pi r^2 h$ Volume of a Sphere $= \frac{4}{3} \pi r^3$				calculation easy.	
August	Statistics <ul style="list-style-type: none"> Find mean, mode and median for grouped and ungrouped data by different 	<ul style="list-style-type: none"> Smart Board PPT's Videos Chalk Board White Board 	Art Integrated Project: <ul style="list-style-type: none"> Collection of data of vowels and consonants from a given article. Draw a 	<ul style="list-style-type: none"> Crossword Puzzles MCQ's Assignments (CW & HW) Remedial 	Cognitive Pedagogy <ul style="list-style-type: none"> Students are taught based on cognitive psyc 	The following skills of the students are enhanced <ul style="list-style-type: none"> Problem solving Critical thinking Life skills

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<i>No. of Days:10</i>	<p>methods.</p> <ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> Wacom Tablet <p>https://www.youtube.com/watch?v=vOcgQETAY08&list=RDCMUCpbFFea0I4rU_0TkXMfVDrQ&start_radio=1&rv=vOcgQETAY08&t=1</p>	<p>pie diagram from the recorded data). Answer the question asked on the basis of recorded data.</p> <p>Experiential Learning:</p> <ul style="list-style-type: none"> 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. <p>Project:</p> <ul style="list-style-type: none"> To find the mean of marks obtained by the students in Mathematics class test. <p>Skill Assessment: Find the mean of first 10 prime numbers.</p>	Worksheets	<p>hology</p> <p>Critical pedagogy:</p> <ul style="list-style-type: none"> It is a theory and practice of helping students achieve critical consciousness. <p>Social pedagogy:</p> <ul style="list-style-type: none"> It suggests that education is critical to a student's social development and wellbeing <p>Bloom Taxonomy:</p> <ul style="list-style-type: none"> Knowledge, comprehension, application, analysis, synthesis, and evaluation. The students are taught on basis of Bloom Taxonomy. 	<ul style="list-style-type: none"> Learnt to calculate mean mode, median. Learnt to draw ogives
<i>September</i>	<p>Application of Trigonometry</p> <ul style="list-style-type: none"> Trigonometric 	<ul style="list-style-type: none"> Smart Board PPT's Videos 	<p>Art Integrated Project: To show Pythagoras</p>	<ul style="list-style-type: none"> Crossword Puzzles MCQ's Assignments 	<p>Cognitive Pedagogy:</p> <ul style="list-style-type: none"> Students are taught based 	<p>The following skills of the students are enhanced</p> <ul style="list-style-type: none"> Problem solving

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No. of Days:6	<p>Ratios.</p> <ul style="list-style-type: none"> If one of the trigonometric ratios of an acute angle is known, the remaining trigonometric ratios of the angle can be easily determined. The values of trigonometric ratios for angles 0°, 30°, 45°, 60° and 90°. Angle of elevation and angle of depression. <p>Practical problems related to applications of trigonometry.</p>	<ul style="list-style-type: none"> Chalk Board White Board Wacom Tablet <p>https://www.youtube.com/watch?v=ubO1PcrN2b4</p>	<p>Theorem by using three sticks of length 5cm,4cm and 3cm.</p> <p>Experiential Learning:</p> <ul style="list-style-type: none"> If sun's angle of elevation is 30° and length of the shadow of a tree is 10m. Height of the tree can be calculated by using concept of angle of elevation. 	<ul style="list-style-type: none"> (CW & HW) Remedial Worksheets 	<p>on cognitive psychology</p> <p>Critical pedagogy:</p> <ul style="list-style-type: none"> It is a theory and practice of helping students achieve critical consciousness. <p>Social pedagogy:</p> <ul style="list-style-type: none"> It suggests that education is critical to a student's social development and wellbeing <p>Bloom Taxonomy:</p> <ul style="list-style-type: none"> Knowledge, comprehension, application, analysis, synthesis, and evaluation. The students are taught on basis of Bloom Taxonomy. 	<ul style="list-style-type: none"> Critical thinking Life skills Got familiar with the Knowledge of T-Ratios Children are able to apply application of Trigonometry in practical life.

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					method often relies on a student-	
<i>October</i>	REVISION					

PINEGROVE SCHOOL, SUBATHU,
Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: General Science
Class: X
Session 2024 - 25

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 (10)	Chemical Reactions and Equations <ul style="list-style-type: none"> Set Induction Changes in our day-to-day life by examples. Classifying the changes as permanent and non-permanent. Activity to find the changes as physical as chemical. Different types of reaction like <ol style="list-style-type: none"> Combination Decomposition Displacement Double Displacement. Precipitation. Redox Reactions. Practical modules and help of virtual labs. 	<ul style="list-style-type: none"> Teaching Aids Blackboard, Chalk, Duster, Smart Board Videos and Ppt. for reinforcing the ideas for reaction and their types Olabs.com for Practical on types of reaction. Flow charts to understand the types of chemical reactions. 	<ul style="list-style-type: none"> Group Activity: to make students perform different activities like stretching the rubber, performing melting of ice, adding curd to milk etc. Flow charts: to understand the process of permanent change and temporary change. Types of reaction. Industrial visit to Chemical labs, Industries and to understand the process of manufacturing. Life skills examples from day-to-day activities and use of chemicals. Interdisciplinary Linkages: Biology for respiration and 	<ul style="list-style-type: none"> Oral Questions, Chapter end test, MCQs, Exercise Questions. The L.O. will be assessed with an oral and written test. Daily quiz having 5 questions to assess students and develop an attitude of self -analysis. Formative and Summative assessment. 	<ul style="list-style-type: none"> Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by brainstorming and demonstrating experiments. Interactive Lesson: Using ppts, modules, YouTube videos. Experimental demonstration to explain the topics and 	<p><i>The learners:</i></p> <ul style="list-style-type: none"> Understand and differentiate between a physical change and chemical change Develop scientific skills of observation, drawing conclusions and handling chemicals Learn to write word equations and chemical equations and understand the need to balance a chemical equation. Categorize the given reactions as combination, decomposition, displacement, double

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			<p>digestion as examples of chemical/permanent changes.</p> <p>Physics to understand the reaction states, conditions, temp. pressure etc.</p> <p>Economics for cheap and expensive industrial processes and chemicals.</p> <p>Art Integration</p> <ul style="list-style-type: none"> ● Practical/Experiments to be conducted in the lab. ● Project work on types of reaction and industrial application of reactions studied. 		<p>understand the topics of formation of precipitate.</p> <p>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"> ● Relate and process the products formed during reactions and the reactivity of two elements based on the products formed.
Mar (10)	<p>Acids, Bases, and Salts</p> <ul style="list-style-type: none"> ● Set Induction: Examples of foodstuffs and identifying the taste. ● Presence of certain mysterious chemicals which make them sour and bitter. ● Indicators and their types. ● Use of indicators. 	<ul style="list-style-type: none"> ● Teaching Aids: Blackboard, chalk, smart board, extra marks. ● PowerPoint Presentations, cut outs of foodstuffs, fruits and vegetables. ● Indicators strips, bottles of universal indicators etc. ● . 	<ul style="list-style-type: none"> ● Observation and Abstract thinking: Taste of foodstuffs, fruits, and vegetables. ● Critical Thinking with daily life examples of food substances as acidic, basic, neutral in nature. Presence of substances as indicators called as Natural indicators. 	<ul style="list-style-type: none"> ● The L.O. will be assessed with an oral and written test. ● Daily quiz having 5 questions to assess students and develop an attitude of self -analysis. ● Formative and Summative assessment. 	<ul style="list-style-type: none"> ● Activating Prior Knowledge by giving examples of fruits and vegetables, using images of foodstuffs to classify them according to their taste. ● Research Attitude: by project work on indicators and their uses in day- 	<ul style="list-style-type: none"> ● The learner. ● Differentiate between acids and bases and define acids and bases according to Arrhenius concept ● Identify acidic, basic, or neutral nature of chemicals using indicators ● Write various

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	<ul style="list-style-type: none"> • Compiling the properties of acids and bases. • Reactions of acids and bases. • Salts with reactions and uses in day-to-day life. 		<ul style="list-style-type: none"> • Interdisciplinary Linkages: 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. • Art Integration: Practical's/Experiments 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. • Project work: explore about the various natural indicators and their uses. 		<p>to-day life activities.</p> <ul style="list-style-type: none"> • Analysis and Interpretation by the students about the taste and relating it with acids and bases. • Self-Awareness about the presence of acids, bases, salts, and their reaction in our day-to-day life. • Interactive Lecture: <ul style="list-style-type: none"> • by questioning and reasoning skills, developing research attitude, and using ppts, modules, YouTube videos, experimental demonstration to explain the topics. 	<p>reactions shown by acids and bases.</p> <ul style="list-style-type: none"> • Write balanced chemical equations for reactions of acids and bases with metals, carbonates and hydrogen-carbonates, metallic oxides etc. • explain the role of water in showing acidic behavior • Define pH and correlate its application in real life • Correlate the acidic, basic, or neutral nature of the salt to the strength of the acid and base used to obtain the salt <p>Correlate common names, preparation, uses and chemical properties of various salts in the syllabus</p>

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Apr (10)	Light – Reflection and Refraction <ul style="list-style-type: none"> ● Set Induction: ● Image of rainbow and sun. Dark and bright room. ● Concept of reflection and laws of reflection. ● Types of reflection diffused and regular. ● Refraction. ● Experiment, demonstration, glass slab method. ● Mirrors and lenses. Difference and properties. 	<ul style="list-style-type: none"> ● Teaching Aids: Black board, Chalk, smart board, extra marks, torch, flashlight. magnifying glass etc. ● PowerPoint Presentations. For reflection, refraction, and lenses. ● Extra marks Modules, Videos. ● Model making for glass slab experiment by pin method. 	<ul style="list-style-type: none"> ● Experiment method to demonstrate the presence of rays (beam of light) in a source of light. ● Group activity on a set of questionnaires. ● Interdisciplinary Linkages: Light reactions, photosynthesis, bioluminescence. Chemistry to understand the electron excitation, photolysis etc. ● Art Integration: Diagrams of lenses, mirrors, refraction, and reflection. ● Model making, Magnifying glass experiment for concrete learning. ● Practical/Experiments to be conducted in the lab. ● Project work on working of LASERS, MASERS etc. ● 	<ul style="list-style-type: none"> ● Oral Questions, Chapter end test, MCQs, Exercise Questions. ● The L.O. will be assessed with an oral and written test. ● Daily quiz having 5 questions to assess students and develop an attitude of self -analysis. <p>Formative and Summative assessment.</p>	<ul style="list-style-type: none"> ● Activating Prior Knowledge: by random Questioning ● Experimental Method For the topic of reflection and refraction taught after getting the expected response from the students. ● Model making to understand the phenomenon of refraction. ● Interactive Lecture Discussion. Using ppts, modules, YouTube videos. ● Experimental demonstration to explain the topics. 	<ul style="list-style-type: none"> ● <i>The learners</i> ● Differentiate between plane, concave, and convex mirrors ● Explain the laws of reflection and rules for image formation in spherical mirrors ● Draw correct ray diagrams showing image formation by spherical mirrors for different position of objects ● Use Cartesian sign conventions correctly ● Interpret and draw correct information from given statement and solve numerical using mirror formula ● State define refraction and state the laws of refraction ● Explain the refraction of light through a glass

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						slab <ul style="list-style-type: none"> • Draw ray diagrams for image formation in spherical lenses • Apply New Cartesian sign conventions and lens formula to solve numerical. • Reason out the application of different mirrors and lenses in everyday life.
Apr (08)	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"> • 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 	<ul style="list-style-type: none"> • The students will be able to: • To enable the learners to get familiar with some natural phenomenon based on dispersion of light, atmospheric refraction and scattering of light • Understand the ways and means of presenting these observed

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					Discussion. <ul style="list-style-type: none"> • Using ppts, modules, YouTube videos, experimental demonstration to explain. 	phenomena through suitable drawings/diagrams/photographs <ul style="list-style-type: none"> • Understand the reason behind some natural phenomenon e.g., color of sky, early sunrise and delayed sunset, formation of rainbow etc.
May (12)	Life Processes <ul style="list-style-type: none"> • 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. • Nutrition, respiration, excretion, circulation (heart) and brain. • Neuron etc. • Function of Kidney and nephron in detail. 	<ul style="list-style-type: none"> • Teaching Aids. blackboard, chalk, smart board, extra class. • PowerPoint Presentations. • Extra marks Modules, YouTube Videos. • Chart and handouts for Modern Periodic Table. • 3D model of heart and human digestive system and their structures. 	<ul style="list-style-type: none"> • Flip Teaching Students are taught the function, properties of various life processes like digestion, assimilation, ingestion, absorption, excretion etc. • Interdisciplinary Linkages: Release of chemicals with their reactions. Biochemical reactions with importance. • Practical/Experiments to be conducted in the virtual lab. 	<ul style="list-style-type: none"> • The L.O. will be assessed with an oral and written test. • Daily quiz having 5 questions to assess students and develop an attitude of self-analysis. • Formative and Summative assessment. • Project Making for development of artificial heart, hemodialysis. 	<ul style="list-style-type: none"> • Activating Prior Knowledge by random questioning and displaying pictures of foodstuffs along with digestive tract. • Critical thinking: the role of oxygen and how everything works in sync. • Real Life situations and Decision making. food to be consumed, applying knowledge of 	<ul style="list-style-type: none"> • <i>The learners:</i> • Define life processes • Explain modes of nutrition • Describe parts of digestive system in humans and the role of enzymes in digestion process • Explain how amoeba obtains food • Differentiate between aerobic and anaerobic respiration. • Understand the pathways by which glucose breaks down

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			<ul style="list-style-type: none"> Art Integrated Project work on Life Processes. Model making for the structure of the heart and its function. 		hemodialysis and CPR. <ul style="list-style-type: none"> Research Attitude. exploring the in-detail functions of heart and creating motivation for students 	<ul style="list-style-type: none"> Explain the parts of the human respiratory system. Describe the structure and functioning of the human heart. Explain double circulation Differentiate between arteries, veins, and capillaries. Understand the concept of formation of urine by nephron. Parts of the excretory system in humans. Explain excretion in plants.
May (07)	Our Environment <ul style="list-style-type: none"> Mode of nutrition in animals and plants. Autotrophic and Heterotrophic. Saprophytes and decomposers. ... Abiotic components. ... Biotic components. ... 	<ul style="list-style-type: none"> Teaching Aids: Blackboard, chalk, smart board. PowerPoint Presentations, extra marks Modules, YouTube Videos. Flash Cards and Charts for 	<ul style="list-style-type: none"> Model of Human Digestive system for introducing the topic of nutrition. Images and pictures of various animals, organisms, and the way they consume food. Flow charts for understanding the 	<ul style="list-style-type: none"> The L.O. will be assessed with an oral and written test. Daily quiz having 5 questions to assess students and develop an attitude of self -analysis. Formative and Summative assessment. 	<ul style="list-style-type: none"> Activating Prior Knowledge by model of digestive system, images of various animals carrying out ingestion of food. 	<i>The learner</i> <ul style="list-style-type: none"> explain the process of nutrition and their types. define ecosystem and its components state relationship between food chain and food

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	<ul style="list-style-type: none"> Ecosystem. ... Trophic levels. ... Pyramid of trophic levels. Law of conservation of energy. 	<p>understanding the various levels in the ecosystem for Nutrition.</p> <ul style="list-style-type: none"> 	<p>food pyramid and law of conservation of energy.</p> <p>Art Integration</p> <ul style="list-style-type: none"> Drama, students enact various organisms and try to explain their mode of nutrition and food requirements to understand the various trophic levels. Ppts. and videos for biotic and abiotic components. 	<ul style="list-style-type: none"> Project Making for Food Pyramid and Food Chain. 	<ul style="list-style-type: none"> Scaffolding technique to make sure students link the topics of nutrition and trophic. Inquisitive Learning by making students understand the law of conservation of energy. Interactive Lecture by using ppts, modules, flow charts and flash cards, to explain the topics. 	<p>web</p> <ul style="list-style-type: none"> understand how human activities have led to the depletion of ozone layer understand how we can manage garbage we produce
July (12)	<p>Metals and Non-Metals</p> <ul style="list-style-type: none"> Introduction and testing of previous knowledge. Properties and difference of metals and nonmetals. Reaction of metals. Reaction of nonmetals. Reactivity series. Uses of metals and 	<ul style="list-style-type: none"> Teaching Aids: Blackboard, chalk, smart board. PowerPoint Presentations, extra marks Modules, YouTube Videos. Utensils, objects made up of metals and nonmetals. Flow charts for the process of reaction and reactivity series. 	<ul style="list-style-type: none"> Identification by Images, Pictures to test previous knowledge. Group Activity to allow students collect, note down any 6 objects and classify them accordingly as metals and nonmetals. Flash Cards to help them remember the properties of metals 	<ul style="list-style-type: none"> The L.O. will be assessed with an oral and written test. Daily quiz having 5 questions to assess students and develop an attitude of self -analysis. Formative and Summative assessment. 	<ul style="list-style-type: none"> Activating Prior Knowledge by showing images of objects and relating with everyday life. Hands on learning by making electrical circuits using graphite (pencil) to make understanding of some 	<ul style="list-style-type: none"> <i>The Learners,</i> Explain physical and chemical properties of metals and non-metals Differentiate between metals and nonmetals based on physical and chemical properties Explain and make use of reactivity

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	nonmetals in day-to-day life.	<ul style="list-style-type: none"> Flashcards for group activity on metals and nonmetals for their properties. 	<p>and nonmetals. as a method of deep learning.</p> <ul style="list-style-type: none"> Interdisciplinary Linkages, Geography to find the sites of minerals in India. Physics to understand the electrical, thermal properties. Biology to relate use of metals and nonmetals in biological processes. Art Integration: Song on the reactivity series of metals. Please stop calling me a careless zebra instead try learning how copper saves gold. Role Play students acting like metals and nonmetals to describe themselves and their properties. Circuit making by help of graphite (pencil) 		<p>nonmetals conduct electricity.</p> <ul style="list-style-type: none"> Creativity by students making their own flash cards. Interactive class by use of reactivity series song, modules of extra marks, ppt. etc. Experimentation and constructivism by making circuits, studying the various components of a circuit and why insulation is important. 	<p>series to complete reactions</p> <ul style="list-style-type: none"> Draw inference about reactive metal Understand the properties and formation of ionic compounds Able to draw the dot structures for ionic compounds Learn and understand basic metallurgical processes Understand corrosion and ways to prevent it

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July (12)	Carbon and Its Compounds <ul style="list-style-type: none"> Set Induction: By atomic structure and students will be able to identify. Properties of carbon and reason for its catenation. Hydrocarbons as aliphatic and aromatic compounds. Alkanes, alkenes, alkynes. Properties and reactions of hydrocarbons. 	<ul style="list-style-type: none"> Teaching Aids: Blackboard, chalk, smart board. PowerPoint Presentations, extra marks Modules, YouTube Videos. Ball and stick model for constructing simple hydrocarbons. Flow charts for the classification of hydrocarbons and their types. 	<ul style="list-style-type: none"> 3D structure of carbon showing shells, electrons, and valency. Objects on display to feel and study like pieces of coal, pencil lead, artificial diamond to understand the concept of allotropes of carbon and their uses. Ball and stick model of various hydrocarbons and can be used to construct newer molecules. Interdisciplinary Linkages: Math to study the geometry and shape of molecules. Physics for understanding the conditions and stability of molecules, reaction conditions etc. Art Integration. Constructing molecules with the help of a ball and stick model. PowerPoint 	<ul style="list-style-type: none"> The L.O. will be assessed with an oral and written test. Daily quiz having 5 questions to assess students and develop an attitude of self-analysis. Formative and Summative assessment. Project work on fullerenes and soap/detergents 	<ul style="list-style-type: none"> Activating Prior Knowledge by displaying the model of carbon. Constructivism and Demonstration by Ball and Stick model of hydrocarbons and Practical's. Problem Solving Attitude when developing new molecules using Ball and Stick model. Interactive Lecture by discussion method, inquiry-based learning (IBL). Curiosity development by relating the uses of carbons in our day-to-day life. Inquisitive attitude by Project on nanotubes, fullerenes etc. Real Life examples of glucose, coal, 	<i>The Learners,</i> <ul style="list-style-type: none"> Understand the concept of sharing of electrons and formation of covalent bonds Correlate the bonds formed as single, double or triple to the number of pairs of electrons shared between the atoms. Learn writing electron dot structure for formation of covalent compounds. Calculate and identify the number and types of bonds formed in a compound by sharing of electrons. Understand the versatile nature of carbon. Recognize Alkanes, Alkenes and Alkynes and differentiate

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			<p>presentation on fullerenes, nanotubes, Buckyball's and detergents/soaps.</p> <ul style="list-style-type: none"> • Practical and experiment for reactions and practice on virtual labs as hydrocarbons are hazardous and unsafe to handle. • 		<p>soaps, detergents, plastics, graphite etc. all have carbon in them.</p> <ul style="list-style-type: none"> • 	<p>between them.</p> <ul style="list-style-type: none"> • Understand concepts of homologous series and different functional groups. • Study the technique of naming different hydrocarbons. • Understand physical and chemical, properties of hydrocarbons, alcohols, and carboxylic acid. • Study the cleansing action of soaps and detergents. •
August (12)	Electricity <ul style="list-style-type: none"> • Introduction: • Relating the previous knowledge. (Set Induction by flash cards) • Definition of electricity. • Components of a circuit. 	<ul style="list-style-type: none"> • Teaching Aids: Blackboard, chalk, smart board. • PowerPoint Presentations, extra marks Modules, you tube Videos. • Circuit Diagrams. • Model making and building circuits. 	<ul style="list-style-type: none"> • Flashcard's/Chart of Metals to activate previous Knowledge for Set Induction. • Images of objects like bulb, bell, computer etc. to show common links • Group 	<ul style="list-style-type: none"> • The L.O. will be assessed with an oral and written test. • Daily quiz having 5 questions to assess students and develop an attitude of self -analysis. • Formative and Summative assessment. 	<ul style="list-style-type: none"> • Activating Prior Knowledge by showing images and flashcards to relate with the topic. • Self-Awareness: by making students realize the need of insulators for 	<p><i>The learners:</i></p> <ul style="list-style-type: none"> • Define electric current, potential difference and resistance and express relation between them • Identify symbols of different circuit elements and be able to

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	<ul style="list-style-type: none"> Series and Parallel connections. Ohm's Law Electricity from day to day. Insulators, safety measures. Consumption of electricity 	<ul style="list-style-type: none"> Bulb, bell etc. for working on electrical circuits. 	<p>Activity/Role Play to understand the series and parallel connections.</p> <ul style="list-style-type: none"> Interdisciplinary Linkages: 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. Art Integration. Use of models and circuit diagrams. Videos and ppts. for better understanding and constructive learning. Experiment and Practical to find the potential difference and current in series and parallel connections. Critical thinking by relating with 	<ul style="list-style-type: none"> Practical's and learning to make circuits. 	<p>protection and our safety.</p> <ul style="list-style-type: none"> Problem Solving attitude by making circuits, finding the reasons for nonfunctional devices. Developing hypothesis by brainstorming and changing the connections from series to parallel. Interactive Lecture Discussion, to invoke curiosity about the connections in classroom and home. 	<p>draw simple circuit diagrams</p> <ul style="list-style-type: none"> Connect circuits in series and parallel combination To identify different components/devices used in domestic electric circuits and understand the practical use of these components Understand the advantages of safety measures used in electric circuits To calculate electricity bill for electric energy consumed by a - household for a given month.

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			<p>flow of electrons and properties in day-to-day life.</p> <ul style="list-style-type: none"> ● Activity based learning by learning to make circuits. ● Observational and identification skills by taking readings for Current (ampere), Potential Difference. 			<ul style="list-style-type: none"> ●
August (10)	Control and Coordination Tropic movements in plants; Introduction to plant hormones; Control and coordination in animals: voluntary, involuntary and reflex action, nervous system; chemical coordination: animal hormones	<ul style="list-style-type: none"> ● Teaching Aids. Blackboard, chalk, smart board, extra class. ● Extra marks Modules, YouTube Videos. ● 3D model of Brain 	<ul style="list-style-type: none"> ● Flip Teaching Tropic movements in plants and various types of tropism. ● Interdisciplinary Linkages: Release of hormones with their functions ● Practical/Experiments Bending of stem towards light and 	<ul style="list-style-type: none"> ● The L.O. will be assessed with an oral and written test. ● Daily quiz having 5 questions to assess students and develop an attitude of self -analysis. ● Formative and Summative assessment. 	<ul style="list-style-type: none"> ● Activating Prior Knowledge by displaying images of neuron and endocrine system. ● Self-Awareness ● By mentioning the importance of hormones in human body. ● Analysis and Interpretation ● Working of 	<ul style="list-style-type: none"> ● Differentiates reflex actions in animals (voluntary, involuntary and reflex). ● Distinguishes between tropic movements in plants ● Classifies the hormonal glands in terms of their

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			encircling of tendrils around a support. • Art Integrated • Drawing of diagrams of reflex arc and human brain..		human brain and nervous system. • Brainstorming Interactive Lecture Discussion. • Folding of leaves by touch me not plant. • Facilitate learning by using modules, YouTube videos to explain the topics.	position and functions in the body. • Investigates and verifies the pathways of reflex arcs through activities/experiments. • Relates bending in plants to differential growth.
Sept (10)	Magnetic effects of current <ul style="list-style-type: none"> Set Induction Magnet. North and South Poles. Magnetic field. Iron filings test around a bar magnet. Magnetic field lines. Magnetic field lines for a closed loop. Fleming's Left- and Right-Hand Rule. Electromagnetic Induction. 	<ul style="list-style-type: none"> Teaching Aids: Blackboard, chalk, smart board. PowerPoint Presentations, extra marks Modules, you tube Videos. Magnets of various shapes. Copper wire to make Solenoid (electromagnet). 	<ul style="list-style-type: none"> Objects on display magnets, iron block, wood, copper wire for set induction. Hands on learning by giving different types of magnets like bar, horseshoes, disc shape to find north and south pole. Learning by Doing for FLEMING'S Left-Hand Rule and Right-Hand Rule. Interdisciplinary Linkages: Chemistry for studying the magnetic and nonmagnetic 	<ul style="list-style-type: none"> The L.O. will be assessed with an oral and written test. Daily quiz having 5 questions to assess students and develop an attitude of self -analysis. Formative and Summative assessment. 	<ul style="list-style-type: none"> Activating Prior Knowledge by showing objects like iron, magnets, copper, wood etc. to understand the linkage. Constructivism and Demonstration : by making electromagnetic and testing its working. Application of Knowledge in understanding the working of 	The students will be able to: <ul style="list-style-type: none"> Understand the meaning and properties of magnetic field lines Draw magnetic field lines using compass needle Explain different physical phenomenon and to make careful observations/ deductions and to draw inferences Explain and apply right hand thumb rule, Fleming's

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			substances. Geography to study the sites of ores and deposits. Math's for calculation of electromagnetic induction. <ul style="list-style-type: none"> ● Arts Integration: ● Model making and developing an electromagnet. ● Diagrams and power point presentation on magnets, magnetic field and Fleming's rule. ● Virtual Lab and Practical's for measuring the strength of magnetic fields using galvanometer. ● 		D.C motor and need of electromagnets. <ul style="list-style-type: none"> ● Critical Knowledge: for learning Fleming's Rule. ● Developing hypothesis by giving students the example of working on D.C motor and uses of electromagnets in electric power stations. ● Interactive lecture by discussing Maglev trains by Germany, use of electromagnets in scrap yard etc. 	left hand and right-hand rule in different situations <ul style="list-style-type: none"> ● Explain the working principle of electric motor and electric generator ● Understand the basic details of the AC supply used in domestic circuits in India ● Differentiate between AC and DC current and understand basic design of domestic electric circuit ● Identify different components/devices used in domestic electric circuits and understand the practical use of these components
October (10)	How do organisms reproduce. <ul style="list-style-type: none"> ● Set Induction ● Introduction of the topic by relating with life process 	<ul style="list-style-type: none"> ● Teaching Aids: Blackboard, chalk, smart board. ● PowerPoint Presentations, extra marks 	<ul style="list-style-type: none"> ● Group Discussion/Activity Based Learning: role of sex cells, somatic cells, and occurrence of 	<ul style="list-style-type: none"> ● The L.O. will be assessed with an oral and written test. ● Daily quiz having 5 questions to assess students and 	<ul style="list-style-type: none"> ● Activating Prior Knowledge by Random Questioning and testing the knowledge by 	<i>The learner,</i> <ul style="list-style-type: none"> ● Define reproduction. ● Relate variations to evolution ● Explain different

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	and previous Knowledge. <ul style="list-style-type: none"> • Types of reproduction, • Sexual and Asexual modes. • Mitosis and Meiosis. • Male reproductive system. • Female reproductive system. • Hormones and their functions. • Birth of progenies. 	Modules, YouTube Videos. <ul style="list-style-type: none"> • Models of Human reproductive system. • Flow charts for the process of birth. Mitosis and meiosis. • Flashcards for group activity on hormones 	chromosomes. <ul style="list-style-type: none"> • Collecting data and samples from various plants and trees like pine, hibiscus etc. to study the male and female reproductive organs in flower and pollination. • Flash Cards/ Flowcharts to study the function of hormones and stages of development in humans. • Debate: effect on earth due to population explosion and need of the hour to curb it. • Interdisciplinary Linkages: 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 	develop an attitude of self -analysis. <ul style="list-style-type: none"> • Formative and Summative assessment. 	showing the picture of progenies with parents. <ul style="list-style-type: none"> • Developing research attitude: by helping with campus tours and studying the parts of flowers. • Raising Curiosity by campus tour, hands on learning, flash cards and flow diagrams. • Analysis and Critical thinking by understanding the process of reproduction, different time span for different organisms and formation of embryos. • Interactive Lectures by using various tools, group discussion, • Scientific Temper by 	ways by which organisms can reproduce asexually <ul style="list-style-type: none"> • Define and state advantages of vegetative propagation • Describe Sexual reproduction in flowering plants • Explain the parts of male and female reproductive system in humans • Realize the importance of reproductive health •

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			embryos. Sociology and Psychology to study social stigmas and relating it with science behind the girl childbirth. <ul style="list-style-type: none"> Art Integration: Use of flash cards, videos and ppts. to improve concrete, critical, and cognitive skills. 		understanding the science behind the reproduction and cause of girl childbirth and removal of social stigma.	
October (04)	Heredity and evolution <ul style="list-style-type: none"> Set Induction: By activating prior knowledge and asking some questions. Alleles, chromosomes, DNA, Genes Theory of Hybridization. Gregor Mendel's theory of pea plant crossing. Punnett's Square. 	<ul style="list-style-type: none"> Teaching Aids. Blackboard, chalk, smart board, extra class. PowerPoint Presentations for Punnett's square. Extra marks Modules, YouTube Videos. 3D model of DNA and chromosomes by ppt. and virtual effect. 	<ul style="list-style-type: none"> 3D Model of DNA: to raise curiosity and develop the base for inquisitive learning. Graphics and images of progenies with parents e.g. son with parents, amoeba cells, animals etc. Flowchart to explain the process of birth. Interdisciplinary Linkages: Chemistry for composition of 	<ul style="list-style-type: none"> The L.O. will be assessed with an oral and written test. Daily quiz having 5 questions to assess students and develop an attitude of self -analysis. Formative and Summative assessment. 	<ul style="list-style-type: none"> Activating Prior Knowledge by displaying images of progenies with parents, DNA, chromosomes. Self-Awareness by evolution theory in documentary of Discovery. Analysis and Interpretation of genotypic and phenotypic ratio for F1 and F2 generations. Brainstorming 	<ul style="list-style-type: none"> The learners. <ul style="list-style-type: none"> analyze and interpret the contribution of Mendel in the field of Genetics. conceptualize monohybrid and dihybrid cross state how traits are expressed explain the method of sex determination in humans Differentiate between acquired and inherited

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			DNA. Math's for Punnett's square. • Art Integrated: Videos of evolution from apes. Images for understanding the mixing of genes and passing of traits. Diagrams for structure of DNA, Punnett's square. Models of DNA, chromosomes		Interactive Lecture Discussion. • Facilitate learning by using ppts, modules, YouTube videos to explain the topics.	traits. • explain the concept of artificial hybridization • Research how humans evolved?

PINEGROVE SCHOOL, SUBATHU
Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: SOCIAL SCIENCE
Class: X
Session 2024-25

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February (4 Days)	Lesson -1 Political Science Power Sharing	<ul style="list-style-type: none"> • Video clips • Maps • PPT • Internet • Mind map • Flow charts 	Group Discussion: <ul style="list-style-type: none"> • Impact of Power Sharing in Sri Lanka and Belgium • Impact of Sharing in India. • Why power sharing is desirable? Activity <ul style="list-style-type: none"> • Europe Map • Map of Sri Lanka • Map of Belgium 	<ul style="list-style-type: none"> • Oral testing • Written test. • Quiz • Homework 	<ul style="list-style-type: none"> • P K Testing by random questioning • Introduction to the new topic. • For the Concept formation the students will be introduced to the centrality of power sharing in democracies. • The students will understand the working of spatial & social power sharing mechanisms. • In a Brain storming session, the students will analyze the federal provisions and institutions. • Understand the new Panchayati Raj institutions in rural and urban areas. • Discussion of queries 	<ul style="list-style-type: none"> • Know why and how power is shared in democracies. • Understand the working of power sharing mechanisms. • Understand the advantages of power sharing. • Understands the absence of power sharing leads to conflicts. • The students will be able to understand the importance of mutual respect & understanding to make power sharing a success. • Values learned. Sharing Mutual Respect

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					session organized.	
March (26 Days)	Lesson - 1 Geography Resource and Development	<ul style="list-style-type: none"> • Video clips • Maps • PPT • Internet • Mind map • Flow charts 	<p>Map Activity</p> <ul style="list-style-type: none"> • Soil Types • Identify types of soil on the map of India. <p>Diagrams</p> <ul style="list-style-type: none"> • Soil Profile • Role Play Role Play on a resource, exhibits its importance, and need for conservation. • After teaching the chapter, the students will be asked to pick up a resource of their choice and perform a role play on it. • 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. • Each student plays the role of a resource and speaks on the 	<ul style="list-style-type: none"> • Oral testing • Written test • Quiz • Homework 	<ul style="list-style-type: none"> • P K Testing by random questioning • Introduction to the new topic. • The student will be explained the meaning of resources. • The students will be explained the classification of resources. • 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. • In a brain storming session, the students will learn and discuss about the different types of 	<ul style="list-style-type: none"> • The students will understand the usability of terms like resource, renewable and non renewable resources and sustainable development. • The student can Perceive inter-dependence of human beings and resources and the effects of resource depletion & suggest measures to check wastage and preserve it for future. • 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

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			<p>following.</p> <ul style="list-style-type: none"> Who am I? What type of a resource am I? What is my importance? Where am I available? How long do I exist? Where am I getting exhausted? How can you save me? 		<p>land the land use pattern.</p> <ul style="list-style-type: none"> Recapitulation and doubt clearance session to take up student queries organized. 	<p>adopted to check erosion.</p> <ul style="list-style-type: none"> The students will be able to assess and appreciate the planned utilization of resources. 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.
March	<p>Lesson - 1</p> <p>History</p> <p>The Rise of Nationalism in Europe</p>	<ul style="list-style-type: none"> Video clips Maps PPT Internet Mind map Flow charts 	<p>Activity</p> <ul style="list-style-type: none"> In the Art Integration 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. <p>Group Discussion</p>	<ul style="list-style-type: none"> Oral testing Written test. Quiz Homework 	<ul style="list-style-type: none"> PK Testing by random questioning The students will be explained the terms nationalism, absolutists, allegory plebiscite, ideology, conservatism etc. The students will understand the idea of 	<ul style="list-style-type: none"> The students will be able to analyze the impact of French revolution on other European nations. The students can evaluate the two practices of imperialism and nationalism.

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			<ul style="list-style-type: none"> The students will discuss the causes of the French revolution and its outcome as a recapitulation activity based on their previous class learning. 		<p>nation, nation states and measures that introduced collective identity.</p> <ul style="list-style-type: none"> The students will learn the difference between European nationalism and anti-colonialism. The students learn how nationalism developed along with the formation of nation states in Europe post 1830. The students will learn about treaty of Vienna 1815, romanticism and national feeling. Recapitulation and doubt clearance session organized. 	<ul style="list-style-type: none"> 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. The students can very well define the meaning of various national symbols associated with the national movement of Europe and India.
April	Lesson - 1 Economics Development	<ul style="list-style-type: none"> Video clips PPT Internet Mind map Flow charts 	Group Discussions <ul style="list-style-type: none"> The Importance of Public Facility and Sustainable Development. Impact of cutting of trees to make National Highway-5 	<ul style="list-style-type: none"> Oral testing Written test. Quiz Homework 	<ul style="list-style-type: none"> P K Testing by random questioning Introduction to the new topic & the students will be made familiar with some macroeconomic 	<ul style="list-style-type: none"> The students will be able to elaborate macroeconomic concepts like per capita income, literacy rate and sustainable

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			<ul style="list-style-type: none"> Development is the need of the hour but not at the cost of harming the nature. What precautionary measures are required for development? <p>Activity</p> <ul style="list-style-type: none"> The children were given the task to calculate their BMI as an activity to create interest and practical application of one's own awareness. <p>Debate</p> <ul style="list-style-type: none"> Modern development associated with progress has led to problems. Is increase in income alone sufficient for a nation? 		<p>concepts.</p> <ul style="list-style-type: none"> The students will be sensitized about the rationale for overall human development in our country, which includes the rise of income, improvement in health & education. The students will be made to understand the terms like HDI, IMR, BMI, per capita income, national income, net attendance ratio, literacy rate etc. The importance of health & education for people will be explained. In a Brain storming session discussion on the development of India since its Independence& promotion of sustainable development. 	<p>development etc.</p> <ul style="list-style-type: none"> The student will be able to identify the different indicators of development. The student will be able to appreciate different perspectives of development. The student can compare economic & non-economic indicators of development. The student can correlate quality of life to HDI. Student will be able to identify the significance of sustainability. Value Learned <p>Sustainable Development</p>

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April	Lesson – 3 Geography Water Resources	<ul style="list-style-type: none"> • Video clips • Maps • PPT • Internet • Mind map • Flow charts 	Map Activity <ul style="list-style-type: none"> • On an outline map of India locate and label the important dams of India Group Activity <ul style="list-style-type: none"> • 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 West Bengal, Bihar and Assam, regions located in different climatic areas. 	<ul style="list-style-type: none"> • Oral testing • Written test. • Quiz • Homework 	<ul style="list-style-type: none"> • P K Testing by random questioning • Introduction to the new topic. • The students will be explained about the causes and aspects of water scarcity. • The students will learn and understand about the hydraulic structures of ancient India. • The students will be explained the classification of dams based on the structure and material used. • The students will be explained about the rainwater harvesting systems referring to Guls, Kuls, Khadins, Johads and Tankas. • The students will discuss the need and advantages of rainwater harvesting system. • Discussion, recapitulation and 	<ul style="list-style-type: none"> • The students will be able to explain the importance of water as resource, develop awareness towards its judicious use & get familiarized with the old and modern method of conservation of water. • List out various uses of water. Identify different sources of water and collect information on various methods of traditional rainwater harvesting. • Examine the ratio between demand and supply of water and reason out the causes of water scarcity. • Investigate process of global warming & climate change. • The students will be able to locate dams on the map. Values Learned

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					doubt clearing session organized.	<ul style="list-style-type: none"> ● Sustainable development. ● Conservation of water resources and management.
April	Lesson 2 Political Science Federalism	<ul style="list-style-type: none"> ● Video clips ● PPT ● Internet ● Mind map ● Flow charts 	Activity <ul style="list-style-type: none"> ● Location of Federal countries of the world. Field Visit <ul style="list-style-type: none"> ● 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. Integrated Activity <ul style="list-style-type: none"> ● Activity with Art integration in the form of Poster Making on the topic 'Key features of Federalism'. Picture /Cartoon interpretation. The teacher should provide any picture or	<ul style="list-style-type: none"> ● Oral testing ● Written test. ● Quiz ● Homework 	<ul style="list-style-type: none"> ● P K Testing by random questioning ● Introduction to the new topic. ● The students will be explained about different types of governments in the world democratic, communist, military dictatorships, etc. ● Within democracies, various forms of governments, such as federal, unitary, monarchy and republican etc. will be studied. ● The students will be explained how the independent status of the judiciary has affected in smooth 	<ul style="list-style-type: none"> ● The students will be able to analyze federal provisions and institutions. ● The students will be able to explain decentralization in rural and urban areas. ● The students will be able to explain the concept of federal and non-federal government ● The students will develop the ability to recognize the features of each type of government. ● The students will understand the centrality of power sharing in a

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			cartoon given in the textbook or any relevant picture/cartoon and tell the students to interpret the same.		functioning of federalism. ● The Concept of decentralization explained, and the working of local self-government understood. ● Random questioning session and discussion of in text question done.	democracy. ● Values Learned Foster sharing Equality Dignity of Citizens. Power sharing.
April	Lesson - 2 Economics Sectors of the Indian economy	<ul style="list-style-type: none"> ● Video clips ● PPT ● Internet ● Mind map ● Flow charts 	Activity <ul style="list-style-type: none"> ● The students will be asked to draw tables related to employment in primary, secondary and tertiary sectors into bar diagrams. Group Discussion <ul style="list-style-type: none"> ● Why does a large section of India's population depend on primary sector? ● What contributed to rapid increase in service sector output? ● The contribution of 	<ul style="list-style-type: none"> ● Oral testing ● Written test. ● Quiz ● Homework 	<ul style="list-style-type: none"> ● P K Testing by random questioning ● Introduction to the new topic. ● The students will be explained the terms like primary, secondary, tertiary sectors, economic activity, Types of goods, GDP, under employment, seasonal & open unemployment, unorganized & organized, public and private sectors. 	<ul style="list-style-type: none"> ● The students will be able to explain the three sectors of the economy. ● The students can differentiate between various types of unemployment. ● They can analyze and identify major employment generating sectors and reason out the government investment in different sectors of the economy, the

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			<p>different sectors to output and employment.</p> <p>GRAPH ANALYSIS</p> <ul style="list-style-type: none"> ● Sector contribution to India's GDP and Employment. ● The students will explore and discover what the graphs are representing by asking them relevant questions. 		<ul style="list-style-type: none"> ● The students will be explained the significance of service sector in the Indian economy & its contribution to GDP & creating employment. ● The students will be explained the difference between organized and unorganized sectors, economic activities etc. ● Brain storming, discussion, recapitulation and doubt clearing session organized. 	<p>change in sectoral composition of GDP</p> <ul style="list-style-type: none"> ● They will be able to categories the different occupation and, economic activities indifferent sectors using different criteria. ● The students will be able to assess India as a major service provider to the world. ● Though graph analysis, the student will develop their observation and graph reading skills along with helping them construct their own knowledge. <p>Values Learned</p> <ul style="list-style-type: none"> ● Dignity of Labour ● Empathy towards the Labours ● The students will be motivated to involve themselves in certain NGO programs, Social Servicing etc.

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						to help the people of the unorganized sectors, those who come under disguised and seasonal unemployment.
May	Lesson - 4 Geography Agriculture	<ul style="list-style-type: none"> • Video clips • Maps • PPT • Internet • Mind map • Flow charts 	Activity <ul style="list-style-type: none"> • Tree Plantation. • Gardening • Sowing seeds on a Pot or in the garden. The students will monitor and click the pictures of the Plant till it grows. • Time duration 1 Month Map Activity <ul style="list-style-type: none"> • On a Political Map of India, locate different type of agricultural crops produced in India. • Comparison of areas growing rice and wheat with the help of Maps. Debate <ul style="list-style-type: none"> • Genetically modified 	<ul style="list-style-type: none"> • Oral testing • Written test. • Quiz • Homework 	<ul style="list-style-type: none"> • P K Testing by random questioning • Introduction to the new topic. • In the concept formation the following terms with their meaning will be explained resources subsistence agriculture, plantation etc. • Discussion related to different types of cropping patterns in India and their impact on economic development and discuss in the class. • Brain storming session organized for 	<ul style="list-style-type: none"> • The students will be able to classify various types of farming & will be able to find out spatial distribution of crops and cropping pattern. • The students can analyze government policies for institutional & technological reforms in India. • Students will be able to locate and identify areas or regions known for wheat, rice, tea, coffee production. • The students can

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			crops are the need of the hour.		the students to understand the factors responsible for production of different types of crops produced in India. ● Recapitulation and doubt clearance session to take up student queries organized.	explain the terms like plantation, subsistence farming, and shifting agriculture. ● Can analyze the reasons for poor output and get to know how farming methods depend on the kind of crop, soil and climate? ● Values Learned Respect for nature & environment. ● Conservation of resources & their Sustainability.
May, June TERM I SYLLABUS COMPLETED UNIT TESTS REVISIONS	<ul style="list-style-type: none"> ● Video clips ● Maps ● PPT ● Internet ● Mind map ● Flow charts 	Map Practice	Conducting Unit 1 exams	<ul style="list-style-type: none"> ● Discussion of question and answers, in text questions etc. Clearing of the doubts of the students 	<ul style="list-style-type: none"> ● The students will understand the content of the chapters & will revise Term 1 syllabus for Unit Tests. 	Unit Tests
July	Lesson –3 History Nationalism in India	<ul style="list-style-type: none"> ● Video clips ● Maps ● PPT ● Internet ● Mind map 	Map Activity <ul style="list-style-type: none"> ● India Map as per the Syllabus related to the chapter. 	<ul style="list-style-type: none"> ● Oral testing ● Written test. ● Quiz ● Homework 	<ul style="list-style-type: none"> ● P K Testing by random questioning ● Introduction to the new topic and the students will get to 	<ul style="list-style-type: none"> ● The students will be able to trace the origin and growth of nationalism in India. ● Will be able to

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		<ul style="list-style-type: none"> Flow charts 	<p>Picture Interpretation Bharat Mata</p> <p>Group Discussion</p> <ul style="list-style-type: none"> Why did various classes and groups of Indians citizens participate in the Civil Disobedience Movement? How did the Indian National Congress respond to the Partition of Bengal and why? Analyze the writings and ideas of different political groups and individuals like Sarojini Naidu, Jawaharlal Nehru and Abdul Gaffar Khan etc. <p>Activity</p> <ul style="list-style-type: none"> Make a collection of images, fiction, popular folklore, songs, prints and symbols with which people can identify the nation. Role play on various 		<p>understand the concept of nation, nationalism, liberty colonialism, democracy, and satyagraha.</p> <ul style="list-style-type: none"> Acquaint with the writings and ideals of different social, political groups and individuals. Students will brainstorm and discuss the strategy of satyagraha and non-violence adopted by Gandhi ji and different movements where satyagraha was adopted by the leaders to recognize the immense strength & courage it requires to internalize characteristics of satyagraha and non-violence. Comparing the image of Bharat Mata with image of 	<p>analyze and comprehend the nature of British Colonialism in India.</p> <ul style="list-style-type: none"> Can explain different phases of Indian struggle against the British from Non-Co-operation to Civil Disobedience Movement. The students will be able to compare the difference and relationship between European Nationalism and India's Anti Colonial Movement. The students will be able to appreciate the ideas promoting Pan Indian belongingness <p>Values</p> <ul style="list-style-type: none"> Patriotism Nationalism Unity in Diversity

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			National Movements. ● A timeline of the events of India's National Movement.		Germania.	
July	Lesson – 6 Geography Manufacturing Industries	<ul style="list-style-type: none"> ● Video clips ● Maps ● PPT ● Internet ● Mind map ● Flow charts 	Map Activity <ul style="list-style-type: none"> ● Locate and label the following on the map of India: ● Cotton Textile Industries ● Iron and steel plants ● Software technology parks Debate <ul style="list-style-type: none"> ● Why did India not go for privatization of manufacturing activities after 1947? Group Discussion <ul style="list-style-type: none"> ● The students will discuss about environmental pollution and degradation and the role of NTPC in this direction. 	<ul style="list-style-type: none"> ● Oral testing ● Written test. ● Quiz ● Homework 	<ul style="list-style-type: none"> ● P K Testing by random questioning ● Introduction to the new topic, the students will be explained the importance of manufacturing. ● The students will learn about the contribution of industry to the national economy and explained terms like agglomeration economy, integrated steel plants etc. ● The students learn the importance of industrial location. ● The students will learn about agro-based & mineral based industries, consumer-based industry, small- and 	<ul style="list-style-type: none"> ● Students will be able to assess the importance of industries in the national economy. ● The students will be able to establish relationship between natural resources and types of industries Speculate regional disparities and the factors affecting industrial location. ● The students can analyze impact of industries on man know the steps taken to check environmental degradation. ● The student will understand the impact of overuse of natural resources such as ground water

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					<p>large-scale industries, public and private sector industries.</p> <ul style="list-style-type: none"> • The students will be explained the process of manufacturing of garment, steel, and aluminum. • Recapitulation and doubt clearance session organized. 	<p>and crude oil, the industries, and their impact on the environment.</p> <ul style="list-style-type: none"> • The students can classify different types of industries based on raw materials & relate with pollution in nearby areas.
July	Lesson - 6 Political Science Political Parties	<ul style="list-style-type: none"> • Video clips • Maps • PPT • Internet • Mind map • Flow charts 	<p>Art Integrated Activity Draw the distinctive symbol of any two political parties</p> <p>Group Discussion</p> <ul style="list-style-type: none"> • Read Cartoons, messages to be conveyed in sketches, photographs associated with political events and the students will participate in discussions. • The students will be asked to read the functioning of state governments ruled by different parties or coalitions; examine their specific features 	<ul style="list-style-type: none"> • Oral testing • Written test. • Quiz • Homework 	<ul style="list-style-type: none"> • P K Testing by random questioning • Introduction to the new topic. • The terms used in political discussion will be explained like Gandhian, communist, secularist, feminist, communalist etc. • Functioning of state governments ruled by different political parties or coalition will be explained. • The students will brainstorm and examine features such 	<ul style="list-style-type: none"> • 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. • The students will understand and analyze the party systems in democracies; role of political parties, challenges faced by

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			<p>such as, slogans, agenda, symbols, and characteristics of their leaders.</p> <p>Skit Class may be provided into three groups. Each group will prepare a 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.</p>		<p>as slogans, agenda, symbols, and characteristics of political parties.</p> <ul style="list-style-type: none"> • The students will get acquainted with the importance of National Politics. • Distinctive features of different Political Parties, their victories and defeats in general elections will be explained. • Recapitulation and doubt clearance session organized. 	<p>them & reforms in the country, the comparison of the powers and functions of the state & the central government in India.</p> <ul style="list-style-type: none"> • They will be able to classify the National and regional parties in India & understand the 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	Lesson - 3 Economics Money and Credit	<ul style="list-style-type: none"> • Video clips • PPT • Internet 	Activity: -Flip Learning <ul style="list-style-type: none"> • Divide your class into small groups. Using the online platform, assign 	<ul style="list-style-type: none"> • Oral testing • Written test. • Quiz 	<ul style="list-style-type: none"> • P K Testing by random questioning • Introduction to the 	<ul style="list-style-type: none"> • The student will understand money as an economic

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		<ul style="list-style-type: none"> • Mind map • Flow charts 	<p>each group a topic from the chapter.</p> <ul style="list-style-type: none"> • Each group will speak for 5 - 8 minutes on their topics. • 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. • Possible topics to be covered are as follows. • Loan facilities of banks • Self- help Groups • PMRY • MNREGA • Formal and Informal Sectors of Credit. • Role Play • Self Help Groups • 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 	<ul style="list-style-type: none"> • Homework 	<p>new topic and the students will be explained the important terms to be used in the chapter like credit, collateral, formal and informal sector.</p> <ul style="list-style-type: none"> • The students will be explained about the barter system that existed earlier before the use of money as a medium of exchange. • The students will learn about the features of the formal sector of credit with reference to banks. • The students will be explained about the terms of credit • In a brain storming session, the students will discuss the advantages and disadvantages of both formal and informal sectors of credit. • Recapitulation and doubt clearance 	<p>concept, the role of financial institutions from the point of view of day-to-day life.</p> <ul style="list-style-type: none"> • The students can identify the importance of money as a medium of exchange. • They can evaluate the limitations of the barter system and recognize the modern forms of money. • The students understand the terms of credit and can assist people to deal with normal proceedings of a bank related to extension of loan. • The students can identify the functions and the advantages of self-help groups. • The students can help people

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			understand the advantages and disadvantages taking credit from money lenders.		session organized.	<p>understand the advantages of formal sector of credit.</p> <ul style="list-style-type: none"> ● 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 make on the economic condition of its members. ● Values ● Empathy, Self-reliant. Self-respect, Dignity, Leadership.
August	Lesson - 4 Economics Globalisation and the Indian Economy	<ul style="list-style-type: none"> ● Video clips ● PPT ● Internet ● Mind map ● Flow charts 	Debate <ul style="list-style-type: none"> ● Can globalization potentially contribute to better environment? Group Discussion <ul style="list-style-type: none"> ● Why MNCs from developed nations set up their production and 	<ul style="list-style-type: none"> ● Oral testing ● Written test ● Quiz ● Homework 	<ul style="list-style-type: none"> ● P K Testing by random questioning ● Introduction to the new topic. ● In the concept formation the following terms and meaning will be explained SEZ, 	<ul style="list-style-type: none"> ● 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

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			<p>assemble units in their own countries and not in other countries and what are its impacts on employment in their own countries?</p> <ul style="list-style-type: none"> ● Prepare a bulletin board on the following topic. ● Tracing the origin (Finding a logo, relating it to the company and finding its origin. 		<p>liberalization, trade barrier, MNCs', and globalization.</p> <ul style="list-style-type: none"> ● 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. ● In a brain storming session, the children will understand, why did India not go for privatization? ● Students will be explained the reasons behind the choice of location of factory and its implication on people's livelihood. ● Recapitulation and doubt clearance session organized. 	<p>globalization in their area, region & local economy.</p> <ul style="list-style-type: none"> ● Get familiarize with the meaning of Globalization, liberalization, privatizing, M.N.C., trade barrier etc. ● The student will be able to appreciate the reasons for setting up MNC in India. ● Classify various features of MNC, foreign trade and foreign investment. ● Evaluate the role of WTO & analyze merits & demerits of globalization. ● Examine the role of MNC in globalization. ● The students will become interested in products that they consume and will appreciated liberalized policies

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						of government that bring wide range of products. Values Learned: Mutual Co-operation and Interdependence.
August	Lesson – 7 Geography Lifelines of National Economy	<ul style="list-style-type: none"> • Video clips • Maps • PPT • Internet • Mind map • Flow charts 	Map Activity <ul style="list-style-type: none"> • Identify the Golden Quadrilateral, North-South corridor, East-West corridor NH-1, NH-2 and NH-7. • Locate and label major ports of India. • Locate and label the International Airports of India. • Interpretation of diagrams of Roadways, and Pipelines 	<ul style="list-style-type: none"> • Oral testing • Written test. • Quiz • Homework 	<ul style="list-style-type: none"> • P K Testing by random questioning • Introduction to the new topic. • The students will be explained about the various means of transport. • The students will discuss and learn about roadways, railways, waterways pipelines and airways. • The students will be explained about the classification of roads in detail. • The students will learn about the major waterways and major ports in India. • The students will be explained the means of personal & mass communication and 	<ul style="list-style-type: none"> • The students will understand the importance of transport, communication and trade for country's progress. • The students will be able to identify the types of roads in India and list the organisations who maintain them. • The students can identify the factors affecting the construction of railways. • The student can list the major pipelines, airports and sea ports of India. • The students will be able to appreciate the tourism industry

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					<p>class of mails.</p> <ul style="list-style-type: none"> • The students will be explained international trade and Tourism in India. • Discussion, recapitulation, and doubt clearing session organized. 	<p>in India.</p> <ul style="list-style-type: none"> • The students understands that the economy of a nation depends on its lifeline i.e. transport, communication and trade. • On interpreting the diagrams of Roadways and Pipelines, the students will be able to understand the concept and its significance.
August	<p>Lesson - 6</p> <p>Political Science</p> <p>Outcomes of Democracy</p>	<ul style="list-style-type: none"> • Video clips • PPT • Internet • Mind map • Flow charts 	<p>Debate</p> <ul style="list-style-type: none"> • Democracy stands much superior to any other form of government. <p>Picture Interpretation.</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Oral testing • Written test. • Quiz • Homework 	<ul style="list-style-type: none"> • P K Testing by random questioning • Introduction to the new topic and discuss the functioning of democracies in comparison to alternative forms of governments. • In due course the students will be explained about the key features expected and provided by a 	<ul style="list-style-type: none"> • The students can discuss and explain the importance of democracy and about various outcomes. • The students now understand and can examine the importance of people's participation in democracy. • The students can

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			<p>the same.</p> <ul style="list-style-type: none"> ● They students are also expected to answer few questions given by the teacher. 		<p>democracy.</p> <ul style="list-style-type: none"> ● The students will be explained the transparent, accountable, and legitimate nature of the government. ● 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. ● Recapitulation and doubt clearance session organized. 	<p>analyze the role of democracy in economic growth and development.</p> <ul style="list-style-type: none"> ● Analyze the role of democracy in reduction of inequality and poverty. ● The students understand that democracy promotes dignity and freedom of an individual. ● The students understand the causes for continuation of democracy in India and distinguish between sources of strength and weaknesses of Indian democracy.
August	<p>Lesson – 5</p> <p>History</p> <p>The Age of Industrialization</p>	<ul style="list-style-type: none"> ● Video clips ● PPT ● Internet ● Mind map ● Flow charts 	<p>Activity</p> <ul style="list-style-type: none"> ● Divide your class into small groups. Using an informal debate format, assign each group an innovation or invention from the Industrial 	<ul style="list-style-type: none"> ● Oral testing ● Written test. ● Quiz ● Homework 	<ul style="list-style-type: none"> ● P K Testing by random questioning ● Introduction to the new topic. ● The students will be explained the terms 	<ul style="list-style-type: none"> ● The students will be able to explain and distinguish between proto industrial phase and early factory system.

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			<p>Revolution to discuss why it was the most important advancement of the time.</p> <ul style="list-style-type: none"> ● Each group will speak for 1-2 minutes on the following subjects: ● Describing what their innovation or invention was. ● Why their assigned innovation or invention was the most important? ● The impact on society of their innovation (These can be both positive and negative). ● The student's job is to convince the class that their invention was the most important invention of the industrial revolution. ● Possible innovations and inventions are: <ul style="list-style-type: none"> ● Steam Engine ● Railroad ● Interchangeable ● Parts Steamboat ● Spinning Jenny 		<p>like Orient, proto, stapler, carding, weaving and entrepreneur.</p> <ul style="list-style-type: none"> ● Discussion and explanation on the Proto –Industrial phase and early factory system in Britain and India. ● The children will be made to understand the process of Industrialization and its impact on labour class. ● Open discussion organized for them to understand industrialization in the colonies. ● The students will understand the effects of World War - I on the industrial revolution and the benefits to the Indian factories. ● Discussion and doubt clearing 	<ul style="list-style-type: none"> ● Being familiar with the process & impact of industrialization on labour class; will be able to understand the process in the colonies. ● The students will be able to assess different aspects of pictures & extracts to allow a critical connect with these visuals of cloth labels to answer questions like: ● What information do they get from these images & labels? ● Why are images of important gods, goddesses & figures shown in these labels? ● Did industrialists of both Britain & India use these figures for the same purpose?

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					session organized.	
September	Lesson - 7 History Print Culture and the Modern World	<ul style="list-style-type: none"> • Video clips • PPT • Internet • Mind map • Flow charts 	Activity The students are asked to make a Power Point Presentation on the development of print in the world. Field Visit Visit to a printing press to understand the modern-day printing process.	<ul style="list-style-type: none"> • Oral testing • Written test • Quiz • Homework 	<ul style="list-style-type: none"> • P K Testing by random questioning • Introduction to the new topic. • The students will study and discuss different perspectives on diversification of print and printing techniques. • The students will understand the changes in printing technology throughout the world. • In a brain storming session, the students will discuss the advantages of Print. • The students will be explained about the emerging of a new reading class. • Discussion, recapitulation, and doubt clearing session organized. 	<ul style="list-style-type: none"> • The students will understand the history & development of print in Europe. • The student will understand the role and impact of print revolution. • The student can establish the link between print culture and circulation of ideas. • The students get familiarized with pictures, cartoons, extracts from propaganda literature and newspaper debate on important events and issues of the past. • The student can examine the impact of print in India. • The students will understand that

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						forms of writing have a specific history & they reflect historical changes within the society & shape the forces of change.
September	Lesson - 2 Geography Forest and Wildlife Resources	<ul style="list-style-type: none"> • Video clips • Maps • PPT • Internet • Mind map • Flow charts 	<p>Group Activity</p> <ul style="list-style-type: none"> • The students will narrate stories of different communities involved in environmental conservation from different parts of India and study them from geographical perspective. <p>Group Discussion</p> <ul style="list-style-type: none"> • Comparison of depletion of forests and wildlife before and after independence. 	<ul style="list-style-type: none"> • Oral testing • Written test. • Quiz • Homework 	<ul style="list-style-type: none"> • P K Testing by random questioning • Introduction to the new topic. • The students will be explained about the forest and wildlife. They will learn the about flora and fauna, the forest cover in India. • The students will be explained the classification of species into: <ul style="list-style-type: none"> ☐ Normal ☐ Endangered ☐ Vulnerable ☐ Rare ☐ Endemic ☐ Extinct. • The students will be explained various 	<ul style="list-style-type: none"> • 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. • 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. • The students get familiarized with the old and modern methods of conservation of

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					types of forests: ☐ Reserved forests ☐ Protected forests. ☐ Unclassed forests ● The students will learn about various wildlife sanctuaries and national parks of India. ● Discussion, recapitulation and doubt clearing session organized.	forest and wildlife. ● The students can categorize the various animals in their class of species. Values Learned ● Conservation of our environment, natural resource, animals and wildlife.
September	Lesson - 3 Political Science Democracy and Diversity	● Video clips ● Maps ● PPT ● Internet ● Mind map ● Flow charts	Case Studies ☐ Mexico Olympics ☐ Northern Ireland ☐ Netherland ☐ Yugoslavia Activity ● 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.	● Oral testing ● Written test ● Quiz ● Homework	● P K Testing by random questioning ● Introduction to the new topic. ● The students will be explained about the terms like diversity, social differences, social divisions etc. ● The students will be explained about the social differences based on the accident of birth and based on our own choices. ● The students will be explained about types of social divisions	● The student will understand the reasons for drawing international attention to racial discrimination during Mexico Olympics. ● The students will understand the origin of social differences. ● The student can explain the difference between overlapping and cross-cutting difference. ● The students can

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					<p>like overlapping differences and cross-cutting differences.</p> <ul style="list-style-type: none"> • The students will be explained the negative and positive outcomes of social divisions. • The students will also learn the determinants of politics of social division. • Discussion, recapitulation and doubt clearing session organized. 	<p>examine the reasons for continued tension in Northern Ireland.</p> <ul style="list-style-type: none"> • The students can analyze the cause leading to the division of Yugoslavia. • Can assess the crucial factors in deciding the outcomes of politics of social division. <p>Values Learned</p> <ul style="list-style-type: none"> • Brotherhood • Accommodation of social diversity.
September	<p>Lesson - 4</p> <p>Political Science</p> <p>Gender Caste and Religion</p>	<ul style="list-style-type: none"> • Video clips • PPT • Internet • Mind map • Flow charts 	<p>Group Discussion</p> <ul style="list-style-type: none"> • Women's political representation in India • Gender division in India • Analyze the challenges posed by communalism to a democracy & how secularism helps in addressing this challenge. <p>Group Activity</p> <ul style="list-style-type: none"> • Role play on Gender 	<ul style="list-style-type: none"> • Oral testing • Written test. • Quiz • Homework 	<ul style="list-style-type: none"> • P K Testing by random questioning • Introduction to the new topic. • In the concept formation the following terms will be explained: • Sexual division of labour • feminist movement • patriarchal society • Scandinavian 	<ul style="list-style-type: none"> • The students will be able to identify and analyze the challenges posed by communalism in a democracy, • They will recognize the enabling & disabling effects of caste and ethnicity in politics & develop a gender perspective on politics.

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			Discrimination.		<ul style="list-style-type: none"> countries • secularism • communalism • caste hierarchy etc. • The students will be taught about the relation between religion & politics. • The students will understand communalism and how communal politics leads to social 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. 	<ul style="list-style-type: none"> • Can distinguish between overlapping and cross cutting difference. Justify how democracy accommodates social diversities. • They will be able to analyze the concept of social differences and its causes. • Create awareness regarding gender equality. • Engage in initiatives that helps promote religious harmony amongst people of all religions. <p>Values learned.</p> <ul style="list-style-type: none"> • Respect for all
October	Lesson - 5 Geography Mineral and Energy Resources	<ul style="list-style-type: none"> • Video clips • Maps • PPT • Internet • Mind map 	Map Activity <ul style="list-style-type: none"> • On an outline map of India identify major iron mines, coal mines and oil fields. • Locate and label major 	<ul style="list-style-type: none"> • Oral testing • Written test. • Quiz • Homework 	<ul style="list-style-type: none"> • P K Testing by random questioning • Introduction to the new topic and the students will be 	<ul style="list-style-type: none"> • The students will be able to distinguish between metallic and non-metallic minerals.

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		<ul style="list-style-type: none"> Flow charts 	<p>thermal power plants and nuclear power plants on the map of India.</p> <p>Group Discussion</p> <ul style="list-style-type: none"> The students will discuss the benefits of non-conventional sources of energy over the conventional sources of energy. <p>Slogan Writing</p> <ul style="list-style-type: none"> The students will write slogan to encourage save energy campaign. 		<p>explained the terms. geologists, iron ore, minerals, ferrous & nonferrous metals, quarrying, mining, conventional and non-conventional energy resources etc.</p> <ul style="list-style-type: none"> The students will be explained the importance of minerals and the different modes of occurrence of minerals. The students will learn about 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 	<ul style="list-style-type: none"> Identify different types of minerals and energy resources. The student can recognize the regions rich in mineral deposits and places of their availability. The students can list the major iron ore belts in India. The students feel and realize the need of the hour i.e. the judicious use of mineral and energy resources. The students understand and can explain the difference between the conventional and non-conventional sources of energy.

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					doubt clearance session organized.	
October	Lesson - 5 Popular Struggles and movements	<ul style="list-style-type: none"> • Video clips • Maps • PPT • Internet • Mind map • Flow charts 	<p>Case Studies</p> <ul style="list-style-type: none"> • 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. <p>Activity</p> <ul style="list-style-type: none"> • The students will collect information of any one movement and speak about it in the class for at least 2 minutes. 	<ul style="list-style-type: none"> • Oral testing • Written test. • Quiz • Homework 	<ul style="list-style-type: none"> • P K Testing by random questioning • Introduction to the new topic. • The students will be explained the difference between movements and struggle. • The students will be explained about the movements in Nepal and Bolivia. • The students will learn and understand the similarities and dissimilarities between Nepal's and Bolivia's protests. • The students will be explained about the mobilization and organizations behind popular struggles. • The students will be explained types of pressure groups i.e. public interest group 	<ul style="list-style-type: none"> • The students will be able to distinguish out the political and social movements in India. • The students will be able to analyze the movement of democracy in Nepal. • The students can examine the water war of Bolivia. • The students can correlate democracy with popular struggles. • The student can recognize pressure groups and movements. • The students will be able to understand the influence of pressure groups on politics. • The students will be able to generate an awareness about the

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					and sectional interest group. ● Discussion, recapitulation and doubt clearing session organized.	role of pressure group in healthy functioning of democracy.
October	Lesson – 8 Political Science Challenges to Democracy	<ul style="list-style-type: none"> ● Video clips ● PPT ● Internet ● Mind map ● Flow charts 	<p>Role Play Activity 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>Group Discussion The students will discuss and suggest political reforms in India.</p>	<ul style="list-style-type: none"> ● Oral testing ● Written test. ● Quiz ● Homework 	<ul style="list-style-type: none"> ● P K Testing by random questioning ● Introduction to the new topic and the students will be explained the challenges faced by every democracy. ● The students will be explained the foundational challenge to democracy. ● The students will be explained the Challenge of expansion to democracy. ● The students will be explained the challenge of deepening of democracy. ● The students will 	<ul style="list-style-type: none"> ● The students will be able to understand and define the important challenges faced by democracies. ● The students will be able to describe the foundational, expansion and deepening challenges to democracy. ● The students now understand the guidelines required for the success of political reforms. ● The students will be able to redefine democracy as per their understanding of the concept. ● The students can

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					<p>discuss and suggest political and democratic reforms in a discussion session.</p> <ul style="list-style-type: none"> ● The students will understand and redefine the definition of democracy. ● Recapitulation and doubt clearance session organized. 	<p>assess, evaluate and then suggest political or democratic reforms for making the democratic system better.</p>
October	Lesson – 5 Economics Consumer Rights	<ul style="list-style-type: none"> ● Video clips ● Maps ● PPT ● Internet ● Mind map ● Flow charts 	Project Report <ul style="list-style-type: none"> ● The students will prepare a project report on the Rights of the Consumer. Role Play <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Oral testing ● Project Work 	<ul style="list-style-type: none"> ● P K Testing by random questioning ● Introduction to the new topic. ● The students will be explained about the factors exploiting consumers in marketplace. ● The students will be explained Consumer movement (COPRA-1986). ● The students will be explained about consumer rights. ● The students will be explained about the duties of a consumer. 	<ul style="list-style-type: none"> ● 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. ● The students will understand, assess and can apply the major objective of the consumer movement (COPRA-1986). ● The students can explain the consumer rights to

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					<ul style="list-style-type: none"> ● The students will learn about the consumer redressal forum. ● Discussion, recapitulation, and doubt clearing session organized. 	<p>others.</p> <ul style="list-style-type: none"> ● The students can absorb the duties of consumer in a better way. ● The students understand the consumer redressal process and can help other in the same.
November	Revise for the Pre-Boards	<ul style="list-style-type: none"> ● Video clips ● Maps ● PPT ● Internet ● Mind map ● Flow charts 	● Map Practice	● Pre-Board Exams conducted.	<ul style="list-style-type: none"> ● Discussion of question and answers. ● Clearing of the doubts of the students. 	<ul style="list-style-type: none"> ● The students will understand the content & revise the chapters coming for Pre-Board Exams.

PINEGROVE SCHOOL, SUBATHU
Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: Health and Physical Education
Class: IX, X
Session 2024-25

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FEBRUARY 06	Physical Fitness Test.	<ul style="list-style-type: none"> Measuring tape Lime powder Clapper Wooden box (3'x 3') Stopwatch Whistle Rope Cones Weighing machine 	<ul style="list-style-type: none"> Discussion on all the aspects of the tests Preparing a project on the given tests. Showing videos 	<ul style="list-style-type: none"> MCQs 	<ul style="list-style-type: none"> Vertical jump Shuttle runs 60-meter sprint 800-meter run Height (Meter) Weight (Kg) BMI 	<ul style="list-style-type: none"> Data collection Height Weight BMI, Speed Strength Agility Coordination
MARCH 26	<ul style="list-style-type: none"> What is Physical Education? What are the Objectives of Physical education? What is Warming up? How to get Ready and <p>Limbering Down for and after specific physical</p>	<ul style="list-style-type: none"> Reference books Study Materials class lectures Playground Stopwatch Measuring tape 	<ul style="list-style-type: none"> Speaking on the topic Preparing a presentation. Sharing the views taking help of science teachers. 	<ul style="list-style-type: none"> MCQ Tests. Performance recording of every individual. 	<ul style="list-style-type: none"> Demonstration Participation Interactive sessions. Discussion Playing games after warming up. Measuring of pulse rate. <p>Conducting physical fitness tests like-</p> <ul style="list-style-type: none"> Short runs Distance runs Sit-ups Pull ups Pushups Vertical jump 	<ul style="list-style-type: none"> Realize the importance of disease-free life, display healthy habit, growth and development and address gender difference. Develop positive attitude and life skills to promote mental health, self-control, concentration, and discipline in life. Displays different ways to manage stress and aggression.

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	activity? <ul style="list-style-type: none"> What is Physical Fitness? What are the effects of Physical fitness on us human body? 				<ul style="list-style-type: none"> Standing broad jump Recording the performance of each child and documenting the same. 	
APRIL 23	<ul style="list-style-type: none"> Can we measure the growth of human body? What are sports training? How can we prepare for performance excellencies at higher level? 	<ul style="list-style-type: none"> Stadiometer weighing machine measuring tape Age Appropriate Index. Playfield stopwatches measuring tape textbooks reference books 	<ul style="list-style-type: none"> Speaking on the topic Sharing the views Taking help of Biology teachers Watching videos 	<ul style="list-style-type: none"> Research on the topic. Sharing views. Performance recording of every individual. oral Testing. 	<ul style="list-style-type: none"> Practical Demonstration of measuring the body parts and weight and recording the data in the practical file. Interactive Session practical use of principles of sports training in playfield with the help of Various sports. Demonstration and participation in games and sports 	<ul style="list-style-type: none"> Deal with psycho-social issues like drug abuse anxiety, attitudes, behavioral, coping with stress and emotion at school, home and in the community. Measures body parameters such as pulse rate, height, bodyweight, and girth using correct procedure.
MAY 26	<ul style="list-style-type: none"> What is Fatigue? What is Load and adaptation? How to judge the Load? 	<ul style="list-style-type: none"> Reference books 	<ul style="list-style-type: none"> Speaking on the Topic. Sharing each other's views. Sharing experiences. 	<ul style="list-style-type: none"> Organizing quiz competition and further sharing the experiences. 	<ul style="list-style-type: none"> Practical demonstration of fatigue factors on playfield using various physical activity. Project work Interactive Session 	<ul style="list-style-type: none"> Deal with psycho-social issues like drug abuse anxiety, attitudes, behavioral, coping with stress and emotion at school, home and in the community Develop positive

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					<ul style="list-style-type: none"> Use of physical activity and various sports along with other training methods on the playfield. 	attitude and life skills to promote mental health, self-control, concentration, and discipline in life. <ul style="list-style-type: none"> Displays different ways to manage stress and aggression
JUNE	TERM-1 EXAMINATION	VACATIONS	-	-	-	-
JULY 23	<ul style="list-style-type: none"> What are the types of tournaments and drawing of fixtures? How various sports were evolved? What are the rules and terminologies governing? Sports? 	<ul style="list-style-type: none"> Fixtures of various tournaments Reference books. Use of Rules book of various sports. 	<ul style="list-style-type: none"> Speaking on the topic. Preparing a presentation. Sharing the views. Taking help of computer teachers. 	<ul style="list-style-type: none"> Written Tests. Performance Recording of every individual Assignments on the topic for preparation. 	Knock-out <ul style="list-style-type: none"> Single double League <ul style="list-style-type: none"> Single Double Combination Fixtures: <ul style="list-style-type: none"> League cum knock-out knock-out cumleague. Sports and games (any two): <ul style="list-style-type: none"> Badminton Basketball Cricket Football Gymnastics 	<ul style="list-style-type: none"> Displays leadership qualities with special references to planning, contributing Resources mobilization in games and sports meet organization and administration. Identifies sports facilities and equipment in the school and community. Uses concepts and applications of games, sports and yoga in the learning of various subjects. Participates in the games and sports by following the rules including indigenous games.

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					<ul style="list-style-type: none"> Hockey Kabaddi Kho- Kho Swimming Table-Tennis Tennis Volleyball <p>CombativeSports:</p> <ul style="list-style-type: none"> Judo Wrestling <p>Preparing record book, Playing of above stated games and sports</p>	
AUGUST 24	<ul style="list-style-type: none"> What are the rules and terminologies governing the sport? Do you know the area required to play various sports? What skills/Techniques needed to play various sports 	<ul style="list-style-type: none"> Use of Rules book of various sports. Playground. Knowledge from various websites. Playground outdoor and indoor sports area. 	<ul style="list-style-type: none"> Speaking on the topic. Sharing the views and experiences. Taking help of computer teachers for the research work. Watching videos. 	<ul style="list-style-type: none"> MCQ Tests. Performance recording of every individual. 	<ul style="list-style-type: none"> Playing of above stated games and sports. Visit to various sports stadiums or schools in the vicinity having various sports facilities. Demonstration Practice 	<ul style="list-style-type: none"> Appreciates achievement and contribution of various personalities in the field of games, sports and yoga including special needs sportspersons. Establishes linkage of games and sports learning with other subject areas. Appreciates indigenous and local areas the games. Displays different ways to manage stress and aggression.
SEPTEMBER 16	<ul style="list-style-type: none"> What is the importance of 	<ul style="list-style-type: none"> Resource Material Media Material 	<ul style="list-style-type: none"> Speaking on the topic. 	<ul style="list-style-type: none"> Written Tests. Performance 	<ul style="list-style-type: none"> Discussion and sharing the 	<ul style="list-style-type: none"> Applies safety measures in

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	safety at workplace? • What Precautions should we take while using medicines? • How can these be harmful to our body?	• Medicines • Charts	• Preparing a presentation. • Sharing the views and experiences. • Taking help of the medical and admin staff.	• Recording of every individual assignment on the topic for preparation.	experiences of peer group. • Discussions and lectures	different situation. • Explain the role education in health promotion. • Applies first aid principles and survival skills during injuries and emergency. • Expresses responsible behavior regarding substances misuse.
OCTOBER 27	• How can we educate people about their health? • How can school be helpful in promoting health of each child? • Is health insurance essential for every person? • What are future careers in health care? • What is the	• Developing a format for each child reading material. • Health promoting materials. • Case Studies. Sports and Sports Education Promoting Agencies. • Literature • Information • Institutional Profile • Reading Material.	• Speaking on the topic. • Preparing a presentation. • Sharing the views and experiences. • Taking help of the medical staff.	• Written Tests. Performance recording of every individual • Assignments on the topic for preparation.	• Screening of health by school authorities. • Employing the senior students to record the health data of young children under the supervision of physical education teacher. • Discussions. • Interactive sessions and quiz competition. • Projects • Interactive Session.	• Identifies factors affecting health and wellbeing. • Analyses factors affecting growth and development during adolescence period. • Explain the need of nutrition food as pertinent to health. • Learning about the role of Government in setting up sports facilities and its organization.

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	Role of Government In sports promotion?					
NOVEMBER 19	ACADEMICREVISION					

PINEGROVE SCHOOL, SUBATHU
Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: Painting Elective Subject
Class: X
Session 2024-25

Month/ No. of working days	Topic/Sub-topic	Teaching 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 04	UNIT-I <u>PRACTICAL</u> Topic /Theme: Environment /people/object/tradition-based Tradition based <ul style="list-style-type: none"> Folk Art Sub-topic: <ul style="list-style-type: none"> Limbs of art (Form, proportion, Expression, Resemblance, color and grace) Principles of art (Balance, Rhythm, Harmony etc.) <u>THEORY</u> <ul style="list-style-type: none"> Fundamentals of arts -Elements of art - Limbs of art Principles of art 	<ul style="list-style-type: none"> Books Wikipedia Black board 	<ul style="list-style-type: none"> Practical study of nature(Experiential learning) Skill assessment 	<ul style="list-style-type: none"> Assessment of practical work. Daily portfolio assessment. 	<ul style="list-style-type: none"> The learners will Visit to e-museum http://www.nationalmuseumindia.gov.in/collection.asp The learners will Visit to Folk art- Wikipedia https://en.m.wikipedia.org/ The learner would read and narrate stories from the lives of folk artists or about any folk art. The learners would be involved in making paintings and masks. A project would be given on any current situation which will be executed in any folk style. 	<ul style="list-style-type: none"> The learners develop observation, recording, manipulation and application skills. The learners discover their potential for creativity, self-expression and visual awareness through painting. The learner's experiment with different methods and materials of visual arts. The learners will instill respect for the folk artists and understands the regional traditional art.

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April 01	<u>PRACTICAL</u> Topic /Theme: Environment /people/object/traditi on based Painting Composition <ul style="list-style-type: none"> Painting Composition Imaginative painting based on subjects from Life and Nature in water and poster colours with colour values. Composition on daily life Sub- topic: Drawings of human and animal figures, perspective learning and color application. 	<ul style="list-style-type: none"> Image references. Wikipedia Books 	<ul style="list-style-type: none"> Practical assignments Integrated with the history and techniques of watercolor, pencil shading and oil pastel etc. 	Assessments of practical work. Portfolio assessment.	The class will start with a discussion on what we do on daily basis and what can be good composition in a painting practice. Paintings of great Indian artists are shown. https://www.thebetterindia.com https://www.mojarto.com <ul style="list-style-type: none"> Children will be involved in a demonstration class on how to make abstract painting. 	<ul style="list-style-type: none"> The learners Will be able to appreciate the beauty in nature and man-made objects using the different elements of art. Doing it practically they will improve skills on use of line, color scheme and tones. The learners Would be able to understand the core values of an art piece. Understand the basic principles of colour. The learners Discover their potential for creativity, self-expression and visual awareness through painting.

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May 13	Topic/Theme: Environment /people/object/traditi on based <ul style="list-style-type: none"> Outdoor Sketching Natural and manmade object Sub-topic: <ul style="list-style-type: none"> Line, shape, form, texture, color, space and perspective <u>UNIT-II:</u> <u>Methods and</u> <u>Materials of</u> <u>Painting</u> <u>THEORY</u> <ul style="list-style-type: none"> <u>Tools</u> <u>Painting Materials</u> - Poster Colours, - Water Colours, -Oil Pastels and - Pencils 	<ul style="list-style-type: none"> Sketch book Black board Wikipedia Natural things YouTube 	<ul style="list-style-type: none"> Practical study of nature (Experiential learning) Skill assessment 	<ul style="list-style-type: none"> Assessment of practical work. Daily portfolio assessment. 	<ul style="list-style-type: none"> The learner will be taken for a walk to explore the nature. The learners will be encouraged to feel the light and shades or different surfaces of natural and manmade object. Groups will be made for foliage study. 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. Perspective (graphical)- Wikipedia https://en.m.wikipedia.org/wiki/Brunelleschi . Great cathedral mystery https://youtu.be/RUBnDIOGHg	<ul style="list-style-type: none"> The learners differentiate 2D and 3D art forms while drawing, painting, printing, or craft, clay modeling etc. The learners understand and explain the elements of visual arts. The learners appreciate the beauty of nature, color, form, light and shades, textures, and work of artist/artisans and beauty of manmade objects. The learner's experiment with different methods and materials of visual arts.
June	Revisions, Exams and assessment.	—	—	—	—	—

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July 15	<p><u>PRACTICAL</u> Topic /Theme: Environment /people/object/tradition based</p> <ul style="list-style-type: none"> Still life study <p>Sub-topic:</p> <ul style="list-style-type: none"> Form, Shape, Tone, texture and color 	<ul style="list-style-type: none"> Sketch book Black board Wikipedia Natural things YouTube 	<ul style="list-style-type: none"> Practical study of nature (Experiential learning) Skill assessment 	<ul style="list-style-type: none"> Assessment of practical work. Daily portfolio assessment. 	<p>Paintings of Jaun van der Harmen will be shown to get into the topic.</p> <p>https://www.saatchiart.com</p> <ul style="list-style-type: none"> Still life done with Pencil and watercolor will be shown. Objects will be arranged with drapery https://www.pinterest.com/ Paintings of great Indian artists will be shown. <p>https://www.thebetterindia.com</p> <p>https://www.mojarto.com</p> <ul style="list-style-type: none"> Daily practice during art period. 	<p>The learners will improve skills on use of line, color scheme and tones. The learner's experiment with different methods and materials of visual arts.</p> <ul style="list-style-type: none"> The learners appreciate the beauty of manmade objects and its color, form, light and shades, textures, and work of artist/artisans. The learners develop observation, recording, manipulation and application skills. The learners discover their potential for creativity, self-expression and visual awareness through painting.

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August 12	<p><u>PRACTICAL</u> Topic/Theme: Environment /people/object/traditi on based Clay modeling Sub-topic: Form, proportion, texture and sculptural techniques.</p> <p>UNIT-III: <u>THEORY</u> Story of Indian Art:</p> <p>i) Appreciation of Indian Art covering selected paintings, sculptures and architectural glimpses.</p> <p>(a) Paintings (i) Bodhisattava Padmapani (Ajanta)</p> <p>(b) Sculpture (i)</p>	Wikipedia You Tube Books	<ul style="list-style-type: none"> Practical study of nature (Experiential learning) Skill assessment Integration with history 	<ul style="list-style-type: none"> Assessment of practical work. 	<ul style="list-style-type: none"> The class will start with a story of konarak Temple The class will be watching a video of Indian temple sculpture. The class will be introduced with a book of Indian architecture and discussed in detail about the patterns of different architectures. <p>TEMPLE ARCHITECTURE OF INDIA by Dr. N.C Panda and Siva Negi Reddy INDIAN ARCHITECTURE by Percy Brown</p> <ul style="list-style-type: none"> Visit to e-museum http://www.nationalmuseumindia.gov.in/collection.asp You Tube video Henry Moor- The language of sculpture https://youtu.be/wEpbZxA2YVM Daily practice. 	<ul style="list-style-type: none"> The learners develop observation, recording, manipulation and application skills. The learners discover their potential for creativity, self-expression and visual awareness through sculptures. The learners will instill respect for the folk artists and understands the regional traditional art. The learners appreciate the beauty of nature, color, form, light and shades, textures, and work of artist/artisans and beauty of manmade objects.

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	Ashokan Lion capital (Mauryan Period)					
September 16	<u>PRACTICAL</u> Topic/Theme: Environment /people/object/traditi on based	Books Wikipedia	Live Demonstration Practical's Integration with	<ul style="list-style-type: none"> Assessment of practical work. 	<ul style="list-style-type: none"> The class will start with taking some prints of anything found locally and then discussion has 	<ul style="list-style-type: none"> The learners Will be able to talk, discuss or appreciate the print

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	Print making Sub-topic: Form, proportion, texture, color and techniques. <u>THEORY</u> (c) Architecture (i) Kailashnatha Temple, (Ellora, Maharashtra) (ii) Indian Folk Art – Paintings: Madhubani and Warli		history.		taken place on how print culture started by humans based on student's prior knowledge. <ul style="list-style-type: none"> Video will be shown on print culture and modern world https://youtu.be/sD4C6NAR3J0 <ul style="list-style-type: none"> The learners will be involved in live demonstration The learners will make linocut prints. The learners will make a project on how print making culture helped industrial revolution to happen. 	making culture and will also understand the modern Indian print making practice and connection to the traditional print making practice in the world. <ul style="list-style-type: none"> The learners discover their potential for creativity, self- expression and visual awareness through print makings. The learners develop observation, recording, manipulation and application skills.
October 21	<ul style="list-style-type: none"> Portfolio assessment 	<ul style="list-style-type: none"> Portfolio 	<ul style="list-style-type: none"> Portfolio design as a project. 	Portfolio assessment	The learners will see few examples of previously made portfolio. The learners will be involved in making a portfolio in a form of a	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.

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					project.	

PINEGROVE SCHOOL, SUBATHU
Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: Hindustani Vocal Music
Class: X
Session 2024-25

Month No of working days	Topic/Sub-topic	Teaching 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 (8)	Topic: Definition: <ul style="list-style-type: none"> Alaap Taan Meend Kan 	<ul style="list-style-type: none"> Class Board Book Electric Tanpura 	<ul style="list-style-type: none"> Project will be given to research on topic. A group discussion will take place during the class. Practical explanation of Alaap, Taan, Kan, Meend, 	<ul style="list-style-type: none"> Oral Test Home work MCQ 	<ul style="list-style-type: none"> Class will begin with a composition and students will be asked to identify the different actions or movements in singing. General discussion about these movements and explanation of musical terms. http://www.tanarang.com/english/glossary_eng.htm 	<ul style="list-style-type: none"> Study about the Musical Terms will help the student to understand the meaning, importance and application of the terms in Indian classical music. These terms will help in improvisation of ragas.

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March (8)	<ul style="list-style-type: none"> Basic Knowledge of the Structure and Tuning of Tanpura. 	<ul style="list-style-type: none"> Book Video Audio Images Tanpura 	Experiential learning: <ul style="list-style-type: none"> Student will learn Tanpura structure with the help of a manual tanpura. Tuning of tanpura will be taught practically to each student individually. 	<ul style="list-style-type: none"> MCQ Oral Making (drawing) structure of tanpura. 	<ul style="list-style-type: none"> One manual tanpura will be provided to students One by one they will be taught how to hold and play the Tanpura'. Explanation of various parts and tuning on manual Tanpura. https://www.bing.com/videos/search?q=tanpura+video&docid 	<ul style="list-style-type: none"> This study will help to understand the history, structure and Tuning of Tanpura. Students will learn holding, tuning and playing techniques of Tanpura.
April (16)	Description of following Ragas <ul style="list-style-type: none"> Raga Khamaj Raga Brindavani Sarang. Raga Bhupali Aroha avroha and pakad. 	<ul style="list-style-type: none"> Text book PDF Files Wikipedia Tanpura 	<ul style="list-style-type: none"> Experiential learning: Creation of innovative swar patterns according to the nature of raga. One activity of writing notation of any song. 	<ul style="list-style-type: none"> Written Assignments Oral Test MCQ 	<ul style="list-style-type: none"> Explanation of Bhatkhande Notation System. Writing aroha, avroha and pakad of raga along with description and composition. 	<ul style="list-style-type: none"> Students will be able to understand Ragas with the help of lakshan Geet. They will be able to identify the different swar patterns of various ragas. They will be able to sing compositions in Ragas. This study will help students to identify the music or songs based on these notes.

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May (16)	Life Sketch of Music Scholars <ul style="list-style-type: none"> Ustad Faiyaz Khan Sadarang Tansen Pt. Omkar Nath Thakur 	<ul style="list-style-type: none"> Textbook Wikipedia Video Youtube 	<ul style="list-style-type: none"> Project: Collection of Photographs of these musician. Writing their contribution in Classical Music. To watch documentary on these musicians 	<ul style="list-style-type: none"> Assignment Oral Test MCQ 	<ul style="list-style-type: none"> Documentary on musician will be shown before their life sketch. https://www.youtube.com/watch?v=aKtYsLp1RPw&t=34s https://www.youtube.com/watch?v=v4I5yeh9AUw https://www.youtube.com/watch?v=7n_43sLcCVQ 	<ul style="list-style-type: none"> It will help to understand about the music scholars and their contribution towards the Indian classical music.
June	Revisions, Exams and assessment	—	—	—	—	—
July (16)	Composition in Ragas <ul style="list-style-type: none"> Raga Bhupali Raga Khamaj Raga Brindavani Sarang. 	<ul style="list-style-type: none"> Text book PDF Files Wikipedia Tanpura 	<ul style="list-style-type: none"> Creation of innovative swar patterns according to the nature of ragas. Documentation of swar combination in notebook. Practical practice of notes used in Raga Bhupali, Khamaj and Brindavani Sarang. One activity to identify songs composed in 	<ul style="list-style-type: none"> Oral Test Home Assignment. Written test. 	<ul style="list-style-type: none"> Students will be provided with a manual Tanpura and then they will sing aroha-avroha of Raga Bhupali, Khamaj and Raga Brindavani Sarang. One composition of Drut Laya will be taught with small improvisation and few tanas in each raga. Swar pattern and one composition in above ragas will be 	<ul style="list-style-type: none"> Compositions called as 'bandish.' A good bandish paint a brief yet effective melodic outline. This study will help students to learn about the Bhatkhande Notation System and different composition in different ragas.

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			above ragas.		shared with students.	
August (16)	Brief study: <ul style="list-style-type: none"> • Dhrupad • Trana • Dhamar • Devotional Song • Folk song 	<ul style="list-style-type: none"> • PDF Files • Tanpura • Tabla • Harmonium • Wikipedia • Audio video clips 	<ul style="list-style-type: none"> • Project: one project will be given to listen different genre of music like Tarana, Dhrupad, Bhajan, Geet and Folk music of any region and to write their views according to their understanding. 	<ul style="list-style-type: none"> • Oral Test • MCQ • Home work • Assignment 	<ul style="list-style-type: none"> • Vides of different music genre of Indian music will be shown to the students. • They will be explained about different style of Indian Classical, Semi-Classical, and Folk Music. 	<ul style="list-style-type: none"> • Students will learn different genres of Indian Music. • Comprehends the relevance/ importance of Folk Music. • Comprehends the style (<i>shaili</i>) of Dhrupad. • Students will learn different Bhajan and Geet in different Ragas.

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September (16)	<ul style="list-style-type: none"> Identification of prescribed Ragas from phrases of Swaras. 	<ul style="list-style-type: none"> Video Audio Tabla Tanpura 	<ul style="list-style-type: none"> Experiential learning: One activity to find similar swar pattern in Film/ Regional/ Folk Music etc. Documentation in notebook. 	<ul style="list-style-type: none"> MCQ Oral Test Assignment 	<ul style="list-style-type: none"> One activity in the beginning of the class to find out similar swar pattern in Film/ Regional/ Folk Music etc. Practice and techniques to identify the phrases in various ragas. https://www.youtube.com/watch?v=M876dYgl2mc 	<ul style="list-style-type: none"> Able to understand the swar pattern in different ragas. Helps to identify the ragas from music phrases, tunes or songs etc. Helpful in creating or composing own music.
September	Exams and Assessment	-	-	-	-	-
October (16)	<ul style="list-style-type: none"> Tala Tilwada Tala sooltala Tala Rupak Tala Chautala 	<ul style="list-style-type: none"> Pictures Tabla Audio Video 	<ul style="list-style-type: none"> Practical demonstration will be shown on Tabla for better understanding. Writing Taals in ekgun, dugun and chaugun. Listen to audio visual recordings and identify the beat circle. Practical practice to recite tala with hand gesture. 	<ul style="list-style-type: none"> Assignment Oral Test MCQ Homework 	<ul style="list-style-type: none"> Students will be taught how to write notation of tala Rupak, Jhaptala, Tilwada and Dhamar. Demonstration will be shown on Tabla.for better understanding 	<ul style="list-style-type: none"> Students will be able to write talas in Bhatkhande Notation System. Recites boles of Taal. Helps to understands the musical meter.

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November/ December	Exams and assessment	–	–	–	–	–

PINEGROVE SCHOOL, SUBATHU
Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: Artificial intelligence (417)
Class: X
Session 2024-25

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/M CQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
March	Communication Skills II <ul style="list-style-type: none"> • Methods of communication • Communication cycle and importance of feedback • Meaning and importance of feedback • Descriptive feedback versus specific add non specific feedback • Barriers to effective communication • Measures to overcome buyers in effective communication • Principles of effective communication • Seven Cs of effective communication • Writing skills to the following: Sentence, phrase, kinds of sentences, parts of sentence parts of speech articles construction of a paragraph. Self Management Skills II <ul style="list-style-type: none"> • Stress and stress management • Steps to manage stress • How to become self reliant • Stress causing agents 	<ul style="list-style-type: none"> • Textbook • Digitizer • Videos • Presentations 	<ul style="list-style-type: none"> • Writing prose and cones of written verbal and non verbal communication. • Listening do's and don'ts for avoiding common body language mistakes. • Constructing sentences for providing descriptive and specific feedback • Enlisting barriers to effective communication • Applying measures to overcome barriers in communication. • Demonstrating in practice of writing sentences and paragraphs on topic related to the subject. <p>Exercises on stress management techniques like yoga, meditation and physical exercise.</p>	<ul style="list-style-type: none"> • Assignments • MCQ Quiz (Chapter-Wise) Objective Test 		<p>Demonstrate knowledge of various methods of communication, provide descriptive and specific feedback, apply measures to overcome barriers in communication, apply principles of communication, demonstrate basic writing skills.</p> <p>Apply stress Management Skills, Demonstrate ability to work independently.</p>

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	<ul style="list-style-type: none"> Needs of a stress management Techniques of stress management Working independently Time management and its importance <p>Introduction to AI</p> <ul style="list-style-type: none"> What is intelligence? Decision making, How do machines become intelligent? Types of intelligence Applications of AI around us What is artificial intelligence and what is not? Introduction to AI and related terminologies Introduction to AI, ML & DL Introduction to AI domains (Data, CV, and NLP) Applications of AI Real life examples of AI AI ethics 					<ul style="list-style-type: none"> Students will be able to describe intelligence, process of decision making Students will be able to identify various applications of AI around them. Students will be able to describe various terminologies related with AI
April	<p>Basic I C T skills</p> <ul style="list-style-type: none"> Computer system introduction Windows 10 operating system Computer care and maintenance Increasing computer performance Protecting computer against viruses 	<ul style="list-style-type: none"> Textbook Digitizer Videos Presentations Computer parts 	<ul style="list-style-type: none"> Identification of taskbar icons menu etc. Demonstration and practicing of creating, renaming and deleting files and folders saving files in folders and subfolders, restoring files and folders from Recycle bin. Clearing cookies and temp 	<ul style="list-style-type: none"> Assignments MCQ Quiz (Chapter-Wise) Objective Test (Chapter-Wise) Random Oral testing Notes Preparation 	<ul style="list-style-type: none"> Videos Presentations Hands-on practice 	<ul style="list-style-type: none"> Apply basic skills for care and maintenance of computer Distinguish different operating systems

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	<ul style="list-style-type: none"> • Temporary files and cookies • Operating system • Definition of files and folder • Creating and managing files and folders • Creating a backup of data • Removing spam files from email • Protecting data • Firewall • Cleaning computer components 		<ul style="list-style-type: none"> • files. • Viewing windows firewall settings. 			
May	AI Project Cycle <ul style="list-style-type: none"> • Introduction to AI project cycle • Stages of AI project cycle • Sustainable development goals • Problem Scoping • 4 Ws Problem canvas. • Data acquisition • Data exploration • Different ways to visualize data • Data modelling • Evaluation • Neural networks • Working of Neural Networks • Important features of Neural Networks 	<ul style="list-style-type: none"> • Textbook • Digitizer • Smart Class System • Videos • Presentations 	<ul style="list-style-type: none"> • Problem scoping practice for various real life problems. • Creating different types of charts in Excel to visualize data • Preparing a chart paper design to depict various ai project cycle stages.(Group activity) • Preparing chart based on 4W's problem canvas (Group activity) • Preparing chart on workings of Neural Network (Group activity) 	<ul style="list-style-type: none"> • Assignments • MCQ Quiz (Chapter-Wise) • Objective Test (Chapter-Wise) • Random Oral testing • Notes Preparation 	<ul style="list-style-type: none"> • Videos • Presentations 	<ul style="list-style-type: none"> • Students will be able to describe how does an ai project gets developed. • Students will know about various stages of AI project cycle • Students will understand about the neural networks, its importance and features.
June	Revision and assessment					
July	Entrepreneurial Skills II <ul style="list-style-type: none"> • Entrepreneurship and society 	<ul style="list-style-type: none"> • Textbook • Digitizer 	<ul style="list-style-type: none"> • Writing a note on entrepreneurship as career 	<ul style="list-style-type: none"> • Assignments • MCQ Quiz 	<ul style="list-style-type: none"> • Videos • Presentations 	Students will be able to list the

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	<ul style="list-style-type: none"> Qualities and functions of an entrepreneur Role and importance of an entrepreneur Myth about entrepreneurship Entrepreneurship as a career option. <p>Advance Python</p> <ul style="list-style-type: none"> Introduction to Anaconda About virtual environment Applications of python Understanding Jupyter Notebook Why python for artificial intelligence Python basics - revision 	<ul style="list-style-type: none"> Smart Class System Videos Presentations 	<p>option</p> <ul style="list-style-type: none"> Collecting success stories of first generation and local entrepreneurs. <ul style="list-style-type: none"> Creating virtual environment and activating the same. Jupyter notebook installation and running. Loops and conditional statements. 	<p>(Chapter-Wise)</p> <ul style="list-style-type: none"> Objective Test (Chapter-Wise) Random Oral testing Notes Preparation <ul style="list-style-type: none"> Practical Assignment. 	<ul style="list-style-type: none"> Coding 	<p>characteristics of successful entrepreneur and look for career in entrepreneurship.</p>
August	<p>Green Skills II</p> <ul style="list-style-type: none"> Definition of sustainable development Importance of sustainable development Problems related to sustainable development <p>Data Science</p> <ul style="list-style-type: none"> What is data science? Revisiting AI project cycle Python 4 data science Statistical learning with python Personality prediction Application of data science Data collection Data access in python 	<ul style="list-style-type: none"> Smart Class System Videos 	<ul style="list-style-type: none"> Write a program in python to access data from csv file. Introduction to Numpy, Pandas, Matplotlib <ul style="list-style-type: none"> Write a program in python to create a chart based on data obtained from Excel sheet. Create different types of 	<ul style="list-style-type: none"> Identify the problems related to sustainable development in the community. 	<ul style="list-style-type: none"> Presentations Coding 	<p>Students will be able to explain the meaning and the need of sustainable development.</p> <p>Students will have detailed idea about data science, its application, data visualization through python, file data access using python</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/M CQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> Data visualization in python Understanding K – Nearest Neighbour Model 		chart using Matplotlib. <ul style="list-style-type: none"> Data collection using google forms. 			
September	Computer Vision <ul style="list-style-type: none"> Computer vision definition Difference between computer vision and human vision What are pixels? How do computers see images Introducing OpenCV Understanding convolution operator Understanding convolution neural network Applications of computer vision Task in computer vision applications Image features Basics of images Image processing operations What is neural network? Natural Language Processing <ul style="list-style-type: none"> Definition of NLP Applications of NLP Chatbots and its types Human language vs computer language Techniques of NLP Process involved in NLP Data processing 	<ul style="list-style-type: none"> Textbook Digitizer Smart Class 	<ul style="list-style-type: none"> Exploring autodraw which uses Computer vision to draw shapes. Creating basic image processing application using python 	<ul style="list-style-type: none"> Objective Test (Chapter-Wise) Random Oral testing Hands on session on : Image processing 		<ul style="list-style-type: none"> Students will be able to define computer vision and its applications. Basic concept of image representation, feature extraction, object detection and segmentation <p>Students will be able to define NLP and its applications in real life.</p>

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October	Evaluation (of AI Model) <ul style="list-style-type: none"> • Understanding evaluation • Importance of evaluation • Reasons for inefficiency of AI model • Evaluation matrix for AI model • Confusion matrix • Terminologies of confusion matrix. • Terminologies of model evaluation 	<ul style="list-style-type: none"> • Textbook • Digitizer • Smart Class System • Videos • Presentations 	Practical evaluation.	<ul style="list-style-type: none"> • MCQ Quiz (Chapter-Wise) • Objective Test (Chapter-Wise) • Random Oral testing Notes Preparation		<ul style="list-style-type: none"> • Students will be able to appreciate the evaluation of AI model its necessity confusion matrix and various terminologies associated with the confusion matrix and model evaluation.
November	Revision	<ul style="list-style-type: none"> • Smart Class System 		<ul style="list-style-type: none"> • MCQ Quiz (Chapter-Wise) • Objective Test (Chapter-Wise) 	Practical assessments	
December	Revision and assessment					

PINEGROVE SCHOOL, SUBATHU
Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: Information Technology (402)
Class: X
Session 2024-25

Month No of working days	Topic/Sub-topic	Teaching 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	Part A Unit 1: Communication Skills-II	<ul style="list-style-type: none"> •Textbook •Videos •Presentations 	<ul style="list-style-type: none"> • Writing pros and cons of written, verbal and non-verbal communication • Listing do's and don'ts for avoiding common body language mistakes 	<ul style="list-style-type: none"> • MCQ Quiz (Chapter-Wise) Objective Test 	Demonstration and practice of writing sentences and paragraphs on topics related to the subject	<ul style="list-style-type: none"> • Demonstrate knowledge of various methods of communication • Apply measures to overcome barriers in communication • Demonstrate the basic writing skills
	Part A Unit 3 ICT Skills-II <ul style="list-style-type: none"> •Computer System •Operating system •Managing 	<ul style="list-style-type: none"> •Textbook •Videos •Presentations 	<ul style="list-style-type: none"> • Demonstration and practicing of creating, renaming and deleting files and folders, saving files in 	<ul style="list-style-type: none"> • MCQ Quiz 	Classes of operating systems, Menu, icons, File concept, file	<ul style="list-style-type: none"> • Distinguish between different Operating Systems • Apply basic skills for care and maintenance of computer

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	File/folder <ul style="list-style-type: none"> • Creating backup • Increasing computer performance • Protecting computer data from viruses • Temporary files 		folders and sub-folders, restoring files and folders from recycle bin <ul style="list-style-type: none"> • Demonstration of the procedures to be followed for cleaning, care and maintenance of hardware and software 		operations , file organization , importance and need of care and maintenance of computer	
April	Part B Unit 1 Digital Documentation (Advanced) <ul style="list-style-type: none"> • Styles • Using Drawing toolbar • Create and use template • Create and customize table of contents • Mail Merge 	<ul style="list-style-type: none"> • Textbook • Videos • Presentations 	Applying different styles, Insert, Modify, resize, crop and delete an image, Use predefined templates, Create main document, create data source , Enter data in the fields, Merge the data source with the main document, Print the letter and address label	<ul style="list-style-type: none"> • MCQ Quiz (Chapter-Wise) • Objective Test (Chapter-Wise) • Random Oral testing • Notes Preparation 	<ul style="list-style-type: none"> • Styles • Editing Images • Table • Mail Merge 	<ul style="list-style-type: none"> • Create and apply styles in the document • Insert and use images in document • Create and use template • Create and customize table of contents • Implement Mail Merge

Month No of working days	Topic/Sub-topic	Teaching 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-May	Part B Unit 2 Electronic Spreadsheet (Advanced) <ul style="list-style-type: none"> Data consolidation Creating subtotals Using WHAT-IF Scenarios Goal seek analysis Using solver Cell references Working with hyperlinks in a sheet Adding comments to changes Merging worksheets What are Macros? 	<ul style="list-style-type: none"> Textbook 	<ul style="list-style-type: none"> Use consolidating data Create subtotals Use WHAT-IF, Goal Seek and Solver Create reference to other documents Demonstrate the use of a macro recorder 	<ul style="list-style-type: none"> Quizzes 	<ul style="list-style-type: none"> Use consolidating data Create subtotals Use WHAT-IF, Goal Seek and Solver Create reference to other documents Demonstrate the use of a macro recorder 	Analyze data using scenarios and goal seek Link data and spreadsheets Create and use Macros in spreadsheet
June	Revision, Exams and Assessment					
July	Part B Unit 3 Database Management	<ul style="list-style-type: none"> Textbook Videos Presentations 	<ul style="list-style-type: none"> Demonstrate to insert data in the table, edit records in the table, delete records from table, sort data in the table, 	<ul style="list-style-type: none"> MCQ Quiz (Chapter-Wise) Random Oral testing Notes Preparation 	<ul style="list-style-type: none"> Videos Presentations 	Students will be able to create table, retrieve data using query, create forms

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	System <ul style="list-style-type: none"> • Database & its elements • RDBMS • Steps to create table • Data types in database • Database objects • Referential integrity • What are relationships? • What is query? • SQL • What is form? • What is report? 		<ul style="list-style-type: none"> • Prepare a query for given criteria, demonstrate to create query using wizard and using design view • Demonstrate to apply various criteria in query field • Use basic SQL commands • Illustrate the various steps to create form • Illustrate the various options under computer accessibility like keyboard, mouse, sound, display setting serial keys, cursor options. 			and reports using wizard Working with accessibility options
August	Part B Unit 4 Web applications and security <ul style="list-style-type: none"> • Types of impairment • Computer accessibility • Networking Fundamentals 	<ul style="list-style-type: none"> • Presentations • Videos 	Practical: Create a good presentations Illustrating different topics	<ul style="list-style-type: none"> • MCQ Quiz (Chapter-Wise) • Random Oral testing • Notes Preparation 	<ul style="list-style-type: none"> • Videos • Presentations 	Students will be able to understand networking fundamentals, Internet security

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	<ul style="list-style-type: none"> • Internet • Etiquettes to be followed while chatting • Internet Security • Antivirus • Firewall • What is First Aid? • Emergency 					
September	Part A Unit 2: Self-Management Skills-II <ul style="list-style-type: none"> • What is stress? • Stress causing agents • What is stress management? • Steps to manage stress? • How to become self – reliant • Time management and Its Importance 	<ul style="list-style-type: none"> • Textbook • Presentation • Videos 	Demonstration on working independently, Goals Preparing a write-up on an essay on experiences during a holiday trip	• Random Oral testing	<ul style="list-style-type: none"> • Videos • Presentations 	Apply stress-management techniques Demonstrate the ability to work independently
October	Part A Unit 4: Entrepreneurial Skills-II <ul style="list-style-type: none"> • Entrepreneurship and society Work done by entrepreneur Qualities of an entrepreneur Entrepreneurship as a 	<ul style="list-style-type: none"> • Textbook • Videos • Presentations 	Group Discussion	<ul style="list-style-type: none"> • MCQ Quiz (Chapter-Wise) Random Oral testing Notes Preparation 		<ul style="list-style-type: none"> • List the characteristics of successful entrepreneur

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	carrier option Part A Unit 5: Green Skills-1 •Sustainable development Goals Sustainable development initiatives in India Our role in Sustainable Development	<ul style="list-style-type: none"> •Textbook •Videos •Presentations 	Identify the problem related to sustainable development in the community	<ul style="list-style-type: none"> • MCQ Quiz (Chapter-Wise) Random Oral testing Notes Preparation 		<ul style="list-style-type: none"> • Demonstrate the knowledge of importance, problems and solutions related to sustainable development
November	Lab Test, Report File, Viva and Project Work					
December	Revision, Exams and Assessment					

PINEGROVE SCHOOL, SUBATHU
Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: English
Class: XI
Session 2024-25

Month No. of working days	Topic/Sub-topic	Teaching 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 Periods: -4 TERM I	Hornbill: Prose The Portrait of a Lady 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	<ul style="list-style-type: none"> • NCERT eBook pdf • Textbook • Mind Map • Vocabulary booklet • Research on Khushwant Singh • Smart Board • Extra marks Module • PPT • Handouts • Video https://youtu.be/ZFb01yTR9bA 	<ul style="list-style-type: none"> • Group Discussion <i>on growing distance between the young and the older generation</i>. Group activity comprising all range of learners. • A video depicting elders' unconditional love will be shown to the students. • Each group will comprise of 6 differentiated learners i.e. (C2-C1)- 2 students (B2-B1)- 2 students (A2-A1)- 2 students 	<p>Comprehension questions: -</p> <ul style="list-style-type: none"> • Imagine yourself as Khushwant Singh. Record the changes that came in your relationship with your grandmother as you grew up to a college student. • Write a short description of an elderly person with whom you have been intimately connected with and who is not there with you now. • The author's grandmother could never have been pretty; but she was always beautiful. Discuss. • Textual questions/ Extracts/Value based/Character sketches • Quiz on vocabulary and specific incidents 	<ul style="list-style-type: none"> • The session would begin with an interactive session wherein 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 TEXT sequence or discourse/spoken with reference to the educational and personal domains. • Enriching Vocabulary: veritable bedlam of chirruping, frivolous rebukes, serenity, seclusion with resignation, sagging skins of dilapidated drum 	<p>Students will be able to:-</p> <ul style="list-style-type: none"> • Develop an independent attitude in thought and action • Improve working relations and respect for identities in relation to other people • Show care and concern for animals • Accept and manage the situations with patience and tolerance • Respect the relations in the family • Understand the use of past perfect tense • Develop responsibility and sensitivity towards the sufferings of others • Know the sacrifices and support given by the grandparents in the family
April Periods: -3 TERM I	Hornbill: Poetry A Photograph The poem is to capture moments from life which remains as pictures in	<ul style="list-style-type: none"> • NCERT eBook pdf • Presentation based on the poem will be shown. • Handouts 	<ul style="list-style-type: none"> • Description of an old photograph in class. • To write a short synopsis after reading and recognizing the purpose of economy 	<ul style="list-style-type: none"> • Extra exercises – reference to context, short answers, long answers and value-based answers. • Complete the following based on the poem. 	<p>Pre-activities:</p> <ul style="list-style-type: none"> • Read out a poem on a similar theme/ discuss an incident/ describe an old mounted photograph. 	<p>The students will be able to-</p> <ul style="list-style-type: none"> • Express effectively, sharing ideas and develop appropriate style of writing.

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	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"> Animated Video highlighting importance of memories https://youtu.be/8HrJ8CQuGFQ 	<ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> Quiz from the poem. 	<ul style="list-style-type: none"> Recapitulation of Figures of Speech with examples. Summary of each stanza will be written in the notes copy. Exercises from the book will be discussed and written in the notebook. 	<ul style="list-style-type: none"> Understand the importance of human relationship. Understand child psychology. Understand the attachment with family members. Understand the nostalgic experiences of the past. Understand that both the moments of life have been permanently etched in the poet's mind with a feeling of eternal loss. Understand that death has overpowered the innocence of those moments and the pleasure they treasured. Understand that time and tide wait for none and change is the harsh and bitter reality of life. Understand that death comes as the greatest leveler.
April Periods: -5 TERM I	Hornbill: Prose We're Not Afraid to Die. If we Can All Be Together A first-person account of an adventurous ordeal that a family experience.	<ul style="list-style-type: none"> NCERT eBook pdf Textbook Mind Map Vocabulary booklet Smart Board Extra marks Module PPT 	<ul style="list-style-type: none"> The students will be explained about the parts of a boat with the help of a model to comprehend better. A report on 'Worst Disasters at Sea' to be 	<ul style="list-style-type: none"> Assignments Comprehension questions: - i). What difference did you notice between the reaction of the adults and the children when faced 	Activities <ul style="list-style-type: none"> Warm up activity- Why do you think people undertake adventurous expeditions despite the risks involved? 	The students will be able to: - <ul style="list-style-type: none"> learn the parts of ship and different terms/words related to voyage understand that

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	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"> Handout 	<ul style="list-style-type: none"> prepared in 200-250 words Research on Storms and their causes 	<ul style="list-style-type: none"> with danger? ii). What lesson do we learn from such hazardous experiences? iii). Comprehension questions will be asked to check the understanding. iv). Textual questions/ Extracts/Value based/Character sketches v). Quiz from the chapter 	<ul style="list-style-type: none"> Share any adventure/experience (you had) which reflected your presence of mind or practical knowledge Optimism helps to endure the direst stress. Discuss. Brief up about Captain Cook and his work. 	<ul style="list-style-type: none"> presence of mind along with the practical knowledge is important to take instant decisions know that determination and self-confidence can conquer adverse circumstances Inculcate values of sharing, caring and responsible attitude towards others Enhance and develop Leadership skills, exploring skills, Adventurous skills, Analytical skills, Decision making skills, Thinking skills.
May Periods:4 TERM I	Hornbill: Prose Discovering Tut: The Saga Continues 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	<ul style="list-style-type: none"> A PPT on Tutankhamun Short Video NCERT eBook pdf Textbook Mind Map Vocabulary booklet Smart Board Extra marks Module Videos:- i).https://youtu.be/CMJJqjG00KY ii).https://youtu.be/BRIA_8oscIA 	<ul style="list-style-type: none"> Project on researching various Ancient languages and dialects and the reasons for their extinction. Activity: research with pictures and present it in the form of a collage. Group Discussion will be carried out on the following topics:- i) <i>Scientific Intervention is necessary to unearth buried mysteries</i> ii) <i>Advanced technology gives us conclusive evidence of the past events</i> 	<ul style="list-style-type: none"> Assignments Discussion Writing task An article on 'Myths surrounding the Mummies' in about 250 words Class Test Quiz 	Pre Reading-Activities: <ul style="list-style-type: none"> A documentary on King Tut and Pyramids will be shown The session would start with an interaction on the ways you think we could help prevent the extinction of languages and dialects. The title of the prose would be open for class interpretation. The facilitator would develop the format of text in sequence or 	The Students will be able to: - <ul style="list-style-type: none"> Think, analyse and observe how advances in technology have brought about paradigm shift in the approach to archeology and improved forensic analysis Understand the wastefulness of war Inculcate the values of concern, responsibility, curiosity and respect other's beliefs, customs, rituals

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					discourse (spoken with reference to the ethical/global, public and personal domains of social and personal life. Post- reading activity <ul style="list-style-type: none"> King Tut's Family tree will be drawn along with their description Textual questions will be discussed 	
May Periods: -2 TERM II	Hornbill: Poetry Voice of the Rain 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"> NCERT eBook pdf Textbook Mind Map Vocabulary booklet Smart Board Extra marks Module PPT Handout 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Assignments Comprehension Questions:- <ul style="list-style-type: none"> i. Behind apparent simplicity, the poem hides a deeper meaning. ii. What exactly does the poem convey to the reader? iii. Why are the last two lines put within brackets? iv. Textual questions/RTC Quiz 	Warm up Questions:- <ul style="list-style-type: none"> What is water cycle? How is the cycle getting disturbed? What is the similarity between rain and music? Reading followed by explanation and discussion 	The students will be able to: - <ul style="list-style-type: none"> inculcate values like care and concern to save environment understand rain as the life-giving force on the earth understand the critical appreciation of the poem based on rhyme, content and theme understand the process of sustainable development discuss methods for safeguarding environment inculcate thinking skills, analytical skills, imaginative skills
Periods: -5 TERM II	Hornbill: Prose The Ailing Planet: The Green Movement's Role The chapter is about the	<ul style="list-style-type: none"> NCERT eBook pdf Textbook Short Video on Saving Environment and Our role in it. 	<ul style="list-style-type: none"> Students will be assigned an experiential project – i.e. <i>to design a poster on Global Warming and Greenhouse</i> 	<ul style="list-style-type: none"> Extra exercises – short answers, long answers and value-based answers will be discussed and written in the notes copy. 	Pre-reading activities: <ul style="list-style-type: none"> Books and pictures shown based on the main theme followed by discussions. 	The students will be able to: - <ul style="list-style-type: none"> understand the issues of the decline state of Mother Earth

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	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"> Mind Map Vocabulary booklet Smart Board Extra marks Module PPT Video https://youtu.be/H2QxFM9y0tY (<i>The disarming case to act right now on climate change-</i> Ted Talk by Greta Thunberg) https://youtu.be/uOMRF7t5Vn0 	<i>Effect</i>	<ul style="list-style-type: none"> 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. Poster making based on 'Environment'-to write and deliver a speech based on the poster. Assignment Quiz 	<ul style="list-style-type: none"> A debate on 'Law and Order in India' A video clipping based on the theme. Use of pictures from magazines and papers related to Earth. Theme and message conveyed. Loud reading of each paragraph followed by explanation and word meanings. Exercises given in the book will be discussed and written in the notebook. 	<ul style="list-style-type: none"> and sustainable development. analyse the judicious use and over exploitation of natural resources create awareness to save and protect the environment. not to dominate but to share and care. learning to assess and analyse situations.
July Periods: -4 TERM II	Hornbill: Prose The Browning Version 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	<ul style="list-style-type: none"> NCERT eBook pdf Textbook Excerpt of the play from YouTube. Mind Map Vocabulary booklet Smart Board Extra marks Module PPT Handout 	Group Discussion/ Debate on: <ul style="list-style-type: none"> '<i>Changing attitude of students towards their teachers</i>' <i>Old Education System v/s New Education System</i> 	<ul style="list-style-type: none"> Assignments Comprehension questions: - <ol style="list-style-type: none"> How according to Taplow Mr. Crocker Harris is unlike other masters? Why do you think Frank envies Mr. Crocker Harris? How does Taplow refute the charge that he is 	Activities <ul style="list-style-type: none"> Short review Dramatization of the story Commentary on the characters Critical evaluation of the plot, storyline and characters Comparing and contrasting the characters within the story Extrapolating about 	The Students will be able to: - <ul style="list-style-type: none"> enhance vocabulary know how to do a role play learn how to display mannerism and attitude towards others to be punctual and develop a sense of duty not to indulge in criticism

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	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.			iv. exaggerating? What impression do you form of Mr. Crocker Harris on the basis of the explanation of the play? • Quiz	the story and defending characters actions in the story	• Understanding the universal theme of teacher-student relationship and the sanctity of it.
August Periods:- 3 TERM I	Hornbill: Prose Landscape of the Soul 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 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	• NCERT eBook pdf • Textbook • Mind Map • Vocabulary booklet • Smart Board • Extra marks Module • PPT • Short videos on- i. Daoism ii. Shanshui Paintings iii. Horizontal Scroll iv. Rock Garden	• A painting competition will be organized on realism and figurative painting with the help of Art Department. • The title of the lesson would be open for class interpretation and a paragraph will be submitted by the students on their understanding of the concept.	Assignments • 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 • Quiz related to the chapter	• A documentary on well-known artists (Leonardo da Vinci) and the techniques employed by them will be shown • Post Activity: A trip to Art Museum will be organized.	• The Students will be able to: - • Write a short note on the distinctive features of each school of painting. • find out about the experiments in recycling that helps environmental conservation • note how the contrast between two thoughts or ideas is expressed in a sentence with the help of conjunctions. • develop ability and knowledge required in order to engage in independent reflection and enquiry.

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	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.					
September Periods: -2 TERM II	Hornbill: Poetry Childhood. 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 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-	<ul style="list-style-type: none"> • NCERT eBook pdf • Textbook • Mind Map • Vocabulary booklet • Smart Board • Extra marks Module • PPT • Handout 	Group Discussion/ Debate on: <ul style="list-style-type: none"> • <i>Is attainment of maturity a sigh of loss of innocence?</i> 	Assignments <ul style="list-style-type: none"> • Writing task Comprehension questions: - <ol style="list-style-type: none"> What did the speaker learn about existence of Hell and Heaven? Write a brief note on 'Childhood is an essential state in the process of growing up, but it can't go on forever.' • Reference to Context:- <ol style="list-style-type: none"> <i>'Where did my childhood go? It went to some forgotten place, that's hidden in an infant's face, that's all I know'</i> • What does the first line of stanza indicate? • How does the 	<ul style="list-style-type: none"> • Share your childhood experience (How you were innocent) • How can you define 'maturity'? Can we exactly say at what age you became mature? • Silent reading followed by loud reading, reading between the lines, questioning, interaction will be done • textual questions will be discussed 	The students will be able to: - <ul style="list-style-type: none"> • Think, analyse and observe • Know how to identify rhyme scheme • Gain individuality • Differentiate between innocence and maturity • Respect different people • Appreciate poem • Learn where and when has the poet's childhood gone • To recognize the purpose of human loss and the hidden pathos and nuances of the lines, correlating them with personal experiences- to buildup didactics, empathy and sympathy with the loss of the speaker and the final resigned acceptance and optimism.

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	learning and insight formation.			<p>speaker feel about the loss of his childhood?</p> <p>iii. What is the mental state of the poet here?</p>		
September Periods: -2 TERM II	Hornbill: Poetry Father to Son <p>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.</p>	<ul style="list-style-type: none"> • NCERT eBook pdf • Textbook • Mind Map • Vocabulary booklet • Smart Board • Extra marks Module • PPT • Handout 	<p>Activity:</p> <ul style="list-style-type: none"> • To tackle the situation as a problem-solving exercise: <ul style="list-style-type: none"> i. identifying the problem ii. considering the options iii. weighing the pros and cons of each option iv. reaching an empathetic decision with the protagonist. 	<p>Express effectively (both verbal and written form)</p> <ul style="list-style-type: none"> • Value relationship • Confess and resolve conflicts • Learn social norms • Respect elders and their views • Quiz related to the poem 	<ul style="list-style-type: none"> • A video will be shown on generation gap and students will be asked to enter a debate about generation gap. • The teacher will keep on throwing statements related to reasons, consequences and ways to find solutions to the problem. • Silent reading followed by loud reading and explanation will be carried out. • Meaning and usage of new vocabulary will be carried out • Textual questions and exercises will be discussed. 	<p>The students will be able to: -</p> <ul style="list-style-type: none"> • Comprehend and appreciate poetry • Learn new words • Enhance understanding of literary devices • Read with proper intonation and stress • Express effectively (both verbal and written form) • Value relationship • Confess and resolve conflicts • Learn social norms • Respect elders and their view • Understand the hidden pathos and nuances of a precious father-child relationships that is crumbling • Correlating with personal experiences- to build up didactics, empathy and sympathy with the loss of the father
August Periods: -2 TERM I	Hornbill: Poetry The Laburnum Top <p>The poem "The</p>	<ul style="list-style-type: none"> • NCERT eBook pdf • Textbook • Mind Map • Vocabulary booklet 	<p>Writing task: -</p> <ul style="list-style-type: none"> • Write four lines in verse form on any tree that you see 	<ul style="list-style-type: none"> • Assignments <ul style="list-style-type: none"> i. Textual Questions ii. Extracts iii. Quiz related to the 	<ul style="list-style-type: none"> • Meaning and usage of new vocabulary will be carried out • Silent reading 	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Apply the principles of

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	<p>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 come alive and shaking until the bird flies away. Dead silence prevails.</p>	<ul style="list-style-type: none"> • Smart Board • Extra marks Module • PPT • Handout 	around you.	poem	<p>followed by loud reading and explanation will be carried out.</p> <ul style="list-style-type: none"> • Textual questions and exercises will be discussed 	<p>literary criticism to the analysis of poetry</p> <ul style="list-style-type: none"> • Broaden their vocabularies and to develop an appreciation of language and its connotations and denotations • Develop their own creativity • Enhance their writing skills • Enhance understanding of following literary devices: - <ol style="list-style-type: none"> i. Alliteration: - “(S)eptember, (s)unlight”, “a (s)uddenness, a (s)tartlement”, “the whole (t)ree (t)rambles”, “(w)histle-chirrup (w)hispering. ii. Simile: “then sleek as a lizard” iii. Metaphor: “a machine starts up of chittering’s”, “the engine of her family”, “Her barred face identity mask” iv. Personification: “the whole tree trembles and thrills”. v. Transferred epithet: “Her barred face

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						identity mask”.
October Period: - 4 TERM II	Hornbill: Prose The Silk Road 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 Daniel as companion for escorting him up to Darchen. He seems a lover of adventure who is not at all afraid of taking risks.	<ul style="list-style-type: none"> • NCERT eBook pdf • Textbook • Small video on '<i>Kailash Yatra</i>' • Mind Map • Vocabulary booklet • Smart Board • Extra marks Module • PPT • Handout 	Students will be asked to get information about geological formations from internet and discuss in the class	Assignments <ul style="list-style-type: none"> • Textual Questions • Extracts • Quiz related to the Chapter 	<ul style="list-style-type: none"> • Meaning and usage of new vocabulary will be carried out • Silent reading followed by loud reading and explanation will be carried out. • Textual questions and exercises will be discussed 	The student will be able to: <ul style="list-style-type: none"> • Apply the principles of literary criticism to the analysis of prose • Broaden their vocabularies and to develop an appreciation of language and its connotations and denotations • Develop their critical thinking skills • Develop a deeper appreciation of cultural diversity and life of hill folk
October Period: -5 TERM II	Hornbill: Prose The Adventure 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	<ul style="list-style-type: none"> • NCERT eBook pdf • Textbook • Mind Map • Vocabulary booklet • Smart Board • Extra marks Module • PPT • Handout 	Students will be asked to find about popular scientific theories: - <ul style="list-style-type: none"> • Quantum Theory • Theory of Relativity • Big Bang Theory • Theory of Evolution 	Assignments <ul style="list-style-type: none"> • Textual Questions • Extracts • Quiz related to the chapter 	<ul style="list-style-type: none"> • Meaning and usage of new vocabulary will be carried out • Silent reading followed by loud reading and explanation will be carried out. • Textual questions and exercises will be discussed 	The student will be able to: <ul style="list-style-type: none"> • Apply the principles of literary criticism to the analysis of prose • Broaden their vocabularies and to develop an appreciation of language • Develop their critical thinking skills • note how the contrast between two thoughts

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	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>or ideas is expressed in a sentence with the help of conjunctions</p> <ul style="list-style-type: none"> develop ability and knowledge required in order to engage in independent reflection and enquiry.
April Periods: -4 TERM I	Snapshots: The Summer of the White Beautiful Horse: 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.	<ul style="list-style-type: none"> NCERT eBook pdf Textbook Small video on '<i>Horse Riding</i>' Mind Map Vocabulary booklet Smart Board Extra marks Module PPT Handout 	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.	Assignments <ul style="list-style-type: none"> Discussion Comprehension questions: <ol style="list-style-type: none"> What traits of Garoghlanian family are highlighted in the story? Give an account of Mourad's joy ride? How can you say that Mourad has a way with everything? Comment on the role of Aram the narrator. Quiz related to the chapter 	Pre-activity: <ul style="list-style-type: none"> Rearrange the sentences to complete the story based on a similar theme. Describe qualities of a horse. Post-activity: <ul style="list-style-type: none"> Character Sketch of the different characters in the chapter. Analyse the important incidents. Textual questions will be discussed 	The students will be able to <ul style="list-style-type: none"> enhance vocabulary enjoy humour inculcate the values of respecting one's belief, honesty, confession, truth, faith, cultural values and sharing responsibility 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

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						aim]. Recognize Marginalization. <ul style="list-style-type: none"> find solutions to the unforeseen circumstances
May Periods: 4 TERM I	Snapshots: The Address 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 how she decides to leave all the belongings behind and resolves to move on.	<ul style="list-style-type: none"> Small video on '<i>WWII: A Survivor's Tale</i>' Mind Map Vocabulary booklet Class reading with suitable expression and intonation Smart Board Extra marks Module PPT Handout 	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> '.	<ul style="list-style-type: none"> Extra exercises – small answers, long answers and value-based answers will be discussed and written in the notes copy. Group wise analysis of different situations in the chapter. Assignment Quiz related to the chapter 	Activities: <ul style="list-style-type: none"> Pre-activity: Sharing experience about the significance of articles/memories/people. Introduction of characters Theme and message Exercises given in the book will be discussed and written in the notebook. 	To enable the students- <ul style="list-style-type: none"> to inculcate values like courage, empathy, sensitivity, critical thinking and maintaining relations. to learn from past experiences. to understand to forget the past and move ahead in life. to appreciate family members and family bonding. to value the with all that they are blessed with. develop the comprehension skill, analytical skill, language skill and thinking skill.
August Periods:3 TERM I	Snapshots: Ranga's Marriage 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	<ul style="list-style-type: none"> Small video on '<i>Aping an English Gentleman</i>'. Mind Map Vocabulary booklet Class reading with suitable expression and intonation Smart Board Extra marks Module PPT Handout 	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.	Extra exercises – <ul style="list-style-type: none"> small answers, long answers and value-based answers will be discussed and written in the notes copy. Extra questions based on the last five years papers will be discussed and written in the notes copy Assignment Quiz related to the 	Activities: <ul style="list-style-type: none"> Discussion about the importance of English language or English as a global language. Discussion on Importance of traditions followed in India. Introduction of characters 	To enable the students to- <ul style="list-style-type: none"> to inculcate values like courage, togetherness, empathy, appreciation, sensitivity and critical thinking. understand that the story brings out the conflict between tradition and modernity and shows how tradition is deep-

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	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.			chapter	<ul style="list-style-type: none"> Theme and message conveyed Loud reading of each paragraph followed by explanation and word meanings. Exercises given in the book will be discussed and written in the notebook. 	<ul style="list-style-type: none"> rooted in our culture. to understand that tradition is deep rooted in our culture. to develop comprehension skill, analytical skill, language skills and thinking skill. realise the influence of the English language and Western culture in villages.
August Periods: -5 TERM I	<p>Snapshots: Mother's Day</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"> NCERT eBook pdf Textbook Small video on play '<i>Mother's Day</i>'. Mind Map Vocabulary booklet Smart Board Extra marks Module PPT Handout 	<ul style="list-style-type: none"> A poem to be composed on '<i>My Mother's Daily Lessons</i>' after deliberation in the Class. A Poster to be made on '<i>Mother's Role in the Family</i>' 	<p>Assignments</p> <ul style="list-style-type: none"> Comprehension questions Textual exercises/ Character sketches <ol style="list-style-type: none"> How does the play resolve the issue? Do you agree with the resolution? Justify the title of the play. Contrast the characters of Ms. Fitzgerald and Ms. Pearson after reading the play. Husbands, sons, daughters should be taking notice of wives and mothers, not giving them orders and treating them like servants. Explain. Quiz related to the chapter 	<p>Activities</p> <ul style="list-style-type: none"> Class Discussion:- <ol style="list-style-type: none"> Is drama a good medium for conveying a social message? Discuss 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. Loud reading by the students taking on different roles from the 	<ul style="list-style-type: none"> To enable the students to: - <ul style="list-style-type: none"> imbibe values like care and concern, empathy, compassion, respect for elders, belongingness and tolerance understand the struggles and sacrifices of parents and to draw inspiration from them strengthen the family bonding with sharing and solving problems accept the members of the family without complaining develop analytical skills, thinking skills, decision making, management skills, logical skills

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					chapter followed by explanation and discussion by the teacher.	<ul style="list-style-type: none"> realize the worth of sacrifice and struggles of parents
September Period: -04 TERM II	Snapshots: Albert Einstein at School This biography describes Einstein's clashes with his teachers, his stay as a paying guest, his noisy 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"> NCERT eBook pdf Textbook Small video on '<i>Albert Einstein's Advice to Young Minds</i>'. Mind Map Vocabulary booklet Smart Board Extra marks Module PPT Video on <i>New Education Policy 2020</i> will be shown 	Story Telling: <ul style="list-style-type: none"> Students will be encouraged to find one story each on Albert Einstein and narrate it in class. Rest of the class will find values reflected through the story. 	Assignments <ul style="list-style-type: none"> Character sketches/ Textual questions The school system often curbs individual talents. Discuss. Albert felt the medical certificate almost burning a hole in his pocket. What does the author mean? Quiz related to the chapter 	Activities <ul style="list-style-type: none"> Warm up activity- Express your views on prevailing system of education. Do you think that the teacher's role should be primarily to make students think? Incidents from the life of the great scientist Loud reading followed by explanation and discussion. 	To enable the students to - <ul style="list-style-type: none"> gain insight into the attitude of various teachers towards Einstein know about Einstein's nature based on his conversation with various teachers understand the difference between information gathering and insight formation understand the struggles and conflicts faced by Einstein know Einstein's theory of education 6. know that ideas matter rather than the facts have an honest approach towards solving the problem know various incidents from the life of the scientist
October Periods:04 TERM II	Snapshots: Birth The chapter is about an impressive story of a doctor's successful	<ul style="list-style-type: none"> NCERT eBook pdf Textbook Small video on '<i>Stillborn revived to</i> 	Poster Making on ' <i>Corona Warriors</i> ', highlighting the contribution of the Doctors and medical	Extra exercises – <ul style="list-style-type: none"> small answers, long answers and value-based answers will be discussed and written in 	Activities: <ul style="list-style-type: none"> Pre-activities: Classroom discussion based on- i. Advancements 	The students will be able to- <ul style="list-style-type: none"> understand the sense of duty. appreciate and accept

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	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 power, satisfaction, sense of achievement and fulfillment	life'. <ul style="list-style-type: none"> • Mind Map • Vocabulary booklet • Smart Board • Extra marks Module • PPT • Handout 	fraternity during the Pandemic.	the notebook. <ul style="list-style-type: none"> • Character sketches • Quiz related to the chapter 	in Medical Science. ii. Sharing of experiences and knowledge based on situations, news, articles, movies etc. iii. Noble profession of doctors and service to mankind. iv. Introduction of characters v. Theme and message conveyed. vi. Characters and incidents <ul style="list-style-type: none"> • Loud reading of each paragraph followed by explanation and word meanings. 	the selfless service to mankind. realize and create a balance between the knowledge gained and practical approach. <ul style="list-style-type: none"> • interpret that the story hinges on the theme- 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.
October Periods:03 TERM II	Snapshots: The Tale of the Melon City 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.	<ul style="list-style-type: none"> • NCERT eBook pdf • Textbook • Small video on play '<i>The Tale of the Melon City</i>'. • Mind Map • Vocabulary booklet • Smart Board • Extra marks Module • PPT • Handout 	Research on the literary laureate Vikram Seth and relate the poem to one of his other poems.	<ul style="list-style-type: none"> • Extra exercises – reference to context, short answers, long answers and value-based answers will be discussed and written in the notes copy. • Vocabulary and expressions will be given in the form of a Quiz. • Extra exercises based on reference to context, short answers, long 	Activities: <ul style="list-style-type: none"> • Pre-activities: Classroom discussions based on - Examples of a kings and rulers. • Loud reading of the poem with voice intonation and modulation. • Theme and message will be explained and written in the notes copy. 	The students will :- <ul style="list-style-type: none"> • Become aware of different situations and learn to deal them well. • realize that peace and liberty are the two strong factors for a state to flourish. • able to understand that the rulers of the state should be judicious and sensitive to the needs of the

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	<p>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.</p> <p>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.</p>			<p>answers, value-based answers and questions</p> <ul style="list-style-type: none"> Quiz related to the poem. 	<ul style="list-style-type: none"> Loud reading of each stanza and each line will be explained with word meanings, figures of speech and rhyming scheme. Summary of each stanza will be written in the notes copy. Exercises from the book will be discussed and written in the notes copy. 	<p>people.</p> <ul style="list-style-type: none"> to understand that the ruler of the state must understand the problems and needs of the people. able to understand that if the principles of laissez-faire are allowed to flourish then there will be complete disorder. inculcate values like social connect, trust, co-operation, confidence, faith, respect and integrity, ability to fight against all odds. 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.
<p>September</p> <p>Period:5</p> <p>TERM II</p>	<p>Snapshots:</p> <p>The Ghat of the Only World</p> <p>This is a tribute by Amitav Ghosh penned in the memory of his close friend and famous Kashmiri poet, Agha Shahid Ali. Both were</p>	<ul style="list-style-type: none"> NCERT eBook pdf Textbook Short video on Agha Shahid Ali Khan Video: Article 370, AFSPA followed by Period long class discussion on the above written 	<ul style="list-style-type: none"> Wikipedia: Short biographical account of Shahid Ali and Amitav Ghosh' life and literary achievements A Class discussion on "<i>Terror and its</i> 	<ul style="list-style-type: none"> Questions based on Text Studied. Reference to context extracts for greater clarity Long Answer Question for Writing Assignment 	<ul style="list-style-type: none"> The session would begin with an interactive session wherein the learners would interpret the title of the lesson. The background knowledge of the author and his works 	<p>The students will be able to:-</p> <ul style="list-style-type: none"> learn and understand core ethical values of Nationalism, Secularism and Patriotism inculcate values like respect, being

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	teaching in New York and met a year before Shahid learned about his brain tumour. Before his demise, he had requested Ghosh to write about him and immortalize him through his words.	<ul style="list-style-type: none"> You Tube Presentation: <i>Kashmir and current political and social status</i> Vocabulary booklet Smart Board Extra marks Module PPT Handout 	<i>manifestations"</i> w.r.t. Terrorism in India and Kashmir	and Discussion <ul style="list-style-type: none"> Quiz related to the poem. 	would be given. <ul style="list-style-type: none"> The facilitator would develop the chain of events, with TEXT sequence or discourse/spoken with reference to the educational and personal domains. 	responsible, work for excellence, time management, commitment and determination, care and concern, humility, optimism, helping and tolerance.
Done Every Month Periods: 30	Writing Skills:- NOTE MAKING & SUMMARIZING Note making is an important study skill. <ul style="list-style-type: none"> It is an organization of main points for future use Note making helps in keeping the information handy whenever we require It helps in recollecting and recalling the past events said or heard Assists in concentrating, understanding and provides a permanent record Note making format helps a writer to go through bulky documents quicker and two-three related points can be combined into one 	<ul style="list-style-type: none"> PPT demonstrating the technique and art of note making. Notemaking explained through notes. Smart board Extramarks module (Software) BBC Worksheets 	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"> Assignment Handouts Hornbill pg. 99 A new deal for old cities Class Test 	Group discussions, writing skills <ul style="list-style-type: none"> FORMAT. INSTRUCTIONS. HORNBILL – Pg.89, PHEASANTS. HORNBILL – Pg 96, GREEN SAHARA Hornbill, support material in form of passages English practice test materials Mind Map 	With detailed explanation of procedure and format students will be able to <ul style="list-style-type: none"> make notes in the following Format: – <p style="text-align: center;">Title (Main Idea)</p> 1. main point 1.1 sub point 1.2 1.3 (a) sub point (b) 2. Main point 2.1 2.2 Key to abbreviations used Summary- 80-100 words The learners would be able to differentiate between annotation, outline notes, column notes, mind maps and summary notes from a text. They would be able to use the note taking suggestions to develop good notes based on classroom discussions Learners will be able to

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	<p>point apart from changing the verbs to nouns</p> <ul style="list-style-type: none"> • It helps in understanding a material if the notes are in own words • It distinguishes between main points and details • Summarising is the selection and paraphrasing of all-important information of the original source. The process involves the following steps: - <ul style="list-style-type: none"> i. underline important ideas ii. writing them down, abridging the verbs iii. avoiding examples, explanations, repetition iv. instead of nominalising the points the points are expanded into full sentences and linked with suitable connectors. 					<p>identify the central/main point and supporting details, etc.,</p> <ul style="list-style-type: none"> • Students will be able to skim for main ideas and scan for details <p>They will be able to</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
Done Every Month Period:5	Writing Skills: Poster	<ul style="list-style-type: none"> • PPT • Smart board • Extramarks module (Software) • BBC Worksheets • Visual presentation 	<ul style="list-style-type: none"> • Project <p>i). Poster Making on following topics for Drug Abuse, Tree Plantation, Organ Donation, etc. for all range of learners</p>	<ul style="list-style-type: none"> • Assignment on 'Poster Making' • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end 	<ul style="list-style-type: none"> • The teacher will acquire and display several different posters from various sources. Some examples may include: <i>Movie posters, Community events, Advertisements Campaign signs, Billboard pictures Full-page newspaper</i> • 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"> • Focus on the message to be delivered. • Keep the sequence well ordered. • Use graphs and images effectively. • Plan and organize a poster presentation. • Use spacing, margins, colours, and layout to maximize effectiveness and list information about their invention
Done Every Month Period:6	Writing Skills: Advertisement (commercial/ classified)	<ul style="list-style-type: none"> • PPT • Smart board • Extramarks module (Software) • BBC Worksheets Visual presentation Newspaper search 	<ul style="list-style-type: none"> • Project <p>i) Match the types of classified advertisement with the given description https://forms.office.com/Pages/ResponsePage.aspx?id=HruUp6x</p>	<ul style="list-style-type: none"> • Assignment on Advertisement • Discussion of Scoring Points/Marking Scheme/Sample Questions • Class Test at the end 	<ul style="list-style-type: none"> • The format, rules, technique would be discussed with examples. • The usage of language would be taught and students would be assigned written tasks 	<ul style="list-style-type: none"> • Students will learn persuasive techniques used in advertising, specifically, pathos or emotion, logos or logic, and ethos or credibility/character. • They will use this

Month No. of working days	Topic/Sub-topic	Teaching 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>XyUu9 G LpDqZR Q4cNxzSuy1Es6Vi ZzAyQ9UQkc5SVJI NllxNFI0WEtDM0k3 NUU3SVNOTS4u</p> <p>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.</p>		<ul style="list-style-type: none"> • A visual clipping of advertisements would be shown to the learners and they would interpret it through interaction. (student-student interaction) • The concept, format, style and purpose would be explained with examples. 	<p>knowledge to analyze advertising in a variety of sources: print, television, and Web-based advertising.</p> <ul style="list-style-type: none"> • Students will also explore the concepts of demographics and 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.
Done Every Month Periods: -6	Writing Skills: Speech, Debate	<ul style="list-style-type: none"> • Extramarks module (Software) • Audio-Visual Class on great speeches • Sample Oxford Debates to be shown https://youtu.be/f7CW7S0zxv4 • https://youtu.be/Lq0iu a0r0KQ • BBC Worksheets 	<ul style="list-style-type: none"> • Project i) Student will be given the task of organizing Intra Class Debate. Group and pair activities like Declamation and Debates etc. 	<ul style="list-style-type: none"> • Assignment on: Speech, Debate • Discussion of Scoring Points/Marking Scheme/Sample Questions. • A Class Test at the end 	<ul style="list-style-type: none"> • Session will focus on three vital parts of speech/ debate: i) Introduction ii) The Body iii) The Conclusion 	<p>The learners will be able to:-</p> <ul style="list-style-type: none"> • They will be able to express opinions, facts, arguments in the form of speech or debates, using a variety of accurate sentence structures. • Differentiate between claims and realities, facts and opinions, form business opinions on the basis of latest trends available • Comprehend technical language as required in computer related fields, arrive at personal conclusion and logically comment on a given text specifically develop the ability to be original and

Month No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						creative in interpreting opinion, develop the ability to be logically persuasive in defending one's opinion and making notes based on a text
Done Every Month Periods: - 20	Grammar <ul style="list-style-type: none"> Error Correction, editing tasks. Re - ordering of sentences Transformation of sentences 	<ul style="list-style-type: none"> Mind Map BBC Compacta Worksheet Smart Board Extra marks Module PPT Handout 		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	Revision, Exam and Assessment					
September	Revision, Exam and Assessment					
November/ December	Final Exam and Assessment					

PINEGROVE SCHOOL, SUBATHU
Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: Chemistry
Class: XI SC
Session 2024-25

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
March 21	Unit I Topic- Some Basic Concepts of Chemistry Sub-topics - <ul style="list-style-type: none"> • Role of chemistry in different spheres of life. • States of matter. • Classification of substances in to elements, compounds and mixtures. • SI base units and list some commonly used prefixes. • Use of scientific notations and perform simple mathematical operations on numbers. • Difference between precision and accuracy. 	<ul style="list-style-type: none"> • Blackboard • Chalk • Duster • Textbook • Video • PPT • Modules on Extra marks • Flow charts • Concept Maps • Chemistry notes • e-book 	Interdisciplinary Linkage: Math Art integration: Drawing flowcharts on matter and its types, Chemistry, and its branches Practical's: <ul style="list-style-type: none"> • Basic Laboratory Techniques. • Cutting glass tube and glass rod. • Bending a glass tube. • Drawing out a glass jet • Boring a cork 	<ul style="list-style-type: none"> • Notes of the chapter • Numerical of the topic's empirical formula, molecular formula, mole concept, limiting reagent, methods of expressing concentration, stoichiometric calculation. • Daily MCQ tests • Weekly testing • Case studies based written assignment. • Weekly assignment • Random oral testing daily • Notebook Evaluation 	Developing knowledge of concept by: <ul style="list-style-type: none"> • The session would begin with an interaction on Chemistry, importance of chemistry and the way you deal it in everyday life. (Student Teacher Interaction) • The learners are told to use textbooks/ web resources to explore topics like • Role of chemistry in different spheres of life. • Ancient Chemistry vs Modern Chemistry. • Issues which affect our environment. • Activity- 	After going through this unit students will be able to Understand the – <ul style="list-style-type: none"> • General Introduction: Importance and scope of chemistry. • Nature of matter, laws of chemical combination. • Dalton's atomic theory: concept of elements, atoms, and molecules. Atomic and molecular masses. • Mole concept • Molar mass, percentage composition, empirical and molecular formula.

	<ul style="list-style-type: none"> • Significant figures. • Conversion of physical quantities from one system of units to another. • Various laws of chemical combination. • Atomic mass, average atomic mass, molecular mass and formula mass. • Mole and molar mass. • Mass per cent of different elements constituting a compound. • Empirical formula and molecular formula for a compound from the given experimental data. <p>Stoichiometric calculations solutions and correlate these with molar masses of the solutes.</p>				<p>After that they were told to compile the report and share with classmates on Team.</p> <ul style="list-style-type: none"> • The facilitator will equip their knowledge with various ions and their charges and by providing fundamentals to solve numerical. • The facilitator would develop the chain of events with text book sequence by lecture method, flip method, brainstorming and discussion of Scoring Point. <p>Videos-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 laboratory from extra mark and you tube. https://youtu.be/kJ-6Qy05u_Q https://youtu.be/Rb24</p>	<ul style="list-style-type: none"> • Chemical reactions, stoichiometry and calculations based on stoichiometry. • Value Based Outcome: Teaching the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc. through the practical.
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					KFk25aw https://youtu.be/6tt4Fv8SGZw https://youtu.be/22ZB0ZwvOsQ	
April 01	Unit II Topic- Structure of Atom <ul style="list-style-type: none"> Sub-topics- Discovery of electron, proton and neutron and their characteristics. Thomson, Rutherford, and Bohr atomic models. Understanding of the important features of the quantum mechanical model of atom. Understand nature of electromagnetic radiation and Planck's quantum theory. Explain the photoelectric effect and describe features of atomic spectra. State the de Broglie relation and Heisenberg uncertainty 	<ul style="list-style-type: none"> Blackboard Chalk Duster Textbook Video PPT Modules on Extra marks Flow charts Concept Maps Chemistry notes e-Book 	Interdisciplinary Linkage: Math's, Physics Diagrams: Fig 2.9, 2.13, 2.14, 2.15, 2.17. (NCERT part 1) Art Integration: Drawing structures of different orbitals, line spectra. Rutherford model, Bohr's model, atomic spectra Practical: <ul style="list-style-type: none"> Characterization and Purification of Chemical Substances Crystallization of impure sample of any one of the following: <ul style="list-style-type: none"> Alum, Copper Sulphate, Benzoic Acid. 	<ul style="list-style-type: none"> Notes of the chapter Numerical of the topics Bohr's model, Photoelectric effect, Plank's theory, Hydrogen spectrum, Heisenberg principle and de-Broglie equation. Daily MCQ tests Weekly testing Case studies based written assignment. Weekly assignment Random oral testing daily Notebook Evaluation 	Dev eloping knowledge of concept by: <ul style="list-style-type: none"> The session would begin with pre knowledge testing of class 9th on the topic's atom, atomic number and mass number. The facilitator would develop the chain of events with text sequence by lecture method, flip method, brainstorming and discussion of Scoring Point. Videos- To get the insight of the concept following videos were shown to students <ul style="list-style-type: none"> Quantum numbers. Shells, orbital have and sub shells. Aufbau principle. Hund's rule and Pauli's exclusion principle. Models of an atom Atomic spectra Hydrogen spectra and purification of copper sulphate 	After going through this unit students will be able to Understand the concept of- <ul style="list-style-type: none"> Bohr's model and its limitations. Concept of shells and sub shells. Dual nature of matter and light. de -Broglie's relationship and Heisenberg uncertainty principle. Concept of orbital's, quantum numbers. Shapes of s, p and d orbitals. Rules for filling electrons in orbital's -Aufbau principle, Pauli's exclusion principle and Hund's rule. Electronic configuration of atoms. Stability of half-filled and filled orbitals.

	<ul style="list-style-type: none"> principle. Define an atomic orbital in terms of quantum numbers. State Aufbau principle, Pauli exclusion Principle and Hund's rule of maximum multiplicity. Write the electronic configurations of atoms 				<p>and potash alum crystal.</p> <p>https://youtu.be/Ewf7RIVNBSA</p> <p>https://youtu.be/eO73DFqXr0A</p> <p>https://youtu.be/SAU-gptAFe0</p> <p>https://youtu.be/MwlFgPskW34</p>	<ul style="list-style-type: none"> Value Based Outcome: Teaching the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc. through the practical.
April 25	<p>Unit III Topic- Classification of Elements and Periodicity in Properties. Sub-topics-</p> <ul style="list-style-type: none"> Concept of grouping elements in accordance to their properties led to the development of Periodic Table. Understanding of the Periodic Law. Understanding of the significance of atomic number and electronic configuration as the basis for periodic 	<ul style="list-style-type: none"> Blackboard Chalk Duster Textbook Video PPT Modules on Extra marks Flow charts Concept Maps Chemistry notes. Periodic table chart. 	<p>Interdisciplinary Linkage: Inorganic Chemistry.</p> <p>Diagrams: Fig 3.2, table 3.4, table 3.5, fig 3.4, 3.5, 3.6, 3.7.</p> <p>Practical:</p> <ul style="list-style-type: none"> Revision of practical. Discussion of different topics to be used as investigatory projects. 	<ul style="list-style-type: none"> Notes of the chapter Daily MCQ tests Weekly testing Weekly assignment Random oral testing daily Case studies based written assignment. 	<p>Developing knowledge of concept by:</p> <ul style="list-style-type: none"> The session would begin with pre knowledge testing of class 10th on the topic's historical development of periodic table, Mendeleev periodic table and modern periodic table. The facilitator would develop the chain of events with text sequence by lecture method, flip method, brainstorming and discussion of Scoring Point. 	<p>After going through this unit students will be able to Understand the concept of-</p> <ul style="list-style-type: none"> Modern periodic law and the present form of periodic table. Periodic trends in properties of elements - atomic radii, ionic radii, inert gas radii, Ionization enthalpy. Electron gain enthalpy.

	<ul style="list-style-type: none"> classification. • Naming of the elements with $Z > 100$ according to IUPAC nomenclature. • Classification of elements into s, p, d, f blocks and learning of their main characteristics. • Periodic trends in physical and chemical properties of elements compare the reactivity of elements and correlate it with their occurrence in nature. • Relationship between ionization enthalpy and metallic character. • Use of scientific vocabulary appropriately to communicate ideas related to certain important properties of atoms e.g., atomic/ionic radii, ionization enthalpy, electron gain enthalpy, electro negativity, valence of 				<ul style="list-style-type: none"> • Activity based learning-To get the knowledge of classification of elements some activities will be organized in the class. <p>Videos – To get the insight of the concept following videos were shown to students.</p> <p>Historical development of periodic table.</p> <p>Demonstration of different type of radii using visual software https://youtu.be/nGt_67Eqwdw .</p> <p>https://youtu.be/ogpWoB4m-Ns</p>	<p>Electro negativity, valiancy.</p> <ul style="list-style-type: none"> • Nomenclature of elements with atomic number greater than 100. • Trends in the modern periodic table. • Practical Outcome Students will be able to apply the knowledge of periodic table in real life with the help of case studies. • Value Based Outcome: Teaching the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc. through the project. •
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	elements.					
May 03	Unit IV Topic- Chemical Bonding and Molecular structure Sub-topics- <ul style="list-style-type: none"> Kossel-Lewis approach to chemical bonding. Octet rule and its limitations. Lewis structures of simple molecules. Formation of different types of bonds. VSEPR theory and predict the geometry of simple molecules. Valence bond approach for the formation of covalent bonds. Directional properties of covalent bonds. Different types of hybridization involving s, p and d orbital is and draw shapes of simple covalent molecules. Molecular orbital theory of homonuclear diatomic 	<ul style="list-style-type: none"> Blackboard Chalk Duster Textbook Video PPT Modules on Extra marks Flow charts Concept Maps Chemistry notes 	Interdisciplinary Linkage: Art Diagrams: 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) Art Integration: 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"> Notes of the chapter Daily MCQ tests Weekly testing Weekly assignment Random oral testing daily Case studies based written assignment. Notebook Evaluation 	Developing knowledge of concept by: <ul style="list-style-type: none"> The session would begin with pre knowledge testing of class 10th on the topic's octet rule, ionic bond and covalent bond. The facilitator would develop the concept of chapter by lecture method, flip method, brainstorming and discussion of Scoring Point. At the end of chapter recapitulation of the chapter with the help of flow charts. Videos- Understanding of some important concepts by extra marks videos related to the topic. <ul style="list-style-type: none"> Valence bond theory, VSEPR theory, hybridisation and molecular orbital theory. https://youtu.be/e99iaUKsucc 	Students will be able to understand the concept of- <ul style="list-style-type: none"> Valence electrons, ionic bond, covalent bond. Bond parameters. Lewis structure. Polar character of covalent bond. Covalent character of ionic bond. Valence bond theory. Resonance. Geometry of covalent molecules, VSEPR theory. Concept of hybridization involving s, p and d orbital's and shapes of some simple molecules. Molecular orbital theory of homonuclear diatomic molecules (qualitative idea only). Hydrogen bond.

	<ul style="list-style-type: none"> molecules. Hydrogen bond. 				https://youtu.be/8VBs_xf7yLs https://youtu.be/fsHe4rxQHmA	
May/June	Revision/Unit-1 Exam/ Assessment/Summer Vacation					
		•		•		
July 01	Unit VI Topic- Chemical Thermo-dynamics Sub-topics- <ul style="list-style-type: none"> System and surroundings. Types of system- close, open and isolated systems. Internal energy, work and heat. First law of thermodynamics and its mathematically expression. Energy changes as work and heat contributions in chemical systems. State functions: U, H. Correlate ΔU and ΔH. Measure experimentally ΔU and ΔH. 	<ul style="list-style-type: none"> Blackboard Chalk Duster Textbook Video PPT Modules on Extra marks Flow charts Concept Maps Chemistry notes 	Interdisciplinary Linkage: Physics and Math's. Diagrams: Fig 6.1, 6.2, 6.5, 6.7, 6.8(NCERT part 1) Art Integration: <ul style="list-style-type: none"> Drawing Born Haber cycle. Practical: <ul style="list-style-type: none"> To study the heat of neutralization of different acids and bases. Project: 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.	<ul style="list-style-type: none"> Notes of the chapter Numerical on all the topics of this chapters Daily MCQ tests Weekly testing Weekly assignment Random oral testing daily. Case studies based written assignment. Notebook Evaluation 	Developing knowledge of concept by: <ul style="list-style-type: none"> The teacher will do pre knowledge testing on the topics heat and work. The teacher will keep on throwing statements related to reasons, consequences and ways to find solutions to the Problem. The facilitator would develop the concepts of the topics with textbook sequence by lecture method, flip method, brainstorming, discussion of scoring point and providing 	Students will be able to understand the concept of- Students will learn about: <ul style="list-style-type: none"> Different types of system and processes Properties of system, Work, Internal energy and their relationship Types of work and heat capacities and its calculations Enthalpy and its types Hess law, Born Haber cycle Spontaneity of a reaction using the concept of enthalpy and entropy and its calculations

	<ul style="list-style-type: none"> Define standard states for ΔH. Enthalpy changes for various types of reactions. State and apply Hess's law of constant heat summation. Extensive and intensive properties. Spontaneous and non-spontaneous processes. Entropy as a thermodynamic state function and apply it for spontaneity. Gibbs energy change (ΔG). Relationship between ΔG and spontaneity. ΔG and equilibrium constant. 				<p>fundamentals to solve numerical.</p> <ul style="list-style-type: none"> In the end of chapter recapitulation of chapter with the help of flow charts. <p>Videos- 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. https://youtu.be/wtHi6kgA0-s https://youtu.be/wwJG2JVg6qM</p>	<ul style="list-style-type: none"> Relationship between Gibbs free energy and equilibrium constant. Practical Outcome Students will be able to apply the knowledge of laws of thermodynamics in real life with the help of case studies. Value Based Outcome: Teaching the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc. through the project.
July 20	<p>Unit VIII Topic- Redox Reactions Sub-topics-</p> <ul style="list-style-type: none"> Define the terms oxidation, reduction, oxidant (oxidizing agent) and reductant (reducing agent). Mechanism of 	<ul style="list-style-type: none"> Blackboard Chalk Duster Textbook Video PPT Modules on Extra marks Flow charts Concept Maps Chemistry notes Internet 	<p>Interdisciplinary Linkage: Physics and Math's. Diagrams: Fig 8.1, 8.2, 8.3 (NCERT part 1) Art Integration:</p> <ul style="list-style-type: none"> Drawing Electrochemical cell, Standard Hydrogen Electrode. 	<ul style="list-style-type: none"> Notes of the chapter Balancing of Redox reactions Calculation of oxidation number of different species Daily MCQ tests Weekly testing Weekly assignment Random oral testing daily Notebook Evaluation 	<p>Developing knowledge of concept by:</p> <ul style="list-style-type: none"> The session would begin with pre knowledge testing of class 10th on the topic's oxidation and reduction. Making learners to develop their own understanding of 	<p>Students will be able to understand the concept of-</p> <ul style="list-style-type: none"> Concept of oxidation and reduction. Redox reactions, oxidation number. Balancing

	<p>Redox reactions by electron transfer process.</p> <ul style="list-style-type: none"> • Concept of oxidation number to identify oxidant and reductant in a reaction. • Classify Redox reaction in to combination (synthesis), decomposition, displacement and disproportionation reactions. • Comparative order among various reductants and oxidants. • Balancing of chemical equations using (i) oxidation number (ii) half reaction method. • Concept of Redox reactions in terms of electrode processes. 	<ul style="list-style-type: none"> • Google 	<p>Practical:</p> <ul style="list-style-type: none"> • Qualitative Analysis(a) Determination of one anion and one cation in a given salt Cations-Pb^{2+}, Cu^{2+}, Al^{3+}, Fe^{3+}, Mn^{2+}, Ni^{2+}, Zn^{2+}, Co^{2+}, Ca^{2+}, Sr^{2+}, Ba^{2+}, Mg^{2+}, $[\text{NH}_4]^+$ Anions – $[\text{CO}_3]^{2-}$, S^{2-}, $[\text{SO}_3]^{2-}$, $[\text{SO}_4]^{2-}$, $[\text{NO}_3]^-$, Cl^-, Br^-, I^-, $[\text{PO}_4]^{3-}$, $[\text{C}_2\text{O}_4]^{2-}$, CH_3COO^- (Note: Insoluble salts excluded)(b) Detection of - Nitrogen, Sulphur, Chlorine in organic compounds. 		<p>the concept based on their experiences.</p> <ul style="list-style-type: none"> • 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. • In the end of chapter recapitulation of chapter with the help of flow charts. <p>Videos –To get better understanding of concepts following videos were shown to the students:</p> <ul style="list-style-type: none"> • Electrochemical cell. • Standard Hydrogen Electrode. • Practical related videos https://youtu.be/gdrRSUdGUuI https://youtu.be/thux-AVlrk4 https://youtu.be/gyxgVsXMYq0 https://youtu.be/IrMLXTw0528 	<p>Redox reactions in terms of loss and gain of electrons and change in oxidation number.</p> <ul style="list-style-type: none"> • Applications of Redox reactions. Practical Outcome Students will be able to apply the knowledge of oxidation, reduction, and redox reaction in real life with the help of case studies. • Value Based Outcome: Teaching the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc. through the practical.
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					https://youtu.be/kCKU_Zdgo600	
August 01	Unit VII Topic- Equilibrium Sub-topics- Students will be able to – <ul style="list-style-type: none"> Equilibrium in physical and chemical processes, dynamic nature of equilibrium. Law of mass action, equilibrium constant Factors affecting equilibrium- Le-Chatelier' principle. Ionic equilibrium- ionization of acids and bases, strong and weak electrolytes Degree of ionization, ionization of poly basic acids, acid strength. Concept of pH, Henderson Equation, Hydrolysis of salts (elementary idea). Buffer solution, solubility product, common ion 	<ul style="list-style-type: none"> Blackboard Chalk Duster Textbook Video PPT Modules on Extra marks Flow charts Concept Maps Chemistry notes E-book 	Interdisciplinary Linkage: Physics and Math's. Diagrams: 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 Art Integration: <ul style="list-style-type: none"> Flow chart of Le- Chatelier 'principle showing the variation of equilibrium constant with T, P, V and catalyst. Practical: <ul style="list-style-type: none"> Practical on finding the pH of the different solution/ samples and compare their strength. 	<ul style="list-style-type: none"> Notes of the chapter Numerical of the topics PH, solubility product, ionic product, solubility and hydrolysis of salts Daily MCQ tests Weekly testing Weekly assignment Random oral testing daily Case studies based written assignment. Notebook Evaluation 	Developing knowledge of concept by: <ul style="list-style-type: none"> 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 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. In the end of chapter recapitulation of chapter with the help of flow charts. Videos- To get the insight of the concept	Students will be able to understand the concept of- <ul style="list-style-type: none"> Equilibrium in physical and chemical processes. Dynamic nature of equilibrium. Law of mass action. Equilibrium constant, factors affecting equilibrium- Le Chatelier principle. Ionic equilibrium- ionization of acids and bases, strong and weak electrolytes, degree of ionization, ionization of poly basic acids, acid strength. Concept of pH, Henderson Equation. Hydrolysis of salts (elementary idea), Buffer solution. Solubility product. Common ion effect (with

	effect				<p>following videos were shown to students:</p> <ul style="list-style-type: none"> Physical and chemical equilibrium, Lechleiter's principle, and ionization of the acids and base. Practical https://youtu.be/Vt4HQnhgPis https://youtu.be/Pv86-ThCao4 https://youtu.be/c7g0c59ZxH4 	<p>illustrative examples)</p> <ul style="list-style-type: none"> Practical Outcome Students will be able to apply the knowledge of equilibrium in real life with the help of case studies. Value Based Outcome: Teaching the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc. through the practical.
August 20	<p>Unit XII Topic- Organic Chemistry -Some Basic Principles and Techniques Sub-topics-</p> <ul style="list-style-type: none"> General introduction of organic chemistry and organic compounds. Methods of purification, qualitative and quantitative analysis. Classification and IUPAC nomenclature of 	<ul style="list-style-type: none"> Blackboard Chalk Duster Textbook Video PPT Modules on Extra marks Flow charts Concept Maps Chemistry notes 	<p>Diagrams:</p> <ul style="list-style-type: none"> 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) <p>Art Integration:</p> <ul style="list-style-type: none"> Drawing flowcharts on organic compounds and types of isomerism. 	<ul style="list-style-type: none"> Notes of the chapter Daily MCQ tests Weekly testing Weekly assignment Random oral testing daily Case studies based written assignment. Notebook Evaluation 	<p>Developing knowledge of concept by:</p> <ul style="list-style-type: none"> The session would begin with an interaction on organic compounds and importance of these compounds in our life. (Student Teacher Interaction) The facilitator would develop the concepts of the topics with textbook sequence 	<p>Students will be able to understand the concept of-</p> <ul style="list-style-type: none"> Reason for tetravalency of carbon and shapes of organic molecules. Writing organic structures in different ways. Classify the organic compound IUPAC naming of the compounds Understanding the concept of reaction

	organic compounds. <ul style="list-style-type: none"> Electronic displacements in a covalent bond: inductive effect, electromeric effect, resonance and hyper conjugation. Hemolytic and heterolytic fission of a covalent bond: free radicals, carbocations, carbanions, electrophiles and nucleophiles. Types of organic reactions. 		Practical: on Chromatography		by lecture method, flip method, brainstorming, discussion of Scoring Point and providing fundamentals to write IUPAC names of the compounds. <ul style="list-style-type: none"> In the end of chapter recapitulation of chapter with the help of flow charts. 	mechanism. <ul style="list-style-type: none"> Electron displacement concepts Recognize the type of reactions
September 10	Revision/Unit-2 Exam/ Assessment					
September 26	Unit XIII Topic- Hydrocarbon Sub-topics- <ul style="list-style-type: none"> Classification of Hydrocarbons. Aliphatic hydrocarbons: <i>Alkanes</i> – Nomenclature, isomerism, conformation (ethane only), physical properties, chemical reactions including free 	<ul style="list-style-type: none"> Blackboard Chalk Duster Textbook Video PPT Modules on Extra marks Flow charts Concept Maps Chemistry notes e-book 	Art Integration: Drawing different resonating structures of benzene. Diagrams: Fig 13.1, 13.2, 13.3, 13.4, 13.5, 13.6, 13.7 (NCERT part 2) Practical: To detect the different types of functional groups in organic compounds.	<ul style="list-style-type: none"> Notes of the chapter Daily MCQ tests Weekly testing Weekly assignment Random oral testing daily Case studies based written assignment. Notebook Evaluation 	Developing knowledge of concept by: <ul style="list-style-type: none"> The teacher will do pre knowledge testing based on class 10th topics i.e. definition of saturated, unsaturated hydrocarbon and their general formula. The facilitator would develop the concepts of the 	Students will be able to understand the concept of- <ul style="list-style-type: none"> IUPAC naming of the hydrocarbons and isomerism in them Learn about the various methods of preparation of hydrocarbons Distinguish between alkenes, alkenes and alkynes based upon the physical and chemical

	<p>radical mechanism of halogenations, combustion and pyrolysis.</p> <p>Alkenes –</p> <ul style="list-style-type: none"> Nomenclature, structure of double bond (ethene), geometrical isomerism, physical properties, methods of preparation, chemical reactions: addition of hydrogen, halogen, water, hydrogen halides (Markownikov's addition and peroxide effect), ozonolysis, oxidation, mechanism of electrophilic addition. <p>Alkynes –</p> <ul style="list-style-type: none"> Nomenclature, structure of triple bond (ethyne), physical properties, methods of preparation, chemical reactions: acidic character of alkynes, addition 		To determine the melting and boiling point of the different organic compounds.		<p>topics with textbook sequence by lecture method, flip method, brainstorming, discussion of scoring point and providing fundamentals to write organic reactions.</p> <ul style="list-style-type: none"> In the end of chapter recapitulation of chapter with the help of flow charts. <p>Videos – To get better understanding of concepts following videos were shown to the students:</p> <ul style="list-style-type: none"> Confirmations of ethane Isomerism Sytzeff rule electrophilic substitution on Benzene Directive influence of the groups. https://youtu.be/rN42U9qFj2c https://youtu.be/2OJ2eBziEr0 	<ul style="list-style-type: none"> properties Drawing the different confirmations of ethane Predicting the product formation of unsymmetrical alkenes. Compare the structure of Benzene and explain the concept of aromaticity and electrophilic substitution reactions of benzene. Practical Outcome Students will be able to apply the knowledge of Hydrocarbon in real life with the help of case studies. Value Based Outcome: Teaching the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc. through the practical.
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	<p>reaction of - hydrogen, halogens, hydrogen halides and water.</p> <p>Aromatic Hydrocarbons:</p> <ul style="list-style-type: none"> • Introduction, IUPAC nomenclature, benzene: resonance, aromaticity, chemical properties: 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. 					
October 18	Annual Day Celebration / Diwali Break					
November /December	Revision/Unit- Final Exam/ Assessment/ Term End					

‘PINEGROVE SCHOOL, SUBATHU
Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: Physics
Class: 11
Session 2024-25

Month/ No of working 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 / 08	<p>TOPIC: Units and Measurements</p> <p>SUB-TOPIC</p> <ul style="list-style-type: none"> • Need for measurement • Units of measurement • Systems of units • SI units • Fundamental and derived units • Length, mass and time measurements • Significant figures. • Dimensions of physical quantities, • Dimensional analysis and its applications. 	<ul style="list-style-type: none"> • Board • PPT • NCERT e - book • <i>Extramarks</i> modules • White Board/Ope n Board • Digitizer 	<p>Interdisciplinary Linkage:</p> <ul style="list-style-type: none"> • Mathematics <p>Diagrams: Fig 1.1, 1.2, 1.3, 1.4, 1.5 1.6, 1.7 (N.C.E.R.T Part 1)</p> <p>Art Integration:</p> <ul style="list-style-type: none"> • Draw diagrams of ways of measurement of length and weight <p>Practical</p> <ul style="list-style-type: none"> • 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. • To measure diameter of a given wire and thickness of a given sheet using screw gauge. • To determine volume of an irregular lamina using screw gauge. • To determine radius of 	<ul style="list-style-type: none"> • Assignme nt to be given • Daily random oral testing • Written test • Quizzes (MCQs, one word, match the following, fill in the blanks) • Notebook correctio n 	<ul style="list-style-type: none"> • Motivation and Brain storming Introduction of the concept. Questions would be asked to check previous knowledge of Units and measurement. • Lecture and discussion method Meaning of errors and dimensions will be explained with the help of analogies. • Simple to Complex Beginning with basic and easier concepts, more difficult/new concepts will be introduced 	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> • Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject. • Have been exposed to different processes used in Physics-related industrial and technological applications. • Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills. • Develop problem solving abilities and creative thinking • Develop conceptual competence and make them realize and appreciate the interface of Physics with other

			curvature of a given spherical surface by a spherometer		subsequently <ul style="list-style-type: none"> • <u>Interactive method/Group discussion</u> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences. • <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems. • <u>Explanation</u> • <u>Real life examples</u> 	disciplines. Students will be able to <ul style="list-style-type: none"> • Use fundamental and derived quantities of Physics. • Different types of measurement system of units and significance • understand about significant figures • Derive dimensional formula of different quantities and explain application of dimensional analysis • Explain processes, phenomena and laws with the understanding of the relationship between nature and matter on scientific basis
APRIL/ 12	<u>TOPIC:</u> Motion in a Straight Line <u>SUB-TOPIC</u> <ul style="list-style-type: none"> • Frame of reference • Motion in a straight line • Position-time graph, speed, and velocity. • Elementary concepts of differentiation and integration for describing motion 	<u>Videos</u> <ul style="list-style-type: none"> • Uniform and non-uniform motion • Distance and displacement. • Models • Pictures • Graphs • Board • PPT • NCERT e - book 	<u>Interdisciplinary Linkage:</u> <ul style="list-style-type: none"> • Mathematics <u>Diagrams:</u> <ul style="list-style-type: none"> • Fig 2.2,2.3,2.4, 2.6, 2.9, 2.10,2.16,2.17 (NCERT) <u>Art Integration:</u> <ul style="list-style-type: none"> • Draw velocity and position time graphs for acceleration <u>Experiential learning</u> <ul style="list-style-type: none"> • Providing examples of distance and displacement, uniform, and non-uniform motion 	<ul style="list-style-type: none"> • Assignment to be given • Daily random oral testing • Written test • Quizzes (MCQs, one word, match the following, 	<ul style="list-style-type: none"> • <u>Motivation and Brain storming</u> Introduction of the concept. Questions would be asked to check previous knowledge of speed and velocity. • <u>Lecture and discussion method</u> Meaning of differentiation will be explained with the help of 	After studying this Unit, the students will <ul style="list-style-type: none"> • Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject. • Have been exposed to different processes used in Physics-related industrial and technological applications. • Be able to develop process-skills and experimental, observational,

	<ul style="list-style-type: none"> Uniform and non- uniform motion Instantaneous velocity uniformly accelerated motion Velocity - time and position-time graphs. Relations for uniformly accelerated motion (graphical treatment). 	<ul style="list-style-type: none"> <i>Extramarks</i> modules White Board/Open Board Digitizer 	<p>from real life and where and why they are used.</p> <ul style="list-style-type: none"> Use of speedometer (instantaneous velocity) and odometer (distance) 	<p>fill in the blanks)</p> <ul style="list-style-type: none"> Notebook correction 	<p>analogies (reduced time span.)</p> <ul style="list-style-type: none"> <u>Simple to Complex</u> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently <u>Interactive method/Group discussion</u> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences. <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems. <u>Explanation</u> <u>Real life examples</u> 	<p>manipulative, decision making and investigatory skills.</p> <ul style="list-style-type: none"> Develop problem solving abilities and creative thinking Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. Learners will be able to understand the term motion as a relative term and classification of motion. Learners will be able to differentiate between speed and velocity, uniform and non - uniform motion. Learners will be able to understand the significance of three equations of motion in our daily life Analyses and interprets data, graphs, and figures, and draw conclusion.
APRIL /12	<p><u>TOPIC:</u> Motion in a Plane</p> <p><u>SUB-TOPIC</u></p> <ul style="list-style-type: none"> Scalar and vector quantities 	<p><u>Video</u></p> <ul style="list-style-type: none"> Types of vectors Relative velocity Projectile 	<p><u>Interdisciplinary Linkage:</u></p> <ul style="list-style-type: none"> Mathematics <p><u>Diagrams:</u></p> <ul style="list-style-type: none"> Fig 3.6, 3.9,3.10, 3.18 (NCERT) 	<ul style="list-style-type: none"> Assignment to be given Daily random 	<ul style="list-style-type: none"> <u>Motivation and Brain storming</u> Introduction of the concept. Questions would be asked to check 	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> Be able to strengthen the concepts developed at the secondary stage to provide firm foundation

<ul style="list-style-type: none"> position and displacement vectors General vectors and their notations equality of vectors Multiplication of vectors by a real number Addition and subtraction of vectors Unit vector Resolution of a vector in a plane, rectangular components Scalar and Vector product of vectors. Motion in a plane, cases of uniform velocity and uniform acceleration Projectile motion Uniform circular motion. 	<ul style="list-style-type: none"> Models pictures Board PPT NCERT e - book Extramarks modules Active Inspire/White Board/Open Board Digitizer . 	<p><u>Art Integration:</u></p> <ul style="list-style-type: none"> Draw notation of all types of vectors and Draw diagram of projectile <p><u>Practical: -</u></p> <ul style="list-style-type: none"> To verify law of vector addition using Grave's Sand apparatus. <p><u>Experiential learning</u></p> <ul style="list-style-type: none"> Providing examples of flying of bird and sling Playing with Sling to hit the target. (laws of vector addition) Games (Discuss throw, javelin throw to discuss projectile motion) To study the variation of the range of a projectile with angle of projectile using protector and water stream. 	<p>oral testing</p> <ul style="list-style-type: none"> Written test Quizzes (MCQs, one word, match the following, fill in the blanks) Notebook correction 	<p>previous knowledge of projectiles and circular motion.</p> <ul style="list-style-type: none"> <u>Lecture and discussion method</u> Meaning of vectors will be explained. <u>Simple to Complex</u> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently <u>Interactive method/Group discussion</u> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences. <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems. <u>Explanation</u> <u>Real life examples</u> 	<p>for further learning in the subject.</p> <ul style="list-style-type: none"> Have been exposed to different processes used in Physics-related industrial and technological applications. Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills. Apply concepts of Physics in daily life with reasoning while decision-making and solving problems Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. Learners will be able to understand basics of Scalar and Vector quantities along with its Mathematical analysis (Addition, subtraction, Product, Resolution, Projection) Learners will be able to understand the concept of Projectile and its mathematical analysis (Parabolic path, Maximum height
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						attained, Range, Time of flight, Resultant velocity) and will be able to correlate it to daily life situations.
MAY / 14	<p><u>TOPIC:</u> Laws of Motion</p> <p><u>SUB-TOPIC</u></p> <ul style="list-style-type: none"> • Intuitive concept of force • Inertia • Newton's first law of motion • momentum and Newton's second law of motion • Impulse • Newton's third law of motion • Law of conservation of linear momentum and its applications. • Equilibrium of concurrent forces, • Static and kinetic friction • Laws of friction, rolling friction • lubrication • Dynamics of uniform circular motion • Centripetal force, • Examples of circular motion (vehicle on a level 	<p><u>Video:</u></p> <ul style="list-style-type: none"> • Animation and videos on Conservation of momentum and its applications • Friction • dynamics of circular motion • Newton's law • Models • Pictures • Board • PPT • NCERT e - book • <i>Extramarks</i> modules • White Board/Open Board • Digitizer 	<p><u>Interdisciplinary Linkage:</u></p> <ul style="list-style-type: none"> • Mathematics <p><u>Diagrams:</u></p> <ul style="list-style-type: none"> • Fig 4.11, 4.12, 4.14 (NCERT) <p><u>Art Integration:</u></p> <ul style="list-style-type: none"> • Draw diagrams of vertical e circular motion <p><u>Practical: -</u></p> <ul style="list-style-type: none"> • 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. • To find the downward force, along an inclined plane, acting on a roller due to gravitational pull of the earth and study its relationship with the angle of inclination (θ) <p><u>Experiential learning</u></p> <ul style="list-style-type: none"> • Providing examples of inertia, 2nd law and 3rd law of Newton (like A bowl full of water kept on the table suddenly pushed in forward direction , • Field activities and toy 	<ul style="list-style-type: none"> • Daily random oral testing • Written test • Quizzes (MCQs, one word, match the following, fill in the blanks) • Notebook correction 	<ul style="list-style-type: none"> • <u>Motivation and Brain storming</u> Introduction of the concept. Questions would be asked to check previous knowledge of Newton's laws • <u>Lecture and discussion method</u> Meaning of impulse and friction will be explained with the help of analogies. • <u>Simple to Complex</u> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently • <u>Interactive method/Group discussion</u> Developing hypothesis by: Brainstorming, 	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> • Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject. • Have been exposed to different processes used in Physics-related industrial and technological applications. • Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills. • Develop problem solving abilities and creative thinking • Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. • Learners will be able to understand the Concept of Conservation of momentum and its

	circular road, vehicle on a banked road).		<p>rocket launch to understand Newton's law and law of momentum</p> <ul style="list-style-type: none"> Explanation of law of conservation of linear momentum using Carom Board and coin. <p>Project:-</p> <ul style="list-style-type: none"> Rolling friction 		<p>demonstration and sharing of experiences.</p> <ul style="list-style-type: none"> <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems. <u>Explanation</u> <u>Real life examples</u> 	<p>applications.</p> <ul style="list-style-type: none"> Learners will be able to understand the Concept of concurrent forces and dynamics of circular motion and can correlate it to daily life situations.
MAY/ JULY / 14	<p><u>TOPIC:</u> Work, Energy and Power</p> <p><u>SUB-TOPIC</u></p> <ul style="list-style-type: none"> Work done by a constant force and a variable force Kinetic energy work energy theorem Power Notion of potential energy Potential energy of a spring Conservative forces Conservation of mechanical energy (kinetic and potential energies) 	<p><u>Video</u></p> <ul style="list-style-type: none"> Conservation of mechanical energy Collisions and its types. <p>Actual objects (spring)</p> <p>Models</p> <p>Pictures</p> <p>Board</p> <p>PPT</p> <p>NCERT e - book</p> <p><i>Extramarks</i> modules</p> <p>White Board/Ope</p>	<p><u>Interdisciplinary Linkage:</u></p> <ul style="list-style-type: none"> Mathematics <p><u>Diagrams:</u></p> <ul style="list-style-type: none"> Fig 5.1, 5.3, 5.7, 5.8, 5.9 (NCERT) <p><u>Art Integration:</u></p> <ul style="list-style-type: none"> Draw diagrams of potential energy of spring and conservative forces, motion in a vertical circle, Elastic and inelastic collisions in one and two dimensions <p><u>Experiential learning</u></p> <ul style="list-style-type: none"> Game (to rotate bucket of water in vertical circle.) Activity to show the conservation of 	<ul style="list-style-type: none"> Daily random oral testing Written test Quizzes (MCQs, one word, match the following, fill in the blanks) Notebook correction 	<ul style="list-style-type: none"> <u>Motivation and Brain storming</u> Introduction of the concept. Questions would be asked to check previous knowledge of Work and energy. <u>Lecture and discussion method</u> Meaning of work energy theorem will be explained with the help of analogies. <u>Simple to Complex</u> Beginning with 	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject. Have been exposed to different processes used in Physics-related industrial and technological applications. Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills. Develop problem solving abilities and creative

	<ul style="list-style-type: none"> Non-conservative forces Motion in a vertical circle Elastic and inelastic collisions in one and two dimensions. 	<ul style="list-style-type: none"> Interactive Board Digitizer 	mechanical energy		<p>basic and easier concepts, more difficult/new concepts will be introduced subsequently</p> <ul style="list-style-type: none"> <u>Interactive method/Group discussion</u> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences. <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems. <u>Explanation</u> <u>Real life examples</u> 	<p>thinking</p> <ul style="list-style-type: none"> Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. Learners will be able to understand the Basic concept of work done and Classification of work. Learners will be able to understand the Concept of mechanical energy, different forms energy and its conservation with necessary mathematical analysis. Learners will be able to understand the Mechanical power Learner will be able to Differentiate and understand Elastic and inelastic collisions in one and two dimensions.
JULY / 15	<p><u>TOPIC:</u> System of Particles and Rotational Motion</p> <p><u>SUB-TOPIC</u></p> <ul style="list-style-type: none"> Centre of mass of a two-particle system Momentum 	<p><u>Videos</u></p> <ul style="list-style-type: none"> Animation on law of conservation of angular momentum Moment of Inertia 	<p><u>Interdisciplinary Linkage:</u></p> <ul style="list-style-type: none"> Mathematics <p><u>Diagrams:</u></p> <ul style="list-style-type: none"> Fig6.2, 6.14, 6.25, 6.1, 6.30,6.31, 6.32, 6.33,6.37 (NCERT) <p><u>Art Integration:</u></p> <ul style="list-style-type: none"> Draw diagrams of 	<ul style="list-style-type: none"> Daily random oral testing Written test Quizzes 	<ul style="list-style-type: none"> <u>Motivation and Brain storming</u> Introduction of the concept. Questions would be asked to check previous experience of balance 	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject. Have been exposed to different processes used

	<p>conservation and centre of mass motion</p> <ul style="list-style-type: none"> • Centre of mass of a rigid body • Centre of mass of a uniform rod. • Moment of a force • Torque • angular momentum • Law of conservation of angular momentum and its applications. • Equilibrium of rigid bodies • rigid body rotation and equations of rotational motion • Comparison of linear and rotational motions. • Moment of inertia • radius of gyration • Values of moments of inertia for simple geometrical objects (no derivation). 	<ul style="list-style-type: none"> • Actual objects (Scale, weighing scale) • Models • pictures • chalk • board • PPT • NCERT e - book • <i>Extramarks</i> modules • Active Inspire/White Board/Open Board • Digitizer 	<p>applications of moment of inertia, Equilibrium of rigid bodies, radius of gyration, parallel and perpendicular axes theorems</p> <p><u>Experiential learning</u></p> <ul style="list-style-type: none"> • Doing rough estimate of locating the centre of mass of different objects by keeping them on fingertip • Game to design different types of situation to clear then concept of centre of mass. • See-Saw to clear the concept of equilibrium • Fly wheel (to demonstrate moment of inertia, angular momentum and gyroscopic precession. 	<p>(MCQs, one word, match the following , fill in the blanks)</p> <ul style="list-style-type: none"> • Notebook correction 	<ul style="list-style-type: none"> • <u>Lecture and discussion method</u> Meaning of centre of mass will be explained with the help of examples. • <u>Simple to Complex</u> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently • <u>Interactive method/Group discussion</u> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences. • <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems. • <u>Explanation</u> • <u>Real life examples</u> 	<p>in Physics-related industrial and technological applications.</p> <ul style="list-style-type: none"> • Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills. • Develop problem solving abilities and creative thinking • Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. • Learners will be able to understand the concept of centre of mass and centre of gravity of a body. • Learners will be able to understand the Concept of Rotational Dynamics an equation of motion for rotating body. • Learners will be able to understand the Analogy between Kinematics and Rotational Dynamics.
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<p>JULY/ AUG / 10</p>	<p><u>TOPIC:</u> Gravitation</p> <p><u>SUB-TOPIC</u></p> <ul style="list-style-type: none"> • Kepler's laws of planetary motion • Universal law of gravitation. • Acceleration due to gravity • Its variation with altitude and depth. • Gravitational potential energy • gravitational potential • Escape velocity • Orbital velocity of a satellite 	<p><u>Videos</u></p> <ul style="list-style-type: none"> • launching of satellite • weightlessness • pictures • Board • PPT • NCERT e - book • <i>Extramarks</i> modules • White Board/Open Board • Digitizer 	<p><u>Interdisciplinary Linkage:</u></p> <ul style="list-style-type: none"> • Mathematics <p><u>Diagrams:</u></p> <ul style="list-style-type: none"> • Fig 7.2, 7.7, 7.8, 7.11 (NCERT) <p><u>Art Integration:</u></p> <ul style="list-style-type: none"> • Draw diagrams to show how factors of acceleration due to gravity affected by height, depth and escape velocity <p><u>Practical: -</u></p> <ul style="list-style-type: none"> • To determine the mass of two different objects using a beam balance. <p><u>Experiential learning</u></p> <ul style="list-style-type: none"> • Providing examples of artificial and natural satellite and their uses in daily life • Principle of launching a satellite using a ball and different heights of throw. 	<ul style="list-style-type: none"> • Daily random oral testing • Written test • Quizzes (MCQs, one word, match the following, fill in the blanks) • Notebook correction 	<ul style="list-style-type: none"> • <u>Motivation and Brain storming</u> Introduction of the concept. Questions would be asked to check previous knowledge of gravity. • <u>Lecture and discussion method</u> Meaning of potential and field will be explained with the help of analogies. • <u>Simple to Complex</u> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently • <u>Interactive method/Group discussion</u> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences. • <u>Problem solving/ Inquiry</u> 	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> • Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject. • Have been exposed to different processes used in Physics-related industrial and technological applications. • Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills. • Develop problem solving abilities and creative thinking • Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. • Learners will be able to understand Concept of gravitational force between two bodies and its conservative nature • Learners will be able to understand the Concept of variation of acceleration due gravity. • Learners will be able to
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					<u>method</u> Providing basic knowledge to solve numerical problems. • <u>Explanation</u> • <u>Real life examples</u>	understand the type and uses of different types of satellites. • Learners will be able to understand about escape and orbital velocity.
AUG/ 03	TOPIC: Mechanical Properties of Solids SUB-TOPIC <ul style="list-style-type: none"> Elastic behavior Stress-strain relationship Hooke's law Young's modulus bulk modulus shear modulus of rigidity Poisson's ratio elastic energy 	<ul style="list-style-type: none"> Actual objects (Searle's apparatus), Models Pictures Board Graphs PPT NCERT e - book Extramarks modules Videos <ul style="list-style-type: none"> Stress strain curve White Board/Open Board Digitizer 	Interdisciplinary Linkage: <ul style="list-style-type: none"> Mathematics Diagrams: <ul style="list-style-type: none"> Fig 8.1, 8.2, 8.3, 8.7 (NCERT) Art Integration: <ul style="list-style-type: none"> Draw graph to show the variation of stress v/s strain Experiential learning <ul style="list-style-type: none"> To verify hollow shaft is stronger than solid shaft To verify depth in girder should be more than width Practical: - <ul style="list-style-type: none"> To determine Young's modulus of elasticity of the material of a given wire To find the force constant of a helical spring by plotting a graph between load and 	<ul style="list-style-type: none"> Daily random oral testing Written test Quizzes (MCQs, one word, match the following, fill in the blanks) Notebook correction 	<ul style="list-style-type: none"> Motivation and Brain storming Introduction of the concept. Questions would be asked to check previous knowledge of elasticity. Lecture and discussion method Meaning of elasticity in physics will be explained with the help of analogies. Simple to Complex Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently 	Learners will be able to understand Practicality of different types of Elastic module and Relation between stress and strain.

			extension		<ul style="list-style-type: none"> • <u>Interactive method/Group discussion</u> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences. • <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems. • <u>Explanation</u> • <u>Real life examples</u> 	
AUG/ 15	<p><u>TOPIC:</u> Mechanical Properties of Fluids</p> <p><u>SUB-TOPIC</u></p> <ul style="list-style-type: none"> • Pressure due to a fluid column • Pascal's law and its applications (hydraulic lift and hydraulic brakes) • Effect of gravity on fluid pressure. • Viscosity • Stokes' law • Terminal velocity 	<p><u>Videos</u></p> <ul style="list-style-type: none"> • Pascal's law • Viscosity • Streamline and turbulent flow, • Surface energy and Surface tension • Capillarity • Actual objects (water and 	<p><u>Interdisciplinary Linkage:</u> Mathematics</p> <p><u>Diagrams:</u></p> <ul style="list-style-type: none"> • Fig9.1,9.2,9.6,9.9,9.10,9.14,9.21 (NCERT) <p><u>Art Integration:</u></p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Daily random oral testing • Written test • Quizzes (MCQs, one word, match the following, fill in the blanks) 	<ul style="list-style-type: none"> • <u>Motivation and Brain storming</u> Introduction of the concept. Questions would be asked to check previous experience of fluids. • <u>Lecture and discussion method</u> Meaning of Viscosity will be explained with the help of 	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> • Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject. • Have been exposed to different processes used in Physics-related industrial and technological applications. • Be able to develop process-skills and experimental,

	<ul style="list-style-type: none"> Streamline and turbulent flow Critical velocity Bernoulli's theorem and its applications. Surface energy and surface tension angle of contact Excess of pressure across a curved surface Application of surface tension ideas to drops Bubbles and capillary rise. 	soap, TT balls, balloons, ,hair dryer) <ul style="list-style-type: none"> Models pictures Board PPT NCERT e - book <i>Extramarks</i> modules White Board/Open Board Digitizer Videos	<u>Activity</u> <ul style="list-style-type: none"> Related to Pascal law Related to Bernoulli's principle Equation of Continuity <u>Art Integration:</u> draw diagrams of <ul style="list-style-type: none"> Fluid flow Hydraulic break and lift Ascent formula Effect of g on fluid pressure Terminal velocity <u>Practical.</u> <ul style="list-style-type: none"> To determine the surface tension of water by capillary rise method. To determine the coefficient of viscosity of a given viscous liquid by measuring the terminal velocity of a given spherical body. <u>Experiential Learning:-</u> <ul style="list-style-type: none"> To show the membrane of water using soap solution and floating of pin Rise of water in capillary tube of sufficient and in insufficient heights. 	<ul style="list-style-type: none"> Notebook correction 	analogies. <ul style="list-style-type: none"> <u>Simple to Complex</u> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently <u>Interactive method/Group discussion</u> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences. <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems. <u>Explanation</u> <u>Real life examples</u> 	observational, manipulative, decision making and investigatory skills. <ul style="list-style-type: none"> Develop problem solving abilities and creative thinking Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. Learners will be able to understand Practicality of Fluid dynamics in real life(Pascal's Law, Bernoulli's theorem, Magnus Effect) Learners will be able to understand Concept of surface Tension and its applications in day to day life.
SEP / 04	<u>TOPIC:</u> Thermal Properties of Matter <u>SUB-TOPIC</u> <ul style="list-style-type: none"> Heat 	<u>Video</u> <ul style="list-style-type: none"> Heat transfer and its types Blackbody radiation 		<ul style="list-style-type: none"> Daily random oral testing 	<ul style="list-style-type: none"> <u>Motivation and Brain storming</u> Introduction of the concept. Questions would be asked to check 	After studying this Unit, the students will <ul style="list-style-type: none"> Be able to strengthen the concepts developed at the secondary stage to provide firm

<ul style="list-style-type: none"> • Temperature • thermal expansion • thermal expansion of solids, liquids and gases, • anomalous expansion of water • specific heat capacity; C_p, C_v – • Calorimetry • change of state – • Latent heat capacity. • Heat transfer-conduction, convection and radiation • Thermal conductivity • Qualitative ideas of Blackbody radiation • Wein's displacement Law • Stefan's law 	<ul style="list-style-type: none"> • Greenhouse effect • Actual objects(thermometer) • Models • pictures • Board • PPT • NCERT e - book • <i>Extramarks</i> modules • White Board/Open Board • Digitizer <p>Videos</p>		<ul style="list-style-type: none"> • Written test • Quizzes (MCQs, one word, match the following, fill in the blanks) • Notebook correction 	<p>previous knowledge of heat and temperature.</p> <ul style="list-style-type: none"> • <u>Lecture and discussion method</u> Meaning of Latent heat and specific heat will be explained with the help of examples. • <u>Simple to Complex</u> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently • <u>Interactive method/Group discussion</u> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences. • <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems. 	<p>foundation for further learning in the subject.</p> <ul style="list-style-type: none"> • Have been exposed to different processes used in Physics-related industrial and technological applications. • Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills. • Develop problem solving abilities and creative thinking • Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. • Learners will be able to understand the Different methods of heat transfer, Concept of thermal expansion and Laws of cooling • Learners will be able to understand the Concept and relation between different specific heat capacities
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					<ul style="list-style-type: none"> • <u>Explanation</u> • <u>Real life examples</u> 	
SEP/ 6	<p><u>TOPIC:</u> Thermodynamics</p> <p><u>SUB-TOPIC</u></p> <ul style="list-style-type: none"> • Thermal equilibrium • Definition of temperature (zeroth law of thermodynamics) • Heat, work and internal energy. • First law of thermodynamics • Isothermal and adiabatic processes. • Second law of thermodynamics • Reversible and irreversible processes 	<p><u>Video</u></p> <ul style="list-style-type: none"> • Isothermal and Adiabatic processes • Heat engine and refrigerator • pictures • Graphs • Board • PPT • NCERT e - book • <i>Extramarks</i> modules • Active Inspire/White Board/Open Board • Digitizer 	<p><u>Interdisciplinary Linkage:</u></p> <ul style="list-style-type: none"> • Mathematics and chemistry <p><u>Diagrams:</u></p> <ul style="list-style-type: none"> • Fig 11.4, 11.7, 11.8, 11.10, 11.12 <p><u>Art Integration:</u></p> <ul style="list-style-type: none"> • Draw diagrams of Carnot cycle and heat engine <p><u>Experiential learning:-</u></p> <ul style="list-style-type: none"> • To show the compressor of the refrigerator 	<ul style="list-style-type: none"> • Daily random oral testing • Written test • Quizzes (MCQs, one word, match the following, fill in the blanks) • Notebook correction 	<ul style="list-style-type: none"> • <u>Motivation and Brain storming</u> Introduction of the concept. Questions would be asked to check previous knowledge of thermodynamics from experience. • <u>Lecture and discussion method</u> Meaning of Isothermal and adiabatic processes will be explained with the help of examples. • <u>Simple to Complex</u> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently • <u>Interactive method/Group discussion</u> 	<ul style="list-style-type: none"> • Learners will be able to understand the Concept of Heat, work, and Internal energy of the system. • Learners will be able to understand the Principle of Heat Engine and Refrigerator

					Developing hypothesis by: Brainstorming, demonstration and sharing of experiences. <ul style="list-style-type: none"> • <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems. • <u>Explanation</u> • <u>Real life examples</u> 	
OCT/ 06	<u>TOPIC:</u> Kinetic Theory <u>SUB-TOPIC</u> <ul style="list-style-type: none"> • Equation of state of a perfect gas • Work done in compressing a gas. • Kinetic theory of gases - assumptions, • Concept of pressure. • Kinetic interpretation of temperature • R.S.M speed of gas molecules 	<ul style="list-style-type: none"> • Pictures • Board • PPT • NCERT e - book • <i>Extramarks</i> modules • White Board/Open Board • Digitizer 	<u>Interdisciplinary Linkage:</u> <ul style="list-style-type: none"> • Chemistry and Mathematics <u>Practical: -</u> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Daily random oral testing • Written test • Quizzes (MCQs, one word, match the following, fill in the blanks) 	<ul style="list-style-type: none"> • <u>Motivation and Brain storming</u> Introduction of the concept. Questions would be asked to check previous knowledge of gases. • <u>Lecture and discussion method</u> Meaning of degrees of freedom will be explained. • <u>Simple to Complex</u> 	<ul style="list-style-type: none"> • Learners will be able to understand the concept of Pressure exerted by a gas on the walls of the container. • Learners will be able to understand degree of freedom and law of equipartition of energy

	<ul style="list-style-type: none"> Degrees of freedom Law of equipartition of energy (statement only) and application to specific heat capacities of gases Concept of mean free path, Avogadro's number 			<ul style="list-style-type: none"> Notebook correction 	<p>Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently</p> <ul style="list-style-type: none"> <u>Interactive method/Group discussion</u> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences. <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems. <u>Explanation</u> <u>Real life examples</u> 	
OCT/ 12	<p><u>TOPIC:</u> Oscillations</p> <p><u>SUB-TOPIC</u></p> <ul style="list-style-type: none"> Periodic motion - time period, 	<p><u>Video</u></p> <ul style="list-style-type: none"> Free, forced and damped oscillations Resonance, 	<p><u>Interdisciplinary Linkage:</u></p> <ul style="list-style-type: none"> Mathematics <p><u>Art Integration:</u></p> <ul style="list-style-type: none"> Draw diagram of oscillation of loaded 	<ul style="list-style-type: none"> Daily random oral testing 	<ul style="list-style-type: none"> <u>Motivation and Brain storming</u> Introduction of the concept. Questions would be asked to check 	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> Be able to strengthen the concepts developed at the secondary stage to provide firm

	<ul style="list-style-type: none"> Frequency, displacement as a function of time, Periodic functions and their applications. Simple harmonic motion (S.H.M) and its equations of motion; Phase; Oscillations of a loaded spring-restoring force and force constant; Energy in S.H.M. Kinetic and potential energies; Simple pendulum derivation of expression for its time period. 	<ul style="list-style-type: none"> SHM Actual objects (Spring, simple pendulum) Pictures Model Board PPT NCERT e - book Extramarks modules White Board/Open Board Digitizer 	<p>spring, SHM in circular motion</p> <p><u>Practical: -</u></p> <ul style="list-style-type: none"> Using a simple pendulum, plot L-T and L-T² graphs. Hence find the effective length of a second's pendulum using appropriate graph. <p><u>Activity:-</u></p> <ul style="list-style-type: none"> To show oscillation of loaded spring. 	<ul style="list-style-type: none"> Written test Quizzes (MCQs, one word, match the following, fill in the blanks) Notebook correction 	<p>previous knowledge of oscillations.</p> <ul style="list-style-type: none"> <u>Lecture and discussion method</u> Meaning of SHM will be explained with the help of analogies. <u>Simple to Complex</u> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently <u>Interactive method/Group discussion</u> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences. <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems. <u>Explanation</u> <u>Real life examples</u> 	<p>foundation for further learning in the subject.</p> <ul style="list-style-type: none"> Have been exposed to different processes used in Physics-related industrial and technological applications. Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills. Develop problem solving abilities and creative thinking Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. Learners will be able to understand the basic concept of generation of waves along with its Classification and Mathematical analysis and SHM. Learners will be able to understand the Concept of Different forms of energy possessed by a body executing SHM with its mathematical analysis.
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OCT/ NOV/ 12	<p><u>TOPIC:</u> Waves</p> <p><u>SUB-TOPIC</u></p> <ul style="list-style-type: none"> Wave motion Transverse and longitudinal waves Speed of travelling wave Displacement relation for a progressive wave Principle of superposition of waves Reflection of waves Standing waves in strings and organ pipes Fundamental mode and harmonics Beats 	<p><u>Video</u></p> <ul style="list-style-type: none"> Beats Standing waves Actual objects (Rope) Models Pictures Board PPT NCERT e - book Extramarks modules White Board/Open Board Digitizer 	<p><u>Interdisciplinary Linkage:</u></p> <ul style="list-style-type: none"> Mathematics <p><u>Diagrams:</u></p> <ul style="list-style-type: none"> Fig 14.8,14.11,14.12, 14.13, 14.15,14.16 <p><u>Art Integration:</u></p> <ul style="list-style-type: none"> Draw wave diagrams of superposition, standing waves modes and beats <p><u>Activity</u></p> <ul style="list-style-type: none"> to generate the waves with the help of string) <p><u>Practical: -</u></p> <ul style="list-style-type: none"> To study the relation between frequency and length of a given wire under constant tension using sonometer. To study the relation between the length of a given wire and tension for constant frequency using sonometer. To find the speed of sound in air at room temperature using a resonance tube by two resonance position <p><u>Experiential Learning:-</u></p>	<ul style="list-style-type: none"> Daily random oral testing Written test Quizzes (MCQs, one word, match the following, fill in the blanks) Notebook correction Daily random oral testing Written test Quizzes (MCQs, one word, match the following, fill in the blanks) 	<ul style="list-style-type: none"> <u>Motivation and Brain storming</u> Introduction of the concept. Questions would be asked to check previous knowledge of Waves. <u>Lecture and discussion method</u> Meaning of modes and superposition will be explained. <u>Simple to Complex</u> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently <u>Interactive method/Group discussion</u> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences. 	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject. Have been exposed to different processes used in Physics-related industrial and technological applications. Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills. Develop problem solving abilities and creative thinking Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. Learners will be able to understand the Mathematical analysis of waves along its basic parameters (Amplitude, Frequency and Phase) Learners will be able to

			<ul style="list-style-type: none"> To show standing waves and different modes of vibration 	<ul style="list-style-type: none"> Notebook correction 	<ul style="list-style-type: none"> <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems. <u>Explanation</u> <u>Real life examples</u> 	understand the concept of reflection of waves along with concept of harmonics
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PINEGROVE SCHOOL, SUBATHU
Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: MATHEMATICS
Class: XI
Session 2024-25

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
March - April (13) TERM-I	Topic/Chapter: Trigonometric Functions	<ul style="list-style-type: none"> NCERT textbook/E-book PPT Video on different types of Trigonometric Functions Modules on Extra marks Concept Maps Green Board Chalk Duster 	Experiential Learning <ul style="list-style-type: none"> Quiz: classroom interactive questioning session. Activity: To find the values of sine and cosine functions in second, third and fourth quadrants using their given values in the first quadrants. Concept Maps: On different values and identities. Interdisciplinary linkage with Physics Graphical Representation of Trigonometric Function	<ul style="list-style-type: none"> MCQs Quizzes Weekly Written Test Daily random Oral testing Notebook evaluation 	<ul style="list-style-type: none"> Work with different trigonometric ratios and problems related to heights and distances to introduce the topic. To observe and discuss the conversion of degree measure to radian measure. Apply relevant results to calculate different problems of trigonometric functions. 	The Learner <ul style="list-style-type: none"> Applies logical reasoning in conversion of radian into degree and vice versa. Able to understand the concept of positive and negative angles Identifies similarities and differences between domain and range of trigonometric functions and their graphs. Finds the solution of different types of questions using appropriate formulas.
April (12) TERM -I	Straight Lines	<ul style="list-style-type: none"> NCERT textbook/E-book PPT Video Modules on Extra marks Concept Maps 	Experiential Learning <ul style="list-style-type: none"> Quiz: classroom interactive questioning session Interdisciplinary linkage With Physics <ul style="list-style-type: none"> Straight lines made 	<ul style="list-style-type: none"> MCQs Quizzes Weekly Written Test Daily random Oral testing Notebook 	<ul style="list-style-type: none"> Work with coordinate geometry and the concept of simple geometry in our daily life to introduce the topic. To observe and 	The Learner <ul style="list-style-type: none"> identifies various forms of equations of a line: parallel to axis, point-slope form, slope-intercept form, two-point form, intercept

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
		<ul style="list-style-type: none"> Green Board Chalk Duster 	under different conditions. Art Integration: <ul style="list-style-type: none"> Diagram of different equations 	evaluation	discuss the various forms of the equation of line. <ul style="list-style-type: none"> Draw and compare the graph of linear in equations under different conditions. discuss the proof of angle between two lines. apply relevant results to find the equation of line under various condition. 	form and normal form. <ul style="list-style-type: none"> construct the equation of line under different conditions. identifies similarities and differences between various conditions given for a line. finds the solution of different types of questions using appropriate formulas.
May (8) TERM-I	Conic Section	<ul style="list-style-type: none"> NCERT textbook/E-book PPT Video Modules on Extra marks Concept Maps Green Board Chalk Duster 	Experiential Learning <ul style="list-style-type: none"> Quiz: classroom interactive questioning session Activity: To construct different types of conic sections. Interdisciplinary linkage With Physics <ul style="list-style-type: none"> Explanation of Parabola, hyperbola, ellipse with the help of different equations 	<ul style="list-style-type: none"> MCQs Quizzes Weekly Written Test Daily random Oral testing Notebook evaluation 	<ul style="list-style-type: none"> By taking examples of various curves from our day-to-day life to introduce the topic. To observe and discuss various conic sections. Draw and compare the graphs. various conic sections under different conditions. apply relevant results to find the special cases of 	The Learner <ul style="list-style-type: none"> identifies concept of sections of a cone: circles, ellipse, parabola, hyperbola Applies logical reasoning in classifying different types of conic sections. Identifies similarities and differences between circles, ellipse, parabola, hyperbola. finds the solution of different types of questions using

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
			Art Integration: <ul style="list-style-type: none"> Diagrams of parabola, hyperbola, and ellipse. 		given conic section.	appropriate formulas.
May (10) TERM - 1	Sequence and Series	<ul style="list-style-type: none"> NCERT textbook/E-book PPT Video Modules on Extra marks Concept Maps Green Board Chalk Duster 	Experiential Learning <ul style="list-style-type: none"> Quiz: classroom interactive questioning session Activity: To establish the formula for the sum of the cubes of first n natural numbers. Concept Map: Based on pattern to remember the formulas. 	<ul style="list-style-type: none"> MCQs Quizzes Weekly Written Test Daily random Oral testing Notebook evaluation 	<ul style="list-style-type: none"> Work with different basic concepts of sequence & series and A.P. to introduce the topic. To observe and discuss the different series of AP and GP. by mathematical riddles with different group of students to explain them A.P. and G.P. discuss the proof of factorial notation. apply relevant results to find the sum of given series. 	The Learner <ul style="list-style-type: none"> Applies logical reasoning in classifying AP and GP and using them in different situations. able to understand the concept of GP. Identifies similarities and differences between sequence and series, AP & GP. finds the solution of different types of questions using appropriate formulas.

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
July (10) TERM -II	Limits and Derivatives	<ul style="list-style-type: none"> NCERT textbook/E-book PPT Video Modules on Extra marks Concept Maps Green Board Chalk Duster 	<p>Experiential Learning</p> <ul style="list-style-type: none"> Quiz: classroom interactive questioning session Activity: To find analytically $f(x) = \frac{x^2 - a^2}{x - a}$. <p>Inter disciplinary linkage With Physics</p> <ul style="list-style-type: none"> Graphical Representation of limit and derivatives <p>Art Integration</p> <ul style="list-style-type: none"> Diagrams of different functions. 	<ul style="list-style-type: none"> MCQs Quizzes Weekly Written Test Daily random Oral testing <p>Notebook evaluation</p>	<ul style="list-style-type: none"> Work with the concept of distance time graph to introduce the topic. To observe and discuss the concept of limit and continuity. plot and compare the graphs of different functions. discuss the proof of algebra of derivative of functions. apply relevant results to find the derivatives of polynomials and trigonometric functions. 	<p>The Learner</p> <ul style="list-style-type: none"> able to understand the concept of derivative introduced as rate of change both as that of distance function and geometrically. identifies concept of limit and continuity. Identifies similarities and differences between limit, continuity and derivatives. finds the solution of different types of questions using appropriate formulas.
July (10) TERM -II	Permutation and Combinations	<ul style="list-style-type: none"> NCERT textbook/E-book PPT Video Modules on Extra marks Concept Maps Green Board Chalk Duster 	<p>Experiential Learning</p> <ul style="list-style-type: none"> Quiz: classroom interactive questioning session Activity: To find the number of ways in which three cards can be selected from the given five cards. 	<ul style="list-style-type: none"> MCQs Quizzes Weekly Written Test Daily random Oral testing 	<ul style="list-style-type: none"> Work with different number of digits to make different arrangements to introduce the topic. by playing a game with different group of students to explain them permutation and combination. 	<p>The Learner</p> <ul style="list-style-type: none"> able to understand the concept of Fundamental principle of counting. Factorial n. (n!) Permutations and combinations. applies logical reasoning in classifying different types of permutation. Identifies similarities

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			<ul style="list-style-type: none"> • Concept Map: To memories notations and formulas. 	<ul style="list-style-type: none"> • Notebook evaluation 	<ul style="list-style-type: none"> • discuss the proof of factorial notation. • apply relevant results to factorize the given factorials. • Developing hypothesis by: Real world learning, and study of logic and problem solving. 	<ul style="list-style-type: none"> and differences between permutation and combination. • Finds the solution of different types of questions using appropriate formulas.
July (8) TERM -II	Binomial Theorem	<ul style="list-style-type: none"> • NCERT textbook/E-book • PPT • Video • Modules on Extra marks • Concept Maps • Green Board • Chalk • Duster 	<p>Experiential Learning</p> <ul style="list-style-type: none"> •Quiz: classroom interactive questioning session. •Activity: To construct a Pascal's triangle and to write binomial expansion for a given positive integral exponent. •Concept Map: Pascal's Triangle explained to remember expansion of binomial theorem. 	<ul style="list-style-type: none"> • MCQs • Quizzes • Weekly Written Test • Daily random Oral testing • Notebook evaluation 	<ul style="list-style-type: none"> • By taking different examples of squares and cubes of binomials to introduce the topic. • To observe and discuss Binomial Theorem for Positive Integral Indices. • Explanation of Binomial Theorem with help of Pascal's Triangle. • Developing hypothesis by: Real world learning, and study of logic and problem solving. 	<p>The Learner</p> <ul style="list-style-type: none"> • will be able to Understand the History, statement, and proof of the binomial theorem for positive integral indices. • relates the squares and cubes of binomials with binomial theorem. • applies logical reasoning in using Pascal's Triangle in different situations. • derives proof of Binomial theorem • Finds the solution of different types of questions using appropriate formulas.

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August (8) TERM -II	Complex Numbers and Quadratic Equations	<ul style="list-style-type: none"> NCERT textbook/E-book PPT Video Modules on Extra marks Concept Maps Green Board Chalk Duster 	<p>Experiential Learning</p> <ul style="list-style-type: none"> Quiz: classroom interactive questioning session Activity: To interpret geometrically the meaning of $i = \sqrt{-1}$ and its integral powers. <p>Inter disciplinary linkage With Physics</p> <ul style="list-style-type: none"> Argand Plane and Polar Representation <p>Art Integration: Diagrams of Argand Plane and Polar Representation</p>	<ul style="list-style-type: none"> MCQs Quizzes Weekly Written Test Daily random Oral testing Notebook evaluation 	<ul style="list-style-type: none"> Work with solution of different kinds quadratic equations to introduce the topic. To observe and discuss the imaginary roots of given equation. To facilitate in making mental estimation of different values of i Apply relevant results to calculate different problems of Complex Numbers 	<p>The Learner</p> <ul style="list-style-type: none"> able to understand the concept of need for complex numbers, especially $\sqrt{-1}$, to be motivated by inability to solve some of the quadratic equations. applies logical reasoning in classifying Argand Plane and Polar coordinates. finds the solution of different types of questions using appropriate formulas. derives proofs of the Modulus and the Conjugate of a complex number.
August (8) TERM -II	Linear Inequalities	<ul style="list-style-type: none"> NCERT textbook/E-book PPT Video Modules on Extra marks Concept Maps 	<p>Experiential Learning</p> <ul style="list-style-type: none"> Quiz: classroom interactive questioning session Activity: To verify that the graph of a given 	<ul style="list-style-type: none"> MCQs Quizzes Weekly Written Test Daily random Oral testing Notebook 	<ul style="list-style-type: none"> Work with different kinds of algebraic equations and in equations of day-to-day life to introduce the topic. To observe and 	<p>The Learner</p> <ul style="list-style-type: none"> Identifies the concept of Linear inequalities. Algebraic solutions of linear inequalities in one variable and their representation on

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		<ul style="list-style-type: none"> Green Board Chalk Duster 	<p>inequality, $2x + 3y - 6 < 0$, of the form $ax + by + c < 0$,</p> <p>Art Integration</p> <ul style="list-style-type: none"> Diagram: <p>Graphical Representation of equations of lines and shaded portion according to given condition.</p>	evaluation	<p>discuss the different numerical inequalities.</p> <ul style="list-style-type: none"> Draw and compare the graph of linear equations in one and two variables. Apply the relevant results to solve word problems related to day-to-day life. 	<p>the number line.</p> <ul style="list-style-type: none"> apply the logic to identifies similarities and differences between different inequalities and their graphs. able to draw different graphs of linear in equations. finds the solution of different types of questions using appropriate formulas.

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
August (8) TERM -II	Introduction to 3 – D Geometry	<ul style="list-style-type: none"> NCERT textbook/E-book PPT Video Modules on Extra marks Concept Maps Green Board Chalk Duster 	<p>Experiential Learning</p> <ul style="list-style-type: none"> Quiz: classroom interactive questioning session Model/project: Innovative models made by students in order to understand octants. <p>Art Integration</p> <ul style="list-style-type: none"> Diagrams of different octants. 	<ul style="list-style-type: none"> MCQs Quizzes Weekly Written Test Daily random Oral testing Notebook evaluation 	<ul style="list-style-type: none"> Work with the concept of coordinate axes and coordinate plane to introduce the topic. To observe and discuss the various octants in three-dimensional geometry. plot and compare the given points on the graph. discuss the proof of distance formula and section formula. apply relevant results to find the distance between the points under various condition 	<p>The Learner</p> <ul style="list-style-type: none"> able to understand the concept of Coordinate axes and coordinate planes in three dimensions. identifies concept of space and octant. Applies logical reasoning in classifying different octant. Identifies similarities and differences between different octants. finds the solution of different types of questions using appropriate formulas.

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
August - Sep (8) TERM -II	Statistics	<ul style="list-style-type: none"> NCERT textbook/E-book PPT Video Modules on Extra marks Concept Maps Green Board Chalk Duster 	Experiential Learning <ul style="list-style-type: none"> Quiz: classroom interactive questioning session Project on different types of formulas. PPT/Slide show on different topics of statistics. 	<ul style="list-style-type: none"> MCQs Quizzes Weekly Written Test Daily random Oral testing Notebook evaluation 	<ul style="list-style-type: none"> Work with the concept of mean and median of given data to introduce the topic. To observe and discuss the concept of standard deviation and variance. discuss the proof of standard deviation and variance. apply relevant results to find the standard deviation and variance of given data. 	The Learner <ul style="list-style-type: none"> will be able understand the concept of Measures of dispersion, Range, mean deviation, variance, and standard deviation. applies logical reasoning in classifying Variance and standard deviation. Identifies similarities and differences between different terms of statistics. finds the solution of different types of questions using appropriate formulas
Sep (8) TERM-II	Probability	<ul style="list-style-type: none"> NCERT textbook/E-book PPT Video Modules on Extra marks Concept Maps Green Board Chalk Duster 	Experiential Learning <ul style="list-style-type: none"> Quiz: classroom interactive questioning session Activity: To write the sample space when a die is rolled ones, twice, ... Art Integration: <ul style="list-style-type: none"> Diagrams of different 	<ul style="list-style-type: none"> MCQs Quizzes Weekly Written Test Daily random Oral testing Notebook evaluation 	<ul style="list-style-type: none"> by playing a game of playing cards with different group of students to introduce the topic. To observe and discuss various events and their sample space. compare the sample space of various 	The Learner <ul style="list-style-type: none"> will be able to understand the concept of Random experiments; outcomes, sample spaces and Axiomatic (set theoretic) probability. identifies concept of axiomatic approach to probability. Applies logical

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			<p>outcomes outcome a different experiment.</p> <ul style="list-style-type: none"> • Concept Map: For different types of objects and formulas. 		<p>events under different conditions.</p> <ul style="list-style-type: none"> • apply relevant results to find the probability of real-life situation. 	<p>reasoning in classifying the occurrence of events.</p> <ul style="list-style-type: none"> • finds the solution of different types of questions using appropriate formulas.
Oct (8) TERM - II	Topic/Chapter: Sets	<ul style="list-style-type: none"> • NCERT textbook/ E - book • PPT • Modules on Extra marks • Concept Maps • Green Board • Chalk • Duster • Video: different types of sets and Venn Diagrams 	<p>Experiential Learning</p> <ul style="list-style-type: none"> • Quiz: classroom interactive questioning session. • Activity: To represent set theoretic operations using Venn diagrams. <p>Art Integration:</p> <ul style="list-style-type: none"> • Venn Diagrams for different kind of problems. 	<ul style="list-style-type: none"> • MCQs • Quizzes • Weekly Written Test • Daily random Oral testing • Notebook evaluation 	<ul style="list-style-type: none"> • Work with different kind of collection, such as a pack of cards, a crowd of people, a cricket team to introduce the topic. • To observe and discuss the different types of sets • Draw and compare Venn Diagrams for different kind of problems. <p>Apply the relevant results to solve word problems related to day to day life.</p>	<p>The Learner</p> <ul style="list-style-type: none"> • develops the idea of set from the earlier learnt concepts in Number System, geometry, etc. • identifies/classifies relations between different sets. • identifies similarities and differences among different types of sets using Venn diagrams. • finds solution of different types of questions using appropriate formulae and apply them in real life situation.

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Oct (8) TERM -II	Relations and Functions	<ul style="list-style-type: none"> NCERT textbook/E-book PPT Modules on Extra marks Concept Maps Green Board Chalk Duster Video: On different types of Function 	Experiential Learning <ul style="list-style-type: none"> Quiz: classroom interactive questioning session. Activity: To identify a relation and a function. Art Integration: <ul style="list-style-type: none"> Diagram on different types of functions 	<ul style="list-style-type: none"> MCQs Quizzes Weekly Written Test Daily random Oral testing Notebook evaluation 	<ul style="list-style-type: none"> By taking different kind of sets such as set of colors or set of different objects to introduce the topic. To observe and discuss different types of functions Explanation of some functions with help of their graphs Developing hypothesis by: Real world learning, and study of logic and problem solving. 	The Learner <ul style="list-style-type: none"> applies logical reasoning in classifying different type of relations and functions. understand the concept of ordered pairs, Cartesian product of sets. Identifies the similarities and differences between relations and functions. Construct graphically different types of functions
NOV-DEC	Revision, Exam and Assessment	-	-	-	-	-

PINEGROVE SCHOOL, SUBATHU
Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: BIOLOGY
Class: XI
Session 2024-25

Month No of working days	Topic/Sub-topic	Teaching 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"> Unit-I Diversity of Living Organisms Chapter1: The Living World Biodiversity. Need for classification; three domains of life. Taxonomy and systematic. Concept of species and taxonomical hierarchy. Binomial nomenclature 	<ul style="list-style-type: none"> Use of Chalk Board in collaboration with digital methods Duster Colored chalks PPT Modules on Extra marks Teaching software Flowcharts Concept Maps Virtual Lab e-book 	<ul style="list-style-type: none"> Practical: Laboratory activities- Study of the parts of a compound microscope. Botanical excursion in and around the school. Project on Herbarium: Collection of fifteen plants from the school campus. The students remember the scientific names along with their taxonomic classification. <p>https://www.youtube.com/watch?v=gNe2167SjF0</p>	<ul style="list-style-type: none"> The learning outcome will be assessed with written class test and oral tests. Assignments based on previous years' board questions and NCERT questions. MCQs based on the topics taught every day in the class. Case Study and questions based on it for practice. Assertion and Reasoning based questions. 	<p>To develop the understanding of the concept by:</p> <ul style="list-style-type: none"> Describing objective of the chapter to the students. The students are tested for the previous knowledge related with the living organisms and life on earth. The concept is developed by discussion with students. The students are shown Videos to get the insight of the topic: Living and non-living <ul style="list-style-type: none"> https://www.youtube.com/watch?v=p51FiP02_kQ 	<ul style="list-style-type: none"> Students will be able to understand The need for classification; three domains of life. Taxonomy and systematics. Concept of species and taxonomical hierarchy. processes and phenomena, such as, binomial nomenclature of organisms Value Based Practical Outcome: Teaching the values like team spirit, coordination, cooperation, through the

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						practical.
March 6	<ul style="list-style-type: none"> • Chapter-2: Biological Classification • Five kingdom classification. • Salient features and classification of Monera, Protista and Fungi into major groups: • Lichens, • Viruses and Viroids 	<ul style="list-style-type: none"> • Use of Chalk Board in collaboration with digital methods • Duster • Colored chalks • PPT • Modules on Extra marks Teaching software • Flowcharts • Concept Maps • Virtual Lab • e-book 	<ul style="list-style-type: none"> • Practical's: • Study of the specimens/slides/ models and identification with reasons - Bacteria, Oscillatoria, Spirogyra, Rhizopus, mushroom, yeast. • Diagrams- • Blue green algae • Shapes of Bacteria • Structure of Virus 	<ul style="list-style-type: none"> • The learning outcome will be assessed with written class test and oral tests. • Assignments based on previous years' board questions and NCERT questions. • MCQs based on the topics taught every day in the class. • Case Study and questions based on it for practice. • Assertion and Reasoning based questions. 	<ul style="list-style-type: none"> • Developing knowledge of concept by: • The session would begin with pre knowledge testing of class 10th about life processes. • The students are told to use textbooks/ web resources to explore different topics • The Videos are shown to get the insight of the topic on: • Monera • Protista • Fungi into major groups: • Lichens • Viruses and Viroids. • https://www.youtube.com/watch?v=hiQCCN5oisw 	<ul style="list-style-type: none"> • Students will be able to understand about five kingdom classification. • Salient features and classification of Monera, Protista and Fungi • Lichens, • Viruses and Viroid's • efficiently explains classification systems, relationships among organisms

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April 6	<ul style="list-style-type: none"> Chapter-3: Plant Kingdom Salient features Classification of plants into major groups – Algae, Bryophyta, Pteridophyte, Gymnosperm 	<ul style="list-style-type: none"> Use of Chalk Board in collaboration with digital methods Duster Colored chalks PPT Modules on Extra marks Teaching software Flowcharts Concept Maps Virtual Lab e-book 	<ul style="list-style-type: none"> Practical's: Study of the specimens/slides/ models and identification with reasons - liverwort, moss, fern, pine, one monocotyledonous plant, one dicotyledonous plant and one lichen. Diagrams- Life cycles of Algae, bryophytes, pteridophytes, Gymnosperms https://www.youtube.com/watch?v=WJ7mnrELMGg 	<ul style="list-style-type: none"> The learning outcome will be assessed with written class test and oral tests. Assignments based on previous years' board questions and NCERT questions. MCQs based on the topics taught every day in the class. Case Study and questions based on it for practice. Assertion and Reasoning based questions. 	<p>To develop the understanding of the concept by:</p> <ul style="list-style-type: none"> Discussions. Assignments Brainstorming by HOTS on syngamy, triple fusion and endosperm formation. Understanding of concept by extra marks videos related to the topic. Activity based learning Flip teaching Concrete to abstract Demonstration methods Videos: Classification of plants into major groups Algae Bryophyta Pteridophyta Gymnospermae https://www.youtube.com/watch?v=IYxfz1PSfZ0 	<ul style="list-style-type: none"> Students will be able to understand salient features and classification of plants into major groups – Algae, Bryophyta, Pteridophyte, Gymnosperm Applies scientific concepts in daily life and solving problems, such as, conserving and using medicinal plants or products for maintaining health and wellbeing, etc.

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April 6	<ul style="list-style-type: none"> Chapter-4: Animal Kingdom Salient features Classification of animals, non-chordates up to phyla level Chordates up to class level 	<ul style="list-style-type: none"> Use of Chalk Board in collaboration with digital methods Duster Colored chalks PPT Modules on Extra marks Teaching software Flowcharts Concept Maps Virtual Lab e-book 	<ul style="list-style-type: none"> Practical's: Study of virtual specimens /slides/ models and identification with reasons - Amoeba, Hydra, liver fluke, Ascaris, leech, earthworm, prawn, silkworm, honeybee, snail, starfish, shark, rohu, frog, lizard, pigeon and rabbit. Art Integration : Model of Animals (Earthworm, Cockroach, Snake, Rabbit) 	<ul style="list-style-type: none"> The learning outcome will be assessed with written class test and oral tests. Assignments based on previous years' board questions and NCERT questions. MCQs based on the topics taught every day in the class. Case Study and questions based on it for practice. Assertion and Reasoning based questions. 	<ul style="list-style-type: none"> Developing knowledge of concept by: The teacher will do previous knowledge testing on the topic of classification of organisms The teacher will keep on throwing statements related to reasons, consequences and ways to find solutions to the Problem. The teacher would develop the concepts of the topics with textbook sequence by lecture method, flip method, brainstorming and discussion. In the end of chapter recapitulation with the help of flow charts. 	<ul style="list-style-type: none"> Students will be able to understand salient features and classification of animals, non-chordates up to phyla level and chordates up to class level Applies scientific concepts in daily life and solving problems, such as, by maintaining aquarium, conserving medicinal plants, etc. Value Based Practical Outcome: Teaching the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc. through the practical.

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"> • Videos: • Classification of animals into major groups – • Non-chordates • Chordates • https://www.youtube.com/watch?v=mRidGna-V4E 	
April 13	<ul style="list-style-type: none"> • Unit-III Cell: Structure and Function • Chapter-8: Cell-The Unit of Life • Cell theory and cell as the basic unit of life • Structure of prokaryotic and eukaryotic cells. • Plant cell and animal cell; cell envelope. • Cell membrane, • Cell wall. • Cell organelles - structure and function; endomembrane system, endoplasmic 	<ul style="list-style-type: none"> • Use of Chalk Board in collaboration with digital methods • Duster • Colored chalks • PPT • Modules on Extra marks Teaching software • Flowcharts • Concept Maps • Virtual Lab • e-book 	<ul style="list-style-type: none"> • Practical's: • Study of osmosis by potato osmometer. • Study of plasmolysis in epidermal peels (e.g. Rhoeo leaves). • https://www.youtube.com/watch?v=PRi6uHDKew4 • Diagrams: • Fluid mosaic model of 	<ul style="list-style-type: none"> • The learning outcome will be assessed with written class test and oral tests. • Assignments based on previous years' board questions and NCERT questions. • MCQs based on the topics taught every day in the class. • Case Study and questions based on it for practice. • Assertion and Reasoning based questions. 	<ul style="list-style-type: none"> • Developing knowledge of concept by: • The teacher will do previous knowledge testing on the topic of cell and its components • The teacher will keep on throwing statements related to reasons, consequences and ways to find solutions to the Problem. • The teacher would develop the concepts of the topics with textbook sequence by lecture method, 	<ul style="list-style-type: none"> • Students will be able to understand • cell as the basic unit of life: • Structure of prokaryotic and eukaryotic cells. • Plant cell and animal cell • Cell organelles and their functions • Structure of cilia and flagella • Cytoskeleton • Micro bodies • Value Based Practical Outcome: Teaching the values like team spirit, coordination,

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
	reticulum, Golgi bodies, lysosomes, vacuoles. <ul style="list-style-type: none"> • Mitochondria, ribosomes, plastids, microbodies. • Cytoskeleton, • Cilia and flagella, • Centrosome and centrioles • Nucleus 		plasma membrane <ul style="list-style-type: none"> • Cell organelles, • Cilia • Flagella • <i>Art Integration:</i> • Charts of Plant and animal cell 		flip method, brainstorming and discussion. <ul style="list-style-type: none"> • In the end of chapter recapitulation with the help of flow charts. • Videos: • Modules on Structure of prokaryotic cell • Plant cell and animal cell • Plasma membrane • Cell wall • Endomembrane system • Mitochondria • Chloroplast • Ribosomes • Cilia and Flagella • Centrosome • Nucleus • https://www.youtube.com/watch?v=_RQ-SMCmWB1s 	cooperation, Empathy, Mutual respect etc. through the practical.
May 14	<ul style="list-style-type: none"> • Chapter-9: Biomolecules • Chemical constituents of living cells: • Biomolecules, 	<ul style="list-style-type: none"> • Use of Chalk Board in collaboration with digital methods • Duster • Colored chalks • PPT 	<ul style="list-style-type: none"> • Practical's: • Test for the presence of Sugars, Starch and Proteins in different food 	<ul style="list-style-type: none"> • The learning outcome will be assessed with written class test and oral tests. • Assignments based 	To develop the understanding of the concept by: <ul style="list-style-type: none"> • Describing objective of the 	<ul style="list-style-type: none"> • Students will be able to understand about Chemical constituents of living cells: • Biomolecules,

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"> Structure and function of proteins, Carbohydrates, Lipids, Nucleic acids. Enzymes-types, properties, enzyme action. 	<ul style="list-style-type: none"> Modules on Extra marks Teaching software Flowcharts Concept Maps Virtual Lab e-book 	<p>samples.</p> <ul style="list-style-type: none"> Diagrams: Structure of glycogen, cellulose Activation energy of enzymes Structure of proteins Art Integration: Model of DNA Collecting saliva from buccal cavity to understand the role of enzyme (Salivary amylase) on starch. This explains the digestion of starch in our mouth and importance of chewing food well. 	<p>on previous years' board questions and NCERT questions.</p> <ul style="list-style-type: none"> MCQs based on the topics taught every day in the class. Case Study and questions based on it for practice. Assertion and Reasoning based questions. 	<p>chapter to the students.</p> <ul style="list-style-type: none"> The students are tested for the previous knowledge related with the chapter. The concept is developed by discussion with students. The students are told to make mind maps for some difficult topics for better understanding. The students are shown Videos to get the insight of the topic: Structure and function of: Proteins Carbohydrates Lipids Nucleic acids https://www.youtube.com/watch?v=YO244P1e9QM 	<ul style="list-style-type: none"> structure and function of proteins, carbohydrates, lipids, Nucleic acids. Enzymes-types, properties, enzyme action. Value Based Practical Outcome: Teaching the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc. through the practical.

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May 7	<ul style="list-style-type: none"> Chapter-10: Cell Cycle and Cell Division Cell cycle Mitosis, Meiosis and their significance 	<ul style="list-style-type: none"> Use of Chalk Board in collaboration with digital methods Duster Colored chalks PPT Modules on Extra marks Teaching software Flowcharts Concept Maps Virtual Lab e-book 	<ul style="list-style-type: none"> Practical's: Study of mitosis in onion root tip cells and animals' cells (grasshopper) from permanent slides <i>Slides</i> of Mitosis and Meiosis https://www.youtube.com/watch?v=f-ldPgEfAHI Diagrams: Cell Cycle Prophase, Metaphase, Anaphase and Telophase 	<ul style="list-style-type: none"> The learning outcome will be assessed with written class test and oral tests. Assignments based on previous years' board questions and NCERT questions. MCQs based on the topics taught every day in the class. Case Study and questions based on it for practice. Assertion and Reasoning based questions. 	<ul style="list-style-type: none"> Developing knowledge of concept by: The session would begin with pre knowledge testing of class 9th about cell division. The students are told to use textbooks/ web resources to explore different topics Brainstorming by HOTS on cell cycle. <p>The Videos are shown to get the insight of the topic on:</p> <ul style="list-style-type: none"> Cell cycle Mitosis Meiosis <p>https://www.youtube.com/watch?v=AtHhradflA</p>	<ul style="list-style-type: none"> Students will be able to understand Cell cycle, mitosis, meiosis and their significance Value Based Practical Outcome: Teaching the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc. through the practical.
May-June	Revision, Exam and Assessment	-	-	-	-	-
July 6	<ul style="list-style-type: none"> Unit-II Structural Organization 	<ul style="list-style-type: none"> Use of Chalk Board in collaboration with digital methods 	<ul style="list-style-type: none"> Practical's: Study of different 	<ul style="list-style-type: none"> The learning outcome will be assessed with written class test and 	<ul style="list-style-type: none"> To develop the understanding of the concept by: 	<ul style="list-style-type: none"> Students will be

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	<p>in Animals and Plants</p> <ul style="list-style-type: none"> • Chapter-5: Morphology of Flowering Plants • Morphology of different parts of flowering plants: root, stem, leaf, • Inflorescence and types • Flower and different parts • Fruit and types • seed 	<ul style="list-style-type: none"> • Duster • Colored chalks • PPT • Modules on Extra marks Teaching software • Flowcharts • Concept Maps • Virtual Lab • e-book 	<p>parts of plants such as roots, stems and leaves.</p> <ul style="list-style-type: none"> • Study and identification of different types of inflorescence • Botanical excursion in and around the school • Projects: • Study and description of three locally available common flowering plants. • Diagrams: • Aestivation • Placentation 	<p>oral tests.</p> <ul style="list-style-type: none"> • Assignments based on previous years' board questions and NCERT questions. • MCQs based on the topics taught every day in the class. • Case Study and questions based on it for practice. • Assertion and Reasoning based questions. 	<ul style="list-style-type: none"> • Describing objective of the chapter to the students. • The students are tested for the previous knowledge related the structure of flower. • The concept is developed by discussion with students. • Brainstorming by HOTS on Inflorescence, Aestivation and Placentation. • The students are told to make flow charts for some difficult topics for better understanding. • The students are shown Videos to get the insight of the topic: • Morphology of different parts of flowering plants: • Root • Stem 	<p>able to explain the</p> <ul style="list-style-type: none"> • Morphology of different parts of flowering plants: root, • stem, • leaf • inflorescence, • Flower • Seed. • Value Based Practical Outcome: Teaching the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc. through the practical.

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					<ul style="list-style-type: none"> • Leaf • Inflorescence • Flower • Fruit • Seed • https://www.youtube.com/watch?v=EEjQu1yzxO8 	
July 6	<ul style="list-style-type: none"> • Chapter-6: Anatomy of Flowering Plants • Anatomy and functions of different tissues • Tissue systems 	<ul style="list-style-type: none"> • Use of Chalk Board in collaboration with digital methods • Duster • Colored chalks • PPT • Modules on Extra marks Teaching software • Flowcharts • Concept Maps • Virtual Lab • e-book 	<ul style="list-style-type: none"> • Practical's: • Study of tissues and diversity in shapes and sizes of plant and animal cells. • Preparation and study of T.S. of dicot and monocot roots and stems • Diagrams: • Plant tissues • Transverse section of root, stem and leaf 	<ul style="list-style-type: none"> • The learning outcome will be assessed with written class test and oral tests. • Assignments based on previous years' board questions and NCERT questions. • MCQs based on the topics taught every day in the class. • Case Study and questions based on it for practice. • Assertion and Reasoning based questions. 	<ul style="list-style-type: none"> • Developing knowledge of concept by: • The session would begin with pre knowledge testing of class 9th about tissues. • The students are told to use textbooks/ web resources to explore different topics • The Videos are shown to get the insight of the topic on: • Anatomy of tissues • Functions of different tissues • https://www.youtube.com/watch?v=JNdfoO_HBEc 	<ul style="list-style-type: none"> • Students will be able to describe the • Anatomy and functions of different tissues • Tissue systems. • Secondary growth • Value Based Practical Outcome: Teaching the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc. through the practical.

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July 5	<ul style="list-style-type: none"> • Chapter-7: Structural Organization in Animals • Morphology, • Anatomy and functions of different systems (digestive, circulatory, respiratory, nervous and reproductive of Frog 	<ul style="list-style-type: none"> • Use of Chalk Board in collaboration with digital methods • Duster • Colored chalks • PPT • Modules on Extra marks Teaching software • Flowcharts • Concept Maps • Virtual Lab • e-book 	<ul style="list-style-type: none"> • Practical's: • Study of external morphology of Frog through virtual images/models • Diagrams: • Frog anatomy • Art Integration: • Charts of Plant and animal tissues • Model of Frog 	<ul style="list-style-type: none"> • The learning outcome will be assessed with written class test and oral tests. • Assignments based on previous years' board questions and NCERT questions. • MCQs based on the topics taught every day in the class. • Case Study and questions based on it for practice. • Assertion and Reasoning based questions. 	<p>To develop the understanding of the concept by:</p> <ul style="list-style-type: none"> • Discussions. • Assignments. • Understanding of concept by extra marks videos related to the topic. • Activity based learning • Flip teaching • Concrete to abstract • Demonstration methods <p>Videos:</p> <ul style="list-style-type: none"> • Animal tissues • Morphology and anatomy of Frog • https://www.youtube.com/watch?v=9zKOXDDcjSQ 	<ul style="list-style-type: none"> • Students will be able to describe the • Morphology, • Anatomy and functions of different systems (digestive, circulatory, respiratory • Nervous and reproductive of Frog
August 9	<ul style="list-style-type: none"> • Unit – 1V • Plant Physiology (Periods- 40) • Chapter-11: 	<ul style="list-style-type: none"> • Use of Chalk Board in collaboration with digital methods • Duster • Colored chalks • PPT 	<ul style="list-style-type: none"> • Practical's: • Separation of plant pigments through paper chromatography. • Activity to show 	<ul style="list-style-type: none"> • The learning outcome will be assessed with written class test and oral tests. • Assignments based on previous years' 	<p>To develop the understanding of the concept by:</p> <ul style="list-style-type: none"> • Describing objective of the chapter to the 	<ul style="list-style-type: none"> • Students will be able to clearly conceptualize the process of photosynthesis • Understand that it is not a single step

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
	Photosynthesis in higher plants <ul style="list-style-type: none"> Early experiments on photosynthesis, Concept of light and dark reaction, Cyclic and non-cyclic photo phosphorylation , ATP synthesis, Calvin cycle, Hatch and Slack pathway Various factors affecting photosynthesis. 	<ul style="list-style-type: none"> Modules on Extra marks Teaching software Flowcharts Concept Maps Virtual Lab e-book 	<p>that chlorophyll is necessary for photosynthesis.</p> <ul style="list-style-type: none"> Diagrams: Chloroplast, cyclic and non-cyclic photophosphorylation cycles. Graphical representation of absorption spectrum of chl a, b and carotenoids. Art Integration Charts of C3 Pathway C4 Pathway Photorespiration 	<p>board questions and NCERT questions.</p> <ul style="list-style-type: none"> MCQs based on the topics taught every day in the class. Case Study and questions based on it for practice. Assertion and Reasoning based questions. 	<p>students.</p> <ul style="list-style-type: none"> The students are tested for the previous knowledge related to the process of photosynthesis. The concept is developed by discussion with students. The students are told to make flow charts for some difficult topics for better understanding. The students are shown Videos to get the insight of the topic: Photosynthetic pigments Types of photophosphorylation Calvin Cycle C4 pathway Photorespiration https://www.youtube.com/watch?v=xEF8shaU_34 	<p>process. They will also be able to explain the idea behind light and dark reactions.</p> <ul style="list-style-type: none"> They will be able to explain and draw the Calvin cycle and C4 cycles explain the idea behind chemiosmotic hypothesis Value Based Practical Outcome: Teaching the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc. through the practical.
August 7	<ul style="list-style-type: none"> Chapter-12: Respiration in 	<ul style="list-style-type: none"> Use of Chalk Board in collaboration with 	<ul style="list-style-type: none"> Practical's: 	<ul style="list-style-type: none"> The learning outcome will be assessed with 	<ul style="list-style-type: none"> Developing knowledge of 	<ul style="list-style-type: none"> Students will be able to:

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	plants <ul style="list-style-type: none"> Meaning of Cellular Respiration, Steps of glycolysis, Lactic acid Alcoholic fermentation, Citric acid cycle, Electron transport system Calculation of respiratory balance sheet and respiratory quotient Inter relationship among the various metabolic pathways. 	digital methods <ul style="list-style-type: none"> Duster Colored chalks PPT Modules on Extra marks Teaching software Flowcharts Concept Maps Virtual Lab e-book 	<ul style="list-style-type: none"> To study the rate of respiration in flower buds/leaf tissue and germinating seeds Showing the germination of bean seed. https://www.youtube.com/watch?v=rvrao5V89nE Art Integration: Charts of Glycolysis Krebs cycle Electron transport system . Mathematical calculation of the number of ATP, NADPH involved 	written class test and oral tests. <ul style="list-style-type: none"> Assignments based on previous years' board questions and NCERT questions. MCQs based on the topics taught every day in the class. Case Study and questions based on it for practice. Assertion and Reasoning based questions. 	concept by: <ul style="list-style-type: none"> The session would begin with pre knowledge testing of class 10th about fermentation and respiration. The students are told to use textbooks/ web resources to explore different topics <p>The Videos are shown to get the insight of the topic:</p> <ul style="list-style-type: none"> Types of respiration EMP pathway Fermentation Kreb cycle Electron transport chain ATP synthesis 	<ul style="list-style-type: none"> i) understand and explain cellular respiration ii) Explain the steps of glycolysis, citric acid cycle and ETS. iii) interrelate the various metabolic pathways iv) Calculate the respiratory quotient for carbohydrates, fats and proteins.
August 8	<ul style="list-style-type: none"> Chapter-13: Plant growth and Development Growth and development, Differentiation, Dedifferentiation 	Use of Chalk Board in collaboration with digital methods <ul style="list-style-type: none"> Duster Colored chalks PPT Modules on Extra marks Teaching 	<ul style="list-style-type: none"> Practical's: Showing the growth of the shoot of a potted plant towards light Study of 	The learning outcome will be assessed with written class test and oral tests. <ul style="list-style-type: none"> Assignments based on previous years' board questions and 	To develop the understanding of the concept by: <ul style="list-style-type: none"> Discussions. Assignments Brainstorming by HOTS on 	<ul style="list-style-type: none"> Students will be able to understand and explain the concept of growth and development, differentiation, dedifferentiation and

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	<ul style="list-style-type: none"> • Redifferentiation, • Role of plant growth regulators, • Photoperiodism • Vernalization. 	<ul style="list-style-type: none"> • software • Flowcharts • Concept Maps • Virtual Lab • e-book 	<ul style="list-style-type: none"> • imbibition in seeds and raisins. • Visit the school garden to explain the concept of apical dominance by showing hedges. • https://www.youtube.com/watch?v=TE6xptjgNR0 • Diagrams: • Heterophylly in leaves • Growth patterns in plants • Mathematical calculations to understand the graphs for different growth patterns. 	<ul style="list-style-type: none"> • NCERT questions. • MCQs based on the topics taught every day in the class. • Case Study and questions based on it for practice. • Assertion and Reasoning based questions. 	<ul style="list-style-type: none"> • Photoperiodism and Phytohormones. • Understanding of concept by extra marks videos related to the topic. • Activity based learning • Flip teaching • Concrete to abstract • Demonstration methods • Videos: • Types of growth in plants • Measurement of growth in plants • Functions of Growth Hormones • Photoperiodism and Vernalisation • https://www.youtube.com/watch?v=IJnGbiewMtw 	<ul style="list-style-type: none"> • redifferentiation, role of plant growth regulators, photoperiodism and vernalization
September	<ul style="list-style-type: none"> • Revision, Exam and Assessment 	-	-	-	-	-
September 5	<ul style="list-style-type: none"> • Unit-V Human Physiology (Periods-40) 	<ul style="list-style-type: none"> • Use of Chalk Board in collaboration with digital methods 	<ul style="list-style-type: none"> • practical's: • To study the mechanism of 	<ul style="list-style-type: none"> • The learning outcome will be assessed with written class test and 	<ul style="list-style-type: none"> • To develop the understanding of the concept by: 	<ul style="list-style-type: none"> • Students will be able to explain • Respiratory organs

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	<ul style="list-style-type: none"> Chapter-14: Breathing and Exchange of Gases Respiratory organs in animals (recall only). Respiratory system in humans. Mechanism of breathing and its regulation in humans Exchange of gases, Transport of gases and regulation of respiration, Respiratory volume. Disorders related to respiration - asthma, emphysema, occupational respiratory disorders 	<ul style="list-style-type: none"> Duster Colored chalks PPT Modules on Extra marks Teaching software Flowcharts Concept Maps Virtual Lab e-book 	breathing. <ul style="list-style-type: none"> Diagrams: Human respiratory System, Inspiration and expiration Alveolus showing exchange of gases Oxygen dissociation curve 	oral tests. <ul style="list-style-type: none"> Assignments based on previous years' board questions and NCERT questions. MCQs based on the topics taught every day in the class. Case Study and questions based on it for practice. Assertion and Reasoning based questions. 	<ul style="list-style-type: none"> Describing objective of the chapter to the students. The students are tested for the previous knowledge on the concept of respiration and lungs. The students are told to make flow charts for some difficult topics for better understanding. The students are shown Videos to get the insight of the topic on: <ul style="list-style-type: none"> Human respiratory system Mechanism of breathing Exchange of gases Transport of gases Regulation of respiration Disorders of respiratory system https://www.yout 	in animals (recall only). <ul style="list-style-type: none"> Respiratory system in humans. mechanism of breathing and its regulation in humans exchange of gases, transport of gases Regulation of respiration, respiratory volume. disorders related to respiration - asthma, emphysema, occupational

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					ube.com/watch?v=a_D1UVP7eSY	
October 7	<ul style="list-style-type: none"> Chapter-15: Body Fluids and Circulation Composition of blood, Blood groups, Coagulation of blood. Composition of lymph and its function. Human circulatory system Structure of human heart and blood vessels. Cardiac cycle, Cardiac output, ECG. Double circulation. Regulation of cardiac activity. Disorders of circulatory system - hypertension, 	<ul style="list-style-type: none"> Use of Chalk Board in collaboration with digital methods Duster Colored chalks PPT Modules on Extra marks Teaching software Flowcharts Concept Maps Virtual Lab e-book 	<ul style="list-style-type: none"> Practical's: To detect the presence of albumin in urine. Diagrams: Section of a human heart Diagrammatic presentation of standard ECG Schematic plan of double circulation Art Integration: Model of human heart 	<ul style="list-style-type: none"> The learning outcome will be assessed with written class test and oral tests. Assignments based on previous years' board questions and NCERT questions. MCQs based on the topics taught every day in the class. Case Study and questions based on it for practice. Assertion and Reasoning based questions. 	<ul style="list-style-type: none"> Developing knowledge of concept by: The session would begin with pre knowledge testing of class 10th about double circulation and human heart. The students are told to use textbooks/ web resources to explore different topics <p>The Videos are shown to get the insight of the topic on:</p> <ul style="list-style-type: none"> Components of blood Blood groups Coagulation of blood Human circulatory system Cardiac cycle Electrocardiogram 	<ul style="list-style-type: none"> Students will be able to explain Composition of blood, Blood groups, Coagulation of blood. Composition of lymph and its function. Human circulatory system Structure of human heart and blood vessels. Cardiac cycle, Cardiac output, ECG. Double circulation. Regulation of cardiac activity. Disorders of circulatory system - hypertension, coronary artery disease, angina pectoris, heart failure. Value Based

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	coronary artery disease, angina pectoris, heart failure.				<ul style="list-style-type: none"> Double circulation Disorders of circulatory system https://www.youtube.com/watch?v=qmNCJxpsr0 	Practical Outcome: Teaching the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc. through the practical.
October 7	<ul style="list-style-type: none"> Chapter -16: Excretory products and their elimination Modes of excretion - ammonotelism, ureotelism, uricotelism. Human excretory system – structure and function. Urine formation, Osmoregulation Regulation of kidney function -renin - angiotensin, atrial natriuretic factor, ADH and diabetes 	<ul style="list-style-type: none"> Use of Chalk Board in collaboration with digital methods Duster Colored chalks PPT Modules on Extra marks Teaching software Flowcharts Concept Maps Virtual Lab e-book 	<ul style="list-style-type: none"> Practical's: To test the presence of urea in urine. Diagrams: Urinary System, L.S. of kidney Nephron and vasa recta, Malpighian body. Art Integration: Model of Urinary system https://www.youtube.com/watch?v=zAczdDFyglA 	<ul style="list-style-type: none"> The learning outcome will be assessed with written class test and oral tests. Assignments based on previous years' board questions and NCERT questions. MCQs based on the topics taught every day in the class. Case Study and questions based on it for practice. Assertion and Reasoning based questions. 	To develop the understanding of the concept by: <ul style="list-style-type: none"> Discussions. Assignments Brainstorming by HOTS on urine formation and counter current mechanism. Understanding of concept by extra marks videos related to the topic. Activity based learning Flip teaching Concrete to abstract Demonstration methods Videos: Human excretory system 	<ul style="list-style-type: none"> Students will be able to explain At the end of the chapter, the students will be able to describe the parts of human urinary system, mechanism of urine formation the concentration of filtrate, regulation of kidney function Disorders related to excretory system.

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	insipidus. <ul style="list-style-type: none"> • Role of other organs in excretion. • Disorders - uremia, renal failure, renal calculi, nephritis; dialysis and artificial kidney, kidney transplant 				<ul style="list-style-type: none"> • Structure of nephron • Urine formation • Counter current mechanism • Regulation of kidney functions • Disorders of excretory functions https://www.youtube.com/watch?v=EhnRhFLyOg	
October 7	<ul style="list-style-type: none"> • Chapter-17: Locomotion and Movement • Types of muscles based on their location, • Anatomy of a muscle fiber and the contractile proteins that make them, • Mechanism of muscle contraction, • Axial and appendicular skeleton, 	<ul style="list-style-type: none"> • Use of Chalk Board in collaboration with digital methods • Duster • Colored chalks • PPT • Modules on Extra marks Teaching software • Flowcharts • Concept Maps • Virtual Lab • e-book 	<ul style="list-style-type: none"> • Practical's: • To study the human skeleton and different types of joints. • https://www.youtube.com/watch?v=wmYBpCe5paM • Diagrams: • Anatomy of muscle fiber • Structure of actin and myosin proteins • Stages of cross bridge formation 	<ul style="list-style-type: none"> • The learning outcome will be assessed with written class test and oral tests. • Assignments based on previous years' board questions and NCERT questions. • MCQs based on the topics taught every day in the class. • Case Study and questions based on it for practice. • Assertion and 	<ul style="list-style-type: none"> • Developing knowledge of concept by: • The teacher will do previous knowledge testing on the topic of muscular tissue • The teacher will keep on throwing statements related to reasons, consequences and ways to find solutions to the Problem. • The teacher would develop 	<ul style="list-style-type: none"> • Students will be able to explain • Identify the different parts of the skeletal system in humans. • They will also be able to explain the mechanism of muscle contraction by sliding filament theory.

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	<ul style="list-style-type: none"> • Joints and types • Disorders related to muscular and skeletal system 		during muscle contraction	Reasoning based questions.	<p>the concepts of the topics with textbook sequence by lecture method, flip method, brainstorming and discussion.</p> <ul style="list-style-type: none"> • In the end of chapter recapitulation with the help of flow charts. • Videos: • Types of movements • Structure of skeleton muscles • Structure of contractile proteins • Mechanism of muscle contraction • Skeletal System 	
November 7	<ul style="list-style-type: none"> • Chapter-18: Neural control and coordination • Neural system and structure of neuron, • Conceptual 	<ul style="list-style-type: none"> • Use of Chalk Board in collaboration with digital methods • Duster • Colored chalks • PPT • Modules on Extra marks Teaching 	<ul style="list-style-type: none"> • Practical's: • To study the parts of human brain. • To study the parts of human eye. • To study the parts of human ear. • https://www.yout 	<ul style="list-style-type: none"> • The learning outcome will be assessed with written class test and oral tests. • Assignments based on previous years' board questions and 	<p>To develop the understanding of the concept by:</p> <ul style="list-style-type: none"> • Describing objective of the chapter to the students. 	<ul style="list-style-type: none"> • Students will be able to explain • neural system and structure of neuron, • Gain conceptual knowledge of the generation, conduction and

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	knowledge of the generation, <ul style="list-style-type: none"> Conduction and transmission of nerve impulse. Parts of human brain How reflex action occurs, 	software <ul style="list-style-type: none"> Flowcharts Concept Maps Virtual Lab e-book 	ube.com/watch?v=eOoPacvkKQk <ul style="list-style-type: none"> Diagrams: Neuron Synapse Human brain Inter disciplinary linkage: Relating the image formed on retina with the ray diagrams to explain the concept of convergence of rays by eye lens. 	NCERT questions. <ul style="list-style-type: none"> MCQs based on the topics taught every day in the class. Case Study and questions based on it for practice. Assertion and Reasoning based questions. 	<ul style="list-style-type: none"> The students are tested for the previous knowledge on brain and spinal cord. The concept is developed by discussion with students to understand nerve impulse generation. The students are told to make flow charts for some difficult topics for better understanding. The students are shown Videos to get the insight of the topic: <ul style="list-style-type: none"> Human Neural system Types of neurons Generation and conduction of nerve impulse Transmission of Impulses Human brain https://www.youtube.com/watch?v=EE 	transmission of nerve impulse. <ul style="list-style-type: none"> Parts of human brain, how reflex action occurs, structure They will also be able to draw all the diagrams related to the topic. Value Based Practical Outcome: Teaching the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc. through the practical.

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
					<u>mpK- HpUW0</u>	
November 6	Chapter -19: Chemical coordination and integration <ul style="list-style-type: none"> Endocrine glands and hormones. Human endocrine system - hypothalamus, pituitary, pineal, thyroid, parathyroid, adrenal, pancreas, gonads. Mechanism of hormone action Role of hormones as messengers and regulators, Hypo -and hyperactivity of hormones and related disorders; dwarfism, acromegaly, cretinism, goiter, 	<ul style="list-style-type: none"> Use of Chalk Board in collaboration with digital methods Duster Colored chalks PPT Modules on Extra marks Teaching software Flowcharts Concept Maps Virtual Lab e-book 	<ul style="list-style-type: none"> Practical's: To test the presence of sugar in urine. Diagrams: Mechanism of hormone action Project: Hormonal Action in human beings https://www.youtube.com/watch?v=Rj9sx7SbJOY 	<ul style="list-style-type: none"> The learning outcome will be assessed with written class test and oral tests. Assignments based on previous years' board questions and NCERT questions. MCQs based on the topics taught every day in the class. Case Study and questions based on it for practice. Assertion and Reasoning based questions. 	<ul style="list-style-type: none"> Developing knowledge of concept by: The session would begin with pre knowledge testing of class 10th hormonal coordination in animals. Brainstorming by HOTS on functioning of endocrine glands in human beings. The students are told to use textbooks/ web resources to explore different topics <p>The Videos are shown to get the insight of the topic:</p> <ul style="list-style-type: none"> Human endocrine system Hypothalamus and Pituitary gland Mechanism of Hormone action 	<p>Students will be able to explain</p> <ul style="list-style-type: none"> role of the hormones secreted by endocrine glands mechanism of hormone action role of hormones as messengers and regulators hypo -and hyperactivity of hormones and related disorders Value Based Practical Outcome: Teaching the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc. through the practical.

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	exophthalmic goiter, diabetes, Addison's disease				<ul style="list-style-type: none"> Types of hormones https://www.youtube.com/watch?v=BenVSmBG7wU 	
December	Revision, Exam and Assessment	-	-	-	-	-

PINEGROVE SCHOOL, SUBATHU
Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: Accountancy (55)
Class: XI COM
Session 2024-25

Month/ No of working days	Topic/Sub-topic	Teaching 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)	Unit -1: Theoretical Framework <i>Introduction to Accounting (Term – I)</i>	<ul style="list-style-type: none"> E- Book PPT'S Videos Smart Classes Chalk and Board 	<ul style="list-style-type: none"> A lecture of Head of the Accounts section of same School will be organized. 	<ul style="list-style-type: none"> Oral and Written Test Assignment Quizzes Work Sheets 	Videos- To get the insight of the basics of accounting <ul style="list-style-type: none"> 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. Basic Accounting Terms- Business Transaction, Capital, Drawings. Liabilities (Non-Current and Current). Assets (Non-Current, 	<i>After going through this Unit, the students will be able to:</i> <ul style="list-style-type: none"> Describe the meaning, significance, objectives, Advantages and limitations of accounting. Identify / recognise the individual(s) and Entities that use accounting information for serving their needs of decision making. Explain the various term used in accounting and differentiate between different related terms like

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	Theory Base of Accounting (Term – I)	<ul style="list-style-type: none"> E-Book PPT'S Videos Smart Classes Chalk and Board 	<ul style="list-style-type: none"> Made a list of all Viva Questions from this unit topic wise. Hypothetical situations taken and created for fun activity. 	<ul style="list-style-type: none"> Oral and Written Test Assignment Quizzes Work Sheets 	<p>Current); Fixed 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>Videos- To get insight of Accounting Principles</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fundamental accounting assumptions: GAAP: t <input type="checkbox"/> Concepts Business Entity, Money Measurement, Going Concern, Accounting Period, Cost Concept, Dual Aspect, Revenue Recognition, Matching, Full Disclosure, Consistency, 	<p>current and non-Current, capital and revenue.</p> <ul style="list-style-type: none"> Give examples of business transaction, liabilities, assets, expenditure and purchases explain that sales/purchases include both cash and credit. <p><i>After going through this topic, the students will be able to</i></p> <ul style="list-style-type: none"> State the meaning of fundamental accounting Assumptions and their relevance in

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					<p>Conservatism, Materiality and Objectivity</p> <p><input type="checkbox"/> System of Accounting. Basis of Accounting: cash basis and accrual basis</p> <p><input type="checkbox"/> Accounting Standards: Need, benefits, limitations, applicability; IFRS-Need</p> <p><input type="checkbox"/> Goods and Services Tax (GST): Characteristics and Objective</p>	<p>accounting.</p> <ul style="list-style-type: none"> 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 accounting standards. Appreciate that various accounting standards Developed nationally and globally are in practice for bringing parity in the accounting treatment of different items. Acknowledge the fact that recording of accounting transactions follows double

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						entry system. <ul style="list-style-type: none"> 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
	<u>UNIT-2: Accounting Process</u> <i>(a) Recording of Business Transactions (Term – I)</i>	<ul style="list-style-type: none"> E- Book PPT'S Videos Smart Classes Chalk and Board 	Identification of types of vouchers by showing them some real vouchers Task of voucher making will be given to students	<ul style="list-style-type: none"> Oral and Written Test Assignment Quizzes Work Sheets 	Demonstrate the real vouchers <ul style="list-style-type: none"> Voucher and Transactions: Source documents and Vouchers, Preparation of Vouchers, Accounting Equation Approach: Meaning and Analysis, Rules of Debit and 	<i>After going through this Unit, the students will be Able to:</i> <ul style="list-style-type: none"> Explain the concept of accounting 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. Appreciate that based on source documents,

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					Credit. • Recording of Transactions: Books of Original Entry- Journal	accounting vouchers are prepared for recording transaction in the Books of accounts. • Develop the understanding of recording of transactions in journal and the skill of Calculating GST.
June	Revision, Exam and Assessment					
June/July (30)	<u>UNIT-2: Accounting Process</u> <i>(Term – I)</i>	<ul style="list-style-type: none"> • E-Book • PPT'S • Videos • Smart Classes • Chalk and Board 	Copy of subsidiary books of some local firms will be given to children for analysis	<ul style="list-style-type: none"> • Oral and Written Test • Assignment • Quizzes • Work Sheets 	Demonstration of special books of some local firms. <ul style="list-style-type: none"> • Special Purpose books: • Cash Book: Simple, cash book with bank column and petty cashbook • Purchases book 	<ul style="list-style-type: none"> • explain the purpose of maintaining a Cash Book and develop the skill of preparing the format of different types of cash books and the

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August 22 days	(b) Bank Reconciliation Statement: (Term – I)	<ul style="list-style-type: none"> E- Book PPT'S Videos Smart Classes Chalk and Board 	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"> Oral and Written Test Assignment Quizzes Work Sheets 	<ul style="list-style-type: none"> Sales book Purchases return book Sales return book <p>Note: Including trade discount, freight, and cartage Expenses for simple GST calculation.</p> <ul style="list-style-type: none"> Ledger: Format, posting from journal and subsidiary books, Balancing of accounts <p>Videos- To get insight the concept.</p> <ul style="list-style-type: none"> Need and preparation, Bank Reconciliation Statement 	<p>method of recording cash transactions in Cash book.</p> <ul style="list-style-type: none"> 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 <p>After going through this topic, the students will be able to:</p> <ul style="list-style-type: none"> Appreciate that at times bank balance as indicated by cash book is different from the bank balance as shown
	(c) Depreciation, Provisions and Reserves	<ul style="list-style-type: none"> E-Book PPT'S Videos 	Students will ask to observe the Cost price, Book value and Market			

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	<i>(Term – I)</i>	<ul style="list-style-type: none"> Smart Classes Chalk and Board 	value of some fixed assets of school.	<ul style="list-style-type: none"> Oral and Written Test Assignment Quizzes Work Sheets 	<p>Videos- To get insight the concept.</p> <ul style="list-style-type: none"> Depreciation: Concept, Features, Causes, factors Other similar terms: Depletion and Amortisation Methods of Depreciation: <ul style="list-style-type: none"> Straight Line Method (SLM) Written Down Value Method (WDV) Difference between SLM 	<p>by the passbook /bank statement and to reconcile both the balances, bank reconciliation statement is Prepared.</p> <ul style="list-style-type: none"> Develop understanding of preparing bank Reconciliation statement. <p><i>After going through this topic, the students will be able to:</i></p> <ul style="list-style-type: none"> Explain the necessity of providing depreciation and develop the skill of using Different methods for computing depreciation.
	•Provisions and Reserves: <i>(Term – I)</i>	<ul style="list-style-type: none"> E-Book PPT'S Videos Smart Classes Chalk and Board 	Made a list of all Viva Questions from this unit topic wise. Hypothetical situations taken and created for fun activity.			

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September 16 days	<u>Accountancy Project Work</u> Project File (Term – I)	<ul style="list-style-type: none"> • E-Book • PPT'S • Videos • Smart Classes • Chalk and Board 	<p>Field Visit of Curetech formulation Pvt. Ltd. To show the financial reports</p>	<ul style="list-style-type: none"> • Oral and Written Test • Assignment • Quizzes • Work Sheets 	<p>and WDV; Advantages of SLM and WDV</p> <ul style="list-style-type: none"> • Accounting treatment of depreciation • Charging to asset account • Creating provision for depreciation/ accumulated depreciation 	<ul style="list-style-type: none"> • understand the accounting treatment of providing depreciation directly to the concerned asset account or by creating provision for depreciation account
	<i>(d) Accounting for Bills of Exchange (Term – II)</i>	<ul style="list-style-type: none"> • E-Book • PPT'S • Videos • Smart Classes • Chalk and Board 	<p>A situation will be created in class and invite the students to play the role of Drawer and Drawee to understand the concept of Bills of exchange.</p>	<p>Physically verifying each project and suggesting amendments if required.</p> <ul style="list-style-type: none"> • Oral and Written Test • Assignment • Quizzes • Work Sheets 	<p>account</p> <ul style="list-style-type: none"> • Treatment for disposal of asset <p>Videos- To get insight the concept.</p> <p>•Types of Reserves: Revenue reserve Capital reserve General reserve Specific reserve Secret Reserve</p> <ul style="list-style-type: none"> • Difference between capital and revenue reserve 	<ul style="list-style-type: none"> • Appreciate the method of asset disposal through the concerned asset account or by preparing asset disposal account. • Appreciate the need for creating reserves and making provisions

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October 21	(e) <u>Trial balance and Rectification of Errors</u> (Term – II)	<ul style="list-style-type: none"> E-Book PPT'S Videos Smart Classes Chalk and Board 	Made a list of all Viva Questions from this unit topic wise. Hypothetical situations taken and created for fun activity.	<ul style="list-style-type: none"> Oral and Written Test Assignment Quizzes Work Sheets 	<p>Videos- To get insight the concept. Create an artificial firm and: Collection of vouchers Entries in vouchers Recording of transactions Posting of transactions.</p> <p>Videos- To get insight the concept. • Bill of exchange and Promissory Note: Definition, Specimen, Features, Parties.</p> <p>• Difference between Bill of Exchange and Promissory Note</p> <p>• Terms in Bill of Exchange: • Term of Bill • Accommodation bill (concept) • Days of Grace</p>	<p>for events which may belong to the current year but may happen in next year.</p> <ul style="list-style-type: none"> Appreciate the difference between reserve and fund. <p>After preparing project work, the students will be able to perform accounting work efficiently.</p> <p><i>After going through this topic, the students will be able to:</i></p> <ul style="list-style-type: none"> Acquire the knowledge of using bills of exchange and promissory notes for financing

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	<u>PART-B</u> <u>UNIT-3</u> <u>Financial</u> <u>Statements</u> <i>(Term – II)</i>	<ul style="list-style-type: none"> • E-Book • PPT'S • Videos • Smart Classes • Chalk and Board 	Use of flow chart to understand this stage of accounting cycle	<ul style="list-style-type: none"> • Oral and Written Test • Assignment • Quizzes • Work Sheets 	<ul style="list-style-type: none"> • Date of maturity • Discounting of bill • Endorsement of bill • Bill after due date • Negotiation • Bill sent for collection • Dishonour of bill • Retirement of bill • Accounting Treatment <p>Note: excluding accounting treatment for Accommodation bill</p> <p>Videos- To get insight the concept.</p> <ul style="list-style-type: none"> • Trial balance: objectives and preparation(Scope: Trial balance with balance method only) • Errors: types- errors of omission, 	<ul style="list-style-type: none"> business transactions • State the meaning of different terms used in Bills of exchange and their implication in accounting. • Explain the method of recording of bill transactions <p><i>After going through this topic, the students will be able to:</i></p>

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	<u>Incomplete Records</u> <i>(Term – II)</i>	<ul style="list-style-type: none"> • E-Book • PPT'S • Videos • Smart Classes 	Students will ask to collect the records of small enterprises to understand the concept of Incomplete records		<p>commission, Principles, and compensating; their effect on Trial Balance.</p> <ul style="list-style-type: none"> • Detection and rectification of errors; Preparation of suspense account <p>Videos- To get insight the concept.</p> <ul style="list-style-type: none"> • Meaning, objectives, and importance • Revenue and Capital Receipts 	<ul style="list-style-type: none"> • state the need and objectives of preparing Trial balance and develop the skill of Preparing trial balance. • Appreciate that errors may be committed during the process of accounting. • Understand the meaning of different types of errors and their effect on trial balance. • develop the skill of identification and location of errors and their rectification and Preparation of suspense account. <p><i>After going through</i></p>

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November (18)	Unit 4: <u>Computers in Accounting</u> (Term – II)	<ul style="list-style-type: none"> Chalk and Board E-Book PPT'S Videos Smart Classes Chalk and Board 	Made a list of all Viva Questions from this unit topic wise. Hypothetical situations taken and created for fun activity.	<ul style="list-style-type: none"> Oral and Written Test Assignment Quizzes Work Sheets Oral and Written Test Assignment Quizzes Work Sheets 	<ul style="list-style-type: none"> Revenue and Capital Expenditure; Deferred Revenue expenditure. Trading and Profit and Loss Account: <ul style="list-style-type: none"> Gross Profit, Operating profit, and Net profit. Preparation of Balance Sheet: need, grouping and marshalling of assets and liabilities. Adjustments in preparation of financial statements with respect to closing stock, outstanding expenses, prepaid expenses, accrued income, income 	<p><i>this Unit, the students will be able to:</i></p> <ul style="list-style-type: none"> State the meaning of financial statements the Purpose of preparing financial statements. State the meaning of gross profit, operating profit and net profit and develop the skill of preparing Trading and profit and loss account. Explain the need for preparing balance sheet. Understand the Technique of grouping and

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					<p>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 commission. Preparation of Trading and Profit and Loss account and Balance Sheet of a sole proprietorship with adjustments.</p> <p>Videos- To get insight the concept. 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</p>	<p>marshalling of assets and liabilities.</p> <ul style="list-style-type: none"> Appreciate that there may be certain items Other than those shown in trial balance which may need adjustments while preparing financial statements. Develop the understanding and skill to do adjustments for items and their presentation in financial statements like depreciation, Closing stock, provisions, abnormal loss etc.

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	<u>Accountancy</u> <u>Project Work</u> Project File (Term – II)	<ul style="list-style-type: none"> • E-Book • PPT'S • Videos • Smart Classes • Chalk and Board 	Field Visit of Curetech formulation Pvt. Ltd. To show the financial reports	Physically verifying each project and suggesting amendments if required.	Sheet Videos- To get insight the concept. <ul style="list-style-type: none"> • Introduction to computer and accounting information system {AIS}: Introduction to computers (elements, capabilities, limitations of computer system) • Introduction to operating software, utility software and application software Introduction to accounting information system (AIS) as a part of Management 	<ul style="list-style-type: none"> • Develop the skill of preparation of trading and Profit and loss account and balance sheet. <p><i>After going through this topic, the students will be able to:</i></p> <ul style="list-style-type: none"> • State the meaning of incomplete records and Their uses and limitations. • Develop the understanding and skill of computation of profit / loss using the statement of affairs method. <p><u>After going through</u></p>

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					<p>Information System.</p> <ul style="list-style-type: none"> Automation of accounting process: meaning Stages in automation: <ul style="list-style-type: none"> (a) Accounting process in computerised environment; comparison between manual accounting process and computerised accounting process, (b) Sourcing of accounting software; kinds of software: readymade software; customised software and tailor 	<p><u>this Unit, the students will be Able to:</u></p> <ul style="list-style-type: none"> State the meaning of a computer, describe its components, capabilities, and limitations. State the meaning of accounting information System. Appreciate the need for use of computers in accounting for preparing accounting reports. Develop the understanding of comparing the manual and

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					<p>-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>Videos- To get insight the concept. With the help of project of term – I Preparation of Trial balance Preparation of financial statements. Depiction using diagrammatic and graphical tools.</p>	<p>computerized Accounting process and appreciate the advantages and limitations of automation.</p> <p>• Understand the different kinds of accounting Software</p>

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						After preparing project work, the students will be able to perform accounting work efficiently.
	Revision					
December	Final Exam	-	-	-	-	-

PINEGROVE SCHOOL, SUBATHU
Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: Political Science (028)
Class: XI Humanities
Session 2024-25

Month No of working days	Topic/Sub-topic	Teaching 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	Constitution: Why and How? a) Why do we need a Constitution? Constitution allows coordination and assurance Specification of decision making powers Limitations on the powers of government Aspirations and goals of a society Fundamental identity of a people b) The authority of a Constitution Mode of promulgation The substantive	<ul style="list-style-type: none"> E-Book PPT Video: Making of Constitution Mind Maps and Mnemonics at the end of the chapter. Chalk and Board Reading of the Preamble Group Discussions and	<ul style="list-style-type: none"> 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. History To explain history of commerce in India Experiential learning- framing case studies by students 	<ul style="list-style-type: none"> MCQ (daily) Oral discussions on HOTS and case studies Case studies based written assignment. Weekly conceptual test (MCQ based) Pen paper test 	<ul style="list-style-type: none"> Examining Prior Knowledge about History of Constitution studied in class 10. Introducing Preamble, authority of constitution after getting the expected response from the students majorly with the help of examples. Lecture to be delivered by using PPT for the following concepts: <ul style="list-style-type: none"> Objectives of the Constitution 	After completion of the chapter, Students will be able to: Appreciate the need for a Constitution. Understand the historical processes and the circumstances in which the Indian Constitution was drafted. Critically evaluate how constitutions, govern the distribution of power in society. Analyze the ways in which the provisions of the Constitution have worked in real political life.

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	provisions of a constitution Balanced institutional design Familiarize students with the: Key aspects of the working of the Constitution. Various Institutions of the government in the country and their relationship with each other. Conditions and circumstances in which the Constitution of India was made. Key features of the Indian Constitution and other Constitutions of the world.	Debates: What happens in an organization in the absence of a set of rules and regulations to run it? How far our National Movement influenced the framing of our Constitution? Timeline/Flowchart Question strategy Quiz	<ul style="list-style-type: none"> 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.) 		<p>☐ Role of the various institutions</p> <p>☐ Examples of various nations and their constitution.</p> <p>☐</p>	

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March	<ul style="list-style-type: none"> • Rights in the Indian Constitution • a) The importance of rights Bill of Rights • b) Fundamental rights in the Indian Constitution Right to Equality Right to Freedom Right against Exploitation Right to Freedom of Religion Cultural and Educational Rights Right to Constitutional Remedies c) Directive principles of state policy 		<ul style="list-style-type: none"> • Experiential learning- framing case studies by students • 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.) 	<ul style="list-style-type: none"> • MCQ (daily) • Oral discussions on HOTS and case studies • Case studies based written assignment. • Weekly conceptual test (MCQ based) • Pen paper test 	<ul style="list-style-type: none"> • Chapter to be introduced with a brainstorming session where students aided by open ended questions will discuss the importance of fundamental rights 	Analyze the working of the Constitution in real life Learn to respect others, think critically, and make informed decisions Identify violations of the rights to equality and freedom in the society around them
March	Election and Representation	• PPT	• case studies by students	• MCQ (daily)	Election process in India Structure	After completion

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	a) Elections and democracy b) Election system in India First Past the Post System Proportional Representation c) Why did India adopt the FPTP system? d) Reservation of constituencies e) Free and fair elections Universal franchise and right to contest Independent Election Commission f) Electoral Reforms	<ul style="list-style-type: none"> • Video • Election Processes • Video Model code of conduct • Mind Maps and Mnemonics at the end of the chapter. • E-Book • Chalk and Board 	<ul style="list-style-type: none"> • 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.) 	<ul style="list-style-type: none"> • Oral discussions on HOTS and case studies • Case studies based written assignment. • Weekly conceptual test (MCQ based) • Pen paper test 	<p>and functions of the Election Commission of India Rationale of Free and Fair elections. Need for electoral reforms</p> <p>📌 Examples of top 10 multinationals in India</p> <p>https://www.youtube.com/watch?v=IJS0Z-i9rEw&t=72s</p> <p>📌 Video Joint Venture</p>	<p>of the chapter, Students will be able to: Identify different types and methods of election Develop critical thinking about the role of various stakeholders in ensuring free and fair elections. Demonstrate the innate role played by Election Commission Compare</p>

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					Strategy ? Public private partnership- concept ? Video Public Private Partnership	election systems of different countries of the world
April	Chapter:4 Executive a) What is an executive? b) What are the different types of executives? c) Parliamentary executive in India Power and position of President Discretionary	<ul style="list-style-type: none"> PPT Video Powers of Prime minister Video How President exercise his powers Mind Maps and Mnemonics at the 	<ul style="list-style-type: none"> Practical-Comparative Analysis: Different forms of Executive Interpretation of Cartoons/ caricatures Discussion and Debate: Powers and functions of the Real and Nominal Executive Quiz 	<ul style="list-style-type: none"> MCQ (daily) Oral discussions on HOTS and case studies Case studies based written assignment. Weekly conceptual test (MCQ based) 	<ul style="list-style-type: none"> Chapter to be introduced with a brainstorming session where students aided by open ended questions to answer the types of Executive, 	After completion of the chapter the student will be able to: Recognize the meaning of Executive. Compare and contrast the Parliamentary and Presidential Executive. Analyze the composition and functioning of the executive. Know the significance of the administrative machinery.

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	Powers of the President d) Prime Minister and Council of ministers e) Permanent Executive: Bureaucracy	<ul style="list-style-type: none"> end of the chapter E-Book Chalk and Board 	<ul style="list-style-type: none"> Experiential learning- framing case studies by students 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.) 	<ul style="list-style-type: none"> Pen paper test 		
April	Chapter: 5 Legislature a) Why do we need a parliament? b) Why do we need two houses of parliament? Rajya Sabha Lok Sabha c) What does the parliament do? Powers of Rajya	<ul style="list-style-type: none"> PPT Video Parliament Video Bitcoins Video Outsourcing story of Airbus A380 	<ul style="list-style-type: none"> Activity Debate on the topic Law making process (The class will be divided into two groups, one group to present views in favour, the other against the topic. 	<ul style="list-style-type: none"> Case studies based written assignment. Weekly conceptual test (MCQ based) Pen paper test 	Importance of Legislature. Types of Legislatures Unicameral and Bicameral. Powers and functions of the Indian Parliament. Comparative Analysis: Powers and functions of Lok Sabha and Rajya	After completion of the chapter, Students will be able to: Describe the lawmaking process in India. Differentiate between the powers and functions of Lok Sabha and Rajya Sabha. Examine the parliamentary

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	Sabha Special Powers of Rajya Sabha d) How does the parliament make laws? e) How does the parliament control the executive? f) What do the committees of parliament do? g) How does the parliament regulate itself?	<ul style="list-style-type: none"> • Video Virtual Private Network - Video by Sikandar Shaik • Mind Maps and Mnemonics at the end of the chapter. • E-Book • Chalk and Board 	<ul style="list-style-type: none"> • Experiential learning- framing case studies by students • 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.) 		Sabha Passing of a Bill-Class activity/Mock Parliament Map activity: Identification of states with bicameral legislatures Cartoon Interpretation	control over the Executive. Analyze the role of Parliamentary committees for the success of Indian democracy
		–	–			–
April	Chapter: 6 Judiciary a) Why do we need an independent judiciary? Independence of Judiciary Appointment of	<ul style="list-style-type: none"> • PPT • Video Kesavananda Bharti case 	<ul style="list-style-type: none"> • Experiential learning- framing case studies by students • Flip Teaching- 	<ul style="list-style-type: none"> • MCQ (daily) • Oral discussions on HOTS and case studies • Case studies based 	Constructivist approach: The importance of India's Judicial System. Moot Courts Discussion: Enhancing	After going through this unit, the students would be able: Identify the different aspects which makes the Judiciary independent

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	Judges Removal of Judges b) Structure of the Judiciary c) Jurisdiction of supreme Court Original Jurisdiction Writ Jurisdiction Appellate Jurisdiction Advisory Jurisdiction d) Judicial Activism e) Judiciary and Rights f) Judiciary and Parliament	<ul style="list-style-type: none"> • Video NJAC • Mind Maps and Mnemonics at the end of the chapter. • E-Book • Chalk and Board 	(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>written assignment</p> <ul style="list-style-type: none"> • Weekly conceptual test (MCQ based) <p>Pen paper test</p>	assertiveness of the Indian Judiciary. Debates: How far separation of Powers is practiced?	Compare and contrast the different jurisdictions Analyze the reasons why Judiciary has become proactive. Examine the reasons for the conflicts between the judiciary and parliament with respect to Constitutional Amendments
May	Chapter: 7 Federalism a) What is Federalism? b) Federalism in the Indian Constitution Division of Powers c) Federalism with a strong central	<ul style="list-style-type: none"> • PPT • Mind Maps and Mnemonics at the end of the chapter. • E-Book 	<ul style="list-style-type: none"> • Activity: Prepare a comparative chart of all the sources of finance. • Experiential 	<ul style="list-style-type: none"> • MCQ (daily) • Oral discussions on HOTS and case studies • Case studies based 	☑ Key ideas & basic concepts of federalism. Provisions of the Indian Constitution regarding	After going through this unit, the students would be able: Explain the basic features of a federation. Identify the different levels

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	government d) Conflicts in India's federal system Centre-State Relations Demands for Autonomy Role of Governors and President's Rule Demands for New States Interstate Conflicts e) Special provisions Jammu and Kashmir	<ul style="list-style-type: none"> Chalk and Board 	<p>learning- framing case studies by students</p> <ul style="list-style-type: none"> Flip Teaching- <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>written assignment</p> <ul style="list-style-type: none"> Weekly conceptual test (MCQ based) <p>Pen paper test</p>	federalism. Need to have a strong central government in India owing to its diversity and size. Issues involving relations between Centre and States.	of the government & subjects on which the union and state governments can make laws. Discuss the various constitutional provisions that led to a strong Centre in India.
May	Chapter: 8 Local Governments a) Why local governments? b) Growth of Local Government in India Local Governments in Independent India c) 73rd and 74th amendments d) 73rd Amendment Three	<ul style="list-style-type: none"> PPT Mind Maps and Mnemonics at the end of the chapter. E-Book Chalk and Board 	<ul style="list-style-type: none"> Experiential learning- framing case studies by students Flip Teaching- <p>(Three children will be given different topics. They will make case studies and draft questions out of the given topic)</p>	<ul style="list-style-type: none"> MCQ (daily) Oral discussions on HOTS and case studies Case studies based written assignment Weekly conceptual test (MCQ based) 	<p>Recapitulation of definitions</p> <p>Timeline: Depicting the emergence of local government.</p> <p>Flowcharts: On the structural arrangement of Panchayati Raj.</p> <p>Concept maps: The functions of</p>	After going through this unit, the students would be able: Understand the Panchayati Raj system of local government in India, its emergence and significance Identify the objectives, functions and

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	Tier Structure		and explain to the class)	<ul style="list-style-type: none"> Pen paper test 	local government bodies at the rural and urban level	sources of income of rural and urban local government bodies Justify the significance of 73rd and 74th constitutional amendments Acknowledge and examine the significance of decentralization Introspect and realize the need to empower local government
June	Chapter: 9 Constitution as a Living Document a) Are constitutions static? b) How to amend the constitution? c) Why have there been so many amendments? d) Contents of amendments made so far Differing	<ul style="list-style-type: none"> PPT Video GST explained by Pallavi Joshi in easy way. Video 	<ul style="list-style-type: none"> Inter disciplinary linkage: Social Science class VII for the concept of wholesalers and retailer Experiential 	<ul style="list-style-type: none"> MCQ (daily) Oral discussions on HOTS and case studies Case studies based written assignment. Weekly conceptual 	Group discussion: Guiding philosophy of the Indian Constitution Question Strategy Quiz Reading the work of Great thinkers	<p>After going through this unit, the students would be able:</p> <p>Appreciate the philosophical vision of our Constitution. Recognize the core features of the Indian Constitution. Evaluate the strengths and</p>

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	Interpretations Amendments through Political Consensus Controversial Amendments Basic structure and evolution of the constitution f) Constitution as a Living Document Contribution of the Judiciary	<ul style="list-style-type: none"> • Mind Maps and Mnemonics at the end of the chapter. • E-Book • Chalk and Board 	<p>learning- framing case studies by students</p> <ul style="list-style-type: none"> • Flip Teaching- <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>test (MCQ based)</p> <ul style="list-style-type: none"> • Pen paper test 		limitations of the Constitution.
July	<p>Chapter: 10 The Philosophy of the Constitution</p> <p>a) What is meant by philosophy of the constitution? Constitution as Means of Democratic Transformation b) Why do we need to go back to the Constituent Assembly? c) What is the political</p>	<ul style="list-style-type: none"> • PPT • Video Values of the Constitution • Video Digital India • Mind Maps and Mnemonics at the 	<ul style="list-style-type: none"> • Experiential learning- framing case studies by students • Flip Teaching- <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</p>	<ul style="list-style-type: none"> • MCQ (daily) • Oral discussions on HOTS and case studies • Case studies based written assignment • Weekly conceptual test (MCQ based) 	<p>☐ Meaning and need for a political philosophy approach to the Constitution. Intentions and concerns of those who framed the Constitution. Philosophy of Indian Constitution.</p>	<p>At the completion of the chapter, students will be able to:</p> <p>Appreciate the philosophical vision of our Constitution. Recognize the core features of the Indian Constitution.</p>

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	philosophy of our constitution? Individual freedom Social Justice Respect for diversity and minority rights Secularism	end of the chapter. ● E-Book ● Chalk and Board	class)	Pen paper test	Strengths and limitations of the Constitution.	Evaluate the strengths and limitations of the Constitution.
July	Chapter 11 Political Theory: An Introduction a) What is politics? b) What do we study in political theory? c) Putting Political theory into practice d) Why should we study political theory	Mind Maps and Mnemonics at the end of the chapter. E-Book Chalk and Board	Experiential Learning on following topics: Collecting political cartoons from various newspapers and magazines and discussing the issues raised Reading the works of great thinkers Quiz	● Weekly conceptual test (MCQ based) Pen paper test	Define the term politics and identify various political principles. Explain the innate ideas of various Political theories. Appreciate the contribution of Political Thinkers (example: Jean Jacques Rousseau).	After completion of the chapter, Students will be able to: Define the term politics and identify various political principles. Explain the innate ideas of various Political theories. Appreciate the contribution of Political Thinkers (example: Jean Jacques Rousseau)
August	Chapter 12 Freedom a) The Ideal of freedom b) The sources of Constraints-Why do we need constraints? c) The Harm Principle d) Negative	Mind Maps and Mnemonics at the end of the chapter. E-Book Chalk and Board	Experiential Learning on following topics: Collecting political cartoons from various newspapers and magazines and	_Weekly conceptual test (MCQ based) Pen paper test Quiz	Examine current case studies related to the topic. Pen paper	_ After completion of the chapter, Students will be able to: Appreciate the ideal of freedom Critically evaluate the dimensions of

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August	<p>and Positive liberty</p> <p>Chapter 13</p> <p>Equality a) Why does equality matter? • Equality of opportunities • Natural and Social Inequalities b) Three dimensions of equality c) Feminism, Socialism d) How can we promote equality?</p>	<p>Mind Maps and Mnemonics at the end of the chapter. E-Book Chalk and Board</p>	<p>discussing the issues raised Reading the works of great thinkers Quiz</p> <p>Discussion and debate: Promotion of equality Reading the works of great thinkers. . Reflective Enquiry and Recapitulation Skit on Equality Role play</p>	<p>Debate: Free Markets versus State Intervention Quiz Comparative Analysis: Dimensions of justice</p>	<p>test</p> <p>Quiz_</p> <p>Discussion and debate: Promotion of equality Reading the works of great thinkers. . Reflective Enquiry and Recapitulation Skit on Equality Role play</p>	<p>negative and positive liberty. Demonstrate spirit of enquiry.</p> <p>After completion of the chapter, Students will be able to: Understand the moral and political ideals of equality. Assess how equality is perceived through different ideologies Recognize the means and methods to promote equality</p>
Sep	<p>Social Justice a) What is Justice? • Equal Treatment for Equals •</p>	<p>Mind Maps and Mnemonics at the end of the chapter.</p>	<p>Debate: Free Markets versus State Intervention Quiz Comparative</p>	<p>Concept of Equality. Different dimensions of equality—political, economic, and social</p>	<p>Quiz Comparative Analysis:</p>	<p>After completion of the chapter, Students will be able to: Classify</p>

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	Proportionate Justice • Recognition of Special Needs b) Just distribution c) John Rawls Theory of Justice d) Pursuing Social Justice e) Free Markets versus State Intervention	E-Book Chalk and Board	Analysis: Dimensions of justice	Various ideologies of Socialism, Marxism, Liberalism and Feminism. Different methods to promote equality	Dimensions of justice	the different dimensions of justice. Appreciate the measures taken by the government of India to secure social justice. Enlist the basic minimum requirements of people for living a healthy and productive life.
OCTOBER	Rights a) What are Rights? b) Where do rights come from? c) Legal rights and the state d) Kinds of rights e) Rights and responsibilities	Mind Maps and Mnemonics at the end of the chapter. E-Book Chalk and Board	Importance of Human Rights Different kinds of rights Political, Civil, SocioEconomic, Cultural and Educational	Collaborative Learning Assigning task for acquiring information on different types of rights.	Discussion: Importance of rights	After completion of the chapter, Students will be able to: Define rights Identify the need for rights and its importance to mankind
October	Citizenship a) Introduction b) Full and equal membership c) Equal Rights d) Citizen and Nation e) Universal Citizenship f) Global Citizenship	Mind Maps and Mnemonics at the end of the chapter. E-Book Chalk and Board	Discussion: Norms of granting citizenship put forth by different countries	Interpretation of newspaper articles	Debates associated with citizenship Relationship between the citizen and the nation;	After completion of the chapter, Students will be able to: Explain the meaning of citizenship. Contribute to meaningful discussion on ways

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					and different criteria of citizenship adopted by various countries. Issues about refugees or illegal migrants	of granting citizenship. Discuss the probable solutions or alternatives to solve citizenship issue.
November	Chapter: Nationalism a) Introducing Nationalism b) Nations and Nationalism • Shared Beliefs • History • Shared National Identity c) National self-determination d) Nationalism and Pluralism	Mind Maps and Mnemonics at the end of the chapter. E-Book Chalk and Board	Recapitulation of definitions. Group interaction: The factors that help in creating the sense of collective identity	Debate: Can identity claims lead to social divisions or will it strengthen and recognize multiple identities?	Distinction between state, nation, and nationalism Concept of National selfdetermination Difference between Nationalism and Pluralism	Understand the concepts of nation and nationalism Assess the strengths and limitations of nationalism. Identify and build an understanding on the factors related to creation of collective identities Examine the concept of national selfdetermination

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November	Chapter:Secularism a) What is Secularism? • Inter-religious Domination • Intra-religious Domination b) Secular State c) The western model of secularism d) The Indian model of secularism	Mind Maps and Mnemonics at the end of the chapter. E-Book Chalk and Board	Meaning of Secularism Inter-religious and IntraReligious Domination. Characteristics of a Secular State	Discussion and Debate: On Indian Secularism Inquiry based learning	Western and Indian Model of Secularism. Limitations of Indian Secularism	After completion of the chapter, student will be able to: Define Secularism. Differentiate between Inter-religious and Intra-Religious Domination.
	REVISION					

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MARCH (7 Days)	TOPIC: INTRODUCTION: (MICRO) CH. 1,2 <ul style="list-style-type: none"> Meaning of microeconomics and macroeconomics; positive and normative economics. What is an economy? Central problems of an economy: what, how and for whom to produce; concepts of production possibility frontier and opportunity cost. 	TEACHING AIDS: <ul style="list-style-type: none"> Chalk, Duster, Smart Board. Power Point presentation on scarcity, Economics and its branches. Videos related to economy, types of economies, Production possibility curve. You tube links: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=CE5eJbaHL8s https://www.youtube.com/watch?v=ElpAtDL-WE https://www.youtube.com/watch?v=ElpAtDL-WE 	<ul style="list-style-type: none"> Interdisciplinary linkage: Mathematics, Accountancy, Statistics, Business studies and social studies. Art Integration: Drawing graphs, Pie charts, bar diagrams, histograms related to GDP. Mathematical Integration. (formulae related to MOC and MRT). Skill Assessment: Concept test to probe students' comprehension or application of the concept. 	<p>Assignment: learning and written work.</p> <ul style="list-style-type: none"> MCQs Oral testing Written testing: Formative and Summative. Notebook correction. 	<ul style="list-style-type: none"> <u>Motivation and Brain storming</u> Previous Knowledge would be checked by asking questions. Diagnostic assessment of the topic 'Economy'. Interactive Lectures in combination with the use of board and chalk. Moderated Group Discussion on impact on PPC due to various schemes launched by the Government. Real life examples (Positive Economics and 	<ul style="list-style-type: none"> The students will be able to Understand the concept of Economics, economy etc. Students will know the state of Economy (agriculture, service and industry) Comprehend the concept of Production possibility curve. Differentiate between micro and macroeconomics. Calculate MRT and MOC. Able to draw PPC. Students will be able to explain scarcity. <ul style="list-style-type: none"> Meaning of Economy, Central problems of

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		<p>=9ZqkecHnFpc</p> <ul style="list-style-type: none"> https://www.youtube.com/watch?v=-zcN0d8foBXI NCERT e-book Flow charts related to branches of economics, central problems will be drawn. Articles from Newspapers. <p>Modules on EXTRAMARKS</p>			<p>Normative Economics), micro and macro.</p> <ul style="list-style-type: none"> Explanation of scarcity with examples. (A situation will be created, For example monthly pocket money.) Role plays. Activity- buzz session. Case study. 	<p>Economy, Concept of Production Possibility Curve and Opportunity Cost</p> <ul style="list-style-type: none"> Apply the concept of PPC and MOC. Able to understand the nature of Economics. Able to classify basic economic activities.
APRIL (14 Days)	<p>TOPIC: Introduction (I) (STATISTICS)</p> <ul style="list-style-type: none"> What is Economics? Meaning, scope, functions and importance of statistics in Economics. <p>Collection, Organisation and Presentation of</p>	<ul style="list-style-type: none"> TEACHING AIDS: Chalk, Duster, Smart Board, Scale. Power Point presentation on <p>Collection of data, organization of data and presentation of data.</p>	<p>SKILL ASSESSMENT:</p> <p>Concept test to probe students comprehension or application of the concept.</p> <p>Inter disciplinary link:</p> <p>Mathematics (in case of unequal class intervals), Art.</p> <p>Mathematics- To construct pie diagram.</p>	<p>Assignment: learning and written work</p> <ul style="list-style-type: none"> MCQs Oral testing Written testing: Formative and Summative. <p>Notebook correction.</p>	<ul style="list-style-type: none"> Activating Prior Knowledge by Random Questioning. Introducing the topic to be taught after getting the expected response from the students. Meaning of Statistics, its importance and 	<ul style="list-style-type: none"> The students will be able to Understand the concept of economics. Students will be able to recall, recognize, Understand and explain the meaning, scope, functions and importance of statistics in Economics

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MAY (10 DAYS)	<p>data:(II)</p> <ul style="list-style-type: none"> 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. <p>Organization of Data:(III)</p> <ul style="list-style-type: none"> Meaning and types of variables; Frequency Distribution. <p>Presentation of Data: (IV)</p> <ul style="list-style-type: none"> Tabular Presentation and Diagrammatic Presentation of Data: 	<ul style="list-style-type: none"> Videos related to Basic of statistics, census of India in 2001 and types of Presentation. You tube links: https://www.youtube.com/watch?v=SFPGVTT_hJNk https://www.youtube.com/watch?v=Coe0N2xb8kk https://www.youtube.com/watch?v=s3smxAdiZzw https://www.youtube.com/watch?v=Iq_fhTuY1hw https://www.youtube.com/watch?v=pmno-Yfctd8 https://www.youtube.com/watch?v=mdVWbutfdNY 	<p>Geometry-To construct pie diagram.</p> <p>Art: To make different kinds of bar diagram.</p> <p>Questionnaire on consumer awareness.</p> <p>Project work to cover all stages of statistics.</p>		<p>its stages will be explained.</p> <ul style="list-style-type: none"> Interactive Lecture with use of board and chalk. Flow chart to explain the types of tables, diagrams. Explanation of data and various methods to collect will be explained (Primary and secondary) Teacher will herself collect the data from the class through various methods. (Direct and indirect ,Primary and Secondary) Real life examples.(Raw data will be given to organize.) Role plays. Activity- buzz 	<ul style="list-style-type: none"> Comprehend the concept of collection of data. Differentiate between census and sample surveys. Able to identify different methods of data collection. The students will be able to understand the concept of collection and organization of data, frequency, mid- value etc. To apply this knowledge to organize raw data. To apply this knowledge in project work. use the knowledge of histogram and ogive to locate median and mode. To read histograms, ogives

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	<ul style="list-style-type: none"> Geometric forms (bar diagrams and pie diagrams) Frequency diagrams (histogram, polygon and Ogive) and Arithmetic line graphs (time series graph) 	<ul style="list-style-type: none"> https://www.youtube.com/watch?v=7U3-fu09v4M NCERT e-book. Flow charts related to methods of collection and types of Presentation. Articles from Newspapers. <p>Modules on EXTRAMARKS.</p>			session.	<p>and polygon.</p> <ul style="list-style-type: none"> Able to find out find out median and mode graphically. To make students understand the conceptsof data and basic termsrelated to it. To applyknowledge about questionnaire andqualities of a goodquestionnaire.
MAY (5 Days)	<p>TOPIC: Consumer equilibrium and Demand: (MICRO)</p> <ul style="list-style-type: none"> Consumer's equilibrium - meaning of utility, marginal utility, law of diminishing marginal utility. Conditions of consumer's equilibrium using marginal utility analysis. Indifference curve 	<ul style="list-style-type: none"> TEACHING AIDS: Chalk, Duster, Smart Board. Power Point presentation on consumer's equilibrium, law of diminishing marginal utility, Indifference curve, budget line and demand. Videos related to 	<p>SKILL ASSESSMENT:</p> <p>Concept test to probe students' comprehension or application of the concept.</p> <p>Inter disciplinary integration: Geometry: Slope of TU, Mathematics: calculation of TU, MU, Statistics (Schedule making) concept.</p>	<p>Assignment: learning and written work</p> <ul style="list-style-type: none"> MCQs Oral testing Written testing: Formative and Summative. <p>Notebook correction</p>	<ul style="list-style-type: none"> Motivationand Brain storming Previous Knowledge would be checked by asking questions. <ul style="list-style-type: none"> Interactive Lectures in combination with use of board and chalk. Moderated GroupDiscusion on how consumer will 	<ul style="list-style-type: none"> The students will be able to Understand the concept of consumer equilibrium, demand, elasticity of demand etc. Comprehend the concept of Marginal rate of substitution. Differentiate between change in demand and change

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	<p>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.</p> <ul style="list-style-type: none"> • Demand, market demand, determinants of demand, demand schedule, demand curve and its slope, movement along and shifts in the demand curve; price elasticity of demand -factors affecting. Price elasticity of demand; measurement of price elasticity of demand –percentage-change method. 	<p>Demand, factors effecting demand elasticity of demand.</p> <ul style="list-style-type: none"> • You tube links: https://www.youtube.com/watch?v=xKDBOEQgWk • https://www.youtube.com/watch?v=GwXypq9CR2E • https://www.youtube.com/watch?v=v1q1nnPCcKw • NCERT e-book. • Articles from Newspapers. • Flow charts related to determinants of demand, determinants of elasticity of demand and Properties of Indifference curve. 	<p>Examples MCQ, Quizzes related to the concepts of Utility, TU, MU and Consumer's Equilibrium Questions where students have to give different examples.</p> <p>Project work: Impact of changes in price of gold and petrol on demand curve.</p>		<p>react when prices changes of various goods he consumes.</p> <ul style="list-style-type: none"> • Real life examples. (When prices of substitute and complementary goods changes., What will be the impact on demand) • Lectures interspersed with oral and written activities. • Students sharing their own experiences related to the topic. • Role plays. • Activity- buzz session. 	<p>in quantity demanded.</p> <ul style="list-style-type: none"> • Find out elasticity of demand. ▪ 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. ▪ Will be able to apply knowledge to solve numerical and thus develop problem solving attitude Student will be able to differentiate between MU and TU, to solve numerical by applying the knowledge gained. ▪ They will develop the skill of problem solving. ▪ Students will be able to present these

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						concepts graphically.
JULY (10 Days)	TOPIC: Measures of Central Tendency (STATISTICS) <ul style="list-style-type: none"> Measures of Central Tendency- mean (simple and weighted), median and mode. 	<ul style="list-style-type: none"> TEACHING AIDS: Chalk, Duster, Smart Board. Power Point presentation on mean, median and mode. Videos related to Averages. <ul style="list-style-type: none"> https://www.youtube.com/watch?v=6DYtC7lrVuY NCERT e- book Flow charts related to methods of mean, median and mode and formulas. <p>Modules on EXTRAMARKS.</p>	SKILL ASSESSMENT: Concept test to probe students' comprehension or application of the concept. Inter disciplinary link: Mathematics.	Assignment: learning and written work <ul style="list-style-type: none"> MCQs Oral testing Written testing: Formative and Summative. <p>Notebook correction.</p>	<ul style="list-style-type: none"> Activating Prior Knowledge by Random Questioning. Introducing the topic to be taught after getting the expected response from the students. Meaning of Averages will be explained. Interactive Lecture with use of board and chalk. Using flow chart for different methods of Averages, and formulae. Numerical will be solved on the board and students will encouraged to solve them in 	<ul style="list-style-type: none"> The students will be able to Understand the concept of Mean, Median and mode etc. Comprehend the concept of Averages and its objectives. Differentiate between arithmetic mean and weighted mean. Able to find out mean, median and mode. Apply knowledge in day to day life. Able to explain merits and demerits of mean, median and mode.

Month No of working days	Topic/Sub-topic	Teaching 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>their notebooks.</p> <ul style="list-style-type: none"> ▪ Real life examples. ▪ Lectures interspersed with oral and written activities. 	
JULY/ AUGUST (20 Days)	TOPIC: Production function and Supply: (MICRO) <ul style="list-style-type: none"> • Meaning of Production Function –Short-Run and Long-Run Total Product, Average Product and Marginal Product. Returns to a Factor. • 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. • Revenue -total, average and marginal revenue - meaning and their relationship. 	<ul style="list-style-type: none"> • TEACHING AIDS: • Chalk, Duster, Smart Board. • Power Point presentation on Production function, cost, revenue and supply. • Videos related to determinants of supply, Production function of a firm. • You tube links: • https://www.youtube.com/watch?v=6B2wUpJPTu0 • https://www.youtube.com/watch?v=ucJBO9UT 	SKILL ASSESSMENT: Concept test to probe students. comprehension or application of the concept. Inter disciplinary link: Mathematics, Geometry, Statistics, Art. Statistics: Table making. Mathematics: Short run and long run production functions, concept of ratio, estimation and relation between TP, MP AP, slope of TP, numerical related to productivity. Art Integration:	Assignment: learning and written work <ul style="list-style-type: none"> • MCQs • Oral testing • Written testing: Formative and Summative. Notebook correction.	<ul style="list-style-type: none"> ▪ Activating Prior Knowledge by Random Questioning ▪ Introducing the topic to be taught after getting the expected response from the students. Developing. ▪ Meaning of Production , cost, revenue and supply will be explained through the help of PPT. ▪ Interactive Lecture with use of board and chalk ▪ Using flow chart for the topic of different kinds of productivity 	<ul style="list-style-type: none"> • The students will be able to understand the concept of production, cost, revenue, supply etc. • Comprehend the concept of Production function. • Differentiate between short run and long run period. • Able to find TC, MC, TP, MP, AP, AR, MR numerically. ▪ Able to draw production curves, cost, revenue and supply. Present the same numerically and graphically. • Will develop the logical skills.

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		<p><u>mwo</u></p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=BQvtnjWZ0ig • https://www.youtube.com/watch?v=720uyg0DdM • https://www.youtube.com/watch?v=GwXypq9CR2E • NCERT e-book • Articles from Newspapers. • Flow charts related to Types of cost, revenue, phase of production function. • Tabular Presentation of • Production function cost and revenue. 	<p>Diagram: TP, MP, AP, their relation, Law of Variable Proportions, cost and revenue.</p> <p>Field Visit to a factory.</p>		<ul style="list-style-type: none"> ▪ Real life contextual Examples. 	<p>Present different kinds of cost schedules graphically.</p> <ul style="list-style-type: none"> • To apply this knowledge and solve numerical. • Apply knowledge to the concept of Producer's equilibrium. • Realization of learners' role in making the business successful and sensitivity to the economic issues that the business has to face challenges. • 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.

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		<ul style="list-style-type: none"> Graphical presentation of supply, cost, revenue etc. <p>Modules on EXTRAMARKS</p>				
AUGUST (18 Days)	<p>Topic: Statistical Tools and Interpretation: SUB-TOPIC:</p> <p>Measures of Dispersion- absolute dispersion standard deviation); relative dispersion co-efficient of variation,</p>	<ul style="list-style-type: none"> TEACHING AIDS: Chalk, Duster, Smart Board. Power Point presentation on Meaning, types and methods of dispersion. Videos related to Variation, use of range. https://www.youtube.com/watch?v=s7WTQ0H0Acc NCERT e- book Flow charts related to different methods of dispersion. <p>Modules on EXTRAMARKS.</p>	<p>SKILL ASSESSMENT: Concept test to probe students comprehension or application of the concept</p> <p>Inter disciplinary link: Mathematics.</p>	<p>Assignment: learning and written work</p> <ul style="list-style-type: none"> MCQs Oral testing Written testing: Formative and Summative. <p>Notebook correction.</p> <p>Assignment: learning and written work Learning: Meaning and merits and demerits of different methods of dispersion</p> <p>Written: Back exercise numerical and</p> <ul style="list-style-type: none"> To find dispersion for different subjects. Result from the data in the class result sheet of UNIT I Exam and interpret the result. 	<ul style="list-style-type: none"> Activating Prior Knowledge by Random Questioning. Introducing the topic to be taught after getting the expected response from the students. Developing Interactive Lecture meaning of dispersion will be explained. Using flow chart for different methods of dispersion. and formulae. Real life examples. 	<ul style="list-style-type: none"> Students will be able to Understand and apply the concept of dispersion. They will be able to analyze data using this concept. 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. Able to find standard deviation with various methods.

Month No of working days	Topic/Sub-topic	Teaching 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 (12 Days)	TOPIC: Correlation – meaning and properties, scatter diagram; Measures of correlation - Karl Pearson's method (two variables ungrouped data)	<ul style="list-style-type: none"> • TEACHING AIDS: Chalk, Duster, Smart Board., Scale and graphs. • Power Point presentation on Meaning,types, Properties and measures of correlation. • Videos related to How two variables are related to each other. • https://www.youtube.com/watch?v=eFVNyjq0TB • NCERT e-book • Flow charts related to different methods of correlation. • Modules on EXTRAMARKS. 	<p>SKILL ASSESSMENT: Concept test to probe students' comprehension or application of the concept.</p> <p>Inter disciplinary link: Mathematics: BODMAS' UNDERROOT, CALCULATIONS.</p> <p>ART: Scattered diagram.</p>	<p>ASSIGNMENT: Learning: Meaning of correlation</p> <p>Written: Back exercise numerical.</p> <ul style="list-style-type: none"> • MCQs • Oral testing • Written testing: Formative and Summative. <p>Notebook correction.</p>	<ul style="list-style-type: none"> ▪ Activating Prior Knowledge by Random Questioning. ▪ Introducing the topic to be taught after getting the expected response from the students, ▪ Meaning of correlation and its properties will be explained. ▪ Developing Interactive Lecture with use of board. • Numerical will be solved on the board and even students will be encouraged to solve it in their notebooks. 	<ul style="list-style-type: none"> • Students will be able to explain and comprehend. ▪ Meaning and properties of correlation and Scatter diagram. ▪ Measures of correlation - Karl Pearson's method (two variables ungrouped data) Spearman's rank correlation. ▪ They will be able to relate this knowledge to different Laws of Economics like Law of Demand and Law of Supply. ▪ Able to solve numerical individually.

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OCTOBER (12 Days)	TOPIC: Introduction to Index Numbers- Meaning, types - wholesale price index, consumer price Index. uses of index numbers Index. Inflation and index numbers	<ul style="list-style-type: none"> • TEACHING AIDS: Chalk, Duster, Smart Board. • Power Point presentation on Meaning,types importance and limitations of Index numbers. • Videos related to CPI,WPI, Inflation and its impact and Sensex. • You tube links: • https://www.youtube.com/watch?v=EqlMN-Y6i-0 • https://www.youtube.com/watch?v=IQ5RzW79ZCw • https://www.youtube.com/watch?v=gX-Vf6XshX8 • NCERT e-book. 	SKILL ASSESSMENT: Concept test to probe students' comprehension or application of the concept. Inter disciplinary link: Mathematics, Business studies.	Assignment: Learning: Meaning, formulae, features. Uses, problems in estimation of index numbers. Written: Back exercise questions Assessment <ul style="list-style-type: none"> • MCQs • Oral testing • Written testing: Formative and Summative MCQs. Notebook correction.	<ul style="list-style-type: none"> ▪ Activating Prior Knowledge by Random Questioning. ▪ Introducing the topic to be taught after getting the expected response from the students. ▪ Meaning of Index numbers and its types will be explained. ▪ Developing Interactive Lecture. ▪ Using flow chart for the topic, methods, and their formulae to construct index numbers. ▪ Real life examples News and cartoons related to the topic. 	<ul style="list-style-type: none"> • Students will be able to • Explain the meaning and concept of index numbers, wholesale price index, consumer price index and index of industrial production, ▪ Explain the types of index numbers- wholesale price index, consumer price index and index of industrial production, ▪ Explain the uses of index numbers, the difference between simple index numbers and weighted index numbers. ▪ Apply the knowledge and understanding of the index numbers to analyze data and interpret the results.

Month No of working days	Topic/Sub-topic	Teaching 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"> Flow charts related to different methods of Index numbers. Modules on EXTRAMARKS				
November (10 Days)	TOPIC: Forms of Market <ul style="list-style-type: none"> Perfect competition - Features Other Market Forms - monopoly, monopolistic competition, oligopoly - their meaning and features. Market Equilibrium & Effects of Shift in Demand and supply Simple Applications of Demand and Supply: Price ceiling, price floor. 	<ul style="list-style-type: none"> TEACHING AIDS: Chalk, Duster, Smart Board. Power Point presentation on Meaning, types and features of market. Videos related to Market, examples of monopoly, oligopoly and different products. You tube links: https://www.youtube.com/watch?v=Yg7FJkFlpHk https://www.youtube.com/watch?v=Z9e_7j9WzA 	SKILL ASSESSMENT: Concept test to probe students' comprehension or application of the concept. Inter disciplinary link: ART: Diagrams. Mathematics: Equations of demand and supply to find equilibrium quantity and equilibrium price.	Assignment: Learning: Meaning and features of different market forms Written: Diagrams Assessment <ul style="list-style-type: none"> MCQs Oral testing Written testing: Formative and Summative MCQs. Notebook correction.	<ul style="list-style-type: none"> Activating Prior Knowledge by Random Questioning. Introducing the topic to be taught after getting the expected response from the students. Interactive Lecture with use of board and chalk. Meaning of market and its different forms will be explained. Using flow chart to explain features of different market forms . Real life 	<ul style="list-style-type: none"> Students will be able to Explain the meaning and features and implications of the features of different market forms. Explain the difference between different market forms. Able to find out market equilibrium. Able to draw different market demand curves. Will understand the news related to different kinds of firms, their merger and cartels better. Students will understand in detail about the demand

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		<ul style="list-style-type: none"> 0 • https://www.youtube.com/watch?v=8a3gXThQeK0 • https://www.youtube.com/watch?v=ZiuBWSFlfoU • https://www.youtube.com/watch?v=OiJSEZYCljU • NCERT e-book. • Flow charts related to different features of different market. • Articles from Newspapers. <p>Modules on EXTRAMARKS</p>			<p>examples(visit to the market)</p> <ul style="list-style-type: none"> ▪ Role play. 	<p>ndcurve,pricecontrol policy,entryandexit, Decisionmakingconcept of all the firms along with their reasons.</p>

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November (10 Days)	<ul style="list-style-type: none"> PROJECT Any topic as per the guidelines and suggestions by CBSE. 	<ul style="list-style-type: none"> TEACHING AIDS: Chalk, Duster, Smart Board. 	Inter disciplinary link: Mathematics, Art	ASSESSMENT: AS per guidelines of CBSE.	<ul style="list-style-type: none"> Lecture and Inspection method. Research work and making project files 	<ul style="list-style-type: none"> Students will be able to practice subject knowledge as per course knowledge . Student will be able to explain the topic of project. Analyse and evaluate real world economic scenarios using theoretical constructs and arguments demonstrate the learning of economic theory and statistical tools.
December	Revision for Final Exams.	-	-	Final Exams in December	-	-

PINEGROVE SCHOOL, SUBATHU
Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: Psychology (035)
Class: XI Session 2024-25

MARCH Topic/Sub- topic	Teaching Aids	Projects/Experiential/I Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
Chapter 1 : What is Psychology?	<ul style="list-style-type: none"> • Blackboard • Chalk • Duster • Textbook • Video • PPT • Modules on Extra marks • Flow charts • Concept Maps • Notes • Charts. • e-book 	Art Integration: Make a collage of what is psychology, its scope and various Digital Content: Read 1: Branches of Psychology https://www.verywellmind.com/major-branches-of-psychology-4139786 Watch 2: What is Psychology? https://www.youtube.com/watch?v=J3nlGWeIvj8	1.Differentiation between a psychologist and counselor and clinical psychologists. 2.In terms of helping solve an important, social problem such as crime, which branch of psychology do you think is most suitable. 3.Identify the field and discuss the concerns of the psychologists working in this field. 4.What isbehaviour. Giveexamples ofovert and covertbehaviour. 5.Givea briefaccountofthe evolution ofpsychology.	Introduction <ul style="list-style-type: none"> - What isPsychology? - Understanding Mind andBehaviour - PopularNotions abouttheDiscipline ofPsychology - Evolution of Psychology - Developmentof Psychologyin India - Branches ofPsychology - Themes ofResearchandApplications. - Psychologyand otherDisciplines 	Students will have clarity between mind, behavior and experience. - Students will know the history and growth of Psychology as discipline. - Students will have clarity of various branches of the discipline and its connection with other discipline - Students will start the practice of

					<ul style="list-style-type: none"> - Psychologists at Work - Psychology in Everyday life. 	
APRIL 2.	MEMORY	<ul style="list-style-type: none"> • Blackboard • Chalk • Duster • Textbook • Video • PPT • Modules on Extra marks • Flow charts • Concept Maps • Notes • Charts. • e-book 	Integrated with: Biology www.ship.edu/~cgboeree/perscontents.html	(1) What evidence do we have to say that memory is a constructive process? (2) Define mnemonics. suggest a plan to improve your own memory. What is the meaning of the terms 'encoding', storage' and retrieval'? How is information processed through sensory, short-term, and long- term memory systems? Why does forgetting take place?	Introduction Nature of memory information processing Approach The stage model of memory systems Levels of Processing types of Long-term memory Memory as a constructive process Nature and causes of forgetting Enhancing Memory	<ul style="list-style-type: none"> • explains the nature of memory and distinguishes different types of memory. • describes the nature and causes of forgetting and the strategies for improving memory.

<p>MAY</p> <p>3.</p> <p>METHODS OF ENQUIRY IN PSYCHOLOGY</p>	<ul style="list-style-type: none"> • Blackboard • Chalk • Duster • Textbook • Video • PPT • Modules <p>on Extra marks</p> <ul style="list-style-type: none"> • Flow charts • Concept Maps • Notes • Charts. • e-book 	<p>Art Integration: Show the difference between participative or non participative through a drawing/sketch.</p> <p>Digital Content:- Read: https://www.verywellmind.com/steps-of-the-scientific-method-2795782</p> <p>Watch : Watch : Difference between subjective and objective reality. https://www.youtube.com/watch?v=KwAottitJig</p>	<p>Describe the various steps involved in conducting a scientific enquiry.</p> <p>Give two examples of the situations where survey method can be used. What are the limitations of this method?</p> <p>Explain the characteristics of a standardized test. What are the goals of scientific enquiry?</p> <p>Explain the nature of psychological data.</p> <p>A researcher is studying the relationship between speed of cycling and the presence of people. Formulate a relevant hypothesis and identify the independent and dependent variables.</p>	<p>Introduction</p> <p>Goals of Psychological Enquiry</p> <p>Nature of Psychological Data</p> <p>Some Important methods in Psychology</p> <p>Observational method,</p> <p>Experimental Method</p> <p>Correlation</p> <p>Analysis of Data</p> <p>Limitation of Psychological Enquiry</p>	<ul style="list-style-type: none"> - Students will know the goals of psychological enquiry, - Students will know various tools for a scientific enquiry - Students will start developing the skills of psychological enquiry - Students will know the importance of ethical consideration.
<p>JULY</p> <p>5.</p> <p>SENSORY ATTENTION AND PERCEPTION</p>	<ul style="list-style-type: none"> • Blackboard • Chalk • Duster • Textbook • Video • PPT • Modules 	<p>Art Integration: Draw/paint an image based on Figure and Ground concept.</p> <p>Digital Content: - 1. Watch: Basic Perception</p>	<p>How does perception of space take place?</p> <p>Why do illusions occur?</p> <p>How does auditory sensation take place?</p>	<p>Introduction</p> <p>Knowing the world</p> <p>Nature and Varieties of Stimulus</p> <p>Sense Modalities</p>	<ul style="list-style-type: none"> - explains the nature of sensory processes, i.e. how various sensory stimuli are received, attended to and given meaning. • describes the processes and types of attention. - Students will know how humans make meaning {biological and psychological factors} - Students will know build self-awareness

		on Extra marks <ul style="list-style-type: none"> • Flow charts • Concept Maps • Notes • Charts. • e-book 	https://www.youtube.com/watch?v=WYrNI3YT-KE 2. Watch : Gestalt https://www.youtube.com/watch?v=dk7cXdjX2Ys	Define attention. Explain its properties? (1) Explain the functional limitation of sense organs. (2) What is meant by light and dark adaptation? How do they take place? (3) What is color vision and what are the dimensions of color.	Attention Processes Perceptual Processes The Perceiver Principles of Perceptual Organization Perception of Space, Depth, and Distance Perceptual Constancies Illusions <ul style="list-style-type: none"> • Socio cultural Influences on Perception • 	- Students will know what attentional, sensory and perceptual processes and their importance in our daily life are.
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AUGUST 6. LEARNING	<ul style="list-style-type: none"> • Blackboard • Chalk • Duster • Textbook • Video • PPT • Modules on Extra marks • Flow charts • Concept Maps • Notes • Charts. • e-book 	<p>Integrated with: Biology</p> <p>Art Integration: Collect four or five school going children and demonstrate how to make a boat out of a sheet of paper. Do it two or three times and ask the children to observe carefully. After having shown how to fold the paper in different ways for a number of times, give them sheets of paper and ask them to make a toy boat.</p> <p>Digital Content: www.ship.edu/~cgboeree/perscontents.html</p>	<p>- Explain the procedures for studying verbal learning.</p> <p>- What is a skill? What are the stages through which skill learning develops</p> <p>- A good role model is very important for a growing up child. Discuss the kind of learning that supports it.</p> <p>- What is learning?</p> <p>- What are its distinguishing features?</p> <p>- How does classical conditioning demonstrate learning by association.</p> <p>- Define operant conditioning. Discuss the factors that influence the course of operant conditioning</p>	<p>Introduction</p> <p>Nature of Learning</p> <p>Paradigms of Learning</p> <p>Classical Conditioning</p> <p>Operant Instrumental Conditioning</p> <p>Observational Learning</p> <p>Cognitive Learning</p> <p>Verbal Learning</p> <p>Factors Facilitating Learning</p> <p>Learning Disabilities</p> <p>Application of Learning Principles</p>	<ul style="list-style-type: none"> • explains the nature of learning and the connection between different forms or types of learning. • enumerates various psychological processes that occur during learning and influence its course.
SEPTEMBER 7. THINKING	<ul style="list-style-type: none"> • Blackboard • Chalk • Duster • Textbook • Video • PPT • Modules on Extra marks • Flow charts • Concept Maps • Notes 	<p>Art Integration:</p> <p>Take a piece of cardboard and cut triangles, circles, and squares of three different sizes each, small, medium, and large. Then colour them yellow. Similarly prepare a second set and colour them green and a third set and colour them red. Now you have a set of 27 cards varying in shape, size, and colour. Ask a child of five to six years of age to group the</p>	<p>- How does classical conditioning demonstrate learning by association.</p> <p>- Define operant conditioning.</p> <p>- Discuss the factors that influence the course of operant</p>	<p>Introduction</p> <p>- Nature of Thinking</p> <p>- Building Blocks of Thought</p> <p>- Culture and Thinking (Box 8.1)</p> <p>- The Processes of Thinking</p> <p>- Problem Solving - Reasoning</p> <p>- Decision-making</p> <p>- Nature and Process of</p>	<ul style="list-style-type: none"> • understand the nature and process of creative thinking and learn ways of enhancing it, • understand the relationship between language and thought, and • describe the process of language development and its use

		<ul style="list-style-type: none"> • Charts. • e-book 	similar cards together.	conditioning.	Creative Thinking - Nature of Creative Thinking -Lateral Thinking (Box 8.2) -Process of Creative Thinking - Developing Creative Thinking - barriers to Creative Thinking - Strategies for -Creative Thinking Thought and Language -Development of Language and Language -Use Bilingualism and Multilingualism (Box 8.3)	
OCTOBER 8.	MOTIVATION AND EMOTION	<ul style="list-style-type: none"> • Blackboard • Chalk • Duster • Textbook • Video • PPT • Modules on Extra marks • Flow charts • Concept Maps • Notes • Charts. • e-book 	Art Integration: Using Maslow's hierarchy of needs, analyze what kind of motivational forces might have motivated the great mathematician S.A. Ramanujan and the great shehnai Maestro Ustad Bismillah Khan (Bharat Ratna) to perform exceptionally in their respective fields. Now place yourself and five more known people in terms of need	1. Explain the concept of motivation. 2. What are the biological bases of hunger and thirst needs? 3. How do the needs for achievement, affiliation, and power influence the behaviour of adolescents? Explain with examples. 4. What is the basic idea behind Maslow's hierarchy of needs?	-Introduction Nature of Motivation -Types of Motives •Biological Motives •Psychosocial Motives - Maslow's Hierarchy of Needs -Self-Motivation (Box 9.1) -Nature of Emotions - Physiological Bases of Emotions -Physiology of	<ul style="list-style-type: none"> •describes the nature of human motivation and crucial motives. • enumerates the strategies to manage one's own emotions. • understand the nature of human motivation, • understand the relationship between culture and emotion, and • know how to manage your own emotions

			satisfaction. Reflect and discuss.	<p>Explain with suitable examples.</p> <p>5. Does physiological arousal precede or follow an emotional experience? Explain.</p> <p>6. Is it important to consciously interpret and label emotions in order to explain them? Discuss giving suitable examples.</p> <p>7. How does culture influence the expression of emotions?</p> <p>8. Why is it important to manage negative emotions? Suggest ways to manage negative emotions.</p>	<p>Emotion (Box 9.2)</p> <p>-Lie Detection (Box 9.3)</p> <p>-Cognitive Bases of Emotions</p> <p>-Cultural Bases of Emotions</p> <p>-Expression of Emotions</p> <p>-Culture and Emotional Expression</p> <p>-Culture and Emotional Labeling</p> <p>-Managing Negative Emotions</p> <p>-Post-Traumatic Stress Disorder (Box 9.4)</p> <p>-Management of Examination</p> <p>-Anxiety (Box 9.5)</p> <p>-Enhancing Positive Emotions - Emotional Intelligence (Box 9.6)</p>	
NOVEMBER						
R						
Revision						

PINEGROVE SCHOOL, SUBATHU
 Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: APPLIED MATHEMATICS
Class: XI
Session 2024 - 25

Month No of working days	Topic/Sub-topic	Teaching 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 (15) TERM - 1	COORDINATE GEOMETRY <ul style="list-style-type: none"> Straight Lines Circle Parabola 	<ul style="list-style-type: none"> APC BOOK CBSE Support Material PPT Video Concept Maps Green Board Chalk Duster 	Experiential Learning <ul style="list-style-type: none"> Quiz: classroom interactive questioning session Inter disciplinary linkage With Physics <ul style="list-style-type: none"> Straight lines made under different conditions. Art Integration: <ul style="list-style-type: none"> Diagram of different equations 	<ul style="list-style-type: none"> MCQs Quizzes Weekly Written Test Daily random Oral testing Notebook evaluation 	<ul style="list-style-type: none"> Gradient of a line Equation of line: Parallel to axes, point-slope form, two-points form, slope intercept form, intercept form Application of the straight line in demand curve related to economics problems Circle as a locus of a point in a plane Equation of a circle in standard form, central form, diameter form and general form Parabola as a locus of a point in a plane. Equation of a parabola in standard form: <ul style="list-style-type: none"> Focus, Directrix, Axis, Latus rectum, Eccentricity Application in parabolic reflector, beam supported by wires at the end of the support, girder of a railway bridge, etc. 	The Learner <ul style="list-style-type: none"> Find the slope and equation of line in various form. Find angle between the two lines. Find the perpendicular from a given point on a line. Find the distance between two parallel lines Define a circle : <ul style="list-style-type: none"> Find different form of equations of a circle <ul style="list-style-type: none"> Solve problems based on applications of circle Define parabola and related terms : <ul style="list-style-type: none"> Define eccentricity of a parabola <ul style="list-style-type: none"> Derive the equation of parabola
April - May (20) TERM - I	ALGEBRA <ul style="list-style-type: none"> Sets Relations Sequences and Series Permutations and Combinations 	<ul style="list-style-type: none"> APC BOOK CBSE Support Material PPT Video Modules on Extra marks Concept Maps Green Board 	Experiential Learning <ul style="list-style-type: none"> Quiz: classroom interactive questioning session Concept Map: Based on pattern to remember the formulas. Art Integration: <ul style="list-style-type: none"> Use of Venn 	<ul style="list-style-type: none"> MCQs Quizzes Weekly Written Test Daily random Oral testing Notebook evaluation 	<ul style="list-style-type: none"> Definition of a Set Examples and Non-examples of Set. Types of Sets: Finite Set, Infinite Set, Empty Set, Singleton Set. Venn diagrams as the pictorial representation of relationship between sets. Practical Problems based on 	<ul style="list-style-type: none"> Define set as well-defined collection of objects. Identify different types of sets on the basis of number of elements in the set. Differentiate between equal set and equivalence set. Apply the concept of Venn diagram to understand the relationship between sets .

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		<ul style="list-style-type: none"> Chalk Duster 	diagram in solving practical problems		Venn Diagrams. <ul style="list-style-type: none"> Definition of Relation, examples pertaining to relations in the real number system General term of AP: $tn = a + (n - 1)d$ Geometric mean of a and b = \sqrt{ab} For two positive numbers a and b, $AM \geq GM$ Definition of factorial: $n! = n(n-1)(n-2)\dots 3.2.1$ Usage of factorial in counting principles. -The number of combinations of n different objects taken r at a time is given by ${}^nC_r = \frac{n!}{r!(n-r)!}$	<ul style="list-style-type: none"> Solve problems using Venn diagram. Explain the significance of specific arrangement of elements in a pair. Write Cartesian product of two sets. Find the number of elements in a Cartesian product of two sets. Differentiate between sequence and series. Solve application problems based on AP. Identify Geometric Progression (GP). Define factorial of a number Define combination • Differentiate between permutation and combination. Apply the formula of combination to solve the related problems
May - July (20) TERM-I	CALCULUS <ul style="list-style-type: none"> Functions Concepts of limits and continuity of a function Instantaneous rate of change Differentiation as a process of 	<ul style="list-style-type: none"> APC BOOK CBSE Support Material PPT Video Modules on Extra marks Concept Maps Green Board Chalk 	Experiential Learning <ul style="list-style-type: none"> Quiz: classroom interactive questioning session Check out the local newspaper and cut out examples of information depicted by graphs. Draw your own 	<ul style="list-style-type: none"> MCQs Quizzes Weekly Written Test Daily random 	<ul style="list-style-type: none"> Dependent variable and independent variable <ul style="list-style-type: none"> Function as a rule or law that defines a relationship between one variable (the independent variable) and another variable. Domain as a set of all values of independent variable. Co-domain as a set of all values of dependent variable. 	The Learner <ul style="list-style-type: none"> Identify dependent and independent variables. Define domain, range and co-domain of a given function. Define various types of functions. Identify domain, codomain and range of the function. Define limit of a function

Month No of working days	Topic/Sub-topic	Teaching 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 derivative. <ul style="list-style-type: none"> Derivatives of algebraic functions using Chain Rule 	<ul style="list-style-type: none"> Duster 	conclusions from the graph and compare it with the analysis given in the report Inter disciplinary linkage With Physics <ul style="list-style-type: none"> Graphical Representation of limit and derivatives Art Integration: <ul style="list-style-type: none"> Diagram on different types of functions. 	Oral testing <ul style="list-style-type: none"> Notebook evaluation 	<ul style="list-style-type: none"> Range of a function as set of all possible resulting values of dependent variable. Following types of functions with definitions and characteristics Constant function, Identity function, Polynomial function, Rational function, Composite function, Logarithm function, Exponential function, Modulus function, Greatest integer function, Signum function. Left hand limit, Right hand limit, Limit of a function, Continuity of a function Derivatives of functions (nontrigonometric only) 	<ul style="list-style-type: none"> Solve problems based on the algebra of limits Define continuity of a function. Define instantaneous rate of change. Find the derivative of the functions Find the derivative of function of a function
July (10) TERM – II	PROBABILITY <ul style="list-style-type: none"> Introduction Random experiment and sample space Conditional Probability Bayes' Theorem 	<ul style="list-style-type: none"> APC BOOK CBSE Support Material PPT Video Modules on Extra marks Concept Maps Green Board Chalk Duster 	Experiential Learning <ul style="list-style-type: none"> Quiz: classroom interactive questioning session Concept Map: Based on pattern to remember the formulas. 	<ul style="list-style-type: none"> MCQs Quizzes Weekly Written Test Daily random Oral testing Notebook evaluation 	<ul style="list-style-type: none"> Probability as quantitative measure of uncertainty Use of probability in determining the insurance premium, weather forecasts etc. Types of Event: Impossible and sure event, Independent and dependent event, mutually exclusive and exhaustive event. Conditional Probability of event E given that F has occurred is: $P(E F) = P(E \cap F) / P(F)$, $P(F) \neq 0$ Total Probability: Let E_1, E_2, 	The Learner <ul style="list-style-type: none"> Appreciate the use of probability in daily life situations. Define random experiment and sample space with suitable examples. Define random experiment and sample space with suitable examples. Define an event Recognize and differentiate different types of events and find their probabilities. Define the concept of conditional probability.

Month No of working days	Topic/Sub-topic	Teaching 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>..., E_n be a partition of the sample space S, then probability of an event A associated with S is: $P(A) = \sum P(E_j)P(A E_j)$</p> <p>● Bayes' Theorem: If E_1, E_2, \dots, E_n be n non empty events which constitute a partition of a sample space S and A be any event with non-zero probability, then: $P(E_i A) = \frac{P(E_i)P(A E_i)}{\sum P(E_j)P(A E_j)}$</p>	<ul style="list-style-type: none"> • Apply reasoning skills to solve problems based on conditional probability. • Interpret mathematical information and identify situations when to apply total probability. • Solve problems based on application of total probability. • State Bayes' theorem. • Solve practical problems based on Bayes' Theorem

Month No of working days	Topic/Sub-topic	Teaching 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 (15) TERM - II	DESCRIPTIVE STATISTICS <ul style="list-style-type: none"> • Data Interpretation • Measure of Dispersion • Skewness and Kurtosis • Percentile rank and Quartile rank • Correlation 	<ul style="list-style-type: none"> • APC BOOK • CBSE Support Material • PPT • Video • Modules on Extra marks • Concept Maps • Green Board • Chalk • Duster 	Experiential Learning <ul style="list-style-type: none"> • Quiz: classroom interactive questioning session • Concept Map • Project: • Vehicle registration data – correlating with pollution and the number of accidents. • Art Integration: Different types of graphs with help of day to day life examples. 	<ul style="list-style-type: none"> • MCQs • Quizzes • Weekly Written Test • Daily random Oral testing • Notebook evaluation 	<ul style="list-style-type: none"> • Mean deviation around mean and median • Standard deviation and variance • Examples of different kinds of data helping students to choose and compare different measures of dispersion. • Examples of symmetrical and asymmetrical data • Visualization of graphical representation of data using Excel Spreadsheet or any other computer assisted tool. • Emphasis on visualizing, analysing and interpreting percentile and quartile rank scores • Emphasis on application, analysis and interpreting the results of coefficient of correlation using practical examples. 	The Learner <ul style="list-style-type: none"> • Understand meaning of dispersion in a data set. • Differentiate between range, quartile deviation, mean deviation and standard deviation. • Calculate range, quartile deviation, mean deviation and standard deviation for ungrouped and grouped data set. • Define Skewness and Kurtosis using graphical representation of a data set. • Interpret Skewness and Kurtosis of a frequency distribution by plotting the graph. • Define Percentile rank and Quartile rank • Calculate and interpret Percentile and Quartile rank of scores in a given data. • Define correlation in values of two data sets • Calculate Product moment correlation for ungrouped and grouped data.
July - August (20) TERM - II	FINANCIAL MATHEMATICS <ul style="list-style-type: none"> • Interest and Interest Rates • Simple and 	<ul style="list-style-type: none"> • APC BOOK • CBSE Support Material • PPT • Video • Modules on 	Experiential Learning <ul style="list-style-type: none"> • Quiz: classroom interactive questioning session • Project: 	<ul style="list-style-type: none"> • MCQs • Quizzes • Weekly Written 	<ul style="list-style-type: none"> • Impact of high interest rates and low interest rates on the business. • Meaning and significance of simple and compound interest • Compound interest rates 	The Learner <ul style="list-style-type: none"> • Define the concept of Interest Rates • Compare the difference between Nominal Interest Rate, Effective Rate and Real Interest

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/ MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	compound interest rates with equivalency <ul style="list-style-type: none"> • Present value, net present value and future value • Annuities, Calculating value of Regular Annuity • Tax, calculation of tax, simple applications of tax calculation in Goods and service tax, Income Tax • Bills, tariff rates, fixed charge, surcharge, service charge 	Extra marks <ul style="list-style-type: none"> • Concept Maps • Green Board • Chalk • Duster 	Stock price movement. <ul style="list-style-type: none"> • Concept Map: • To memories and understand the notations and formulas. 	Test <ul style="list-style-type: none"> • Daily random Oral testing • Notebook evaluation 	applications on various financial products. <ul style="list-style-type: none"> • Concept of Equivalency • Annual Equivalency Rate. • Definition, Formulae and Examples. • Examples of regular annuity: Mortgage Payment, Car Loan Payments, Leases, Rent Payment, Insurance payouts etc. • Computation of income tax Add Income from Salary, house property, business or profession, capital gain, other sources, etc. Less deductions PF, PPF, LIC, Housing loan, FD, NSC etc. • Assess the Individuals under Income Tax Act. • Formula for GST Different Tax heads under GST • Tariff rates- its basis of determination. • Concept of fixed charge service charge and their applications in various sectors of Indian economy. • Components of electricity bill/water supply and other supply bills: i) overcharging of electricity ii) water supply bills iii) units consumed in electricity bills. • Definition of number system 	<ul style="list-style-type: none"> • Explain the meaning, nature and concept of equivalency <ul style="list-style-type: none"> • Analyze various examples for understanding annual equivalency rate. • Interpret the concept of compounding and discounting along with practical applications. • Compute net present value • Apply net present value in capital budgeting decisions. • Explain the concept of Immediate Annuity, Annuity due and Deferred Annuity • Calculate General Annuity • Explain fundamentals of taxation • Differentiate between Direct and indirect tax. • Define and explain GST • Calculate GST • Explain rules under State. • Describe the meaning of bills and its various types. • Analyze the meaning and rules determining tariff rates • Explain the concept of fixed charge. • To interpret and analyze electricity bills, water bills and other supply bills.
	NUMBERS,	<ul style="list-style-type: none"> • APC BOOK • CBSE Support 	Experiential Learning	<ul style="list-style-type: none"> • MCQs • Quizzes 		

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/ MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
Oct (10) Term - II		Material <ul style="list-style-type: none"> • PPT • Video • Modules on Extra marks • Concept Maps • Green Board • Chalk • Duster 	•Quiz: classroom interactive questioning session. Concept Map Practical work using spread sheet: Demo. of not or negation.	Test <ul style="list-style-type: none"> • Daily random Oral testing • Notebook evaluation 	<ul style="list-style-type: none"> • Syllogism • Blood relations • Coding Decoding 	involving odd man out, syllogism, blood relation and coding decoding Identifies similarities and differences between permutation and combination.
Nov	• REVISION					
Dec	Exam and Assessment	-	-	-	-	-

PINEGROVE SCHOOL, SUBATHU
Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: Informatics Practices
Class: XI
Session 2024-25

Month No of working days	Topic/Sub-topic	Teaching 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	<ul style="list-style-type: none"> • Getting started with Python • Python fundamentals 	<ul style="list-style-type: none"> • Textbook • Digitizer • code.org(onlinelearningplatform) • tutorialspoint(Online learningplatform) • w3cschool (Online learningplatform) • Videos • Presentations • Python IDE • Spyder Compiler 	<ul style="list-style-type: none"> • To find average and grade for given marks. • To find the sale price of an item with a given cost and discount (%). • To calculate perimeter/circumference and area of shapes such as triangle, rectangle, square and circle. • 	<ul style="list-style-type: none"> • Assignments • Python Programming • MCQ Quiz (Chapter-Wise) • Objective Test (Chapter-Wise) • Random Oral testing • Notes Preparation 	<ul style="list-style-type: none"> • code.org(onlinelearningplatform) • tutorialspoint(Online learningplatform) • w3cschool (Online learningplatform) • Videos • Presentations • Python IDE • Spyder Compiler 	<ul style="list-style-type: none"> • Problem solving • Critical thinking • Decisionmaking • Interpersonalskills • Algorithmicthinking
June	Revision, Exams and Assessment					
July	<ul style="list-style-type: none"> • Data Handling 	<ul style="list-style-type: none"> • Textbook • Digitizer • code.org(onlinelearningplatform) • tutorialspoint(Online learningplatform) • w3cschool (Online learningplatform) • Videos • Presentations 	<ul style="list-style-type: none"> • To calculate Simple and Compound interest. • To calculate profit-loss for a given Cost and Sell Price. • To calculate EMI for Amount, Period and Interest. • To calculate tax - GST / Income Tax. 	<ul style="list-style-type: none"> • Assignments • Python Programming • MCQ Quiz (Chapter-Wise) • Objective Test (Chapter-Wise) • Random Oral testing • Notes Preparation 	<ul style="list-style-type: none"> • code.org(onlinelearningplatform) • tutorialspoint(Online learningplatform) • w3cschool (Online learningplatform) • Videos • Presentations • Python IDE 	<ul style="list-style-type: none"> • Problem solving • Critical thinking • Decisionmaking • Interpersonalskills • Algorithmicthinking

Month No of working days	Topic/Sub-topic	Teaching 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"> •Pythion IDE •Spyder Compiler 			<ul style="list-style-type: none"> • Spyder Compiler 	
August	<ul style="list-style-type: none"> • Flow of Control • List Manipulation • Computer System 	<ul style="list-style-type: none"> • Textbook • Digitizer • code.org(onlinelearningplatform) • tutorialspoint(Online learningplatform) • w3cschool (Online learningplatform) • Videos • Presentations • Pythion IDE • Spyder Compiler 	<ul style="list-style-type: none"> • To find the largest and smallest numbers in a list. • To find the third largest/smallest number in a list. • To find the sum of squares of the first 100 natural numbers. • To print the first 'n' multiples of a given number. • To count the number of vowels in a user entered string. • To print the words starting with a particular alphabet in a user entered string. • To print the number of occurrences of a given alphabet in a given string. 	<ul style="list-style-type: none"> • Assignments • Python Programming • MCQ Quiz (Chapter-Wise) • Objective Test (Chapter-Wise) • Random Oral testing • Notes Preparation 	<ul style="list-style-type: none"> • code.org(onlinelearningplatform) • tutorialspoint(Online learningplatform) • w3cschool (Online learningplatform) • Videos • Presentations • Pythion IDE • Spyder Compiler 	<ul style="list-style-type: none"> • Problem solving • Critical thinking • Decisionmaking • Interpersonalskills • Algorithmicthinking
September	<ul style="list-style-type: none"> • Dictionaries 	<ul style="list-style-type: none"> • Textbook • Digitizer • code.org(onlinelearningplatform) • tutorialspoint(Online learningplatform) • w3cschool (Online learningplatform) • Videos • Presentations • Pythion IDE 	<ul style="list-style-type: none"> • Create a dictionary to store names of states and their capitals. • Create a dictionary of students to store names and marks obtained in 5 subjects. • To print the highest and lowest values in the dictionary. To create an array of 1D containing numeric values 0 to 9. 	<ul style="list-style-type: none"> • Assignments • Python Programming • MCQ Quiz (Chapter-Wise) • Objective Test (Chapter-Wise) • Random Oral testing • Notes Preparation 	<ul style="list-style-type: none"> • code.org(onlinelearningplatform) • tutorialspoint(Online learningplatform) • w3cschool (Online learningplatform) • Videos • Presentations • Pythion IDE • Spyder Compiler 	<ul style="list-style-type: none"> • Problem solving • Critical thinking • Decisionmaking • Interpersonalskills • Algorithmic thinking

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		• Spyder Compiler				
	Revision, Exams and Assessment					
October	<ul style="list-style-type: none"> • Database Concepts • SQL 	<ul style="list-style-type: none"> • Textbook • Digitizer • code.org(onlinelearningplatform) • tutorialspoint(Online learningplatform) • w3cschool (Online learningplatform) • Videos • Presentations • MySQL 	<ul style="list-style-type: none"> • To create a database • 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. • To insert the details of at least 10 students in the above table. • To delete the details of a particular student in the above table. • To increase marks by 5% for those students who have Rno more than 20. • To display the entire content of the table. • To display Rno, Name and Marks of those students who are scoring marks more than 50. • To find the average of marks from the student table. • To find the number of students, who are from section 'A'. • To add a new column email in the above table with appropriate data type. • To add the email ids of each student in the previously 	<ul style="list-style-type: none"> • Assignments • Python Programming • MCQ Quiz (Chapter-Wise) • Objective Test (Chapter-Wise) • Random Oral testing • Notes Preparation 	<ul style="list-style-type: none"> • code.org(onlinelearningplatform) • tutorialspoint(Online learningplatform) • w3cschool (Online learningplatform) • Videos • Presentations • My SQL 	<ul style="list-style-type: none"> • Problem solving • Critical thinking • Decisionmaking • Interpersonalskills • Algorithmicthinking

Month No of working days	Topic/Sub-topic	Teaching 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>created email column.</p> <ul style="list-style-type: none"> To display the information of all the students, whose name starts with 'AN' (Examples: ANAND, ANGAD,...) To display Rno, Name, DOB of those students who are born between '2005- 01-01' and '2005-12- 31'. To display Rno, Name, DOB, Marks, Email of those male students in ascending order of their names. To display Rno, Gender, Name, DOB, Marks, Email in descending order of their marks. To display the unique section available in the table. 			
November	<ul style="list-style-type: none"> Introduction to the Emerging Trends 	<ul style="list-style-type: none"> Software Cloud computing <u>Video</u> CyberSafety UsageofSocialNetworking Malware, Virus, Trojansetc. Phishing 		<ul style="list-style-type: none"> Assignments Python Programming MCQ Quiz (Chapter-Wise) Objective Test (Chapter-Wise) Random Oral testing Notes Preparation 	<ul style="list-style-type: none"> Software Cloud computing <u>Video</u> CyberSafety UsageofSocialNetworking Malware, Virus, Trojansetc. Phishing 	<ul style="list-style-type: none"> Problem solving Critical thinking Decisionmaking Interpersonalskills Algorithmicthinking
December	Revision, Exams and Assessment					

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March	Chapter:1 Business, Trade and Commerce (Periods: 17) <ul style="list-style-type: none"> History of Trade and Commerce in India Business – Meaning and Characteristics Business, Profession and Employment – Concept Objectives of Business and Role of Profit in Business Business Risk – Concept, Nature and Causes Classification of Business Activities 	<ul style="list-style-type: none"> E-Book PPT Video: Example of Jio Case study to explain 'More risk more profit' Video Make in India. Video Advertisement of 'Nihar Shanti Amla' to explain social objectives of business. Mind Maps and Mnemonics at the end of the chapter. Chalk and Board 	<ul style="list-style-type: none"> 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. History To explain history of commerce in India Experiential learning- framing case studies by students Flip Teaching- (Three children will be given different topics. They will 	<ul style="list-style-type: none"> MCQ (daily) Oral discussions on HOTS and case studies Case studies based on written assignment. Weekly conceptual test (MCQ based) Pen paper test 	<ul style="list-style-type: none"> Examining Prior Knowledge about History of Trade and Commerce in India, economic and non-economic activities studied in class 10. Introducing Business, Trade and Profession after getting the expected response from the students majorly with the help of examples. Lecture to be delivered by using PPT for the following concepts: <ul style="list-style-type: none"> ➤ Objectives of the business ➤ Role of profit in business. 	<p>The main outcomes of this chapter are that students will be able:</p> <ul style="list-style-type: none"> To explain the concept of Business To clarify the definition of commerce, trade, aids to trade and industry. To familiarize with classification of industries and the subgroups. To acquaint s with the history of trade and commerce in India To reason why business cannot think only of profit. Besides that, the students will be able to apply the

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			make case studies and draft questions out of the given topic and explain to the class.)		<ul style="list-style-type: none"> ➤ Example of Jio Case study to explain 'More risk more profit' https://www.youtube.com/watch?v=FOnVx72oHaU ➤ Business Risk (Concept, Nature and Causes) ➤ Classification of Business Activities 	knowledge of the 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
April	Chapter:2 Forms of Business Organization (Periods: 23) <ul style="list-style-type: none"> • Sole Proprietorship – Concept, Merit 	<ul style="list-style-type: none"> • PPT • Video; 'Ola' Case study • Video Joint Hindu Family 	<ul style="list-style-type: none"> • Experiential learning- framing case studies by students • Flip Teaching- 	<ul style="list-style-type: none"> • MCQ (daily) • Oral discussions on HOTS and case studies • Case studies based on 	<ul style="list-style-type: none"> • Chapter to be introduced with a brainstorming session where students aided by open ended questions will 	After going through this unit, the students would be able: <ul style="list-style-type: none"> • To reason why different forms of business

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	and Limitation <ul style="list-style-type: none"> • Hindu Undivided Family Business / Joint Hindu Family Business – Concept • Cooperative Societies – Concept, types, merits and limitations • Company – Concept, merits and limitations; Type: Private Public and One Person Company – Concept • Formation of company – stages, important documents to be used information of a company. • Choice of form of business organisation 	Firm <ul style="list-style-type: none"> • Video Amul Cooperative Society • Mind Maps and Mnemonics at the end of the chapter. • E-Book • Chalk and Board 	(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.)	written assignment. <ul style="list-style-type: none"> • Weekly conceptual test (MCQ based) • Pen paper test 	discuss how many forms of business organization, they are aware of and draw comparisons among them. <ul style="list-style-type: none"> • Lecture to be delivered by using PPT for the following concepts: <ul style="list-style-type: none"> ➤ Sole Proprietorship- Concept, merits and limitation ➤ Partnership – Concept, types, merits and limitation of partnership and types of partners ➤ Hindu Undivided Family: Concept 	organizations are required and in which situation which form of business organization should be chosen. <ul style="list-style-type: none"> • 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 • To acquaint with the stages and important documents to be used in formation of a company. • To distinguish

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					<ul style="list-style-type: none"> ➤ Video Joint Hindu Family Firm Cooperative Societies – Concept, types, merits and limitations • Video Amul Cooperative Society https://www.youtube.com/watch?v=ksM3ZYllw1I ➤ Company – Concept, merit and limitations. Types: Private, Public and One Person Company-Concept ➤ Formation of company – stages, important documents to be used information of 	<p>between a private company and a public company</p> <ul style="list-style-type: none"> • To acquaint with the stages and documents used in various stages of the formation. • To explain the factors that influence the choice of a suitable form of business organization. • The students will come to know why majority of the times, a business organization originally started as sole proprietorship/ partnership has to be converted into a joint stock company, if the owners

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					<p>a company.</p> <p>➤ Choice of form of business organisation.</p>	<p>are thinking of growth.</p> <ul style="list-style-type: none"> 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.
May	<p>Chapter:3 Private, Public and Global Enterprises (Periods:12)</p> <ul style="list-style-type: none"> Public sector and private sector enterprises- concept Forms of public 	<ul style="list-style-type: none"> PPT Video Joint Venture Strategy Video Public Private Partnership 	<ul style="list-style-type: none"> Inter disciplinary linkage: Economics To explain the students how LPG (Industrial Policy 1991) changed the role of public enterprises and 	<ul style="list-style-type: none"> MCQ (daily) Oral discussions on HOTS and case studies Case studies based written assignment. Weekly conceptual 	<ul style="list-style-type: none"> 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. 	<p>After going through this unit, the students would be able:</p> <ul style="list-style-type: none"> To elucidate the difference between Public sector and Private sector enterprises to students.

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	sector enterprises: <ul style="list-style-type: none"> Departmental Undertakings, Statutory Corporation and Government Company. Multinational Company- Features, Joint ventures Public private partnership- concept 	<ul style="list-style-type: none"> Mind Maps and Mnemonics at the end of the chapter. E-Book Chalk and Board 	how the policy is responsible for many multinational companies entering into India. <ul style="list-style-type: none"> Activity Students to be told to make list of Indian companies entering into joint ventures with foreign companies and find apparent benefits they derived out of this venture. They will be encouraged to share their views with their classmates. Experiential learning- framing case studies by students 	test (MCQ based) <ul style="list-style-type: none"> Pen paper test 	<ul style="list-style-type: none"> Lecture to be delivered by using PPT for the following concepts: <ul style="list-style-type: none"> ➤ government policy changes. ➤ Public sector and private sector enterprises- concept ➤ Forms of public sector enterprises: <ul style="list-style-type: none"> ➤ Departmental Undertakings, Statutory Corporation and Government Company. https://www.youtube.com/watch?v=Uir9lQk8EjE&t=77s ➤ Multinational Company- 	<ul style="list-style-type: none"> To acquaint with the different forms of public sector enterprises, i.e. Departmental Undertakings, Statutory Corporations and Government Company, their features, merits and demerits To understand the concept of Multinational Company, Joint Ventures and Public private partnership Students will be able to reason why corruption is prevalent more in some types of public enterprises and less in others.

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			<ul style="list-style-type: none"> 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.) 		<p>Features, Joint ventures</p> <p>➤ Examples of top 10 multinationals in India</p> <p>https://www.youtube.com/watch?v=IJS0Z-i9rEw&t=72s</p> <p>➤ Video Joint Venture Strategy</p> <p>➤ Public private partnership- concept</p> <p>➤ Video Public Private Partnership</p>	<ul style="list-style-type: none"> 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.

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May	Chapter:4 Business Services (Periods:16) <ul style="list-style-type: none"> Business services – meaning and types. Banking: Types of bank accounts - savings, current, recurring, fixed deposit and multiple option deposit accounts. Banking services with particular reference to Bank draft, Bank overdraft, Cash credit. E-banking meaning, Types of digital payments Insurance – Principles. Types – life , health , fire and marine insurance – concept 	<ul style="list-style-type: none"> PPT Video Insurance frauds in India Video How insurance companies earn Video E Banking Mind Maps and Mnemonics at the end of the chapter. E-Book Chalk and Board 	<ul style="list-style-type: none"> Practical- Students will be made to fill the pay in Slip. Demand Draft Experiential learning- framing case studies by students 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.) 	<ul style="list-style-type: none"> MCQ (daily) Oral discussions on HOTS and case studies Case studies based written assignment. Weekly conceptual test (MCQ based) Pen paper test 	<ul style="list-style-type: none"> 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 Lecture to be delivered by using PPT for the following concepts: <ul style="list-style-type: none"> Business Services-Meaning and Types Banking-Types of Bank Accounts 	<p>After going through this unit, the students would be able:</p> <ul style="list-style-type: none"> To familiarize with the Business services and its types. Banking: Types of bank accounts -savings, current, recurring, fixed deposit and multiple option deposit accounts. To acquaint with the Banking services with particular reference to Bank Draft, Bank Overdraft, Cash credit. E-Banking meaning, Types of digital Payments. To elucidate the concept of insurance its principles and its types – life,

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					<ul style="list-style-type: none"> ➤ Video E Banking https://www.youtube.com/watch?v=oADxUX4STjE ➤ Banking Services E-banking-Meaning, Types of Digital Payments ➤ Insurance Principle and Types (Life, Health, Fire and marine Insurance) 	<p>health, fire and marine insurance</p> <ul style="list-style-type: none"> • Students will be able to reason why few claims of insurance rejected. • 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.
May	Chapter: 5 Emerging Modes of Business (Periods: 08) <ul style="list-style-type: none"> • E-business - 	<ul style="list-style-type: none"> • PPT • Video OLX 	<ul style="list-style-type: none"> • Activity Debate on the topic. 'Goods purchased through retail 	<ul style="list-style-type: none"> • MCQ (daily) • Oral discussions on HOTS and case studies 	<ul style="list-style-type: none"> • The chapter to be introduced by having a general interaction with the students on 	<p>After going through this unit, the students would be able:</p> <ul style="list-style-type: none"> • To familiarize

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	<p>Concept, Scope and Benefits</p> <ul style="list-style-type: none"> Outsourcing (Business Process Outsourcing)- Concept, Need and Scope. Knowledge Process Outsourcing (KPO) - Concept 	<ul style="list-style-type: none"> Video Bitcoins Video Outsourcing story of Airbus A380 Video Virtual Private Network - Video by Sikandar Shaik Mind Maps and Mnemonics at the end of the chapter. E-Book Chalk and Board 	<p>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 in favour, the other against the topic.</p> <ul style="list-style-type: none"> Experiential learning- framing case studies by students 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.) 	<ul style="list-style-type: none"> Case studies based written assignment. Weekly conceptual test (MCQ based) Pen paper test 	<p>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 already acquainted.</p> <ul style="list-style-type: none"> Video on case study of OLA https://www.youtube.com/watch?v=3IGKJgt_6IQ&t=227s Lecture to be delivered by using PPT for the following concepts: <ul style="list-style-type: none"> E-business - Concept, Scope and Benefits Outsourcing (Business 	<p>with the E – business, its scope and benefits</p> <ul style="list-style-type: none"> To acquaint the students with the Business Process Outsourcing (BPO), its need and scope To elucidate the concept of KPO To differentiate between traditional business and E-Business The students will be able to do online banking and online shopping on their own. Besides that, the students will be able to apply the knowledge of various business services in real

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					Process Outsourcing)- Concept, Need and Scope. ➤ Knowledge Process Outsourcing (KPO) - Concept	life with the help of case studies. Students will also learn to frame the case studies on their own.
June	TERM 1 SYLLABUS COMPLETED Revisions, Unit Exams and assessment	–	–	–	–	–
July	Chapter: 6 Social Responsibilities of Business and Business Ethics (Periods:16) <ul style="list-style-type: none"> • Concept of Social Responsibility • Social Responsibility towards different interest groups 	<ul style="list-style-type: none"> • PPT • Video CSR Proctor and Gamble • Video Clipping of movie 'Kismat Konnection' to explain the concept of CSR • Video 	<ul style="list-style-type: none"> • Activity- Using newspapers, magazines, and other business references, identify and describe any three companies that you think are socially responsible and three that you 	<ul style="list-style-type: none"> • MCQ (daily) • Oral discussions on HOTS and case studies • Case studies based on written assignment. • Weekly conceptual test (MCQ based) Pen paper test	<ul style="list-style-type: none"> • 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. • Video on business 	After going through this unit, the students would be able: <ul style="list-style-type: none"> • To familiarize with the concept of social responsibilities. • To elucidate the case of social responsibility • To illustrate the different

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	<ul style="list-style-type: none"> Case/ Arguments for Social Responsibility Role of Business in Environment Protection Business Ethics – Concept and Elements 	Business Ethics <ul style="list-style-type: none"> Mind Maps and Mnemonics at the end of the chapter. E-Book Chalk and Board 	think are socially irresponsible. <ul style="list-style-type: none"> Experiential learning- framing case studies by students 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.) 		ethics https://www.youtube.com/watch?v=IEmUag1ri6U <ul style="list-style-type: none"> Lecture to be delivered by using PPT for the following concepts: <ul style="list-style-type: none"> ➤ Concept of Social Responsibility ➤ Social Responsibility towards different interest groups ➤ Case/ Arguments for Social Responsibility ➤ Role of Business in Environment Protection ➤ Business Ethics – Concept and Elements 	responsibilities of business towards different interested groups like owners, investors, consumers, employees, government and community <ul style="list-style-type: none"> To know about role of business in environment protection To acquaint with the Business Ethics and its elements. 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

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						<ul style="list-style-type: none"> • The students will understand the concept of Business Ethics which will inculcate values like honesty, fairness, concern for the society etc. among them • 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.

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July	Chapter: 7 Sources of Business Finance (No of Periods: 28) <ul style="list-style-type: none"> Business Finance – Meaning, Nature and Importance Classification of Sources of funds based on Ownership. Various Sources of Owners Fund – Concept Various Sources of Borrowed Fund - Concept 	<ul style="list-style-type: none"> PPT Video Depository Receipts Video Sources of Finance Animation by Mexus Education Mind Maps and Mnemonics at the end of the chapter. E-Book Chalk and Board 	<ul style="list-style-type: none"> Activity: Prepare a comparative chart of all the sources of finance. Experiential learning- framing case studies by students 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) 	<ul style="list-style-type: none"> MCQ (daily) Oral discussions on HOTS and case studies Case studies based written assignment. Weekly conceptual test (MCQ based) <p>Pen paper test</p>	<ul style="list-style-type: none"> Chapter to be introduced after discussing an interesting case study 'Master Stroke by Dhirubhai Ambani' https://www.youtube.com/watch?v=g3iGtMhRKy4 Lecture to be delivered by using PPT for the following concepts: <ul style="list-style-type: none"> ➤ Business Finance – Meaning, Nature and Importance ➤ Classification of Sources of funds on the Basis of Ownership. ➤ Various Sources of Owners Fund – Concept ➤ Various Sources of Borrowed Fund 	<p>After going through this unit, the students would be able:</p> <ul style="list-style-type: none"> To familiarize with the concept of business finance 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) To elucidate the concept of Borrowed funds: Debentures and Bonds, Loan from financial institution and Commercial Banks, Public

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					- Concept	<p>Deposits, Trade Credit, Inter Corporate Deposits (ICD).</p> <ul style="list-style-type: none"> 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. The students will understand the importance of finance and will realize how difficult is to arrange finance in a business. It will teach them financial discipline to some extent.

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						<ul style="list-style-type: none"> 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.
July	Chapter: 8 Small Business (Periods: 14) <ul style="list-style-type: none"> Small Enterprises as defined by MSMED Act, 2006 Role of Small Business in India Government Schemes and Agencies for small 	<ul style="list-style-type: none"> PPT Video 13 years old entrepreneur Video How to build your own start up (Ritesh Aggarwal OYO) Video Success formula for startup (Vivek 	<ul style="list-style-type: none"> Inter disciplinary linkage: Economics of class XII for better understanding of role of small-scale business especially in India Experiential learning- framing case studies by students 	<ul style="list-style-type: none"> MCQ (daily) Oral discussions on HOTS and case studies Case studies based on written assignment. Weekly conceptual test (MCQ based) Pen paper test 	<ul style="list-style-type: none"> Introduction of the chapter with the video 13 years old entrepreneur to explain why they need to study this chapter. Video on Ritesh Aggarwal OYO https://www.youtube.com/watch?v=7BloOLNjiKQ Lecture to be 	After going through this unit, the students would be able: <ul style="list-style-type: none"> To familiarize with Entrepreneurship Development (ED), its need and process Start-up India Scheme, ways to fund start-up. Intellectual Property Rights

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	<p>scale industries. (SSI's)</p> <ul style="list-style-type: none"> • Entrepreneurship Development – Concept, Characteristics and Need • Process of Entrepreneurship Development • STARTUP INDIA SCHEME and ways to Fund STARTUP • Intellectual Property Rights (IPR) 	<p>Bindra)</p> <ul style="list-style-type: none"> • Mind Maps and Mnemonics at the end of the chapter. • E-Book • Chalk and Board 	<ul style="list-style-type: none"> • Flip Teaching- <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>delivered by using PPT for the following concepts:</p> <ul style="list-style-type: none"> ➤ Small Enterprises as defined by MSMED Act, 2006 ➤ Role of Small Business in India ➤ Government Schemes and Agencies for small scale industries. (SSI's) ➤ Entrepreneurship Development – Concept, Characteristics and Need ➤ Process of Entrepreneurship Development ➤ STARTUP INDIA SCHEME and ways to Fund STARTUP ➤ Intellectual Property Rights (IPR) 	<p>and Entrepreneurship</p> <ul style="list-style-type: none"> • To know about Start up India Scheme • To acquaint with Intellectual Property Rights and its types – copyrights, trademarks, geographical indications, patent, design, plant variety and semiconductor integrated circuits layout design • To acquaint with the MSMED Act 2006 (Micro, Small and Medium Enterprise Development Act) • To know the role of small business in India with special reference

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						<p>to rural areas.</p> <ul style="list-style-type: none"> • 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 • To reason how in spite of globalization and liberalization small scale industries are playing a vital role in the India's economy. • As the employment opportunities are decreasing day

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						<p>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.</p> <ul style="list-style-type: none"> 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.

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August	Chapter: 9 Internal Trade (Periods:30) <ul style="list-style-type: none"> Internal Trade – Meaning and Types Services Rendered by a WHOLESALE and RETAILER Small Scale FIXED SHOP RETAILERS Large Scale Retailers – (Departmental Stores and Chain Stores) GST (GOODS AND SERVICES TAX) – Concept and Key Features.	<ul style="list-style-type: none"> PPT Video GST explained by Pallavi Joshi in easy way. Video Itinerant Traders Video Departmental Stores Mind Maps and Mnemonics at the end of the chapter. E-Book Chalk and Board 	<ul style="list-style-type: none"> Inter disciplinary linkage: Social Science class VII for the concept of wholesalers and retailer Activity: The students to collect information about GST and its implications on various types of businessmen. They would be encouraged to share the information collected with their classmates. Experiential learning- framing case studies by students Flip Teaching- 	<ul style="list-style-type: none"> MCQ (daily) Oral discussions on HOTS and case studies Case studies based written assignment. Weekly conceptual test (MCQ based) Pen paper test 	<ul style="list-style-type: none"> Chapter to be introduced after examining prior knowledge of wholesalers and retailers, which they acquired in class VII. Lecture to be delivered by using PPT for the following concepts: <ul style="list-style-type: none"> ➤ Internal Trade – Meaning and Types ➤ Services Rendered by a WHOLESALE and RETAILER ➤ Small Scale FIXED SHOP RETAILERS ➤ Large Scale Retailers – (Departmental Stores and Chain Stores) 	<p>After going through this unit, the students would be able:</p> <ul style="list-style-type: none"> To familiarize with the Internal trade - meaning and types of services rendered by a wholesaler and a retailer. To acquaint with the types of retail-trade-Itinerant and small-scale fixed shops retailers To elucidate the concept of Large-scale retailers Departmental Stores and Chain Stores To know about features of GST (Goods and Services Tax) To differentiate between different types of itinerate traders.

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			(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"> ➤ GST (GOODS AND SERVICES TAX) – Concept and Key Features. ➤ Video on GST https://www.youtube.com/watch?v=4H1vPiL_OZ4 	<ul style="list-style-type: none"> • Detailed knowledge of GST, types of retail business and wholesale business will make them business literate and they can help in their family business. • 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.

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August/ September	Chapter: 10 International Business (Periods: 16) <ul style="list-style-type: none"> International Trade – Concept and Benefit Export Trade – Meaning and Procedure Import Trade – Meaning and Procedure Documents Involved in International Trade and their importance. World Trade Organization (WTO) – Meaning and Objective	<ul style="list-style-type: none"> PPT Video Working of WTO Video Export procedure. Video Import Procedure Video Digital India Mind Maps and Mnemonics at the end of the chapter. E-Book Chalk and Board 	<ul style="list-style-type: none"> Inter disciplinary linkage: Social Science class X for the concept of Export, Import and WTO Experiential learning- framing case studies by students 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) 	<ul style="list-style-type: none"> MCQ (daily) Oral discussions on HOTS and case studies Case studies based on written assignment. Weekly conceptual test (MCQ based) Pen paper test	<ul style="list-style-type: none"> Chapter to be introduced after examining prior knowledge of export, import and WTO which they acquired in class X. Lecture to be delivered by using PPT for the following concepts: <ul style="list-style-type: none"> ➤ International Trade – Concept and Benefit ➤ Export Trade – Meaning and Procedure ➤ Import Trade – Meaning and Procedure ➤ Documents Involved in International Trade and their importance. ➤ World Trade 	<p>After going through this unit, the students would be able:</p> <ul style="list-style-type: none"> To familiarize with the concept of international trade and its benefit To acquaint the students with the procedure of Export Trade and Import trade. To apprise the students about Documents involved in International Trade, indent, letter of credit, shipping order, shipping bills, mate's receipt (DA/DP) To elucidate the concept of World Trade Organization (WTO) and its objectives

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					Organization (WTO) – Meaning and Objective	<ul style="list-style-type: none"> To realize the role of the World Trade Organization in promoting international trade. Students will realise how important a role the trade sanctions by WTO or by any particular 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

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						<p>when the Chinese apps and products are being boycotted in India.</p> <ul style="list-style-type: none"> 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.
October	Practical's (Periods: 12 Days)	<ul style="list-style-type: none"> Video/ PPT by the students on the topics given 	Experiential Learning on following topics: Bitcoins, Flipkart, Satyam Scam, Mumbai Dabbawala, Kingfisher Airlines, IPL Case	<ul style="list-style-type: none"> Viva Questions related to the presentation will not only be asked by the students but also by the teacher. 	<ul style="list-style-type: none"> Interactive dialogue connecting real life situations. Video/ PPT by the students on the topics given. 	<ul style="list-style-type: none"> To familiarize the students with the famous case studies related to scams or new trends coming up To motivate them by giving projects on the

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			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, 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"> • Viva Questions related to the presentation will not only be asked by the students but also by the teacher. 	life and struggle of Business Tycoons in India and the world <ul style="list-style-type: none"> • To create interest in the subject by connecting it to real life situations and real-life people • 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 • Giving an individual presentation in front of the whole class will boost their confidence.

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November/ December	Revisions, Exams and assessment	–	–	–	–	–

Session: 2024-25

Standard: XI COM/SCI/HUM

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	Month: March Topic/Chapter: Unit I Changing Trends & Career in Physical Education No. of Periods:23	Students will be able to understand <ul style="list-style-type: none"> ▪ Meaning & definition of Physical Education ▪ Aims & Objectives of Physical Education ▪ Career Options in Physical Education ▪ Competitions in various sports at national and international level ▪ Khelo-India Program 	<ul style="list-style-type: none"> ▪ 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 • Lecture discussing • Discussion of marking scheme, sample paper 	Mind maps on the topics given Practical's 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"> ▪ Meaning & definition of Physical Education ▪ Aims & Objectives of Physical Education ▪ Career Options in Physical Education ▪ Competitions in various sports at national and international level Khelo-India Program
2	Month: April Topic/Chapter: Unit II Olympic Value Education No. of Periods:23	Students will be able to understand <ul style="list-style-type: none"> • Olympics, Paralympics and Special Olympics • Olympic Symbols, Ideals, Objectives & Values of Olympics • International Olympic Committee • Indian Olympic Association 	Discussion on these topics in the class, benefits of physical education discussed, presentations on various Olympic game initiative shown <ul style="list-style-type: none"> • Lecture discussing • Discussion of marking scheme, sample paper 	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"> • Olympics, Paralympics and Special Olympics • Olympic Symbols, Ideals, Objectives & Values of Olympics • International

							Olympic Committee <ul style="list-style-type: none"> Indian Olympic Association 		
3	Month: May Topic/Chapter: Unit III Physical Fitness, Wellness & Lifestyle No. of Periods:23	Students will be able to understand <ul style="list-style-type: none"> Meaning & Importance of Physical Fitness, Wellness & Lifestyle Components of physical fitness and Wellness Components of Health related fitness 	Discussion on these topics in the class, benefits of physical education discussed, presentations on various Physical fitness initiative shown <ul style="list-style-type: none"> Lecture discussing Discussion of marking scheme, sample paper 	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"> Meaning & Importance of Physical Fitness, Wellness & Lifestyle Components of physical fitness and Wellness Components of Health related fitness 		
4	Month: July Topic/Chapter Unit IV Physical Education & Sports for CWSN No. of Periods:27	Students will be able to understand <ul style="list-style-type: none"> Aims & objectives of Adaptive Physical Education Organization promoting Adaptive Sports (Special Olympics Bharat; Paralympics; Concept of Inclusion, its need and Implementation Role of various professionals for children with special needs <ul style="list-style-type: none"> (Counsellor, Occupational Therapist, Physiotherapist, Physical Education 	Discussion on these topics in the class, benefits of physical education discussed, presentations on various Olympic Bharat Paralympics initiative shown <ul style="list-style-type: none"> Lecture discussing Discussion of marking scheme, sample paper 	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"> Aims & objectives of Adaptive Physical Education Organization promoting Adaptive Sports (Special Olympics Bharat; Paralympics; Concept of Inclusion, its need and Implementation Role of various professionals for children with special needs		

							<ul style="list-style-type: none"> (Counsellor, Occupational Therapist, Physiotherapist, Physical Education) 		
5	Month: Aug Topic/Chapter Unit V Yoga No. of Periods:25	Students will be able to understand <ul style="list-style-type: none"> Meaning & Importance of Yoga Elements of Yoga Introduction - Asanas, Pranayam, Meditation & Yogic Kriyas Yoga for concentration & related Asanas (Sukhasana; Tadasana; Padmasana& <ul style="list-style-type: none"> Shashankasana, Naukasana, Vrikshasana (Tree pose), Garudasana (Eagle pose) Relaxation Techniques for improving concentration – Yog-nidra 	Discussion on these topics in the class, benefits of physical education discussed, presentations on various yogic kriyas and Techniques for improving initiative shown <ul style="list-style-type: none"> Lecture discussing Discussion of marking scheme, sample paper 	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"> Meaning & Importance of Yoga Elements of Yoga Introduction - Asanas, Pranayam, Meditation & Yogic Kriyas Yoga for concentration & related Asanas (Sukhasana; Tadasana; Padmasana& <ul style="list-style-type: none"> Shashankasana, Naukasana, Vrikshasana (Tree pose), Garudasana (Eagle pose) Relaxation Techniques for improving concentration – Yog-nidra 		
6	No. of Month: Aug Topic/Chapter Unit VI Physical Activity & Leadership	Students will be able to understand <ul style="list-style-type: none"> Leadership Qualities & Role of a Leader Creating leaders through Physical 	Discussion on these topics in the class, benefits of physical education discussed, presentations on various Leadership qualities and Adventure sports initiative shown	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"> Leadership Qualities & Role of a Leader 		

	Training Periods:25	Education <ul style="list-style-type: none"> • Meaning, objectives & types of Adventure Sports (Rock Climbing, Tracking, River • Safety measures to prevent sports injuries 	<ul style="list-style-type: none"> • Lecture discussing • Discussion of marking scheme, sample paper 				<ul style="list-style-type: none"> • Creating leaders through Physical Education • Meaning, objectives & types of Adventure Sports (Rock Climbing, Tracking, River Safety measures to prevent sports injuries		
7	No. of Month: Sep Topic/Chapter Unit VII Test, Measurement & Evaluation No. of Periods:14	Students will be able to understand <ul style="list-style-type: none"> • Define Test, Measurement & Evaluation • Importance of Test, Measurement & Evaluation In Sports • Calculation of BMI & Waist - Hip Ratio • Somato Types (Endomorphy, Mesomorphy&Ectomorphy) • Measurement of health related fitness 	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"> • Lecture discussing • Discussion of marking scheme, sample paper 	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"> • Define Test, Measurement & Evaluation • Importance of Test, Measurement & Evaluation In Sports • Calculation of BMI & Waist - Hip Ratio • Somato Types (Endomorphy, Mesomorphy& Ectomorphy) • Measurement of health related fitness 		
8	No. of Month: Sep Topic/Chapter Unit VIII Fundamentals of Anatomy, Physiology & Kinesiology in Sports	Definition and Importance of Anatomy, Physiology & Kinesiology <input type="checkbox"/> Function of Skeleton System, Classification of Bones & Types of Joints <input type="checkbox"/> Properties and Functions of Muscles <input type="checkbox"/> Function & Structure of	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"> • Lecture discussing • Discussion of marking scheme, 	Mind maps on the topics given Practical related to topic performed	The L.O. will be assessed with written test		Definition and Importance of Anatomy, Physiology & Kinesiology <input type="checkbox"/> Function of Skeleton System, Classification of Bones & Types of Joints <input type="checkbox"/> Properties and		

	Periods:14	Respiratory System and Circulatory System □Equilibrium – Dynamic & Static And Centre of Gravity and its application in sports	sample paper				Functions of Muscles □Function & Structure of Respiratory System and Circulatory System □Equilibrium – Dynamic & Static And Centre of Gravity and its application in sports		
9	No. of Month: Oct Topic/Chapter Unit IX Psychology & Sports Periods:23	Definition & Importance of Psychology in Phy. Edu. & Sports □Define & Differentiate Between Growth & Development □Developmental Characteristics At Different Stages of Development □Adolescent Problems & Their Management	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"> Lecture discussing Discussion of marking scheme, sample paper 	Mind maps on the topics given Practical related to topic performed	The L.O. will be assessed with written test		Definition & Importance of Psychology in Phy. Edu. & Sports □Define & Differentiate Between Growth & Development □Developmental Characteristics At Different Stages of Development □Adolescent Problems & Their Management		
10	No. of Month: Oct Topic/Chapter Unit X Training and Doping in Sports Periods:23	Meaning & Concept of Sports Training □Principles of Sports Training □Warming up & limbering down □Skill, Technique & Style □Concept & classification of doping □Prohibited Substances & their side effects □Dealing with alcohol and substance abuse	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"> Lecture discussing Discussion of marking scheme, sample paper 	Mind maps on the topics given Practical related to topic performed	The L.O. will be assessed with written test		Meaning & Concept of Sports Training □Principles of Sports Training □Warming up & limbering down □Skill, Technique & Style □Concept & classification of doping □Prohibited Substances & their side effects <ul style="list-style-type: none"> □Dealing with alcohol and substance abuse 		

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Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: Painting (049)
Class: XI
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Month No of working days	Topic/Sub-topic	Teaching 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 (04) Term-I	Fundamentals of art. <ul style="list-style-type: none"> What is art? Types of art Elements of art Limbs of art Principles of art	<ul style="list-style-type: none"> Books Images of various painting You tube 	<ul style="list-style-type: none"> Homework Integrated with history 	<ul style="list-style-type: none"> Quizzes Oral test Homework Class test	<ul style="list-style-type: none"> The learners will listen to a story of the great artist RamkinkarBaij. Discussed about few statements on art and asked students' opinion on it The learners will be shown many drawings to understand the various aspects on art. Video will be shown on what is art. https://youtu.be/b2VpNx5ZxSA 	<ul style="list-style-type: none"> The learners will be able to talk, discuss or appreciate the paintings or any artwork. The learners would be able to understand the core values of an art piece. The learners will understand the values art in human's growth and building a sane society.

Month No of working days	Topic/Sub-topic	Teaching 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	Practical: Unit 1: Nature and Object Study Sub – topic: <ul style="list-style-type: none"> 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. Geometrical forms of objects like cubes, cones, prisms, cylinders and spheres should be used. 	<ul style="list-style-type: none"> Objects Drawing books Black board 	<ul style="list-style-type: none"> Project on making an album with the pictures and short notes on still life paintings of great artists. Experiential learning by applying the techniques of watercolor and pencil shading. 	<ul style="list-style-type: none"> Assessments of practical work. Portfolio assessment. 	<ul style="list-style-type: none"> Paintings of Jaun van der Harmen will be shown to start the topic. <p>https://www.saatchiart.com</p> <ul style="list-style-type: none"> Objects will be arranged with drapery Still life done with Pencil and water color will be shown. https://www.pinterest.com/ Paintings of great Indian artists will be shown. <p>https://www.thebetterindia.com</p> <p>https://www.mojarto.com</p> <ul style="list-style-type: none"> Daily practice and discussion. 	<ul style="list-style-type: none"> The learners observe and select subject for outdoor study. The learners will improve in imagining a scene and expressing their thoughts. The learners will improve skills on use of line, color scheme and tones. The learners would be able to understand the core values of an art piece. The learners observe and select subject matters and ideas for his /her work. The learner's experiment with different methods and materials of visual arts.

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May (08) Term-I	Topic/ Chapter -1 Pre-historic Rock – painting. <ul style="list-style-type: none"> • Introduction • How have ancient people started art? • Roaring Animal • Wizard's Dance 	<ul style="list-style-type: none"> • Images of pre-historic rock painting. • Book, • Wikipedia • Black board • You Tube video 	<ul style="list-style-type: none"> • Group discussion • Homework • Integrated with the child art and folk art. • Project on Mask making • Project on making an album with the pictures and short notes on cave paintings found in India. 	<ul style="list-style-type: none"> • Quizzes • Homework • Class test 	<ul style="list-style-type: none"> • National geographic Videos will be shown on pre- historic rock painting http://bit.ly/natGeoofficials <u>ite</u> • Discussed about a movie 1000BC and children will share their knowledge about movies of ancient world. • Paintings will be shown and discussed. • The learners will Make a note on the objective behind the paintings were made on the walls of the caves. • Project on making an album with the pictures and short notes on cave paintings found in India. 	<ul style="list-style-type: none"> • 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. • The history would be reconstructed in students mind through cave paintings. • The learners will come to know about a universal language. • 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.

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May (16) Term-I	Practical: Unit 1: Nature and Object Study Sub – topic: <ul style="list-style-type: none"> 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. Geometrical forms of objects like cubes, cones, prisms, cylinders and spheres should be Used. 	<ul style="list-style-type: none"> Objects Drawing books Black board 	<ul style="list-style-type: none"> Practical: object study. Practical: Nature study Skill assessments with the techniques of pencil shading and watercolor. 	<ul style="list-style-type: none"> Assessments of practical work. Portfolio assessment. 	<ul style="list-style-type: none"> Paintings of Jaun van der Harmen will be shown. https://www.saatchiart.com <ul style="list-style-type: none"> Objects will be arranged with drapery Still life done with Pencil and watercolor will be shown. https://www.pinterest.com/ Paintings of great Indian artists will be shown. https://www.thebetterindia.com https://www.mojarto.com <ul style="list-style-type: none"> Daily practice and discussion. 	<ul style="list-style-type: none"> The learners discover their potential for creativity, self-expression and visual awareness through painting. The learners feel confident with the chosen medium as a means of communicating and generating ideas. The learners develop observation, recording, manipulation and application skills. The learner's experiment with a range of media and techniques

Month No of working days	Topic/Sub-topic	Teaching 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"> ● B. Indus valley civilization ● Period and location ● Major cities of this civilizations ● It's importance in history of art ● Study of the following sculptures - (significance of the sculptures, Purpose of making Sculptures and aesthetical approach) ● Dancing girl ● male torso ● mother goddess ● Bull seal ● Painted jar ● Discussion on bronze casting ● Discussion on What is Terracotta 	<ul style="list-style-type: none"> ● Images ● Books, ● Wikipedia ● Black board 	<ul style="list-style-type: none"> ● Integrated with history. ● Experiential skill development with techniques of sculptures and pottery making. 	<ul style="list-style-type: none"> ● Group discussion ● Written test ● Quizzes 	<ul style="list-style-type: none"> ● The class will be introduced with a decorated pot with painted fish and geometric design and discussion has taken place based on prior knowledge. ● Images of sculpture will be shown and imagined the lifestyle and religious believes or cultural practice. ● Videos by BBC https://youtu.be/hDn4hEbFMJQ ● Group discussion will take place to clear doubts. 	<ul style="list-style-type: none"> ● 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. ● The history would be reconstructed in students mind through the art findings of Indus valley civilization. ● The learners will also understand how art helps to connect with our tradition.
June	Revision, 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 (08) Term-II	Topic/ Chapter/ Unit -2 Buddhist, Jain and Hindu art <ul style="list-style-type: none"> Introduction on Mauryan, Shunga, Kushan and Gupta art. Location and findings. Study of the following artwork (Discussion on importance, concept, relation with society and aesthetical approach) Lion capital Chauri Bearer Bodhisattva head from Taxila Seated Buddha from katratila Seated Buddha from sarnath Jain Tirthankara 	<ul style="list-style-type: none"> Book, Wikipedia, You Tube 	<ul style="list-style-type: none"> Integrated with history Project on Indian art from 1st century AD to 5th century AD 	<ul style="list-style-type: none"> Group discussion Written test Quizzes 	<ul style="list-style-type: none"> The class will be introduced by showing a one-rupee coin and start discussion based on prior knowledge about its engravings. Visit to e- museum and discussion on Buddhist and Jain art <p><u>http://www.nationalmuseumindia.gov.in/collection.asp</u></p> <ul style="list-style-type: none"> The learners made to read the textbook thoroughly and discuss the doubts. Quizzes conducted by the students. Making paintings or artifacts using the clue or motif from the sculptures. 	<ul style="list-style-type: none"> 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. The learners will be able to relate with chronological development of Indian art practice. The learners will understand or reconstruct the history of ancient period (3rd century B.C to 5th century A.D) in their mind. The learners will also learn about many sculpture techniques and how Buddhism and Jainism has been preached through sculptures since times immemorial.

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July (12) Term-II	<u>Practical's: Unit 2:</u> Painting Composition <ul style="list-style-type: none"> Painting Composition Imaginative painting based on subjects from Life and Nature in water and poster colors with color values. Composition on daily life Sub- topic: Drawings of human and animal figures, perspective learning and color application. 	<ul style="list-style-type: none"> Image references. Wikipedia 	<ul style="list-style-type: none"> Practical assignments Integrated with the history and techniques of watercolor, pencil shading and oil pastel etc. 	<ul style="list-style-type: none"> Assessments of practical work. Portfolio assessment. 	<ul style="list-style-type: none"> The class will start with a discussion on what we do on daily basis and what can be good composition in a painting practice. Paintings of great Indian artists are shown. <p>https://www.thebetterindia.com</p> <p>https://www.mojarto.com</p> <ul style="list-style-type: none"> Children will be involved in a demonstration class on how to make abstract painting. Daily practice and discussion. 	<ul style="list-style-type: none"> The learners Will be able to appreciate the beauty in nature and man-made objects using the different elements of art. Doing it practically they will improve skills on use of line, color scheme and tones. The learners Would be able to understand the core values of an art piece. Understand the basic principles of colour. The learners Discover their 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
Aug (08) Term-II	Topic/ Chapter/ Unit -2 Buddhist, Jain and Hindu art Ajanta cave paintings <ul style="list-style-type: none"> ● Introduction to Ajanta cave Painting ● Period and location ● Discussion on how the cave was found and highlighted to the world. ● How impactful it was for the Indians and to the rest of the world ● Which techniques were used to make the paintings? ● Characteristics of Ajanta painting. ● Subject matters of AjantaPaintings. ● Discussion on Religious practice of Gupta period. ● Study of the following paintings and sculptures - (significance of the sculptures, Purpose of making Sculptures and aesthetical approach) 1. Discussion on the painting Bodhisattva Padmapani 2. Discussion on the sculpture Mara Vijay and its	<ul style="list-style-type: none"> ● Images of Sculptures and painting. ● Textbook, ● Wikipedia 	<ul style="list-style-type: none"> ● Integrated with history and different techniques of sculptures. ● Mythological stories 	<ul style="list-style-type: none"> ● Quizzes ● Homework ● Assignments ● Oral test 	<ul style="list-style-type: none"> ● 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. ● Visit to e-museum http://www.nationalmuseumindia.gov.in/collection.asp <ul style="list-style-type: none"> ● Children made to read the textbook thoroughly and discuss the doubts. ● Given a project to make a five-leaf handbook on Gupta art. ● Discussion on the symbolism of sculptures. 	<ul style="list-style-type: none"> ● 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. ● Will also get to know the foundation of modern art or the roots of Indian art. ● The learners will be able to relate with chronological development of Indian art practice. ● The learners will learn to appreciate the rich tangible heritage of the country and be proud of 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
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Month No of working days	Topic/Sub-topic	Teaching 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	<u>Practical's: Unit 2: Painting Composition</u> <ul style="list-style-type: none"> Portrait Study and landscape study. Sketches from life and nature. Painting Composition Imaginative painting based on subjects from Life and Nature. 	<ul style="list-style-type: none"> Image references. Wikipedia 	<ul style="list-style-type: none"> Practical assignments Integrated with the history and techniques of watercolor, pencil shading and oil pastel etc. 	<ul style="list-style-type: none"> Assessments of practical work. Portfolio assessment. 	<ul style="list-style-type: none"> The class will start with a discussion on what we do on daily basis and what can be good composition in a painting practice. Paintings of great Indian artists are shown. <p>https://www.thebetterindia.com</p> <p>https://www.mojarto.com</p> <ul style="list-style-type: none"> Children will be involved in a demonstration class on how to make abstract painting. Daily practice and discussion. 	<ul style="list-style-type: none"> The learners Will be able to appreciate the beauty in nature and man-made objects using the different elements of art. Doing it practically they will improve skills on use of line, color scheme and tones. The learners Would be able to understand the core values of an art piece. Understand the basic principles of colour. The learners Discover their 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
September (08) Term-II	<ul style="list-style-type: none"> ● Topic/ Chapter/ Unit -3 ● Indian Temples and Indo – Islamic architecture ● Introduction to Indian temple architecture. ● How Indian architecture is developed and influenced. ● Study of the following sculptures and architectures (significance of the temple architecture, Purpose of making temple Sculptures, description and aesthetical approach) ● Descent of Ganga ● And it's mythological story. ● Ravana shaking the mount Kailash, Elora ● LaxmiNarayan temple, ● Trimurti, Elephanta cave ● Cymbal Player, Konarak ● Mother and child, 	<ul style="list-style-type: none"> ● Images of Sculptures and painting. ● Textbook, ● Wikipedia 	<ul style="list-style-type: none"> ● Integrated with history and different techniques of sculptures. ● Mythological stories 	<ul style="list-style-type: none"> ● Quizzes ● Homework ● Assignments ● Oral test 	<ul style="list-style-type: none"> ● The class will be introduced with a book of Indian architecture and discussed in detail about the patterns of different architectures. <p>TEMPLE ARCHITECTURE OF INDIA by Dr. N.C Panda and Siva Negi Reddy</p> <p>INDIAN ARCHITECTURE by Percy Brown</p> <ul style="list-style-type: none"> ● Visit to e-museum http://www.nationalmuseumindia.gov.in/collection.asp ● Discussion on followingsculptures and architectures (significance of the temple architecture, Purpose of making temple Sculptures, description and aesthetical approach) ● Children made to read the textbook thoroughly and discuss the doubts. 	<ul style="list-style-type: none"> ● 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. ● The learners will also come to know a certain portion of engineeringskills practiced from the ancient period. ● The learners identify the styles of architectures in India. ● The history would be reconstructed in students mind through paintings. ● The learners will learn to appreciate the rich tangible heritage of the country and be proud of 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

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

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

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					portfolio. • The learners will be involved in making a portfolio in a form of a project.	work or sample of works which would be self-explanatory of their creative skills.
December (12) Term-II	Revision, Exams and assessmentTerm-II	—	-	-	-	-

PINEGROVE SCHOOL, SUBATHU
Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: HINDUSTANI VOCAL MUSIC
Class: XI
Session 2024-25

Month No of working days	Topic/Sub-topic	Teaching 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)	<u>Unit – 1</u> <u>Theory</u> Definition <ul style="list-style-type: none"> Nada Shruti Swara Saptak 	<ul style="list-style-type: none"> Textbook Wikipedia Audio clips Tanpura 	<ul style="list-style-type: none"> A project will be given to research on topic. A group discussion will take place during the class. Practical explanation of Nada, Shruti, Swarna, Thata, Jati, Laya, Tala. 	<ul style="list-style-type: none"> Oral Test MCQ Homework 	<ul style="list-style-type: none"> Class will begin with a composition and students will be asked to identify the different actions or movements in singing. General discussion about these movements and explanation of musical terms. http://www.tanarang.com/english/glossary_eng.htm 	<ul style="list-style-type: none"> Study about the Musical Terms will help the student to understand the meaning, importance and application of the terms in Indian classical music. These terms will help in improvisation of ragas.
	Brief study of the following terms: <ul style="list-style-type: none"> Margi-Desi Thata Jati Laya Tala 	<ul style="list-style-type: none"> Textbook Wikipedia Audio clips Tanpura 	<ul style="list-style-type: none"> Practical explanation of Margi-Desi, Nibaddha- Anibaddha, Raga, Swaramalika, Lakshan Geet. Project will be given to research on topic and a group discussion will take place during the class 	<ul style="list-style-type: none"> MCQ Oral Test Written test 	<ul style="list-style-type: none"> Different composition of Margi-Desi, Nibaddha- Anibaddha, Swaramalika, Lakshan Geet. will be sung during the class along with detailed explanation of musical terms. 	<ul style="list-style-type: none"> This study will help to understand the different Music techniques of Indian Music. Study about the Musical Terms will help the student to understand the meaning, importance and application of the term.

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

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Apr-May (18-13)	<u>Practical</u> Raga Bihag Raga Bhairavi <ul style="list-style-type: none"> Description Improvisation Compositions Notation Tanas 	<ul style="list-style-type: none"> PDF Files Textbooks Tanpura Harmonium You Tube 	<ul style="list-style-type: none"> Practical practice of notes used in Raga Bihag and Bhimplasi. One exercise with the help of Metronome to understand the Laya. One activity to identify songs composed in Raga Bihag and Bhimplasi. 	<ul style="list-style-type: none"> Oral Test Home Assignment. Written test. 	<ul style="list-style-type: none"> Students will be provided with a manual Tanpura and then they will sing aroha-avroha of Raga Bihag and Bhimplasi. One composition of in Drut Laya will be taught with small improvisation and few tanas in each Raga. Swar pattern and one composition in Raga Bihag and Bhimplasi will be shared with students. https://www.youtube.com/watch?v=MoRLtYXMLdQ https://www.youtube.com/watch?v=r1g6wjVFyMs 	<ul style="list-style-type: none"> Students will learn Aroha, Avroha and Pakad of Ragas. Students will be able to identifies the swar pattern of Raga Bihag and Bhimplasi. This study will help students to identify the music or songs based on these notes.
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 (08)	<u>Unit – 3</u> <u>Theory</u> <ul style="list-style-type: none"> Brief study of Musical Element s in Natya Shastra 	<ul style="list-style-type: none"> Textbook PDF File 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> MCQ Oral Test Homework 	<ul style="list-style-type: none"> Before explaining Musical elements in Natya Shastra students will be taught about Sangeet Ratnakar and Sangeet Parijat. these text forms a useful bridge between the ancient, medieval and the post-13th century periods of music history in India. 	<ul style="list-style-type: none"> This study will help to understand about sound, rhythm, and prosody applied to musical text. Students will be benefited with the knowledge of various terms of music
	Life Sketch <ul style="list-style-type: none"> Tansen V.N. Bhatkhande V.D. Paluskar 	<ul style="list-style-type: none"> Textbooks Wikipedia Video Clips Youtube 	<ul style="list-style-type: none"> Project: Collection of Photographs of these musician. Writing their contribution in Classical Music. To watch documentary on these musicians 	<ul style="list-style-type: none"> Assignment Oral Test MCQ 	<ul style="list-style-type: none"> Documentary on musician will be shown before their life sketch. https://www.youtube.com/watch?v=j92P5N0qhPM https://www.youtube.com/watch?v=FkLUTZgkZr8 https://www.youtube.com/watch?v=ORPFjXxZzZs 	<ul style="list-style-type: none"> It will help to understand about the music scholars and their contribution towards the Indian classical music.

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July (14)	<u>Practical</u> Raga Bhimplasi <ul style="list-style-type: none"> • Description • Improvisation • Composition • Taans 	<ul style="list-style-type: none"> • PDF Files • Textbooks • Tanpura • Harmonium • You Tube 	<ul style="list-style-type: none"> • Practical practice of notes used in Raga Bhimplasi. • One exercise with the help of Metronome to understand the Laya. • One activity to identify songs composed in Raga Bhimplasi. 	<ul style="list-style-type: none"> • Oral Test • Home Assignment. • Written test. 	<ul style="list-style-type: none"> • Students will be provided with a manual Tanpura and then they will sing aroha-avroha of Raga Bhimplasi. • One composition of in Drut Laya will be taught with small improvisation and few tanas in each Raga. • Swar pattern and one composition in Raga Bhimplasi will be shared with students. • https://www.youtube.com/watch?v=Br9xxlIII1-0 • https://www.youtube.com/watch?v=OUT1OfIXWvI • https://www.youtube.com/watch?v=b2ltg-eKrKo 	<ul style="list-style-type: none"> • Students will learn Aroha, Avroha and Pakad of Ragas. • Students will be able to identifies the swar pattern of Raga Bhairavi and Jaunpuri. • This study will help students to identify the music or songs based on these notes.

Month No of working days	Topic/Sub-topic	Teaching 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 (10)	<u>Unit – 4</u> <u>Theory</u> Description of Talas <ul style="list-style-type: none"> Teentala Ektala Chautala 	<ul style="list-style-type: none"> Pictures Electric Tabla Audio Video 	<ul style="list-style-type: none"> Practical demonstration will be shown on Tabla for better understanding. Writing Taals in ekgun, dugun and chaugun. Listen to audio visual recordings and identify the beat circle. 	<ul style="list-style-type: none"> Assignment Oral Test 	<ul style="list-style-type: none"> Students will be taught how to write notation of tala in Bhatkhande Notation System. Demonstration will be shown on Tabla for better understanding 	<ul style="list-style-type: none"> Students will be able to write talas in Bhatkhande Notation System. Recites boles of Taal. Helps to understand the musical meter.
	<u>Tanpura</u> <ul style="list-style-type: none"> Knowledge of the Structure of Tanpura. Tuning Holding Playing 	<ul style="list-style-type: none"> Pictures Electric Tabla Audio Video 	<ul style="list-style-type: none"> Experiential learning: Students will learn Tanpura structure with the help of a manual tanpura. Tuning of tanpura will be taught practically to each student individually 	<ul style="list-style-type: none"> MCQ Oral Test Homework 	<ul style="list-style-type: none"> One manual tanpura will be provided to students One by one they will be taught how to hold and play the Tanpura'. Explanation of various parts and tuning on manual Tanpura. <p>https://www.youtube.com/watch?v=N43hk7nQHeU</p>	<ul style="list-style-type: none"> This study will help to understand the history, structure and Tuning of Tanpura. Students will learn holding, tuning and playing techniques of Tanpura

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

Month No of working days	Topic/Sub-topic	Teaching 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 (10)	<u>Unit – 5</u> <u>Theory</u> Critical study of Ragas Recognizing Ragas from phrases.	<ul style="list-style-type: none"> • Video • Audio • Tabla • Tanpura 	<ul style="list-style-type: none"> • Experiential learning: One activity to find similar swar pattern in Film/ Regional/ Folk Music etc. • Documentation in notebook. 	<ul style="list-style-type: none"> • MCQ • Oral Test • Assignment 	<ul style="list-style-type: none"> • One activity in the beginning of the class to find out similar swar pattern in Film/ Regional/ Folk Music etc. • Practice and techniques to identify the phrases in various ragas. https://www.youtube.com/watch?v=M876dYgl2mc 	<ul style="list-style-type: none"> • Able to understand the swar pattern in different ragas. • Helps to identify the ragas from music phrases, tunes or songs etc.
	Compositions of Ragas: <ul style="list-style-type: none"> • Bihag • Bhairvi • Bhimplasi 	<ul style="list-style-type: none"> • Text book • PDF Files • Wikipedia • Tanpura 	<ul style="list-style-type: none"> • Experiential learning: Creation of innovative swar patterns according to the nature of raga. • One activity of writing notation of any song. 	<ul style="list-style-type: none"> • Written Assignments • Oral Test • MCQ 	<ul style="list-style-type: none"> • Explanation of Bhatkhande Notation System. • Writing aroha, avroha and pakad of raga along with description and composition 	<ul style="list-style-type: none"> • Compositions called as 'bandish'. A good bandish paint a brief yet effective melodic outline. • This study will help students to learn about the Bhatkhande Notation System and different composition in different ragas.
September/ October	<ul style="list-style-type: none"> • Revision • 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
Oct + Nov (22 + 05)	<u>Practical</u> <ul style="list-style-type: none"> Dhrupad Folk song Devotional Recognition of ragas 	<ul style="list-style-type: none"> PDF Files Tanpura Tabla Harmonium Wikipedia Audio video clips 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Oral Test MCQ Homework Assignment 	<ul style="list-style-type: none"> Vides of different music genre of Indian music will be shown to the students. They will be explained about different style of Indian Classical, Semi-Classical, and Folk Music. https://www.youtube.com/watch?v=j5QRUM5w3DY 	<ul style="list-style-type: none"> Students will learn different genres of Indian Music. Comprehends the relevance/ importance of Folk Music. Comprehends the style (<i>shaili</i>) of Dhrupad.
November	<ul style="list-style-type: none"> Revision 	—	—	—	—	—
December	<ul style="list-style-type: none"> Revision Exams and Assessment 	—	—	—	—	—

PINEGROVE SCHOOL, SUBATHU
Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: Geography
Class: XI
Session 2024-25

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
Month: March.	<p>Geography as a Discipline</p> <p>To define and understand the scope and nature of Geography as a discipline.</p>	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.	<p>Observe your surroundings and note down the variation in natural as well as cultural phenomena. Discuss with your partner: Geography is the study of "areal differentiation"</p> <p>Project Work Topic: - Forest - as a natural resource.</p> <p>• Prepare a map of India showing the distribution of different types of forests. • Write about the economic importance of forests for the country. • Prepare a historical account of conservation of forests in India with focus on Chipko movements in Rajasthan and Uttaranchal.</p>	<p>At the completion of this unit students will be able to: • Explain the meaning geography as an integrating discipline. • State the fields of geography and its relation with other disciplines. • Explain the approaches to study geography</p>

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Month: MARCH	<p>Topic/Chapter:</p> <p>The Origin and Evolution of the Earth</p> <p>To acquire knowledge about earth's origin through various theories. • To understand stages in the evolution of the earth.</p>	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>Watch videos of theories (Big Bang etc.) in the class room through projector. • Presentation and interaction about the origin of the earth by students. • Students to explore more information related to the topic.</p>	At the completion of this unit students will be able to: • Describe the Big Bang, Planetesimal theory, Nebular Hypothesis related to the origin of the universe.
Month: March	<p>Interior of the Earth</p> <p>To understand that the configuration of the surface of the earth is largely a product of the exogenic and endogenic processes operating in the interior of the earth.</p>	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 Quiz	<p>Activity: Draw a well labelled diagram to show the interior of the earth. • Draw a diagram of a volcano and mark the following parts: a. Magma Chamber b. Vent c. Central Pipe d. Lava flow • Draw a diagram to show the intrusive volcanic forms. • Case study of earthquakes that occurred in India in recent times and in Turkey.</p>	<p>At the completion of this unit students will be able to: • Describe direct and indirect sources of information about the interior of the earth. • Discuss Earthquakes—its causes and effects, define: Epicentre, Hypocentre, Earthquake waves and its propagation, Shadow zones, Measuring the intensity of Earthquakes. • Explain the interior</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
						structure of the earth.
Month: April	<p>Topic/Chapter: Distribution of seas and oceans</p> <p>To describe the theory of continental drift proposed by Alfred Wegner. • To understand the present configuration of continents and oceans through plate tectonics theory.</p>	<p>Power Point Presentations, Extra marks ,YouTube Videos</p> <p>Discussion and debate:</p>	Mind maps on the topics given Practical's related to topic performed	Oral Questions, Chapter end test, MCQs, Exercise Questions	<p>On the outline world map mark and label the following: a. Major plate boundaries b. Ring of fire c. Hot spot Volcanoes • Draw diagrams to show different types of plate boundaries. • Case Study: https://www.downtoearth.org.in/news/natural-disasters/out-of-the-abyss-56977</p>	<p>At the completion of this unit students will be able to: • Provide evidences in support of continental drift and force for drifting. • Explain Post drift studies, Convectional current theory, Mapping of the ocean floor, Ocean floor configuration, Concept of sea-floor spreading, • Describe theory of plate tectonics and different types of plate boundaries. • Trace the movements of Indian Plate.</p>
Month: April	<p>Geomorphic Processes</p> <p>To understand various exogenic and endogenic processes responsible to bring changes in the configuration of the</p>	<p>Power Point Presentations, Extra marks ,YouTube Videos</p>	Mind maps on the topics given Practical's related to topic performed	Oral Questions, Chapter end test, MCQs, Exercise Questions	<p>Prepare a concept map to show different Exogenic and Endogenic Processes. • Students will prepare concept map on denotational processes. • Study types of weathering:</p>	<p>At the completion of this unit students will be able to: • Differentiate between geomorphic processes and geomorphic agents. • Describe factors that affect soil formation. • Define the following terms: Exfoliation, Denudation, Weathering etc.</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
	surface of the earth.				Physical, Chemical, Biological.	
Month: April No. of Periods: 10	Landforms and their Evolution To understand the nature of different erosional and depositional agents and landforms made by them.	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	Visit nearby landforms and draw sketches. • Draw neat and well labelled diagrams of landforms created by running water, wind and waves etc. • Watch videos of different landforms created by running water, underground water, glacier, wind, sea waves etc. • Find out the advantages and disadvantages of different landforms from the internet. • Prepare charts to show different landforms.	At the completion of this unit students will be able to: • Describe and draw various erosional and depositional landforms created by different agents. • Students will be able to compare and analyse various landforms • Locate different landforms (mountains, plateaus, plains) on the outline map of the world.
Month: May	Topic/Chapter: Composition and Structure of Atmosphere To understand the composition and structure atmosphere.	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	Watch a video on the importance of different layers of the atmosphere. • Write songs based on different seasons. • Draw a neat and well labelled diagram to show different	At the completion of this unit students will be able to: • Describe the composition and characteristics of different layers of atmosphere. Correlate climate change with Sustainable Development Goals13:

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
					layers of the atmosphere and write the importance of each layer.	Climate Action.
Month: July No. of Periods: 12	Solar Radiation, Heat Balance and Temperature To understand the heating and cooling of the atmosphere and the resultant temperature distribution over the surface of the earth.	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	Students to learn about the three different modes of heat transfer— convection, conduction, radiation— with the help of an activity and how they are related to the Sun and life on our planet. • Draw a diagram to show the passage of solar radiation through the atmosphere. • Study the figure 9.4 and 9.5 and write the distribution of surface temperature in the month of January and July.	At the completion of this unit students will be able to: • Differentiate between solar radiation and terrestrial radiation. • Give reasons for variability of insolation at the surface of the earth. • Explain the heat budget of the planet earth. • Describe factors controlling temperature distribution. • Explain inversion of temperature.
Month: Aug No. of Periods: 11	Topic/Chapter: Atmospheric Circulation and Weather Systems To understand the	Power Point Presentations, Extra marks, YouTube Videos.	Mind maps on the topics given Practical's related to topic performed Maps/Cartoons Question strategy Quiz	Oral Questions, Chapter end test, MCQs, Exercise Questions	Students may read various theories and articles related to atmospheric circulation and weather system. • Students are	At the completion of this unit students will be able to: • Describe the permanent pressure belts and the

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
	general atmospheric circulation and the forces that control the circulation. • To understand the meaning of various terms related to the topic. • To know the causes and consequences of air circulation.				advised to watch live videos related to the topic winds: The students can be encouraged to prepare presentation on different topics in the chapter. • Examine the weather conditions necessary for the formation of cyclones, tornadoes, hurricanes etc.	prevailing winds. • Explain different types of winds. • Differentiate between tropical and extra tropical cyclones. Realize how global warming is result of atmospheric pollution and how it can be minimised if not prevented.
Month: Sep No. of Periods: 13	Topic/Chapter: Water in the Atmosphere To understand continuous exchange of water between the atmosphere, the oceans and the continents through the processes of evaporation, transpiration, condensation and precipitation.	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	Make a list of different forms of condensation and precipitation and define them. • Draw diagrams of different types of rainfall. • On a world map mark and label areas of heavy, moderate, low and inadequate rainfall.	At the completion of this unit students will be able to: • Explain the process of precipitation and its different forms. • Analyse the variation in the distribution of rainfall in the world.
Month: Sep	Topic/Chapter: Water (Oceans) To explain water cycle	Power Point Presentations, Extra marks, YouTube	Mind maps on the topics given Practical's related	Oral Questions, Chapter end test, MCQs, Exercise Questions	Draw a diagram to show major and minor features of	At the completion of this unit students will be able to: • Describe the basic

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	and summarize how an increase in demand for water leads to a water crisis. • To Illustrate major and minor ocean floor features. (mid oceanic ridges, seamounts, submarine canyons, guyots, and atolls) • To describe horizontal and vertical distribution of oceanic temperature. • To evaluate the factors affecting the salinity of ocean waters.	Videos.	to topic performed		ocean floor. • Study figure 13.5 and analyse the horizontal distribution of salinity in different oceans. • Locate and label the major seas on a political map of the world (As given in map list).	processes involved in hydrological cycle with the help of a well labelled diagram. • Describe the relief features of the ocean floor. • Explain the process of heating and cooling of oceanic water and factors that affect temperature • distribution in the ocean • Describe the salinity of ocean waters.
Month: October No. of Periods: 10	Topic/Chapter: Movements of Ocean Water To define and differentiate between tides and currents. To describe the formation of sea waves. • To analyse the importance of tides. • To classify and describe major ocean currents and its effects.	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	Mark and label the major warm and cold currents on an outline world map. (As per the given map list) Draw a diagram of spring and neap tides.	At the completion of this unit students will be able to: • Explain tides, currents and waves. Analyse the economic significance of tides. • Describe ocean currents and the forces that influence them. • Distinguish between cold and warm ocean currents.
Month October	India- Location To understand the geographical location of India and its	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	On an outline map of India mark all the neighbouring countries and compare the size of	Describe the location of India mentioning the surrounding water bodies. • Analyse the implications of living in

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
	significance.				India with its neighbours. • Make a list of all the states that share common boundary with our neighbouring countries.	a country with vast longitudinal and latitudinal extent and its impact on the standard time of India. • Explain the vastness of India and the diversity that comes along with it.
Month October	Structure and Physiography To understand the evolution of different geological structures in India. • To acquire knowledge about physiographic divisions and their subdivisions.	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	Identify the physiographic and geological region you live in. Discuss the impact of physiography on the development of your region. • On an outline map of India mark and label the physiographic divisions of India.	At the completion of this unit students will be able to: • Explain the evolution of various geological structures in different parts of the country. • Describe major physiographic divisions and the processes of their formation.
Month November	Drainage System To understand the drainage system and drainage patterns of Indian rivers. • To understand the extent of use ability of river water and the problems associated with it.	Power Point Presentations, Extra marks, YouTube Videos	Comparative analysis: Different developments taking place in present scenario with that of twentieth century. Timeline Interpretation of Cartoons/Caricatures Quiz Reflective Enquiry	Nature, trends and developments in Indian politics and its impact Era of Coalitions- National Front, United Front, United Progressive Alliance, National Democratic Alliance Implications of Coalition politics Political Rise of Other Backward Classes	Have a group discussion in your class about floods- their positive and negative impact. • Make a list of east flowing and west flowing rivers of Peninsular region.	At the completion of this unit students will be able to: • Understand the major drainage systems of India. • Analyse the causes of river water pollution. • Differentiate between Himalayan and Peninsular rivers.
Month December Revision						

PINEGROVE SCHOOL, SUBATHU
Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: ENGLISH
Class: XII
Session 2024-25

Month/ No. of working days	Topic/Sub-topic	Teaching 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/ No. of Periods: 05 TERM I	<i>The Last Lesson (Flamingo)</i>	<ul style="list-style-type: none"> • NCERT e-book pdf/ Textbook • Smart board • Extra marks module • PPT Handout <p>Source: http://en.wikipedia.org/wiki/File:Alsace-lorraine.JPG) Alsace & Lorraine During World War I</p>	<ul style="list-style-type: none"> • <u>Project</u> <ul style="list-style-type: none"> • 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 • Students will be shown the following NDTV video (2014) as a part of Experiential learning https://youtu.be/kpX88mnNWF8 (Debate - linguistic Chauvinism) • Short write up on "<i>Political Enslavement by</i> 	<ul style="list-style-type: none"> • Assignment on the chapter • Discussion on Value Points/ Marking Scheme/ Sample Question • Debate on "If wars are the only ways to resolve conflict" • A Class Test • Quiz 	<ul style="list-style-type: none"> • The session would begin with an interaction on homework –and the way you treat it. • (Student-Teacher Interaction) • 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. • During delivering the lecture the teacher will stress upon the inclusivity of English language, the reason for which it is now a world language. 	<ul style="list-style-type: none"> • They would develop their optimistic attitude towards life amidst many struggles. • They would be able to familiarize themselves with specific background information of Alphonse Daudet/ history of France. • They would be able to make connections between similar situations in different storylines/life experiences like Indians under British imperialism. • Students will develop global appreciation of the issues and discuss/ debate on the topic • Students will be able to read and comprehend extended text. • Students will be able

Month/ No. of working days	Topic/Sub-topic	Teaching 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>various Countries”</i> (200-250 words)		<ul style="list-style-type: none"> • Difficult words and terms would be discussed. • Underlying meaning of the prose will be explained. All possible questions and answers would be discussed and assigned. 	<p>to write expository/ argumentative essay.</p> <ul style="list-style-type: none"> • Students will be able to identify a topic, organize and structure thoughts and write with a sense of purpose and an awareness of audience.
March/ No. of Periods: 03 TERM 1	My Mother at Sixty-Six (Flamingo)	<ul style="list-style-type: none"> • Audio-Visual (visual representation of the poem) • NCERT e-book pdf/ Textbook • Smart board • Extra marks module (Software) 	<ul style="list-style-type: none"> • <u>Project</u> • A comparative study of the poems ‘A Photograph’ and ‘My Mother at Sixty-six’. • Draw a comparative analysis and present the synopsis of the discussion in the class. • Group Activity For all range of learners comprising three students in one team: - C3-C1-3 students B3-B1-3 students A3-A1-3 students • The learners would discuss in 	<ul style="list-style-type: none"> • Assignment on the poem • Discussion on Value Points/ Marking Scheme/ Sample Question • A Class Test at the end • Quiz 	<ul style="list-style-type: none"> • 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. • (student-teacher interaction) • 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 intonation rhyme and rhythm. • Difficult terms and words would be 	<ul style="list-style-type: none"> • The students would be able to grasp the theme and meaning of the poem. • They would be able to read the poem with proper tone and rhyme and develop an interest in poetry. • Their vocabulary would be strengthened. Their analyzing skills would be enhanced. • Students will be able to understand the author's purpose and tone • They will be able to acquire knowledge required in order to engage in independent reflection and enquiry • They would be able to comprehend the

Month/ No. of working days	Topic/Sub-topic	Teaching 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>their groups the following topics</p> <ul style="list-style-type: none"> • <i>Have you ever thought what our elderly parents expect from us?</i> • <i>Responsibility of youth towards the elderly/ Empathy Towards the elderly</i> • <i>Poster Making on Empathy Towards the elderly</i> 		<p>explained so that the students can predict the atmosphere of the world inside the poem.</p> <ul style="list-style-type: none"> • 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. 	<p>difference between the literal and the figurative</p> <ul style="list-style-type: none"> • They would be able to develop empathy for the elderly people
May/ No. of Periods: 06 TERM 1	Topic: The Third Level (Vistas)	<ul style="list-style-type: none"> • PPT • NCERT e-book pdf/ NCERT Textbook • Smart board • Extra marks module (Software) • Video on Time - Travel https://www.pbslearningmedia.org/resource/Hawking_genius_ep01_full/Can-we-time-travel-full-episode-genius-by-stephen-hawking/ • Students will be 	<ul style="list-style-type: none"> • Project • 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 B2-B1-2 students A2-A1-2 students 	<ul style="list-style-type: none"> • Assignment on the chapter • Discussion on Value Points/ Marking Scheme/ Sample Question • A Class Test at the end. • Discussion on Value Points/ Marking Scheme/ Sample Question • A Class Test at the end • Quiz 	<ul style="list-style-type: none"> • 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 theme. The background knowledge of the author and his works would be given. • The facilitator would 	<ul style="list-style-type: none"> • They will be able to comprehend the Sci-Fi themes and Time travel. • The students would be able to grasp the theme and meaning of the chapter. • Their vocabulary would be strengthened. • Their analyzing skills would be enhanced. • Students will be able to understand the author's purpose and

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		shown Pinegrove School's ' <u><i>First Day Cover</i></u> ' along with the stamp that was released to commemorate the Silver Jubilee of the School in 2016.			<p>develop the chain of events with reference to the educational and personal domains.</p> <ul style="list-style-type: none"> •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. •Difficult words and terms would be discussed. •Underlying meaning of the prose will be explained. All possible questions and answers would be discussed and assigned •The student will be asked to compare the interweaving of fantasy and reality with the chapter 'Adventure' by Jayant Narlikar in Hornbill Class XI. 	<p>tone</p> <ul style="list-style-type: none"> •They will be able to acquire knowledge required in order to engage in independent reflection and enquiry •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. •Students will be able to read and comprehend extended text. •Students will be able to write expository/argumentative essays, developing a topic

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<i>April/ No. of Periods: 03/ TERM 1</i>	Writing Skills: Notice Writing	<ul style="list-style-type: none"> • PPT (format and the objectives of notice different types and different fields through Visual Representation) • Smart board • Extra marks module (Software) • BBC Worksheets 	<ul style="list-style-type: none"> • <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. • C2-C1-2 students • B2-B1-2students • A2-A1-2students • Notice writing exercises: Different topics 	<ul style="list-style-type: none"> • Assignment on Notice • Discussion on Value Points/ Marking Scheme/ Sample Question • A Class Test at the end 	<ul style="list-style-type: none"> • Warm up session: • Learners would share their knowledge on the importance of a notice. (Student-Teacher interaction) • The Learners would be asked to speak about a notice they received, and they remember still. • 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. • The wide range of themes and situations will be discussed with examples. 	<ul style="list-style-type: none"> • Students will be able to analyze any NOTICE shown to them based on the knowledge imparted. • They will be able to frame notice about any event. • They will be able to identify important information in any given notice. • Students will be able to use appropriate style and format to write a NOTICE effectively.
<i>May/ No. of Periods: 03/ TERM 2</i>	Writing Skills: Invitation Writing/ Replies	<ul style="list-style-type: none"> • PPT on invitations of marriages, annual/sports day, anniversary, birthdays, inaugurations etc. 	<ul style="list-style-type: none"> • <u>Project</u> • Framing and preparing invitation cards for different purposes. 	<ul style="list-style-type: none"> • Assignment on Invitation • Discussion of Scoring Points/Marking Scheme/Sample Questions 	<ul style="list-style-type: none"> • Developing the format in sequence or discourse/spoken with reference to the educational, personal domains. 	<ul style="list-style-type: none"> • The learners would be able to express their ideas cohesively, fluently and spontaneously with appropriate

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		<ul style="list-style-type: none"> • Smart board • Extra marks module (Software) • BBC Worksheets • 	<ul style="list-style-type: none"> • 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 <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"> • A Class Test at the end 	<ul style="list-style-type: none"> • The teacher would discuss with examples all kinds of invitations and the method of framing replies. 	expressions, use grammatical structures accurately and appropriately with relevant vocabulary for an announcement of an event.
March/ No. of Periods: 03 LEFT OUT OF SYLLAB US BY CBSE	Writing Skills:Note Making & Summarizing	<ul style="list-style-type: none"> • PPT demonstrating the technique and art of note making. • Note making explained through notes. • Smart board • Extra marks module (Software) • BBC Worksheets 	<ul style="list-style-type: none"> • Project • Group comprehension comprising all range of learners (3 students in one group) C2-C1- 1 student B2-B1 –1 student A2-A1 –1 student 	<ul style="list-style-type: none"> • Assignment on Note making • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end 	<ul style="list-style-type: none"> • 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. • The facilitator would train the students to read a text minutely, or listen carefully to select, analyze and summarize the main points. • Ways of making notes would be discussed: • Annotation, outline notes, column notes, mind maps and summary notes. 	<ul style="list-style-type: none"> • The learners would be able to differentiate between annotation, outline notes, column notes, mind maps and summary notes from a text. • They would be able to use the note taking suggestions to develop good notes based on classroom discussions • Learners will be able to identify the central/main point and supporting details, etc., • Students will be able to skim for main ideas and scan for details • They will be able to refer to dictionaries, encyclopedia, thesaurus and academic reference

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						material in any format <ul style="list-style-type: none"> • They will be able to select and extract relevant information, using reading skills of skimming and scanning • They will be able to understand the writer's purpose and tone
March/ No. of Periods: 06 TERM 1	<i>Lost Spring (Flamingo)</i>	<ul style="list-style-type: none"> • PPT • NCERT e-book pdf/ Textbook • Audio-visual documentary on Child labour. • Smart board • Extra marks module (Software) • https://youtu.be/R3LJSZCkBPs (Stained Glass- Bangle Factory/ child Labour) 	<ul style="list-style-type: none"> • Project on <i>Child Labour will be assigned: Shape Our Future Bright</i> • 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 • Students will be asked to write a report on the Problem of Child Labour in India for the school magazine. • 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. 	<ul style="list-style-type: none"> • Assignment on Lost Spring • Discussion of Scoring Points/ Marking Scheme/Sample Questions • A Class Test at the end • Quiz 	<ul style="list-style-type: none"> • 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. • The background of the author would be given. The theme and story line would be explained. • The teacher would develop the format in sequence or discourse (spoken with reference to the ethical/global and personal domains. • Difficult words and terms would be discussed. • The prose will be 	<ul style="list-style-type: none"> • Learners will be sensitized with the problem of child labour. • 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. • They would enhance their analytical skills. • They would be able to uncover the motives of the poor parents/policemen/ Industrialists/middlemen. • They would be able to absorb didactics and inspiration. • They would strengthen their integrated skills. • Learners will be able to identify the

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					explained. All possible questions and answers would be discussed and assigned.	central/main point and supporting details, etc., to build communicative competence in various lexicons of English. •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
April/ No. of Periods: 06 LEFT OUT OF SYLLAB US BY CBSE	<i>Tiger King (Vistas)</i>	<ul style="list-style-type: none"> • PPT • NCERT e-book pdf/ Textbook • Documentary on Save Tiger • Smart board • Extra marks module (Software) 	<ul style="list-style-type: none"> • Project <ol style="list-style-type: none"> i) Discussion on 'What is the general attitude of human beings towards wild animals?' ii) Group Presentation on "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" through Power Point Presentation. iii) Power Point Presentation on Project Tiger 	<ul style="list-style-type: none"> • Assignment on <i>Tiger King</i> • Discussion of Scoring Points/ Marking Scheme/Sample Questions • A Class Test at the end • Quiz 	<ul style="list-style-type: none"> •The session would start with a short video on save tiger. The learners would interpret the title of the story and relate it to the video shown. •The background of the author would be given. The story would be read aloud. The theme and underlying meaning would be discussed. •A comparative study between Mrs. Packletide's Tiger and the lesson. •Difficult words would be listed and explained. The 	<ul style="list-style-type: none"> •The Learners will be able to uncover motives, absorb didactics. •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. •They would understand the importance of becoming sincere and trustworthy in thought and action. •Learners will be able

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			<ul style="list-style-type: none"> For all range of learners in a group of six comprising- C2-C1-2 students B2-B1-2 students A2-A1-2 students 		moral of the story would be discussed.	<p>to identify the central/main point and supporting details, etc., to build communicative competence in various lexicons of English.</p> <ul style="list-style-type: none"> 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 They would be understanding, responsible, tolerant and have respect for class identities – democratic citizenship Sensitize students about callousness of man towards wildlife and how he disturbs the ecological balance to fulfill his selfish desires.
<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"> Documentary on slum children. PPT NCERT e-book pdf/ Textbook Smart board 	<ul style="list-style-type: none"> Project A comparative study of the poem Elementary school classroom in a slum with Lost Spring and present 	<ul style="list-style-type: none"> Assignment on An Elementary School Classroom in Slum Discussion of Scoring Points/Marking Scheme/Sample Questions 	<ul style="list-style-type: none"> Pre- reading Activity: The session would start with an interaction on Government's eye on the schools of the slum areas. 	<ul style="list-style-type: none"> The learners would familiarize themselves with specific background information of social inequalities. They would recognize

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		<ul style="list-style-type: none"> Extra marks module (Software) https://youtu.be/L_Rou0vMYMw (Sadguru's video on Need to Skill the Nation) https://youtu.be/yiiqrIf2xT0 (RTE) https://youtu.be/EEJpkEctSEA (sentise (Sensitise the students about the difficulties faced by students living in far flung areas of our country) 	<ul style="list-style-type: none"> it through a PPT. Group activity for all range of learners- Students will be assigned to write a project report on the obstacles in the path of education and strategies to overcome them in a group of three comprising: (C2-C1)- 1 student (B2-B1)- 1 student (A2-A1)- 1 student 	<ul style="list-style-type: none"> A Class Test at the end Corelate the theme with 'Lost Spring' by Anees Jung Quiz 	<p>Introduction about RTE will be given to the students.</p> <ul style="list-style-type: none"> The title of the prose would be open for class interpretation. 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. 	<p>the purpose of theme and the hidden pathos and nuances of the lines, correlating them with indigenous/ personal experiences.</p> <ul style="list-style-type: none"> 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. Students will be able to read and comprehend extended text. Students will be able to write expository/ argumentative essays, developing a topic
<p>April/ No. of Periods: 07 TERM 1</p>	Deep Water (Flamingo)	<ul style="list-style-type: none"> PPT demonstrating the synopsis A Snippet Video on Water Sports. PPT NCERT e-book pdf/ Textbook Smart board Extra marks module (Software) 	<ul style="list-style-type: none"> <u>Project</u> Group discussion on 'All we have to fear is fear itself' Listening Task Worksheets on Crisis Management, Creative writing to unfold logical thinking skills. Group Activity- Students would be divided into groups of six comprising all 	<ul style="list-style-type: none"> Assignment on Deep Water Discussion of Scoring Points/Marking Scheme/Sample Questions A Class Test at the end Quiz 	<ul style="list-style-type: none"> 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. The prose would be read aloud. Difficult words would be discussed. The story outline, 	<ul style="list-style-type: none"> The students would be able to grasp the theme and meaning of the chapter. Their vocabulary would be strengthened. Their analyzing skills would be enhanced. Students will be able to understand the author's purpose and tone

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			range of learners • Comparative analysis of the chapters Deep Water and “We’re Not Afraid to Die” • <i>Presentation and discussion on Water Sports in India.</i> C2- C1: 2 students B2-B1: 2 students A2-A1: 2 Students		theme and values would be discussed by the teacher through a Power Pont Presentation. • The students would be grouped into six for the varied activities, discussions and presentations	• They will be able to acquire knowledge required in order to engage in independent reflection and enquiry. • The learners would unfold their logical thinking skills. • They would be able to organize their thoughts. • The creative Writing Skills would be enhanced. • They would develop their listening, speaking, questioning and presentation skills. • They would strengthen their decision-making skills.
May/ No. of Periods: 03 TERM I	<i>Keeping Quiet (Flamingo)</i>	• PPT • Audio-Visual (visual representation of the poem) • NCERT e-book pdf/ Textbook • Smart board • Extra marks module (Software) • Video on how nature is healing itself/ animals are reclaiming its space during Covid XIX	• <u>Project</u> • 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? https://www.bbc.com/future/article/20200318-the-worlds-largest-	• Assignment on the poem Keeping Quiet • Discussion on Value Points/ Marking Scheme/ Sample Question • A Class Test at the end • Quiz	• 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. • The learners would discuss on the sounds and thoughts of silence and relate to the title of the	• 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. • They would be able to up threat and gentle heeding with the predictable loss of the world. (global domain)

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		https://youtu.be/I2hNKrfsyNw	<p><u>nature-reserve</u> (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 learners in a group of six comprising- C2- C1: 2 students B2-B1: 2 students A2-A1: 2 Students</p> <ul style="list-style-type: none"> • Role Play on establishing Peace and Unity. • Write a script on Peace and Unity and act on it. 		<p>poem.</p> <ul style="list-style-type: none"> •The background of the author would be given. The poem would be read aloud and discussed. •Difficult words would be listed out and discussed. The synopsis would be shown with the help of a PPT. 	<ul style="list-style-type: none"> •Students will be able to understand the author's purpose and tone •They will be able to acquire knowledge required in order to engage in independent reflection and enquiry. •Students will be able to read and comprehend extended text. •Students will be able to write expository/ argumentative essays, developing a topic
April-May/ No. of Periods: 06 TERM 2	Writing Skills: Article and Report Writing	<ul style="list-style-type: none"> • PPT • Smart board • Extra marks module (Software) • Newspaper articles • Magazine articles • Written pieces on various subjects • Displaying blogs of various writers. 	<ul style="list-style-type: none"> • Project <p>i). Write a Report on the sites visited by you during the school trips. ii). Write a Report on a recent disaster with complimentary newspaper clip. a). Individual activity to note progress. iii). Article and Report Writing on facts (based on</p>	<ul style="list-style-type: none"> • Assignment on Articles & Reports • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end • Quiz 	<ul style="list-style-type: none"> •The session would start with a pre-writing activity to create an interest towards writing. •The teacher would define what an article is and discuss the purpose of article writing. •The different styles, subjects, purpose of article writing would be discussed. •The teacher would explain the 	<ul style="list-style-type: none"> •The students would develop an interest towards writing. •Their planning and organizing techniques would be enhanced. •They would be able to research on any subject and derive information from facts and present him in the form of a written piece. •Their creative writing would be analysed. •The interpreting and

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			research) iv). Article and Report Writing deriving ideas from interviews. v). Article and Report Writing based on Bravery and Will Power (hints would be given).		technique of accumulating ideas, focusing on ideas and facts, planning, organizing, evaluating, 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.	evaluative skills would be strengthened.
July/ No. of Periods: 5 - LEFT OUT OF SYLLABUS BY CBSE	<i>Journey to the end of the Earth (Vistas)</i>	<ul style="list-style-type: none"> • PPT • NCERT e-book pdf/ Textbook • Smart board • World Map with Time Zones • Extra marks module (Software) • Video on https://youtu.be/H2QxFM9y0tY (The disarming case to act right now on climate change- Ted Talk by Greta Thunberg) • https://youtube.be/M3 	<ul style="list-style-type: none"> • Project i). Places described in the chapter to be marked on the map and difficulties in treading those areas to be explored from the net. ii). Students will be assigned an experiential project – i.e. to design a poster on Global Warming and Greenhouse Effect • https://studentsonice.com/ (Student s will 	<ul style="list-style-type: none"> • Assignment on Journey to the end of the Earth • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end • Quiz 	<ul style="list-style-type: none"> • The session would begin with an interactive session wherein the teacher would conduct a survey by asking the students to raise their hands – i) If they have tried to change any annoying habits of their friends/ students to discuss about the journeys they have undertaken ii) How many of you 	<ul style="list-style-type: none"> • The learners would unfold their logical thinking skills. • Their vocabulary will be enriched. • They would be able to organize their thoughts, research work, compile and present in an economic writing style. • The creative Writing Skills would be enhanced. • They would develop their listening, speaking, questioning

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		<u>Iztt4D2UE</u> (Understanding the Science of Climate Change Earth's Survival)	be asked to visit the website of <i>an award-winning organization offering unique educational expeditions to the Antarctic and the Arctic</i> For all range of learners to note progress.		<p>liked it when your friend tried to change a habit of yours?</p> <ul style="list-style-type: none"> 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. The prose would be read aloud. Difficult words would be discussed. The outline of the memoir (article), theme and values would be discussed by the teacher through a Power Point Presentation. 	<p>and presentation skills.</p> <ul style="list-style-type: none"> They would strengthen their decision-making skills. Students will be able to understand the author's purpose and tone They will be able to acquire knowledge required in order to engage in independent reflection and enquiry.
March/ No. of Periods: 05 TERM 2	<i>The Rattrap (Flamingo)</i>	<ul style="list-style-type: none"> PPT NCERT e-book pdf/ Textbook Smart board Extra marks module (Software) 	<ul style="list-style-type: none"> <u>Project i).</u> Debate on ‘<i>The whole World is nothing but a great Rattrap</i>’ <p>Group activity for all range of learners in a group of six</p>	<ul style="list-style-type: none"> Assignment on The Rattrap Discussion of Scoring Points/Marking Scheme/Sample Questions A Class Test at the end Quiz 	<ul style="list-style-type: none"> The session would begin with an interactive stage wherein the students would discuss on the temptations in life on basis of the 	<ul style="list-style-type: none"> The students would be able to effectively provide a synopsis of the story. They will be able to analyze the values and thought process of the story.

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			comprising: (C2-C1)- 2 students (B2-B1)- 2 students (A2-A1)- 2 students		<p>theme of the story.</p> <ul style="list-style-type: none"> • The title of the lesson would be opened to the class for interpretation. • 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. 	<ul style="list-style-type: none"> • They would be able to identify the insecurity while tackling personal fears and horrors that lurk in the recesses of our mind. • Their vocabulary would be enriched. • Students will be able to read and comprehend extended text. • Students will be able to write expository/ argumentative essays, developing a topic
May/ No. of Periods: 02 TERM 1	Writing Skills: Letter to the Editor	<ul style="list-style-type: none"> • PPT • Selecting and discussing Newspaper reports/ editorial. • Smart board • Extra marks module (Software) • BBC Worksheets 	<ul style="list-style-type: none"> • Activity 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.) 	<ul style="list-style-type: none"> • Assignment on Notice & Advertisement • Discussion of Scoring Points/ Marking Scheme/Sample Questions • A Class Test at the end 	<ul style="list-style-type: none"> • The format, rules, technique would be discussed with examples. • The usage of language would be taught, and students would be assigned written tasks. 	<ul style="list-style-type: none"> • The students will be able to: • Write letters to friends, relatives, etc. to write business and official letters. • Open accounts in post offices and banks. To fill in railway/airline reservation forms. • Write on various issues to institutions seeking relevant information, lodge complaints, express gratitude or render apology. • Write applications, fill in application forms,

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						prepare a personal biodata for admission into colleges, universities, entrance tests and jobs.
May/ No. of Periods: 6 TERM I	<i>The Enemy (Vistas)</i>	<ul style="list-style-type: none"> • PPT • NCERT e-book pdf/ Textbook • Smart board • Extra marks module (Software) • Documentary on the services of Doctors and Nurses during the times of War/Pandemic 	<ul style="list-style-type: none"> • Project i). Study on War Stories and present it through a Power Point Presentation. <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"> • Assignment on: The Enemy • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end • Quiz 	<ul style="list-style-type: none"> • 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. • The background of the author would be given. • The lesson would be read aloud and explained. The historical background of the story and war related issues would be discussed. • Difficult words would be listed out and discussed. 	<ul style="list-style-type: none"> • The learners will be able to familiarize themselves with specific background of political enmity. • 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. • They will be able to understand the significance of professional ethics and social obligation in sensitive times. • Students will be able to understand the author's purpose and tone • They will be able to acquire knowledge required in order to engage in independent reflection and enquiry.

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						<ul style="list-style-type: none"> • The learners would unfold their logical thinking skills. • Students will be able to read and comprehend extended text. • Students will be able to write expository/ argumentative essays, developing a topic
May- June/ No. of Periods: 06 TERM 1	Writing Skills: Letter Writing: Enquiry/Reply Order/Complaint /Reminder/Cancellati on. Replies to the Letters	<ul style="list-style-type: none"> • Sample Letters PPT • Smart board • Extra marks module (Software) • BBC Worksheet 	<ul style="list-style-type: none"> • Project i) Assignments on writing and replying to letters. <p>Individual Activity to note progress. Warm –up Activity in group as mentioned in the methodology.</p>	<ul style="list-style-type: none"> • Assignment on: Letter Writing • Discussion of Scoring points/Marking Scheme/Sample Questions. • A Class Test at the end 	<ul style="list-style-type: none"> • The lesson consists of three stages that are outlined below: • 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. • Find the deliberate mistakes for pair work: To vary the forms of interaction, this time the learners will be asked to work on 	<ul style="list-style-type: none"> • The learners will be able to express ideas fluently and chronologically, concisely without difficulty in purpose, expressions, grammar usage, format usage and relevant vocabulary. • They will be able to express request/ complaint/reminder/ cancellation, fluently and orderly without difficulty in suitable tone and expressions and relevant vocabulary. • They will be able to write informal reports as part of personal letters on functions, programmes and activities held in

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					<p>the activity in pairs and photocopies will be provided. The correct answers will then be elicited.</p> <ul style="list-style-type: none"> • 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) • The format, usage, purpose and style would be demonstrated with examples. 	school (morning assembly, annual day, sports day, etc.)
August/ No. of Periods: 03 TERM 2	<i>A Thing of Beauty (Flamingo)</i>	<ul style="list-style-type: none"> • PPT • NCERT e-book pdf/ Textbook • Smart board • Extra marks module (Software) • Audio Visual rendition with explanation 	<ul style="list-style-type: none"> • Project i). Group Activity: Explore your surroundings for various things of beauty which provide you joy in one form or another and <i>sketch/paint a landscape</i> of the same • For all range of learners to note 	<ul style="list-style-type: none"> • Assignment on the poem A Thing of beauty • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end • Quiz 	<ul style="list-style-type: none"> • The session would begin with the study nature and its bounties that rejuvenate and reenergize the human mind and soul. • Appreciating the idea conveyed through the poem and discussion about the 	<ul style="list-style-type: none"> • 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 during difficult and challenging times. • They would be able to read the poem with proper rhythm and develop an interest in

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			progress.		background of this poem with other works of John Keats.	poetry. <ul style="list-style-type: none"> • The students would be able to grasp the message of the poem. • Their vocabulary would be strengthened. • Their analyzing skills would be enhanced. • Students will be able to understand the author's purpose and tone • They will be able to acquire knowledge required in order to engage in independent reflection and enquiry. • The learners would unfold their logical thinking skills.
June	Revisions, Exams and assessment	-	-	-	-	-
July/ No. of Periods: 07 TERM 2	Indigo (Flamingo)	<ul style="list-style-type: none"> • PPT • NCERT e-book pdf/ Textbook • Smart board • Extra marks module (Software) • https://youtu.be/eSvLFPFXjc8 (Leadership Lecture by Sam Manekshaw) • Documentary on 	<ul style="list-style-type: none"> • Project i). Group discussion on Gandhi Ji's role in the Indian Freedom Struggle. ii). Group Discussion on 'Role/Qualities of a Leader' iii). Choose an 	<ul style="list-style-type: none"> • Assignment on the chapter Indigo • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end • Quiz 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • The learners will be able to familiarize themselves with specific background of political enmity. • They will be able to identify and make connections between similar situations in own life experiences where our prejudices

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		Leadership and Social Justice • https://youtu.be/Kg8IidoHADg (Champaran Agitation from <i>Gandhi Movie</i>)	issue that has provoked controversy like <i>the Bhopal Gas Tragedy</i> or <i>the Narmada Dam Project</i> in which the lives of poor have been affected. a). Find out the facts of the case b) Present your arguments c) Suggest a possible settlement		<ul style="list-style-type: none"> • (student-teacher interaction) • Explanation and discussion • Encouraging students to role-play as various characters to interact with one another. • The background of the author would be given. The story would be read aloud. The theme and underlying meaning would be discussed. • Difficult words would be listed and explained. The message of the story would be discussed. 	often hinder our human compassion and empathy for a political enemy. • They will be able to understand the significance of professional ethics and social obligation in sensitive times. • Their vocabulary would be strengthened. • Their analyzing skills would be enhanced. • Students will be able to understand the author's purpose and tone • They will be able to acquire knowledge required in order to engage in independent reflection and enquiry. • Students will be able to write expository/ argumentative essays, developing a topic
July/ No. of Periods: 06/ TERM 2	<i>Should Wizard Hit Mommy (Flamingo)</i>	<ul style="list-style-type: none"> • PPT • NCERT e-book pdf/ Textbook • Smart board • Extra marks module (Software) along 	<ul style="list-style-type: none"> • Project: i). Debate on <i>Should Parents always decide what is best for their children?</i> 	<ul style="list-style-type: none"> • Assignment on <i>Should Wizard Hit Mommy</i> • Discussion of Scoring Points/Marking Scheme/ Sample 	<ul style="list-style-type: none"> • The session would start with an interaction on “Are nursery rhymes and fairy tales a reflection of reality?” 	<ul style="list-style-type: none"> • The learners would be able to familiarize with specific background while tackling personal choices on security, familiarity and

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		with the animation of the chapter	Group activity for all range of learners in a group of six comprising: (C2-C1)- 2 students (B2-B1)- 2 students (A2-A1)- 2student	Questions • A Class Test at the end • Quiz	<ul style="list-style-type: none"> • The title of the lesson would be open for interpretation. • The background of the author would be given. The lesson would be read aloud and discussed. Difficult words would be listed out and discussed. 	<p>happiness.</p> <ul style="list-style-type: none"> • They would be able to make connections between similar situations in personal experiences. • They will be able to appreciate the timeless significance of universal fears of loss and gain, of happy ending and parenting issues. • Their vocabulary would be strengthened. • Their analyzing skills would be enhanced. • Students will be able to understand the author's purpose and tone • Students will be able to write expository/ argumentative essays, developing a topic
July/ No. of Periods: 05 TERM 2	Writing Skills: Letter of Job Application	<ul style="list-style-type: none"> • PPT • Smart board • Extra marks module (Software) • BBC Worksheets 	<ul style="list-style-type: none"> • <u>Skill Assessment:i).</u> Select a job advertisement from the classified section of The Times of India and students will be assigned to write a job application. 	<ul style="list-style-type: none"> • Assignment on Job Application Letter • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • The learners will be able to understand the nature and purpose of a letter of application. • They will be able to examine a variety of letters to determine best layout, content

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			<p>ii). 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?)</p> <p>Pair Activity comprising- (C2-C1) and (B2-B1) (B2-B1) and (A2-A1).</p>		<p>note the responses on the blackboard/or discuss through a PPT.</p>	<p>and style.</p> <ul style="list-style-type: none"> • They will be able to develop and produce their own letter of application and prepare cover letter and attached bio data. • They will be able to acquire knowledge required in order to engage in independent reflection and enquiry. • The learners would unfold their logical thinking skills.
<p><i>April/ No. of Periods: 06 LEFT OUT OF SYLLAB US BY CBSE</i></p>	<i>Poets & Pancakes (Flamingo)</i>	<ul style="list-style-type: none"> • PPT • NCERT e-book pdf/ Textbook • Smart board • Extra marks module (Software) along with the animation of the chapter • Documentary on Gemini Studios 	<ul style="list-style-type: none"> • Group Activity: Discussion on 'Evolution of Movie Industry' • Pair Activity comprising- (C2-C1) and (B2-B1) (B2-B1) and (A2-A1). 	<ul style="list-style-type: none"> • Assignment on Poets & Pancakes • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end • Quiz 	<ul style="list-style-type: none"> • 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) • Explanation & Discussion • Critical evaluation of the plot, storyline 	<ul style="list-style-type: none"> • The students would be able to grasp the theme and meaning of the chapter. • Their vocabulary would be strengthened. • Their analyzing skills would be enhanced. • Students will be able to understand the author's purpose and tone • They will be able to acquire knowledge required in order 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
					and characters	engage in independent reflection and enquiry. • Students will be able to write expository/ argumentative essays, developing a topic.
July/ No. of Periods: 07 TERM 2	<i>On the Face of It (Vistas)</i>	<ul style="list-style-type: none"> • PPT • NCERT e-book pdf/ Textbook • Smart board Extra marks module (Software) • Documentary on the success stories of physically challenged people 	<ul style="list-style-type: none"> • Project: i). Group discussion on “<i>It’s got nothing to do with my face and what I look like</i>” and “<i>Handsome is what handsome does</i>” <p>Group activity for all range of learners in a group of six comprising:</p> <ul style="list-style-type: none"> • (C2-C1)- 2 students • (B2-B1)- 2 students • (A2-A1)- 2 students 	<ul style="list-style-type: none"> • Assignment on ‘On the Face of It’ • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end • Quiz 	<ul style="list-style-type: none"> • 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 would be read aloud and discussed. • 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. 	<ul style="list-style-type: none"> • The learners would be able to fight out their loneliness, depression and disappointment • They would accept the physically challenged people positively in their life and expand their social interaction. • They would be able to build up optimism and self-confidence. • The students would be able to grasp the theme and meaning of the chapter. • Their vocabulary would be strengthened. • Their analyzing skills would be enhanced. • Students will be able to understand the author's purpose and tone • They will be able to

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						<p>acquire knowledge required in order to engage in independent reflection and enquiry.</p> <ul style="list-style-type: none"> Students will be able to write expository/ argumentative essays, developing a topic.
May/ No. of Periods: 04 LEFT OUT OF SYLLAB US BY CBSE	Writing Skills: Poster Making	<ul style="list-style-type: none"> PPT Smart board Extra marks module (Software) BBC Worksheets Visual presentation 	<ul style="list-style-type: none"> Project i). Poster Making on following topics for <i>Drug Abuse, Tree Plantation, Organ Donation</i>, etc. for all range of learners. 	<ul style="list-style-type: none"> Assignment on 'Poster Making' Discussion of Scoring Points/Marking Scheme/Sample Questions A Class Test at the end 	<ul style="list-style-type: none"> The teacher will acquire and display several different posters from various sources. Some examples may include: Movie 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 	<ul style="list-style-type: none"> Comprehend an effective Poster making as a tool of Visual Communication. Focus on the message to be delivered. Keep the sequence well ordered. Use graphs and images effectively. Plan and organize a poster presentation. Use spacing, margins, colours, and layout to maximize effectiveness and list information about their invention.

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					discuss and demonstrate the presentation stage, consolidation stage and the closing stage.	
August/ No. of Periods: 03 LEFT OUT OF SYLLAB US BY CBSE	<i>A Roadside Stand (Flamingo)</i>	<ul style="list-style-type: none"> • PPT • NCERT e-book pdf/ Textbook • Smart board • Extra marks module (Software) • https://youtu.be/AluXpbCzyrs (AV rendition of the poem with explanation) 	<ul style="list-style-type: none"> • Project i). Group activity to develop appreciation of poetic devices and rhyme in students for all range of learners. Group Discussion on the topic '<i>The economic well being of a country depends on a balanced development of villages and the cities</i>' <p>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</p>	<ul style="list-style-type: none"> • Assignment on The Interview • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end • Quiz 	<ul style="list-style-type: none"> • Explanation and discussion • Appreciating the idea conveyed through the poem and discussion about the background of this poem with other works of the poet. 	<ul style="list-style-type: none"> • The students would be able to grasp the message of the poem. • Their vocabulary would be strengthened. • Their analyzing skills would be enhanced. • Students will be able to understand the author's purpose and tone • They will be able to acquire knowledge required in order to engage in independent reflection and enquiry. • The learners would unfold their logical thinking skills. Students will be able to write expository/ argumentative essays, developing a topic.
August/ No. of Periods: 06	<i>The Interview (Flamingo)</i>	<ul style="list-style-type: none"> • PPT • NCERT e-book pdf/ Textbook 	<ul style="list-style-type: none"> • Project i). Group and pair activities: - 	<ul style="list-style-type: none"> • Assignment on The Interview • Discussion of Scoring 	<ul style="list-style-type: none"> • The session would start with an interaction on how 	<ul style="list-style-type: none"> • The students should be able to gauge the theme of the chapter.

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LEFT OUT OF SYLLAB US BY CBSE		<ul style="list-style-type: none"> • Smart board • Extra marks module (Software) 	<p><i>Interview a person whom you admire either in school or your neighbourhood and record it in writing</i></p> <p>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</p>	<p>Points/Marking Scheme/Sample Questions</p> <ul style="list-style-type: none"> • A Class Test at the end • Quiz 	<p>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.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Their vocabulary would be strengthened. • Their analyzing skills would be enhanced. • 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). • They would be able to identify the central/main point and supporting details, etc., to build communicative competence in various lexicons of English. • They would be able to promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities
May / No. of Periods: 04 TERM I	WRITING SKILLS: Advertisement (commercial/ classified)	<ul style="list-style-type: none"> • PPT • Smart board • Extra marks module (Software) • BBC Worksheets • Visual presentation 	<ul style="list-style-type: none"> • Project i). Match the types of classified advertisement with the given description https://forms.office.com/Pages/Response 	<ul style="list-style-type: none"> • Assignment on Advertisement • Discussion of Scoring Points/Marking Scheme/Sample Questions 	<ul style="list-style-type: none"> • The format, rules, technique would be discussed with examples. • The usage of language would be taught, and students 	<ul style="list-style-type: none"> • Students will learn persuasive techniques used in advertising, specifically, pathos or emotion, logos or logic, and ethos or credibility/character.

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		Newspaper search	Page.aspx?id=HruUp6xXyUu9_G_LpDqZRQ4cNxzSuy1Es6Vi_ZzAyQ9UQkc5SVJINIIxNFI0WEtDM0k3NUU3SVNOTS4u 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. Pair Activity comprising- C2-C1- and B2-B1 B2-B1 and A2-A1	<ul style="list-style-type: none"> • A Class Test at the end 	would be assigned written tasks <ul style="list-style-type: none"> • A visual clipping of advertisements would be shown to the learners and they would interpret it through interaction. (student-student interaction) • The concept, format, style and purpose would be explained with examples. 	<ul style="list-style-type: none"> • They will use this knowledge to analyze advertising in a variety of sources: print, television, and Web-based advertising. • Students will also explore the concepts of demographics and 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
August/ No. of Periods: 06 TERM 2	<i>Evans Tries An O' Level (Vistas)</i>	<ul style="list-style-type: none"> • PPT • NCERT e-book pdf/ Textbook • Smart board • Extra marks module (Software) • An animated version of the chapter 	<ul style="list-style-type: none"> • Project i). Group Discussion on 'Should criminals in prison be given the opportunity of learning and education?' ii). Role Play of the story For all range of learners in a group of 6 comprising- (C2-C1)- 2 students (B2-B1)- 2 students 	<ul style="list-style-type: none"> • Assignment on 'Evans Tries an O Level' • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end • Quiz 	<ul style="list-style-type: none"> • The session would start with student teacher interaction on <i>Would Education in the jails help in refining prisoners.</i> • The title of the lesson would be open for class interpretation. The background of the author would be given. • The lesson would be 	<ul style="list-style-type: none"> • The learners will be able to familiarize themselves with specific background of the cat and mouse role of the police and the criminal. • They will be able to identify and make connections between similar situations in their own country where each of us witness the dereliction

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			(A2-A1)- 2 student		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-Level will be carried out.	<p>of duty of the law keepers and their complacent laxity.</p> <ul style="list-style-type: none"> • 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). • They would be able to identify the central/main point and supporting details, etc., to build communicative competence in various lexicons of English. • They would be able to promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities
September <i>/ No. of Periods: 03 TERM 2</i>	<i>Aunt Jennifer's Tigers (Flamingo)</i>	<ul style="list-style-type: none"> • PPT • NCERT e-book pdf/ Textbook • Smart board • Extra marks module (Software) • An animated version of the chapter • https://youtu.be/p38IB 	<ul style="list-style-type: none"> • <u>Project</u> i). Students will be divided into groups and assigned the task to deliver speech on topics like <i>Gender Disparity, Women Empowerment, Uniform Civil Code</i> 	<ul style="list-style-type: none"> • Assignment on 'Aunt Jennifer's Tiger' • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end • Quiz 	<ul style="list-style-type: none"> • Pre-reading activity would be the first step wherein the students would delve deep into the title of the poem. • The learners would make an interpretation of the title as it indicates 	<ul style="list-style-type: none"> • The learners will be able to facilitate making connections between similar situations in different storylines/life experiences. • They will be able to empathize with Aunt Jennifer's problems

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		<u>ddIIk</u> (AV Rendition with explanation) • https://youtu.be/0Nj99epLFgg (Gender Conflict)	<i>and 33% Reservation for women is just a mirage</i> Individual Activity to note progress.		the subject and theme. • The background of the poet would be discussed. The poem would be read aloud with proper intonation rhyme and rhythm. • Difficult terms and words would be explained so that the students can predict the atmosphere of the world inside the poem. • 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.	and seek resolution. • They will be able to think and produce spontaneous, fluid and expression in poetic texts to convey a social change. • They would discern prevailing inequalities in various guises. • 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). • They would be able to identify the central/main point and supporting details, etc., to build communicative competence in various lexicons of English. • They would be able to promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities
September <i>/ No. of Periods:</i>	(Going Places (Flamingo)	• PPT • NCERT e-book pdf/ Textbook	• Project i). Group Discussion on 'Hero-worship is	• Assignment on 'Going Places' • Discussion of Scoring	• The session would begin with an interaction on	• The learners will be able to familiarize themselves with

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
08 LEFT OUT OF SYLLAB US BY CBSE		<ul style="list-style-type: none"> • Smart board • Extra marks module (Software) 	<p><i>the most favourite pastime of the adolescents.'</i></p> <p>For all range of learners in a group of 6 comprising- (C2-C1)- 2 students (B2-B1)- 2 students (A2-A1)- 2 students</p>	<p>Points/Marking Scheme/Sample Questions</p> <ul style="list-style-type: none"> • A Class Test at the end • Quiz 	<p>Fantasy and Reality. The title of the lesson would be open for class interpretation.</p> <ul style="list-style-type: none"> • The background of the author would be given. • The lesson would be read aloud and discussed. Difficult words would be listed out and discussed. 	<p>specific background information of adolescents and adolescent fantasizing.</p> <ul style="list-style-type: none"> • 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. • 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). • They would be able to identify the central/main point and supporting details, etc., to build communicative competence in various lexicons of English. • They would be able to promote advanced language skills with an aim to develop the

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						skills of reasoning, drawing inferences, etc. through meaningful activities
September / No. of Periods: 08/ LEFT OUT OF SYLLAB US BY CBSE	<i>Memories of Childhood (Flamingo)</i>	<ul style="list-style-type: none"> • PPT • NCERT e-book pdf/ Textbook • Smart board • Extra marks module (Software) 	<ul style="list-style-type: none"> • <u>Project</u> i). Students will be assigned the task of Creating Posters for Cultural equality. <p>Individual activity to note progress.</p>	<ul style="list-style-type: none"> • Assignment on: Memories of Childhood • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end • Quiz 	<ul style="list-style-type: none"> • 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. • The background of the author would be given. The lesson would be read aloud and discussed. • Difficult words would be listed out and discussed. 	<ul style="list-style-type: none"> • The learners would be able to sensitize themselves to the issues of estranged cultural ties. • They will be able to make connections between similar situations in different storylines/life experiences. • They will be able to initiate the role of an ambassador in the world ridden with racial and class differences. • They will be able to identify the central/ main point and supporting details, etc., to build communicative competence in various lexicons of English. • They would be able to promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities

Month/ No. of working days	Topic/Sub-topic	Teaching 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	Revisions, Exams and assessment					
October/ No. of Periods: 06/ LEFT OUT OF SYLLAB US BY CBSE	Writing Skills: Speech, Debate	<ul style="list-style-type: none"> • Extramarks module (Software) • Audio-Visual Class on great speeches • Sample Oxford Debates to be shown https://youtu.be/f7CW7S0zxv4 • https://youtu.be/Lq0iu_a0r0KQ • BBC Worksheets 	<ul style="list-style-type: none"> • Project i). Student will be given the task of organizing Intra Class Debate. <p>Group and pair activities like Declamation and Debates etc.</p>	<ul style="list-style-type: none"> • Assignment on: Speech, Debate • Discussion of Scoring Points/Marking Scheme/Sample Questions. • A Class Test at the end 	<ul style="list-style-type: none"> • Session will focus on three vital parts of speech/ debate: i) Introduction ii) The Body iii) The Conclusion 	<ul style="list-style-type: none"> • The learners will be able to express opinions, facts, arguments in the form of speech or debates, using a variety of accurate sentence structures. • Differentiate between claims and realities, facts and opinions, form business opinions based on latest trends available • Comprehend technical language as required in computer related fields, arrive at personal conclusion and logically comment on a given text • 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
August/September	Revisions, Exams and Assessment for Term 1	-	-	-	-	-

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Feb 26	Unit II Topic- Solution Sub-topics <ul style="list-style-type: none"> Describe the formation of different types of solutions. Method to express concentration of solutions in different units. State and explain Henry's law and Raoult's law. Distinguish between ideal and non-ideal solutions. Deviation of non-ideal solutions from Raoult's law. Describe colligative properties of solutions and correlate these with molar 	<ul style="list-style-type: none"> Blackboard Chalk Duster Textbook Video PPT Modules on Extra marks Flow charts. Concept Maps Chemistry notes e-book 	Diagram: <ul style="list-style-type: none"> Fig 2.1, 2.3, 2.4, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11 (NCERT part 1) Interdisciplinary Linkage: Math's, Biology Art Integration: Drawing graphs on Raoult's law, deviation from Raoult's law, graphs of different Colligative properties Practical's: <ul style="list-style-type: none"> In volumetric analysis they understood the concept well by making solutions of Mohr's salt, Potassium permanganate and oxalic acid of different concentrations. Determination of concentration/ molarity of 	<ul style="list-style-type: none"> Notes of the chapter. Case studies based on written assignment. Numerical of the topics-Method of expressing concentration, Henry Law, Raoult's Law, Colligative properties and Van't Hoff factor. Written and oral Test. 	Developing knowledge of concept by: <ul style="list-style-type: none"> 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). 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. The teacher will equip the knowledge of students by providing them fundamentals to solve numericals and 	After going through this unit students will be able to Understand the: <ul style="list-style-type: none"> Concept of types of Solution. Methods to express concentration of solution in different units. Henry's law, Raoult's law and their application. Ideal and non-ideal solutions with their graphical representation. Colligative properties of solutions and determination of molar masses of the solutes. Understanding of abnormal molecular mass and colligative property. Van't Hoff factor relation with degree of association and dissociation.

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	<p>masses of the solutes.</p> <ul style="list-style-type: none"> Abnormal colligative properties exhibited by some solutes in solutions and Van't Hoff factor. 		KMnO ₄ solution by titrating it against a standard solution of Oxalic acid and Ferrous Ammonium Sulphate.		<p>provide them chance of experiential learning by doing experiments of making solution of different concentration in lab.</p> <p>Videos-To get a 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. For Practical following You tube videos will be shown</p> <p>https://youtu.be/kXI_Om-2XYk</p> <p>https://www.youtube.com/watch?v=HDUd4KqBK8</p> <p>https://www.youtube.com/watch?v=kXI_Om-2XYk</p>	<ul style="list-style-type: none"> Value Based Outcome: Teaching the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc. through the practical.

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March 15	UNIT-III Topic- Electrochemistry Sub- topics- <ul style="list-style-type: none"> Electrochemical cell and differentiate between electrolytic and galvanic cell. Nernst equation for calculating the emf of galvanic cell and standard potential of cell. Resistivity, conductivity and molar conductivity of ionic solutions. Differentiate between ionic and electronic conductivity. Method for measurement of conductivity of electrolytic solutions and calculations of 	<ul style="list-style-type: none"> Blackboard Chalk Duster Textbook Video PPT Modules on Extra marks Flow charts. Mind Maps and Mnemonics at the end of the chapter. Chemistry notes e-book 	Interdisciplinary Linkage: Math's, Physics Diagrams: 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) Art Integration: Drawing graphs on variation of conductivity and molar conductivity with concentration for weak electrolyte and strong electrolyte. Project: Study of the effect of metal coupling on the rusting of iron.	<ul style="list-style-type: none"> Notes of the chapter Case studies based on written assignment. Numerical of the topics. Conductance and electrolytic conductance' Kohlrausch's law, Faradays law of electrolysis and Nernst equation. Written and oral Test. Notebook Evaluation 	Developing knowledge of concept by: <ul style="list-style-type: none"> The session would begin with pre knowledge testing of class 11th on the topic's oxidation, reduction, oxidising agent, reducing agent, electrode potential, hydrogen electrode and electrochemical series. 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. The teacher will equip the knowledge of students by providing them fundamentals to solve numericals and provide them chance 	After going through this unit students will be able to Understand the concept of- <ul style="list-style-type: none"> Electrochemical cell, electrode potential, Standard Hydrogen electrode, electrochemical series, and its application. Electrolysis of various compounds in molten and aqueous solution. Faradays law of electrolysis and its numerical. Difference between electrolytic and Galvanic cell. Nernst equation and its numerical. Concept of conductance,

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	<p>their molar conductivity.</p> <ul style="list-style-type: none"> • Kohlrausch's law and its applications. • Construction of some primary and secondary batteries and fuel cells. • Corrosion as an electrochemical process. 				<p>of experiential learning by doing experiments of project rusting of iron and factors affecting rusting of iron in lab.</p> <p>Videos-To get a better insight of the concept following videos were shown to students.</p> <p>Variation of molar conductance with concentration, fuel cells, types of batteries, corrosion.</p> <p>https://youtu.be/6usBfWVOZls</p> <p>https://youtu.be/qDqFo8icz1w</p> <p>https://youtu.be/Q0VSVy-IIM</p> <p>https://youtu.be/SDkYKvh7Z08</p> <p>https://youtu.be/6oeN9VDFLig</p> <p>https://youtu.be/pViMZI9GG7Y</p>	<p>resistance, conductivity and resistivity. Molar conductance and equivalent conductance and their numerical.</p> <ul style="list-style-type: none"> • Kohlrausch's law and its application. • Construction of some primary and secondary batteries and fuel cells. • Corrosion and its mechanism by forming electrochemical cell. Method to prevent corrosion. • Practical Outcome Besides that, the students will be able to apply the

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						<p>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.</p> <ul style="list-style-type: none"> • Value Based Outcome: Teaching the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc. through the project.
April 01	UNIT- IV Topic- Chemical Kinetics Sub- topics- <ul style="list-style-type: none"> • Difference between ionic and electronic conductivity. • Difference between 	<ul style="list-style-type: none"> • Blackboard • Chalk • Duster • Textbook • Video • PPT • Modules on Extra marks • Flow charts. • Concept Maps 	Interdisciplinary Linkage: Math's Diagrams: Fig4.1,4.3, 4.4, 4.5, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12 (NCERT part 1) Art Integration: Drawing graphs on instantaneous and average rate of a	<ul style="list-style-type: none"> • Notes of the chapter • Numerical of the topics. Rate equation, Integrated rate equation, Arrhenius equation. • Written and oral 	Developing knowledge of concept by: <ul style="list-style-type: none"> • The session would begin with pre knowledge testing of class 11th on the topic's Law of mass action and rate of reaction. • The facilitator would 	<p>After going through this unit students will be able to understand the concept of-</p> <ul style="list-style-type: none"> • Rate of a reaction (Average and instantaneous). • Factors affecting rate of reaction: concentration,

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	molecularity and order of a reaction. • Rate constant. • Dependence of rate of a reaction on concentration, temperature and catalyst. • Integrated rate equations for zero and first order reactions. • Determine the rate constants for zero and first order reactions. • Collision theory. • Activation energy • Arrhenius equation	• Chemistry notes • e- book	reaction. Activation energy graph for exothermic and endothermic reactions, catalyst and temperature effect on rate of reaction. Project: To compare the rates of fermentation of the following fruit or vegetable juices i) Apple juice (ii) Orange juice (iii) Carrot juice.	Test. • MCQ • Case studies based on written assignment. • Notebook Evaluation	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. Videos- To get a better insight of the concept following videos were shown to students. Collision theory, activation energy and Arrhenius equation from Extra mark and You tube. https://youtu.be/wbGgIfHsx-I	temperature, catalyst; order and molecularity of a reaction. • Rate law and specific rate constant. • Integrated rate equations and half-life (only for zero and first order reactions). • Concept of collision theory (elementary idea, no mathematical treatment). • Activation energy • Arrhenius equation. • Value Based Outcome: Teaching the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc. through the project.
April 25	UNIT- X Topic- Haloalkanes and Haloarenes	• Blackboard • Chalk • Duster	Diagrams: Fig 10.2, 10.3, 10.4, 10.5(NCERT part 2)	• Notes of the chapter • Written and oral	Developing knowledge of concept by: • The session would	After going through this unit students will be able to Understand the

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	Sub- topics- <ul style="list-style-type: none"> Name of haloalkanes and haloarenes according to the IUPAC system of nomenclature from their given structures. Describe the reactions involved in the preparation of haloalkanes and haloarenes and understand various reactions that they undergo. Correlate the structures of haloalkanes and haloarenes with various types of reactions. Use stereochemistry as a tool for understanding the reaction mechanism. 	<ul style="list-style-type: none"> Textbook Video PPT Modules on Extra marks Mind Maps and Mnemonics at the end of the chapter. Chemistry notes e-book 	<p>Art Integration: Drawing structures to show retention, inversion, and racemic mixtures.</p> <p>Project on the use of Chloro fluoro carbons and its harmful effects</p>	Test. <ul style="list-style-type: none"> MCQ Case studies based on written assignment. Weekly assignment Random oral testing daily Notebook Evaluation 	begin with an interaction on organic chemistry basics and then about halo alkanes and halo arenes and the importance of these compounds in our life. (Student Teacher Interaction) <ul style="list-style-type: none"> 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 of optical isomerism. In the end of chapter recapitulation of chapter with the help of flow charts. <p>Videos – To get a better understanding of concepts the following videos were shown to</p>	concept of- <ul style="list-style-type: none"> Haloalkanes and haloarenes introduction. Classification of haloalkanes and haloarenes Method of preparations of haloalkanes and haloarenes. Physical properties of haloalkanes and haloarenes. Chemical properties of haloalkanes and haloarenes. Concept of nucleophilic substitution reaction of first order and second order. Stereochemical aspects of S_N1 and S_N2 reactions. Value Based Outcome: Teaching the values discipline, Equity, coordination,

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	<ul style="list-style-type: none"> Appreciate the applications of organo-metallic compounds. 				<p>the students: SN₁ and SN₂ mechanism. retention, inversion, and racemic mixtures.</p> <p>https://youtu.be/JmcVgE2WKBE</p> <p>https://youtu.be/h5xvaP6bIZI</p>	<ul style="list-style-type: none"> cooperation, Harmony, Team spirit, Sense of responsibility during project.
May 07	<p>UNIT- XI Topic- Alcohol, Phenol and Ether Sub- topics-</p> <ul style="list-style-type: none"> Name alcohols, phenols and ethers according to the IUPAC system of nomenclature. Discuss the reactions involved in the preparation of alcohols from (i) alkenes (ii) aldehydes, ketones and carboxylic acids. Discuss the reactions involved in the preparation of phenols from (i) 	<ul style="list-style-type: none"> Blackboard Chalk Duster Textbook Video PPT Modules on Extra marks Flow charts. Concept Maps Chemistry notes e-book 	<p>Art Integration: Drawing different resonating structures to explain the structure of phenol and aryl ether.</p>	<ul style="list-style-type: none"> Notes of the chapter Written and oral Test. MCQ Case studies based on written assignment. Weekly assignment Random oral testing daily Notebook Evaluation 	<p>Developing knowledge of concept by:</p> <ul style="list-style-type: none"> The session would begin with an interaction on compounds alcohol, phenol, ether and the importance of these compounds in our life. (Student Teacher Interaction) 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 	<p>Students will be able to understand the concept of-</p> <ul style="list-style-type: none"> Alcohols: Nomenclature, methods of 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. Phenols:

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	haloarenes (ii) benzene sulphonic acids (iii) diazonium salts and (iv) cumene. <ul style="list-style-type: none"> Discuss the reactions for preparation of ethers from (i) alcohols and (ii) alkyl halides and sodium alkoxides /aryl oxides 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. 				<p>mechanism of organic reactions.</p> <ul style="list-style-type: none"> In the end of chapter recapitulation of chapter with the help of flow charts. <p>Videos – To get better understanding of concepts following videos were shown to the students: Mechanism on topics of acidic hydration of alkene to form alcohol, dehydration of alcohol to alkene and ether from Extra mark and You tube. https://youtu.be/qbYXVztddJs</p>	<p>Nomenclature, methods of preparation, physical and chemical properties, acidic nature of phenol, electrophilic substitution reactions, uses of phenols.</p> <p>Ethers: Nomenclature, methods of preparation, physical and chemical properties, uses.</p>
May/June	Revision, Unit-1 Exam/Assessment/ Summer Vacation					
July 01	UNIT- VIII Topic- 'd' and 'f' Block Elements Sub- topics-	<ul style="list-style-type: none"> Blackboard Chalk Duster Textbook 	Diagrams/ Graphs: Fig 8.1, 8.2, 8.3, 8.4, 8.6, 8.7(NCERT part 1) Art Integration:	<ul style="list-style-type: none"> Notes of the chapter Written and oral Test. 	Developing knowledge of concept by: <ul style="list-style-type: none"> The session would begin with an 	<p>Students will be able to understand the concept of-</p> <ul style="list-style-type: none"> General

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	<ul style="list-style-type: none"> Learn the positions of the d- and block elements in the periodic table. Know the electronic configurations of the transition (d-block) and the inner transition (f-block) elements. Appreciate the relative stability of various oxidation states in terms of electrode potential values. Understand the general characteristics of the d- and-block elements and the general horizontal and group trends in them. Describe the properties of the f-block elements and give a 	<ul style="list-style-type: none"> Video PPT Modules on Extra marks Flow charts. Concept Maps Internet Chemistry notes e-book 	<p>Drawing structure of chromate ion, dichromate ion, manganate ion, permanganate ion, graph on different properties like atomic radii, melting points etc.</p> <p>Practical: Qualitative Analysis(a) Determination of one anion and one cation in a given salt Cations- Pb^{2+}, Cu^{2+}, Al^{3+}, Fe^{3+}, Mn^{2+}, Ni^{2+}, Zn^{2+}, Co^{2+}, Ca^{2+}, Sr^{2+}, Ba^{2+}, Mg^{2+}, $[\text{NH}_4]^+$ Anions $[\text{CO}_3]^{2-}$, S^{2-}, $[\text{SO}_3]^{2-}$, $[\text{SO}_4]^{2-}$, $[\text{NO}_3]^-$, Cl^-, Br^-, I^-, $[\text{PO}_4]^{3-}$, $[\text{C}_2\text{O}_4]^{2-}$, CH_3COO^- (Note: Insoluble salts</p>	<ul style="list-style-type: none"> MCQ Weekly assignment Random oral testing daily Case studies based on written assignment. Notebook Evaluation 	<p>interaction on transition elements and their position in the periodic table. (Student Teacher Interaction)</p> <ul style="list-style-type: none"> 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 of inorganic chemistry. In the end of chapter recapitulation of chapter with the help of flow charts. <p>Videos – To get better understanding of concepts following videos were shown to the students:</p> <ul style="list-style-type: none"> Preparation, properties and structure of potassium 	<p>introduction, electronic configuration, occurrence and characteristics of transition metals.</p> <ul style="list-style-type: none"> General trends in properties of the first-row transition metals -metallic character, ionization enthalpy, oxidation states, ionic radii, colour, catalytic property, magnetic properties, interstitial compounds, alloy formation. Preparation and properties of $\text{K}_2\text{Cr}_2\text{O}_7$ and KMnO_4. Lanthanoids - Electronic configuration, oxidation states, chemical reactivity and lanthanoid contraction and its consequences.

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	comparative account of the lanthanoids and actinoids with respect to their electronic configurations, oxidation states and chemical behaviour.				permanganate and potassium dichromate. <ul style="list-style-type: none"> Practical related https://youtu.be/gyxgVsXMYq0 https://youtu.be/IrMLXTw0528 https://youtu.be/kCKUZdgo600 	Actinoids -Electronic configuration, oxidation states and comparison with lanthanoids. <ul style="list-style-type: none"> Value Based Outcome: Teaching the values discipline, Equity, coordination, cooperation, Harmony, Team spirit, Sense of responsibility during practical.
July 15	UNIT- IX Topic- Coordination Compound. <ul style="list-style-type: none"> Sub- topics- Appreciate the postulates of Werner's theory of coordination compounds. Know the meaning of the terms: Coordination entity, central atom/ion, ligand, coordination number, 	<ul style="list-style-type: none"> Blackboard Chalk Duster Textbook Video PPT Modules on Extra marks Flow charts. Concept Maps Chemistry notes Charts. e-book 	Diagrams: 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) Art Integration: Drawing structures of metal carbonyls, d orbital's splits in octahedral and tetrahedral crystal field. Practical: Preparation of inorganic compounds. Preparation of double salt of Ferrous Ammonium Sulphate	<ul style="list-style-type: none"> Notes of the chapter Written and oral Test. MCQ Case studies based on written assignment. Weekly assignment Random oral testing daily Notebook Evaluation 	Developing knowledge of concept by: <ul style="list-style-type: none"> The session would begin with an interaction on coordination compounds definition and their difference with double salt (Student Teacher Interaction). The facilitator would develop the concepts of the topics with textbook sequence by lecture method, flip 	Students will be able to understand the concept of- <ul style="list-style-type: none"> Coordination compounds and double salts- Introduction, ligands, coordination number, colour, magnetic properties and shapes. IUPAC nomenclature of mononuclear

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	coordination sphere, coordination polyhedron, oxidation number, homoleptic and heteroleptic. <ul style="list-style-type: none"> Learn the rules of nomenclature of coordination compounds. Write the formulas and names of mononuclear coordination compounds. Understand the nature of bonding in coordination compounds in terms of the Valence Bond and Crystal Field theories. Learn the stability of coordination compounds. Importance and applications of coordination 		and Potash Alum. Project: A detailed project on collecting the information about the importance of coordination compounds in daily life.		method, brainstorming, discussion of scoring point and marking scheme. <ul style="list-style-type: none"> In the end of chapter recapitulation of chapter with the help of flow charts. Videos – To get better understanding of concepts following videos were shown to the students: Werner Theory, Crystal Field Theory. https://youtu.be/s0dJHwBVFcI https://youtu.be/9ohaQG1zOJQ	coordination compounds. <ul style="list-style-type: none"> Bonding, Werner's theory, VBT, and CFT. Structure and stereoisomerism. Importance of coordination compounds (in qualitative inclusion, extraction of metals and biological system). Practical Outcome 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

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	compounds in our day-to-day life					<p>doing experiments in Lab.</p> <ul style="list-style-type: none"> Value Based Outcome: Teaching the values discipline, Equity, Harmony, Team spirit, Sense of responsibility during practical session.
August 01	UNIT- XIII Topic- Amines <ul style="list-style-type: none"> Sub- topics- Describe amines as derivatives of ammonia having a pyramidal structure. Classify amines as primary, secondary and tertiary. Name amines by common names and IUPAC system. Describe some of the important methods of 	<ul style="list-style-type: none"> Blackboard Chalk Duster Textbook Video PPT Modules on Extra marks Flow charts. Concept Maps Chemistry notes Charts. e-book 	Art Integration: 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"> Notes of the chapter Written and oral Test. MCQ Weekly assignment Random oral testing daily Notebook Evaluation 	Developing knowledge of concept by: <ul style="list-style-type: none"> The teacher will do pre knowledge testing on the functional group of amines and types of amines based on class 11th topic IUPAC names of organic compounds. 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 	Students will be able to understand the concept of- <ul style="list-style-type: none"> Amines: Nomenclature and classification. Structure. Methods of preparations Physical and chemical properties. Uses. Identification of primary, secondary and tertiary amines. Cyanides and Isocyanides -will be mentioned at relevant places in

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	preparation of amines. <ul style="list-style-type: none"> Explain the properties of amines. Distinguish between primary, secondary and tertiary amines. Describe the method of preparation of diazonium salts and their importance in the synthesis of a series of aromatic compounds including azo dyes				topic. <ul style="list-style-type: none"> 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. In the end of chapter recapitulation of chapter with the help of flow charts. 	text. Diazonium salts: Preparation, chemical reactions and importance in synthetic organic chemistry.
August 12	UNIT- XII Topic- Aldehydes, Ketone and Carboxylic acids. <ul style="list-style-type: none"> Sub- topics- IUPAC names of aldehydes, ketones and carboxylic acids. Structures of the compounds containing functional groups 	<ul style="list-style-type: none"> Blackboard Chalk Duster Textbook Video PPT Modules on Extra marks Flow charts. Concept Maps Chemistry notes Charts. 	Art Integration: Resonating structure of carboxylic acid, mechanism of different reactions by showing arrows for transfer of electrons. Practical: Tests for the functional groups present in organic compounds: Unsaturation, alcoholic, phenolic, aldehydic,	<ul style="list-style-type: none"> Notes of the chapter Written and oral Test. MCQ Weekly assignment Random oral testing daily Notebook Evaluation 	Developing knowledge of concept by: <ul style="list-style-type: none"> The teacher will do pre knowledge testing on the functional group of aldehyde, ketone and carboxylic acids based on class 11th topic IUPAC names of organic compounds. The teacher will 	Students will be able to understand the concept of- <ul style="list-style-type: none"> Aldehydes and Ketones: Nomenclature, nature of carbonyl group. Methods of preparation. Physical and chemical properties.

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Class: XII
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	namely carbonyl and carboxyl groups. <ul style="list-style-type: none"> • Important methods of preparation and reactions of these classes of compounds. • Physical properties and chemical reactions of aldehydes, ketones and carboxylic acids, with their structures. • Mechanism of a few selected reactions of aldehydes and ketones. • Various factors affecting the acidity of carboxylic acids and their reactions. • Uses of aldehydes, ketones and 	<ul style="list-style-type: none"> • e-book 	ketonic, carboxylic and amino (Primary) groups. PROJECT SUBMISSION		keep on throwing statements related to reasons for reactivity of aldehyde and ketone towards nucleophilic addition reaction. <ul style="list-style-type: none"> • 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. • In the end of chapter recapitulation of chapter with the help of flow charts. Videos – To get better understanding of concepts following videos were shown to the students: Mechanism on topics of esterification reaction and acidic dehydration	<ul style="list-style-type: none"> • Mechanism of nucleophilic addition. • Reactivity of alpha hydrogen in aldehydes, uses. • Carboxylic Acids: <ul style="list-style-type: none"> • Nomenclature. • Acidic nature. • Methods of preparation. • Physical and chemical properties. • Uses. • Value Based Outcome: <ul style="list-style-type: none"> • Teaching the values discipline, Equity, Harmony, Team spirit, Sense of responsibility during practical session.

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	carboxylic acids.				of alcohol to form ether. https://youtu.be/jrW8BfVbsFU https://youtu.be/5Y56Gq-um6Q	
Sept.	Revision, Unit-2 Exam/Assessment					
Sept 26	UNIT- XIV Topic- Biomolecules Sub- topics- <ul style="list-style-type: none"> Explain the characteristics of biomolecules like carbohydrates, proteins and nucleic acids and hormones. Classify carbohydrates, proteins, nucleic acids and vitamins based on their structures. Explain the difference between DNA and RNA. 	<ul style="list-style-type: none"> Blackboard Chalk Duster Textbook Video PPT Modules on Extra marks Flow charts. Concept Maps Chemistry notes Charts. e-book 	Interdisciplinary Linkage: Biology Art Integration: Drawing structures of carbohydrates, proteins, and nucleic acids. Project: Characteristic tests of carbohydrates, fats and proteins in pure samples and their detection in given food stuffs. PROJECT SUBMISSION	<ul style="list-style-type: none"> Notes of the chapter Written and oral Test. MCQ Weekly assignment Random oral testing daily Case studies based on written assignment. Notebook Evaluation 	Developing knowledge of concept by: <ul style="list-style-type: none"> The teacher will do pre knowledge testing on the topic's carbohydrates, amino acids and proteins on class 10th topic life processes. 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. In the end of chapter 	Students will be able to understand the concept of- <ul style="list-style-type: none"> Carbohydrates - Classification (aldoses and ketoses), monosaccharides (glucose and fructose), D-L configuration oligosaccharides (sucrose, lactose, maltose), polysaccharides (starch, cellulose, glycogen); Importance of carbohydrates. Proteins -

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	<ul style="list-style-type: none"> Describe the role of biomolecules in biosystem. 				<p>recapitulation of chapter with the help of flow charts.</p> <p>Videos – To get better understanding of concepts following videos were shown to the students: Structure of carbohydrates, proteins and nucleic acids and DNA replication. https://youtu.be/TNKWgcFPHqw https://youtu.be/ruUf7ntRCK8</p>	<p>Elementary idea of - 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"> Hormones - Elementary idea excluding structure. Vitamins - Classification and functions. Nucleic Acids: DNA and RNA. <ul style="list-style-type: none"> Value Based Outcome: Teaching the values discipline, Equity, Harmony, Team spirit, Sense of responsibility during project session.
Oct/Nov/Dec	Revision, Pre-Board Exam/Assessment/ Winter Vacation					

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Class: XII
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Feb - March (8 days) TERM 1	<p>A <u>MATRICES</u></p> <p>Concept and notation Order, Equality Types of matrices, Zero and identity matrix, Transpose of a matrix, Symmetric and skew symmetric matrices Operation on matrices: Addition and multiplication Multiplication with a scalar. Simple properties of addition, multiplication and scalar multiplication. Non commutativity of multiplication of matrices Existence of non-</p>	<ul style="list-style-type: none"> ●Audio- visual from Extra Marks: (Types of Matrices, Elementary operations on Matrices) ●Power Point Presentation ●Chalk ●Duster ●NCERT Textbook 	<p>Revision Map of Matrices in the form of Flowchart</p> <p>Experiential Learning:</p> <p>Data and Statistics</p> <p>Usage of matrices in representation of the real world data's like the population of people, infant mortality rate, seismic surveys etc</p> <p>Inter Disciplinary Linkage: Team work, Research work</p>	<ul style="list-style-type: none"> ● Testing with MCQ on daily bases ● Testing on completion of the chapter ● Assignments (few questions given based on chapter) ● Solution of NCERT problems with examples 	<ul style="list-style-type: none"> ● Activating Prior Knowledge by Random questioning about basic knowledge of algebra and simple functions. ● Introducing the topic to be taught after getting the expected response from the students. ● Developing hypothesis by Brainstorming ● Discussion on the topic Matrices, its types and Identification 	<p>After completion of the chapter the students will</p> <ul style="list-style-type: none"> ● Justify the degree of accuracy of their results where appropriate ● Understand the concept of matrices ● Comprehend symmetric and skew symmetric matrices ● Differentiate between types of matrices ● Usage of Addition and Multiplication operation on matrices.

	zero matrices whose product is the zero matrix				<p>of Matrices from a set of Matrices, Transpose of matrix, Symmetric and skew symmetric matrices, invertible matrices etc.</p> <ul style="list-style-type: none"> Extended Learning <p>ncert.nic.in cbsemathematics.com</p>	<ul style="list-style-type: none"> Analyze the existence of inverse of a matrix.
<p>MARCH (10 days) TERM 1</p>	<p><u>DETERMINANTS</u></p> <p>Determinant of a square matrix Minors, Co-factors Applications of determinants in finding the area of a triangle. Adjoint and inverse of a square matrix Consistency, 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"> Audio- visual from Extra Marks: (Adjoint and Inverse of matrix using Determinants, Properties of Determinants, Applications of Determinants) Power Point Presentation Chalk Duster NCERT Textbook 	<p>Revision Map of Determinants in the form of Flowchart</p> <p>Project: Students in groups will prepare presentations on different properties of determinants</p> <p>Inter Disciplinary Linkage: Team work, Research work</p>	<ul style="list-style-type: none"> Testing with MCQ on daily bases Testing on completion of the chapter Assignments (few questions given based on chapter) Solution of NCERT problems with examples 	<ul style="list-style-type: none"> Activating Prior Knowledge by Random Questioning on the topics of matrices and pair of linear equations Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by 	<p>After completion of the chapter the students will</p> <ul style="list-style-type: none"> Understand the concept of determinant Comprehend Minors, Cofactors, forming equations of line and area of triangle Analyze Adjoint and inverse of a matrix Application of determinants in

					Brainstorming <ul style="list-style-type: none"> • Discussion on concept of determinants, properties, minors, cofactors, adjoint, inverse, consistent and inconsistent linear equations etc. • Extended Learning ncert.nic.in cbsemathematics.com	finding the Solution of consistent and inconsistent linear equations.
MARCH (6 days) TERM 1	<u>INVERSE TRIGONOMETRIC FUNCTIONS</u> Range Domain Principal value branch. Graphs of inverse trigonometric functions Elementary properties of inverse trigonometric functions.	<ul style="list-style-type: none"> • Audio- visual from Extra Marks: (Graphs of sine, cosine and tangent functions and their Principal value, Domain and Range) • Power Point Presentation • Chalk • Duster • NCERT Textbook 	Revision Map of Formulae and concept of Inverse trigonometric functions in the form of Flowchart Art Integration: Creativity during activity work under experiential learning Experiential Learning: To explore the Principal value of the function $\sin^{-1}x$, using a unit circle. Project: Students will prepare a presentation on formulae of ITF	<ul style="list-style-type: none"> • Testing with MCQ on daily bases • Testing on completion of the chapter • Assignments (few questions given based on chapter) • Solution of NCERT problems with examples 	<ul style="list-style-type: none"> • Activating Prior Knowledge by Random Questioning related to trigonometry of Class X, XI • Introducing the topic to be taught after getting the expected response from the students. • Developing hypothesis by Brainstorming 	After completion of the chapter the students will <ul style="list-style-type: none"> • Understand the concept of Inverse functions and their principal values. • Differentiate between the function and its inverse • Understand Domain and range of inverse trigonometric functions

					<ul style="list-style-type: none"> • Discussion on basic concepts of inverse functions, domain, range of functions, properties of ITF functions in detail. • Extended Learning ncert.nic.in cbsemathematics.com 	<ul style="list-style-type: none"> • Comprehend the graphs of these functions
APRIL (15 days) TERM 1	<p><u>CONTINUITY AND DIFFERENTIABILITY</u></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</p>	<ul style="list-style-type: none"> • Audio- visual from Extra Marks: (Continuous functions, Differentiable functions, Successive differentiation.) • Power Point Presentation • Chalk • Duster • NCERT Textbook 	<p>Revision Map of Formulae and concept of Continuity and Differentiation in the form of Flowchart</p> <p>Art Integration: Creativity during activity work under experiential learning</p> <p>Experiential Learning: To find analytically the limit of a function $f(x)$ at $x = c$ 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>	<ul style="list-style-type: none"> • Testing with MCQ on daily bases • Testing on completion of the chapter • Assignments (few questions given based on chapter) • Solution of NCERT problems with examples 	<ul style="list-style-type: none"> • Activating Prior Knowledge by Random Questioning related to the topics of trigonometry, Inverse trigonometric functions and limits and continuity. • Introducing the topic to be taught after getting the expected response from the students. • Developing hypothesis by 	<p>After completion of the chapter the students will</p> <ul style="list-style-type: none"> • Use different forms of mathematical representation (formulae, diagrams, tables, charts, graphs and models) • Understand the concept of Continuity • Analyze the functions as continuous or derivable.

	forms. Second order derivatives.		Inter Disciplinary Linkage: Physics, Team work Project: Students will prepare a presentation on formulae of Derivatives		Brainstorming <ul style="list-style-type: none"> • Discussion on Limits & Continuity, Differentiation of composite, implicit, exponential, logarithmic parametric functions, Second order derivatives, Roll's and Lagrange's Mean Value Theorem etc. • Extended Learning ncert.nic.in cbsemathematics.com	<ul style="list-style-type: none"> • Understand Successive differentiation Logarithmic and exponential functions. • Comprehend parametric equations.
MAY (20 days) TERM 1	<u>APPLICATION OF DERIVATIVES</u> Rate of change of bodies Increasing/decreasing functions Maxima and Minima Simple problems	<ul style="list-style-type: none"> • Explained with the help of examples from day-to-day life • Power Point Presentation • Videos from Extra marks: (Application of Derivatives in Rate of change of different quantities, Maximum and 	Revision Map of Formulae and concept of derivatives and conditions for increasing, decreasing, maximum and minimum functions. in the form of Flowchart Art Integration: Creativity during activity work under experiential learning Experiential Learning: To understand the concepts of absolute	<ul style="list-style-type: none"> • Testing with MCQ on daily bases • Testing on completion of the chapter • Assignments (few questions given based on chapter) • Solution of NCERT 	<ul style="list-style-type: none"> • Activating Prior Knowledge by Random Questioning related to Trigonometry, Inverse trigonometric functions and formulae of derivatives. • Introducing the topic to be taught after 	After completion of the chapter the students will <ul style="list-style-type: none"> • Understand the method of solution of changing quantities • Analyze Increasing and Decreasing functions. • Find the maximum and

		<p>Minimum functions, Increasing & Decreasing functions)</p> <ul style="list-style-type: none"> •Chalk •Duster •NCERT Textbook 	<p>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 decreasing and the breadth is increasing at given rates.</p> <p>Inter Disciplinary Linkage: Engineering, Science Social Science, Team work, Research work</p> <p>Project: Students will prepare presentations in groups on different topics like rate of change of bodies, increasing& decreasing functions, maximum and minimum functions etc</p>	<p>problems with examples</p>	<p>getting the expected response from the students.</p> <ul style="list-style-type: none"> • Developing hypothesis by Brainstorming • Discussion on rate of change of bodies and application in word problems, increasing & decreasing functions, maximum and minimum functions, implementation of maxima and minima in daily life problems. • Extended Learning ncert.nic.in cbsemathematics.com 	<p>minimum value of the function in the given interval.</p> <ul style="list-style-type: none"> • Relate the real life problem and analyze them with the help of the concepts of derivatives
MAY- JUNE	REVISION, EXAMS & ASSESSMENT					
JULY (7 days) TERM 2	<p><u>VECTORS</u></p> <p><i>Some Basic Concepts</i> <i>Types of Vectors</i> <i>Addition of Vectors</i> <i>Multiplication of a Vector by a Scalar</i></p>	<ul style="list-style-type: none"> •Audio- visual from Extra Marks: (Vectors, Types, Direction cosines and ratios, Projection of vector, Scalar 	<p>Revision Map of Vectors in the form of Flowchart</p> <p>Art Integration: Creativity during activity work under experiential learning</p>	<ul style="list-style-type: none"> • Testing with MCQ on daily bases • Testing on completion of the chapter 	<ul style="list-style-type: none"> • Activating Prior Knowledge by Random Questioning related to the quantities 	<p>After completion of the chapter the students will</p> <ul style="list-style-type: none"> • Understand the concept of vectors and its types.

	<p><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>Triple Product) •Power Point Presentation •Chalk •Duster NCERT Textbook</p>	<p>Experiential Learning: To verify that the angle in a semicircle is a right angle using vector method.</p> <p>Inter Disciplinary Linkage: Physics, Team work, Research work</p> <p>Project: 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"> • Assignments (few extra questions given based on chapter) • Solution of NCERT problems with examples 	<p>around us and start differentiating the quantities whether they have magnitude, direction or both</p> <ul style="list-style-type: none"> • Introducing the topic to be taught after getting the expected response from the students. • Developing hypothesis by Brainstorming • Discussion on types of vectors, Triangular law and parallelogram law of vector addition, Multiplication of vectors, Product of vectors, Direction cosines and ratios of vectors, Scalar Triple product etc. 	<ul style="list-style-type: none"> • Comprehend Direction cosines and ratios • Understand Position vector and components of a vector • Usage of addition and multiplication of vectors • Analyze Dot and Cross product of Vectors • Apply Section formula, mid point formula, projection formula in different problems.
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JULY (7 days) TERM 2	<p><u>3-DIMENSIONAL GEOMETRY</u></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. Angle between two lines, Distance of a point from a plane.</p>	<ul style="list-style-type: none"> Audio- visual from Extra Marks: (Octants, parallel, Intersecting and Skew Lines in space, Plane in space.) Power Point Presentation Chalk Duster NCERT Textbook 	<p>Revision Map of 3D formulae and concepts in the form of Flowchart</p> <p>Figures: Pencil sketch of Objects in space</p> <p>Art Integration: Visualizing the objects in space and plotting them in the notebook.</p> <p>Project: Students will prepare presentations on different equations of line and plane in vector and cartesian form.</p> <p>Inter Disciplinary Linkage: Physics, Team work, Research work</p>	<ul style="list-style-type: none"> Testing with MCQ on daily bases Testing on completion of the chapter Assignments (few questions given based on chapter) Solution of NCERT problems with examples 	<ul style="list-style-type: none"> Activating Prior Knowledge by Random Questioning related to scalar and vector quantities, scalar and vector product, Scalar triple product Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by Brainstorming Discussion on concept of 3-Dimensional figures, application of formulae in 3-D objects in 	<p>After completion of the chapter the students will</p> <ul style="list-style-type: none"> Understand the location of object in space. Differentiate between Cartesian and Vector equation Analyze parallel, intersecting and skew lines Understand Line and Plane, Angles between lines, line and plane. <p>Find distance of a point from a line, shortest distance between two lines, distance of line from plane.</p>

					<p>real life situations, skew and coplanar lines, Vector and Cartesian form of different forms of lines, Angle between lines</p> <ul style="list-style-type: none"> Extended Learning <p>ncert.nic.in cbsemathematics.com</p>	
<p>JULY (7 days) TERM 2</p>	<p><u>LINEAR PROGRAMMING</u></p> <p>Related terminology such as constraints, objective function, optimization, Different types of linear programming (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</p>	<ul style="list-style-type: none"> Audio- visual from Extra Marks: (Graphs of linear equations in two variable, inequalities, Formulation of LPP) Power Point Presentation Chalk Duster NCERT Textbook 	<p>Revision Map of concept of inequalities and basics of plotting the graphs.</p> <p>Figure: Plotting of graphs of straight lines to find the bounded and unbounded region.</p> <p>Art Integration: Creativity, Symmetry, Neatness while plotting the graphs.</p> <p>Inter Disciplinary Linkage: Sports, Team work, Research work</p> <p>Experiential Learning: Taking students to the field and getting the markings done for the</p>	<ul style="list-style-type: none"> Testing with MCQ on daily bases Testing on completion of the chapter Assignments (Based on Diet, Manufacturing problems etc.) Solution of NCERT problems with examples 	<ul style="list-style-type: none"> Activating Prior knowledge by random questioning related to Cartesian coordinate system, linear inequalities. Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by Brainstorming Discussion on 	<p>After completion of the chapter the students will</p> <ul style="list-style-type: none"> Apply appropriate inquiry and mathematical problem-solving techniques Understand the concept of Linear Programming problem. Comprehend the bounded feasible region and unbounded non feasible region. Understand how

	solutions		<p>Athletic Meet.</p> <p>Project: Students will prepare a presentation or model on Linear Programming Problems</p>		<p>various terms related to LPP i.e. Constraints, Objective function, feasible region, Mathematical formulation of LPP, Corner Point method of solving LPP</p> <p>● Extended Learning ncert.nic.in cbsemathematics.com</p>	<p>to form LPP with given constraints.</p> <p>● Plot the graph of the required data and hence learn to find the final LPP.</p>
<p>JULY (10 days) TERM 2</p>	<p><u>RELATION AND FUNCTIONS</u></p> <p>Types of relations: Reflexive, symmetric, transitive, equivalence relations. One to one and onto functions Composite functions Inverse of a function</p>	<p>● Audio- visual from Extra Marks: (Types of Relations reflexive, symmetric, transitive and equivalence relations. One to one and onto functions, composite functions, Inverse of a function)</p> <p>● Power Point Presentation</p> <p>● Chalk</p>	<p>Revision Map of concept of Relations and functions.</p> <p>Art Integration: Creativity during activity work under experiential learning</p> <p>Experiential Learning: 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>Project: Students will prepare presentations in groups on different topics like Types of relations and their</p>	<p>● Testing with MCQ on daily bases</p> <p>● Testing on completion of the chapter</p> <p>● Assignments Based on question paper pattern of previous years board examination Based on few questions given in the chapter</p> <p>● Solution of NCERT problems with</p>	<p>● Activating Prior Knowledge by Random Questioning related to the set theory, Cartesian product of sets, Domain, Range of functions.</p> <p>● Introducing the topic to be taught after getting the expected response from the students.</p> <p>● Developing</p>	<p>After completion of the chapter the students will</p> <p>● Understand the concept of relations and functions</p> <p>● Differentiate between types of relation eg: equivalence relation</p> <p>● Differentiate between types of functions</p> <p>Comprehend the concept of Inverse of a function</p>

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

	<p>Fundamental Theorem of Calculus (without proof). Basic properties and evaluation of definite integrals.</p>		<p>Inter Disciplinary Linkage: Physics, Team work, Research work</p> <p>Project: Students will prepare presentations in groups on formulae of Indefinite integrals and definite integrals</p>	<p>Different types of integrals.</p> <p>Based on Formulae and rules of Integration</p> <ul style="list-style-type: none"> • Solution of NCERT problems with examples 	<p>the students.</p> <ul style="list-style-type: none"> • Developing Brainstorming • Discussion on concept of Inverse differentiation . Various methods to solve integrals like Substitution, Partial fraction, product rule, Definite integrals etc. • Extended Learning ncert.nic.in cbsemathematics.com 	<ul style="list-style-type: none"> • Remember Fundamental Theorem of Calculus • Understand basic properties of Definite integrals and their application
<p>AUGUST (5 days) TERM 2</p>	<p><u>APPLICATION OF INEQUALS</u></p> <p>Applications in finding the area under simple curves lines, circles/ parabolas/ellipses</p>	<ul style="list-style-type: none"> • Audio- visual from Extra Marks: (Various rules of solving integrals. Relating Integrals to an area bounded by the curves) • Power Point Presentation • Chalk 	<p>Revision map of concept of integrals and basics of plotting the conics.</p> <p>Figure: Plotting of Circle, Parabola, Hyperbola, Straight lines, Ellipse</p> <p>Art Integration: Creativity during plotting of graphs</p> <p>Project: Students will prepare</p>	<ul style="list-style-type: none"> • Testing with MCQ on daily bases • Testing on completion of the chapter • Assignment: Based on Different types of integrals. Based on Formulae 	<ul style="list-style-type: none"> • Activating Prior Knowledge by Random Questioning on the topics of Trigonometry, ITF and formulae of Integration. • Discussion on concept of integrals. 	<p>After completion of the chapter the students will</p> <ul style="list-style-type: none"> • Understand the concept of finding area under the curves. • Comprehend areas under the curves like lines, circles, parabolas and ellipses

		<ul style="list-style-type: none"> ●Duster ●NCERT Textbook 	<p>presentations in groups on the method of finding the area between any of the two curves</p> <p>Inter Disciplinary Linkage: Team work, Research work</p>	<p>and rules of integration</p> <ul style="list-style-type: none"> ● Solution of NCERT problems with examples 	<p>Recapitulation of rules to solve different types of Integrals.</p> <ul style="list-style-type: none"> ● After previous knowledge testing the concept of Area under the curve will be introduced. ● Developing hypothesis by Brainstorming ● Extended Learning <p>ncert.nic.in cbsemathematics.com</p>	<ul style="list-style-type: none"> ● Remember formulae of integrals. ● Plot the graphs of different curves and find the required area under the curve
<p>SEPT (12 days) TERM 2</p>	<p><u>DIFFERENTIAL EQUATIONS</u></p> <p>Definition Order and degree General and particular solutions of a differential equation. Formation of differential equation whose general solution is given. Solution of differential equations by</p>	<ul style="list-style-type: none"> ●Audio- visual from Extra Marks: (Order and degree, Differential equation and different methods of solving Differential equations) ●Power Point Presentation ●Chalk 	<p>Revision Map of concept of Differentiation and Integration.</p> <p>Project: Students will prepare a presentation on basic concepts and different methods of solving</p> <p>Inter Disciplinary Linkage: Team work, Research work</p>	<ul style="list-style-type: none"> ● Testing with MCQ on daily bases ● Testing on completion of the chapter ● Assignments (few questions given based on chapter) ● Solution of NCERT problems 	<ul style="list-style-type: none"> ● Activating Prior Knowledge by Random Questioning related to Trigonometry, ITF, Differentiation and Integration ● Introducing the topic to be taught after getting the expected 	<p>After completion of the chapter the students will</p> <ul style="list-style-type: none"> ● Understand the formation of Differential equations ● Comprehend the general and particular solution of the differential equation. ● Analyze different types of

	method of separation of variables, Solutions of homogeneous differential equations of first order and first degree Solutions of linear differential equation	<ul style="list-style-type: none"> ●Duster ●NCERT Textbook 		with examples	response from the students. <ul style="list-style-type: none"> ● Developing hypothesis by Brainstorming ● Discussion on Order, degree, general solution, particular solution of differential equations. Also Discuss to solve differential equations in three ways. ● Extended Learning ncert.nic.in cbsemathematics.com	differential equations and find their solution using suitable methods accordingly <ul style="list-style-type: none"> ● Differentiate between Derivates and integrals. ● Solve homogenous differential equation.
SEPTEMBER	REVISION, EXAMS & ASSESSMENT					
OCTOBER (12 days) TERM 2	<u>PROBABILITY</u> Conditional probability Multiplication theorem on probability Independent events, total probability Bayes' theorem Random variable	<ul style="list-style-type: none"> ●Audio- visual from Extra Marks: (Concept of Probability, Conditional probability, etc.) ●Explanation through Mind Map 	Revision Map of Probability in the form of Flowchart Art Integration: Creativity during activity work under experiential learning Experiential Learning: To explain the computation of conditional	<ul style="list-style-type: none"> ● Testing with MCQ on daily bases ● Testing on completion of the chapter ● Assignment Based on Baye's Theorem and 	<ul style="list-style-type: none"> ● Activating Prior Knowledge by Random Questioning on sample space, experimental and theoretical probability 	After completion of the chapter the students will <ul style="list-style-type: none"> ● Develop mathematical curiosity and use inductive and deductive reasoning when solving problems

	<p>and its probability distribution</p> <p>Mean and variance of random variable</p>	<ul style="list-style-type: none"> ●Power Point Presentation ●Chalk ●Duster ●NCERT Textbook 	<p>probability of a given event A, when event B has already occurred, through an example of throwing a pair of dice.</p> <p>Indoor game: Tossing of coin Rolling of Dice Playing Cards</p> <p>Project: Students will prepare presentation on basic concepts of probability</p> <p>Inter Disciplinary Linkage: Team work, Research work</p>	<p>Probability Distribution</p> <ul style="list-style-type: none"> ● Solution of NCERT problems with examples 	<ul style="list-style-type: none"> ● Introducing the topic to be taught after getting the expected response from the students. ● Developing hypothesis by Brainstorming ● Discussion on concept of Probability, usage and application of Probability in real life situations. ● Extended Learning ncert.nic.in cbsemathematics.com 	<ul style="list-style-type: none"> ● Understand the concept of Conditional Probability, Multiplication theorem on probability, Total Probability. ● Analyze Baye's Theorem, Probability distribution ● Calculate Mean and Variance of the probability distribution.
NOV - DEC	<p>REVISION, EXAMS AND ASSESSMENT</p>					

PINEGROVE SCHOOL, SUBATHU
Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: PHYSICS (042)
Class: XII
Session 2024-25

Month No 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
Febraury /March (12)	<p><u>TOPIC:</u> Electric Field and charges</p> <p><u>SUB-TOPIC</u></p> <ul style="list-style-type: none"> • Electric Charges • Conservation of charge, • Coulomb's law- force between two-point charges, • Forces between multiple charges; • Superposition principle • Continuous charge distribution • Electric field, electric field due to a point charge • Electric field lines • Electric dipole • Electric field 	<ul style="list-style-type: none"> • Actual objects • Models(electroscope) • Pictures • Board • PPT • NCERT e - book • <i>Extramarks</i> modules. • White board, open board and digitizer <p>Video:</p> <ul style="list-style-type: none"> • Animation on torque acting on a dipole. 	<p><u>Interdisciplinary Linkage:</u></p> <ul style="list-style-type: none"> • Mathematics (Numerical problems and application of concepts.) <p><u>Art Integration:</u></p> <ul style="list-style-type: none"> • Draw diagrams of electric field at axial and equatorial point and applications of Gauss law Vector form of Coulombs law • Electric field lines for different charge distributions • Electric field and torque due to a dipole • Applications of Gauss law. <p>Graph</p> <ul style="list-style-type: none"> • Variation of Electric field with distance. <p><u>Practical/Activities: -</u></p> <ul style="list-style-type: none"> • How charges are induced Induction using electroscope. Induction of charges on rubbing and positive and negative charges. 	<ul style="list-style-type: none"> • Assignment to be given on Electric field and charges • Daily random oral testing • Written test • Quizzes (MCQs, one word, match, fill in the blanks) • Notebook correction 	<ul style="list-style-type: none"> • <u>Motivation and Brain storming</u> Introduction of the concept. Questions would be asked to check previous knowledge of static electricity. • <u>Lecture and discussion method</u> Meaning of charges and field will be explained with the help of analogies. • <u>Simple to Complex</u> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently 	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> • Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject. • Have been exposed to different processes used in Physics-related industrial and technological applications. • Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills. • Develop problem solving abilities and creative thinking • 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 • Understand the concept of Electric Charges

	<p>due to a dipole</p> <ul style="list-style-type: none"> • Torque on a dipole in uniform electric field. • Electric flux • Statement of Gauss's theorem its applications to find field due to infinitely long straight wire, uniformly charged infinite plane sheet 		<p><u>Experiential learning</u></p> <ul style="list-style-type: none"> • Experiences with Frictional electricity • Comparison of this in different weather • Electroscope (nature of charges) • Electrostatic shielding 		<ul style="list-style-type: none"> • <u>Interactive method/Group discussion</u> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences. • <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems. • <u>Explanation</u> • <u>Real life examples</u> 	<ul style="list-style-type: none"> • Conservation of charge • Know Coulomb's law-force between two-point charges and Superposition principle • Know different Continuous charge distribution. • be able to visualize Electric field • Calculate Electric field due to a point charge • Comprehend Electric field lines and understand their importance. • Know what an electric dipole is (with examples) • Calculate electric field due to a dipole • Calculate Torque on a dipole in uniform electric field. • Understand Electric flux • Statement of Gauss's theorem and its applications • Know how to interpret a graph.
March (14)	<p><u>TOPIC:</u> Electrostatics /Electrostatic Potential and Capacitance <u>SUB-TOPIC</u></p> <ul style="list-style-type: none"> • Electrostatic Potential and Capacitance • Electric potential, • potential difference • Electric 	<ul style="list-style-type: none"> • Actual objects (capacitors), • Models • pictures • Board • PPT • NCERT e - book • <i>Extramarks</i> modules • White board, 	<p><u>Interdisciplinary Linkage:</u></p> <ul style="list-style-type: none"> • Mathematics (Numerical problems and application of concepts.) <p><u>Art Integration:</u></p> <ul style="list-style-type: none"> • Equipotential surfaces, capacitor with dielectrics and conductor. <p><u>Graph</u></p> <ul style="list-style-type: none"> • Variation of Electric 	<ul style="list-style-type: none"> • Assignment to be given • Daily random oral testing • Written test • Quizzes (MCQs, one word, match, fill in the blanks) 	<ul style="list-style-type: none"> • <u>Motivation and Brain storming</u> Introduction of the concept. Questions would be asked to check previous knowledge of Potential. • <u>Lecture and discussion method</u> 	<p>After going through this unit students will</p> <ul style="list-style-type: none"> • Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject. • Have been exposed to different processes used in Physics-related industrial and technological applications. • Be able to develop process-skills and experimental,

	<p>potential due to a point charge,</p> <ul style="list-style-type: none"> • A dipole and system of charges • Equipotential surfaces, • Electrical potential energy of a system of two-point charges and of electric dipole in an electrostatic field. • Conductors and insulators, • Free charges and bound charges inside a conductor. • Dielectrics and electric polarization • Capacitors and capacitance • Combination of capacitors in series and in parallel • Capacitance of a parallel plate capacitor with and without dielectric medium between the 	<p>open board and digitizer</p> <p>Videos</p> <ul style="list-style-type: none"> • Capacitors • Dielectric and its effect on capacitance 	<p>Potential with distance.</p> <p><u>Experiential learning</u></p> <ul style="list-style-type: none"> • Example of how stored water can be used all at once. • Demonstration Show different kinds of capacitors to students. <p><u>Practical/Activities: -</u></p> <ul style="list-style-type: none"> • Demonstration Show different kinds of capacitors to students. <p><u>Skill assessment</u></p> <ul style="list-style-type: none"> • To find out where capacitors are used in homes and understand why they are used. 	<ul style="list-style-type: none"> • Notebook correction 	<p>Meaning of Capacitors and potential will be explained with the help of analogies.</p> <ul style="list-style-type: none"> • <u>Simple to Complex</u> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently. • <u>Interactive method/Group discussion</u> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences. • <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems. • <u>Explanation</u> • <u>Real life examples</u> 	<p>observational, manipulative, decision making and investigatory skills.</p> <ul style="list-style-type: none"> • Develop problem solving abilities and creative thinking • 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 • Understand the concept of Electric potential and Potential difference • Calculate electric potential due to a point charge a dipole and system of charges • Understand the concept of equipotential surfaces and be able to draw them for different charge distributions. • Calculate the electrical potential energy of a system of charges and of electric dipole in an electrostatic field. • Know the difference between the behavior of conductors and insulators inside a capacitor. • Understand and solve problems based on combination of capacitors. • Capacitance and a parallel plate capacitor with and without dielectric medium
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	plates					between the plates
	<ul style="list-style-type: none"> Energy stored in a capacitor. 					<ul style="list-style-type: none"> Calculate energy stored in a capacitor.
April/ May/(18)	<p>TOPIC: Current Electricity</p> <p>SUB-TOPIC</p> <ul style="list-style-type: none"> Electric current Flow of electric charges in a metallic conductor Drift velocity Mobility and their relationship with electric current Ohm's law Electrical resistance V-I characteristics (linear and non-linear) Electrical energy Power Electrical resistivity Conductivity Temperature dependence of resistance. Internal resistance of a cell Potential difference and 	<ul style="list-style-type: none"> Actual objects (resistors) Models Pictures Board PPT NCERT e - book Extramarks modules White board, open board and digitizer Videos related to the topics. 	<p>Interdisciplinary Linkage:</p> <ul style="list-style-type: none"> Mathematics (Numerical problems and application of concepts.) <p>Art Integration:</p> <p>Diagrams:</p> <ul style="list-style-type: none"> Draw diagrams of Kirchhoff's rule <p>Graphs</p> <ul style="list-style-type: none"> Temperature dependence of resistivity. <p>Experiential learning</p> <ul style="list-style-type: none"> Use of electricity in day to day life. How we obtain that electricity, how it reaches our homes. <p>Skill assessment</p> <ul style="list-style-type: none"> To explore and find how electricity is transmitted to our homes. Why is it stepped up and the use of various objects seen with the transmission lines? <p>Practicals: -</p> <ul style="list-style-type: none"> To find resistance of a given wire using metre bridge and hence determine the resistivity (specific resistance) of its material. 	<ul style="list-style-type: none"> Assignment to be given Daily random oral testing Written test Quizzes (MCQs, one word, match, fill in the blanks) Notebook correction 	<ul style="list-style-type: none"> Motivation and Brain storming Introduction of the concept. Questions would be asked to check previous knowledge of Current Lecture and discussion method Meaning of current and resistance will be explained with the help of analogies. Simple to Complex Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently Interactive method/Group discussion Developing hypothesis by: Brainstorming, demonstration 	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject. Have been exposed to different processes used in Physics-related industrial and technological applications. Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills. Develop problem solving abilities and creative thinking 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 Define Electric current and explain Flow of electric charges in a metallic conductor Explain drift velocity calculate mobility State and explain Ohm's law Explain what electrical resistance is.

	emf of a cell, <ul style="list-style-type: none"> Combination of cells in series and in parallel, Kirchhoff's laws and simple applications Wheatstone bridge 		<ul style="list-style-type: none"> To verify the laws of combination (series/parallel) of resistances using a metre bridge. To verify the Ohms law 		and sharing of experiences. <ul style="list-style-type: none"> <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems. <u>Explanation</u> <u>Real life examples</u> 	<ul style="list-style-type: none"> Draw V-I characteristics (linear and non-linear) Define Electrical energy and power Differentiate between electrical resistivity and conductivity Know about the temperature dependence of resistance Know about internal resistance of a cell, potential difference and emf of a cell Describe combination of cells in series and in parallel Apply Kirchhoff's laws to simple applications, Wheatstone bridge, metre bridge..
May/ (15)	<u>TOPIC:</u> Moving Charges and Magnetism <u>SUB-TOPIC</u> <ul style="list-style-type: none"> Concept of magnetic field, Biot - Savart law and its application to current carrying circular loop. Ampere's law and its applications to Infinitely long straight wire. Straight Solenoids Force on a moving charge in uniform 	<ul style="list-style-type: none"> Actual objects Models Pictures Board PPT NCERT e - book <i>Extramarks</i> modules White board, open board and digitizer <u>Videos</u> <ul style="list-style-type: none"> Moving coil galvanometer 	<u>Interdisciplinary Linkage:</u> <ul style="list-style-type: none"> Mathematics (Numerical problems and application of concepts.) <u>Art Integration:</u> <ul style="list-style-type: none"> Draw diagram of cyclotron, moving coil galvanometer and relevant diagrams for different derivations. <u>Experiential learning Demonstration</u> <ul style="list-style-type: none"> Force acting on a current carrying wire when placed in a magnetic field Demonstration of magnetic field by solenoid. 	<ul style="list-style-type: none"> Assignment to be given Daily random oral testing Written test Quizzes (MCQs, one word, match, fill in the blanks) Notebook correction 	<ul style="list-style-type: none"> <u>Motivation and Brain storming</u> Introduction of the concept. Questions would be asked to check previous knowledge of Magnetism and magnets. <u>Lecture and discussion method</u> How current produces magnetic field explained with the help of analogies and examples. 	After studying this Unit, the students will <ul style="list-style-type: none"> Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject. Have been exposed to different processes used in Physics-related industrial and technological applications. Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills. Develop problem solving abilities and creative thinking

	<p>magnetic fields</p> <ul style="list-style-type: none"> • Force on a current-carrying conductor in a uniform magnetic field, • Force between two parallel current-carrying conductors- • Definition of ampere • Torque experienced by a current loop in uniform magnetic field • Moving coil galvanometer- its current sensitivity • Conversion to ammeter and voltmeter. 		<p><u>Practical: -</u></p> <ul style="list-style-type: none"> • To determine resistance of a galvanometer by half-deflection method and to find its figure of merit • 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. 		<ul style="list-style-type: none"> • <u>Simple to Complex</u> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently • <u>Interactive method/Group discussion</u> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences. • <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems. • <u>Explanation</u> • <u>Real life examples</u> 	<ul style="list-style-type: none"> • 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 • Understand the concept of magnetic field • State and explain Biot - Savart law and its application to current carrying circular loop. • State and explain Ampere's law and apply it to find magnetic field due to infinitely long straight wire. • Straight solenoids • Calculate force on a moving charge in uniform magnetic and electric fields • Calculate force on a current-carrying conductor in a uniform magnetic field and force between two parallel current-carrying conductors • Define one ampere, • Find Torque experienced by a current loop in uniform magnetic field • Have knowledge of moving coil galvanometer-its current sensitivity and conversion to ammeter and voltmeter.
May/June (5)	<p>TOPIC: Magnetism and Matter</p> <p>SUB-TOPIC</p>	<ul style="list-style-type: none"> • Actual objects • Models • pictures 	<p><u>Interdisciplinary Linkage:</u></p> <ul style="list-style-type: none"> • Mathematics (Numerical problems and application of concepts.) 	<ul style="list-style-type: none"> • Assignment to be given • Daily random 	<ul style="list-style-type: none"> • <u>Motivation and Brain storming</u> Introduction of the concept. Questions 	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> • Be able to strengthen the concepts developed at the

	<ul style="list-style-type: none"> • Magnetic field intensity due to a magnetic dipole (bar magnet) along its axis and perpendicular to its axis (qualitative treatment only) • Torque on a magnetic dipole (bar magnet) in a uniform magnetic field (qualitative treatment only) • Magnetic field lines. • Magnetic properties of materials- Para-, dia- and ferro-magnetic substances with examples • Magnetization of materials, effect of temperature on magnetic properties. 	<ul style="list-style-type: none"> • Board • PPT • NCERT e - book • <i>Extramarks</i> modules • White board, open board and digitizer <p>Video</p> <ul style="list-style-type: none"> • Effect of temperature on magnetic properties 	<ul style="list-style-type: none"> • Geography (longitudes latitudes, equator, poles) <p><u>Art Integration:</u></p> <ul style="list-style-type: none"> • Diagrams relevant to various derivations. <p><u>Experiential learning</u></p> <ul style="list-style-type: none"> • Using a magnetic needle • Make a magnetic needle using a bar magnet. • Demonstration of Curie temperature using strong magnets, pin, candle etc. <p><u>Skill assessment</u></p> <ul style="list-style-type: none"> • To make a table of properties of dia, para and ferro magnetic material 	<p>oral testing</p> <ul style="list-style-type: none"> • Written test • Quizzes (MCQs, one word, match, fill in the blanks) • Notebook correction 	<p>would be asked to check previous knowledge of magnets.</p> <ul style="list-style-type: none"> • <u>Lecture and discussion method</u> Meaning of magnetism will be explained with the help of examples. • <u>Simple to Complex</u> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently • <u>Interactive method/Group discussion</u> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences. • <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical 	<p>secondary stage to provide firm foundation for further learning in the subject.</p> <ul style="list-style-type: none"> • Have been exposed to different processes used in Physics-related industrial and technological applications. • Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills. • Develop problem solving abilities and creative thinking • 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 • Describe current loop as a magnetic dipole and find its magnetic dipole moment • Calculate magnetic field intensity due to a magnetic dipole (bar magnet) along its axis and perpendicular to its axis • Find torque on a magnetic dipole in magnetic field • Describe bar magnet as an equivalent solenoid,
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					problems. • <u>Explanation</u> • <u>Real life examples</u>	represent magnetic field lines and state their properties
July (8)	<u>TOPIC:</u> Electromagnetic Induction <u>SUB-TOPIC</u> • Electromagnetic induction; • Faraday's laws, induced EMF and current; • Lenz's Law, • Self and mutual induction.	• Actual objects • Models • pictures • Board • PPT • NCERT e - book • <i>Extramarks</i> modules • White board, open board and digitizer <u>Videos</u> • Self and mutual induction	<u>Interdisciplinary Linkage:</u> • Mathematics (Numerical problems and application of concepts.) <u>Art Integration:</u> • Draw diagram for self-induction and mutual induction in solenoid. <u>Experiential learning</u> • Application in speedometers. • Demonstration of Lenz' law using pipes of different materials and magnet • Demonstration of self induction using inductor , bulb etc <u>Practical/Activity: -</u> • Passing a magnet through 3 different pipes (Cu, Al and PVC) and observing EMI.	• Assignment to be given • Daily random oral testing • Written test • Quizzes (MCQs, one word, match, fill in the blanks) • Notebook correction	• <u>Motivation and Brain storming</u> Introduction of the concept. Questions would be asked to check previous knowledge from day to day experience. • <u>Lecture and discussion method</u> Meaning of induction will be explained with the help of analogies/examples • <u>Simple to Complex</u> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently • <u>Interactive method/Group discussion</u> Developing hypothesis by:	After studying this Unit, the students will • Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject. • Have been exposed to different processes used in Physics-related industrial and technological applications. • Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills. • Develop problem solving abilities and creative thinking • 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 • Describe Electromagnetic induction State and explain Faraday's laws, explain

					Brainstorming, demonstration and sharing of experiences. <ul style="list-style-type: none"> • <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems. • <u>Explanation</u> • <u>Real life examples</u> 	induced EMF and current <ul style="list-style-type: none"> • Explain and apply Lenz's Law • Explain self and mutual induction.
July (12)	TOPIC: Alternating Current SUB-TOPIC <ul style="list-style-type: none"> • Alternating currents, • Peak and RMS value of alternating current/voltage • Reactance and impedance • LCR series circuit • Resonance • Power in AC circuits • AC generator • Transformer • Power factor 	<ul style="list-style-type: none"> • Actual objects • Models • pictures • Board • PPT • NCERT e - book • <i>Extramarks</i> modules • White board, open board and digitizer Video <ul style="list-style-type: none"> • Transformers • AC generator 	<u>Interdisciplinary Linkage:</u> <ul style="list-style-type: none"> • Mathematics (Numerical problems and application of concepts.) <u>Art Integration:</u> <u>Diagrams:</u> <ul style="list-style-type: none"> • Draw phasor diagram of LCR circuit • Transformer • AC generator • Phasor diagrams for R,C,L,RC,RL,LCR circuits <u>Graph</u> <ul style="list-style-type: none"> • Resonant frequency, 	<ul style="list-style-type: none"> • Assignment to be given • Daily random oral testing • Written test • Quizzes (MCQs, one word, match, fill in the blanks) • Notebook correction 	<ul style="list-style-type: none"> • <u>Motivation and Brain storming</u> Introduction of the concept. Questions would be asked to check previous knowledge of AC and DC. • <u>Lecture and discussion method</u> Meaning of Alternating current will be explained with the help of analogies and how it is used in homes. • <u>Simple to Complex</u> 	After studying this Unit, the students will <ul style="list-style-type: none"> • Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject. • Have been exposed to different processes used in Physics-related industrial and technological applications. • Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills. • Develop problem solving abilities and creative thinking • Develop conceptual competence and make them

			<ul style="list-style-type: none"> • Relate topic to their daily observation, • ask them whether they have seen generators, transformer and transmission of electricity • if possible, show these to them • Collect information on how energy is generated and distributed • To open up a charger and see a transformer • Demonstration of Fleming right hand rule using water, cell, nail etc <p><u>Practical:</u></p> <ul style="list-style-type: none"> • To find the frequency of AC mains with a sonometer <p><u>Skill Assessment</u></p> <ul style="list-style-type: none"> • To find out the frequency of AC mains in India and few other countries 		<p>Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently</p> <ul style="list-style-type: none"> • <u>Interactive method/Group discussion</u> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences. • <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems. • <u>Explanation</u> • <u>Real life examples</u> 	<p>realize and appreciate the interface of Physics with other disciplines. After going through this Chapter, the students will be able to</p> <ul style="list-style-type: none"> • Explain Alternating currents • Define peak and RMS value of alternating current/voltage • Know what reactance and impedance is • Have knowledge of LCR series circuit • Know the concept of Resonance • Calculate and explain power in AC circuits • Describe the working of AC generator and transformer.
July (4)	<p><u>TOPIC:</u> Electromagnetic Waves</p> <p><u>SUB-TOPIC</u></p> <ul style="list-style-type: none"> • Basic idea of displacement current • Electromagnetic waves, their 	<ul style="list-style-type: none"> • Actual objects • Models • pictures • Board • PPT • NCERT e - book • <i>Extramarks</i> modules 	<p><u>Interdisciplinary Linkage:</u></p> <ul style="list-style-type: none"> • Mathematics (Numerical problems and application of concepts.) <p><u>Art Integration:</u></p> <ul style="list-style-type: none"> • EM spectrum 	<ul style="list-style-type: none"> • Assignment to be given • Daily random oral testing • Written test • Quizzes 	<ul style="list-style-type: none"> • <u>Motivation and Brain storming</u> Introduction of the concept. Questions would be asked to check previous knowledge of waves used in different 	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> • Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject. • Have been exposed to different processes used in

	<p>characteristics their Transverse nature (qualitative ideas only).</p> <ul style="list-style-type: none"> Electromagnetic spectrum (radio waves, microwaves, infrared, visible, ultraviolet, X-rays, gamma rays) Elementary facts about their uses. 	<ul style="list-style-type: none"> White board, open board and digitizer <p>Video</p> <ul style="list-style-type: none"> Electromagnetic waves and characteristics, Electromagnetic spectrum. 	<p><u>Experiential Learning</u></p> <ul style="list-style-type: none"> Application of EM waves in medicine, microwaves and other common uses. Demonstration of EM wave using Induction coil <p><u>Skill Assessment</u></p> <ul style="list-style-type: none"> Suggest other possible uses 	<p>(MCQs, one word, match, fill in the blanks)</p> <ul style="list-style-type: none"> Notebook correction 	<p>applications.</p> <ul style="list-style-type: none"> <u>Lecture and discussion method</u> Meaning of EM waves will be explained with the help of examples <u>Simple to Complex</u> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently <u>Innovation</u> Learning the EM spectrum using mnemonics. <u>Interactive method/Group discussion</u> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences. <u>Problem solving/ Inquiry method</u> 	<p>Physics-related industrial and technological applications.</p> <ul style="list-style-type: none"> Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills. Develop problem solving abilities and creative thinking Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. <p>After going through this topic students will</p> <ul style="list-style-type: none"> Have basic idea of displacement current Know what electromagnetic waves are, their characteristics, their Transverse nature Know the electromagnetic spectrum including elementary facts about their uses.
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					Providing basic knowledge to solve numerical problems. • <u>Explanation</u> • <u>Real life examples</u>	
July/ August (15)	TOPIC: Ray Optics and Optical instruments SUB-TOPIC • Reflection of light, spherical mirrors, mirror formula • Ray Optics: • Refraction of light • Total internal reflection its applications • Optical fibers • Refraction at spherical surfaces • Lenses • thin lens formula • Lens maker's formula • Magnification • Power of a lens • Combination of thin lenses in contact • Refraction of light through a prism.	• Actual objects • Models • pictures • Board • PPT • NCERT e - book • Extramarks modules • White board, open board and digitizer • To be shown lenses, prism etc Videos • Dispersion • Microscope • Telescope.	<u>Interdisciplinary Linkage:</u> • Mathematics (Numerical problems and application of concepts.) <u>Art Integration:</u> <u>Diagrams:</u> • Image formation • Refraction at curved surface • Lens makers formula • Optical instruments: • Microscope • Telescope <u>Experiential Learning</u> • See formation of images with different optical elements (prism, slab, lenses, mirrors) using laser. • Let them use a telescope and microscope. • See TIR in a long cylinder • Application of TIR in endoscope • Application of TIR in optical fibres • Fibres in home • Formation of convex lens	• Assignment to be given • Daily random oral testing • Written test • Quizzes (MCQs, one word, match, fill in the blanks) • Notebook correction	• <u>Motivation and Brain storming</u> Introduction of the concept. Questions would be asked to check previous knowledge of lenses and prisms. • <u>Lecture and discussion method</u> Meaning of charges and field will be explained with the help of analogies and examples. • <u>Simple to Complex</u> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently • <u>Interactive</u>	After studying this Unit, the students will • Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject. • Have been exposed to different processes used in Physics-related industrial and technological applications. • Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills. • Develop problem solving abilities and creative thinking • Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. After studying this chapter students will be able to

	<ul style="list-style-type: none"> Optical instruments Microscopes and astronomical telescopes (reflecting and refracting) and their magnifying powers. 		<p>using water , transparent sheet etc</p> <p><u>Practical:</u></p> <ul style="list-style-type: none"> To find the refractive index of a liquid using convex lens and plane mirror To find the focal length of a concave lens, using a convex lens. To determine angle of minimum deviation for a given prism by plotting a graph between angle of incidence and angle of deviation To find refractive index of a glass slab using travelling microscope. 		<p><u>method/Group discussion</u> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</p> <ul style="list-style-type: none"> <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems. <u>Explanation</u> <u>Real life examples</u> 	<ul style="list-style-type: none"> Describe Reflection of light Know different types of spherical mirrors and their image formation Know the mirror formula Describe refraction of light Explain total internal reflection and its applications, optical fibers, Explain refraction at spherical surfaces Discuss lenses Derive thin lens formula and lens maker's formula, Define magnification, power of a lens, combination of thin lenses in contact, Discuss refraction of light through a prism. Describe Optical instruments: Microscopes and astronomical telescopes (reflecting and refracting) and calculate their magnifying powers.
August (15)	<p><u>TOPIC:</u> <u>Wave optics:</u> <u>SUB-TOPIC</u></p> <ul style="list-style-type: none"> Wave front Huygens's principle Reflection and Refraction of plane wave at a plane surface 	<ul style="list-style-type: none"> Actual objects Models Pictures Board PPT NCERT e - book <i>Extramarks</i> modules 	<p><u>Interdisciplinary Linkage:</u></p> <ul style="list-style-type: none"> Mathematics (Numerical problems and application of concepts.) <p><u>Art Integration:</u></p> <ul style="list-style-type: none"> Wave fronts Proof of laws of reflection and refraction 	<ul style="list-style-type: none"> Assignment to be given Daily random oral testing Written test Quizzes 	<ul style="list-style-type: none"> <u>Motivation and Brain storming</u> Introduction of the concept. Questions would be asked to check previous knowledge of experiences with diffraction 	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject. Have been exposed to different processes used in Physics-related industrial

	<p>using wave fronts.</p> <ul style="list-style-type: none"> • Proof of laws of reflection Refraction using Huygens's principle. • Interference • Young's double slit experiment • Expression for fringe width • Coherent sources • Sustained interference of light • Diffraction due to a single slit, width of central maximum 	<ul style="list-style-type: none"> • White board, open board and digitizer <p>Videos</p> <ul style="list-style-type: none"> • Wavefronts • Interference • Diffraction 	<ul style="list-style-type: none"> • Young's Double slit experiment <p><u>Experiential learning</u></p> <ul style="list-style-type: none"> • Diffraction of light • Bending of water from orifices <p><u>Practical: -</u></p> <ul style="list-style-type: none"> • Diffraction at single slit <p><u>Demonstration</u></p> <ul style="list-style-type: none"> • Diffraction through slit formed by two blades 	<p>(MCQs, one word, match, fill in the blanks)</p> <ul style="list-style-type: none"> • Notebook correction 	<p>and polarization.</p> <ul style="list-style-type: none"> • <u>Lecture and discussion method</u> Meaning of interference will be explained with the help of analogies. • <u>Simple to Complex</u> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently • <u>Interactive method/Group discussion</u> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences. • <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems. • <u>Explanation</u> • <u>Real life examples</u> 	<p>and technological applications.</p> <ul style="list-style-type: none"> • Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills. • Develop problem solving abilities and creative thinking • Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. <p>After going through this chapter students will be able to</p> <ul style="list-style-type: none"> • Define Wave front and Huygens's principle • Discuss reflection and refraction of plane wave at a plane surface using wave fronts. • Comprehend Interference Describe Young's double slit experiment and calculate expression for fringe width, • Comprehend coherent sources and sustained interference of light • Describe diffraction due to a single slit, Calculate width of central maximum
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<p>September (06)</p>	<p>TOPIC: Dual Nature of Radiation and Matter</p> <p>SUB-TOPIC</p> <ul style="list-style-type: none"> Dual nature of radiation Photoelectric effect Hertz and Lenard's observations Einstein's photoelectric equation Particle nature of light. Experimental study of photoelectric effect Matter waves-wave nature of particles de-Broglie relation 	<ul style="list-style-type: none"> Actual objects Models pictures Board PPT Extramarks modules White board, open board and digitizer <p>Videos</p> <ul style="list-style-type: none"> Photoelectric effect 	<p>Interdisciplinary Linkage:</p> <ul style="list-style-type: none"> Chemistry Mathematics (Numerical problems and application of concepts.) <p>Art Integration:</p> <ul style="list-style-type: none"> Photoelectric effect setup <p>Graphs</p> <ul style="list-style-type: none"> Variation of Photoelectric current with intensity, frequency, potential Variation of Stopping potential with frequency 	<ul style="list-style-type: none"> Assignment to be given Daily random oral testing Written test Quizzes (MCQs, one word, match, fill in the blanks) Notebook correction 	<ul style="list-style-type: none"> Motivation and Brain storming Introduction of the concept. Questions would be asked to check previous knowledge of Photoelectric effect. Lecture and discussion method Meaning of dual nature will be explained Simple to Complex Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently Interactive method/Group discussion Developing hypothesis by: Brainstorming, demonstration and sharing of experiences. Problem solving/ 	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject. Have been exposed to different processes used in Physics-related industrial and technological applications. Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills. Develop problem solving abilities and creative thinking Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. <p>After going through this chapter students will be able to</p> <ul style="list-style-type: none"> Discuss dual nature of radiation Describe Photoelectric effect Explain Hertz and Lenard's observations Explain Einstein's photoelectric equation Describe particle nature of
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					<u>Inquiry method</u> Providing basic knowledge to solve numerical problems. <ul style="list-style-type: none"> • <u>Explanation</u> • <u>Real life examples</u> 	light <ul style="list-style-type: none"> • Discuss Matter waves-wave nature of particles • Learn and describe de Broglie relation
September/ October (8)	<u>TOPIC:</u> Atoms <u>SUB-TOPIC</u> <ul style="list-style-type: none"> • Alpha-particle scattering experiment • Rutherford's model of atom • Bohr model • energy levels • Expression for radius of nth possible orbit, velocity and energy of electron in nth orbit • Hydrogen line spectra (qualitative treatment only). 	<ul style="list-style-type: none"> • Actual objects • Models • pictures • Board • PPT • <i>Extramarks</i> modules • White board, open board and digitizer <p><u>Video</u></p> <ul style="list-style-type: none"> • Rutherford's model • Bohr model 	<u>Interdisciplinary Linkage:</u> <ul style="list-style-type: none"> • Mathematics (Numerical problems and application of concepts.) • Chemistry <p><u>Art Integration:</u></p> <ul style="list-style-type: none"> • Rutherford scattering experiment • Energy levels Spectrum 	<ul style="list-style-type: none"> • Assignment to be given • Daily random oral testing • Written test • Quizzes (MCQs, one word, match, fill in the blanks) • Notebook correction 	<ul style="list-style-type: none"> • <u>Motivation and Brain storming</u> Introduction of the concept. Questions would be asked to check previous knowledge of atoms. • <u>Lecture and discussion method</u> Meaning of energy levels will be explained. • <u>Simple to Complex</u> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently 	After studying this Unit, the students will <ul style="list-style-type: none"> • Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject. • Have been exposed to different processes used in Physics-related industrial and technological applications. • Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills. • Develop problem solving abilities and creative thinking • Develop conceptual competence and make them realize and appreciate the interface of Physics with

					<ul style="list-style-type: none"> • <u>Interactive method/Group discussion</u> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences. • <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems. • <u>Explanation</u> • <u>Real life examples</u> 	<p>other disciplines.</p> <p>After going through this chapter, the students will be able to</p> <ul style="list-style-type: none"> • Understand the Alpha-particle scattering experiment • Describe Rutherford's model of atom and understand its limitations • Discuss and explain Bohr model and relate it to de Broglie hypothesis • Describe energy levels • Discuss hydrogen spectrum, different series and calculate the energy and radii of different energy levels
October/ (04)	<p><u>TOPIC:</u> Nuclei</p> <p><u>SUB-TOPIC</u></p> <ul style="list-style-type: none"> • Composition and size of nucleus • Nuclear force • Mass-energy relation • Mass defect • Mass-energy relation • Binding energy 	<ul style="list-style-type: none"> • Actual objects • Models • pictures • Board • PPT • <i>Extramarks</i> modules • White board, open board and digitizer <p><i>Video</i> Nuclear Reactor</p>	<p><u>Interdisciplinary Linkage:</u></p> <ul style="list-style-type: none"> • Mathematics • Chemistry <p><u>Art Integration:</u> Nuclear force Vs separation curve</p> <p><u>Experiential learning</u></p> <ul style="list-style-type: none"> • Various methods of energy generation (hydroelectric, thermal, nuclear) which of these have they seen, • If possible, arrange a 	<ul style="list-style-type: none"> • Assignment to be given • Daily random oral testing • Written test • Quizzes (MCQs, one word, match, fill in the blanks) 	<ul style="list-style-type: none"> • <u>Motivation and Brain storming</u> Introduction of the concept. Questions would be asked to check previous knowledge of Nucleons and nuclear energy. • <u>Lecture and discussion method</u> 	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> • Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject. • Have been exposed to different processes used in Physics-related industrial and technological applications. • Be able to develop process-

	per nucleon and its variation with mass number <ul style="list-style-type: none"> • Nuclear fission, nuclear fusion. 	Bomb dropped in Hiroshima	visit.	<ul style="list-style-type: none"> • Notebook correction 	Meaning of fusion and fission will be explained with the help of analogies. <ul style="list-style-type: none"> • <u>Simple to Complex</u> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently • <u>Interactive method/Group discussion</u> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences. • <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems. • <u>Explanation</u> • <u>Real life examples</u> 	skills and experimental, observational, manipulative, decision making and investigatory skills. <ul style="list-style-type: none"> • Develop problem solving abilities and creative thinking • Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. • Define and explain nuclear fission, nuclear fusion.
October/ November (10)	TOPIC: Electronic Devices SUB-TOPIC	<ul style="list-style-type: none"> • Actual objects (Students to be 	<u>Interdisciplinary Linkage:</u> <ul style="list-style-type: none"> • Mathematics • IP <u>Art Integration:</u>	<ul style="list-style-type: none"> • Assignment to be given 	<ul style="list-style-type: none"> • <u>Motivation and Brain storming</u> Introduction of the concept. 	After studying this Unit, the students will <ul style="list-style-type: none"> • Be able to strengthen the

	<ul style="list-style-type: none"> Semiconductor Energy bands in conductors Semiconductors and insulators (qualitative ideas only) Intrinsic and extrinsic semiconductors - p and n type p-n junction Semiconductor diode I-V characteristics in forward and reverse bias Diode as a rectifier 	<p>shown elements like diodes and transistors)</p> <ul style="list-style-type: none"> Models pictures Board PPT <i>Extramarks</i> modules White board, open board and digitizer <p>Video</p> <ul style="list-style-type: none"> Rectifier 	<p>Diagrams</p> <ul style="list-style-type: none"> VI characteristics of p-n junction diode Rectifier <p>Diagram</p> <p>Doping of semiconductors</p> <p>Circuit diagrams of Junction diode</p> <p>Practical: -</p> <ul style="list-style-type: none"> To draw the I-V characteristic curve of a p-n junction in forward bias and reverse bias. <p>Skill Assessment</p> <ul style="list-style-type: none"> Make a list of basic gadgets at home which use semiconductors (diodes transistors, ICs etc) <p>Experiential Learning:-</p> <ul style="list-style-type: none"> Setting up small water pump which works on solar power. Variation in the colour produced in the LED on changing the amount of current. 	<ul style="list-style-type: none"> Daily random oral testing Written test Quizzes (MCQs, one word, match, fill in the blanks) Notebook correction 	<p>Questions would be asked to check previous knowledge of semiconductors in daily life.</p> <ul style="list-style-type: none"> <u>Lecture and discussion method</u> Meaning of diodes and semiconductors will be explained with the help real objects <u>Simple to Complex</u> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently <u>Interactive method/Group discussion</u> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences. <u>Problem solving/ Inquiry</u> 	<p>concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</p> <ul style="list-style-type: none"> Have been exposed to different processes used in Physics-related industrial and technological applications. Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills. Develop problem solving abilities and creative thinking Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. <p>After going through this chapter students will be able to</p> <ul style="list-style-type: none"> Describe Energy bands in conductors, semiconductors and insulators Describe Semiconductor diode - I-V characteristics in forward and reverse bias, diode as a rectifier
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					<p><u>method</u> Providing basic knowledge to solve numerical problems.</p> <ul style="list-style-type: none">• <u>Explanation</u>• <u>Real life examples</u>	
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PINEGROVE SCHOOL, SUBATHU
Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: BIOLOGY
Class: XII
Session 2024-25

Month No of working days	Topic/Sub-topic	Teaching 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	<ul style="list-style-type: none"> Unit- VI- Reproduction (Periods-30) Chapter-1: Sexual Reproduction in Flowering Plants 1. Flower structure; development of male and female gametophytes; 2. Pollination - types, agencies and examples; 3. Outbreeding devices. 4. Pollen-pistil interaction. 5. Double fertilization; post fertilization events 6. Development of endosperm and embryo, 	<ul style="list-style-type: none"> Use of Chalk Board in collaboration with digital methods Duster Colored chalks PPT Modules on Extra marks Teaching software Flowcharts Concept Maps Virtual Lab e-book 	<ul style="list-style-type: none"> Art Integration: Model of Flower Practical's: Laboratory activities- 1. Study pollen germination on a slide. https://www.youtube.com/watch?v=Su6fxJQ5q3o&t=2s 2. Flowers adapted to pollination by different agencies (wind, insect, bird). 3. Pollen germination on stigma through a permanent 4. Controlled pollination - emasculation, tagging and 	<ul style="list-style-type: none"> The learning outcome will be assessed with written class test and oral tests. Assignments based on previous years' board questions and NCERT questions. MCQs based on the topics taught every day in the class. Case Study and questions based on it for practice. Assertion and Reasoning based questions. 	<p>To develop the understanding of the concept by:</p> <ul style="list-style-type: none"> Discussions. Assignments Brainstorming by HOTS on Gametogenesis syngamy, triple fusion and endosperm formation. Understanding of concept by extra marks videos related to the topic. Activity based learning Flip teaching Concrete to abstract Demonstration methods Videos: Structure of flower Pollination, Fertilization in 	<ul style="list-style-type: none"> The students will be able to explain the different terms like microsporogenesis, megasporogenesis, double fertilization , autogamy, geitonogamy , xenogamy , apomixis, nucellus, synergids etc. with examples Differentiate b/w self-pollination and cross-pollination. Answer reasoning facts on pollination and double-fertilization. Practical outcome: The students will be able to understand the ecological value of flora on earth.

Month No of working days	Topic/Sub-topic	Teaching 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"> 7. Development of seed and formation of fruit. 8. Special modes- apomixis, parthenocarpy, polyembryony. 9. Significance of seed dispersal and fruit formation. 		bagging. <ul style="list-style-type: none"> https://www.youtube.com/watch?v=zTT3WNSta8A 		plants. <ul style="list-style-type: none"> Pollen-pistil interaction 	
March 9	<ul style="list-style-type: none"> Chapter-2: Human Reproduction 1. Male and female reproductive systems; 2. Microscopic anatomy of testis and ovary; 3. Gametogenesis - spermatogenesis and oogenesis; 4. Menstrual cycle; 5. Fertilisation, 6. Embryo development up to blastocyst formation, 	<ul style="list-style-type: none"> Use of Chalk Board in collaboration with digital methods Duster Colored chalks PPT Modules on Extra marks Teaching software Flowcharts Concept Maps Virtual Lab e-book 	<ul style="list-style-type: none"> Art Integration: Charts of reproductive systems Implantation Placenta formation Practical's: 1. Observation of the permanent slides of T.S. of ovary, T.S. of Testis, 2. T.S. of Blastula, 3. Meiosis in onion bud cell or grasshopper testis through permanent slides. 	<ul style="list-style-type: none"> The learning outcome will be assessed with written class test and oral tests. Assignments based on previous years' board questions and NCERT questions. MCQs based on the topics taught every day in the class. Case Study and questions based on it for practice. Assertion and Reasoning based questions. 	<ul style="list-style-type: none"> Developing knowledge of concept by: The session would begin with pre knowledge testing of class 10th about how do organisms reproduce? The students are told to use textbooks/ web resources to explore different topics In the end of chapter recapitulation with the help of flow charts. 	<ul style="list-style-type: none"> The students will be able to explain the different terms like spermatogenesis, oogenesis, spermatids, ovulation etc. Differentiate b/w spermatogenesis and oogenesis. Answer reasoning facts on various concepts related to human reproduction. Draw labelled diagrams of male and female reproductive system, sperm, ova, etc.

Month No of working days	Topic/Sub-topic	Teaching 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"> 7. Implantation; 8. Pregnancy and placenta formation 9. Parturition; 10. Lactation 				<ul style="list-style-type: none"> The Videos are shown to get the insight of the topic: Male and female reproductive systems; Spermatogenesis, oogenesis; menstrual cycle https://www.youtube.com/watch?v=3Lt9I5LrWZw 	<ul style="list-style-type: none"> Practical outcome The students will understand about the reproductive health in human beings.
April 4	<ul style="list-style-type: none"> Chapter-3: Reproductive Health 1. Need for reproductive health and prevention of Sexually Transmitted Diseases (STDs); 2. Birth control - need and methods, 3. Contraception and medical termination of pregnancy 	<ul style="list-style-type: none"> Use of Chalk Board in collaboration with digital methods Duster Colored chalks PPT Modules on Extra marks Teaching software Flowcharts Concept Maps Virtual Lab e-book 	<ul style="list-style-type: none"> Investigatory project on Infertility and ART including IVF. Diagrams: Vasectomy Tubectomy 	<ul style="list-style-type: none"> The learning outcome will be assessed with written class test and oral tests. Assignments based on previous years' board questions and NCERT questions. MCQs based on the topics taught every day in the class. Case Study and questions based on it for practice. 	<p>To develop the understanding of the concept by:</p> <ul style="list-style-type: none"> Describing objective of the chapter to the students. The students are tested for the previous knowledge related with Population explosion in our country. The concept is developed by discussion with 	<ul style="list-style-type: none"> The students will be able to explain about Reproductive Health with respect to problems and strategies describe the various factors related to Population Explosion and also explain the different ways of Birth Control methods explain the process of Medical Termination of Pregnancy in brief state the causes of

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	(MTP); <ul style="list-style-type: none"> 4.Amniocentesis; 5. Infertility and assisted reproductive technologies - IVF, ZIFT, GIFT 			<ul style="list-style-type: none"> Assertion and Reasoning based questions. 	students. <ul style="list-style-type: none"> The students are shown Videos to get the insight of the topic: Methods of contraception and medical (MTP); amniocentesis; infertility and assisted reproductive technologies - IVF, ZIFT, GIFT https://www.youtube.com/watch?v=3ILmYLdqd8 	Sexually Transmitted Diseases <ul style="list-style-type: none"> explain the factors causing Infertility
	<ul style="list-style-type: none"> Unit-VII-Genetics and Evolution (Periods-40) Chapter-4: Principles of Inheritance and Variations Heredity and variation: Mendelian 	<ul style="list-style-type: none"> Use of Chalk Board in collaboration with digital methods Duster Colored chalks PPT Modules on Extra marks Teaching software Flowcharts Concept Maps Virtual Lab e-book 	<ul style="list-style-type: none"> Practical's: Meiosis in onion bud cell or grasshopper testis through permanent slides. 2. Mendelian inheritance using seeds of different color and sizes of 	○ <ul style="list-style-type: none"> The learning outcome will be assessed with written class test and oral tests. Assignments based on previous years' board questions and 	<ul style="list-style-type: none"> Developing knowledge of concept by: The teacher will do previous knowledge testing on the topic of heredity and variations. The teacher will keep on throwing statements related to reasons, 	<ul style="list-style-type: none"> Students will be able to understand Mendelian inheritance; incomplete dominance, co-dominance, multiple alleles and inheritance of blood groups, pleiotropy; elementary idea of polygenic inheritance;

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April 14	inheritance; <ul style="list-style-type: none"> • deviations from Mendelism – incomplete dominance, co-dominance, • Multiple alleles and inheritance of blood groups, • 4.Pleiotropy; • 5.Elementary idea of polygenic inheritance; • 6.Chromosome theory of inheritance; chromosomes and genes; • 7.Sex determination - in humans, birds and honey bee; • 8. Linkage and crossing over; • 9.Sex linked inheritance - haemophilia, colour blindness; • 10. Mendelian disorders in humans - thalassemia;chr 		any plant. <ul style="list-style-type: none"> • Prepared pedigree charts of any one of the genetic traits such as rolling of tongue, blood groups, ear lobes, widow's peak and colorblindness. • Mathematical calculation to understand Binomial expression of Genotypic ratio of Monohybrid cross • Giving students a project 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. 	NCERT questions. <ul style="list-style-type: none"> • MCQs based on the topics taught Every day in the class. • Practice of crosses with different situations. • Case Study and questions based on it for practice. • Assertion and Reasoning based questions. 	consequences and ways to find solutions to the Problem. <ul style="list-style-type: none"> • The teacher would develop the concepts of the topics with textbook sequence by lecture method, flip method, brainstorming and discussion. • In the end of chapter recapitulation with the help of flow charts. • Videos: • Modules on Mendelian crosses, • Polygenic Inheritance • https://www.youtube.com/watch?v=gEJdK3S-jxg • Pleiotropy • Mutations • Pedigree Analysis • Chromosomal Theory of Inheritance 	<ul style="list-style-type: none"> • chromosome theory of inheritance; • chromosomes and genes; • Sex determination - in humans, birds and honey bee; • linkage and crossing over; • sex linked inheritance - haemophilia, colour blindness; • Mendelian disorders in humans - thalassemia;chromosomal disorders in humans; • Down's syndrome, Turner's and Klinefelter's syndrome • Practical outcome The students will understand that how is human genetics different from genetics of other organisms.

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	Chromosomal disorders in humans; Down's syndrome, Turner's and Klinefelter's syndrome				<ul style="list-style-type: none"> Mendelian disorders, https://www.youtube.com/watch?v=-9rFL6CMrMk Chromosomal Disorders 	
May 14	<ul style="list-style-type: none"> Chapter-5: Molecular Basis of Inheritance 1. Search for genetic material and DNA as genetic material; 2. Structure of DNA and RNA; DNA packaging; 3. DNA replication; 4. Central dogma; 5. Transcription, 6. Genetic code, 7. Translation; 8. Gene expression and regulation -lac 	<ul style="list-style-type: none"> Use of Chalk Board in collaboration with digital methods Duster Colored chalks PPT Modules on Extra marks Teaching software Flowcharts Concept Maps Virtual Lab e-book 	<ul style="list-style-type: none"> Project on DNA Fingerprinting Art Integration: Model of DNA, Diagrams of: <ul style="list-style-type: none"> DNA Replication Transcription Translation Lac Operon Mathematical calculation to understand Chargaff's Rule 	<ul style="list-style-type: none"> The learning outcome will be assessed with written class test and oral tests. Assignments based on previous years' board questions and NCERT questions. MCQs based on the topics taught every day in the class. Case Study and questions based on it for practice. Assertion and Reasoning based questions. 	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"> operon; 9. Genome and human and rice genome projects; 10. DNA fingerprinting 					
May 15	<ul style="list-style-type: none"> Unit-IX Biotechnology and Its Applications (Periods-30) Chapter9: Biotechnology -Principles and processes Genetic Engineering (Recombinant DNA Technology). 2.Functioning of Molecular Scissors Isolation of DNA from plant material Gel Electrophoresis 	<ul style="list-style-type: none"> Use of Chalk Board in collaboration with digital methods Duster Colored chalks PPT Modules on Extra marks Teaching software Flowcharts Concept Maps Virtual Lab e-book 	<ul style="list-style-type: none"> Practical: Isolate DNA from available plant material such as spinach, green pea seeds, papaya https://www.youtube.com/watch?v=a7cTlZpj--0 Diagrams- Activity of molecular scissors, Recombinant DNA technology PCR 	<ul style="list-style-type: none"> The learning outcome will be assessed with written class test and oral tests. Assignments based on previous years' board questions and NCERT questions. MCQs based on the topics taught every day in the class. Case Study and questions based on it for practice. Assertion and Reasoning based 	<ul style="list-style-type: none"> Developing knowledge of concept by: The session would begin with pre knowledge testing of class 10th about DNA copying. The students are told to use textbooks/ web resources to explore different topics In the end of chapter recapitulation with the help of flow charts. The Videos are shown to get the insight of the topic: 	<ul style="list-style-type: none"> Students will be able to understand Basic principles of Genetic Engineering (rDNA Technology). Molecular scissors Isolation of DNA Gel Electrophoresis Polymerase Chain Reaction Practical outcome The students will understand the presence of DNA in different organisms.

Month No of working days	Topic/Sub-topic	Teaching 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"> PCR (Polymerase Chain Reaction) 			questions.	<ul style="list-style-type: none"> Genetic engineering, Recombinant DNA Technology 	
May-June	Revision, Exam and Assessment	-	-	-	-	-
July 15	<ul style="list-style-type: none"> Chapter-10: Biotechnology and its Application 1.Application of biotechnology in health and agriculture: 2. Human insulin and vaccine production, 3.Stem cell technology, 4. gene therapy; 5.genetically modified organisms – 6.Bt crops; 7. Transgenic animals; 8. Biosafety issues, 	<ul style="list-style-type: none"> Use of Chalk Board in collaboration with digital methods Duster Colored chalks PPT Modules on Extra marks Teaching software Flowcharts Concept Maps Virtual Lab e-book 	<ul style="list-style-type: none"> Investigatory Project on Biopiracy and Bio patent Diagrams- Human Insulin, ADA Deficiency (Gene Therapy) Art Integration: Charts on rDNA technology 	<ul style="list-style-type: none"> The learning outcome will be assessed with written class test and oral tests. Assignments based on previous years' board questions and NCERT questions. MCQs based on the topics taught every day in the class. Case Study and questions based on it for practice. Assertion and Reasoning based questions. 	<p>To develop the understanding of the concept by:</p> <ul style="list-style-type: none"> Describing objective of the chapter to the students. The students are tested for the previous knowledge related with the structure of DNA. The concept is developed by discussion with students. Visit to the Biotechnology Department of JUIT, Vakhnaghat to give experiential learning to the 	<ul style="list-style-type: none"> Students will be able to understand the applications of Biotechnology in health and agriculture: Human insulin and vaccine production, stem cell technology, gene therapy; genetically modified organisms – Bt crops; transgenic animals https://www.youtube.com/watch?v=ZfJnUQyGAC0

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	<ul style="list-style-type: none"> 9. Biopiracy and patents. 				<p>students.</p> <ul style="list-style-type: none"> The students are shown Videos to get the insight of the topic on: Bt cotton, RNAi, Bioethics, Applications of Biotechnology 	
July 12	<ul style="list-style-type: none"> Chapter-6: Evolution 1. Origin of life; 2. Biological evolution 3. Evidences for biological evolution 4. Darwin's contribution, 5. Modern synthetic theory of evolution; 6. Mechanism of evolution - variation and natural selection with examples, 7. Types of natural selection; 8. Gene flow and genetic 	<ul style="list-style-type: none"> Use of Chalk Board in collaboration with digital methods Duster Colored chalks PPT Modules on Extra marks Teaching software Flowcharts Concept Maps Virtual Lab e-book 	<ul style="list-style-type: none"> Art Integration: Charts of Homologous and Analogous organs Pictures of human skulls Diagrams of Adaptive radiation Graphs of three different types of Natural selection Mathematical calculation in Hardy Weinberg's Principle 	<ul style="list-style-type: none"> The learning outcome will be assessed with written class test and oral tests. Assignments based on previous years' board questions and NCERT questions. MCQs based on the topics taught every day in the class. Case Study and questions based on it for practice. Assertion and Reasoning based questions. 	<ul style="list-style-type: none"> Developing knowledge of concept by: The session would begin with pre knowledge testing about Speciation and Natural selection. The students are told to use textbooks/ web resources to explore different topics In the end of chapter recapitulation with the help of flow charts. The Videos are shown to get the insight of the 	<ul style="list-style-type: none"> Students will be able to understand Biological evolution and evidences for biological evolution Darwin's contribution, modern synthetic theory of evolution; Mechanism of evolution -variation and natural selection with examples, Types of natural selection; Gene flow and genetic drift; Hardy -Weinberg's principle; adaptive radiation; Human evolution.

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	drift; <ul style="list-style-type: none"> 9.Hardy - Weinberg's principle; 10.Adaptive radiation; 11. Human evolution. 				topicon: <ul style="list-style-type: none"> Origin of life; mutation and recombination) and natural selection Gene flow and genetic drift, Hardy - Weinberg's principle, Adaptive radiation, https://www.youtube.com/watch?v=rMCP2n7VXH8 Human evolution https://www.youtube.com/watch?v=xAXs0su3O0 	
August 11	<ul style="list-style-type: none"> Unit-VIII Biology and Human Welfare (Periods-30) Chapter-7: Human Health and Diseases 1.Pathogens; 2. Parasites causing human diseases (malaria, 	<ul style="list-style-type: none"> Use of Chalk Board in collaboration with digital methods Duster Colored chalks PPT Modules on Extra marks Teaching software Flowcharts Concept Maps Virtual Lab e-book 	<ul style="list-style-type: none"> Practical's: 1. Study the effect of temperature and different pH on the activity of salivary amylase on starch. 2. Study of common disease 	<ul style="list-style-type: none"> The learning outcome will be assessed with written class test and oral tests. Assignmentsbased on previous years' board questions and NCERT questions. 	To develop the understanding of the concept by: <ul style="list-style-type: none"> Describing objective of the chapter to the students. The students are tested for the previous knowledge related with the human 	<ul style="list-style-type: none"> Students will be able to understand Pathogens; Parasites causing human diseases and their control; Basic concepts of immunology - vaccines; Cancer,

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	dengue, chikungunya, filariasis, ascariasis, typhoid, pneumonia, common cold, amoebiasis, ring worm) and their control; <ul style="list-style-type: none"> 3. Basic concepts of immunology - vaccines; 4. Cancer, 5. HIV and AIDS; 6. Adolescence -drug and alcohol abuse. 		causing organisms like Ascaris, Entamoeba, Plasmodium and Roundworm through permanent slides <ul style="list-style-type: none"> https://www.youtube.com/watch?v=PJZABdqB05M Diagrams: Life cycle of malaria parasite Antibody Project on: Cancer AIDS 	<ul style="list-style-type: none"> MCQs based on the topics taught every day in the class. Case Study and questions based on it for practice. Assertion and Reasoning based questions. 	health, various human diseases and adolescence problems. <ul style="list-style-type: none"> The concept is developed by discussion with students to know about their views on drug abuse. The students are shown Videos to get the insight of the topic: Basic concepts of immunology Cancer, HIV AID Drug abuse https://www.youtube.com/watch?v=a-D43q_URkE 	<ul style="list-style-type: none"> HIV AIDS; Adolescence -drug and alcohol abuse. Practical outcome The students will be able to understand the reasons of bad health and measures to control it.
August 8	<ul style="list-style-type: none"> Chapter-8: Microbes in Human Welfare 1. In household food processing, 2. Industrial production, 3. Sewage 	<ul style="list-style-type: none"> Use of Chalk Board in collaboration with digital methods Duster Colored chalks PPT Modules on Extra marks Teaching software Flowcharts 	<ul style="list-style-type: none"> Diagrams: Biogas plant, STP Visit to the Sewage Treatment Plant of the School 	<ul style="list-style-type: none"> The learning outcome will be assessed with written class test and oral tests. Assignments based on previous years' board questions and NCERT questions. 	To develop the understanding of the concept by: <ul style="list-style-type: none"> Discussions. Assignments Brainstorming by HOTS on Biological treatment of 	<ul style="list-style-type: none"> Student will be able to explain food processing methods, sewage treatment energy generation microbes as bio-control agents and Bio fertilizers. Antibiotics

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	treatment, <ul style="list-style-type: none"> 4. Energy generation 5. Microbes as bio-control agents 6. Bio-fertilizers. 7. Antibiotics; production and judicious use 	<ul style="list-style-type: none"> Concept Maps Virtual Lab e-book 		<ul style="list-style-type: none"> MCQs based on the topics taught every day in the class. Case Study and questions based on it for practice. Assertion and Reasoning based questions. 	sewage and organic farming. <ul style="list-style-type: none"> Understanding of concept by extra marks videos related to the topic. Activity based learning Flip teaching Concrete to abstract Demonstration methods Videos: Sewage treatment, Energy generation Microbes as bio-control agents Bio-fertilizers. https://www.youtube.com/watch?v=4HJDbQ0MER8 	<ul style="list-style-type: none"> Methanogens are present in guts of ruminants and they play an important role in biogas production, etc.
September 8	<ul style="list-style-type: none"> Unit-X Ecology and Environment (Periods-30) Chapter-11: Organisms and Populations 1. Population 	<ul style="list-style-type: none"> Use of Chalk Board in collaboration with digital methods Duster Colored chalks PPT Modules on Extra marks Teaching software 	<ul style="list-style-type: none"> Practical's: Collect and study soil from at least two different sites and study them 	<ul style="list-style-type: none"> The learning outcome will be assessed with written class test and oral tests. 	<ul style="list-style-type: none"> Developing knowledge of concept by: The teacher will do previous knowledge testing on the topic of environment from 	<ul style="list-style-type: none"> Students will be able to understand Concept of Population and ecological

Month No of working days	Topic/Sub-topic	Teaching 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 ecological adaptations. • 2.Population interactions - mutualism, competition, predation, parasitism; population attributes growth, • 3.Birth rate and death rate, • 4. Age distribution.	• Flowcharts • Concept Maps • Virtual Lab • e-book	for texture, moisture content, pH and water holding capacity. Correlate with the kinds of plants found in them • Diagrams- • Biome distribution • Age pyramids • Mathematical calculation to understand population growth rate.	• Assignments based on previous years' board questions and NCERT questions. • MCQs based on the topics taught every day in the class. • Case Study and questions based on it for practice. • Assertion and Reasoning based questions.	class 10. • The teacher will keep on throwing statements related to reasons, consequences and ways to find solutions to the Problem. • The teacher would develop the concepts of the topics with textbook sequence by lecture method, flip method, brainstorming and discussion. • In the end of chapter recapitulation with the help of flow charts. • Videos: • Population interaction, • Age Pyramids • https://www.youtube.com/watch?v=RLmKfXwWQtE	adaptations. • Population interactions - mutualism, competition, predation, parasitism. • population attributes -growth, • Birth rate and death rate, age distribution. • makes efforts to conserve environment realizing the inter-dependency and inter-relationship in the biotic and abiotic factors of environment • Practical Outcome The students will understand the nature of different types of soil and its impact on Flora.

Month No of working days	Topic/Sub-topic	Teaching 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	Revision, Exam and Assessment	-	-	-	-	-
October 7	<ul style="list-style-type: none"> • Chapter-12: Ecosystem • 1. Ecosystems: Patterns, components. • 2. Productivity and decomposition. • 3. Energy flow. • 4. Pyramids of number, • 5. Biomass, energy. 	<ul style="list-style-type: none"> • Use of Chalk Board in collaboration with digital methods • Duster • Colored chalks • PPT • Modules on Extra marks Teaching software • Flowcharts • Concept Maps • Virtual Lab • e-book 	<ul style="list-style-type: none"> • Practical's: • Collect water from two different water bodies around you and study them for pH, clarity and presence of any living organism • Diagrams- • Steps involved in fragmentation • Ecological Pyramid • Project on Decomposition 	<ul style="list-style-type: none"> • The learning outcome will be assessed with written class test and oral tests. • Assignments based on previous years' board questions and NCERT questions. • MCQs based on the topics taught every day in the class. • Case Study and questions based on it for practice. • Assertion and Reasoning based questions. 	<p>To develop the understanding of the concept by:</p> <ul style="list-style-type: none"> • Discussions. • Assignments • Brainstorming by HOTS on Pyramids of energy, conservation law of energy. • Understanding of concept by extra marks videos related to the topic. • Activity based learning • Flip teaching • Concrete to abstract • Demonstration methods • Videos: • Pyramids of number, biomass, energy, • https://www.youtube.com/watch?v=LbBgPekjiyc 	<ul style="list-style-type: none"> • Students will be able to explain • Patterns, components; productivity and decomposition. • Energy flow. • Pyramids of number, biomass, and energy. • Practical Outcome The students will understand the impact of ecological factors on organisms

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October 7	<ul style="list-style-type: none"> • Chapter-13: Biodiversity and its Conservation • 1. Biodiversity- Concept, patterns, importance. • 2. Loss of biodiversity. • 3. Biodiversity conservation. • 4. Hotspots, • 5. Endangered organisms, extinction, • 6. Red Data Book • 7. Biosphere reserves, • 8. National parks, • 9 Sanctuaries • 10. Ramsar sites 	<ul style="list-style-type: none"> • Use of Chalk Board in collaboration with digital methods • Duster • Colored chalks • PPT • Modules on Extra marks Teaching software • Flowcharts • Concept Maps • Virtual Lab • e-book 	<ul style="list-style-type: none"> • Practical's: • Study the plant population density by quadrat method • Study the plant population frequency by quadrat method. • https://www.youtube.com/watch?v=uBYqBNy0jMQ • Mathematical calculation to understand species-area relationship. • Art Integration: Charts on Global biodiversity 	<ul style="list-style-type: none"> • The learning outcome will be assessed with written class test and oral tests. • Assignments based on previous years' board questions and NCERT questions. • MCQs based on the topics taught every day in the class. • Case Study and questions based on it for practice. • Assertion and Reasoning based questions. 	<ul style="list-style-type: none"> • Developing knowledge of concept by: • The session would begin with pre knowledge testing of class 10th about Natural Resources • The students are told to use textbooks/ web resources to explore different topics • The Videos are shown to get the insight of the topic: • Types of Biodiversity • Conservation of biodiversity; • Biodiversity Hotspots https://www.youtube.com/watch?v=h7napNhON84 	<ul style="list-style-type: none"> • Students will understand the concept of • Biodiversity Patterns, • Importance and loss of biodiversity. • Biodiversity conservation; hotspots, • Endangered organisms • Red Data Book • Role of plants or animals in environmental conservation or structure of an insect, etc. • Practical outcome The students will be able to understand the importance of Biodiversity.
Nov-Dec.	Revision, Exam and Assessment	-	-	-	-	-

PINEGROVE SCHOOL, SUBATHU
Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: Political Science
Class: XII
Session 2024-25

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
Month: March. No. of Periods: 10	The End of Bipolarity Topics to be focused: a) The Soviet System b) Gorbachev and the disintegration c) Causes and Consequences of disintegration of Soviet Union d) Shock Therapy and its Consequences e) New entities in world politics Russia Balkan States Central Asian States f) India's relations with Russia and other post-communist countries	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.	Group Discussion: Causes and consequences of disintegration of USSR Documentaries- Past & present situations in USSR/Post Soviet Republics Analysis of relevant newspaper articles Using ppt, YouTube videos, and demonstration to explain the topics.	Identify the basic features of the Soviet System. Discuss the background and outcome of disintegration of the Soviet Union. Examine the consequences of unipolar world Assess the features of Shock Therapy Probe into the recent happenings in the PostCommunist Countries. Trace the developments between India& Russia
Month: MARCH No. of Periods:10	Topic/Chapter: Contemporary Centres of Power Topics to be focused: a) European Union b) Association of Southeast Asian Nations c) Rise of China as an economic power d) Japan and South Korea as emerging powers	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	Discussion: Importance on regional organisations Comparative study: Economic growth of China, Japan and South Korea. Use of timeline Inquiry based learning Map	The student will be able to: Compare and contrast the importance of European Union and ASEAN. Evaluate the extent of rise of Chinese economy and its impact on world politics. Summarize India's relations with China.

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
					activity Interpretation of cartoons/ Pictures/ Newspaper	
Month: March	Contemporary South Asia Topics to be focused: a) Military and Democracy in Pakistan and Bangladesh b) Monarchy and Democracy in Nepal c) Ethnic Conflict and Democracy in Sri Lanka d) India-Pakistan Conflicts e) India and its Neighbours f) Peace and Cooperation	Power Point Presentations, Extra marks ,YouTube Videos Map activity Comparative Analysis: Political systems of South Asian countries Use of Historical data Interpretation of cartoons/Pictures /Newspaper clippings Discussion: Current economic crisis in Sri Lanka and Pakistan	Mind maps on the topics given Practical's related to topic performed	Oral Questions, Chapter end test, MCQs, Exercise Questions Quiz	Familiarize students with the: South Asian region. Nature of Political systems in the countries of the region. Reasons that contributed to Pakistan's failure in building a stabled democracy. Factors that led to struggle for democracy in Bangladesh. Developments leading to the transition from Monarchy to a	<ul style="list-style-type: none"> After completion of the chapter, Students will be able to: Identify & locate the seven countries of the South Asian region. Appreciate the mixed record of democracy in the South Asian region. Examine the role of Political leaders Reflect upon the causes of various conflicts and movements in this region. Justify the creation of SAARC Understand the involvement of US and China in South Asia.
Month: April	Topic/Chapter: International Organizations Topics	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	Discussion and debate: Necessary reforms of the UN Interpretation of	<ul style="list-style-type: none"> After completion of the chapter, Students will be

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
	to be focused: a) Meaning and importance of International Organisations b) Evolution of the UN c) Structure and function of International Organisations d) Principal Organs of UN e) Reform of the UN after Cold War f) Reform of Structures, Processes and Jurisdiction of the UN g) India and the UN Reforms	Discussion and debate: Necessary reforms of the UN Interpretation of cartoons /Newspaper clippings Quiz Model United Nations	Important events in World History Need for formation of International Organizations Functioning of International Organizations Organs and agencies of the United Nations Need for reforms in the changing world United Nations in a unipolar world	UN Interpretation of cartoons /Newspaper clippings Quiz Model United Nations	cartoons /Newspaper clippings Quiz Model United Nations	able to: Define International Organization Appreciate the role of United Nations and its agencies Reflect on the events taking place in the post-cold war era Understand the need for reforms in the United Nations
Month: April	Security in the Contemporary World Topics to be focused: a) Meaning and Type of Security. b) Traditional concept of security c) Non-tradition notions of Security. d) New Sources of Threats e) Cooperative Security f) India's Security strategy	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	Discussions and debates: New sources of threat Comparative analysis: Security concerns of different countries Interpretation of cartoons/Pictures Collaborative concept mapping: India's initiatives and policies towards security.	▪ After completion of the chapter, Students will be able to: Recognize the causes of security threats Enhance analytical skills to provide solutions to security concerns. Develop critical thinking about the role of various stakeholders in ensuring security today
Month: April	Environment and Natural Resources Topics to be focused: a) Environmental	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	Debate and discussion: Indigenous communities of the	▪ Enlist and explain the facts related to global environmental issues Recognize

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	Concerns b) Global Commons c) Common but differentiated Responsibilities				world and their concerns	and understand the need to conserve.
Month: May	Topic/Chapter: Globalization Topics to be focused: a) Concept of globalisation b) Causes and Consequences of globalisation c) India and globalization d) Resistance to globalization e) India and resistance to globalisation	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	Group discussion: Positive and negative impact of globalization. Interpretation of Cartoons Question strategy	▪
Month: July No. of Periods: 12	Topic/Chapter: Challenges of Nation Building Topics to be focused: a) Challenges for the new Nation. Three Challenges. b) Partition: Displacement and Rehabilitation. Consequences of Partition. c) Integration of Princely States. The problem Government's approach Hyderabad Manipur d) Reorganisation of States.	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	.Documentaries Discussion: Causes and consequences of Partition Live Experiences- Meeting People who lived through this period. Cartoon Interpretation Map Activity	▪ After completion of the chapter, Students will be able to: Analyse the challenges which Independent India faced. Describe the factors that led to the partition of India. Explain the circumstances under which different princely states signed the Instrument of Accession. Assess how language became the basis of reorganisation of the states. Evaluate the

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
						role played by leaders in Nation Building.
Month: Aug No. of Periods: 11	Topic/Chapter: Era of One-Party Dominance Topics to be focussed: a) Challenge of building democracy b) Congress dominance in the first three general elections. Nature of Congress dominance Congress as social and ideological coalition. Tolerance and management of Factions c) Emergence of opposition	Power Point Presentations, Extra marks, YouTube Videos.	Mind maps on the topics given Practical's related to topic performed Maps/Cartoons Question strategy Quiz	Oral Questions, Chapter end test, MCQs, Exercise Questions	Lecture Discussion. Using ppts, modules, YouTube videos to explain the topics.	<ul style="list-style-type: none"> After completion of the chapter, Students will be able to: Appreciate the sustenance of democratic politics in the country.
Month: Sep No. of Periods: 13	Topic/Chapter: Politics of Planned Development Topics to be focussed: a) Political contestation. Ideas of Development. Planning Planning Commission b) The Early Initiatives The First Five Year Plan. Rapid Industrialisation.	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	Debate and Discussion: First three 5-year plans. Comparative analysis: The Left and Right ideology.	After completion of the chapter, Students will be able to: Identify the varied option considered by the government to balance growth and socio-economic justice. Know the difference between Left and Right Ideology Understand the need for the formation of the Planning Commission.

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
Month: Sep No. of Periods: 10	Topic/Chapter: Topic/Chapter: India's External Relations Topics to be focussed: a) International Context b) The Policy of NonAlignment. Nehru's role Distance from two camps. Afro Asian Unity c) Peace and conflict with China The Chinese Invasion1962 War and Peace with Pakistan Bangladesh War 1971 d) India's Nuclear Policy	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	Debate and Discussion: First three 5-year plans. Comparative analysis: The Left and Right ideology	After completion of the chapter, Students will be able to: Identify the varied option considered by the government to balance growth and socio-economic justice. Know the difference between Left and Right Ideology Understand the need for the formation of the Planning Commission.
Month: October No. of Periods: 10	Topic/Chapter: Challenges to and Restoration of the Congress System Topics to be focused: a) Challenge of Political Succession From Nehru to Shastri	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	Use of timeline Comparative analysis: Political Succession Group discussion: Changing electoral performance of the Congress.	Understand the challenges of political succession after Nehru. Evaluate the opposition
Month: October	The Crisis of Democratic Order Topics to be focused: a) Background to Emergency. Economic Context. Gujarat and Bihar Movements Conflict with Judiciary b) Declaration of Emergency	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	Group discussion: Based on Newspaper articles and other media information with respect to emergency Quiz Cartoon Interpretation Map Activity	After completion of the chapter, Students will be able to: Understand the causes and consequences of Emergency Examine the lessons of Emergency

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
Month October	Regional Aspirations Topics to be focused: a) Region and the Nation Indian Approach Areas of Tension Jammu and Kashmir Roots of the Problem External and Internal disputes Politics since 1948 Insurgency and After 2022 and Beyond b) Punjab Political Context Cycle of Violence Road to Peace c) The Northeast Demand for autonomy Secessionist Movements Movements against outsider	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	Group discussion: Demands of Autonomy in different parts of the country. Comparative analysis: Government's response to regional aspirations Quiz.	After completion of the chapter, Students will be able to: Discuss the implications of regional demands. Analyse the importance of integrity in India. Appreciate the initiatives taken by the government in dealing with regional aspirations
Month November	Recent Developments in Indian Politics Topics to be focused a) Context of 1990s b) Era of Coalition Alliance Politics c) Political rise if the Backward Classes Mandal Implemented Political Fallouts d) Communalism, Secularism and Democracy. Ayodhya Dispute Demolition	Power Point Presentations, Extra marks, YouTube Videos	Comparative analysis: Different developments taking place in present scenario with that of twentieth century. Timeline Interpretation of Cartoons/Caricatures Quiz Reflective Enquiry	Nature, trends and developments in Indian politics and its impact Era of Coalitions- National Front, United Front, United Progressive Alliance, National Democratic Alliance Implications of Coalition politics Political Rise of Other Backward Classes	Comparative analysis: Different developments taking place in present scenario with that of twentieth century. Timeline Interpretation of Cartoons/Caricatures	After completion of the chapter, Students will be able to: Understand momentous changes taking place in the nation since 1989 Trace the rise and growth of BJP. Identify the areas of growing consensus

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	and after e) Emergence of New Consensus f) Lok Sabha Elections 2004 g) Growing Consensus					
Month December Revision						

PINEGROVE SCHOOL, SUBATHU
Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: Accountancy (055)
Class: XII COM
Session 2024-25

Month/ No. of working days	Topic/Sub-topic	Teaching 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 (30)	PART (A) PARTNERSHIP ACCOUNTING (A)<u>Fundamentals of partnership</u>	<ul style="list-style-type: none"> E. Book PPT'S Videos Smart Classes Chalk and Board 	<ul style="list-style-type: none"> Accounts of some local partnership firms will be given to students for analysis. 	<ul style="list-style-type: none"> Oral and Written Test Assignment Quizzes Work Sheets 	<p>Discuss by Lecture Method:</p> <ul style="list-style-type: none"> Partnership features, Partnership deed Provisions of the Indian Partnership Act 1932 in the absence of partnership deed. Fixed v/s fluctuating capital accounts. <p>By Using Self Numerical Examples:</p> <ul style="list-style-type: none"> Preparation of Profit and Loss Appropriation account Past adjustments relating to interest on capital, interest on drawings, salary, and profit-sharing ratio Guarantee of profits 	<ul style="list-style-type: none"> After doing this unit the students will be able to understand the meaning of partnership, partnership firm and partnership deed, characteristics, and content of partnership deed. Significance of provisions of partnership act in the absence of partnership deed Differentiate between fixed and fluctuating capital, skill to prepare profit and Loss Appropriation account Understand and develop the skill of making past adjustments and guarantee of profits. Respect for Law.

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	(B) <u>Reconstitution of Partnership firms</u> • Valuation of Goodwill • Change in the profit-sharing ratio.	• E. Book • PPT'S • Videos • Smart Classes • Chalk and Board • E. Book • PPT'S • Videos • Smart Classes • Chalk and Board	• Goodwill of some local firms will be valued with the help of their accounting records. • Create an artificial firm by taking students as partners	• Oral and Written Test • Assignment • Quizzes • Work Sheets • Oral and Written Test • Assignment • Quizzes • Work Sheets	By taking Examples of Local Firms and Self numerical examples: • Goodwill: nature, factors affecting and methods of valuation-average profit, super profit, and capitalization Creating an artificial firm by taking students as partners: • Sacrificing ratio gaining ratio • Accounting for revaluation of assets and liabilities • Treatment of reserves and accumulated profits • Goodwill to be adjusted through partners' capital/current account or by raising and writing off goodwill. • Preparation of revaluation and balance sheet.	• State the meaning, nature and factors affecting goodwill • Understanding the skill of valuation of goodwill using different methods. • Meaning of sacrificing ratio, gaining ratio and the change the profit sharing • Understanding the accounting treatment of revaluation assets and liabilities and treatment of reserves and accumulated profits by preparing revaluation account and balance sheet. • Effect of change in profit sharing ratio on admission of a new partner. • Treatment of goodwill revaluation of assets liabilities and preparation of balance sheet of the new firm.

Month/ No. of working days	Topic/Sub-topic	Teaching 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 (18)</i>	PART A <u>Reconstitution of</u> <u>Partnership firms</u> • Admission of a partner	<ul style="list-style-type: none"> • E. Book • PPT'S • Videos • Smart Classes • Chalk and Board 	<ul style="list-style-type: none"> • Made a list of all Viva Questions from this unit topic wise. Hypothetical situations taken and created for fun activity. 	<ul style="list-style-type: none"> • Oral and • Written Test • Assignment • Quizzes • Work Sheets 	Effect of admission of a partner: <ul style="list-style-type: none"> • on change in the profit-sharing ratio • Treatment of goodwill • Treatment for revaluation of assets and liabilities • Treatment of reserves and accumulated profits • Adjustment of capital accounts • Preparation of balance sheet of new firm. 	<ul style="list-style-type: none"> • Understanding and skill of calculation of new profits sharing ratio • Treatment of goodwill as per AS 26. • Treatment of revaluation of assets and re-assessment of liabilities • Treatment of reserves and accumulated profits • Adjustments of capital accounts • Preparation of balance sheet of the new firm. • Compassion and sacrificing nature.
	PART A <u>Reconstitution of</u>	<ul style="list-style-type: none"> • E. Book 	Made a list of all Viva Questions from this	<ul style="list-style-type: none"> • Oral and Written 	Effect of retirement/death of a	<ul style="list-style-type: none"> • Understand the

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<u>Partnership firms</u> • Retirement and death of a partner	<ul style="list-style-type: none"> • PPT'S • Videos • Smart Classes • Chalk and Board 	unit topic wise. Hypothetical situations taken and created for fun activity.	Test <ul style="list-style-type: none"> • Assignment • Quizzes • Work Sheets 	partner: <ul style="list-style-type: none"> • On change in profit sharing ratio • Treatment of goodwill • Treatment for revaluation of assets and liabilities. • Adjustment of accumulated profits and reserves • Adjustment of capital account • Preparation of loan account of the retiring partner • Calculation of deceased partner's share of profit till the date of death. • Preparation of deceased partner's capital account and his executor's account 	effect of retirement /death of a partner on change in profit sharing ratio. <ul style="list-style-type: none"> • Understand the accounting treatment of goodwill, revaluation of assets and liabilities and accumulated profits and reserves on retirement / death of a partner and capital adjustments. • Calculation of deceased partner's share till the time of his death and prepare deceased partner's executor's account. • Discuss the preparation of the capital accounts of the remaining partners.
May (22)	PARTNERSHIP ACCOUNTING (c) Dissolution of	<ul style="list-style-type: none"> • E. Book • PPT'S • Videos 	Made a list of all Viva Questions from this unit topic wise.	<ul style="list-style-type: none"> • Oral and Written Test • Assignment 	By Creating an artificial firm: <ul style="list-style-type: none"> • Types of dissolution 	<ul style="list-style-type: none"> • Understand the situation under which a

Month/ No. of working days	Topic/Sub-topic	Teaching 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 Firm	<ul style="list-style-type: none"> Smart Classes Chalk and Board 	Hypothetical situations taken and created for fun activity.	<ul style="list-style-type: none"> Quizzes Work Sheets 	of a firm. Settlement of accounts preparation of Realization account, capital accounts of partners and cash/bank a/c.	partnership firm can be dissolved. Understanding of preparation of realization account and other related accounts.
July (27)	PART A: - Unit 3 <u>Accounting for Companies</u> • Accounting for share capital	<ul style="list-style-type: none"> E. Book PPT'S Videos Smart Classes Chalk and Board 	Made a list of all Viva Questions from this unit topic wise. Hypothetical situations taken and created for fun activity.	<ul style="list-style-type: none"> Oral and Written Test Assignment Quizzes Work Sheets 	<ul style="list-style-type: none"> Share and share capital: nature and type. 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. Concept of Private Placement and Employee Stock Option Plan (ESOP) Accounting Treatment of forfeiture and reissue of shares. 	<ul style="list-style-type: none"> State the meaning of shares and share capital and differentiate between equity shares and preference shares and different types of share capital. Understand the meaning of private placement of shares and ESOP. Explain the accounting treatment of shares capital transactions regarding issue of shares. Develop the understanding of accounting treatment of forfeiture and reissue of forfeiture shares. Describe the presentation of share capital in the balance

Month/ No. of working days	Topic/Sub-topic	Teaching 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"> Disclosure of share capital in the Balance Sheet of a company 	sheet as per schedule III part I of companies Act 2013. <ul style="list-style-type: none"> Equality by making pro-rata allotment.
August (24)	<ul style="list-style-type: none"> Issue of Debentures 	<ul style="list-style-type: none"> E. Book PPT'S Videos Smart Classes Chalk and Board 	<ul style="list-style-type: none"> Made a list of all Viva Questions from this unit topic wise. Hypothetical situations taken and created for fun activity. 	<ul style="list-style-type: none"> Oral and Written Test Assignment Quizzes Work Sheets 	Issue of Debentures <ul style="list-style-type: none"> At par At a premium At a discount. For consideration other than cash In terms of redemption As collateral security Interest on debentures. Writing of discount /loss on issue of debentures 	<ul style="list-style-type: none"> Explain the accounting treatment of different situations of transactions related to issue of debentures. Develop the understanding and skill of writing of discount/ loss on issue of debentures Understand the concept of collateral security and its presentation in balance sheet. Develop the skill of calculating interest on debentures.
	PART B FINANCIAL STATEMENT ANALYSIS (A)Financial statements of Company: <ul style="list-style-type: none"> Financial 	<ul style="list-style-type: none"> E. Book PPT'S Videos Smart Classes Chalk and Board 	A lecture of CHARTED ACCOUNTANT will be organized.	<ul style="list-style-type: none"> Oral and Written Test Assignment Quizzes Work Sheets 	By showing copies of financial statements of Some popular companies <ul style="list-style-type: none"> Statements of Profit and loss and Balance Sheet in prescribed form 	<ul style="list-style-type: none"> Develop the understanding of major headings and subheadings (as per schedule III to the Companies act 2013) Discuss the meaning

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	Statements <ul style="list-style-type: none"> • Analysis of Financial Statements 				with major headings and subheadings (as per Schedule III to the Companies Act,2013) Financial Statements Analysis: Objectives, importance, and limitations.	of different tools of financial statements analysis.
<i>September (17)</i>	(B) Comparative and Common size Statements	<ul style="list-style-type: none"> • E. Book • PPT'S • Videos • Smart Classes • Chalk and Board 	Made a list of all Viva Questions from this unit topic wise. Hypothetical situations taken and created for fun activity.	<ul style="list-style-type: none"> • Oral and Written Test • Assignment • Quizzes Work Sheets	With the help of financial statements of Real Companies. <ul style="list-style-type: none"> • Comparative statements • Common size statements 	Develop the Skill of preparation of comparative and common size financial statements
	(C)Accounting Ratios	<ul style="list-style-type: none"> • E. Book • PPT'S • Videos • Smart Classes • Chalk and Board 	Made a list of all Viva Questions from this unit topic wise. Hypothetical situations taken and created for fun activity.	<ul style="list-style-type: none"> • Oral and Written Test • Assignment • Quizzes Work Sheets	With the help of financial statements of Real Companies. <ul style="list-style-type: none"> • Meaning, objectives, and significance of different types of ratios • Computation of 	

Month/ No. of working days	Topic/Sub-topic	Teaching 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"> Meaning, objectives, classification, and computation. Liquidity ratios Current ratio and quick ratio Solvency ratios Debt to Equity Ratio, Total Assets to Debt ratio, proprietary Ratio, and interest coverage ratio. Activity ratios: Inventory turnover ratio, Trade receivable Turnover ratio, trade payable turnover ratio, Fixed assets, turnover ratio, Net assets turnover ratio, and Working capital turnover ratio. Profitability ratios: Gross profit ratio, Operating ratio, Operating profit ratio, Net profit ratio and return on investment. 	<p>current ratio, quick ratio</p> <ul style="list-style-type: none"> Develop the skill of computation of debt equity ratio, total assets to debt ratio, proprietary ratio, and interest coverage ratio. <p>Activity ratios and profitability ratios</p>
October:	PART B: - UNIT 4	• E. Book	Use of flow chart	• Oral and Written	With the help of	• State the meaning

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

PINEGROVE SCHOOL, SUBATHU
Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: ECONOMICS (030)
Class: XII
Session: 2024-25

Month No of working days	Topic/Sub-topic	Teaching 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. (4 DAYS)	<p style="text-align: center;">(UNIT- VI) TOPIC: Development Experience (1947- 90) Ch-1) SUB-TOPIC</p> <ul style="list-style-type: none"> A brief introduction of the state of Indian economy on the eve of independence. The state of Indian agriculture, the state of industrial sector, The state if demographic profile, occupational structure and infrastructure 	<ul style="list-style-type: none"> TEACHING AIDS: Chalk, Duster, Smart Board. Power Point presentation on features of Indian economy at the eve of independence, Green revolution, Land reforms, features of new economic policy of 1991. Videos on five-year plans, green revolution, need for new economic policy, GST and demonetization. You tube links: https://www.youtube.com/watch?v 	<p>Interdisciplinary linkage: Psychology, Statistics, History, geography and Sociology.</p> <p>Art Integration: 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>Skill Assessment: Concept test to probe students' comprehension or application of the concept.</p> <p>Project work.</p> <p>Map work.</p>	<ul style="list-style-type: none"> Notes will be given. Oral and Written testing will be done. Quizzes will be Conducted. Assignments will be given. Note - book correction will be done. 	<p><u>Motivation or Brainstorming:</u> Previous Knowledge would be checked by asking questions.</p> <p><u>Lecture and Discussion method</u> Meaning of Economy, Planning, economic reforms, Liberalization, Privatization, Globalization will be explained with the help of the PPT.</p> <p>Inter-active method: Students sharing their own experiences related to the topic.</p> <p>Group discussion on suicide cases in farmers and suggestions to overcome this problem.</p>	<ul style="list-style-type: none"> The students will be able to Recall and recognize the meaning of economic Planning, green revolution, marketed surplus, ceiling of land. Comprehend the concept of Globalization., liberalization, privatization. Differentiate between import and exports. Able to summarize the impact of green revolution and land reforms on the Indian economy,

Month No of working days	Topic/Sub-topic	Teaching 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 (14 DAYS)	<p>(UNIT- VI) TOPIC: Development Experience (1947-1990) and Economic reforms (1991) Ch-2, 3)</p> <p>SUB-TOPIC</p> <p>Common goals of Five-year Plans. Main features, problems and policies of agriculture.</p> <ul style="list-style-type: none"> Aspects and new agricultural strategy etc.), industry (industrial licensing, etc.) and foreign trade. IPR-1956 Green Revolution (LPG Policy). Concepts of demonetization and GST Features and appraisals of 	<p>=0F-eXtHWP5M</p> <ul style="list-style-type: none"> https://www.youtube.com/watch?v=0qlWTj3LOI https://www.youtube.com/watch?v=V4AjcG3-z38 https://www.youtube.com/watch?v=rCfd33-9TOI https://www.youtube.com/watch?v=rCfd33-9TOI https://www.youtube.com/watch?v=ZeD-XLmCXUg https://www.youtube.com/watch?v=WYalXWd9a2U https://www.youtube.com/watch?v=BOPaXoeY5O https://www.youtube.com/watch 		<ul style="list-style-type: none"> Notes will be given. Oral and Written testing will be done. Quizzes will be Conducted. Assignments will be given. 	<p>Case studies: Class will be divided into groups, data related to green revolution, land reforms will be discussed among them.</p> <p>Explanation of the concept with the help of Pie chart, Histograms, Bar diagrams and Schedules.</p> <p>Problem solving/ Inquiry method will be used.</p> <p>Real life examples.</p> <p>Activity- buzz session</p>	<p>features of new economic policy.</p> <ul style="list-style-type: none"> Able to analyze the socio-economic changes during the colonial period. Able to analyze and reason out the outcome of new economic policy.

Month No of working days	Topic/Sub-topic	Teaching 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 6 DAYS	<p>liberalization, globalization and Privatization.</p> <p>(UNIT- I) NATIONAL INCOME AND RELATED AGGREGATES</p> <p>TOPIC: Basic concepts of Macro Economics & Circular Flow of income (CH. 1,2)</p> <p>SUB-TOPIC</p> <ul style="list-style-type: none"> • Macroeconomics? • Basic concepts in macroeconomics: consumption goods, capital goods, final goods, intermediate goods; stocks and flows; gross investment and depreciation. • Circular flow of income (two sector model) 	<p>h?v=gPUGr4C-E8I</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=8c9jJzHgZrY <p>• TEACHING AIDS:</p> <ul style="list-style-type: none"> • Chalk, Duster, Smart Board. <p>• Power Point presentation on circular flow of income, different types of goods.</p> <p>• Videos on scarcity, factors of Production and</p>	<p>Interdisciplinary linkage: Mathematics, Accountancy, Statistics, Business studies and social studies.</p> <p>Art Integration: Drawing graphs, Pie charts, bar diagrams, histograms related to GDP.</p>	<ul style="list-style-type: none"> • Notes will be given. • Oral and Written testing will be done. • Quizzes will be Conducted. • Assignments will be given. 	<p><u>Lecture and Discussion method:</u> <u>Meaning of Economics and its branches will be explained with the help of the PPT.</u></p> <p>Inter-activemethod: Students sharing their own experiences related to the topic.</p> <p>Group Discussion on Why National Income of America is more than India?</p> <p>Case studies: Class will be divided into groups, data related to GDP welfare will be discussed.</p> <p>Explanation of National Income, GDP, Domestic Income with the help of the Pie charts, histograms, bar diagrams.</p>	<ul style="list-style-type: none"> • The students will be able to Recall and recognize the meaning of National Income and Domestic Income. • Identifies the economic question that concerns all the citizens. • Comprehend the concept of Domestic and National Income • Differentiate between final and Intermediate goods, flow and stock.

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					Problem solving/ Inquiry method will be used.	
APRIL 16 Days	<p align="center">(UNIT- I)</p> <p>TOPIC: National Income and related Aggregates. (CH. 3,4)</p> <p>SUB-TOPIC</p> <ul style="list-style-type: none"> Methods of calculating National Income - Value Added or Product method, Expenditure method, Income method. 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. Real and Nominal 	<ul style="list-style-type: none"> TEACHING AIDS: Chalk, Duster, Smart Board. Power Point presentation on circular flow of income, different types of goods. Videos on scarcity, factors of Production and significance of National Income Accounting. You tube links: https://www.youtube.com/watch?v=iLom1WlqwS0 https://www.youtube.com/watch?v=Zl7hVRi1uSg 	<p>Interdisciplinary linkage: Mathematics, Accountancy, Statistics, Business studies and social studies.</p> <p>Art Integration: Drawing graphs, Pie charts, bar diagrams, histograms related to GDP.</p> <p>Mathematical Integration: (formulae related to methods of national Income Accounting).</p> <p>Skill Assessment: Concept test to probe students, comprehension or application of the concept.</p>	<ul style="list-style-type: none"> Notes will be given. Oral and Written testing will be done. Quizzes will be Conducted. Assignments will be given. <p>Note -book correction will be done.</p>	<p><u>Motivation and Brainstorming</u> Previous Knowledge would be checked by asking questions.</p> <p><u>Lecture and Discussion method:</u> <u>Meaning of Economics and its branches will be explained with the help of the PPT.</u></p> <p>Inter-activemethod: Students sharing their own experiences related to the topic.</p> <p>Group Discussion on Why National Income of America is more than India?</p> <p>Case studies: Class will be divided into</p>	<ul style="list-style-type: none"> Calculate National Income Aggregates. (GDP, GNP, NDP, NNP at market and factor cost). Able to analyze the factors that effects the growth of the economy. Able to explain how single good could be representative of all goods. Able to summarize the precautions while calculating National Income. Able to analyze the factors that effects the growth of the economy.

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	GDP.GDP and Welfare	<ul style="list-style-type: none"> • https://www.youtube.com/watch?v=kWTku1z0gg8 • https://www.youtube.com/watch?v=9XH-oAzD4Ps • https://www.youtube.com/watch?v=d8uTB5XorBw • https://www.youtube.com/watch?v=MKO1icFVtDc • Concept Map. • NCERT e- book • Flow charts related to different methods of Calculating National Income will be drawn. • Modules on EXTRAMARKS • Calculating National Income will be drawn. 			<p>groups, data related to GDP welfare will be discussed.</p> <p>Explanation of National Income, GDP, Domestic Income with the help of the Pie charts, histograms, bar diagrams.</p> <p>Problem solving/ Inquiry method will be used.</p> <p>Activity- buzz session.</p> <p>Real life examples.</p>	<ul style="list-style-type: none"> • Able to explain how single good could be representative of all goods. • Able to calculate National Income and Domestic Income.
MAY 5 Days	(UNIT- II) TOPIC: Money and Banking. (CH. 5,6)	<ul style="list-style-type: none"> • TEACHING AIDS: Chalk, Duster, Smart Board. 	<ul style="list-style-type: none"> • Interdisciplinary linkage: Mathematics, Psychology, 	<ul style="list-style-type: none"> • Notes will be given. • Oral and 	<p><u>Motivation or Brainstorming:</u> Previous Knowledge would be checked by</p>	<ul style="list-style-type: none"> • The students will be able to Recall and recognize the

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	SUB-TOPIC <ul style="list-style-type: none"> Money -meaning and supply of money - Currency held by the public and net demand deposits held by commercial banks. Money creation by the commercial banking system. Central bank and its functions. (Example of the Reserve Bank of India) Bank of issue, Govt. Bank, Banker's Bank, Control of Credit through Bank Rate, CRR, SLR, Repo Rate and Reverse Repo Rate, Open Market Operations, Margin requirements. 	<ul style="list-style-type: none"> Power Point Presentation on functions of RBI. NCERT e- book Modules on EXTRAMARKS Articles from Newspapers. Video: Related to Jan Dhan Yojna started by the Government and on functions of RBI. You tube links: https://www.youtube.com/watch?v=xKuW_54qnBo https://www.youtube.com/watch?v=LfgVLxUN-mg https://www.youtube.com/watch?v=TJtPAU678t0 https://www.youtube.com/watch?v=xKuW_54qnBo 	<p>Statistics and Accountancy.</p> <ul style="list-style-type: none"> Art Integration: Drawing graphs, Pie, bar diagrams, histograms, schedules related to money, banking and functions of RBI. Mathematical Integration (formulae of calculating money multiplier) Skill Assessment: Concept test to probe students' comprehension or application of the concept. 	<p>Written testing will be done.</p> <ul style="list-style-type: none"> Quizzes will be Conducted. Assignments will be given. <p>Note - book correction will be done</p>	<p>asking questions.</p> <p><u>Lecture and Discussion method:</u> Meaning of money, legal -tender money, banking and functions will be explained with the help of the PPT.</p> <p><u>Inter-activemethod:</u> Students sharing their own experiences related to the topic.</p> <p><u>Group discussionon</u> What happens when rate of interest increases or decreases?</p> <p><u>Case studies: Class will be divided</u> into groups, data related functions and steps taken by RBI during Covid -19 will be discussed.</p>	<p>meaning of Money and Banking, money multiplier.</p> <ul style="list-style-type: none"> Comprehend the concept of Credit creation. Differentiate between the functions of central bank and commercial bank. Calculate Money Multiplier. Able to summarize the functions of RBI. Able to analyze the steps taken by RBI to control credit. 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
		be.com/watch?v=jFWzyYPIJjk <ul style="list-style-type: none"> https://www.youtube.com/watch?v=Bqyek4dnycM https://www.youtube.com/watch?v=Gm8LZcTUmf8 				<p>differentiate between bank rate reverse repo rate.</p> <p>Able to apply the bookish knowledge in day-to-day life.</p>
MAY 14 Days	<p>(UNIT- III) TOPIC: Determination of Income and Employment (CH. 7,8)</p> <p>SUB-TOPIC</p> <ul style="list-style-type: none"> Aggregate demand and its components. Propensity to consume and propensity to save (average and marginal). Short-run equilibrium output. 	<ul style="list-style-type: none"> TEACHING AIDS: Chalk, Duster, Smart Board. Power Point Presentation on the components of Aggregate demand and Aggregate supply. Video on impact of covid-19 on the Indian economy 	<ul style="list-style-type: none"> Interdisciplinary linkage: Mathematics, Psychology, Statistics and Accountancy. Art Integration: Drawing graphs, diagrams and schedules related inflation, deflation, equilibrium in the short run. 	<ul style="list-style-type: none"> Notes will be given. Oral and Written testing will be done. Quizzes will be conducted. Assignment will be given. Notebook correction will be done. 	<p><u>Motivation or Brainstorming:</u> Previous Knowledge would be checked by asking questions.</p> <p><u>Lecture and Discussion</u> method: Meaning of Aggregate demand, supply, investment, saving, inflationary gap, deflationary gap will be explained with the help of the PPT.</p>	<ul style="list-style-type: none"> The students will be able to Recall and recognize the meaning of Aggregate Demand and supply, investment, savings etc. Comprehend the concept of Investment Multiplier.

Month No of working days	Topic/Sub-topic	Teaching 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"> Investment multiplier and its mechanism. Meaning of full employment and involuntary unemployment. 	<p>and steps taken by the Government.</p> <ul style="list-style-type: none"> You tube links: https://www.youtube.com/watch?v=uNG2_AjFzHE https://www.youtube.com/watch?v=SqKQWK2YCxU https://www.youtube.com/watch?v=2F0a_ru8GSU https://www.youtube.com/watch?v=NVR0E7jLFDI https://www.youtube.com/watch?v=RK2IfGPSqO0 Concept Map. NCERT e-book Modules on EXTRAMARKS Articles/clipping 	<ul style="list-style-type: none"> Mathematical Integration (formulae of calculating AD, AS, savings, consumption and multiplier). Skill Assessment: Concept test to probe students' comprehension or application of the concept. 		<p>Inter-activemethod: Students sharing their own experiences related to the topic.</p> <p>Group discussion on excess demand and deficient demand and suggestions to overcome these problems.</p> <p>Case studies: Class will be divided into groups, data related to inflation and deflation, impact of covid-19 on the Indian economy will be discussed.</p> <p>Explanation of the concept with the help of Pie chart, Histograms, Bar diagrams, Schedules.</p> <p>Problem solving/ Inquiry method will be used.</p> <p>Real life examples.</p> <p>Activity- buzz session.</p>	<ul style="list-style-type: none"> Differentiate between MPC and MPS. Calculate Aggregate Income etc. Able to draw the diagram of equilibrium in the economy. Able to summarize the components of AD and AS. Able to analyze the monetary and fiscal policy of the Government. Able to identify the cause of great depression in the 1930's and suggest some measures. Able to apply the bookish knowledge in day to day 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>s from Newspapers: (impact of covid-19 on the Indian economy)</p> <p>Flow charts related to the components of Aggregate demand and Supply will be drawn.</p>				
JULY 6 Days	<p>(UNIT- III) TOPIC: Determination of Income and Employment (CH. 9)</p> <p>SUB-TOPIC</p> <ul style="list-style-type: none"> Problems of excess demand and deficient demand. Measures to correct them –changes in government spending, taxes and money supply. 	<ul style="list-style-type: none"> TEACHING AIDS: Chalk, Duster, Smart Board. Power Point Presentation the problem of excess demand and deficient demand. Video on measures to correct excess and deficient demand You tube links: https://www.youtube.com/watch?v=BoyioIdhAmg https://www.youtube.com/watch?v=ui1bUGBKM98 https://www.yout 	<ul style="list-style-type: none"> Interdisciplinary linkage: Psychology, Statistics, Sociology, geography and history. Art Integration: Drawing graphs, Pie charts, bar diagrams, histograms, Schedules related to challenges of Indian economy. Mathematical Integration (formulae to calculate jail index, worker population ratio) Skill Assessment Concept test to probe students' comprehension or application of the 	<ul style="list-style-type: none"> Notes will be given. Oral and Written testing will be done. Quizzes will be conducted. Assignments will be given. Note -book correction will be done. 	<p><u>Motivation or Brainstorming:</u> Previous Knowledge would be checked by asking questions.</p> <p><u>Lecture and Discussion method</u> Meaning of deficient and excess demand, causes of these demand and also measures to correct these problems. Students will be explained the concepts of Fiscal and Monetary measures with the help of the PPT.</p> <p><u>Inter-activemethod:</u> students sharing their own experiences related to the topic.</p>	<ul style="list-style-type: none"> The students will be able to recall and recognize the meaning of poverty, human capital, poverty line. Comprehend the concept of Human development, poverty, rural development. Differentiate between Absolute and Relative poverty. Calculate Poverty line, worker population etc. 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
		ube.com/watch?v=381x8DIPYpc <ul style="list-style-type: none"> https://www.youtube.com/watch?v=d6urP5AenrE https://www.youtube.com/watch?v=E5jXiWD93w0 <ul style="list-style-type: none"> NCERT e-book Concept Map. Modules on <i>EXTRAMARKS</i> Articles from Newspapers. Flow charts related to types of poverty. Types and causes of poverty. Related to problems of human capital formation . Related to Schemes launched by the Government. 	<p>concept.</p> <ul style="list-style-type: none"> Map work. 		<p>Group discussion on causes of poverty and unemployment in India and suggestions to overcome these challenges.</p>	<p>summarize the causes and impact of poverty and poverty alleviation schemes launched by the government.</p> <ul style="list-style-type: none">
JULY 7 Days	(UNIT- VIII) TOPIC: Development experience of India- A	<ul style="list-style-type: none"> TEACHING AIDS: Chalk, 	<ul style="list-style-type: none"> Interdisciplinary linkage: Political science, 	<ul style="list-style-type: none"> Notes will be given. 	<p>Previous Knowledge would be checked by asking questions.</p>	<ul style="list-style-type: none"> The students will be able to recall and recognize the

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	comparison with Neighbors. SUB-TOPIC <ul style="list-style-type: none"> A comparison with neighbors, India and Pakistan India and China Issues. Growth, population, sectoral development and other Human Development Indicators. 	Duster, Smart Board. <ul style="list-style-type: none"> Power Point Presentation on development path followed by India and China. Videos on policies adopted by China and India. https://www.youtube.com/watch?v=unQwnHmV7UE https://www.youtube.com/watch?v=idWavHHKJR4 https://www.youtube.com/watch?v=LaF-l8DOnks https://www.youtube.com/watch?v=eQjWtkdnhkg https://www.youtube.com/watch?v=U7lCeI-Vi5g NCERT book Modules on EXTRAMARKS 	Psychology, Statistics, Sociology, Geography and history. <ul style="list-style-type: none"> Art Integration: Drawing graphs, Pie charts, bar diagrams, histograms, schedules related to GDP, sectoral distribution and demographic indicators. Skill Assessment: Concept test to probe students' comprehension or application of the concept. Map work. Project work. 	<ul style="list-style-type: none"> Oral and Written testing will be done. Quizzes will be conducted. Assignments will be given. Note -book correction will be done.	<u>Lecture and Discussion</u> method: Meaning of regional grouping, Gross domestic product and similarities and dissimilarities between India, China and Pakistan will be explained with the help of the PPT . Inter-activemethod: Students sharing their own experiences related to the topic Group discussion on why China is galloping like a horse and India is lagging, what is the impact of one child norm policy in China. Case studies: Class will be divided into groups, data related to India, China and Pakistan's relationship will be discussed. Explanation of the concept with the help of Pie chart, Histograms,	meaning of regional grouping, GDP, per capita income. GDP, Human development Index. <ul style="list-style-type: none"> Comprehend the concept of Human development Index. Compare between India China trade policies etc. Able to summarize the policies adopted for the growth of India and China. Able to interpret socio-economic features. Able to explain the causes of slow growth in Pakistan. 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"> Articles/clippings from Newspapers. Flow charts related to strategies followed by India China and Pakistan will be drawn. 			Bar diagrams, Schedules. Problem solving/ Inquiry method will be used. Real life examples.	interpret the data and able to analyze the concept.
JULY 7 Days	(UNIT- VII) TOPIC: Current challenges facing Indian Economy <ul style="list-style-type: none"> Ch-5 Rural development) A critical assessment: Rural development: Key issues -credit and marketing -role of cooperatives. Agricultural diversification; alternative farming - organic farming. 	<ul style="list-style-type: none"> Power Point Presentation on challenges of Indian Economy. Video on poor condition of Agricultural sector in India, organic farming etc. You tube links: https://www.youtube.com/watch?v=BoyioIdhAmg https://www.youtube.com/watch?v=ui1bUGBKM98 https://www.yout 	<ul style="list-style-type: none"> Interdisciplinary linkage: Political science, Psychology, Statistics, Sociology, Geography and history Art Integration: 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 	<ul style="list-style-type: none"> Notes will be given. Oral and Written testing will be done. Quizzes will be Conducted. Assignments will be given. <p>Note - book correction will be done</p>	<u>Motivation or Brainstorming:</u> Previous Knowledge would be checked by asking questions. <u>Lecture and Discussionmethod</u> Me aning of Rural development with the help of PPT . Inter-active method: Students sharing their own experiences related to the topic. Group discussion on suicide cases in farmers and suggestions to	The students will be able to: <ul style="list-style-type: none"> Recall and recognize the meaning of rural development., agricultural marketing. Able to write and explain the benefits and limitations of organic farming. Abel to do critical thinking, why farmers are

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		ube.com/watch?v=381x8DIPYpc	diversification. Skill Assessment: Concept test to probe students' comprehension or application of the concept. Project work. Map work.		overcome this problem.	suiciding.
AUGUST 7 Days	(UNIT- IV) TOPIC: Government Budget and Economy SUB-TOPIC <ul style="list-style-type: none"> Government budget - meaning, objectives and components. Classification of receipts -revenue receipts and capital receipts; classification of expenditure – revenue expenditure and capital expenditure. Measures of government deficit - revenue deficit, fiscal deficit, primary deficit their meaning. 	<ul style="list-style-type: none"> TEACHING AIDS: Chalk, Duster, Smart Board. Power Point Presentation on components of the budget. Video related to last year budget. You tube links: https://www.youtube.com/watch?v=NqLekhKXxi4 https://www.youtube.com/watch?v=nUk9v6Dv2pU https://www.youtube.com/watch?v=381x8DIPYpc 	<ul style="list-style-type: none"> Interdisciplinary linkage: Mathematics, Psychology, Statistics and Accountancy. Art Integration: Drawing graphs, diagrams and schedules related revenue budget, capital budget, deficit etc. Mathematical Integration (formulae to calculate deficit). Skill Assessment: Concept test to probe students' 	<ul style="list-style-type: none"> Notes will be given. Oral and Written testing will be done. Quizzes will be conducted. Assignment will be given. Notebook correction will be done 	<p><u>Motivation or Brainstorming:</u> Previous Knowledge would be checked by asking questions.</p> <p><u>Lecture and Discussion method</u> Meaning of budget, deficit, taxes, revenue will be explained with the help of the PPT.</p> <p>Inter-activemethod: Students sharing their own experiences related to the topic.</p> <p>Group discussion on fiscal deficit in India.</p> <p>Case studies: Class will be divided into group data related to s</p>	<ul style="list-style-type: none"> The students will be able to recall and recognize the meaning of the concept of Government budget . Comprehend the concept of Taxes. Differentiate between fiscal and Primary. Able to calculate fiscal deficit, primary deficit and revenue deficit.

Month No of working days	Topic/Sub-topic	Teaching 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"> https://www.youtube.com/watch?v=jVfyThubybw https://www.youtube.com/watch?v=q-kFg_fysk NCERT e- book Concept Map. Modules on <i>EXTRAMARKS</i>. 	comprehension or application of the concept.		<p>the budget 2020-21 will be discussed.</p> <p>Explanation of the concept with the help of Pie chart, Histograms, Bar diagrams, Schedules.</p> <p>Problem solving/ Inquiry method will be used.</p> <p>Real life examples.</p> <p>Activity- buzz session.</p>	<ul style="list-style-type: none"> Able to summarize the objectives of Government budget. To enable students to understand the application-based questions. <p>To develop the understanding of students about the practical applicability of theoretical concepts.</p>
AUGUST 14 Days	<p>(UNIT- V) TOPIC: Balance of Payments & Foreign Exchange Rate</p> <p>SUB-TOPIC</p> <ul style="list-style-type: none"> Balance of payments account -meaning and components. Balance of payments deficit-meaning. Foreign exchange rate -meaning of fixed and flexible rates and managed floating. 	<ul style="list-style-type: none"> TEACHING AIDS: Chalk, Duster, Smart Board. Power Point Presentation on components of the balance of payments. Video related to fiscal deficit of India, impact of Covid-19 on balance of trade and balance of 	<ul style="list-style-type: none"> Interdisciplinary linkage: Mathematics, Psychology, business studies, Statistics and Accountancy. Art Integration: Drawing graphs, diagrams and schedules related to balance of trade, foreign exchange etc. Mathematical 	<ul style="list-style-type: none"> Notes will be given. Oral and Written testing will be done. Quizzes will be conducted. Assignments will be given. Note-book correction will be done 	<p>Motivation or BrainStorming: Previous Knowledge would be checked by asking questions.</p> <p>Lecture and Discussion method: Meaning of balance of payment, balance of budget, depreciation, appreciation, foreign exchange rate will be explained through PPT.</p> <p>Inter-activemethod: Students sharing their</p>	<ul style="list-style-type: none"> The students will be able to recall and recognize the concept of Balance of Payments. Comprehend the concept of current account and capital account. Differentiate between autonomous

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	Determination of exchange rate in a free market.	payments. • You tube links: • https://www.youtube.com/watch?v=8y4vrjzQV6g • https://www.youtube.com/watch?v=-TIMTIEK7s0 • https://www.youtube.com/watch?v=CYIVyIDsWFg • NCERT e-book • Concept Map. • Articles from Newspapers. • Flow charts related to components of current account and capital account. • Modules on EXTRAMARKS	Integration (formulae to calculate balance of trade, foreign exchange rate.) • Skill Assessment: Concept test to probe student's comprehension or application of the concept.		own experiences related to the topic. Group discussion on impact of depreciation and appreciation of home currency. Case studies: Class will be divided into groups, Monetary approach related to BOP in India will be discussed. Explanation of the concept with the help of Pie chart, Histograms, Bar diagrams and Schedules. Problem solving/ Inquiry method will be used. Activity- buzz session. Real life examples.	and accommodating account. • Able to calculate balance of trade. • Able to summarize the impact of depreciation and appreciation of the currency on the economy. • Students will be able to explain the general purpose of Balance of Payment Current Account & Capital Account.
AUGUST/ OCTOBER	(UNIT- VII) TOPIC: Current challenges	Teaching AIDS Chalk, Duster & Smart Board	Interdisciplinary linkage: Mathematics; Psychology; Statistics;	• Notes will be given.	Motivation and Brainstorming 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
15 Days	Facing Indian Economy (Ch 6, 7) *Employment: Formal and informal growth; Problems and policies *Infrastructure: Meaning and Types; Case Studies *Energy and Health: Problems and Policies-A critical assessment *Sustainable Economic Development: Meaning, Effects of Economic Development on Resources and Environment, including global warming	Power Point Presentation on challenges of Indian Economy. NCERT book Modules on EXTRAMARKS Articles from Newspapers will be shown. Flow chart related to unemployment in India Flow chart related to health infrastructure in India. Flow chart related to global warming. Flow chart related to Schemes launched by the Government. • You tube links: • https://www.youtube.com/watch?v=E5jXiWd93w0	Sociology; Geography; and History Art Integration Drawing graphs, Pie charts, bar diagrams, histograms,schedules relatedto challenges of Indian economy Mathematical Integration (formulas to worker-population, BMI and other indices of socio-economic development)	<ul style="list-style-type: none"> • Oral and Written testing will be done. • Quizzes will be conducted. • Assignments will be given. • Note-book correction will be done. 	would be checked by asking questions Lecture and Discussion method will be used Inter-active method Group discussion Case studies 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. Explanation of the concept with the help of Pie chart, Histograms, Bar diagrams, Schedules. Problem solving/Inquiry method will be used	<ul style="list-style-type: none"> • Recall and recognize the meaning and types of unemployment; infrastructure; concept of environment and sustainable development • Comprehend the concept of health and types of health infrastructure • Explain the concept of sustainable development and strategies to achieve the same • Calculate worker-population, etc. • Analyze the factors responsible for unemployment in India. • Able to think critically and

Month No of working days	Topic/Sub-topic	Teaching 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"> https://www.youtube.com/watch?v=tboPF8w-554 				analyze the impact of global warming.
OCTOBER 4 Days	<p>(UNIT- VII)</p> <ul style="list-style-type: none"> TOPIC; Human Capital Formation [Ch-4] Human Capital Formation: How people become resource; Role of human capital in economic development; Growth of Education Sector in India. 	<p>Teaching AIDS Chalk, Duster & Smart Board</p> <p>Power Point Presentation on challenges of Indian Economy.</p> <p>NCERT book</p> <p>Modules on EXTRAMARKS</p> <p>Articles from Newspapers will be shown.</p> <p>Flow chart related to challenges of human capital formation n India</p> <p>Flow chart related to importance of education in economic growth.</p> <p>Flow chart related to global warming.</p>	<p>Interdisciplinary linkage: Mathematics; Psychology; Statistics; Sociology; Geography; and History</p> <p>Art Integration Drawing graphs, Pie charts, bar diagrams, histograms,schedules relatedto challenges of human capital formation. and Sources of human capital formation.</p>	<ul style="list-style-type: none"> Notes will be given. Oral and Written testing will be done. Quizzes will be conducted. Assignment will be given. Notebook correction will be done. 	<p>Motivation and Brainstorming Previous Knowledge would be checked by asking questions</p> <p>Lecture and Discussion method will be used.</p> <p>Inter-active method</p> <p>Group discussion</p> <p>Case studies Class will be divided into groups; Students will be asked to discuss the importance of education.</p> <ul style="list-style-type: none"> Importance of on the job training etc. Problem solving/ Inquiry method will be used. Real life examples. 	<ul style="list-style-type: none"> The students will be able to recall and recognize the meaning of ,human capital, human capital and migration. Able to analyze the factors responsible for poor human capital formation in India. The students will be able to write and explain the sources of human capital formation.

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		Flow chart related to Schemes launched by the Government. You tube links: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=E5jXiWD93w0 			<ul style="list-style-type: none"> Activity- buzz session. 	
NOVEMBER	<ul style="list-style-type: none"> Project work Any topic as per the guidelines and suggestions by CBSE. 	<ul style="list-style-type: none"> TEACHING AIDS: Chalk, Duster, Smart Board. 	<ul style="list-style-type: none"> Inter disciplinary link: Mathematics, Art 	ASSESSMENT: AS per guidelines of CBSE.	Research work and making project files.	<ul style="list-style-type: none"> 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. Realization of learners' role in nation building and sensitivity to the economic issues that the nation is facing today.

Month No of working days	Topic/Sub-topic	Teaching 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"> Equipment with basic tools of economics and statistics to analyze economic issues. This is pertinent for even those who may not pursue this course beyond senior secondary stage. Development of understanding that there can be more than one view on any economic issue and necessary skills to argue logically with reasoning.
November (tentative)	Revision and CBSE PRE- BOARD EXAMINATION	-	-	-	Guidance to the children as per their individual needs	

PINEGROVE SCHOOL, SUBATHU
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Annual Pedagogy Plan: Psychology (037) Class: XII Session 2024-25

Topic/Sub-topic	Teaching Aids	Projects/Experiential /I Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
MARCH CHAPTER-1 VARIATIONS IN PSYCHOLOGICAL ATTRIBUTES	<ul style="list-style-type: none"> • Blackboard • Chalk • Duster • Textbook • Video • PPT • Modules on Extra marks • Flow charts • Concept Maps • Notes • Charts. • e-book 	<p>Inter disciplinary Linkages:</p> <p>This present chapter is related to math (calculation of IQ)</p> <p>Case Study Practical</p> <p>Co-scholastic activities</p> <p>1. Who is the most intelligent of your classmates? Think of her/him in your mind's eye, and write down a few words / phrases describing that person.</p> <p>2. Think of 3 other persons in your</p>	<ol style="list-style-type: none"> 1. How do psychologists characterize and define intelligence? 2. Explain briefly the multiple intelligences identified by Gardner. 3. "Any intellectual activity involves the independent functioning of three neurological systems". Explain with reference to PASS model. 4. Are there cultural differences in the conceptualization of intelligence? 5. How is creativity related to intelligence? 	<p>Introduction</p> <p>Individual Differences in Human Functioning</p> <p>Assessment of Psychological Attributes</p> <p>Intelligence</p> <p>Theories of Intelligence</p> <p>Theory of Multiple Intelligence</p> <p>Planning, Attention-arousal, and Simultaneous successive Model of Intelligence.</p> <p>Individual Differences in Intelligence</p> <p>Variations of Intelligence</p> <p>Some Misuses of Intelligence Tests (Box 1.1)</p> <p>Culture and Intelligence</p> <p>Emotional Intelligence</p> <p>Characteristics of Emotionally Intelligent</p>	<ul style="list-style-type: none"> • describes the construct of intelligence, theories of intelligence and Indian perspective. • explains variations in intelligence as entwined in both heredity and environment. • distinguishes among aptitude, intelligence, and creativity

		<p>immediate environment, whom you consider intelligent, and write down a few words/phrases describing the attributes of each.</p> <p>3. Judge the new er additions with reference to what you wrote in item no. 1.</p> <p>Project Ideas</p> <p>Observe and interview 5 people in your neighborhood in order to see how they differ from each other in terms of certain psychological attributes. Cover all the five domains. Prepare a psychological profile of each person and compare.</p> <p>2. Select 5 vocations and gather information</p>		<p>Persons (Box 1.2)</p> <p>Special Abilities</p> <p>Aptitude: Nature and Measurement</p> <p>Creativity</p>	
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		about the nature of work done by people in these vacations. Also analyze these vocations in terms of the types of psychological attributes required for successful performance. Write a report.			
APRIL CHAPTER-2 MEETING LIFE CHALLENGES	<ul style="list-style-type: none"> • Blackboard • Chalk • Duster • Textbook • Video • PPT • Modules on Extra marks • Flow charts • Concept Maps • Notes • Charts. • e-book 	<p>Inter disciplinary Linkages: Physical Education and Biology</p> <p>Practical Record the stresses in the lives of 5-10 teenagers. Are these different for girls and boys? Find out the ways by which they cope with them.</p>	<p>Explain gas model with the help of coping strategy taking day to day examples.</p> <p>What are the stress management techniques. How we can enhance positive health.</p> <p>(1) Given what you know about coping strategies, what suggestions would you give to your friends to avoid stress in their everyday lives.</p> <p>(2) Reflect on the environmental factors that have (a) a positive impact on the being, and (b) a negative effect.</p>	<p>Introduction, Nature, Types and Sources of Stress A Measures of stressful Life Events. Effects of Stress on Psychological Functioning and Health: Examination Anxiety Stress and Health General Adaptation Syndrome Stress and Immune System Lifestyle Coping with Stress Stress Management Techniques Promoting Positive Health and Well-being Life Skills Resilience and Health</p>	<ul style="list-style-type: none"> • explains the nature, types and sources of stress. • Describes strategies to cope with stress. • identifies life skills that help people to stay healthy.

<p>MAY CHAPTER-3 PSYCHOLOGICAL DISORDERS</p>	<ul style="list-style-type: none"> • Blackboard • Chalk • Duster • Textbook • Video • PPT • Modules on <p>Extra marks</p> <ul style="list-style-type: none"> • Flow charts • Concept Maps • Notes • Charts. • e-book 	<p>Inter disciplinary Linkages:</p> <p>This chapter is related to Biology (brain nervous system)</p> <p>PRACTICAL-Sinha Comprehensive Anxiety Test</p> <p>CASE STUDY</p> <p>Allofus have changes in mood or moods wings all day. Keep a small diary or notebook with you and jot down your emotional experiences over 3-4 days. As you go through the day (for instance, when you wake up, go to school/college, meet your friends, return home), you will observe that there are many highs and lows, ups and downs in your moods. Note down when you felt happy or unhappy, felt joy or sadness, felt anger, irritation and other commonly experienced</p>	<p>What do you understand by substance abuse and dependence?</p> <p>Identify the symptoms associated with depression and mania.</p> <p>While speaking in public the patient changes topic frequently, is this a positive or a negative symptom of schizophrenia?</p> <p>Describe the other symptoms and sub-types of schizophrenia.</p> <p>What do you understand by the term dissociation? Discuss its various forms.</p> <p>Describe the historical background of abnormality?</p> <p>Define four types of abnormality.</p>	<p>Introduction: Concepts of Abnormality and Psychological Disorders.</p> <p>Classification of Psychological Disorders</p> <p>Factors underlying Abnormal Behaviour</p> <p>Major Psychological Disorders</p>	<ul style="list-style-type: none"> • states the factors underlying abnormal behaviour. • describes the major psychological disorders— anxiety, obsessive compulsive, trauma- and stress related, somatic symptom, dissociative, depressive, bipolar, schizophrenia spectrum, psychotic, neurodevelopmental, disruptive,
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		edemotions. Also notedownthesituatio ns whichelicitedthese various emotions.After collecting thisinformation, you willhave a betterunderstanding ofyour own moodsand how theyfluctuatethrough . theday.			
JULY CHAPTER-4 SOCIAL INFLUENCE AND GROUP PROCESSES	<ul style="list-style-type: none"> • Blackboard • Chalk • Duster • Textbook • Video • PPT • Modules on Extra marks <ul style="list-style-type: none"> • Flow charts • Concept Maps • Notes • Charts. • e-book 	Inter disciplinary Linkages: chapter is related to Sociology. CASE STUDY chapter is related to Sociology	Whydopeople obeywhen theyknow that theirbehaviour maybe harmingothers? <ul style="list-style-type: none"> • Explain. Compareandcontrast formalandinformal groups andingroups andoutgroups. Are you amemberofa certain groups?Discuss whatmotivates you tojointhatgroup? How doesTuckman's stagemodelhelpyou to understandthe formation ofgroups?	IntroductionNature andFormationofGroupsType ofGroupsInfluence ofGroup onIndividualBehaviourConf ormity,ComplianceandObed ienceCooperationandCompe tition Social IdentityIntergroupConflict: Nature andCausesConflictResolutio nStrategies	<ul style="list-style-type: none"> • examines the nature, types, formation, and influences of groups on individual behaviour. • describes the nature of intergroup conflict and examines various conflict resolution strategies. • states the relationship between human beings and the environment.
AUGUST CHAPTER-5 SELF AND	<ul style="list-style-type: none"> • Blackboard • Chalk • Duster 	Inter disciplinary Linkages:	mainobservation methodused in personalityassessmentwhatpr	Introduction SelfandPersonalityConcept	<ul style="list-style-type: none"> • differentiates among aspects of self like self-concept, self-efficacy, self-

PERSONALITY	<ul style="list-style-type: none"> • Textbook • Video • PPT • Modules on Extra marks • Flow charts • Concept Maps • Notes • Charts. • e-book 	<p>chapter is related to Biology.</p> <p>PRACTICAL- Eysenck's MPI, Self-Concept Questionnaire, Emotional Intelligence Test.</p> <p>(1) We all have some notions about our ideal selves, i.e. and what we would like to be?</p> <p>Take time to imagine that you have achieved your ideal self. With this notion of your ideal self, express your attributes towards these categories: (a) school, (b) friends, (c) family, and (d) money. Write a paragraph on each describing your ideal attributes. Next write about what they perceive to be your real attitude towards these categories.</p>	<p>problems we have to face in using these methods.</p> <p>What is meant by structured personality tests?</p> <p>Which are the two most widely used structured personality tests?</p> <p>Explain how projective techniques assess personality.</p> <p>Which projective tests of personality are widely used by psychologists?</p> <p>Arihant wants to become a singer even though he belongs to a family of doctors. Though his family members claim to love him but strongly disapprove his choice of career. Using Carl Roger's terminology, describe the attitudes shown by Arihant's family.</p>	<p>of Self Cognitive and Behavioral Aspects of Self Self-esteem, Self-efficacy and Self-regulation Culture and Self Concept of Personality. Personality related Terms.</p> <p>Major Approaches to the Study of Personality Type Approaches Trait Approaches Five-Factor Model of Personality Psychodynamic Approach Behavioural Approach Cultural Approach Humanistic Approach Who is a Healthy Person? Assessment of Personality.</p>	<p>esteem, and self-regulation, etc.</p> <ul style="list-style-type: none"> • explains the theories of personality. • enumerates various techniques of personality assessment.
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		<p>These four people will describe your real self as they see you. Compare your ideal descriptions with others' real descriptions in detail.</p> <p>Are they very similar or dissimilar?</p> <p>Prepare a report on this.</p>			
SEPTEMBER CHAPTER-6 THERAPEUTIC APPROACHES	<ul style="list-style-type: none"> • Blackboard • Chalk • Duster • Textbook • Video • PPT • Modules on <p>Extra marks</p> <ul style="list-style-type: none"> • Flow charts • Concept Maps • Notes • Charts. • e-book 	<p>Inter disciplinary Linkages:</p> <p>Chapter is related to Biology (therapies)</p> <p>Case Study</p> <p>Role-play and dramatization of certain student-related behavioural issues</p>	<p>What do you understand by terms psychotherapy</p> <p>-Describe the nature and scope of psychotherapy</p> <p>-Describe the behavioral techniques</p> <p>-Describe the nature and scope of psychotherapy.</p> <p>-Highlight the importance of therapeutic relationship in psychotherapy</p> <p>-A therapist asks the client to reveal all her/his thoughts including early childhood experiences.</p> <p>-Describe the technique and type of therapy being used.</p>	<p>-Nature and Process of Psychotherapy</p> <p>-Therapeutic Relationship</p> <p>-Types of Therapies Steps in the Formulation of a Client's problem</p> <p>Psychodynamic Therapy</p> <p>-Behaviour</p> <p>--Relaxation</p> <p>-Cognitive Humanistic-existential</p> <p>-Biomedical</p> <p>-Alternative</p> <p>-Therapies</p>	<ul style="list-style-type: none"> • enumerates the different types of therapies—psychodynamic, behaviour, cognitive, humanistic existential, bio-medical, and alternative.

OCTOBER CHAPTER-7 ATTITUDE AND SOCIAL COGNITION	<ul style="list-style-type: none"> • Blackboard • Chalk • Duster • Textbook • Video • PPT • Modules on Extra marks <ul style="list-style-type: none"> • Flow charts • Concept Maps • Notes • Charts. • e-book 	Inter disciplinary Linkages: chapter is related to Sociology Case Study	-Describe the theories of attitude change -Your friend eats too much junk food, how would you be able to bring about a change in her/his attitude towards food Define attitude. Discuss the components of an attitude. -Are attitudes learnt? Explain how? -What are the factors that influence the formation of an attitude.	- Explaining Social Behaviour Nature and Components of Attitude -Attitude Formation and Change -Prejudice and Discrimination -Strategies for Handling Prejudice -Social Cognition -Schemas and Stereotypes -Impression Formation and Explaining -Behaviour of Others through Attributions	-Explains how people interpret the behaviour of others and how the presence of others influences our behaviour. -Describes the concept of pro-social behaviour and factors affecting it.
NOVEMBER Completion of Project File, Revision					

PINEGROVE SCHOOL, SUBATHU
Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: Informatics Practices
Class: XII
Session 2024-25

Month No of working days	Topic/Sub-topic	Teaching 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	REVISION OF CLASS 11 CONCEPTS OF PROGRAMMING					
May	• Python Pandas-I	<ul style="list-style-type: none"> • Textbook • Digitizer • code.org(onlinelearningplatform) • tutorialspoint(Online learningplatform) • w3cschool (Online learningplatform) • Videos • Presentations • Python IDE • Spyder Compiler 	<ul style="list-style-type: none"> • Create a pandas series from a dictionary of values and an ndarray • Given a Series, print all the elements that are above the 75th percentile. • Create a Data Frame quarterly sales where each row contains the item category, item name, and expenditure. • Group the rows by the category and print the total expenditure per category. 	<ul style="list-style-type: none"> • Assignments • Programming • MCQ Quiz (Chapter-Wise) • Objective Test (Chapter-Wise) • Random Oral testing • Notes Preparation 	<ul style="list-style-type: none"> • code.org(onlinelearningplatform) • tutorialspoint(Online learningplatform) • w3cschool (Online learningplatform) • Videos • Presentations • Python IDE • Spyder Compiler 	<ul style="list-style-type: none"> • Create Series, Data frames and apply various operations. • Problem solving • Critical thinking • Decisionmaking • Interpersonalskills • Algorithmicthinking
June	Revision, Exams and Assessment					
July	• Python Pandas-II	<ul style="list-style-type: none"> • Textbook • Digitizer • code.org(onlinelearningplatform) • tutorialspoint(Online learningplatform) • w3cschool (Online learningplatform) 	<ul style="list-style-type: none"> • Create a data frame based on ecommerce data and generate descriptive statistics (mean, median, mode, quartile, and variance) • Create a data frame for examination result and display row labels, column labels data types of each column and the dimensions 	<ul style="list-style-type: none"> • Assignments • Programming • MCQ Quiz (Chapter-Wise) • Objective Test (Chapter-Wise) • Random Oral testing • Notes Preparation 	<ul style="list-style-type: none"> • code.org(onlinelearningplatform) • tutorialspoint(Online learningplatform) • w3cschool (Online learningplatform) • Videos • Presentations 	<ul style="list-style-type: none"> • Perform aggregation operations, calculate descriptive statistics. • Problem solving • Critical thinking • Decisionmaking

Month No of working days	Topic/Sub-topic	Teaching 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"> • Videos • Presentations • Pythion IDE • Spyder Compiler 	<ul style="list-style-type: none"> • Filter out rows based on different criteria such as duplicate rows. • Find the sum of each column, or find the column with the lowest mean. • Locate the 3 largest values in a data frame. • Subtract the mean of a row from each element of the row in a Data Frame. • Replace all negative values in a data frame with a 0. • Replace all missing values in a data frame with a 999. 		<ul style="list-style-type: none"> • Pythion IDE • Spyder Compiler 	<ul style="list-style-type: none"> • Interpersonalskills • Algorithmicthink ing
August	<ul style="list-style-type: none"> • Plotting with PyPlot • Importing/Export ing Data between CSV Files/MySQL and Pandas • Societal Impacts 	<ul style="list-style-type: none"> • Textbook • Digitizer • code.org(onlinelea rningplatform) • tutorialspoint(Onlin e learningplatform) • w3cschool (Online learningplatform) • Videos • Presentations • Pythion IDE • Spyder Compiler 	<ul style="list-style-type: none"> • Given the school result data, analyse the performance of the students on different parameters, e.g subject wise or class wise. • For the Data frames created above, analyze and plot appropriate charts with title and legend. • 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. • Importing and exporting data between pandas and CSV file • Importing and exporting data between pandas and MySQL database 	<ul style="list-style-type: none"> • Assignments • Programming • MCQ Quiz (Chapter-Wise) • Objective Test (Chapter-Wise) • Random Oral testing • Notes Preparation 	<ul style="list-style-type: none"> • code.org(onlinelea rningplatform) • tutorialspoint(Onlin e learningplatform) • w3cschool (Online learningplatform) • Videos • Presentations • Pythion IDE • Spyder Compiler • MySQL Compiler 	<ul style="list-style-type: none"> • Visualize data using relevant graphs. • Import/Export data between SQL database and Pandas • Problem solving • Critical thinking • Decisionmaking • Interpersonalskills • Algorithmicthinkin g • Explain the impact of technology on society

Month No of working days	Topic/Sub-topic	Teaching 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	<ul style="list-style-type: none"> • Data Protection • MySQL Revision Tour 	<ul style="list-style-type: none"> • Textbook • Digitizer • code.org(onlinelearningplatform) • tutorialspoint(Online learningplatform) • w3cschool (Online learningplatform) • Videos • Presentations • MySQL 	<ul style="list-style-type: none"> • Presentations Webinar • Create a student table with the student id, name, and marks as attributes where the student id is the primary key. • Insert the details of a new student in the above table. • Delete the details of a particular student in the above table. • Use the select command to get the details of the students with marks more than 80. • 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). • Create a foreign key in one of the two tables mentioned above • Find the min, max, sum, and average of the marks in a student marks table 	<ul style="list-style-type: none"> • Assignments • Programming • MCQ Quiz (Chapter-Wise) • Objective Test (Chapter-Wise) • Random Oral testing Notes Preparation 	<ul style="list-style-type: none"> • code.org(onlinelearningplatform) • tutorialspoint(Online learningplatform) • w3cschool (Online learningplatform) • Videos • Presentations • MySQL Compiler 	<ul style="list-style-type: none"> • Explain the impact of technology on society including gender and disability issues. • Problem solving • Critical thinking • Decisionmaking • Interpersonalskills • Algorithmicthinking
October	<ul style="list-style-type: none"> • MySQL Functions • Querying Using SQL • JOINS and SET Operations 	<ul style="list-style-type: none"> • Textbook • Digitizer • code.org(onlinelearningplatform) • tutorialspoint(Online learningplatform) • w3cschool (Online learningplatform) 	<ul style="list-style-type: none"> • Find the total number of customers from each country in the table (customer ID, customer Name, country) using group by. • Create a new table (name, date of birth) by joining two tables (student id, name) and (student id, date of birth). 	<ul style="list-style-type: none"> • Assignments • Programming • MCQ Quiz (Chapter-Wise) • Objective Test (Chapter-Wise) • Random Oral testing • Notes Preparation 	<ul style="list-style-type: none"> • code.org(onlinelearningplatform) • tutorialspoint(Online learningplatform) • w3cschool (Online learningplatform) • Videos 	<ul style="list-style-type: none"> • Identify internet security issues and configure browser settings. • Problem solving • Critical thinking • Decisionmaking • Interpersonalskills

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		learningplatform) • Videos • Presentations • MySQL	• 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		• Presentations • MySQL Compiler	• Algorithmic thinking
November	• Introduction to Computer Networks • Introduction to Internet and Web	• Textbook • Digitizer • code.org(online learningplatform) • tutorialspoint(Online learningplatform) • w3cschool (Online learningplatform) • 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 learningplatform) • tutorialspoint(Online learningplatform) • w3cschool (Online learningplatform) • Videos • Presentations • MySQL Compiler	• Learn terms related to Networking. • Problem solving • Critical thinking • Decisionmaking • Interpersonalskills
	Revision, Exams and Assessment					

PINEGROVE SCHOOL, SUBATHU
Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: Business Studies (054)
Class: XII COMMERCE
Session 2024-25

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

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	Controlling <ul style="list-style-type: none"> Coordination – Concept and importance 		<ul style="list-style-type: none"> 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.)		<ul style="list-style-type: none"> Management as Science, Art and profession Levels of Management Management Functions – Planning, Organising, Staffing, Directing and Controlling Coordination – Concept and importance 	<ul style="list-style-type: none"> Levels of Management Understand the role of top, middle and lower levels of management. Management functions-planning, organizing, staffing, directing and controlling. Explain the functions of management Coordination- concept and importance. Discuss the concept and characteristics of coordination. Explain the importance of coordination. Practical Outcome: 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 case studies on their own. Value Based

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						Outcome: Teaching the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc. through the project.
March	Chapter:2 Principles of Management (Periods: 14) <ul style="list-style-type: none"> Principles of Management – Concept and significance Fayol's Principle of Management Taylor's Scientific Management – Principle and techniques 	<ul style="list-style-type: none"> PPT Video: On Fayol's Principles of Management. Video of experiment on monkeys to explain Equity. Video from Extra Marks on Levels of Management Coordination Acronyms of Fayol's principles of management. Charts on principles of management. Chalk and Board 	<ul style="list-style-type: none"> Inter disciplinary linkage- Science for explaining scientific principles and Scientific studies Visit to a factory to explain the principles of management and Scientific techniques of management. Experiential learning- framing case studies by students Flip Teaching <p>(Three children will be given different topics. They will make case studies and draft questions out of the given topic and</p>	<ul style="list-style-type: none"> MCQ (daily) Oral discussions on HOTS and case studies Case studies based written assignment. Weekly conceptual test (MCQ based) Pen paper test <p>Notebook Evaluation</p>	<ul style="list-style-type: none"> Given them the background of Henry Fayol and FW Taylor. Discussed the scientific and general management principles. https://www.youtube.com/watch?v=90qpziPNRnY Lecture to be delivered by using PPT for the following concepts: Fayol's Principle of Management Taylor's Scientific Management – Principle and techniques Video on difference 	After going through this unit, the students would be able to: <ul style="list-style-type: none"> Explain Concept and significance of Principles. Understand the concept of principles of management. Explain the significance of management principles. Fayol's principles of management Discuss the principles of management developed by Fayol. Taylor's Scientific management-principles and techniques Explain the principles and techniques of 'Scientific

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			explain to the class.)		<p>between equity and equality</p> <ul style="list-style-type: none"> https://www.youtube.com/watch?v=MIXZyNtaoDM 	<p>Management'. <ul style="list-style-type: none"> Compare the contributions of Fayol and Taylor. Frame the case studies on their own Practical Outcome: Besides that, the students will also be equipped to work on the project based on Principles of Management. Value Based Outcome: Values like discipline, Equity, Harmony, Team spirit, Sense of responsibility, Respecting authority , Respect for the organisation and initiative etc through the principles of management. </p>
March	Chapter:3 Business Environment (Periods:12) <ul style="list-style-type: none"> Business Environment – Concept and 	<ul style="list-style-type: none"> PPT Video and news clipping on demonetization. Video from Extra 	<ul style="list-style-type: none"> Inter disciplinary. Linkages: With economics for demonetization and economic dimensions, with political science 	<ul style="list-style-type: none"> MCQ (daily) Oral discussions on HOTS and case studies Case studies based 	<ul style="list-style-type: none"> Introduced the chapter with the help of real-life examples from newspapers on various dimensions of 	<p>After going through this unit, the students would be able to:</p> <ul style="list-style-type: none"> Explain Business Environment- concept and

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	<p>Importance</p> <ul style="list-style-type: none"> Dimensions of Business Environment – Economic, Social, Technological, Political and Legal Demonetization – Concept and Features Impact of Government Policy Changes on Business with special reference to Liberalisation, Privatisation and Globalisation in India 	<p>Marks On features of business environment</p> <ul style="list-style-type: none"> Mind Maps and Mnemonics at the end of the chapter. Charts Chalk and Board 	<p>and sociology for political and social dimensions</p> <ul style="list-style-type: none"> Experiential learning- framing case studies by students. Activity will be conducted where students will do their own SWOT Analysis and will submit in the form of unit project. Flip Teaching <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>written assignment.</p> <ul style="list-style-type: none"> Weekly conceptual test (MCQ based) Pen paper test <p>Notebook Evaluation</p>	<p>business environment.</p> <ul style="list-style-type: none"> Video and news clipping on demonetization. https://www.youtube.com/watch?v=nEr70AsqWAU Lecture to be delivered by using PPT for the following concepts: Dimensions of Business Environment – Economic, Social, Technological, Political and Legal Demonetization – Concept and Features Impact of Government Policy Changes on Business with special reference to Liberalisation, 	<p>importance.</p> <ul style="list-style-type: none"> Understand the concept of ‘Business Environment. Describe the importance of business environment. Dimensions of Business Environment- Economic, Social, Technological, Political and Legal Demonetization - concept and features Describe the various dimensions of ‘Business Environment. Understand the concept of demonetization. Impact of Government policy changes on business with special reference to liberalization, privatization and globalization in India Examine the impact of government policy changes on business in India

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					Privatisation and Globalisation in India	<p>with reference to liberalisation, privatization and globalisation since 1991.</p> <ul style="list-style-type: none"> • Discuss the managerial response to changes in business environment. • Practical Outcome: Besides that, the students will be able to apply the knowledge of business environment in real life with the help of case studies. Students will also learn to frame the case studies on their own. • Value Based Outcome: Teaching international cooperation and respecting the diversity of various nations through scanning different dimensions of business

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						environment.
March/ April	Chapter: 9 Financial Management (Periods:20) <ul style="list-style-type: none"> • Concept, Role and Objective of Financial Management • Financial Decision – Investment, Financing and Dividend; Meaning and factors affecting. • Financial Planning- Concept and Importance • Capital structure – Concept Fixed and Working capital – Concept and factors affecting their requirements	<ul style="list-style-type: none"> • PPT • Video: On Trading on Equity, Financial decisions. • Video: Importance of financial planning • Black Board for numerical of Trading on Equity • Video from Extra Marks on factors affecting major decisions taken under Financial Management • Mind Maps and Mnemonics at the end of the chapter. • Charts • Chalk and Board 	<ul style="list-style-type: none"> • Inter disciplinary Linkages: Accounts for explaining the concept of Fixed capital and working capital and EPS- EBIT analysis Experiential learning- framing case studies by students <ul style="list-style-type: none"> • 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.) <ul style="list-style-type: none"> • Discussion on the case study – Master move by Dhuru Bhai Ambani. 	<ul style="list-style-type: none"> • MCQ (daily) • Oral discussions on HOTS and case studies • Case studies based written assignment. • Weekly conceptual test (MCQ based) • Pen paper test Notebook Evaluation	<ul style="list-style-type: none"> • Discussion on money matters, habit of thrift, along with the introduction to financial management • Randomly asked questions to check the previous knowledge of class 11 as the base to this chapter. • Lecture to be delivered by using PPT for the following concepts: • Financial Decision – Investment, Financing and Dividend; Meaning and factors affecting • Video on trading on equity 	After going through this unit, the students would be able to: <ul style="list-style-type: none"> • Understand the concept, role and objectives of Financial Management. • Understand the concept of financial management. • Explain the role of financial management in an organisation. • Discuss the objectives of financial management. Financial decisions: investment, financing and dividend-Meaning and factors affecting • Discuss the three financial decisions and the factors affecting them. Financial Planning- concept and importance • Describe the concept

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					<ul style="list-style-type: none"> • https://www.youtube.com/watch?v=az970PLHQHo • Financial Planning- Concept and Importance • Capital structure – Concept. <p>Fixed and Working capital – Concept and factors affecting their requirements</p>	<ul style="list-style-type: none"> • of financial planning and its objectives. • Explain the importance of financial planning. Capital Structure– concept and factors affecting capital structure. • Understand the concept of capital structure. • Describe the factors determining the choice of an appropriate capital structure of a company. Fixed and Working Capital- Concept and factors affecting their requirements. • Understand the concept of fixed and working capital. Describe the factors determining the requirements of fixed and working capital. • Practical Outcome: Besides that, the students will be able to apply the knowledge of financial

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						<p>management in real life with the help of case studies. Students will also learn to frame the case studies on their own.</p> <ul style="list-style-type: none"> Value Based Outcome: Generosity, taking care of the various stakeholders and abiding rules and regulation by taking various financial decision.
April	Chapter: 10 Financial Markets (Periods: 18) <ul style="list-style-type: none"> Financial Markets: Concept, Functions and Types Money Market and its Instruments Capital Market and its types (Primary and Secondary) methods of flotation in the 	<ul style="list-style-type: none"> PPT Video on Stock Market Simulation Movie 'Bazaar' Based on stock market. Virtual games on stock exchange Video on Trading and Settlement Procedure from Extra Marks Mind Maps and Mnemonics at the end of the chapter. 	<ul style="list-style-type: none"> Inter disciplinary Linkages: Economics (To explain how demand and supply mechanism works in the Stock Exchange for fixation of prices of financial securities) Experiential learning- framing case studies by students Experiential learning by adding project with this chapter. 	<ul style="list-style-type: none"> MCQ (daily) Oral discussions on HOTS and case studies Case studies based on written assignment. Weekly conceptual test (MCQ based) Pen paper test <p>Notebook Evaluation</p>	<ul style="list-style-type: none"> The chapter started with the interesting case study of 'Master Stroke by Dhiru Bhai Ambani' https://www.youtube.com/watch?v=g3iGtMhRKY4 Discussions and explanation of financial markets and its types Real life examples of investment in Stock Markets by various people. 	<p>After going through this unit, the students would be able to:</p> <ul style="list-style-type: none"> Understand the concept of financial market. Explain the functions of financial market. Understand capital market and money market as types of financial markets. Understand the concept of money market. Describe the various money market instruments.

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	secondary market. <ul style="list-style-type: none"> • Stock Exchange – Function and Trading Procedure • Securities and Exchange Board of India (SEBI) Objectives and Functions 	<ul style="list-style-type: none"> • Charts • Chalk and Board 	<ul style="list-style-type: none"> • Activity- Stock market simulation • Discussion on Harshad Mehta Scam. • Flip Teaching <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"> • Lecture to be delivered by using PPT for the following concepts: • Money Market and its Instrument • Capital Market and its types (Primary and Secondary) methods of flotation in the secondary market. • Stock Exchange – Function and Trading Procedure • Securities and Exchange Board of India (SEBI) • Objectives and Functions 	<ul style="list-style-type: none"> • Discuss the concept of capital market. • Explain primary and secondary markets as types of capital market. • Differentiate between capital market and money market. • Discuss the methods of floating new issues in the primary market. • Distinguish between primary and secondary markets. • Give the meaning of a stock exchange. • Explain the functions of a stock exchange. • Discuss the trading procedure in a stock exchange. • Give the meaning of depository services and demat account as used in the trading procedure of securities. • State the Securities and Exchange Board of India (SEBI) - objectives of SEBI.

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						<ul style="list-style-type: none"> Explain the functions of SEBI. Frame the case studies on their own Practical Outcome: Besides that, the students will also be equipped to work on the project based on Stock Exchange. Value Based Outcome: Loyalty, Integrity, Following business ethics through the functioning of SEBI.
May	Chapter:11 Marketing (Periods: 30) <ul style="list-style-type: none"> Selling and Marketing – Concept Marketing management – Concept Marketing functions 	<ul style="list-style-type: none"> PPT Video: On 4 Ps' of marketing Image of Cow cuddling- a new businesses to explain 'What can be marketed'. Functions of marketing done with the help of acronyms. 	<ul style="list-style-type: none"> Inter disciplinary Linkages: Social Science To explain the marketing philosophies – evolution of production concept through industrial revolution and colonization Experiential learning by adding project on marketing 	<ul style="list-style-type: none"> MCQ (daily) Oral discussions on HOTS and case studies Case studies based written assignment. Weekly conceptual test (MCQ based) Pen paper test <p>Notebook Evaluation</p>	<ul style="list-style-type: none"> Started the chapter by doing a small practical by making them choose a product and marketing it to the class students. Then introducing the various aspects of marketing through discussions and lectures. 	<p>After going through this unit, the students would be able to:</p> <ul style="list-style-type: none"> Understand the concept, functions and philosophies of Marketing. Understand the concept of marketing. Explain the features of marketing. Discuss the functions of

Month No of working days	Topic/Sub-topic	Teaching 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"> Marketing Management Philosophies Marketing Mix – Concept and Element Product: Branding, Labelling and Packaging – Concept Price: Concept, Factors determining price Physical distribution: Concept and Component, Channel of Distribution – Types, Choice of Channels Promotion: Concept and Elements; Advertising – concept, role, objections against 	<ul style="list-style-type: none"> Additional information from Extra Marks Videos of advertisements of 'Rajasthan' and 'Fevicol' Video of Nihar Shanti Amla to explain Societal Marketing concept Mind Maps and Mnemonics at the end of the chapter. Chalk and Board 	<ul style="list-style-type: none"> management with this chapter. Experiential learning- Framing case studies by students Flip Teaching <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"> Real life examples of advertisements, sales promotion techniques, labeling, branding, packaging etc. Lecture to be delivered by using PPT for the following concepts: Marketing functions Marketing Management Philosophies Marketing Mix – Concept and Element Product: Branding, Labelling and Packaging – Concept Price: Concept, Factors determining price 	<p>marketing.</p> <ul style="list-style-type: none"> Understand the concept of marketing mix. Understand the concept of product as an element of marketing mix. Understand the concept of branding, labelling and packaging. Understand the concept of price as an element of marketing mix. Describe the factors determining price of a product. Understand the concept of physical distribution. Explain the components of physical distribution. Describe the various channels of distribution. Understand the concept of promotion as an element of marketing mix. Describe the elements of

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	advertising <ul style="list-style-type: none"> Personal Selling – concept and qualities of a good salesman Sales promotion – concept and techniques Public Relations- concept and role				<ul style="list-style-type: none"> Physical distribution: Concept and Component, Channel of Distribution – Types, Choice of Channels Promotion: Concept and Elements; Advertising – concept, role, objections against advertising Personal Selling – concept and qualities of a good salesman Sales promotion – concept and techniques Public Relations- concept and role	promotion mix. <ul style="list-style-type: none"> Understand the concept of advertising. Understand the concept of sales promotion. Discuss the concept of public relations. Frame the case studies on their own Practical Outcome: Besides that, the students will also be equipped to work on the project based on marketing management. Value Based Outcome: Promoting sustainable development, Commitment towards various stakeholders, Community development through various marketing philosophies.
June	TERM 1 SYLLABUS COMPLETED	–	–	–	–	–

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

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

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	<ul style="list-style-type: none"> Delegation- Concept Element and Importance <p>Decentralisation – Concept and Importance</p>	<p>end of the chapter.</p> <ul style="list-style-type: none"> Charts Chalk and Board 	<p>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"> Flip Teaching <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>concepts:</p> <ul style="list-style-type: none"> ➤ Organising Process ➤ Structure of Organisation – Functional and Divisional concept. Formal and Informal Organisation – concept • Delegation- Concept Element and Importance • Decentralisation – Concept and Importance 	<p>functional and divisional concept.</p> <ul style="list-style-type: none"> • Explain the advantages, disadvantages and suitability of functional and divisional structure. • Understand the concept of formal and informal organization. • Discuss the advantages, disadvantages of formal and informal organization. • Understand the concept of delegation. • Describe the elements of delegation. • Appreciate the importance of Delegation. • Understand the concept of decentralisation. • Explain the importance of decentralisation. • Differentiate between delegation and decentralisation.

Month No of working days	Topic/Sub-topic	Teaching 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"> • Practical Outcome: 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. • Value Based Outcome: To develop sense of responsibility, accountability, Judicious use of authority and harmony.
August	Chapter: 6 Staffing (Periods:16) <ul style="list-style-type: none"> • Concept and Importance of Staffing • Staffing as a part of Human Resource Management – Concept 	<ul style="list-style-type: none"> • PPT • Video: Staffing Process Selection Process • Video on Recruiting Car • Video on psychometric tests and personality tests 	<ul style="list-style-type: none"> • Inter disciplinary Linkages: Psychology To explain different types of selection tests • Experiential learning- Framing case studies by students. 	<ul style="list-style-type: none"> • MCQ (daily) • Oral discussions on HOTS and case studies • Case studies based written assignment • Weekly conceptual test (MCQ based) 	<ul style="list-style-type: none"> • Introduced staffing by asking random questions on previous knowledge regarding the staff members of the school. • Also caught their attention by discussing the 	<ul style="list-style-type: none"> • After going through this unit, the students would be able to: • Understand the concept of staffing. • Explain the importance of staffing as a part of Human Resource Management

Month No of working days	Topic/Sub-topic	Teaching 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"> Staffing Process Recruitment Process 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 	<ul style="list-style-type: none"> Mind Maps and Mnemonics at the end of the chapter. Charts Chalk and Board 	<ul style="list-style-type: none"> 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.) Case Study of Taj Attack. (Role of Staffing) Debate – External source of recruitment is better than Internal source of recruitment. Flip Teaching <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"> Pen paper test <p>Notebook Evaluation</p>	<p>fields of MBA</p> <ul style="list-style-type: none"> Lecture to be delivered by using PPT for the following concepts: Concept and Importance of Staffing Staffing as a part of Human Resource Management – Concept Staffing Process Recruitment Process 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 	<p>concept</p> <ul style="list-style-type: none"> Understand the specialized duties and activities performed by Human Resource Management Staffing process Describe the steps in the process of staffing Recruitment process. Understand the meaning of recruitment. Discuss the sources of recruitment. Explain the merits and demerits of internal and external sources of recruitment. Understand the meaning of selection. Describe the steps involved in the process of selection. Understand the concept of training and development. Appreciate the importance of training to the organisation and 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
						<p>the employees.</p> <ul style="list-style-type: none"> • Discuss the meaning of induction training, vestibule training, apprenticeship training and internship training. • Differentiate between training and development. • Discuss on the job and off the job methods of training. • Practical Outcome: 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. • Value Based Outcome: To develop the sense of gratitude, loyalty, dedication and commitment.

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August	Chapter: 7 Directing (No of Periods: 15) <ul style="list-style-type: none"> • Concept and Importance • Elements of Directing. • Supervision: Concept, Functions of a Supervisor • Motivation: Concept, Maslow's hierarchy of needs; Financial and Non-Financial Incentives • Leadership: Concept; Styles- authoritative, democratic and laissez-faire <p>Communication: Concept, Formal and Informal Communication; Barriers of Effective Communication, how to overcome the</p>	<ul style="list-style-type: none"> • PPT • Video on Maslow's Hierarchy Theory explained through scenes of movie 'Bhag Milkha Bhag' • Video: On formal and informal communication and Barriers to Communication • Video: on various types of leadership from Extra Marks • Video Who is leader • Chalk and Board 	<ul style="list-style-type: none"> • Inter disciplinary Linkages: Psychology To explain the theory of Maslow's Hierarchy of needs. • Experiential learning- Framing case studies by students • 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.) • Activity Chinese Whisper Game to explain grapevine. • Flip Teaching <p>(Three children will be given different topics. They will make case studies and</p>	<ul style="list-style-type: none"> • MCQ (daily) • Oral discussions on HOTS and case studies • Case studies based written assignment. • Weekly conceptual test (MCQ based) • Pen paper test <p>Notebook Evaluation</p>	<ul style="list-style-type: none"> • Explained and discussed the concept, importance and elements of directing with the help of examples. • Taught with charts and diagrams. • Discussed with the help of real-life examples like leadership was explained through responsibilities fulfilled by prefects. • https://www.youtube.com/watch?v=tghjgOv4mKc&t=66s • Students were made to do a role play on leadership. • Role plays on communication barriers were done. 	<p>After going through this unit, the students would be able to:</p> <ul style="list-style-type: none"> • Describe the concept of directing. • Discuss the importance of directing. • Describe the various elements of directing. • Understand the concept of motivation. • Develop an understanding of Maslow's Hierarchy of needs. • Discuss the various financial and non-financial incentives. • Understand the concept of leadership. • Understand the various styles of leadership. • Understand the concept of communication. • Understand the elements of the communication process.

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	barriers		draft questions out of the given topic and explain to the class.)			<ul style="list-style-type: none"> Discuss the concept of formal and informal communication. Discuss the various barriers to effective communication. Suggest measures to overcome barriers to communication. Practical Outcome: 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. Value Based Outcome: To develop qualities of leadership, motivation, spontaneity and communication skills.
	Chapter: 8 Controlling (Periods: 12) <ul style="list-style-type: none"> Concept and Importance 	<ul style="list-style-type: none"> PPT Video: On Controlling Process 	<ul style="list-style-type: none"> Inter disciplinary Linkages: <p>Mathematics To explain critical point control and</p>	<ul style="list-style-type: none"> MCQ (daily) Oral discussions on HOTS and case studies 	<ul style="list-style-type: none"> Introduced the chapter with discussion on evaluation/examination. 	<p>After going through this unit, the students would be able to:</p> <ul style="list-style-type: none"> Understand the concept of controlling.

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September	<ul style="list-style-type: none"> Relationship between Planning and Controlling <p>Steps in Controlling Process</p>	<ul style="list-style-type: none"> Video of relationship between planning and controlling from Extra Marks. Mind Maps and Mnemonics at the end of the chapter Charts Chalk and Board 	<p>management by exception</p> <ul style="list-style-type: none"> Experiential learning- Framing case studies by students 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.) Flip Teaching <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"> Case studies based written assignment. Weekly conceptual test (MCQ based) Pen paper test <p>Notebook Evaluation</p>	<ul style="list-style-type: none"> Discussed various other real-life examples of control systems (connected the example of the targets given to everyone by the school management) Lecture/Discussion on various topics with examples 	<ul style="list-style-type: none"> Explain the importance of controlling. Describe the relationship between planning and controlling. Discuss the steps in the process of controlling. Practical Outcome: 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 case studies on their own. Value Based Outcome: To understand the value of order and discipline; Critically analyzing and setting priorities for accomplishment of goals.

Month No of working days	Topic/Sub-topic	Teaching 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	Chapter:12 Consumer Protection (Periods: 12) <ul style="list-style-type: none"> Concept and Importance of Consumer Protection Consumer Protection Act, 2019: Meaning of consumer Right and Responsibilities of Consumers Who can file a complaint and against whom? Redressal machinery Remedies available	<ul style="list-style-type: none"> PPT Video shot in Big Bazaar by a customer to spread consumer awareness. Video: On three tier machinery, rights and responsibilities of consumers. Video on case study Maggi Noodles Mind Maps and Mnemonics at the end of the chapter. Charts Chalk and Board 	<ul style="list-style-type: none"> Inter disciplinary Linkages: 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. <ul style="list-style-type: none"> Experiential learning- Framing case studies by students Unit II Project- Comparative table showing perspective of students before and after gaining knowledge of consumer Act 2019. Flip Teaching (Three children will be given different topics. They will make case studies and draft questions out of the given	<ul style="list-style-type: none"> MCQ (daily) Oral discussions on HOTS and case studies Case studies based written assignment. Weekly conceptual test (MCQ based) Pen paper test Notebook Evaluation	<ul style="list-style-type: none"> Introduced the chapter by randomly asked questions to check the previous knowledge of class 10 as the base to this chapter. Lecture/Discussion on various topics with examples Discussed exploitation of consumers by involving the students to give examples of exploitation in case faced by them. Discussed the aspects of consumers exploitation with the help of various real-life examples. 	After going through this unit, the students would be able to: <ul style="list-style-type: none"> Understand the concept of consumer protection. Describe the importance of consumer protection. Discuss the scope of Consumer Protection Act, 2019 Consumer Protection Act 2019: Understand the concept of a consumer according to the Consumer protection Act 2019. Explain the consumer rights. Understand the responsibilities of consumers. Understand who can file a complaint and against whom? Discuss the legal redressal machinery under Consumer protection Act 2019. Examine the remedies available to the consumer under Consumer protection

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			topic and explain to the class.)			<p>Act 2019.</p> <ul style="list-style-type: none"> Consumer awareness-Role of consumer organizations and Non-Governmental Organizations (NGOs) in protecting consumers' interests. <p>Practical Outcome: 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 case studies on their own.</p> <p>Value Based Outcome: Promoting consumer awareness, fulfilling responsibilities as a consumer before exercising consumer rights. Infusing courage to raise voice against consumer exploitation</p>
October	Project Work (Periods: 20)	<ul style="list-style-type: none"> PPT <p>Sample Project File</p>	<ul style="list-style-type: none"> Inter disciplinary Linkages: Arts <p>Designing logo, label,</p>	Physically verifying each project and suggesting amendments if required.	<ul style="list-style-type: none"> Students will market various things like product, services, 	Students will get firsthand experience of marketing of the product/ functioning of

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			packaging cover, decorating file to make it an art integrated project, Experiential Learning		experience, idea, place, person etc. and present it in the form of a file.	Stock Exchange/ application of various principles of management. • Value Based Outcome: To develop sense of self accomplishment confidence, creativity, and conviction.
November/ December	Revisions, Exams and assessment	–	–	–	–	–

PINEGROVE SCHOOL, SUBATHU
 Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: Painting (049)
Class: XII
Session 2024-25

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

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March (12) Term-I	<u>Practical's: Unit 1:</u> Nature and Object study <ul style="list-style-type: none"> 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. Geometrical forms of objects like cubes, cones, prisms, cylinders and spheres should be used. 	<ul style="list-style-type: none"> Images of paintings Book Wikipedia 	<ul style="list-style-type: none"> Practical: object study. Practical: Nature study Skill assessments with the techniques of pencil shading and watercolor. 	<ul style="list-style-type: none"> Assessments of practical work. Portfolio assessment. 	<ul style="list-style-type: none"> Paintings of Jaun van der Harmen will be shown as an ice braking session. <p>https://www.saatchiart.com</p> <ul style="list-style-type: none"> Objects will be arranged with drapery Still life done with Pencil and watercolor will be shown. https://www.pinterest.com/ Paintings of great Indian artists will be shown. <p>https://www.thebetterindia.com</p> <p>https://www.mojarto.com</p> <ul style="list-style-type: none"> Daily practice and discussion. 	<ul style="list-style-type: none"> The learners discover their potential for creativity, self-expression and visual awareness through painting. The learners feel confident with the chosen medium as a means of communicating and generating ideas. The learners develop observation, recording, manipulation and application skills. The learner's experiment with a range of media and techniques

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April (08) Term-I	UNIT -1 The Rajasthani and Pahari School of Miniature Painting (16th Century A.D. to 19th Century A.D.) B. Pahari school of miniature paintings. <u>discussion on</u> <ul style="list-style-type: none"> Introduction, origin and development Characteristics Study of the following paintings Krishna with Gopi's Bharat Worshipping the charan padukas of Rama Cosmic Dance of Lord Shiva Nand, Yashoda and Krishna with kinsmen going to Vrindavan Krishna and Radha looking into mirror. 	<ul style="list-style-type: none"> Textbook. Images of various paintings Wikipedia Pinterest app 	<ul style="list-style-type: none"> Integrated with history Miniature painting Project given on Covid-19(hope vs. hopelessness) 	<ul style="list-style-type: none"> Quizzes Homework Assignments Oral test 	<ul style="list-style-type: none"> 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. https://www.pinterest.com Few paintings will be shown and discussed about the subject matters and common features. https://artsndculture.google.com Discussion on paintings which is given in the CBSE syllabus. The learners Made to read the textbook thoroughly and discuss the doubts. 	<ul style="list-style-type: none"> The learners observe and select subject matters and ideas for his /her work. The learners Will be able to talk, discuss or appreciate the paintings; will also understand the origin of Indian art and culture. The learners Would be able to understand the core values of an art piece. The history would be reconstructed in students mind through paintings.

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April (12) Term-I	<u>Practical's: Unit 1:</u> Nature and Object study <u>Topic</u> <ul style="list-style-type: none"> Still life study. Sub- topic: Use Line, tone, Space division, texture and color application.	<ul style="list-style-type: none"> References Demonstration on paper 	<ul style="list-style-type: none"> Practical assignments Integrated with history of the techniques of watercolor, pencil shading and oil pastel. 	<ul style="list-style-type: none"> Assessments of practical work. Portfolio assessment. 	<ul style="list-style-type: none"> The learners will visit to web site to experience the Paintings of Jaun van der Harmen will be shown. https://www.saatchiart.com <ul style="list-style-type: none"> Still life done with Pencil and watercolor will be shown. https://www.pinterest.com <ul style="list-style-type: none"> Daily practice and analysis. 	<ul style="list-style-type: none"> The learners Apply elements of art in painting to effectively communicate his/her ideas. Doing it practically the learners will improve skills on use of line, color scheme and tones. The learners would be able to understand the core values of an art piece. The learners Discover their potential for creativity, self-expression and visual awareness through painting.

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May (12) Term-I	UNIT -2The Mughal and Deccani school of miniature painting (16th Century AD to 19th Century A.D.) (A) The Mughal School <ul style="list-style-type: none"> • Origin and development • Main features of the Mughal School • Study of the following paintings • Krishna Lifting mount Govardhan • Birth of Salini • Falcon on bird rest • Kabir and Raidas • Marriage Procession of Dara Shikho • The Deccani school of miniature painting • Origin and development • Main features of the • Ragini Pat-hamsika • HazratNizamuddinAuli and Amir Khusro • Chand Bibi Playing Polo(Chaugan) 	<ul style="list-style-type: none"> • Textbook. • Images of various paintings • Wikipedia • You tube video 	<ul style="list-style-type: none"> • Integrated with history • Techniques of miniature style of painting. 	<ul style="list-style-type: none"> • Quizzes • Homework • Assignments • Oral test 	<ul style="list-style-type: none"> • Class will be introduced with a story of Jahangir and his artists and Thomas Roe, who gave few European paintings to the Mughal court. • Paintings will be shown of Mughal artists. <p>https://en.m.wikipedia.org https://www.britannica.com</p> <ul style="list-style-type: none"> • Discussion on the permanent values of art expressed in the Mughal paintings. • The learners Made to read the textbook thoroughly and discuss the doubts. 	<ul style="list-style-type: none"> • 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. • The learners Will be able to relate with chronological development of Indian art practice. • The learners Will understand or reconstruct the history Mughal era in their mind.

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May (10) Term-I	Practical's: Unit 2: Painting Composition <ul style="list-style-type: none"> Painting Composition Imaginative painting based on subjects from Life and Nature in water and poster colours with colour values. Composition on daily life Sub- topic: Drawings of human and animal figures, perspective learning and color application. 	<ul style="list-style-type: none"> Image references. Wikipedia 	<ul style="list-style-type: none"> Practical assignments Integrated with the history and techniques of watercolor, pencil shading and oil pastel etc. 	<ul style="list-style-type: none"> Assessments of practical work. Portfolio assessment. 	<ul style="list-style-type: none"> The class will start with a discussion on what we do on daily basis and what can be good composition in a painting practice. Paintings of great Indian artists are shown. <p>https://www.thebetterindia.com</p> <p>https://www.mojarto.com</p> <ul style="list-style-type: none"> Children will be involved in a demonstration class on how to make abstract painting. The learners will practice on daily basis. 	<ul style="list-style-type: none"> The learners Will be able to appreciate the beauty in nature and man-made objects using the different elements of art. Doing it practically they will improve skills on use of line, color scheme and tones. The learners Would be able to understand the core values of an art piece. Understand the basic principles of colour. The learners Discover their potential for creativity, self-expression and visual awareness through painting.
June	Revision, Exams and assessment	—	—	—	—	—

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July (08) Term-II	<p>UNIT – 3</p> <p>The Bengal School of Painting and the Modern trends in Indian Art (About the beginning to mid of the 20th Century)</p> <ul style="list-style-type: none"> Indian National Flag <p>The evolution of Indian national Flag.</p> <ul style="list-style-type: none"> Bengal school of painting <p><u>Discussion on</u></p> <ul style="list-style-type: none"> Introduction, origin and development of Bengal school of painting. Characteristics Subject matter <p>Study of the following paintings</p> <ul style="list-style-type: none"> Tiller of the soil Journey's end Shiva and Sati Rasa- Lila Radhika 	<ul style="list-style-type: none"> Images of different designs of the national flag. Books Wikipedia Black board You tube video 	<ul style="list-style-type: none"> Integrated with history by explaining freedom movement and contributions of artists in freedom movement. Portfolio making on Bengal school of art and influences on modern art as form of Project. 	<ul style="list-style-type: none"> Quizzes Homework Assignments Oral test 	<ul style="list-style-type: none"> Visit to e-museum http://www.nationalmuseumindia.gov.in/collection.asp Discussion on how national flag was designed and how Indians were united. Paintings will be shown of Bengal school and discussed how they were connected with Indian traditional techniques and cultural believes. A handout will be made on Shilpa Guru AbanindraNath Tagore. Quizzes conducted by the students. The learners Made to read the textbook thoroughly and discuss the doubts. 	<ul style="list-style-type: none"> The learners Will come to know about many aspects of Indian art movement. The learners Will be able to relate with chronological development of Indian art practice. The learners Will understand or reconstruct the history of premodern era in their mind. 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.

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	<ul style="list-style-type: none"> Meghdoot <p>Arjuna detach from war</p>					

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July (12) Term-II	<u>Practical's: Unit 3: Painting Composition</u> <ul style="list-style-type: none"> Portrait Study and landscape study. Sketches from life and nature. Painting Composition Imaginative painting based on subjects from Life and Nature. 	<ul style="list-style-type: none"> Books Wikipedia Black board You tube video 	<ul style="list-style-type: none"> Practical assignments Integrated with techniques of watercolor, pencil shading and oil pastel. 	<ul style="list-style-type: none"> Assessments of practical work. Portfolio assessment. 	<ul style="list-style-type: none"> Class will be introduced with a video of great artist Rembrandt https://youtu.be/AWTX-gf1Xg Demonstration will be given on how to draw a portrait. Children were taken outside for nature study. Daily practice. Demonstration on how to make landscape paintings. Daily practice. <p>You tube Video will be shown https://youtu.be/Hf14dJUEQ GK</p>	<ul style="list-style-type: none"> The learners feel confident with the chosen medium as a means of communicating and generating ideas. The learners develop observation, recording, manipulation and application skills. The learners relate their work to other artists work and understand the historical context of this work. Doing it practically they will improve skills on use of line, color scheme, tones and Tactile quality. The learners would be able to understand the modulation of tones and colors while doing the practical work.

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August (08) Term-II	UNIT -3 The modern trends in Indian art A. PAINTING Introduction, subject matters, characteristics and discussions on Major artists and contributions. <ul style="list-style-type: none"> Study of the following paintings Rama vanquishing the pride of the Ocean Magician Mother and Child Three Girls Mother Teresa Gossip Untitled Words and symbols The vulture.	<ul style="list-style-type: none"> Books Wikipedia You tube video 	<ul style="list-style-type: none"> Integrated with history by explaining how modern art movement started in India and contributions of artists in building a new nation. Portfolio making on modern Indian art movement as form of Project. 	<ul style="list-style-type: none"> Quizzes Homework Assignments Oral test 	Visit to e- museum http://www.nationalmuseumindia.gov.in/collection.asp <ul style="list-style-type: none"> A painter of our time Hussain https://youtu.be/LjGhddiOeSl <ul style="list-style-type: none"> The learners will be given a task to make a project on paintings modern art. The learners will involve in a demonstration class on how to make abstract painting. The learners Made to read the textbook thoroughly and discuss the doubts. Group discussion will be conducted on what you consider as modern art and why? 	<ul style="list-style-type: none"> The learners Discover their potential for creativity, self-expression and visual awareness through painting. The learners Will understand or reconstruct the history of premodern era in their mind. The learners Will also understand the contribution of artists for bringing awareness about the Indian culture among the Indian people. The learners Will be able to talk, discuss or appreciate the paintings; will also understand the origin of Indian art and culture.

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August (08) Term-II	UNIT -3 The modern trends in Indian art <u>B. PRINTS</u> <u>Study of the following Prints</u> <ul style="list-style-type: none"> Introduction, print culture in India Whirlpool Of Walls Children Devi Man, woman and Tree 	<ul style="list-style-type: none"> Textbook. Images of various paintings Wikipedia You tube video 	<ul style="list-style-type: none"> Integrated with history by explaining how modern art movement started in India and contributions of artists in building a new nation. Portfolio making on modern Indian print makers as form of Project. 	<ul style="list-style-type: none"> Assignments Oral test Quizzes Homework 	<ul style="list-style-type: none"> 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 student's prior knowledge. Video will be shown on print culture and modern world https://youtu.be/sD4C6NAR3J0 The learners made to read the textbook thoroughly and discuss the doubts. The learners told to make Portfolio on modern Indian print makers as form of Project. 	<ul style="list-style-type: none"> The learners Will also understand the contribution of artists for bringing awareness about the Indian culture among the Indian people. 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.
September (12) Term-II	UNIT -3 The modern trends in Indian art <u>C. SCULPTURES</u> <ul style="list-style-type: none"> <u>Introduction of the sculpture practiced in India</u> <u>Study of the following</u> 	<ul style="list-style-type: none"> Books Wikipedia You tube video 	<ul style="list-style-type: none"> Integrated with history by explaining how modern art movement started in India and contributions of artists in building 	<ul style="list-style-type: none"> Quizzes Homework Assignments Oral test 	<ul style="list-style-type: none"> The learners Introduced with an image of a sculpture of the great artist Ram Kinkar Baij and his life. Images of great modern sculptures will be shown and how we see a 	<ul style="list-style-type: none"> The learners Will be able to talk, discuss or appreciate the sculpture practice and will also understand the modern Indian sculpture practice

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<u>Sculpture</u> <ul style="list-style-type: none"> Triumph of labour Santhal Family Cries Unheard Ganesha Chaturmukhi Vanshri 		<p>a new nation.</p> <ul style="list-style-type: none"> Portfolio making on the favorite modern Indian sculptors as form of Project. 		<p>modern art that perspective is discussed.</p> <ul style="list-style-type: none"> The learners will visit the Chandigarh art college for a firsthand knowledge of how art is being practiced in modern India. The learners made to read the textbook thoroughly and discuss the doubts. Visit to e- museum <p>http://www.nationalmuseumindia.gov.in/collection.asp</p>	<p>and connection to the traditional temple architecture or sculpture practice in India and in the world.</p> <ul style="list-style-type: none"> The learners Will understand or reconstruct the history modern India in their mind.
September	Revision, 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 (16) Term-II	<u>Practical's: Unit 2: Painting Composition</u> <ul style="list-style-type: none"> Portrait Study and landscape study. Sketches from life and nature. Painting Composition Imaginative painting based on subjects from Life and Nature. 	<ul style="list-style-type: none"> Image references. Books 	<ul style="list-style-type: none"> Practical assignments Integrated with techniques of watercolor, pencil shading and oil pastel. 	<ul style="list-style-type: none"> Assessments of practical work. Portfolio assessment. 	<ul style="list-style-type: none"> They will start with a discussion on what we do on daily basis and what can be good composition in a painting practice. Paintings of great Indian artists will be shown. <p>https://www.thebetterindia.com</p> <p>https://www.mojarto.com</p>	<ul style="list-style-type: none"> The learners feel confident with the chosen medium as a means of communicating and generating ideas. The learners develop observation, recording, manipulation and application skills. The learners relate their work to other artists work and understand the historical context of this work. Doing it practically they will improve skills on use of line, color scheme, tones and Tactile quality. The learners would be able to understand the modulation of tones and colors while doing the practical work.

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October (15) Term-II	<u>Practical's: Unit 3:</u> Portfolio assessment <ul style="list-style-type: none"> Record of the entire year's performance from sketch to finished product. 	<ul style="list-style-type: none"> Portfolio 	<ul style="list-style-type: none"> Portfolio design as a project. 	<ul style="list-style-type: none"> Portfolio assessment 	<ul style="list-style-type: none"> The learners will see few examples of previously made portfolio. The learners will be involved in making a portfolio in a form of a project. 	<ul style="list-style-type: none"> 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. Making a portfolio will give them a hand on experience for their future.
Nov & Dec (14) Term-II	<u>Practical's: Unit 3:</u> Portfolio assessment of term I b) Five selected nature and object study exercises in any media done during the session, including minimum of two still life exercises. (c) Two selected works of paintings done by the candidate during the year <ul style="list-style-type: none"> practical examination Theory Exam and Assessment 	<ul style="list-style-type: none"> Portfolio 	<ul style="list-style-type: none"> Portfolio design as a project. 	<ul style="list-style-type: none"> Portfolio assessment 	<ul style="list-style-type: none"> The learners will see few examples of previously made portfolio. The learners will be involved in making a portfolio in a form of a project. 	<ul style="list-style-type: none"> 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.
January	Winter Vacation and 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
February	Revision of Term I and Term II	—	-	-	-	-
March and April	Revision of Term I and Term II and Assessment	—	-	-	-	-

PINEGROVE SCHOOL, SUBATHU
Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: HINDUSTANI VOCAL MUSIC
Class: XII
Session 2024-25

Month No of working days	Topic/Sub-topic	Teaching 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)	Unit - 1 Definitions and brief study of Musical Terms. <ul style="list-style-type: none"> Alankar, Alaap, Tana, Meend, Gamak. 	<ul style="list-style-type: none"> Class Board Textbook Tanpura Harmonium 	<ul style="list-style-type: none"> Project will be given to research different alankars, kan, meend, murki etc. A group discussion will take place during the class. Practical explanation of Alankar, Varna, Kan, Meend, Murki, Khatka, Gamak 	<ul style="list-style-type: none"> Oral Test Homework MCQ 	<ul style="list-style-type: none"> Class will begin with a composition and students will be asked to identify the different actions or movements in singing. General discussion about these movements and explanation of musical terms. http://www.tanarang.com/english/glossary_eng.htm 	<ul style="list-style-type: none"> Study about the Musical Terms will help the student to understand the meaning, importance, and application of the terms in Indian classical music. These terms will help in improvisation of ragas.
	<ul style="list-style-type: none"> Description and brief study of Musical Terms. Grama, Kan, Murchhana, Khatka, Murki 	<ul style="list-style-type: none"> Class Board Textbook Tanpura Harmonium Tabla 	<ul style="list-style-type: none"> Practical explanation of Sadra, Dadra, Grama, Alaap, Murchhna, Tana. Project will be given to research on topic and a group discussion will take place during the class. 	<ul style="list-style-type: none"> MCQ Oral Test Written test 	<ul style="list-style-type: none"> Two different compositions of Sadra and Dadra will be sung during the class along with detailed explanation of musical terms. 	<ul style="list-style-type: none"> This study will help to understand the two different genres (Dadra and Sadra) of Indian music. Study about the Musical Terms will help the student to understand the meaning, importance, and

Month No of working days	Topic/Sub-topic	Teaching 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 (05)	<u>Practical</u> Tanpura: <ul style="list-style-type: none"> • Structure • Tuning • Holding • Playing 	<ul style="list-style-type: none"> • Book • Video • Audio • Images • Tanpura 	Experiential learning: <ul style="list-style-type: none"> • Student will learn Tanpura structure with the help of a manual tanpura. • Tuning of tanpura will be taught practically to each student individually. 	<ul style="list-style-type: none"> • MCQ • Oral • Making (drawing) structure of tanpura. 	<ul style="list-style-type: none"> • One manual tanpura will be provided to students • One by one they will be taught how to hold and play the Tanpura.' • Explanation of various parts and tuning on manual Tanpura. https://www.bing.com/videos/search?q=tanpura+video&docid 	application of the term. <ul style="list-style-type: none"> • This study will help to understand the history, structure and Tuning of Tanpura. • Students will learn holding, tuning, and playing techniques of Tanpura.

Month No of working days	Topic/Sub-topic	Teaching 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 (05)	<u>Unit -2</u> <u>Theory</u> Time theory of ragas. <ul style="list-style-type: none"> • Adhvdarshaq • Vadi-Samvadi • Poorvang and Uttrang • <u>Re-Dha</u> komal raga • Re-Dha shudha raga. • Ga-Ni komal raga 	<ul style="list-style-type: none"> • Textbook • Wikipedia • PDF Files 	<ul style="list-style-type: none"> • Art Integration: Children will make picture of Samay Chakra to understand the time relationship. 	<ul style="list-style-type: none"> • MCQ • Oral Test • Assignments 	<ul style="list-style-type: none"> • In the beginning of the class the Prahar system (Unit of Time) will be explained. • After this they will learn relation between swara and samaya (notes and time) with the help of Samay Chakra. https://www.youtube.com/watch?v=xMbbOiNitw8 	<ul style="list-style-type: none"> • Identifies the time of Raga with the help of vadi-samvadi, uttrang-purvang, komal and Tivra swara in the Raga. • Students will be able to understand the concept of Raga and Samay.

Month No of working days	Topic/Sub-topic	Teaching 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 (18)	<u>Practical</u> Raga Bhairav <ul style="list-style-type: none"> • Vilambit Khyal • Drut Khyal • Improvisation • Compositions • Notation • Tanas 	<ul style="list-style-type: none"> • PDF Files • Textbooks • Tanpura • Harmonium • You Tube 	<ul style="list-style-type: none"> • Practical practice of notes used in Raga Bhairav. • One exercise with the help of Metronome to understand the Vilambit Laya. • One activity to identify songs composed in Raga Bhairav. 	<ul style="list-style-type: none"> • Oral Test • Home Assignment. • Written test. 	<ul style="list-style-type: none"> • Students will be provided with a manual Tanpura and then they will sing aroha-avroha of Raga Bhairav. • One composition of Vilambit Laya and one in Drut Laya will be taught with small improvisation and few tanas. • Swar pattern and one composition in Raga Bhairav will be shared with students. https://www.youtube.com/watch?v=yoK8YfVc3a0 	<ul style="list-style-type: none"> • Study of Vilambit Khyal will help to understand the slow tempo composition. • Students will learn Aroha, Avroha and Pakad of Raga • Students will be able to identifies the swar pattern of Raga Bhairav. • This study will help students to identify the music or songs based on these notes.

Month No of working days	Topic/Sub-topic	Teaching 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)	<u>Unit – 3</u> <u>Theory</u> Detailed study of the following: <ul style="list-style-type: none"> Sangeet Ratnakar Sangeet Parijat 	<ul style="list-style-type: none"> Textbook Wikipedia 	<ul style="list-style-type: none"> Experiential learning: A task will be given to find out different notes on one string and the distance between the notes. Group discussion about various terms of ancient music and important treatises. 	<ul style="list-style-type: none"> MCQ Oral Test Homework 	<ul style="list-style-type: none"> We will start our class with group discussion about various terms of ancient music and important treatises. Description and explanation of Sangeet Ratnakar and Sangeet Parijat. 	<ul style="list-style-type: none"> The text forms a useful bridge between the ancient, medieval and the post-13th century periods of music history in India. Students will be benefited with the knowledge of various terms of music
	<u>Theory</u> Life Sketch of Music Scholars <ul style="list-style-type: none"> Ustaad Faiyaz Khan Bade Gulam Ali Khan Pt. Krishan Rao 	<ul style="list-style-type: none"> Textbook Wikipedia Video Youtube 	<ul style="list-style-type: none"> Project: Collection of Photographs of these musician. Writing their contribution in Classical Music. To watch documentary on these musicians 	<ul style="list-style-type: none"> Assignment Oral Test MCQ 	<ul style="list-style-type: none"> Documentary on musician will be shown before their life sketch. https://www.youtube.com/watch?v=sOMRneTbesU https://www.youtube.com/watch?v=az7dCbYi9_w https://www.youtube.com/watch?v=SgYPp0BKu6Y&list=RDSgYPp0BKu6Y&start_radio=1 	<ul style="list-style-type: none"> It will help to understand about the music scholars and their contribution towards the Indian classical music.

Month No of working days	Topic/Sub-topic	Teaching 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)	<u>Practical</u> Raga Bageshree. <ul style="list-style-type: none"> • Introduction • Composition. • Alaap • Taans 	<ul style="list-style-type: none"> • PDF Files • Electric Tanpura • Electric Tabla • Virtual Piano 	<ul style="list-style-type: none"> • Creation of innovative swar patterns according to the nature of ragas. • Documentation of swar combination in notebook. • Practical practice of notes used in Raga Bageshree. • One activity to identify songs composed in both ragas. 	<ul style="list-style-type: none"> • Assignment • Oral Test • Written test 	<ul style="list-style-type: none"> • Students will be provided with a manual Tanpura and then they will sing aroha-avroha of Raga Bageshree. • One composition of Drut Laya will be taught with small improvisation and few tanas in each raga. • Swar pattern and one composition in both ragas will be shared with students. https://www.youtube.com/watch?v=p0C7Kq5ztE0 https://www.youtube.com/watch?v=PzioL2sf7Ns	<ul style="list-style-type: none"> • Sings aroha, avroha and pakad of the ragas • Identifies the swar patterns of the given ragas. • Sings composition of chhota khayal. • This study will help students to identify the music or songs based on these notes.
June	Revision, 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 (09)	<u>Unit – 4</u> <u>Theory</u> Tala description <ul style="list-style-type: none"> Tala Rupak Tala Jhaptala Tala Dhamar 	<ul style="list-style-type: none"> Pictures Electric Tabla Audio Video 	<ul style="list-style-type: none"> Practical demonstration will be shown on Tabla for better understanding. Writing Taals in ekgun, dugun and chaugun. Listen to audio visual recordings and identify the beat circle. 	<ul style="list-style-type: none"> Assignment Oral Test 	<ul style="list-style-type: none"> Students will be taught how to write notation of tala Rupak, Jhaptala, and Dhamar. Demonstration will be shown on Tabla for better understanding. https://www.youtube.com/watch?v=PqnED_mCmfg 	<ul style="list-style-type: none"> Students will be able to write talas in Bhatkhande Notation System. Recites boles of Taal. Helps to understand the musical meter.
	<u>Theory</u> Tanpura <ul style="list-style-type: none"> History Structure Tuning 	<ul style="list-style-type: none"> Pictures Electric Tabla Audio Video 	<ul style="list-style-type: none"> Experiential learning: Students will learn Tanpura structure with the help of a manual tanpura. Tuning of tanpura will be taught practically to each student individually 	<ul style="list-style-type: none"> MCQ Oral Test Homework 	<ul style="list-style-type: none"> One manual tanpura will be provided to students One by one they will be taught how to hold and play the Tanpura'. Explanation of various parts and tuning on manual Tanpura. https://www.youtube.com/watch?v=N43hk7nQHeU 	<ul style="list-style-type: none"> This study will help to understand the history, structure and Tuning of Tanpura. Students will learn holding, tuning, and playing techniques of Tanpura

Month No of working days	Topic/Sub-topic	Teaching 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-Aug (14-15)	<u>Practical</u> Drut khayal <ul style="list-style-type: none"> • Raag Maalkauns. • Introduction • Composition • Alaap • Taans 	<ul style="list-style-type: none"> • PDF Files • Tanpura • Tabla • Harmonium 	<ul style="list-style-type: none"> • Creation of innovative swar patterns according to the nature of ragas. • Documentation of swar combination in notebook. • Practical practice of notes used in Raga malkauns. • One activity to identify songs composed in both ragas. 	<ul style="list-style-type: none"> • Assignment • Oral Test 	<ul style="list-style-type: none"> • Students will be provided with a manual Tanpura and then they will sing aroha-avroha of Raga Malkauns. • One composition of Drut Laya will be taught with small improvisation and few tanas in each raga. 	<ul style="list-style-type: none"> • Sings aroha, avroha and pakad of the ragas • Identifies the swar patterns of the given ragas. • Sings composition of chhota khayal. • This study will help students to identify the music or songs based on these notes.
	<u>Practical</u> Talas <ul style="list-style-type: none"> • Tala Jhaptala • Tala Rupak • Tala Dhamar 	<ul style="list-style-type: none"> • Tabla • Audio • Video 	<ul style="list-style-type: none"> • Practical practice to recite tala with hand gesture. • Recite tala in ekgun dugun and chaugun keeping hand beat same. https://www.youtube.com/watch?v=PqnED_mCmfg 	<ul style="list-style-type: none"> • MCQ • Oral Test • Homework 	<ul style="list-style-type: none"> • https://www.youtube.com/watch?v=363A-tiyXhE • In the beginning of the class a demonstration will be shown on Tabla for better understanding. • They will be taught tala in ekgun dugun and chaugun keeping hand beat same. 	<ul style="list-style-type: none"> • 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.

Month No of working days	Topic/Sub-topic	Teaching 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 (10)	<u>Unit – 5</u> <u>Theory</u> <ul style="list-style-type: none"> Critical study of Ragas Recognition of Ragas 	<ul style="list-style-type: none"> Video Audio Tabla Tanpura 	<ul style="list-style-type: none"> Experiential learning: One activity to find similar swar pattern in Film/ Regional/ Folk Music etc. Documentation in notebook. 	<ul style="list-style-type: none"> MCQ Oral Test Assignment 	<ul style="list-style-type: none"> One activity in the beginning of the class to find out similar swar pattern in Film/ Regional/ Folk Music etc. Practice and techniques to identify the phrases in various ragas. https://www.youtube.com/watch?v=M876dYgl2mc 	<ul style="list-style-type: none"> Able to understand the swar pattern in different ragas. Helps to identify the ragas from music phrases, tunes or songs etc. Helpful in creating or composing own music.
	<u>Theory</u> Composition of Ragas <ul style="list-style-type: none"> Bhairav Bageshri Malkauns 	<ul style="list-style-type: none"> Textbook PDF Files Wikipedia Tanpura 	<ul style="list-style-type: none"> Experiential learning: Creation of innovative swar patterns according to the nature of raga. One activity of writing notation of any song. 	<ul style="list-style-type: none"> Written Assignments Oral Test MCQ 	<ul style="list-style-type: none"> Explanation of Bhatkhande Notation System. Writing aroha, avroha and pakad of raga along with description and composition 	<ul style="list-style-type: none"> Compositions called as 'bandish'. A good bandish paint a brief yet effective melodic outline. This study will help students to learn about the Bhatkhande Notation System and different composition in different ragas.
September	Revision, 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 (15)	Practical <ul style="list-style-type: none"> Recognition of Raga Trana Dhamar Recognition of Raga 	<ul style="list-style-type: none"> PDF Files Tanpura Tabla Harmonium Wikipedia Audio video clips 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Oral Test MCQ Homework Assignment 	<ul style="list-style-type: none"> Vides of different music genre of Indian music will be shown to the students. They will be explained about different style of Indian Classical, Semi-Classical, and Folk Music. https://www.youtube.com/watch?v=fVnQiO3piAo https://www.youtube.com/watch?v=YRZPOah78O0 https://www.youtube.com/watch?v=6ZaDSlxTfIQ 	<ul style="list-style-type: none"> Students will learn different genres of Indian Music. Comprehends the relevance/ importance of Folk Music. Comprehends the style (<i>shaili</i>) of Dhamar.
November/ December	Revision Term-1 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
January	Winter Vacations Revision Term-II	–	–	–	–	–

February	Revision Term-II	–	–	–	–	–
March/ April	Revision Term-II Exams and Assessment	–	–	–	–	–

PINEGROVE SCHOOL, SUBATHU
Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: Geography (029)
Class: XII
Session 2024-25

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
Month: March.	Human Geography To define Human Geography and describe the nature and scope of Human Geography as a discipline.	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.	Case Study on determinism and possibilism given in NCERT to be used to explain the concept. • Prepare a concept map of the chapter explaining the following: Definition of Human Geography, nature, scope, schools of thought, branches of Human Geography.	At the completion of this unit students will be able to: • Define the term human geography • Elucidate the Interdependence between Nature and Human beings. • State the fields and subfields of Human Geography and its relation with other branches of Social Sciences. • Differentiate between Environmental Determinism and Possibilism. • Explain Neo-determinism with examples from real life.
Month: MARCH	Topic/Chapter: The World Population-distribution, density and growth	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	On a world map mark and label ten most populous countries of the world. Class discussion on how science and technology helped in population growth. • List the	Calculate density of population, birth rate and death rate. • Name and define the components responsible for population change. • Understand the stages of population growth in the world using Demographic Transition Theory. • Suggest

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>reasons for human migration. • On the world map identify the countries of Europe and Asia with negative growth rate of population and African countries with growth rate of population more than three percent.</p> <p>• Students can be asked to find out the density of population of their respective state/ district/ city. • Case Study on Thomas Malthus (optional) Prepare a glossary</p>	<p>measures to control population growth. • Define the following terms: Growth of population, Natural growth of population, Positive growth of population, Negative growth of population</p>
Month: March	<p>Human development</p> <p>To understand the concept human development introduced by Dr. Mehbub Ul Haq and Prof. Amartya Sen.</p>	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 Quiz	<p>The lesson can be introduced by asking students to discuss with their peer group • What is a meaningful life? • Discuss with your peer how Beti Bachao and Beti padhao programme introduced by the</p>	<p>▪ Differentiate between growth and development • Explain the three basic indicators of human development and measure the level of Human Development. • Describe Human</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
					Government of India can address the issue of declining sex ratio and make life more meaningful for girls. • Enact a play to show how choices get limited due to lack of capability in areas of income, health care and education. • Interview a lady vegetable vendor, cobbler and a sweeper in the community and note how their opportunities were limited because of gender, caste and income.	Development Index published by UNDP. • Compare HDI with Human Poverty Index. • Explain the key pillars of human development with examples. • Compare Income approach, Welfare approach, Basic Needs approach and capability approach to understand the concept Human Development. • To categories countries on the basis of their HDI and explain their characteristics.
Month: April	Topic/Chapter: Primary Activities To understand various categories of economic activities. • To describe Primary activities and relate the physical and social factors that affect the type of primary	Power Point Presentations, Extra marks ,YouTube Videos Discussion and debate:	Mind maps on the topics given Practical's related to topic performed	Oral Questions, Chapter end test, MCQs, Exercise Questions	Class discussion: Why are people in coastal areas and plains engaged in fishing and agriculture? • Describe the life of a nomadic herder. • Mark and label the following on an outline world map:	Define the following terms: Economic activities, Primary activities, Red Collar Worker, Pastoral Nomadism • Explain food gathering as an economic activity. • Distinguish between pastoral nomadism and

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
	activities practised in different regions of the world.				Major areas of subsistence gathering b. Major areas of nomadic herding of the world c. Major areas of commercial livestock rearing d. Major areas of extensive commercial grain farming e. Major areas of mixed farming of the World	commercial livestock rearing. Differentiate between primitive subsistence and intensive subsistence farming. • Describe the characteristic features of plantation agriculture as a type of commercial farming. • Analyse why is there low yield per acre but high yield per person in areas of extensive grain cultivation. • Compare and contrast the farming practices in the developed urban areas of the world. • Analyse how the model of Kolkhoz introduced in the erstwhile USSR boost agricultural production. • Examine the reasons for success of cooperative farming in the European countries. • Differentiate between open cast mining and shaft mining.

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"> Discuss how mining can have impact on humans and environment.
Month: April	Secondary Activities To develop understanding of secondary activities with emphasis on manufacturing industries. • To give an overview of manufacturing processes, types, its significance and recent changes.	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	The students can be asked to prepare a list of factory made goods they use in their daily life and categorize them as biodegradable and non biodegradable. <ul style="list-style-type: none"> List out ten global brands, their logos and products. The students can be taken out for a visit to local industry and asked to prepare a report on their observations regarding raw material used, finished product, production process, labour inputs, environmental impact and social responsibility. • 	Explain key concepts such as, large-scale manufacturing, high technology industry, organizational set up, foot-loose industries, Agri business etc. • Identify and explain the factors affecting the location an industry. • Differentiate between different types of industries on the basis of size, raw material, ownership and output. • Differentiate between cottage industry and small scale industry. • Explain the importance of high tech industries and reason for them being attracted to the peripheral areas of major metropolitan cities. • Compare large scale industry and modern high tech industry with

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
					The students can be asked to prepare a sketch, poster, poem or write-up about the environmental conditions surrounding an industry.	examples • Understands and analyses the interrelationship between 35 of 53 Geography Class XI & XII Syllabus 2024-25 industrial development and standard of living.
Month: April No. of Periods: 10	Tertiary and Quaternary Activities To understand different types of tertiary activity and its importance in the economy.	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	Make a list of economic activities under different categories. • Make a list of departmental stores and chain stores that you visit regularly. • Class discussion on: How convenient and beneficial the fast-growing service sector in the world.	<ul style="list-style-type: none"> Compare and contrast traditional and modern economic activities. Students correlate tertiary activities and their role in the economic development of a country. Describe different types of tertiary activities. Discuss different types of trading centres found in rural and urban areas and role played by them in local economy. Describe quinary activities and its role in advanced economies.

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"> Discuss how tertiary, quaternary and quinary activities have replaced jobs in primary and secondary sectors. Define the following terms: BPO, Outsourcing, KPO,
Month: May	Topic/Chapter: Transport and Communication To acquire knowledge about various modes of transport in different continents. • To compare and synthesize the information about major transport routes around the globe. • To understand the development of communication networks and their impact on the modern world.	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	Students can be asked to do a survey of their class about the means of transport being used by students to reach school. Prepare a Bar diagram with the help of the data collected. • Analyze the connection between physical landscape and development of various modes of transport • Mark and label the terminal stations of Trans-Siberian Railway, Trans Canadian Railway and Trans	Compare and contrast various modes of transport. • Explain the relationship of transport and communication networks to economic development of a region. • Describe the major highways and major rail networks of different continents. • Discuss the location and economic significance of Trans Siberian Railway, Trans Canadian Railway, The Union and Pacific Railway and Trans Australian Railway. • Describe

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
					Australia Railway on an outline world map. • Draw a sketch map of Suez Canal, Panama Canal, St Lawrence Sea ways and Rhine waterways, and mark them on an outline map of the world.	the location and the economic importance of the major sea routes of the world. • Discuss how Suez Canal and Panama Canal serve as major gateways of commerce for both the eastern and the western world.
Month: July No. of Periods: 12	International Trade To understand the basis of International trade, Balance of trade and types of International trade.	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>Discuss: How International trade was carried out in the past vis-a-vis present times. • Study the data given on table 9.1 and compare world import and export to calculate balance of trade and analyse its implication. • Read the case Study on dumping and discuss how dumping is becoming a serious concern among trading nations. • Prepare a concept map of the chapter.</p>	<p>Define international trade and describe how it impacts various countries. • Describe the basis of International Trade. • Discuss types of and aspects International trade. • Explain the term Dumping, Trade liberalisation and Globalisation. • Discuss the impact of WTO on current global trade. • Evaluate how international trade can be detrimental to some nations.</p>

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					<ul style="list-style-type: none"> Mark and label the headquarter of WTO on an outline world map. 	
Month: Aug No. of Periods: 11	Topic/Chapter: Population: Distribution Density, Growth and Composition	Power Point Presentations, Extra marks, YouTube Videos.	Mind maps on the topics given Practical's related to topic performed Maps/Cartoons Question strategy Quiz	Oral Questions, Chapter end test, MCQs, Exercise Questions	Learner may be asked to refer to an Atlas to correlate relief map of India and map of population distribution and density and write their observation and share with their classmates. <ul style="list-style-type: none"> Prepare a choropleth map showing the state wise density of population of India. Represent the data on decadal growth rate (given on page 5 NCERT) in India using suitable statistical diagram. Refer to Census of India website to collect data on population of India. Prepare a dot map showing the distribution of India's Population. Compare the growth rate of 	<ul style="list-style-type: none"> Differentiate between distribution of population and density of population. Define: Physiological Density, Agricultural Density, Population doubling time, Working Population, Participation Rate, Main Worker, Marginal Worker, Rural Population, Urban Population, Adolescent Population. Discuss the factors responsible for uneven distribution of population in India. Explain trends of population growth in India since 1901. Describe rural-urban population

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
					population of different states between 1991-2001 and 2001-2011.	composition, religious composition linguistic composition and sectoral composition of work force in India. • Discuss the occupational structure of India's population.
Month: Sep No. of Periods: 13	Topic/Chapter: Human Settlements To understand how the form and size of settlement of any particular region reflects human relationship with the environment.	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	The students will prepare a line graph to show the growth of urban population in India since 1901. • The students will mark and label the million plus cities of all the states on a political map of India. • Case Study: Amravati https://smartcities.gov.in/sites/default/files/SmartCityGuidelines.pdf https://asscl.ap.gov.in/ASSCCL/	Differentiate between rural and urban settlement. • Describe the factors that govern the types of rural settlement in India. • Compare and contrast clustered, semi clustered, Hamleted and dispersed settlement with examples. • Describe the evolution of towns in India since prehistoric times. • Classify towns on the basis of their functions.

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
					views/V1/Home.aspx	
Month: Sep No. of Periods: 10	Topic/Chapter: Land Resources and Agriculture To familiarise students with the land-use categories as maintained in the land revenue records. • To analyse the changes in land use pattern registered in India due to change in shares of primary, secondary and tertiary sectors in GDP.	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	The students will study and document the land use around their school and speak to their elders to find out changes registered in land use. • The students will read and interpret the bar graph (fig 5.1) comparing the changes in land use in India between 1950-51 and 1914-15. • Using the data given in the appendix (vi) the students will Work out the actual increase and rate of increases for all the land use categories between 1950-51 and 2014-15. • The students will prepare pie graphs to show the land use categories in 1950-51 and 1914 15.	Name and define the land use categories. • Compare the Changes in shares of Land-use Categories in India between 1950 and 2014. • Discuss the importance of common property resources for the community. • Compare dryland and Wetland farming and evaluate its importance. • Compare the geographical conditions required for the growth of the following crops and their distribution/growing areas.

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
Month: October No. of Periods: 10	Topic/Chapter: Water Resources To familiarise students about the water resources available in India and the factors that determine spatial distribution of the available water resources in the country and its utilization.	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	List out the major sources of water. • Discuss the interrelationship between physical and human environment and their impact from local to global. • Ralegan Siddhi case study to be discussed to understand the holistic impact of Watershed development in any place.	Describes the available water resources in India. • Evaluates the water demand and supply in India. • Discuss the reasons for water scarcity in the country. • Discuss water resources in India, its geographical distribution, sectoral utilization, and methods of its conservation and management.
Month October	Mineral and energy resources To create an awareness about nature of different minerals and how to sustain them for the future.	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	The students should be encouraged to read newspaper regularly and discuss environmental impact of mining. • The students should create awareness in school through posters and role play about the use of renewable resources and conservation of energy resources • Prepare a table to	Classify minerals on the basis of chemical and physical properties. • Describe the major mineral belts of India and mark them on an outline map of India. • Describe different types of non conventional mineral resources. • Analyse why the renewable energy resources will be the future source of resources. • Suggest measures to conserve our non-renewable resources.

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					present the spatial pattern of the following minerals under the given headings: (Properties, Total Reserves, Distribution, Mines)	
Month October	Planning and sustainable development in Indian Context To understand the need for centralised planning (sectoral planning and regional planning) to accelerate uniform economic development over space as well the role of NITI Aayog.	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	Case Study – Integrated Tribal Development Project in Bharmaur Region. • Case Study- Indira Gandhi Canal (Nahar) Command Area. • Critically evaluates the need for, aims of, and impacts of irrigation on Indira Gandhi Canal (Nahar) Command Area.	Develop an understanding about various types of planning. • Justify the need for target areas and target groups planning by the Planning Commission with examples. • Explains the aims and approaches of the Hill Area Development Programme, Drought prone area Programme, Critically evaluate the aims and social benefits of ITDP in the Bharmaur tribal region. • Evaluate the measures that can be taken to promote sustainable development in Indira Gandhi Canal Command Area.
Month November	International Trade To familiarise students about the changes that	Power Point Presentations, Extra marks, YouTube Videos	Comparative analysis: Different developments taking place in	Nature, trends and developments in Indian politics and its impact Era of Coalitions-	Study the graph (11.1) showing India's import and export and	Give reasons for changing pattern of the composition of India's import and export. •

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	have taken place in India's international trade in terms of volume, composition and direction.		present scenario with that of twentieth century. Timeline Interpretation of Cartoons/Caricatures Quiz Reflective Enquiry	National Front, United Front, United Progressive Alliance, National Democratic Alliance Implications of Coalition politics Political Rise of Other Backward Classes	comment on India's balance of trade. • Make a list of items that are in India's import and export basket. • Make a list of India's major trading partners and identify these countries on a world map Name the nearest domestic and international airports from your school.	Discuss the strategies adopted by India to double its share in the international trade. • Evaluate the role of sea ports as gateways of international trade with examples. Major Sea Ports: Kandla, Mumbai, Marmagao, Kochi, Mangalore, Tuticorin, Chennai, Vishakhapatnam, Paradwip, Haldia • International Air ports: Ahmedabad, Mumbai, Bengaluru, Chennai, Kolkata, Guwahati, Delhi, Amritsar, Thiruvananthapuram & Hyderabad.
Month December Revision						

PINEGROVE SCHOOL, SUBATHU
Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: Physical Education
Class: XII
Session 2024-25

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
Month: March. No. of Periods: 10	Topic/Chapter: Unit I Planning in Sports	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 to explain <ul style="list-style-type: none"> ▪ Meaning & Objectives Of Planning ▪ Various Committees & its Responsibilities (pre; during & post) ▪ Tournament – Knock-Out, League Or Round Robin & Combination ▪ Procedure To Draw Fixtures – Knock-Out (Bye & Seeding) & League (Staircase & Cyclic) ▪ Intramural & Extramural – Meaning, Objectives & Its Significance Specific Sports Programmers (Sports Day, Health Run, Run For Fun, Run For Specific Cause & Run for
Month: MARCH No. of Periods: 10	Topic/Chapter: Unit II Sports & Nutrition	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 student will be able to: <ul style="list-style-type: none"> • Balanced Diet & Nutrition: Macro & Micro Nutrients • Nutritive & Non-Nutritive

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					<p>expected response from the students. Developing hypothesis by: Brainstorming Lecture Discussion.</p> <p>Using ppts YouTube videos, experimental demonstration to explain the topics.</p>	<p>Components Of Diet</p> <ul style="list-style-type: none"> Eating For Weight Control – A Healthy Weight, The Pitfalls of Dieting, Food Intolerance & Food Myths
<p>Month: April</p> <p>No. of Periods: 11</p>	<p>REVISION Unit I Planning in Sports</p>	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 to explain the topics.</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> Meaning & Objectives Of Planning Various Committees & its Responsibilities (pre; during & post) Tournament – Knock-Out, League Or Round Robin & Combination Procedure To Draw Fixtures – Knock-Out (Bye & Seeding) & League (Staircase & Cyclic) Intramural & Extramural – Meaning, Objectives & Its Significance Specific Sports Programme (Sports Day, Health Run, Run For Fun, Run For Specific Cause &

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
						Run for unity.
Month: April No. of Periods:11	Topic/Chapter: REVISION Unit II Sports & Nutrition	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"> • Balanced Diet & Nutrition: Macro &Micro Nutrients • Nutritive & Non-Nutritive Components Of Diet • Eating For Weight Control – A Healthy Weight, The Pitfalls of Dieting, Food Intolerance & Food Myths
Month: May No. of Periods: 12	Topic/Chapter:Unit III Yoga & Lifestyle	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	The students will be able to: <ul style="list-style-type: none"> • Asanas as preventive measures Obesity: Procedure, Benefits & contraindications for Vajrasana, Hastasana, Trikonasana, Ardh <ul style="list-style-type: none"> • Matsyendrasana Diabetes: Procedure, Benefits & contraindications for

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>Discussion.</p> <p>Using ppts, YouTube videos, and experimental demonstration to explain the topics.</p>	<p>Bhujangasana, Paschimottasana, Pawan</p> <ul style="list-style-type: none"> Muktasana, Ardhamatsyendrasana <p>Asthema: Procedure, Benefits & contraindications for Sukhasana, Chakrasana, Gomukhasana,</p> <ul style="list-style-type: none"> Parvatasana, Bhujangasana, Paschimottasana, Matsyasana <p>Hypertension: Tadasana, Vajrasana, Pawan Muktasana, ArdhaChakrasana, Bhujangasana,</p> <ul style="list-style-type: none"> Sharasana Back Pain: Tadasana, Ardhamatsyendrasana, Vakrasana, Shalabhasana, Bhujangasana
<p>Month: June</p> <p>No. of Periods:10</p>	Topic/Chapter: Unit IV Physical Education & Sports for CWSN (Children With Special Needs - Divyang)	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 Lecture Discussion.</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> Concept of Disability & Disorder Types of Disability, its causes & nature (cognitive disability, intellectual disability, physical disability) Types of Disorder, its cause & nature (ADHD, SPD, ASD, ODD, OCD) Disability Etiquettes

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
					Using ppts, modules, YouTube videos, experimental demonstration to explain the topics.	<ul style="list-style-type: none"> • Advantage of Physical Activities for children with special needs ▪ Strategies to make Physical Activities assessable for children with special need
Month: July No. of Periods: 12	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	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 videos, experimental demonstration to explain the topics.	At the end of the chapter, students will be able <ul style="list-style-type: none"> • Motor development & factors affecting it • Exercise Guidelines at different stages of growth & Development Common Postural Deformities - Knock Knee; Flat Foot; Round Shoulders; Lordosis, Kyphosis, Bow <ul style="list-style-type: none"> • Legs and Scoliosis and their corrective measures • Sports participation of women in India • Special consideration (Menarch&Menstrual Disfunction) ▪ Female Athletes Triad (Oestoperosis, Amenoria, Eating Disorders)
Month: July	Topic/Chapter: Unit VI Test & Measurement in Sports	Power Point Presentations, Extra marks, YouTube Videos.	Mind maps on the topics given Practical's related	Oral Questions, Chapter end test, MCQs, Exercise Questions	Activating Prior Knowledge by Random	The students will be able to:

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: 12			to topic performed		<p>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>Motor Fitness Test – 50 M Standing Start, 600 M Run/Walk, Sit & Reach, Partial Curl Up,</p> <ul style="list-style-type: none"> Push Ups (Boys), Modified Push Ups (Girls), Standing Broad Jump, Agility – 4x10 M Shuttle run <p>General Motor Fitness – Barrow three item general motor ability (Standing Broad Jump, Zig</p> <ul style="list-style-type: none"> Zag Run, Medicine Ball Put – For Boys: 03 Kg & For Girls: 01 Kg) <p>Measurement of Cardio Vascular Fitness – Harvard Step Test/Rockport Test -</p> <ul style="list-style-type: none"> Computation of Fitness Index: <p>Rikli& Jones - Senior Citizen Fitness Test</p> <ol style="list-style-type: none"> Chair Stand Test for lower body strength Arm Curl Test for upper body strength Chair Sit & Reach Test for lower body flexibility Back Scratch Test for upper body flexibility Eight Foot Up & Go Test for agility Six Minute Walk Test for Aerobic Endurance
Month: Aug	Topic/Chapter: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	Activating Prior Knowledge by Random Questioning	<p>The students will be able to:</p> <ul style="list-style-type: none"> Physiological factor

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: 11					Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by: Brainstorming Lecture Discussion. Using ppts, modules, YouTube videos to explain the topics.	determining component of Physical Fitness <ul style="list-style-type: none"> • Effect of exercise on Cardio Respiratory System • Effect of exercise on Muscular System • Physiological changes due to ageing • Sports injuries: Classification <ul style="list-style-type: none"> ▪ First Aid – Aims & Objectives.
Month: Sep No. of Periods: 13	Topic/Chapter: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	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 videos to explain the topics.	At the end of the chapter, students will be able, Meaning and Importance of Biomechanics in Sports <ul style="list-style-type: none"> <input type="checkbox"/>Types of movements (Flexion, Extension, Abduction & Adduction) <input type="checkbox"/>Newton's Law of Motion & its application in sports <input type="checkbox"/>Friction & Sports
Month: Sep	Topic/Chapter: Topic/Chapter:	Power Point Presentations, Extra	Mind maps on the topics given	Oral Questions, Chapter end test, MCQs,	Activating Prior Knowledge by	The students will be able to:

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	Unit IX Psychology & Sports	marks, YouTube Videos.	Practical's related to topic performed	Exercise Questions	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 videos to explain the topics.	Personality; its definition & types – Trait & Types (Sheldon & Jung Classification) & Big Five Theory <input type="checkbox"/> Motivation, its type & techniques <input type="checkbox"/> Exercise Adherence; Reasons to Exercise, Benefits of Exercise <input type="checkbox"/> Strategies for Enhancing Adherence to Exercise <input type="checkbox"/> Meaning, Concept & Types of Aggressions in Sports
Month: October No. of Periods: 10	Topic/Chapter: Unit X Training 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 videos, experimental	The students will be able to: methods of improving Strength – Isometric, Isotonic & Isokinetic <input type="checkbox"/> Endurance - Definition, types & methods to develop Endurance – Continuous Training, Interval Training & Fartlek Training Speed – Definition, types & methods to develop Speed – Acceleration Run & Pace Run <input type="checkbox"/> Flexibility – Definition, types & methods to improve flexibility <input type="checkbox"/> Coordinative Abilities – Definition & types

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
					demonstration to explain the topics.	<ul style="list-style-type: none"> ▪ <input type="checkbox"/> Circuit Training - Introduction & its importance.