



Pinegrove School

Annual Pedagogy Plan (VI to VIII)

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: VI
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/ March (32 days)	<p><u>Grammar/</u> <u>Composition</u> Letter Writing</p> <p>Application Writing</p> <p>Short Story Writing</p> <p>Sentences</p>	<ul style="list-style-type: none"> ● <u>Computer Aided Teaching</u> (using Extramarks) ● <u>PPT and videos</u> <p>https://youtu.be/2BzA_95rExU</p> <ul style="list-style-type: none"> ● <u>Grammar workbook</u> ● <u>Chalk board, chalk, duster</u> ● <u>Digitizer</u> 	<ul style="list-style-type: none"> ● <u>Experiential Learning:</u> Discussion and Writing letters to parents and applications to class teacher, Head Teachers. ● <u>Inter Disciplinary linkage</u> (With Social Science) History of communication ● <u>Skill assessment</u> (Reading, Listening, Speaking, Writing skills) 	<ul style="list-style-type: none"> ● (CW) Discussion and (HW) writing of Letter, Application, Short Story , different kinds of sentences. ● Quizzes/MCQs ● Class Test 	<p>Interactive session to build the connect and to get to know the child To do a quick revision of what the child has done in the previous class. To appreciate the child's effort of making project and speaking about the holidays.</p> <p>Ice Breaking Activity: Children will be asked to share their experience of communicating with people at a distance, which mode they find the most convenient. Topic will be introduced. PPT on journey of a letter will be shown. Types and Format of writing letters and applications will be taught through examples. Children will write letters to their parents or grandparents using the format taught.</p>	<p>Students know</p> <ul style="list-style-type: none"> ● the history of communication. ● various types of letters, the purpose, correct format and apply this knowledge to write informal letters to their parents, and applications in meaningful ways real life situations. ● the role of letters in present day digitalized life. ● value relationships, develop love and respect for family and friends. ● know and respect the cultural diversity of the country. <p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> ● Reading skills

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					<p>Ice breaking Activity Story Writing: Discussion about the best things about grandparents, the stories told by them etc.</p> <p>Topics will be introduced by the teacher and explained through PPTs and video. Short stories will be read out from magazines and story books. Elements of a story will be discussed. Practice will be done in writing.</p>	<ul style="list-style-type: none"> ● Listening skills ● Speaking skills ● Writing skills ● Problem solving ● Creative writing ● Interpersonal communication skills ● Identify different kinds of sentences and demonstrate improved sentence writing abilities.
	<p><u>Grammar & Composition</u> Nouns</p> <p>Pronouns</p>	<p><u>Computer Aided Teaching</u> <u>PPT and videos</u></p> <p>Nouns https://www.youtube.com/watch?v=BI1Syz9I2n0 https://www.youtube.com/watch?v=Um4suK9PtJ4 Pronouns https://youtu.be/2VbXR</p>	<ul style="list-style-type: none"> ● <u>Experiential learning:</u> (PPT, video, Game Atlas) ● <u>Inter disciplinary linkage:</u> (With Hindi: what is Noun called in Hindi and types of Nouns, what is Pronoun called in Hindi) 	<ul style="list-style-type: none"> ● Discussion and exercises in grammar workbook ● Quizzes/ MCQs /Class Test based on Nouns 	<p>Warm up Activities: Nouns (Atlas Game of names, places, things, feelings etc)</p> <p>Pronouns (PK testing about Nouns and discuss sentences with only nouns)</p> <p>Topic will be introduced and explained with the help of PPTs and videos.</p>	<p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> ● Listening skills ● Reading skills ● Speaking skills ● Writing skills ● Problem solving ● Creative writing ● Critical thinking ● Write and speak grammatically correct sentences

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		ddlCB8 Grammar workbook Chalk board, chalk, duster Digitizer			Guided practice followed by Independent Practice. Exercises will be done in the workbook	for a variety of situations using nouns and pronouns.
	Literature L-1 Who did Patrick's Homework? (Story)	<ul style="list-style-type: none"> ● Computer Aided Teaching (using Extramarks) ● PPT ● PDF, Textbook (Honeysuckle) ● Chalk board, chalk, duster ● Digitizer 	<ul style="list-style-type: none"> ● Experiential Learning: Entry /Exit Cards Activity ● Inter disciplinary (With sports) Discussing different types of games – indoor and outdoor ● Skill assessment (Reading, Listening, Speaking, Writing skills) 	<ul style="list-style-type: none"> ● (CW) Discussion and (HW) writing of Question answers. ● Writing of difficult words, Word Meanings and Making Sentences ● Dictation, Quizzes, MCQs, Class Test 	Ice breaking–Entry-Exit Card Activity Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning	<ul style="list-style-type: none"> ● Students are able to monitor, and self-correct their own comprehension of the text. The following skills of the students are enhanced: <ul style="list-style-type: none"> ● Listening skills ● Speaking skills ● Reading skills ● Writing skills ● Problem solving ● Creative writing ● Critical thinking The learners <ul style="list-style-type: none"> ● refer to dictionary to check meanings and spelling. ● infer the meaning of unfamiliar words by reading them in context

Month/ No. of working days	Topic/Sub-topic	Teaching 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"> spell the words correctly when dictation is given. answer the questions orally and in written. read and interpret critically the text in different contexts. identify the values (hard work and self-help) highlighted in the story.
	<p><u>Literature</u></p> <p>Poem-1 A House, A Home (Poem)</p>	<p><u>Computer Aided Teaching</u> (using Extramarks)</p> <p><u>PPT and videos</u></p> <p><u>Textbook (Honeysuckle)</u></p> <p><u>Chalk board, chalk, duster</u></p> <p><u>Digitizer</u></p>	<ul style="list-style-type: none"> <u>Art Integrated Project:</u> (Make a 3D model of a house, write difference between a house and a home) <u>Experiential learning:</u> (Through discussion and sharing of experiences) <u>Inter disciplinary linkage:</u> (With Social Science) Discussion on different types of houses 	<ul style="list-style-type: none"> (CW) Discussion and (HW) writing of Question answers. Writing of Difficult words, Word Meanings and Making Sentences Quizzes/ MCQs, Class Test 	<p>Brain Storming – Discussion on importance of family, difference between a house and a home to encourage Collaborative, Communication, Critical thinking.</p> <p>Introduction of the topic - PPT and Digital Content would be shared. Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom.</p>	<p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> Reading skills Listening skills Speaking skills Writing skills Problem solving Creative writing Critical thinking <p>The learners</p> <ul style="list-style-type: none"> refer to dictionary to check meanings and spelling. infer the meaning of unfamiliar words by reading them in context and acquire varied range of

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			<ul style="list-style-type: none"> ● <u>Skill assessment</u> (Reading, Listening, Speaking, Writing skills) 		Techniques to be used: Group Discussion Questioning MCQs	vocabulary. <ul style="list-style-type: none"> ● spell the words correctly when dictation is given. ● recite poem with expressions and intonation. ● identify the values (love and respect for family) highlighted in the story. ● present their inference from the text. ● appreciate poetic language ● develop creativity and love for art and learn meaningful craft.
	<u>Supplementary Reader</u> L-1 The Tale of Two Birds (Story)	<u>Computer Aided Teaching</u> (using Extramarks) <u>PPT</u> <u>Textbook (A Pact with Sun)</u> <u>Chalk board, chalk, duster</u>	<ul style="list-style-type: none"> ● <u>Experiential learning:</u> PPT, video, discussion and sharing of experiences ● <u>Art linkage:</u> Discussion about different forms of stories like fable, folktales ● <u>Inter disciplinary</u> 	<ul style="list-style-type: none"> ● (CW) Discussion and (HW) writing of Question answers. ● Writing of Difficult words, Word Meanings and Making Sentences ● Quiz/MCQs, Class Test 	Brain Storming – Discussion on the importance of the company a person chooses to be with. Some idioms and proverbs on ‘good company’ in Hindi and English will be discussed.	The following skills of the students are enhanced: <ul style="list-style-type: none"> ● Reading skills ● Listening skills ● Speaking skills ● Writing skills ● Problem solving ● Creative writing ● Critical thinking The learners <ul style="list-style-type: none"> ● refer to the

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			<p>linkage (with Hindi): Idioms and proverbs on 'good company' in Hindi and English</p> <p>● Skill assessment (<u>Reading, Listening,</u> <u>Speaking, Writing</u> <u>skills</u>)</p>		<p>PPT and Digital Content would be shared.</p> <p>Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning MCQ</p>	<p>dictionary to check meanings and spelling.</p> <ul style="list-style-type: none"> ● infer the meaning of unfamiliar words by reading them in context ● spell the words correctly when dictation is given. ● develop reference skills in both printed and electronic mode. ● realize the importance of keeping good company and apply this understanding in their lives.

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April/May (37 days)	<p><u>Supplementary Reader</u></p> <p>L-2 The Friendly Mongoose (Story)</p>	<p><u>Computer Aided Teaching</u> (using Extramarks)</p> <p><u>PPT and videos</u></p> <p>https://youtu.be/HaJCceV-xwE</p> <p>https://www.youtube.com/watch?v=uBc6x0dYBe0</p> <p><u>Textbook (A Pact with Sun)</u></p> <p><u>Chalk board, chalk, duster</u></p> <p><u>Digitizer</u></p>	<p>● <u>Experiential learning:</u> (PPT, video, discussion and sharing of experiences)</p> <p>● <u>Inter disciplinary linkage:</u> (With Hindi: students recall they have read the same story in Hindi too)</p> <p>● <u>Skill assessment</u> (Reading, Listening, Speaking, Writing skills)</p>	<ul style="list-style-type: none"> ● (CW) Discussion and (HW) writing of Question answers. ● Writing of Difficult words, Word Meanings and Making Sentences ● Quiz/ MCQs, Class Test 	<p>Brain Storming- To hone the students' critical thinking and communication skills the class would start with a debate on an argument for and against keeping pets. They would also be told about the significance of the topic that they would be studying.</p> <p>Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share MCQ</p>	<p>The following skills and competencies of the students are enhanced:</p> <ul style="list-style-type: none"> ● Reading skills ● Listening skills ● Speaking skills ● Writing skills ● Problem solving ● Creative writing ● Critical thinking and provide solutions to problems raised <p>The learners refer to the dictionary to check meanings and spelling.</p> <ul style="list-style-type: none"> ● infer the meaning of unfamiliar words by reading them in context ● spell the words correctly when dictation is given. ● identify the values of having faith and not being impulsive and apply these in real 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><u>Supplementary Reader</u></p> <p>L-3 The Shepherd's Treasure (Story)</p>	<p><u>Computer Aided Teaching</u></p> <p><u>PPT and videos</u> https://youtu.be/pVXE0hQ_RqQ</p> <p><u>Textbook (A Pact with the Sun)</u></p> <p><u>Chalk board, chalk, duster</u></p>	<p><u>Experiential Learning:</u> PPT, Video</p> <p><u>Inter disciplinary linkage:</u> <u>(With Hindi)</u> discussion on similar stories in Hindi</p> <p><u>Skill assessment</u> (Reading, Listening, Speaking, Writing skills)</p>	<ul style="list-style-type: none"> • CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences <p>Quiz/MCQs, Class Test</p>	<p>Brain Storming- The class would start with a discussion on virtues of humility and wisdom, the virtue of good judgment?</p> <p>Introduction of the topic.</p> <p>Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning MCQ</p>	<p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> • Reading skills • Listening skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking <p>The students</p> <ul style="list-style-type: none"> • infer the meaning of unfamiliar words by reading them in context • write dictation of words. • answer the questions orally and in written. • read and interpret critically the text in different contexts. • realize the value of humility and honesty.
	<p><u>Literature</u></p> <p>L-2 How the Dog Found Himself a New Master! (Story)</p>	<ul style="list-style-type: none"> • <u>Computer Aided Teaching</u> (using Extramarks) • <u>PPT and video</u> https://www.youtube.com/watch?v=ios8RyMcSKc 	<ul style="list-style-type: none"> • <u>Experiential Learning:</u> • PPT, video, project • <u>Inter disciplinary linkage</u> (with Social Science) 	<ul style="list-style-type: none"> • (CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences 	<p>Brain Storming – The lesson would start with a discussion on how the dog became a tamed animal to enhance collaborative, communication skills and critical thinking.</p> <p>Introduction of the</p>	<p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> • Reading skills • Listening skills • Speaking skills • Writing skills • Problem solving

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		<ul style="list-style-type: none"> ● <u>PDF, Textbook (Honeysuckle)</u> ● <u>Chalk board, chalk, duster</u> ● <u>Digitizer</u> 	<ul style="list-style-type: none"> ● Discussion on domestic and wild animals ● <u>Art integrated Project:</u> Making 2-D/3-D puppets. ● <u>Skill assessment (Reading, Listening, Speaking, Writing skills, short poem)</u> 	<ul style="list-style-type: none"> ● Dictation, Quizzes/ MCQs, Class Test 	<p>chapter. Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning MCQ</p>	<ul style="list-style-type: none"> ● Creative writing ● Critical thinking <p>The learners:</p> <ul style="list-style-type: none"> ● refer to dictionary to check meanings and spelling. ● refer to dictionary to find the meanings of difficult words. ● infer the meaning of unfamiliar words by reading them in context ● spell the words correctly when dictation is given. ● frame meaning sentences orally and in written. ● demonstrate planning skills, locate, access, select and integrate relevant data to answer questions orally and in written. ● appreciate poetic language and write a few lines on their own.
	Literature P-2 The Kite (Poem)	● <u>Computer Aided Teaching</u> (using	● <u>Experiential Learning:</u>	● (CW) Discussion and (HW) writing of	Brain Storming –To hone students' critical	The following skills of the students are enhanced:

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		Extramarks) ● <u>PPT and videos</u> ● <u>Textbooks</u> ● <u>Chalk board, chalk, duster</u> ● <u>Digitizer</u>	PPT, discussion (festivals), activity ● <u>Activity:</u> Make a colourful kite-shaped bookmark ● <u>Inter disciplinary linkage:</u> (With Social Science) Discussion about kite flying festival ● <u>Skill assessment</u> <u>(Reading, Listening, Speaking, Writing skills, Critical thinking)</u>	Question answers. ● Writing of Difficult words, Word Meanings and Making Sentences ● Quizzes/MCQs, Class Test	thinking the class would start with introductory questions like: Have you ever tried to fly a kite, on which Indian festival do people fly kites, uses of kites etc. They would also be told about the significance of the poem that they would be studying. Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning	<ul style="list-style-type: none"> ● Reading skills ● Listening skills ● Speaking skills ● Writing skills ● Problem solving ● Creative writing ● Critical thinking ● The learners refer to dictionary to check meanings and spelling. ● infer the meaning of unfamiliar words by reading them in context ● spell the words correctly when dictation is given. ● recite poem with expressions and intonation. ● appreciate poetic language. ● develop reference skills both printed and electronic mode.
	<u>Literature</u> <u>L-3 Taro's Reward</u>	<u>Computer Aided Teaching</u> (using Extramarks)	● <u>Cross-cultural link:</u>	● (CW) Discussion and (HW) writing of Question answers.	<u>Brain Storming-</u> The class would start with a discussion on what a	The following skills of the students are enhanced:

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	(Story)	<p><u>PPT and video</u> https://youtu.be/TSSS4vzcnOg</p> <p><u>Textbook (A Pact with the Sun)</u></p> <p><u>Chalk board, chalk, duster</u></p>	<p>Discussion on basic values common to Asian countries like India and Japan</p> <p>● <u>Experiential Learning:</u></p> <p>PPT, video, discussion, sharing experiences</p> <p>● <u>Skill assessment</u></p> <p><u>(Reading, Listening, Speaking, Writing skills)</u></p>	<p>● Writing of Difficult words, Word Meanings and Making Sentences</p> <p>● Quiz/MCQs, Class Test</p> <p>● Unit tests -I</p>	<p>child should do to fulfill the dreams and wishes of the parents? Discussion on family values and relationships</p> <p>Introduction of the chapter</p> <p>Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning MCQ</p>	<ul style="list-style-type: none"> ● Reading skills ● Listening skills ● Speaking skills ● Writing skills ● Problem solving ● Creative writing ● Critical thinking <p>The students:</p> <ul style="list-style-type: none"> ● can infer the meaning of unfamiliar words by reading them in context ● write dictation of words. ● demonstrate planning skills, locate, access, select and integrate relevant data to answer questions orally and in written. ● identify the values like respect and care for parents, hard work and kindness.
	Literature P-3 The Quarrel (Poem)	<p><u>Computer Aided Teaching</u></p> <p><u>PPT and video</u> youtu.be/7roHCvpSj4</p>	<p>● <u>Experiential Learning:</u></p> <p>PPT, video, Sharing personal</p>	<p>● CW) Discussion and (HW) writing of Question answers.</p> <p>● Writing of Difficult</p>	<p>Ice breaking Activity- The students will be asked to share some personal experiences on quarrels or arguments amongst family or with</p>	<p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> ● Reading skills ● Listening skills ● Speaking skills

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		<p><u>PDF Textbooks (Honeysuckle)</u></p> <p><u>Chalk board, chalk, duster</u></p>	<p>experiences on quarrels or arguments in family or with friends</p> <ul style="list-style-type: none"> <u>Skill assessment</u> <p><u>(Reading, Listening, Speaking, Writing skills)</u></p>	<p>words, Word Meanings and Making Sentences</p> <ul style="list-style-type: none"> Quiz/MCQs, Class Test 	<p>friends, the reasons. Modal recitation by the teacher. Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning MCQ</p>	<ul style="list-style-type: none"> Writing skills Problem solving Creative writing Critical thinking <p>The students:</p> <ul style="list-style-type: none"> infer the meaning of unfamiliar words by reading them in context write dictation of words recite poem with expressions and intonation respect relationships. understand that quarrels and arguments are a part of life and learn to resolve conflicts. learn to be flexible and to adapt to different situations.
	<p><u>Grammar & Composition</u></p> <p>Notice Writing</p>	<ul style="list-style-type: none"> <u>Computer Aided Teaching</u> <u>PPT and videos</u> <u>Grammar workbook</u> <u>Chalk board, chalk, duster</u> 	<ul style="list-style-type: none"> <u>Experiential learning:</u> <ul style="list-style-type: none"> Writing notices for school 	<ul style="list-style-type: none"> Discussion and exercises in grammar workbook Quizzes/ MCQs Class Test 	<p>Warm up: (Discussion on how to circulate a message within an organization)</p> <p>Introduction of the topic- PPT and Digital</p> <p>Content would be shared</p>	<p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> Reading skills Listening skills Speaking skills Writing skills Observation skills

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		<ul style="list-style-type: none"> ● <u>Digitizer</u> 			<p>Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom.</p> <p>Techniques to be used: Group Discussion Questioning Think Pair Share MCQ</p>	<ul style="list-style-type: none"> ● Problem solving ● Creative writing ● Critical thinking <p>The learners will be able to</p> <ul style="list-style-type: none"> ● refer to dictionary to check meanings and spelling. ● use nouns, pronouns in speech and writing. ● write notices for various purposes in the correct format ● describe in detail people, places, things, events
						<p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> ● Reading skills ● Listening skills ● Speaking skills ● Writing skills ● Problem solving ● Creative writing ● Critical thinking <p>The students</p> <ul style="list-style-type: none"> ● infer the meaning of unfamiliar words by reading them in

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						context write dictation of words. <ul style="list-style-type: none"> ● answer the questions orally and in written. ● read and interpret critically the text in different contexts. ● realize the value of humility and honesty.
	<p><u>Grammar/Composition</u></p> <p>Diary Entry</p> <p>Articles</p> <p>Reading Comprehension</p>	<ul style="list-style-type: none"> ● <u>Computer Aided Teaching</u> ● <u>PPT and videos</u> <p>Diary Entry https://youtu.be/2VbXRddlCB8 Short Story https://www.youtube.com/watch?v=R1ahI0K22Hs</p> <ul style="list-style-type: none"> ● <u>Grammar workbook</u> ● <u>Chalk board, chalk, duster</u> ● <u>Digitizer</u> 	<ul style="list-style-type: none"> ● <u>Experiential Learning:</u> PPT, Video, Writing diary, stories ● <u>Articles</u> Drill of articulating vowel and consonant sounds 	<ul style="list-style-type: none"> ● CW) Discussion and (HW) Exercises in Grammar workbook ● Quizzes/ MCQs, Class Test, Revision 	<p>Warm up (Article Writing): Students will be asked why friends are important, what if there were no friends.</p> <p>Icebreaking Activity (Articles): The students will be asked to describe various things. These describing words are called Adjectives and Articles are special type of adjectives. Vowel and consonant sounds will be explained.</p>	<p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> ● Reading skills ● Listening skills ● Speaking skills ● Writing skills ● Problem solving ● Creative writing ● Critical thinking ● Students think critically, analyses social issues ● draft, revise and write Articles on given topics based on verbal, print and visual clues
May		● <u>Computer Aided</u>	● <u>Experiential</u>	● (CW) Discussion and	Braim Storming- The	The following skills 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
22 days	Supplementary Reader L-4 The Old Clock Shop (Story)	<u>Teaching</u> (using Extramarks) <ul style="list-style-type: none"> ● <u>PPT</u> ● <u>Textbook (A Pact with the Sun)</u> ● <u>Chalk board, chalk, duster</u> 	<u>Learning:</u> PPT, project <ul style="list-style-type: none"> ● <u>Art integrated Project Work:</u> Find a folktale from <u>Kerala and illustrate it in the form of a comic strip</u> ● <u>Skill assessment</u> <u>(Reading, Listening, Speaking, Writing skills, Critical thinking)</u> 	(HW) writing of Question answers. <ul style="list-style-type: none"> ● Writing of Difficult words, Word Meanings and Making Sentences ● Class Test based on story/poem/grammar topics covered 	class would start with a discussion on how honest and correct ways can win over any situation. They would also be told about the significance of the topic that they would be studying. Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share MCQ	the students are enhanced: <ul style="list-style-type: none"> ● Reading skills ● Listening skills ● Speaking skills ● Writing skills ● Problem solving ● Creative writing ● Critical thinking infers the meaning of unfamiliar words by reading them in context ● write dictation of words ● identify and make correct use of Adjectives and Verbs in their speech and writing. ● understand the importance of non-violence and peace. ● correlate artwork to other disciplines. ● understand value the cultural heritage of their country.
	Grammar Verbs	<ul style="list-style-type: none"> ● <u>Computer Aided</u> 	<ul style="list-style-type: none"> ● <u>Inter disciplinary</u> 	<ul style="list-style-type: none"> ● Exercises in 	Ice breaking activity: Verbs:	The following skills of the students are

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		<p>Teaching (using Extramarks)</p> <ul style="list-style-type: none"> ● PPT and videos Verbs https://youtu.be/uLiQBnhLrZE Subject Verb Agreement https://youtu.be/LfJPA8GwTdk ● Grammar workbook ● Chalk board, chalk, duster 	<p>linkage (with Hindi) What is Verb called in Hindi, its types</p> <ul style="list-style-type: none"> ● Experiential Learning PPT, videos 	<p>Grammar workbook (CW and HW)</p> <ul style="list-style-type: none"> ● Quizzes/ MCQs ● Class Test 	<p>Dumb charade (Think of your favourite activity and enact)</p> <p>Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share MCQ</p>	<p>enhanced:</p> <ul style="list-style-type: none"> ● Reading skills ● Listening skills ● Speaking skills ● Writing skills ● Problem solving ● Creative writing ● Critical thinking
	Adjectives Integrated Grammar and Composition	<ul style="list-style-type: none"> ● Computer Aided Teaching ● PPT and videos https://youtu.be/PVYNi DGJ5g https://youtu.be/EDV-KMBvMck ● Grammar workbook ● Chalk board, chalk, duster ● Digitizer 	<ul style="list-style-type: none"> ● Inter disciplinary linkage (with Hindi) What are Adjectives called in Hindi, their types. ● Experiential Learning PPT, videos ● Art integration Activity (with music) Listen to this song and write down any 10 adjectives that you hear in the song 	<ul style="list-style-type: none"> ● CW) Discussion and (HW) exercises in Grammar workbook ● Word Search, Quizzes/ MCQs, Class Test based on grammar topics covered 	<p>Ice breaking activity: Adjectives (Define various things like bottle, pen, uniform etc in just one word)</p> <p>Introduction of the topic- PPT and Digital Content would be shared. Guided practice followed by Independent Practice – Exercises to be done in workbook.</p>	<p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> ● Reading skills ● Listening skills ● Speaking skills ● Writing skills ● Problem solving ● Creative writing ● Critical thinking ● define adjectives. ● identify and make correct use of Adjectives and Verbs in their speech and writing ● will develop 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
			https://youtu.be/A3yCcXgbKrE (<i>What a Wonderful World</i> by Louis Armstrong)			in music
June 12 days	Revision Unit Test I		<ul style="list-style-type: none"> ● Art integrated Project (Holidays HW) <p>Make a useful item using waste material lying at home and write the steps involved in it and also how you helped protect environment by making it</p>	Artwork Written assignment	Creative work	Learners will <ul style="list-style-type: none"> ● will become more sensitive towards environment ● learn to use available resources
July 25 days	Literature L-4 An Indian American Woman in Space, Kalpana Chawla (Story)	<ul style="list-style-type: none"> ● Computer Aided Teaching ● PPT and videos https://youtu.be/W1LG-wDr4fM ● Textbook (Honeysuckle) ● Chalk board, chalk, duster ● Digitizer 	<ul style="list-style-type: none"> ● Experiential learning: PPT, video, project ● Virtual trip to NASA ● Interdisciplinary Link: (With Science) Discussion on Space and adaptations 	<ul style="list-style-type: none"> ● CW) Discussion and (HW) writing of Question answers. ● Writing of Difficult words, Word Meanings and Making Sentences ● Quizzes/ MCQs, Class Test 	<p>Brain Storming-Discussion space and how astronauts adapt themselves to space, how an airplane is different from a spaceship. They would also be told about the different varieties English that exist around the world.</p> <p>Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice –</p>	The following skills of the students are enhanced: <ul style="list-style-type: none"> ● Reading skills ● Listening skills ● Speaking skills ● Writing skills ● Problem solving ● Creative writing ● Critical thinking ● Love for reading ● respond to a variety of questions on familiar and unfamiliar texts verbally and in
			● Skill 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
			<u>(Reading, Listening, Speaking, Writing skills)</u>		Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share, MCQs	writing. <ul style="list-style-type: none"> ● use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses. ● write grammatically correct sentences for a variety of situations using noun, pronoun, etc. ● become self-directed, learn information seeking strategies, use print and non-print sources, synthesize information. ● become aware of using media and technology. ● reflect and apply knowledge of one discipline in other different disciplines and learning is deepened.
	P- 4 Beauty (Poem)	<ul style="list-style-type: none"> ● <u>Computer Aided Teaching</u> ● <u>PPT</u> 	<ul style="list-style-type: none"> ● <u>Experiential Learning:</u> PPT, recitation, nature 	<ul style="list-style-type: none"> ● CW) Discussion and (HW) writing of Question answers. 	Brain Storming –The class would start with a discussion about what is	The following skills of the students are enhanced: <ul style="list-style-type: none"> ● Reading 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
		<ul style="list-style-type: none"> ● <u>Textbook (Honeysuckle)</u> ● <u>Chalk board, chalk, duster</u> ● <u>Digitizer</u> 	<p>walk and observation</p> <ul style="list-style-type: none"> ● <u>Interdisciplinary Link:(with Environmental Science)</u> Notice the nature around and the beautiful plants, flowers, creatures, sunshine, clouds etc. Think and tell what makes them beautiful. <ul style="list-style-type: none"> ● <u>Skill assessment</u> <u>(Reading, Listening, Speaking, Writing skills)</u> 	<ul style="list-style-type: none"> ● Writing of Difficult words, Word Meanings and Making Sentences ● Quizzes/MCQs, Class Test 	<p>beauty and where can you find it?</p> <p>They would also be told – about the poet -the significance of the topic that they would be studying.</p> <p>Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice –Questions/and answers will be discussed in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share MCQ</p>	<ul style="list-style-type: none"> ● Listening skills ● Speaking skills ● Writing skills ● Problem solving ● Creative writing ● Critical thinking ● Love for reading ● recite poems in proper intonation. ● respond to a variety of questions on familiar and unfamiliar texts verbally and in writing. ● to use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses. ● write grammatically correct sentences for a variety of situations using noun, pronoun, adverb, prepositions etc. ● reflect and apply knowledge of one discipline in other different disciplines and learning is deepened.

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	L-5 A Different Kind of School	<ul style="list-style-type: none"> ● Computer Aided Teaching (using Extramarks) ● PPT and videos https://www.youtube.com/watch?v=f-IVv8eceDk ● PDF Textbook (Honeysuckle) ● Chalk board, chalk, duster ● Digitizer 	<ul style="list-style-type: none"> ● Experiential Learning: PPT, video, pretend game ● Pretend Game (Spend a day working with one hand only/ blindfold yourself and try to do your daily chores, then write your experience.) ● Skill assessment (Reading, Listening, Speaking, Writing skills) 	<ul style="list-style-type: none"> ● CW) Discussion and (HW) writing of Question answers. ● Writing of Difficult words, Word Meanings and Making Sentences ● Quizzes/MCQs, Class Test 	<p>Brain Storming –The class would start with a discussion on topics like- the social concern for the differently- abled people, being deaf is worse than being blind Words like empathy, sympathy, pity will be discussed.</p> <p>Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice – Questions/answers will be discussed in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share MCQ</p>	<p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> ● Reading skills ● Speaking skills ● Listening skills ● Writing skills ● Problem solving ● Creative writing ● Critical thinking ● Love for reading ● participate in activities in English like role play ● respond to a variety of questions on familiar and unfamiliar texts verbally and in writing. ● Students are able to use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses. ● Students can use grammatically correct sentences for a variety of situations like everyday communication.

Month/ No. of working days	Topic/Sub-topic	Teaching 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"> ● become sensitive towards differently abled people. ● become flexible and learn to adapt themselves to difficult situations. ● reflect and apply knowledge of one discipline in other different disciplines and learning is deepened.
	<p>Literature P-5 Where do all the Teachers Go? (Poem)</p>	<ul style="list-style-type: none"> ● Computer Aided Teaching (using Extramarks) ● PPT and videos Poem https://youtu.be/9_5N69zYCKs ● Textbook (Honeysuckle) ● Chalk board, chalk, duster 	<ul style="list-style-type: none"> ● Experiential Learning: PPT, video, Activity: Interview your teachers. ● Inter-disciplinary linkage (Social Science) Video on Savitri Bai Phule, the first female teacher of India to show the social struggles https://youtu.be/b-qvgB1hUAY 	<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 	<p>Brain Storming –The class would start with a discussion on the importance of a teacher in a children’s’ life.</p> <p>Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice –Questions/and answers will be discussed in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share</p>	<p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> ● Reading skills ● Speaking skills ● Listening skills ● Writing skills ● Problem solving ● Creative writing ● Critical thinking ● Love for reading ● participate in activities in English like interviewing the teacher. ● frame grammatically correct meaningful questions.

Month/ No. of working days	Topic/Sub-topic	Teaching 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"> ● <u>Art Integration</u> Activity: Make a beautiful greeting card for your favourite teacher and write a message for her/him. ● <u>Skill assessment</u> (Reading, Listening, Speaking, Writing skills) 			<ul style="list-style-type: none"> ● respond to a variety of questions on familiar and unfamiliar texts verbally and in writing. ● use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses. ● become sensitive towards differently abled people.
	<u>Supplementary Reader</u> L-5 Tansen (Story)	<ul style="list-style-type: none"> ● <u>Computer Aided Teaching</u> (using Extramarks) ● <u>PPT</u> ● <u>Textbook (A Pact with The Sun)</u> ● <u>Chalk board, chalk, duster</u> 	<ul style="list-style-type: none"> ● <u>Experiential Learning:</u> PPT, video, research activity on eminent classical singers of India. ● <u>Inter-disciplinary linkage (Social Science, Music)</u> Research on 9 gems in the Emperor Akbar's court, different genres of music, classical 	<ul style="list-style-type: none"> ● CW) Discussion and (HW) writing of Question answers. ● Writing of Difficult words, Word Meanings and Making Sentences ● Quiz/MCQs, Class Test, Revision 	<p>Brain Storming –The class would start with a discussion about following one's passion. They would also be told – about few distinguished Indian musicians.</p> <p>-the significance of the topic that they would be studying</p> <p>Writing and Reading a. Agree/ disagree line up, YES/ NO questions will be asked to check their basic</p>	<p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> ● Reading skills ● Speaking skills ● Listening skills ● Writing skills ● Problem solving ● Creative writing ● Critical thinking ● Love for reading ● participate in activities in English like role play ● can respond to a variety of questions

Month/ No. of working days	Topic/Sub-topic	Teaching 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>music and musicians of India.</p> <ul style="list-style-type: none"> ● <u>Skill assessment</u> <p>(<u>Reading, Listening, Speaking, Writing skills</u>)</p>		<p>understanding of the story Directed Reading- Techniques to be used: Loud reading, Group Discussion Questioning MCQ</p>	<p>on familiar and unfamiliar texts verbally and in writing.</p> <ul style="list-style-type: none"> ● use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses. ● write grammatically correct sentences for a variety of situations using noun, pronoun, adjectives, verbs, tenses etc. ● reflect and apply knowledge of one discipline in other different disciplines and learning is deepened.
	<p>L-6 The Monkey and the Crocodile (Story)</p>	<ul style="list-style-type: none"> ● <u>Computer Aided Teaching by students</u> ● <u>PPT and videos</u> (To be shared by students) ● <u>Textbooks</u> ● <u>Chalk board, chalk, duster</u> 	<ul style="list-style-type: none"> ● <u>Experiential Learning:</u> <p><u>Flip teaching,</u> students will prepare digital content like PPTs and videos</p> <ul style="list-style-type: none"> ● <u>Inter disciplinary</u> 	<ul style="list-style-type: none"> ● CW) Discussion and (HW) writing of Question answers. ● Writing of Difficult words, Word Meanings and Making Sentences 	<p>Brain Storming –The class would start with a discussion on how quick wit can solve most problems.</p> <p>Flip teaching would be done by the students.</p>	<p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> ● Reading skills ● Speaking skills ● Listening skills ● Writing skills ● Problem solving ● Creative writing

Month/ No. of working days	Topic/Sub-topic	Teaching 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><u>linkage (with IMT, Art):</u></p> <p>The students learn to prepare digital content like PPTs and videos and beautify it using their artistic sense.</p> <p>● <u>Skill assessment</u></p> <p><u>(Reading, Listening, Speaking, Writing skills, leadership skills through Flip teaching)</u></p>	<ul style="list-style-type: none"> ● Class Test based on story/poem/noun/Types of sentences, Adjectives, Articles 	<p>The students will be divided into groups and will be given different parts of the chapter to explain. They will be told in advance to prepare PPTs and Digital Content to explain the chapter.</p> <p>– Questions/answers to be discussed in the classroom.</p> <p>Techniques to be used: Group Discussion Questioning, Think Pair Share and MCQ</p>	<ul style="list-style-type: none"> ● Critical thinking ● Love for reading ● participate in activities in English like role play ● respond to a variety of questions on familiar and unfamiliar texts verbally and in writing. ● use meaningful sentences to describe/narrate factual/imaginary situations using the correct tenses. ● write grammatically correct sentences for a variety of situations. ● use digital media and its applications. ● become confident, independent through Flip teaching. ● reflect and apply knowledge of one discipline in other different disciplines and learning is deepened. ● understand that quick wit can save one from

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						difficult situation.
	<p><u>Grammar/ Composition</u></p> <p>E-mail</p> <p>Tenses</p>	<ul style="list-style-type: none"> ● <u>Computer Aided Teaching</u> (using Extramarks) ● <u>PPT and videos</u> E-mail <p>https://www.youtube.com/watch?v=hgMvrcgYeGY</p> <ul style="list-style-type: none"> ● <u>Tenses</u> https://youtu.be/xLA58CSif3M Tenses https://youtu.be/Lm7BJV3sizM Tenses https://youtu.be/mOQ_VnC6dtU ● <u>All Tenses</u> https://youtu.be/PQG_gYFePD4 	<ul style="list-style-type: none"> ● <u>Experiential Learning:</u> PPTs, videos ● <u>Inter disciplinary linkage</u> (With IMT): Writing and sending e-mails ● <u>Practical activity:</u> Write an e-mail to your friend sharing your experience of online learning and send a screen shot. 	<ul style="list-style-type: none"> ● CW) Discussion and (HW) exercises in the grammar workbook ● Crossword, riddles ● Quizzes/MCQs, Class Test 		<p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> ● Reading skills ● Speaking skills ● Listening skills ● Writing skills ● Problem solving ● Creative writing ● Critical thinking ● Love for reading ● use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses. ● write grammatically correct sentences for a variety of situations using noun, pronoun, adverb, prepositions etc. ● reflect and apply knowledge of one discipline in other different disciplines and learning is deepened.

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
August/ September 23 days	Grammar Adverbs Prepositions	<ul style="list-style-type: none"> ● Computer Aided Teaching (using Extramarks) PPT and videos ● Adverbs https://youtu.be/yFPS8yTS_Gw https://youtu.be/ePxNKUKWNDM ● Prepositions https://youtu.be/oV5xwP5E9qU https://youtu.be/k9yh7OOKfcs ● Grammar Workbook ● Chalk board, chalk, duster ● Digitizer 	<ul style="list-style-type: none"> ● Inter disciplinary linkage (With Hindi): <p>Recalling what are adverbs and prepositions called in Hindi, their function.</p>	<ul style="list-style-type: none"> ● CW) Discussion and (HW) exercises in the grammar workbook ● Crossword, riddles ● Quizzes/MCQs, Class Test 	<p>Warm up Activities: Adverbs (Teacher will write some sentences on board ending with adverbs, discussion on what is common in those sentences)</p> <p>Prepositions (Teacher will show an object and keep changing its position and ask the children where it is)</p> <p>Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning, Think Pair Share and MCQ</p>	<p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> ● Reading skills ● Speaking skills ● Listening skills ● Writing skills ● Problem solving ● Creative writing ● Critical thinking ● Love for reading <p>Learners will be able to:</p> <ul style="list-style-type: none"> ● write grammatically correct sentences for a variety of situations using appropriate adverbs, prepositions etc. ● reflect and apply knowledge of one discipline in other different disciplines and learning is deepened.
	Literature P-6 The Wonderful Words (Poem)	<ul style="list-style-type: none"> ● Computer Aided Teaching (using Extramarks) ● PPT and video https://youtu.be/yVr- 	<ul style="list-style-type: none"> ● Experiential Learning <p>Flip teaching, making PPT</p>	<ul style="list-style-type: none"> ● (CW) Discussion and (HW) writing of Question answers. ● Writing of Difficult 	<p>Brain Storming –The class would start with a discussion on having a world without language.</p>	<p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> ● Listening skills ● Reading skills ● Speaking 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
		<p>tlrXRX0</p> <ul style="list-style-type: none"> ● PDF, Textbook (Honeysuckle) ● Chalk board, chalk, duster ● Digitizer 	<ul style="list-style-type: none"> ● Inter disciplinary linkage: (With Hindi) Research on different dialects of Hindi and English language ● Practical activity: Research work on history of language, preparing PPTs, videos ● Skill assessment (Reading, Listening, Speaking, Writing skills) 	<p>words, Word Meanings and Making Sentences</p> <ul style="list-style-type: none"> ● Quizzes/MCQs, Class Test 	<p>Flip teaching would be to enhance students' collaborative, communication skills Critical thinking and confidence.</p> <p>The students will be divided into groups and will be given different roles to explain the poem.</p> <p>They will be told in advance to prepare PPTs and Digital Content to explain the poem (like history of words and language, ancient languages, different dialects of English and Hindi language etc)</p> <p>Later the teacher will consolidate all the ideas and show the video to summarize the poem</p> <p>Questions/answers to be discussed in the classroom.</p> <p>Word game will be played (Give any two positive words starting with the initial letter of your name)</p>	<ul style="list-style-type: none"> ● Writing skills ● Problem solving ● Creative writing ● Critical thinking ● Love for reading ● respond to a variety of questions on familiar and unfamiliar texts verbally and in writing. ● use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses. ● learn the importance of words and language. ● deeply engaged and high order thinking skills and ability of application to complex problems is developed.
	<p>Literature L-6 Who I Am</p>	<ul style="list-style-type: none"> ● PDF Textbook (Honeysuckle) ● Dictionary 	<ul style="list-style-type: none"> ● Experiential learning: Self-reading 	<ul style="list-style-type: none"> ● (CW) Discussion and (HW) writing of assignment 	<p>Students will read and try to understand the chapter on their own.</p>	<p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> ● Listening skills

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			<ul style="list-style-type: none"> ● Activity (Art integrated) making a portfolio of self/ of best friend 			<ul style="list-style-type: none"> ● Reading skills ● Speaking skills ● Writing skills ● Problem solving ● Creative writing ● Critical thinking ● Love for independent reading ● Will understand the idea of multiple intelligences ● Will respect differences among themselves ● Will discover their own interests and talents
				●		●
	<p>Supplementary Reader L- 7 A Wonder called Sleep (Story)</p>	<ul style="list-style-type: none"> ● ● ● ● Computer Aided Teaching ● PPT and video https://youtu.be/pGDV5fdSv9o ● Textbook (A Pact with the Sun) ● Chalk board, chalk, 	<ul style="list-style-type: none"> ● ● ● Experiential Learning: ● Independent study, PPT, video ● Interdisciplinary linkage with science (Discussion on importance and facts about sleep) ● Art integration 	<ul style="list-style-type: none"> ● <p>Writing Activity: Write one lullaby in English and Hindi each.</p> <ul style="list-style-type: none"> ● Writing of Difficult words, Word Meanings and Making Sentences ● (CW) Discussion and (HW) writing of Question answers 	<p>Brain Storming –The class would start with a discussion on the importance of sleeping and dreaming to enhance the collaborative, communication, critical thinking skills.</p> <p>Introduction of the topic- PPT and Digital Content would be</p>	<p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> ● Listening skills ● Reading skills ● Speaking skills ● Writing skills ● Problem solving ● Creative writing ● Critical thinking ● Love for reading ● respond to a variety of questions on familiar

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		<u>duster</u>	<p>Activity: (With music) Write one lullaby in English and Hindi each.</p> <p>● Skill assessment (Reading, Listening, Speaking, Writing skills)</p> <p>Collaboration: (Working in group, role play, group discussion)</p> <p>Confidence and Leadership skills: (Through independent study, research work)</p>	<ul style="list-style-type: none"> ● Quizzes/MCQs, Class Test 	<p>shared.</p> <p>The students will read the chapter on their own and the next day questions /answers will be discussed in the classroom.</p> <p>Techniques to be used: Group Discussion Questioning Think Pair Share MCQ</p>	<p>and unfamiliar texts verbally and in writing.</p> <ul style="list-style-type: none"> ● use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses. ● write grammatically correct sentences for a variety of situations. ● develop interest in music, songs, lullabies etc. ● deeply engaged and high order thinking skills and ability of application to complex problems is developed.
	Literature L-8 A Game of Chance (Story)	<ul style="list-style-type: none"> ● Computer Aided Teaching ● PPT and videos https://youtu.be/KIngFAIZ5EU ● PDF, Textbook (Honeysuckle) ● Chalk board, chalk, duster 	<ul style="list-style-type: none"> ● Experiential Learning: PPT, video ● Interdisciplinary linkage with Social Science (discussion on Indian festivals and fairs) 	<ul style="list-style-type: none"> ● CW) Discussion and (HW) writing of Question answers. ● Writing of Difficult words, Word Meanings and Making Sentences ● Quiz/MCQs, Class Test 	<p>Brain Storming –The class would start with a discussion on if the students have ever won a ‘lucky dip’, the futility of the Lucky Charms or the Bumper Lotteries.</p> <p>Introduction of the topic- PPT and Digital</p>	<p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> ● Reading skills ● Speaking skills ● Writing skills ● Problem solving ● Creative writing ● Critical thinking ● Love for reading

Month/ No. of working days	Topic/Sub-topic	Teaching 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"> ● Digitizer 	<ul style="list-style-type: none"> ● Project <p>Art/IT integration (with art and craft) Diorama making a 3-D model/PPT of a fair scene</p> <ul style="list-style-type: none"> ● Skill assessment <p>(Reading, Listening, Speaking, Writing skills)</p>		<p>Content would be shared Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share MCQ</p>	<ul style="list-style-type: none"> ● respond to a variety of questions on familiar and unfamiliar texts verbally and in writing. ● use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses.
September 25 days	<p>Grammar & Composition</p> <p>Article Writing Voice (Active/Passive)</p>	<ul style="list-style-type: none"> ● Computer Aided Teaching ● PPT and videos https://youtu.be/u1g7oNGw-Xs ● Voice https://youtu.be/OkSvHdfyLg ● Chalk board, chalk, duster ● Digitizer 	<ul style="list-style-type: none"> ● Experiential Learning: PPT, video, reading out articles from magazines and newspaper clippings ● Inter disciplinary linkage: with Social Science, Science (Writing Articles on various environmental and social issues) ● Skill assessment <p>(Reading, Listening,</p>	<ul style="list-style-type: none"> ● (CW) Discussion and (HW) writing of Question answers. ● Writing of Difficult words, Word Meanings and Making Sentences ● Quiz/MCQs, Class Test ● Revision ● Unit Tests 	<p>Warm up: (Article Writing) Reading out articles from magazines and newspapers Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share MCQ</p>	<p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> ● Reading skills ● Speaking skills ● Writing skills ● Problem solving ● Creative writing ● Critical thinking ● Love for reading ● respond to a variety of questions on familiar and unfamiliar texts verbally and in writing ● use meaningful articles on various social issues

Month/ No. of working days	Topic/Sub-topic	Teaching 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>Speaking, Writing skills)</u>			<ul style="list-style-type: none"> • write grammatically correct sentences for a variety of situations • skills necessary for a particular role and apply the knowledge of all the disciplines • will be able to speak and write sentences in active and passive voice.
	Literature P-8 Vocation (Poem)	<ul style="list-style-type: none"> • Computer Aided Teaching (using Extramarks) • PPT and video https://youtu.be/hX7p6Lo6Vug • Textbook (Honeysuckle) • Chalk board, chalk, duster 	<ul style="list-style-type: none"> • Experiential Learning: PPT, video, card making activity, riddles • Inter disciplinary Link (with Social Science) Importance of various occupations • Art integration activity: Making cards on various occupations for class board 	<ul style="list-style-type: none"> • (CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Quizzes/ MCQs, Class Test 	<p>Icebreaking Activity: Riddles on various occupations</p> <p>Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share MCQ</p>	<p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> • Reading skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking • Love for reading • respond to a variety of questions on familiar and unfamiliar texts verbally and in writing. • use meaningful sentences to describe/ narrate factual/ imaginary

Month/ No. of working days	Topic/Sub-topic	Teaching 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"> ● <u>Skill assessment</u> (Reading, Listening, Speaking, Writing skills) 			<p>situations using the correct tenses.</p> <ul style="list-style-type: none"> ● prepositions etc. ● skills necessary for a particular role and apply the knowledge
	<p>Literature P-9 What if (Poem)</p>	<ul style="list-style-type: none"> ● <u>Computer Aided Teaching</u> (using Extramarks) ● <u>PPT and videos</u> https://youtu.be/8Covp4AN_k ● <u>PDF Textbooks (Honeysuckle)</u> ● <u>Chalk board, chalk, duster</u> 	<ul style="list-style-type: none"> ● <u>Experiential Learning:</u> PPT, video, sharing experience about fears ● <u>Inter disciplinary Link:</u> (With Science) fear, part of brain involved, its causes ● <u>Art integrated Activity:</u> (With music) Write a poem with rhyming words and sing it on any Bollywood tune. ● <u>Skill assessment</u> (Reading, Listening, Speaking, Writing skills) 	<ul style="list-style-type: none"> ● (CW) Discussion and (HW) writing of Question answers. ● Writing of Difficult words, Word Meanings and Making Sentences ● Quiz/MCQs, Class test 	<p>Brain Storming–The class would start with some introductory questions to enhance collaborative, communication, critical thinking.</p> <p>Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share MCQ</p>	<p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> ● Listening skills ● Reading skills ● Speaking skills ● Writing skills ● Problem solving ● Creative writing ● Critical thinking ● Love for reading ● respond to a variety of questions on familiar and unfamiliar texts verbally and in writing. ● use meaningful sentences to describe/narrate factual/imaginary situations using the correct tenses. ● write grammatically correct sentences for a variety of situations using noun, pronoun,

Month/ No. of working days	Topic/Sub-topic	Teaching 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>adverb, prepositions etc</p> <ul style="list-style-type: none"> skills necessary for a particular role and apply the knowledge of all the disciplines.
	<p><u>Supplementary Reader</u> L- 8 A Pact with the Sun (Story)</p>	<ul style="list-style-type: none"> <u>Computer Aided Teaching</u> (using Extramarks) <u>PPT and videos</u> https://youtu.be/a3G7daMWMwQ <u>Textbooks, Grammar workbook</u> <u>Chalk board, chalk, duster</u> 	<ul style="list-style-type: none"> <u>Experiential Learning:</u> PPT, video Role play between doctor and patients with different ailments <u>Inter disciplinary Link (with Science, Social Science)</u> Importance of hygiene and good health especially in present context of Covid 19 <u>Art integration (theatre)</u> Role play <u>Skill assessment</u> (Reading, Listening, Speaking, Writing skills) 	<ul style="list-style-type: none"> (CW) Discussion and (HW) writing of Question answers. Writing of Difficult words, Word Meanings and Making Sentences Quizzes/MCQs, Class Test 	<p>Brain Storming–The class would start with a discussion about the problems (e.g., Covid 19) in the world today due to less contact with nature.</p> <p>Role play between doctor and patients with different ailments would be done by the students to enhance collaborative, communication and critical thinking)</p> <p>Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning</p>	<p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> Listening skills Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking Love for reading participate in activities in English like role play respond to a variety of questions on familiar and unfamiliar texts verbally and in writing. use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses.

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					Think Pair Share MCQ	<ul style="list-style-type: none"> ● write grammatically correct sentences for a variety of situations using noun, pronoun, adverb, prepositions etc. ● know the importance of good health and apply the knowledge in their real life. ● develop the skills necessary for a particular role and apply the knowledge of all the disciplines.
October 24 days	Literature L-9 Desert Animals (Story) Supplementary Reader	<ul style="list-style-type: none"> ● Computer Aided Teaching (using Extramarks) ● PPT and videos Facts about Reptiles https://youtu.be/6B0apT6VZKk Story https://youtu.be/oe2y2aI6dU4 ● Textbook (A Pact with the Sun) ● Chalk board, chalk, duster 	<ul style="list-style-type: none"> ● Experiential learning: PPT, video, Flip teaching, role play ● Virtual trip to a cold and a hot desert ● Inter disciplinary linkage: with Science, S. St (Discussion and activity on reptiles) ● Art integrated Activity (with theatre): 	<ul style="list-style-type: none"> ● CW) Discussion and (HW) writing of Question answers. ● Writing of Difficult words, Word Meanings and Making Sentences ● Quizzes/ MCQs, Class Test 	Flip teaching (Desert Animals) The students will be divided into groups and will be given different parts of the chapter to explain using PPTs and Digital Content. Brain Storming– PPT on reptiles will be shown. Sharing different stories on reptiles.	The following skills of the students shall be enhanced: <ul style="list-style-type: none"> ● Listening skills ● Reading skills ● Speaking skills ● Writing skills ● Problem solving ● Creative writing ● Critical thinking ● Love for reading Students will <ul style="list-style-type: none"> ● participate in activities in English like role play ● respond to a variety of

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	L- 9 What happened to the reptiles? (Story)		<p>Role play the story</p> <p>● Skill assessment</p> <p>(Reading, Listening, Speaking, Writing skills)</p>		<p>Introduction of the topic- PPT and Digital Content will be shared. Some part will be enacted in the Role play. Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share MCQ</p>	<p>questions on familiar and unfamiliar texts verbally and in writing.</p> <p>● use meaningful sentences to describe/narrate factual/imaginary situations using the correct tenses.</p> <p>● develop confidence</p> <p>● apply the knowledge and concepts one subject in other disciplines</p> <p>● will become sensitive towards nature and wildlife</p>
	Literature L- 7 Fair Play (Story)	<p>Computer Aided Teaching</p> <p>PPT and videos https://youtu.be/G3FOCFjWA-c</p> <p>PDF Textbook (Honeysuckle)</p> <p>Chalk board, chalk, duster</p> <p>Digitizer</p>	<p>● Experiential Learning: Role play, PPT, video</p> <p>Inter disciplinary linkage:</p> <p>(With Hindi) (Discussion about Munshi Prem Chand and his famous works, Panchayati Raj) with Social Science</p>	<ul style="list-style-type: none"> ● (CW) Discussion and (HW) writing of Question answers. ● Writing of Difficult words, Word Meanings and Making Sentences ● Quizzes/MCQs, Class Test 	<p>Ice breaking Activity – Reading the preamble of the Constitution of India and discussion about Justice, Liberty, Equality and Fraternity, Lord Krishna and Arjuna</p> <p>.</p> <p>Introduction of the topic- PPT and Digital Content would be shared Guided practice</p>	<p>The following skills of the students are enhanced: Listening skills Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking Love for independent reading</p> <p>Learners will be able to</p> <ul style="list-style-type: none"> ● participate in

Month/ No. of working days	Topic/Sub-topic	Teaching 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>(Study the Preamble of the Constitution)</p> <ul style="list-style-type: none"> ● <u>Music integrated</u> <u>Activity:</u> Learn and sing any bhajan devoted to Lord Krishna (inter-linked with Indian festival Janamashtmi) ● <u>Skill assessment</u> (<u>Reading, Listening, Speaking, Writing skills</u>) 		<p>followed by Independent Practice – Parts of the story would be done through Role play.</p> <p>Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share MCQ Video will be shown to make the class livelier.</p>	<p>activities in English like role play</p> <ul style="list-style-type: none"> ● respond to a variety of questions on familiar and unfamiliar texts verbally and in writing. ● use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses. ● understand the meaning of the words – Sovereign, Socialist, Secular and Democratic Republic ● learn to be honest, fair, polite and sensitive towards their fellows. ● deeply engaged and high order thinking skills and ability of application to complex problems is developed. ● value relationships ● will learn more about

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						Hindu religion
	<p>Supplementary Reader L- 10 A Strange Wrestling Match (Story)</p>	<ul style="list-style-type: none"> ● Computer Aided Teaching (using Extramarks) ● PPT and videos https://youtu.be/XCtFlG-BjyE ● PDF Textbook (A Pact with the Sun) ● Chalk board, chalk, duster ● Digitizer 	<ul style="list-style-type: none"> ● Experiential learning: PPTs, videos ● Inter disciplinary linkage: with Hindi (equivalent words and translation in Hindi) ● Art integrated Activity (with Art and Craft) Group activity Identify and write nouns, adjectives, verbs and adverbs from the story on an A4 sheet. ● Skill assessment (Reading, Listening, Speaking, Writing skills) 	<ul style="list-style-type: none"> ● (CW) Discussion and (HW) writing of Question answers. ● Writing of Difficult words, Word Meanings and Making Sentences ● Quizzes/MCQs, Class Test 	<p>Brain Storming–The class would start with a discussion on Robbery v/s Corruption: Which one is better?</p> <p>Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share MCQ</p>	<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 ● respond to a variety of questions on familiar and unfamiliar texts verbally and in writing. ● use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses. ● apply the knowledge and concepts one subject in other disciplines
	<p>Literature L-10 (The Banyan Tree)</p>	<ul style="list-style-type: none"> ● Computer Aided Teaching (using 	<ul style="list-style-type: none"> ● Experiential learning: 	<ul style="list-style-type: none"> ● (CW) Loud Reading, Discussion and (HW) 	<p>Ice breaking Activity: (Discussion on why</p>	<p>The following skills of the students shall be enhanced:</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
		Extramarks) ● PPT and videos Chapter https://youtu.be/FD2oqSkGQsw Importance of Banyan tree https://youtu.be/ir5ruXbm0i0 ● PDF Textbook (Honeysuckle) ● Chalk board, chalk, duster ● Digitizer	PPTs, videos ● Inter disciplinary linkage: with S. St Research and Collage Making (Group Project) Why Banyan tree is chosen to be the national tree of India Interesting Facts about it and other national symbols. ● Skill assessment <u>(Reading, Listening, Speaking, Writing skills)</u>	writing of Question answers. <ul style="list-style-type: none"> ● Writing of Difficult words, Word Meanings and Making Sentences ● Quizzes/MCQs, Class Test 	Banyan tree is our national tree) Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share MCQ	<ul style="list-style-type: none"> ● Reading skills ● Speaking skills ● Writing skills ● Problem solving ● Creative writing ● Critical thinking ● Love for reading ● respond to a variety of questions on familiar and unfamiliar texts verbally and in writing. ● use meaningful sentences to describe/narrate factual/imaginary situations using the correct tenses. ● know about importance of banyan tree ● respect national symbols ● apply the knowledge and concepts one subject in other disciplines
	Grammar Conjunctions Modals	● Computer Aided Teaching (using Extramarks) ● PPT and videos Conjunctions	● Experiential learning: PPTs, videos, Link activity Asking questions and	<ul style="list-style-type: none"> ● CW, HW Exercises in Grammar book ● Quizzes/MCQs, 	Ice breaking Activity: Conjunctions: Link game (Children will be given slips with sentences and conjunctions written on	The following skills of the students shall be enhanced: <ul style="list-style-type: none"> ● Reading skills ● Speaking 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
	<p>Reported Speech</p> <p>Class Tests</p>	<p>https://youtu.be/nBm0OkI3AYE</p> <p>Modals</p> <p>https://youtu.be/2oumWdjA9hM</p> <p>Reported Speech</p> <p>https://youtu.be/DaDYIx_cQYE</p> <ul style="list-style-type: none"> ● Grammar workbook ● Chalk board, chalk, duster ● Digitizer ● Paper strips, stapler, cello tape 	<p>answers using modals.</p> <ul style="list-style-type: none"> ● Inter disciplinary linkage: <p>with Hindi (equivalent words and translation in Hindi)</p> <ul style="list-style-type: none"> ● Art integrated <p>Activity (With Art and Craft) Link game to teach Conjunctions</p>	<p>Class Tests</p>	<p>them. They will join sentences using link words)</p> <p>Modals Sentences with different modal words will be written on the board, what is the difference</p> <p>Reported Speech: The teacher will write this sentence on board- “In a village there is a barber who cuts everyone’s hair. But who cuts the barber’s hair?” Children will discuss in pair and their answers will be recorded.</p> <p>Introduction of the topic- PPT and digital content would be shared on the above grammar topics. Guided practice followed by Independent Practice – Exercises to be discussed and done in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share MCQ</p>	<ul style="list-style-type: none"> ● Writing skills ● Problem solving ● Creative writing ● Critical thinking ● Love for reading ● respond to a variety of questions on familiar and unfamiliar texts verbally and in writing. ● use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses. ● write grammatically correct sentences for a variety of situations using conjunctions, modals. ● apply the knowledge and concepts one subject in other disciplines. ● Students are more deeply engaged and high order thinking skills and ability of application to complex problems is

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						developed.
November 20 days	Revision			Revision in the form of Quizzes, Discussions, doubt clearing, Oral tests, Class tests		<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 15 days	Final exams					

पाइनग्रोव स्कूल,

संबद्धीकरण संख्या630065; स्कूल कोड: 43054

वार्षिक शिक्षाशास्त्र योजना : हिन्दी

कक्षा :छठी

सत्र: 2024-25

महीना /कार्य देवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
प्रथम कार्ड(फर री/मार्च -	व्याकरण भाषा, व्याकरण तथा	<ul style="list-style-type: none"> ● चॉक 	आनुभविक ज्ञानार्जन गतिविधि	<ul style="list-style-type: none"> ● बहुवैकल्पिक प्रश्न ● मौखिक परीक्षा 	आइस-ब्रेकिंग गतिविधि ● अपने विचार दूसरों तक	विषय सम्बन्धी ● भाषा के प्रकार समझना

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27 दिन)	लिपि	<ul style="list-style-type: none"> • बोर्ड • डस्टर • वीडियो https://www.youtube.com/watch?v=3NDEA2F1UO4	<ul style="list-style-type: none"> • खेल के द्वारा संकेतों से शब्द पहचानकर व्यक्ति के विचारों को जानने की कोशिश करना • अपना नाम किन्हीं तीन भाषाओं में लिखना सीखना 	<ul style="list-style-type: none"> • लिखित परीक्षा 	<p>किस तरह से पहुंचा सकते हैं</p> <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> • चर्चा • सम्बंधित प्रश्न पूछना • पुनरावृत्ति 	<ul style="list-style-type: none"> • भाषा के विकास में लिपि और व्याकरण का महत्त्व समझना • नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना
	पुस्तक – वसंत (भाग-1) कविता – वह चिड़िया जो	<ul style="list-style-type: none"> • चॉक • बोर्ड • डस्टर 	<p>आनुभविक ज्ञानार्जन गतिविधि</p> <ul style="list-style-type: none"> • किन्हीं पाँच भारतीय पक्षियों के नाम लिखकर उनकी कोई एक-एक शारीरिक विशेषता लिखिए <p>कला समेकित ज्ञानार्जन – अपनी कल्पना के अनुसार किसी पक्षी का चित्र बनाना</p> <p>कौशल मूल्यांकन वाचन कौशल –</p> <ul style="list-style-type: none"> • कविता का सामूहिक वाचन • लेखन कौशल – अनुच्छेद लेखन • समालोचनात्मक कौशल – 	<ul style="list-style-type: none"> • प्रश्नोत्तर • खुले अंत वाले प्रश्न • बहुवैकल्पिक प्रश्न • मौखिक परीक्षा • लिखित परीक्षा • कक्षा में चर्चा 	<p>आइस-ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> • विद्यार्थियों से पशु-पक्षियों के आकर के महत्त्व के बारे में बातचीत करके किसी एक पशु या पक्षी की विशेषता पर बोलने के लिए कहा जाएगा <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • सम्बंधित प्रश्न पूछना • खुले अंत वाले प्रश्न • पुनरावृत्ति 	<p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> • तुकांत वाले शब्दों का प्रयोग की जानकारी में विस्तार • कविता को उचित उतर-चढ़ाव के साथ बोलने की जानकारी में विस्तार • पठन कौशल का विस्तार • लेखन कौशल का विकास • वाचन कौशल का विकास • नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना • कविता का सारांश सुनाना <p>कला सम्बन्धी -</p>

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			पक्षियों की विशेषताओं पर चर्चा			<ul style="list-style-type: none"> ● रचनात्मकता का विकास ● वाचन कौशल का विकास ● चित्र कला का विकास ● समालोचानात्मक कौशल का विकास ● कम्प्यूटर सम्बन्धी दक्षता हासिल हुई नैतिक मूल्य ● पशु-पक्षियों व जीव-जंतुओं के प्रति आदर और सम्मान की भावना जागृत करना
	पुस्तक – वसंत (भाग-1) संस्मरण - बचपन	<ul style="list-style-type: none"> ● चॉक ● बोर्ड ● डस्टर https://www.youtube.com/watch?v=IBIIQ1pN-uc	<p>आनुभविक ज्ञानार्जन गतिविधि</p> <ul style="list-style-type: none"> ● इन्टरनेट की सहायता से शिमला के विभिन्न स्थानों जैसे-मालरोड, रिज, जाखू, स्कैंडल पॉइंट आदि की तस्वीरें एकत्रित करके उनके बारे में जानकारी इकट्ठी करना <p>कला समेकित ज्ञानार्जन –</p> <ul style="list-style-type: none"> ● स्थानीय फलों की जानकारी प्राप्त करना 	<ul style="list-style-type: none"> ● प्रश्नोत्तर ● खुले अंत वाले प्रश्न ● बहुवैकल्पिक प्रश्न ● मौखिक परीक्षा ● लिखित परीक्षा ● कक्षा में चर्चा 	<p>आइस-ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> ● बच्चों से उनके दादा-दादी या नाना-नानी के बारे में बातचीत करते हुए उनके जीवन से जुड़ी यादगार घटनाओं के बारे में बोलने के लिए कहा जाएगा जिसके बाद उनके बचपन और बच्चों के बचपन में आए बदलावों के बारे में चर्चा करते हुए विषय की घोषणा की जाएगी। 	<p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> ● पठन कौशल का विस्तार ● लेखन कौशल का विकास ● वाचन कौशल का विकास ● नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना ● पाठ का सारांश सुनाना <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> ● रचनात्मकता का विकास ● वाचन कौशल का विकास ● चित्र कला का विकास

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			<p>https://www.youtube.com/watch?v=EWtk-3KEZJE पहाड़ी फल</p> <p>कौशल मूल्यांकन</p> <ul style="list-style-type: none"> ● वाचन कौशल – संस्मरण का कक्षा में सस्वर वाचन <p>लेखन कौशल –</p> <ul style="list-style-type: none"> ● प्रश्नों के उत्तर लिखना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> – ● अपने बचपन और अपने दादा-दादी के बचपन में आए बदलाव के बारे में तुलनात्मक अध्ययन करो। <p>अंतःविषय कौशल</p> <ul style="list-style-type: none"> ● सामाजिक विज्ञान से इसे जोड़ते हुए शिमला व दिल्ली को भारत के मानचित्र पर अंकित करने के लिए कहा जाएगा। 		<p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> ● पठन अभ्यास ● चर्चा ● सम्बंधित प्रश्न पूछना ● खुले अंत वाले प्रश्न ● पुनरावृत्ति 	<ul style="list-style-type: none"> ● समालोचनात्मक कौशल का विकास ● कंप्यूटर सम्बन्धी दक्षता हासिल हुई <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> ● घर पर बड़ों के साथ समय बिताना और उनके जीवन के बारे में जानना ● स्थान की भौगोलिक जानकारी हुई और उसके अनुसार रहन सहन पर प्रभाव का पता चला।

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	रामायण 1. अयोध्या में राम 2. जंगल से जनकपुर	<ul style="list-style-type: none"> • चॉक • बोर्ड • डस्टर 	<ul style="list-style-type: none"> • आनुभविक ज्ञानार्जन गतिविधि/ अंत:विषय कौशल • पाठ में आए पौराणिक जगहों के आधुनिक नामों की जानकारी देना • भारत के मानचित्र पर उन स्थानों को अंकित करने में सहायता करना <p>कौशलमूल्यांकन</p> <ul style="list-style-type: none"> • वाचन कौशल – कथा का कक्षा में सस्वर वाचन • लेखन कौशल – • प्रश्नों के उत्तर लिखना 	<ul style="list-style-type: none"> • प्रश्नोत्तर • खुले अंत वाले प्रश्न • बहुवैकल्पिक प्रश्न • मौखिक परीक्षा • लिखित परीक्षा • कक्षा में चर्चा 	<p>आइस-ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> • बच्चों से भारतीय पौराणिक ग्रंथों के बारे में पूछा जाएगा। • उनके मनपसंद किरदार के बारे में बात करते हुए विषय की घोषणा की जाएगी। • रघुवंश के कुमारों के व्यवहार, वीरता और आज्ञाकारिता की आज की पीढ़ी से तुलना करते हुए वर्णन <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • सम्बंधित प्रश्न पूछना • खुले अंत वाले प्रश्न • पुनरावृत्ति 	<p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> • पठन कौशल का विस्तार • लेखन कौशल का विकास • वाचन कौशल का विकास • नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना • भारतीय पुराणों को जानना <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> • रचनात्मकता का विकास • वाचन कौशल का विकास • चित्र कला का विकास • समालोचनात्मक कौशल का विकास • कंप्यूटर सम्बन्धी दक्षता हासिल हुई <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> • रामायण की एक बड़ी सीख है विविधता में एकता। इस महाकाव्य में राजा दशरथ की तीनों रानियों और सभी संतानों में ज़मीं आसमान का अंतर था, फिर भी

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महीना /कार्य देवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
						एकजुटता थी
	वर्ण, वर्णों के भेद, वर्ण – विच्छेद तथा वर्ण संयोग	<ul style="list-style-type: none"> • चॉक • बोर्ड • डस्टर • विडियो https://www.youtube.com/watch?v=QLDX2hgTDVQ	<p>आनुभविक ज्ञानार्जन गतिविधि</p> <ul style="list-style-type: none"> • शब्दों को तोड़ना व जोड़ना सीखा <p>कौशल मूल्यांकन</p> <ul style="list-style-type: none"> • वाचन कौशल – वर्णों के भेद बताना 	<ul style="list-style-type: none"> • बहुवैकल्पिक प्रश्न • मौखिक परीक्षा • लिखित परीक्षा • कक्षा में चर्चा 	<p>पूर्व ज्ञान परिक्षण</p> <ul style="list-style-type: none"> • भाषा के प्रकार • लिखित भाषा जानने का साधन • ध्वनि और चिह्नों के बारे में प्रश्न पूछते हुए <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> • चर्चा • सम्बंधित प्रश्न पूछना • पुनरावृत्ति 	<p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> • वर्णों के प्रकार जानना • स्वर-व्यंजन के अंतर का ज्ञान • शब्दों को तोड़ना व जोड़ने में सक्षम
	पुस्तक – वसंत (भाग-1) कहानी - नादान दोस्त	<ul style="list-style-type: none"> • चॉक • बोर्ड • डस्टर 	<p>आनुभविक ज्ञानार्जन गतिविधि</p> <ul style="list-style-type: none"> • आपके अनुसार बगैर बताए किसी काम को करने से क्या हानियाँ हो सकती हैं? <p>कला समेकित ज्ञानार्जन –</p> <ul style="list-style-type: none"> • एक घोंसला या पक्षी घर बनाकर आप-पास किसी पेड़ पर पक्षियों के लिए रखिए 	<ul style="list-style-type: none"> • प्रश्नोत्तर • खुले अंत वाले प्रश्न • बहुवैकल्पिक प्रश्न • मौखिक परीक्षा • लिखित परीक्षा • कक्षा में चर्चा 	<p>आइस-ब्रेकिंग गतिविधि</p> <p>बच्चों से निम्न प्रश्न पूछे जाएँगे-</p> <ul style="list-style-type: none"> • आपके अनुसार बगैर बताए किसी काम को करने के क्या नुकसान हो सकते हैं? • बड़ों की सलाह लिए बिना किसी अनजान काम 	<p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> • पठन कौशल का विस्तार • लेखन कौशल का विकास • वाचन कौशल का विकास • नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना • कहानी का सारांश सुनाना • मुहावरों के अर्थ जानना <p>कला सम्बन्धी -</p>

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			कौशल मूल्यांकन <ul style="list-style-type: none"> ● वाचन कौशल – कहानी का कक्षा में सस्वर वाचन ● लेखन कौशल – ● प्रश्नों के उत्तर लिखना ● समालोचनात्मक कौशल – ● पक्षियों के व्यवहार के बारे में चर्चा की जाएगी। 		करने का क्या नतीजा हो सकता है ? विषयों पर चर्चा करते हुए विषय की घोषणा की जाएगी। विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> ● पठन अभ्यास ● चर्चा ● सम्बंधित प्रश्न पूछना ● खुले अंत वाले प्रश्न ● पुनरावृत्ति 	<ul style="list-style-type: none"> ● रचनात्मकता का विकास ● वाचन कौशल का विकास ● समालोचनात्मक कौशल का विकास नैतिक मूल्य <ul style="list-style-type: none"> ● पशु-पक्षियों व जीव-जंतुओं के प्रति आदर और सम्मान की भावना जागृत हुई।
	उपसर्ग, प्रत्यय	<ul style="list-style-type: none"> ● चॉक ● बोर्ड ● डस्टर ● वीडियो https://www.youtube.com/watch?v=uibck0BKQfY https://www.youtube.com/watch?v=E	आनुभविक ज्ञानार्जन गतिविधि <ul style="list-style-type: none"> ● शब्दों को तोड़ना व जोड़ना सीखा कौशल मूल्यांकन <ul style="list-style-type: none"> ● वाचन कौशल – वर्णों के भेद बताना 	<ul style="list-style-type: none"> ● बहुवैकल्पिक प्रश्न ● मौखिक परीक्षा ● लिखित परीक्षा ● कक्षा में चर्चा 	पूर्व ज्ञान परिक्षण <ul style="list-style-type: none"> ● बच्चों को कुछ आम शब्द देकर उसके विलोम शब्द बनाने के लिए कहा जाएगा और विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> ● चर्चा ● सम्बंधित प्रश्न पूछना ● पुनरावृत्ति 	विषय सम्बन्धी <ul style="list-style-type: none"> ● उपसर्ग का भाषा में महत्त्व समझ सके। ● शब्द तथा वाक्यों में उनकी पहचान करते हुए मूल शब्द से उपसर्ग को अलग करने में सक्षम हुए। ● शब्दों में उन्हें पहचानने में सक्षम

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		3jwNZEoy4				
द्वितीय इकाई (अप्रैल /मई 38 दिन)	पुस्तक – वसंत (भाग-1) कविता - चाँद से थोड़ी सी गप्पें	<ul style="list-style-type: none"> ● चॉक ● बोर्ड ● डस्टर 	<p>आनुभविक ज्ञानार्जन गतिविधि</p> <ul style="list-style-type: none"> ● चाँद के विभिन्न आकारों के बारे में चर्चा करना <p>कला समेकित ज्ञानार्जन –</p> <ul style="list-style-type: none"> ● बच्चों को हिन्दूपंचांगकाज्ञानदियाजाए गा <p>कौशल मूल्यांकन</p> <ul style="list-style-type: none"> ● वाचन कौशल – कविता का कक्षा में सस्वर वाचन ● लेखन कौशल – ● प्रश्नों के उत्तर लिखना <p>अंत:विषयकौशल</p> <ul style="list-style-type: none"> ● भौगोलिक विज्ञान से इसे जोड़ते हुए चाँद की विभिन्न कलाओं के चित्र एकत्र करके उनके नाम लिखकर कोलाज बनाइए ● https://www.youtube.com/watch?v=DdkHGic 	<ul style="list-style-type: none"> ● प्रश्नोत्तर ● खुले अंत वाले प्रश्न ● बहुवैकल्पिक प्रश्न ● मौखिक परीक्षा ● लिखित परीक्षा ● कक्षा में चर्चा 	<p>आइस-ब्रेकिंग गतिविधि</p> <p>बच्चों से निम्न प्रश्न पूछे जाएँगे-</p> <ul style="list-style-type: none"> ● आपने अपने आस-पास ऐसी किनती चीजें देखी हैं जो अपना आकार बदलती हैं ? ● चाँद के विभिन्न आकारों के बारे में चर्चा करते हुए विषय की घोषणा की जाएगी <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> ● पठन अभ्यास ● चर्चा ● सम्बंधित प्रश्न पूछना ● खुले अंत वाले प्रश्न ● पुनरावृत्ति 	<p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> ● तुकांत वाले शब्दों का प्रयोग की जानकारी में विस्तार ● कविता को उचित उतर-चढ़ाव के साथ बोलने की जानकारी में विस्तार ● पठन कौशल का विस्तार ● लेखन कौशल का विकास ● वाचन कौशल का विकास ● नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना ● कविता का सारांश लिखना <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> ● रचनात्मकता का विकास ● वाचन कौशल का विकास ● समालोचनात्मक कौशल का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> ● प्रकृति में हर तरह के बदलाव का सम्मान करना

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			kulg			<ul style="list-style-type: none"> ● कविता में छोटी लड़की केसमान ही बिना किसी झिझक के अपने मन की बात को निश्छल भाव से कहना
	रचनात्मक लेखन औपचारिक पत्र (बीमारी के कारण प्रार्थना पत्र) होली , मेरा प्रिय खेल	<ul style="list-style-type: none"> ● चॉक ● बोर्ड ● डस्टर ● वीडियो ● https://www.youtube.com/watch?v=U6eylMFG-s8 	<p>आनुभविकज्ञानार्जन गतिविधि- अपनी-अपनी बात प्रश्न – यदि आप बीमार हो गए तो स्कूल को सूचना देने हेतु कैसे पत्र लिखेंगे</p> <p>कला समेकित ज्ञानार्जन रंगोली बनाना</p> <p>कौशल मूल्यांकन – वाचन-कौशल- आप होली कैसे मनाते हैं</p> <p>लेखन कौशल होलीऔर मेरा प्रिय खेल पर अनुच्छेद लिखना</p> <p>बहु-विषयक सहलग्नता खेल अध्यापक के साथ खेलों के महत्व पर चर्चा</p>	<ul style="list-style-type: none"> ● बहुवैकल्पिक प्रश्न ● मौखिक परीक्षा ● लिखित परीक्षा ● कक्षा में चर्चा 	<p>आइस-ब्रेकिंगगतिविधि-</p> <ul style="list-style-type: none"> ● यदि आपस्कूलमेंखेलनेकेसमयमेंवृद्धिकरनाचाहतेहैंतो आपक्याकरेंगे, चर्चा <p>● विषयकीघोषणा</p> <p>● विषयविस्तार</p> <ul style="list-style-type: none"> ● चर्चा ● संबंधितप्रश्नपूछना ● खुलेअंत वाले प्रश्न ● पुनरावृत्ति 	<p>विषयसंबंधी</p> <ul style="list-style-type: none"> ● पठनकौशलकाविकास ● लेखनकौशलकाविकास ● वाचनकौशलकाविकासहोगा ● नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम हुए ● पत्र व अनुच्छेद लिखने की शैली में सुधार ● विचारों को सुव्यवस्थित करने में सुधार ● पत्र के माध्यम से अपने विचारों और भावनाओं को अधिक सशक्त तरीके से प्रस्तुत करना सीखेंगे

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महीना /कार्य देवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
						<p>कला संबधी</p> <ul style="list-style-type: none"> ● पत्र को कलात्मक ढंग से प्रस्तुत करना सीखेंगे <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> ● औपचारिक पत्र लिखते हुए बड़ों के प्रति सम्मान की भावना विकसित करेंगे ● अनुच्छेद में अपने सामाजिक व्यवहारों और कर्तव्यों को विकसित करेंगे
	पर्यायवाची शब्द, विलोम शब्द, अनेक शब्दों के लिए और मुहावरे	<ul style="list-style-type: none"> ● व्याकरण ● दृश्य श्रवण साधनों का प्रयोग ● वीडियो ● श्यामपट्ट ● डस्टर ● वीडियो (मुहावरे) <p>https://www</p>	<ul style="list-style-type: none"> ● आनुभविकज्ञानार्जन <p>गतिविधि – एक ही अर्थ प्रकट करने वाले शब्दों को पूछा जाएगा</p> <ul style="list-style-type: none"> ● कला समेकित ज्ञानार्जन कौशल मूल्यांकन <p>वाचन कौशल शब्दअंताक्षरी वाचन</p> <ul style="list-style-type: none"> ● लेखनकौशल ● पर्यायवाची शब्दों का चार्ट बनाना 	<ul style="list-style-type: none"> ● मौखिकपरीक्षा ● लिखित परीक्षा ● खुले अंत वाले प्रश्न ● शब्दलड़ी ● बहुवैकल्पिक प्रश्न 	<ul style="list-style-type: none"> ● आइस-ब्रेकिंग गतिविधि- चित्र दिखाकर एक ही वस्तु के अलग-अलग नाम पूछे जाएंगे ● विषयकीघोषणा ● विषयविस्तार ● चर्चा ● संबंधित प्रश्न पूछना ● खुले अंत वाले प्रश्न 	<p>पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे -</p> <ul style="list-style-type: none"> ● विषयसंबंधी ● पठन कौशल का विकास ● लेखन कौशल का विकास ● वाचन कौशल का विकास होगा ● नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में

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		youtube.com /watch?v=DPK9pd03WxQ			● पुनरावृत्ति	सक्षम हुए कला संबंधी ● भाषा में शब्दों का कलात्मक ढंग से प्रयोग करना सीखेंगे
	प्रथम इकाई परीक्षा के लिए अब तक किए गए सारे कार्य की दोहराई					
	अप्रैल – प्रथम इकाई परीक्षा					
	रचनात्मक लेखन औपचारिक पत्र (ज़रूरी काम के कारण प्रार्थना-पत्र) अनुच्छेद- ● समय किसी के लिए नहीं	● चॉक ● बोर्ड ● डस्टर	आनुभविकज्ञानार्जन गतिविधि- ● किसी ज़रूरी काम के कारण विद्यालय न पाने की सूचना देते हुए अवकाश के लिए प्रार्थना पत्र लिखिए कौशल मूल्यांकन – वाचन कौशल- ● आप होली कैसे मनाते हैं लेखन कौशल ● समय किसी के लिए नहीं	● बहुवैकल्पिक प्रश्न ● मौखिक परीक्षा ● लिखित परीक्षा ● कक्षा में चर्चा	आइस-ब्रेकिंगगतिविधि- पूर्व ज्ञान परीक्षण ● विद्यालय से या कार्यालयों से अवकाश पाने के लिए क्या करना होता है? ● औपचारिक पत्र के प्रारूप के बारे में प्रश्न पूछे जाएँगे विषय की घोषणा विषयविस्तार ● चर्चा ● संबंधित प्रश्न पढ़ना	विषयसंबंधी ● पठन कौशल का विकास ● लेखन कौशल का विकास ● वाचन कौशल का विकास होगा ● नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम हुए ● पत्र व अनुच्छेद लिखने की शैली में सुधार

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	<ul style="list-style-type: none"> रुकता मीठी वाणी का महत्त्व 		रुकता और मीठी वाणी का महत्त्व पर अनुच्छेद लिखना		<ul style="list-style-type: none"> पुनरावृत्ति 	<ul style="list-style-type: none"> विचारों को सुव्यवस्थित करने में सुधार पत्र के माध्यम से अपने विचारों और भावनाओं को अधिक सशक्त तरीके से प्रस्तुत करना सीखेंगे
	<p>रामायण</p> <p>3. कैकेयी के दो वरदान</p> <p>4. राम वनगमन</p> <p>5. भरत का चित्रकूट गमन</p>	<ul style="list-style-type: none"> चॉक बोर्ड डस्टर 	<ul style="list-style-type: none"> आनुभविक ज्ञानार्जन गतिविधि/ अंतःविषय कौशल पाठ में आए पौराणिक जगहों के आधुनिक नामों की जानकारी देना कौशल मूल्यांकन वाचन कौशल – कथा का कक्षा में सस्वर वाचन लेखन कौशल – प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल – अपने वचन को निभाना , पिता की आज्ञा को सर्वोच्च मानना, लक्ष्मण और भरत 	<ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित परीक्षा कक्षा में चर्चा पाठ में आए स्थानों को मानचित्र पर अंकित करना 	<p>पूर्व ज्ञान परिक्षण किया जाएगा</p> <ul style="list-style-type: none"> रघुवंश के कुमारों के व्यवहार, वीरता और आज्ञाकारिता के बारे में प्रश्न पूछे जाएँगे। <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति 	<p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विकास वाचन कौशल का विकास नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना भारतीय पुराणों को जानना <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कौशल का विकास चित्र कला का विकास समालोचनात्मक कौशल का विकास कंप्यूटर सम्बन्धी दक्षता हासिल हुई

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			<p>के रूप में भ्रातृ प्रेम जैसे पारिवारिक मूल्यों पर चर्चा</p> <ul style="list-style-type: none"> • प्रेम से बढ़कर रिश्तों का महत्त्व 			<p>नैतिक मूल्य</p> <ul style="list-style-type: none"> • उन्हें उच्च नैतिक मूल्यों जैसे राम की आज्ञाकारिता, कौशल्या के त्याग और लक्ष्मण और भरत के निस्वार्थ प्रेम का बोध हुआ
	<p>पुस्तक – वसंत (भाग-1) कविता – साथी हाथ बढ़ाना</p>	<ul style="list-style-type: none"> • चॉक • ब्लैक बोर्ड • डस्टर 	<p>आनुभविक ज्ञानार्जन गतिविधि</p> <ul style="list-style-type: none"> • किस सामूहिक गतिविधि करने के अनुभव को कक्षा में साझा करना <p>कला समेकित ज्ञानार्जन –</p> <p>गीत को कक्षा में गाना सिखाना</p> <p>कौशल मूल्यांकन वाचन कौशल –</p> <ul style="list-style-type: none"> • गीत गाना • लेखन कौशल – प्रश्नों के उत्तर लिखना <p>समालोचनात्मक कौशल –</p> <p>मजदूरों के जीवन की चुनौतियों पर चर्चा</p> <p>अंतःविषय कौशल सामान्य</p>	<ul style="list-style-type: none"> • प्रश्नोत्तर • खुले अंत वाले प्रश्न • बहुवैकल्पिक प्रश्न • मौखिक परीक्षा • लिखित परीक्षा • कक्षा में चर्चा 	<p>आइस-ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> • घर पर घर के सदस्यों के आलावा काम में मदद कौन करता है ? • ऊँची-ऊँची इमारतों को कौन बनाता है ? आदि पर चर्चा करना <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • सम्बंधित प्रश्न पूछना • खुले अंत वाले प्रश्न • पुनरावृत्ति 	<p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> • तुकांत वाले शब्दों का प्रयोग की जानकारी में विस्तार • कविता को उचित उतर-चढ़ाव के साथ बोलने की जानकारी में विस्तार • पठन कौशल का विस्तार • लेखन कौशल का विकास • वाचन कौशल का विकास • नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना • कविता का सारांश सुनाना <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> • रचनात्मकता का विकास • वाचन कौशल का विकास

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महीना /कार्य देवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			विज्ञान से इसे जोड़ते हुए शहर और गाँव में मजदूरी करने में अंतर पर चर्चा			<ul style="list-style-type: none"> ● चित्र कला का विकास ● समालोचानात्मक कौशल का विकास ● कम्प्यूटर सम्बन्धी दक्षता हासिल हुई नैतिक मूल्य ● काम कभी भी छोटा या बड़ा नहीं होता । ● अपने सहायकों का सम्मान करना
	व्याकरण - पर्यायवाची शब्द, विलोम शब्द, अनेकार्थी शब्द, अनेक शब्दों के लिए, श्रुति सम भिन्नार्थक शब्द और मुहावरे, लोकोक्तियाँ	<ul style="list-style-type: none"> ● चॉक ● बोर्ड ● डस्टर ● वीडियो (मुहावरे) ● https://www.youtube.com/watch?v= g F1i8nUVJQ ● मुहावरे और लोकोक्तियों में अन्तर 	<p>आनुभविक ज्ञानार्जन गतिविधि</p> <ul style="list-style-type: none"> ● मुहावरों के अर्थ लिखकर वाक्य बनाना ● पढ़े गए शब्दों के अर्थ समझना और लिखना <p>कौशल मूल्यांकन</p> <ul style="list-style-type: none"> ● वाचन कौशल – अर्थ बताना और वाक्य बनाना ● लेखन कौशल – अर्थ बताना और वाक्य लिखना ● समालोचनात्मक कौशल 	<ul style="list-style-type: none"> ● बहुवैकल्पिक प्रश्न ● मौखिक परीक्षा ● लिखित परीक्षा ● कक्षा में चर्चा 	<p>पूर्व ज्ञान परिक्षण किया जाएगा</p> <ul style="list-style-type: none"> ● दिए गए विषयों से सम्बंधित प्रश्न पूछे जाएँगे । <p>विषय की घोषणा विषय विस्तार</p> <ul style="list-style-type: none"> ● पठन अभ्यास ● चर्चा ● सम्बंधित प्रश्न पूछना ● खुले अंत वाले प्रश्न ● पुनरावृत्ति 	<p>पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे -</p> <ul style="list-style-type: none"> ● विषयसंबंधी ● पठन कौशल का विकास ● लेखन कौशल का विकास ● वाचन कौशल का विकास होगा ● नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम हुए

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महीना /कार्य देवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		https://www.youtube.com/watch?v=eDju51sCZ04	- ● पर्यायवाची – अनेकार्थक शब्दों में अंतर बताना			
	पुस्तक – वसंत (भाग-1) एकांकी - ऐसे-ऐसे	<ul style="list-style-type: none"> ● चॉक ● बोर्ड ● डस्टर 	<p>आनुभविक ज्ञानार्जन गतिविधि/ कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> ● बच्चों को समूहों में बाँटकर नाटक का मंचन करना <p>कौशल मूल्यांकन</p> <ul style="list-style-type: none"> ● वाचन कौशल – कहानी का कक्षा में सस्वर वाचन ● लेखन कौशल – ● प्रश्नों के उत्तर लिखना <p>समालोचनात्मक कौशल</p> <p>-</p> <ul style="list-style-type: none"> ● 'किसी अनचाही स्थिति से बचने के लिए झूठ बोलना कितना सही' विषय पर चर्चा <p>अंतःविषय कौशल</p> <ul style="list-style-type: none"> ● नाटक में बताई गई किन्हीं दो बीमारियों की जानकारी 	<ul style="list-style-type: none"> ● प्रश्नोत्तर ● खुले अंत वाले प्रश्न ● बहुवैकल्पिक प्रश्न ● मौखिक परीक्षा ● लिखित परीक्षा ● कक्षा में चर्चा 	<p>आइस-ब्रेकिंग गतिविधि</p> <p>बच्चों से निम्न प्रश्न पूछे जाएँगे-</p> <ul style="list-style-type: none"> ● 'किसी अनचाही स्थिति से बचने के लिए झूठ बोलना कितना सही' विषय पर चर्चा करके <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> ● पठन अभ्यास ● चर्चा ● सम्बंधित प्रश्न पूछना ● खुले अंत वाले प्रश्न ● पुनरावृत्ति 	<p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> ● पठन कौशल का विस्तार ● लेखन कौशल का विकास ● वाचन कौशल का विकास ● नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना ● कहानी का सारांश सुनाना ● मुहावरों के अर्थ जानना <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> ● रचनात्मकता का विकास ● वाचन कौशल का विकास ● समालोचनात्मक कौशल का विकास ● अभिनय कौशल में दक्षता <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> ● किसी अनचाही स्थिति से बचने के लिए झूठ बोलना गलत

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			एकत्र करना			
	पुस्तक – वसंत (भाग-1) कहानी – टिकट अलबम	चॉक ● बोर्ड ● डस्टर	आनुभविक ज्ञानार्जन गतिविधि ● इन्टरनेट से आज़ादी से पहले के कोई दस डाक टिकट जमा करो कला समेकित ज्ञानार्जन – ● डाक टिकट का कोलाज बनाना कौशल मूल्यांकन ● वाचन कौशल – कहानी का कक्षा में सस्वर वाचन लेखन कौशल – ● प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल – ● डाक टिकटों के वर्गीकरण पर चर्चा अंत:विषय कौशल डाक टिकट के इतिहास की जानकारी देना	● प्रश्नोत्तर ● खुले अंत वाले प्रश्न ● बहुवैकल्पिक प्रश्न ● मौखिक परीक्षा ● लिखित परीक्षा ● कक्षा में चर्चा	आइस-ब्रेकिंग गतिविधि बच्चों से निम्न प्रश्न पूछे जाएँगे- ● भूल हो जाने पर सुधार करना ● ईर्ष्या करने के क्या-क्या नुकसान है विषय की घोषणा विषय विस्तार ● पठन अभ्यास ● चर्चा ● सम्बंधित प्रश्न पूछना ● खुले अंत वाले प्रश्न पुनरावृत्ति	विषय सम्बन्धी ● पठन कौशल का विस्तार ● लेखन कौशल का विकास ● वाचन कौशल का विकास ● नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना ● कहानी का सारांश सुनाना ● मुहावरों के अर्थ जानना कला सम्बन्धी - ● रचनात्मकता का विकास ● वाचन कौशल का विकास ● समालोचनात्मक कौशल का विकास नैतिक मूल्य ● ईर्ष्या न करना भूल हो जाने पर पछताने से अच्छा उसे सुधारना है

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	द्वितीय इकाई परीक्षा के लिए अब तक किए गए सारे कार्यों की दोहराई					
	जून – द्वितीय इकाई परीक्षा					
तृतीय इकाई/अगस्त (सितम्बर 54 दिन)	रामायण 6. दंडक वन में बिताए 10 वर्ष 7. स्वर्ण मृग 8. सीता की खोज में राम	<ul style="list-style-type: none"> • चॉक • बोर्ड • डस्टर 	<ul style="list-style-type: none"> • आनुभविक ज्ञानार्जन गतिविधि/ अंत:विषय कौशल • पाठ में आए पौराणिक जगहों के आधुनिक नामों की जानकारी देना कौशल मूल्यांकन • वाचन कौशल – कथा का कक्षा में सस्वर वाचन लेखन कौशल – • प्रश्नों के उत्तर लिखना 	<ul style="list-style-type: none"> • प्रश्नोत्तर • खुले अंत वाले प्रश्न • बहुवैकल्पिक प्रश्न • मौखिक परीक्षा • लिखित परीक्षा • कक्षा में चर्चा 	<p>पूर्व ज्ञान परिक्षण किया जाएगा</p> <ul style="list-style-type: none"> • कौशल्या के त्याग और लक्ष्मण और भरत के निस्वार्थ प्रेम के बारे में प्रश्न पूछे जाएँगे। <p>विषय की घोषणा विषय विस्तार</p> <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • सम्बंधित प्रश्न पूछना • खुले अंत वाले प्रश्न • पुनरावृत्ति 	<p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> • पठन कौशल का विस्तार • लेखन कौशल का विकास • वाचन कौशल का विकास • नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना • भारतीय पुराणों को जानना <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> • रचनात्मकता का विकास • वाचन कौशल का विकास • चित्र कला का विकास • समालोचानात्मक कौशल का विकास • कंप्यूटर सम्बन्धी दक्षता हासिल हुई <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> • उन्हें अहसास हुआ की

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महीना /कार्य देवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
						दुनिया में अनेक प्रलोभन आएँगे , परन्तु हमें समझदारी से काम लेते हुए अपने आप को नियंत्रित करना होगा
	व्याकरण संधि – दीर्घ ,गुण	<ul style="list-style-type: none"> ● चॉक ● ब्लैक बोर्ड ● डस्टर ● वीडियो https://www.youtube.com/watch?v=Wp_o-3saYJk	आनुभविक ज्ञानार्जन गतिविधि <ul style="list-style-type: none"> ● शब्दों की संधि करना व विच्छेद करना ● समालोचनात्मक कौशल – ● वर्ण विच्छेद व संयोजन और शब्दों की संधि व विच्छेद में अंतर जानना 	<ul style="list-style-type: none"> ● बहुवैकल्पिक प्रश्न ● मौखिक परीक्षा ● लिखित परीक्षा ● कक्षा में चर्चा 	पूर्व ज्ञान परिक्षण किया जाएगा <ul style="list-style-type: none"> ● वर्णों को तोड़ने व जोड़ने के लिए कहा जाएगा ● दो स्वरों के मेल से किस तरह की ध्वनि बनती है ● दो सार्थक शब्दों को जोड़कर बताना विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> ● पठन अभ्यास ● चर्चा ● सम्बंधित प्रश्न पूछना ● खुले अंत वाले प्रश्न ● पुनरावृत्ति 	पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे - <ul style="list-style-type: none"> ● विषय संबंधी ● पठन कौशल का विकास ● लेखन कौशल का विकास ● वाचन कौशल का विकास होगा ● नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम हुए ● शब्दों की संधि करना व विच्छेद करना सीखा
	पुस्तक – वसंत (भाग-1) कविता –	<ul style="list-style-type: none"> ● चॉक ● ब्लैक बोर्ड 	आनुभविक ज्ञानार्जन गतिविधि <ul style="list-style-type: none"> ● झाँसी तथा कविता में आए 	<ul style="list-style-type: none"> ● प्रश्नोत्तर ● खुले अंत वाले प्रश्न ● बहुवैकल्पिक प्रश्न 	आइस-ब्रेकिंग गतिविधि <ul style="list-style-type: none"> ● आज़ादी के महत्त्व पर बात करना 	विषय सम्बन्धी <ul style="list-style-type: none"> ● तुकांत वाले शब्दों का प्रयोग की जानकारी में

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	झाँसी की रानी	<ul style="list-style-type: none"> डस्टर https://www.youtube.com/watch?v=2XXzYcBiAg 	<p>किन्हीं पाँच शहरों को मानचित्र पर अंकित करना</p> <p>कला समेकित ज्ञानार्जन – गीत को कक्षा में गाना सिखाना</p> <p>कौशल मूल्यांकन वाचन कौशल –</p> <ul style="list-style-type: none"> कविता के कोई चार पद्यांश कक्षा में सुनाओ लेखन कौशल – प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल – आज़ादी को पाने के और कौन से रास्ते अपनाए जा सकते थे अंतःविषय कौशल सामाजिक विज्ञान से इसे जोड़ते हुए झाँसी तथा कविता में आए किन्ही पाँच शहरों को मानचित्र पर अंकित करना 	<ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा कक्षा में चर्चा 	<ul style="list-style-type: none"> स्वतंत्रता सेनानियों के बारे में बात करके विषय की घोषणा विषय विस्तार पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति 	<p>विस्तार</p> <ul style="list-style-type: none"> कविता को उचित उतर-चढ़ाव के साथ बोलने की जानकारी में विस्तार पठन कौशल का विस्तार लेखन कौशल का विकास वाचन कौशल का विकास नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना कविता का सारांश सुनाना <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कौशल का विकास चित्र कला का विकास समालोचनात्मक कौशल का विकास कम्प्यूटर सम्बन्धी दक्षता हासिल हुई नैतिक मूल्य स्वतंत्रता सेनानियों के त्याग के बारे में जानना

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	रामायण 9. राम से सुग्रीव की भेंट	<ul style="list-style-type: none"> ● चॉक ● बोर्ड ● डस्टर 	<ul style="list-style-type: none"> ● आनुभविक ज्ञानार्जन गतिविधि/ अंत:विषय कौशल ● पाठ में आए पौराणिक जगहों के आधुनिक नामों की जानकारी देना ● कौशल मूल्यांकन ● वाचन कौशल – कथा का कक्षा में सस्वर वाचन ● लेखन कौशल – ● प्रश्नों के उत्तर लिखना ● समालोचनात्मक कौशल – ● हनुमान की भगवान राम के प्रति निःस्वार्थ सेवा हमें सिखाती है कि एक दोस्त की ज़रूरत के समय किस तरह मदद की जाती है। 	<ul style="list-style-type: none"> ● प्रश्नोत्तर ● खुले अंत वाले प्रश्न ● बहुवैकल्पिक प्रश्न ● मौखिक परीक्षा ● लिखित परीक्षा ● कक्षा में चर्चा 	<p>पूर्व ज्ञान परिक्षण किया जाएगा</p> <ul style="list-style-type: none"> ● सीता की खोज के लिए राम ने क्या-क्या किया - के बारे में प्रश्न पूछे जाएंगे। <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> ● पठन अभ्यास ● चर्चा ● सम्बंधित प्रश्न पूछना ● खुले अंत वाले प्रश्न ● पुनरावृत्ति 	<p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> ● पठन कौशल का विस्तार ● लेखन कौशल का विकास ● वाचन कौशल का विकास ● नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना ● भारतीय पुराणों को जानना <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> ● रचनात्मकता का विकास ● वाचन कौशल का विकास ● चित्र कला का विकास ● समालोचनात्मक कौशल का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> ● निःस्वार्थ सेवा हमें सिखाती है कि एक दोस्त की ज़रूरत के समय किस तरह मदद की जाती है।
	व्याकरण - पर्यायवाची शब्द, विलोम	<ul style="list-style-type: none"> ● चॉक 	<p>आनुभविक ज्ञानार्जन गतिविधि</p>	<ul style="list-style-type: none"> ● बहुवैकल्पिक प्रश्न ● मौखिक परीक्षा 	<p>पूर्व ज्ञान परिक्षण किया जाएगा</p>	<p>पाठके अंतमें विद्यार्थी निम्न बिंदुओं को समझनेमें सक्षम होंगे</p> <p>-</p>

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	शब्द , अनेकार्थी शब्द, अनेक शब्दों के लिए, मुहावरे, लोकोक्तियाँ	<ul style="list-style-type: none"> • बोर्ड • डस्टर 	<ul style="list-style-type: none"> • मुहावरों के अर्थ लिखकर वाक्य बनाना • पढ़े गए शब्दों के अर्थ समझना और लिखना <p>कौशल मूल्यांकन</p> <ul style="list-style-type: none"> • वाचन कौशल – अर्थ बताना और वाक्य बनाना • लेखन कौशल – • अर्थ बताना और वाक्य लिखना • समालोचनात्मक कौशल – • पर्यायवाची – अनेकार्थक शब्दों में अंतर बताना 	<ul style="list-style-type: none"> • लिखित परीक्षा • कक्षा में चर्चा 	<ul style="list-style-type: none"> • दिए गए विषयों से सम्बंधित प्रश्न पूछे जाएँगे। <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • सम्बंधित प्रश्न पूछना • खुले अंत वाले प्रश्न • पुनरावृत्ति 	<ul style="list-style-type: none"> • विषयसंबंधी • पठन कौशल का विकास • लेखन कौशल का विकास • वाचन कौशल का विकास होगा • नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम हुए
	पुस्तक – वसंत (भाग-1) निबंध – जो देखकर भी नहीं देखते	<ul style="list-style-type: none"> • चॉक • बोर्ड • डस्टर <p>https://hindi.sc oopwhoop.c om/helen-</p>	<p>आनुभविक ज्ञानार्जन गतिविधि</p> <ul style="list-style-type: none"> • इशारों वाला खेल कर चीजों के नाम बताना • आँखों पर पट्टी बांधकर आस-पास की चीजों को महसूस करना 	<ul style="list-style-type: none"> • प्रश्नोत्तर • खुले अंत वाले प्रश्न • बहुवैकल्पिक प्रश्न • मौखिक परीक्षा • लिखित परीक्षा • कक्षा में चर्चा 	<p>आइस-ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> • आँखों पर पट्टी बांधकर आस-पास की चीजों को महसूस करवाकर बच्चों के अनुभव जानकर विषय की घोषणा की जाएगी <p>विषय की घोषणा</p>	<p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> • पठन कौशल का विस्तार • लेखन कौशल का विकास • वाचन कौशल का विकास • नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना

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		keller-the-story-of-a-deaf-blind-girl/	<p>कला समेकित ज्ञानार्जन –</p> <ul style="list-style-type: none"> ● ब्रेल लिपि के छह बिन्दुओं की सहायता से चार्ट पर अंग्रेज़ी वर्णमाला लिखना <p>कौशल मूल्यांकन</p> <ul style="list-style-type: none"> ● वाचन कौशल – निबंध का कक्षा में सस्वर वाचन ● लेखन कौशल – प्रश्नों के उत्तर लिखना ● समालोचनात्मक कौशल – 'दिव्यांगों को किस तरह की परेशानियों का सामना ' विषय पर चर्चा ● अंतःविषय कौशल – हेलेन केलर के जीवन से जुड़ी किसी और घटना पढ़ना 		<p>विषय विस्तार</p> <ul style="list-style-type: none"> ● पठन अभ्यास ● चर्चा ● सम्बंधित प्रश्न पूछना ● खुले अंत वाले प्रश्न ● पुनरावृत्ति 	<ul style="list-style-type: none"> ● कहानी का सारांश सुनाना ● मुहावरों के अर्थ जानना <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> ● रचनात्मकता का विकास ● वाचन कौशल का विकास ● समालोचनात्मक कौशल का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> ● ईश्वर द्वारा दी गई नियामतों का सम्मान करना सीखना ● अपनी क्षमताओं की कद्र करना ● निशक्तजनों के प्रति संवेदना जागृत हुई
	रचनात्मकलेखन औपचारिकपत्र (जुर्माना माफ़ी, बहन की शादी के	<ul style="list-style-type: none"> ● चॉक ● बोर्ड ● डस्टर ● वीडियो 	<p>आनुभविकज्ञानार्जन गतिविधि-</p> <ul style="list-style-type: none"> ● किसी गलती के कारण लगाए गए जुर्माना को माफ़ करवाने के लिए प्रधानाचार्य 	<ul style="list-style-type: none"> ● बहुवैकल्पिक प्रश्न ● मौखिक परीक्षा ● लिखित परीक्षा ● कक्षा में चर्चा 	<p>आइस-ब्रेकिंगगतिविधि- पूर्व ज्ञान परिक्षण</p> <ul style="list-style-type: none"> ● अवकाश पाने के लिए क्या करना होता है? ● औपचारिक पत्र के प्रारूप 	<p>विषयसंबन्धी</p> <ul style="list-style-type: none"> ● पठन कौशल का विकास ● लेखन कौशल का विकास ● वाचन कौशल का विकास होगा

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	कारण अवकाश हेतु प्रधानाचार्य जी को प्रार्थनापत्र) रक्षा बंधन , स्वतंत्रता दिवस	https://www.youtube.com/watch?v=5HK4oxWXeRU	जी को प्रार्थना पत्र लिखिए ● रक्षा बंधन के गीत दिखाना ● स्वतंत्रता दिवस के गीत दिखाना ● राखी बनाना ● राष्ट्रीय ध्वज बनाना कौशलमूल्यांकन – वाचनकौशल– ● रक्षा-बंधन क्यों मानते हैं ? लेखनकौशल ● स्वतंत्रता दिवस, रक्षा बंधन पर अनुच्छेद लिखना		के बारे में प्रश्न पूछे जाएँगे विषयकीघोषणा विषयविस्तार ● चर्चा ● संबंधित प्रश्नपूछना ● पुनरावृत्ति	● नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम हुए ● पत्र व अनुच्छेद लिखने की शैली में सुधार ● विचारों को सुव्यवस्थित करने में सुधार ● पत्र के माध्यम से अपने विचारों और भावनाओं को अधिक क्रमबद्ध और सशक्त तरीके से प्रस्तुत करना सीखेंगे
	पुस्तक – वसंत (भाग-1) निबंध – संसार पुस्तक है	● चॉक ● बोर्ड ● डस्टर	आनुभविक ज्ञानार्जन गतिविधि ● आपने किन-किन मौकों पर अपने सम्बन्धियों को पत्र लिखें हैं ? पर बातचीत करना और इसी तरह काम आने वाले पाँच पत्रों की सूची बनाना ● किसी एक जीवनोपयोगी	● प्रश्नोत्तर ● खुले अंत वाले प्रश्न ● बहुवैकल्पिक प्रश्न ● मौखिक परीक्षा ● लिखित परीक्षा ● कक्षा में चर्चा	भूमिका – पत्र की महता पर चर्चा करते हुए बच्चों से निम्न प्रश्न पूछे जाएँगे- ● मोबाइल के आने से पहले दूर रहने वाले लोगों तक किस तरह से संदेश पहुंचाते थे ? सन्देश भेजने का इतिहास	विषय सम्बन्धी ● पठन कौशल का विस्तार ● लेखन कौशल का विकास ● वाचन कौशल का विकास ● नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना ● कहानी का सारांश सुनाना ● मुहावरों के अर्थ जानना

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			<p>पत्र को अभ्यास पुस्तिका में प्रारूप के अनुसार लिखकर अभ्यास करना</p> <p>कला समेकित ज्ञानार्जन – कौशल मूल्यांकन</p> <ul style="list-style-type: none"> ● वाचन कौशल – निबंध का कक्षा में सस्वर वाचन ● लेखन कौशल – ● प्रश्नों के उत्तर लिखना ● समालोचनात्मक कौशल - ● आज के युग में पत्र लेखन की महता पर चर्चा 		<ul style="list-style-type: none"> ● स्कूल में रहते हुए माता-पिता से किस माध्यम से बातचीत करते हो ? <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> ● पठन अभ्यास ● चर्चा ● सम्बंधित प्रश्न पूछना ● खुले अंत वाले प्रश्न ● पुनरावृत्ति 	<p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> ● रचनात्मकता का विकास ● वाचन कौशल का विकास ● समालोचनात्मक कौशल का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> ● दूर रहते हुए भी अपनों से भावनात्मक संबंधों को स्थापित करना
	व्याकरण - कारक भेद	<ul style="list-style-type: none"> ● चॉक ● बोर्ड ● डस्टर ● वीडियो <p>https://www.youtube.com/watch?v=mCd-BETvCQw</p>	<p>आनुभविक ज्ञानार्जन गतिविधि</p> <ul style="list-style-type: none"> ● बिना कारक के वाक्य देकर उचित कारक लिखना ● वाक्य में कारक का महत्त्व समझना <p>कौशल मूल्यांकन</p> <ul style="list-style-type: none"> ● वाचन कौशल – अर्थ बताना और वाक्य बनाना 	<ul style="list-style-type: none"> ● बहुवैकल्पिक प्रश्न ● मौखिक परीक्षा ● लिखित परीक्षा ● कक्षा में चर्चा 	<p>पूर्व ज्ञान परिक्षण किया जाएगा</p> <ul style="list-style-type: none"> ● उदाहरण देते हुए कारक का परिचय देना <p>कारक भेदों का परिचय, पहचान बताते हुए प्रत्येक भेद का अभ्यास</p> <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> ● पठन अभ्यास 	<p>पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे -</p> <ul style="list-style-type: none"> ● विषय संबंधी ● पठन कौशल का विकास ● लेखन कौशल का विकास ● वाचन कौशल का विकास होगा ● नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में

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			<p>लेखन कौशल –</p> <ul style="list-style-type: none"> ● सही कारक लिखना ● समालोचनात्मक कौशल – ● कारक के बिना वाक्य के अस्तित्व पर चर्चा 		<ul style="list-style-type: none"> ● चर्चा ● सम्बंधित प्रश्न पूछना ● खुले अंत वाले प्रश्न ● पुनरावृत्ति 	सक्षम हुए
	पुस्तक – वसंत (भाग-1) कविता – मैं सबसे छोटी होऊँ	<ul style="list-style-type: none"> ● चॉक ● ब्लैक बोर्ड ● डस्टर <p>https://www.youtube.com/watch?v=q5302pHLKJQ</p>	<p>आनुभविक ज्ञानार्जन गतिविधि</p> <ul style="list-style-type: none"> ● प्रेरणादायक कहानी दिखाई जाएगी ● कहानी के आधार पर छोटे या बड़ों की क्षमताओं में अंतर पर चर्चा <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> ● कविता सुनाना <p>कौशल मूल्यांकन वाचन कौशल –</p> <ul style="list-style-type: none"> ● कविता के कोई दो पद्यांश कक्षा में सुनाओ ● लेखन कौशल – प्रश्नों के उत्तर लिखना <p>समालोचनात्मक कौशल –</p> <ul style="list-style-type: none"> ● क्या आप भी कविता में 	<ul style="list-style-type: none"> ● प्रश्नोत्तर ● खुले अंत वाले प्रश्न ● बहुवैकल्पिक प्रश्न ● मौखिक परीक्षा ● लिखित परीक्षा ● कक्षा में चर्चा 	<p>आइस-ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> ● प्रेरणादायक कहानी दिखाकर छोटे या बड़ों की क्षमताओं में अंतर पर चर्चा करके <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> ● पठन अभ्यास ● चर्चा ● सम्बंधित प्रश्न पूछना ● खुले अंत वाले प्रश्न ● पुनरावृत्ति 	<p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> ● तुकांत वाले शब्दों का प्रयोग की जानकारी में विस्तार ● कविता को उचित उतर-चढ़ाव के साथ बोलने की जानकारी में विस्तार ● पठन कौशल का विस्तार ● लेखन कौशल का विकास ● वाचन कौशल का विकास ● नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना ● कविता का सारांश सुनाना <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> ● रचनात्मकता का विकास ● वाचन कौशल का विकास

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			लड़की की तरह ही छोटे बने रहना चाहते हो? यदि हाँ , तो क्यों ?			<ul style="list-style-type: none"> ● चित्र कला का विकास ● समालोचानात्मक कौशल का विकास ● कम्प्यूटर सम्बन्धी दक्षता हासिल हुई नैतिक मूल्य ● छोटे-बड़ों सभी की भावना का सम्मान करना
	रामायण 10. लंका में हनुमान की लीला	<ul style="list-style-type: none"> ● चॉक ● बोर्ड ● डस्टर <p>https://www.youtube.com/watch?v=vlBIJgf2GU</p>	<ul style="list-style-type: none"> ● आनुभविक ज्ञानार्जन गतिविधि/ अंत:विषय कौशल ● पाठ में आए पौराणिक जगहों के आधुनिक नामों की जानकारी देना कौशल मूल्यांकन ● वाचन कौशल – कथा का कक्षा में सस्वर वाचन लेखन कौशल – ● प्रश्नों के उत्तर लिखना 	<ul style="list-style-type: none"> ● प्रश्नोत्तर ● खुले अंत वाले प्रश्न ● बहुवैकल्पिक प्रश्न ● मौखिक परीक्षा ● लिखित परीक्षा ● कक्षा में चर्चा 	<p>पूर्व ज्ञान परिक्षण किया जाएगा</p> <ul style="list-style-type: none"> ● राम और सुग्रीव की दोस्ती किस प्रकार हुई ● दोनों में क्या समानताएँ थीं? - के बारे में प्रश्न पूछे जाएँगे। <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> ● पठन अभ्यास ● चर्चा ● सम्बंधित प्रश्न पूछना ● खुले अंत वाले प्रश्न ● पुनरावृत्ति 	<p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> ● पठन कौशल का विस्तार ● लेखन कौशल का विकास ● वाचन कौशल का विकास ● नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना ● भारतीय पुराणों को जानना <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> ● रचनात्मकता का विकास ● वाचन कौशल का विकास ● चित्र कला का विकास ● समालोचानात्मक कौशल का विकास

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						<p>नैतिक मूल्य</p> <ul style="list-style-type: none"> ● रावण के चरित्र से यह सीख मिली कि क्रोध, विश्वासघात और प्रतिशोध के खुद के जाल में व्यक्ति खुद ही उलझ जाता है। इसलिए हमें बदले, अहम और क्रोध के बजाय माफ़ करने का स्वभाव अपनाना चाहिए।
	उपसर्ग, प्रत्यय	<ul style="list-style-type: none"> ● चॉक ● बोर्ड ● डस्टर 	<p>आनुभविक ज्ञानार्जन गतिविधि</p> <ul style="list-style-type: none"> ● शब्दों को तोड़ना व जोड़ना सीखा <p>कौशल मूल्यांकन</p> <ul style="list-style-type: none"> ● वाचन कौशल – वर्णों के भेद बताना 	<ul style="list-style-type: none"> ● बहुवैकल्पिक प्रश्न ● मौखिक परीक्षा ● लिखित परीक्षा ● कक्षा में चर्चा 	<p>पूर्व ज्ञान परिक्षण</p> <ul style="list-style-type: none"> ● बच्चों को कुछ आम शब्द देकर उसके विलोम शब्द बनाने के लिए कहा जाएगा और <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> ● चर्चा ● सम्बंधित प्रश्न पूछना ● पुनरावृत्ति 	<p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> ● उपसर्ग का भाषा में महत्त्व समझ सके। ● शब्द तथा वाक्यों में उनकी पहचान करते हुए मूल शब्द से उपसर्ग को अलग करने में सक्षम हुए। ● शब्दों में उन्हें पहचानने में सक्षम
	तृतीय इकाई परीक्षा के लिए अब तक किये					

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	गए सारे कार्य की दोहराई करवाना					
	सितम्बर – तृतीय इकाई परीक्षा					
चतुर्थे इकाई (अक्टूबर /नवंबर दिसम्बर 37 दिन)	पुस्तक – वसंत (भाग-1) निबंध – लोकगीत	<ul style="list-style-type: none"> ● चॉक ● बोर्ड ● डस्टर 	<p>आनुभविक ज्ञानार्जन गतिविधि</p> <ul style="list-style-type: none"> ● अपने-अपने क्षेत्रों के लोकगीतों के बारे में जानकारी प्राप्त करना ● कक्षा में अपने क्षेत्र का लोकगीत सुनाना <p>कला समेकित ज्ञानार्जन –</p> <ul style="list-style-type: none"> ● लोकगीत सुनाना <p>कौशल मूल्यांकन</p> <ul style="list-style-type: none"> ● वाचन कौशल – निबंध का कक्षा में सस्वर वाचन ● लोकगीत गाना <p>लेखन कौशल –</p> <ul style="list-style-type: none"> ● प्रश्नों के उत्तर लिखना ● लोकगीत लिखना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> ● लोकगीतों की आज के 	<ul style="list-style-type: none"> ● प्रश्नोत्तर ● खुले अंत वाले प्रश्न ● बहुवैकल्पिक प्रश्न ● मौखिक परीक्षा ● लिखित परीक्षा ● कक्षा में चर्चा 	<p>आइस-ब्रेकिंग गतिविधि</p> <p>बच्चों से निम्न प्रश्नों के उत्तर देने के लिए कहा जाएगा</p> <ul style="list-style-type: none"> ● बच्चों से उनके मनपसन्द गीत-संगीत के बारे में बात करके लोकगीतों के विषय पर चर्चा करते हुए विषय की घोषणा की जाएगी। <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> ● पठन अभ्यास ● चर्चा ● सम्बंधित प्रश्न पूछना ● खुले अंत वाले प्रश्न ● पुनरावृत्ति 	<p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> ● पठन कौशल का विस्तार ● लेखन कौशल का विकास ● वाचन कौशल का विकास ● नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना ● क्षेत्रीय शब्दों के अर्थ जानना ● मुहावरों के अर्थ जानना <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> ● रचनात्मकता का विकास ● वाचन कौशल का विकास ● समालोचनात्मक कौशल का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> ● अपने इतिहास और संस्कृति के प्रति सम्मान की भावना को बढ़ावा देना

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			जीवन में महता पर चर्चा अंत:विषय कौशल ● सामाजिक विज्ञान से इसे जोड़ते हुए किन्हीं दस क्षेत्रों के 10 लोकगीतों के नाम लिखिए।			● दादा-दादी के साथ समय बिताना और लोक-संस्कृति को जानना ● लोकगीत सीखना
	व्याकरण विराम चिह्न व उसके भेद	<ul style="list-style-type: none"> ● व्याकरण ● दृश्य श्रवण साधनों का प्रयोग ● वीडियो ● श्यामपट्ट ● डस्टर ● वीडियो https://www.youtube.com/watch?v=il1julHS-sQ	आनुभविकज्ञानार्जन गतिविधि- <ul style="list-style-type: none"> ● बिना किसी विराम चिह्नों के दिए गए अनुच्छेद पढ़ना कला समेकित ज्ञानार्जन - कौशल मूल्यांकन - <ul style="list-style-type: none"> ● विराम चिह्न के चिह्नों के चित्र बनाना ● लेखन कौशल ● वाक्यों में विराम चिह्नों का प्रयोग करना 	<ul style="list-style-type: none"> ● मौखिक परीक्षा ● लिखित परीक्षा ● शब्द लड़ी ● बहु-वैकल्पिक प्रश्न ● दिए हुए वाक्यों में विराम चिह्न लगाना 	<ul style="list-style-type: none"> ● आइस -ब्रेकिंग गतिविधि- बिना रुके बोलने के लिए कहना ● विषय की घोषणा ● विषय विस्तार ● पठनअभ्यास ● चर्चा ● संबंधित प्रश्न पूछना ● खुले अंत वाले प्रश्न ● पुनरावृत्ति 	पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे - विषय संबंधी <ul style="list-style-type: none"> ● पठन कौशल का विकास ● लेखन कौशल का विकास ● वाचन कौशल का विकास होगा ● नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम हुए कलासंबंधी <ul style="list-style-type: none"> ● अधिक प्रभावशाली ढंग से लिखने की कला विकसित करेंगे ● लेखन कला का विकास ● सर्जनात्मक कला का सुधार

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	पुस्तक – वसंत (भाग-1) निबंध – नौकर	<ul style="list-style-type: none"> ● चॉक ● बोर्ड ● डस्टर 	<p>आनुभविक ज्ञानार्जन गतिविधि</p> <ul style="list-style-type: none"> ● बगीचे में काम आने वाले किन्ही पाँच औजारों के नाम लिखिए <p>कला समेकित ज्ञानार्जन –</p> <ul style="list-style-type: none"> ● सलाद और सेंडविच बनाइए <p>कौशल मूल्यांकन</p> <ul style="list-style-type: none"> ● वाचन कौशल – निबंध का कक्षा में सस्वर वाचन ● लोकगीत गाना लेखन कौशल – ● प्रश्नों के उत्तर लिखना <p>अंत:विषय कौशल</p> <ul style="list-style-type: none"> ● सामाजिक विज्ञान से इसे जोड़ते हुए दक्षिण अफ्रीका में बिताए समय के किसी एक किस्से को सुनाना 	<ul style="list-style-type: none"> ● प्रश्नोत्तर ● खुले अंत वाले प्रश्न ● बहुवैकल्पिक प्रश्न ● मौखिक परीक्षा ● लिखित परीक्षा ● कक्षा में चर्चा 	<p>आइस-ब्रेकिंग गतिविधि</p> <p>बच्चों से निम्न प्रश्नों के उत्तर देने के लिए कहा जाएगा</p> <ul style="list-style-type: none"> ● घर के छोटे-छोटे काम को स्वयं करने के कितने फायदे हैं ? ● 'यदि आपको पास विकल्प हो कि आपका काम खुद करोगे या किसी और से करवाओगे तो आप क्या चुनोगे' विषय पर चर्चा करते हुए विषय की घोषणा की जाएगी। <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> ● पठन अभ्यास ● चर्चा ● सम्बंधित प्रश्न पूछना ● खुले अंत वाले प्रश्न 	<p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> ● पठन कौशल का विस्तार ● लेखन कौशल का विकास ● वाचन कौशल का विकास ● नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना ● मुहावरों के अर्थ जानना <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> ● रचनात्मकता का विकास ● वाचन कौशल का विकास ● समालोचानात्म कौशल का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> ● अपने घर के काम में सहायता करने लोगों का सम्मान करना ● अपने काम खुद करना

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					● पुनरावृत्ति	
	रामायण 11. लंका पर विजय 12. राम राज्य	<ul style="list-style-type: none"> ● चॉक ● बोर्ड ● डस्टर 	<ul style="list-style-type: none"> ● आनुभविक ज्ञानार्जन गतिविधि/ अंतःविषय कौशल ● पाठ में आए पौराणिक जगहों के आधुनिक नामों की जानकारी देना ● कौशल मूल्यांकन ● वाचन कौशल – कथा का कक्षा में सस्वर वाचन ● लेखन कौशल – ● प्रश्नों के उत्तर लिखना ● समालोचनात्मक कौशल – ● सर्वशक्तिमान , ज्ञानी और शिव के परम भक्त रावण जो कि अमरता का वरदान लिए था हार का मुँह देखना पड़ा और वह मृत्यु को प्राप्त हुआ—क्यों ? 	<ul style="list-style-type: none"> ● प्रश्नोत्तर ● खुले अंत वाले प्रश्न ● बहुवैकल्पिक प्रश्न ● मौखिक परीक्षा ● लिखित परीक्षा ● कक्षा में चर्चा 	<p>पूर्व ज्ञान परिक्षण किया जाएगा</p> <ul style="list-style-type: none"> ● सुंदर कांड पर आधारित प्रश्न पूछे जाएँगे ● सीता – हनुमान की भेंट ● लंका दहन – आदि पर अद्वितीय प्रश्न पूछना <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> ● पठन अभ्यास ● चर्चा ● सम्बंधित प्रश्न पूछना ● खुले अंत वाले प्रश्न ● पुनरावृत्ति 	<p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> ● पठन कौशल का विस्तार ● लेखन कौशल का विकास ● वाचन कौशल का विकास ● नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना ● भारतीय पुराणों को जानना <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> ● रचनात्मकता का विकास ● वाचन कौशल का विकास ● चित्र कला का विकास ● समालोचनात्मक कौशल का विकास ● कंप्यूटर सम्बन्धी दक्षता हासिल हुई <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> ● राम की लंका पर विजय अच्छाई की बराबर पर विजय का प्रतीक

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	पुस्तक – वसंत (भाग-1) कविता – वन के मार्ग में (केवल पढ़ने के लिए)	<ul style="list-style-type: none"> • चॉक • बोर्ड • डस्टर 	<p>आनुभविक ज्ञानार्जन गतिविधि</p> <ul style="list-style-type: none"> • रामायण की चौपाइयाँ सुनाना https://www.youtube.com/watch?v=xLTbeDZidY <p>कला समेकित ज्ञानार्जन –</p> <ul style="list-style-type: none"> • रामायण की कोई दो चौपाइयाँ सुनाना <p>कौशल मूल्यांकन वाचन कौशल –</p> <ul style="list-style-type: none"> • कविता का सामूहिक वाचन • लेखन कौशल – प्रश्नों के उत्तर लिखना <p>समालोचनात्मक कौशल –</p> <p>‘सीता का वन में संघर्ष कितना ज़रूरी’ विषय पर चर्चा</p>	<ul style="list-style-type: none"> • प्रश्नोत्तर • खुले अंत वाले प्रश्न • बहुवैकल्पिक प्रश्न • मौखिक परीक्षा • लिखित परीक्षा • कक्षा में चर्चा 	<p>आइस-ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> • रामायण के बारे में बात करते हुए राम के वनवास के बारे में बताना • ‘वन में किस तरह की परेशानियों का सामना किया होगा’ विषय पर चर्चा करते हुए विषय की घोषणा की जाएगी। <p>विषय की घोषणा विषय विस्तार</p> <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • सम्बंधित प्रश्न पूछना • खुले अंत वाले प्रश्न • पुनरावृत्ति 	<p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> • तुकांत वाले शब्दों का प्रयोग की जानकारी में विस्तार • कविता को उचित उतर-चढ़ाव के साथ बोलने की जानकारी में विस्तार • पठन कौशल का विस्तार • लेखन कौशल का विकास • वाचन कौशल का विकास • नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना • कविता का सारांश सुनाना <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> • रचनात्मकता का विकास • वाचन कौशल का विकास • समालोचनात्मक कौशल का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> • समय पढ़ने पर दूसरों का साथ देने की भावना जागृत करना

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अक्टूबर 21 दिन		<ul style="list-style-type: none"> • चॉक • बोर्ड • डस्टर 	<p>आनुभविक ज्ञानार्जन गतिविधि</p> <ul style="list-style-type: none"> • बाँस से बनी वस्तुएँ दिखाना <p>कला समेकित ज्ञानार्जन –</p> <ul style="list-style-type: none"> • मिज़ोरम का बंबू नृत्य की जानकारी <p>कौशल मूल्यांकन</p> <ul style="list-style-type: none"> • वाचन कौशल – निबंध का कक्षा में सस्वर वाचन • लेखन कौशल – • प्रश्नों के उत्तर लिखना • समालोचनात्मक कौशल – • हस्तशिल्प कला की महता पर चर्चा <p>https://www.gaonconnection.com/photo-gallery/art-and-craft-on-rural-india-delhi-saras-mela-photos-of-aajeevika-mela-43706</p> <p>अंतःविषय कौशल</p> <ul style="list-style-type: none"> • सामाजिक विज्ञान से इसे जोड़ते हुए उत्तर-पूर्ति 	<ul style="list-style-type: none"> • प्रश्नोत्तर • खुले अंत वाले प्रश्न • बहुवैकल्पिक प्रश्न • मौखिक परीक्षा • लिखित परीक्षा • कक्षा में चर्चा 	<p>आइस-ब्रेकिंग गतिविधि</p> <p>बच्चों से निम्न प्रश्नों के उत्तर देने के लिए कहा जाएगा</p> <ul style="list-style-type: none"> • बाँस से बनी वस्तुएँ दिखाकर उसके बारे में बोलने के लिए कहना • बाँस से और कौन-कौन सी वस्तुएँ बनती हैं • बाँस के बारे बात करते हुए <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • सम्बंधित प्रश्न पूछना • खुले अंत वाले प्रश्न • पुनरावृत्ति 	<p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> • पठन कौशल का विस्तार • लेखन कौशल का विकास • वाचन कौशल का विकास • नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना • क्षेत्रीय शब्दों के अर्थ जानना • मुहावरों के अर्थ जानना <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> • रचनात्मकता का विकास • वाचन कौशल का विकास • समालोचनात्मक कौशल का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> • हाथों से बनी चीजों सम्मान की भावना को बढ़ावा देना • अपने हाथ से चीजें बनाने के लिए प्रेरित करना

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महीना /कार्य देवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			राज्यों के अन्य मुख्य व्यवसायों की जानकारी			
	व्याकरण - पर्यायवाची शब्द, विलोम शब्द , अनेकार्थी शब्द, अनेक शब्दों के लिए, मुहावरे, लोकोक्तियाँ	<ul style="list-style-type: none"> ● चॉक ● बोर्ड ● डस्टर 	<p>आनुभविक ज्ञानार्जन गतिविधि</p> <ul style="list-style-type: none"> ● मुहावरों के अर्थ लिखकर वाक्य बनाना ● पढ़े गए शब्दों के अर्थ समझना और लिखना <p>कौशल मूल्यांकन</p> <ul style="list-style-type: none"> ● वाचन कौशल – अर्थ बताना और वाक्य बनाना ● लेखन कौशल – अर्थ बताना और वाक्य लिखना ● समालोचनात्मक कौशल – ● पर्यायवाची – अनेकार्थक शब्दों में अंतर बताना 	<ul style="list-style-type: none"> ● बहुवैकल्पिक प्रश्न ● मौखिक परीक्षा ● लिखित परीक्षा ● कक्षा में चर्चा 	<p>पूर्व ज्ञान परिक्षण किया जाएगा</p> <ul style="list-style-type: none"> ● दिए गए विषयों से सम्बंधित प्रश्न पूछे जाएँगे। <p>विषय की घोषणा विषय विस्तार</p> <ul style="list-style-type: none"> ● पठन अभ्यास ● चर्चा ● सम्बंधित प्रश्न पूछना ● खुले अंत वाले प्रश्न ● पुनरावृत्ति 	<p>पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे -</p> <ul style="list-style-type: none"> ● विषयसंबंधी ● पठन कौशल का विकास ● लेखन कौशल का विकास ● वाचन कौशल का विकास होगा ● नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम हुए।
	वार्षिक परीक्षा के लिए अब तक किये गए					

पाइनग्रीव स्कूल,

संबद्धीकरण संख्या630065; स्कूल कोड: 43054

वार्षिक शिक्षाशास्त्र योजना : हिन्दी

कक्षा :छठी

सत्र: 2024-25

महीना /कार्य देवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
	सारे कार्य की दोहराई					
दिसम्बर 13 दिन	वार्षिक परीक्षा					

PINEGROVE SCHOOL, SUBATHU

Affiliation No. 630065; School Code: 43054

Annual Pedagogy Plan: MATHEMATICS

Class: VI

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
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<p>February March</p> <p>No. of periods: 10</p>	<p>Topic Chapter: Knowing our numbers</p>	<ul style="list-style-type: none"> • Audio-visual from ExtraMarks • Power Point Presentations • Videos • Computer aided modules • Real life situations to calculate. • Interdisciplinary: Data from newspaper used to understand the relation between Indian and International place values • https://www.youtube.com/watch?v=Ts5nn5EQKF4 • https://www.youtube.com/watch?v=2ZAzc-G6m0c • https://www.youtube.com/watch?v=VPdE5aOH52g 	<ul style="list-style-type: none"> • Place value chart • Flowchart of decreasing values in the unit table • Experiential learning: Collect data of population in the surrounding areas and arrange in ascending order. • Practical: To take out number of glasses if the capacity of water in larger vessel and smaller vessel is given. 	<ul style="list-style-type: none"> • Testing with MCQ on daily basis • Testing on completing the chapter • Assignments: Few questions given based on the chapter. • Quiz 	<ul style="list-style-type: none"> • Ice Breaking Session • Concept formation • Brain storming by PK Testing • In the textbook, questions will be discussed with the students. • Group Discussion: At the end, discussion session will be held. • Problem sums will be solved 	<ul style="list-style-type: none"> • The students will be able to understand the place values in both systems. • They will be able to comprehend large numbers. • Estimate the values in life experiences. • Relate to Roman method of writing numbers and understand the past better. • The students will understand the concept of how to convert the larger units to smaller units and smaller units to larger units. • Perform fundamental operations on large numbers.
	<p>Topic/ Chapter: Whole Numbers</p>	<ul style="list-style-type: none"> • Audio-visual from ExtraMarks • Power Point Presentation 	<ul style="list-style-type: none"> • Project integrated with Social Science Addition of whole numbers by taking 	<ul style="list-style-type: none"> • Testing with MCQ on daily basis • Testing on completing the chapter. 	<ul style="list-style-type: none"> • Ice Breaking Session • Concept formation • Brainstorming by 	<ul style="list-style-type: none"> • They will be able to understand natural and whole numbers. • Will be able to write
<p>Month No of working days</p>	<p>Topic/Sub-topic</p>	<p>Teaching Aids</p>	<p>Projects/Experiential/Interdisciplinary linkage/Art Integration/Practical's/Skill Assessments</p>	<p>Assignment and Assessments (Oral/Written/MCQs/Quizzes/Tests)</p>	<p>Pedagogical Processes</p>	<p>Learning Outcomes</p>

<p>March No.of periods: 10</p>		<p>natural numbers, whole numbers, and number line.</p> <ul style="list-style-type: none"> • Representation of whole numbers, addition and subtraction, multiplication, and division of whole numbers. • Properties of whole numbers. • Videos on number pattern. • math ppt\wholenumber (classvi)presentation.pptx • math ppt\CH-2PROPERTIES PPT (WHOLENO).pptx • Math ppt\CH-2Number line (WHOLE NUMBER)PPT.pptx • math ppt\CH-2PATTERN(VIDEO)WHOLENO.mp4 	<p>out shortest distance of major cities.</p> <ul style="list-style-type: none"> • From the given map, to find out in which part of India these major cities are located. • Skill Assessment: Tables with numbers and performing various calculations on the same. 	<ul style="list-style-type: none"> • Quiz • Assignments: Few questions given based on the chapter. 	<p>PK Testing</p> <ul style="list-style-type: none"> • In the textbook, questions will be discussed with the students. • Group Discussion: At the end, discussion session will be held. • Problem sums will be solved. 	<p>the successor and predecessor of whole numbers.</p> <ul style="list-style-type: none"> • Bigger numbers are on the right and smaller numbers are on the left of a number line. • To add and multiply, move right, to subtract and divide, move left. • Adding/multiplying two whole numbers gives a whole number. • Division by zero is not defined. • Add/multiply two numbers in any order. • Simplifying is easier with the application of these properties.
<p>March/April No. of periods: 16</p>	<p>Topic/Chapter: Playing with numbers</p>	<ul style="list-style-type: none"> • Audio-visual from Extra Marks • Power Point Presentations • Videos • Computer aided modules with animations and presentations • Practical 	<ul style="list-style-type: none"> • Art and Social Science Integration To find out highest mountains, longest rivers, and tallest statues. Children will use divisibility rules of different numbers. • Find out prime numbers, odd 	<ul style="list-style-type: none"> • Testing with MCQ on daily basis. • Testing on completing the chapter. • Quiz • Assignments: Few questions given based on chapter. 	<ul style="list-style-type: none"> • Ice Breaking Session • Concept formation • Brain storming by PK Testing • In the textbook, questions will be discussed with the students. • Group Discussion: 	<ul style="list-style-type: none"> • Factor is a number that divides the other completely. • Multiples are the answers of a multiplication table. • 1 is a factor of every number. • A number is both a factor and a multiple of itself.

Month No of worki ng days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/ Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Or al/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		<p>understanding: Real life situations to calculate</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=rUrLuTMq-sw • https://www.youtube.com/watch?v=Y1pAKJ4rf-M • https://www.youtube.com/watch?v=9m2cdWorIq8 	<p>numbers, even numbers and composite numbers.</p> <p>• Experiential Learning: To find out the prime numbers using sieve of Eratosthenes method.</p>		<p>At the end, discussion session will be held.</p> <ul style="list-style-type: none"> • Problem sums will be solved. 	<ul style="list-style-type: none"> • Prime numbers have two factors. • Composite numbers have more than two factors. • 1 has only one factor. • 2 the only even prime number. • HCF and LCM of various numbers to simplify in an easier manner. • Divisibility rules of various numbers

<p>April</p> <p>No. of periods: 10</p>	<p>Topic/ Chapter: Basic geometrical ideas</p>	<ul style="list-style-type: none"> • Audio-visual from ExtraMarks • Computer aided modules • PPT (point, line segment, line, intersecting lines, parallel lines.) • PPT (angles, triangles) • PPT (curve, Polygon) • PPT (circles) • PPT (quadrilaterals) • Real life understanding: Different shapes around us in the form of doors, windows, boxes, birthday caps, balls, buildings etc. • Angles to be studied at edges of different shapes 	<ul style="list-style-type: none"> • Art integration: To draw the map of a Basketball court. • Skill Assessment: To find out the radius of center circle. Student will draw a Basketball court and find out the original measurement of sidelines and baselines. • Observation: Angle used in best shot of Basketball. • To find out the different shapes (polygon, curves). • To find out the radius and diameter of center circle of the Basketball courts. 	<ul style="list-style-type: none"> • Testing with MCQ on daily basis. • Testing on completing the chapter. • Quiz • Assignments: Few questions given based on the chapter. 	<ul style="list-style-type: none"> • Ice Breaking Session • Concept formation • Brain storming by PK Testing • In textbook questions will be discussed with the students. • Group Discussion: At the end, discussion session will be held. • Problem sums will be solved 	<ul style="list-style-type: none"> • Skill application: Usage of shapes in architecture. • Using geometrical ideas in art, measurements, cloth designing etc. • Different types of angles. • Application of knowledge: Difference between lines of a railway track and a pair of scissors. • Difference between a closed curve and a polygon. • Circle and its parts
<p>Month No of working days</p>	<p>Topic/Sub-topic</p>	<p>Teaching Aids</p>	<p>Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments</p>	<p>Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)</p>	<p>Pedagogical Processes</p>	<p>Learning Outcomes</p>

		<ul style="list-style-type: none"> • Practical understanding: Make angles with fingers, arm, folding paper. • Art Integrated: Fold paper to form different shapes and understand the edges, vertices etc. • String to be molded in different shapes and studied. • Critical Thinking: Forming polygons with matchsticks. • math ppt\basic geoideasch-4 ppt 3(circle).pptx • math ppt\basic Geo pptPart 2(curve, angles, triangle).pptx • math ppt\basic geo ppt4(Quadrilateral).pptx 				
<p>May</p> <p>No. of periods: 7</p>	<p>Topic/ Chapter: Fractions</p>	<ul style="list-style-type: none"> • Computer aided modules with animations and presentations • Audio- visual from Extra Marks • Videos • Art Integration: Paper cutouts in various shapes • Origami sheets • Real life practical: 	<ul style="list-style-type: none"> • Experiential Learning: Discussed the use of fractions in everyday life, such as in recipes, tools, medicine dosages, etc. • Comparing numbers using a number line (fraction) Students may be asked to represent 	<ul style="list-style-type: none"> • Testing with MCQ on daily basis. • Testing on completing the chapter. • Quiz • Assignments: Few questions given based on chapter. 	<ul style="list-style-type: none"> • Ice Breaking Session • Concept formation • Brainstorming by PK Testing • In the textbook, questions will be discussed with the students. • Group Discussion: At the end, a discussion session will be held. 	<ul style="list-style-type: none"> • Students will be able to tell that, • Fraction is a part of a whole. • Chosen parts are the numerator (N) and denominator (D) is the total number of parts. • If numerator and denominator are the same, it is a whole. • Proper fraction has D greater than N.

		<p>Chocolate bars to be.</p> <ul style="list-style-type: none"> • divided into fractions. • https://www.youtube.com/watch?v=n0FZhQ_GkKw • https://www.youtube.com/watch?v=eReJt vS8 VIk • https://www.youtube.com/watch?v=mb1g yD w5LLo • https://www.youtube.com/watch?v=p2w Ua_j 7dEM 	<p>the fraction on a number line.</p> <ul style="list-style-type: none"> • Keep records of data from daily life experiences. • Observation: On the way home/dorm look for things around you that can be divided along a line of symmetry. • Interdisciplinary : Find the fraction of male and female population in India. • Self-Assessment: What fraction of marks did you obtain in various subjects in recent exams? • Practical application in life: Chapattis eaten out of the total served. • A fraction of tuck eaten out of the total received in a week. • A fraction of boys and girls to the total students in each class of your school. 		<ul style="list-style-type: none"> • Problems will be given 	<ul style="list-style-type: none"> • Improper fraction has N greater than the D. • Unit fraction has N equal to 1. • Fractions with the same D are called like fractions. • Fractions with different D are called unlike fractions. • A mixed fraction has a whole number with a proper fraction. • To get an equivalent fraction, N and D are divided or multiplied by the same number. • Unlike fractions are converted into like fractions before addition or subtraction. • Only the numerators are simplified while the denominator is taken common. • Proper fractions are always less than 1 • Improper and mixed fractions are more than 1. • Mixed fractions can be converted into improper fractions and vice versa. • Addition and subtraction of fractions.
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<p>July/Aug No. of periods:13</p>	<p>Topic/ Chapter:Datahandling</p>	<ul style="list-style-type: none"> • Computer aided modules with animations. • PPT • Real life situations to calculate. • Audio- visual from ExtraMarks • Videos • Individual • Group work • ICT • Mathematics lab activities • Survey • https://www.youtube.com/watch?v=C SQ3EH kFQqw • https://www.youtube.com/watch?v=u Y9gsuV lkuc • https://www.youtube.com/watch?v=F YFYrj MLG7E 	<ul style="list-style-type: none"> • Art integrated Project: Collect the student strength of different houses (Teak, Oak, Deodar, and Chinar) and represent data in a table. Draw colorful pictograph and read the bar graph. • Experiential Learning: • Search a few names of cricketers from newspapers and magazines whose names start with the letters A, B, K, N, D • Write all the names in your notebook. • Make a frequency table the first letter of all names. • Find out which alphabet comes most in the names of players. • Practical understanding : Collect information 	<ul style="list-style-type: none"> • Testing with MCQ on daily basis. • Testing on completing the chapter. • Quiz • Assignments: Few questions given based on chapter. 	<ul style="list-style-type: none"> • Ice Breaking Session • Concept formation • Brainstorming by PK Testing • In the textbook, questions will be discussed with the students. • Group Discussion: At the end, a discussion session will be held. • Problem sums will be solved 	<ul style="list-style-type: none"> • Understood the concept of data, learn how to arrange data in ascending and descending order. • Learn step to organize data. • Divide the raw data. • Find the frequency. • Draw a tally chart Representation of data in the form of pictures, objects using pictograph. • Graphical display of data using bars of different sizes with the help of bar graph. • Learnt reading and interpretation of pictograph and bar graph. • Will be able to relate situations in daily life.
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			<p>from your class about which sports (from among the following), are each one's favorite and write it down against the name of the pupil. Football, Basketball, Cricket, Badminton and Table Tennis.</p> <ul style="list-style-type: none"> • Now organize the data using tally marks. 			
<p>July</p> <p>No. of periods :15</p>	<p>Topic/ Chapter: Understanding elementary shapes</p>	<ul style="list-style-type: none"> • Audio- visual from Extra Marks • PPT • Videos • Computer aided modules • Real life situations to calculate. • Practical understanding: Making quadrilaterals using set squares. • Observation of shapes around us and study them. e.g., Globe (sphere), water bottle (cylinder), Birthday cap (cone), brick (cuboid), die (cube) etc. by using videos. • Interdisciplinary: Study pyramids which will help 	<ul style="list-style-type: none"> • Art integrated Project: Design a map of a town or any other place. • Children will show three roads intersecting at any common place. • Three poles on a straight road. A pair of roads that is neither intersecting nor parallel to any other road. • A pair of parallel and intersecting roads each 	<ul style="list-style-type: none"> • Testing with MCQ on daily basis. • Testing on completing the chapter. • Quiz • Assignments: Few questions given based on the chapter. 	<ul style="list-style-type: none"> • Ice Breaking Session • Concept formation • Brain storming by PK Testing • In the textbook, questions will be discussed with the students. • Group Discussion: At the end, a discussion session will be held. • Problems sums will be solved 	<ul style="list-style-type: none"> • The movement of Earth understood with the movement of hands of a clock. • Different types of angles, perpendicular lines, intersecting lines and parallel lines. • Also, the use of sets, squares and relation between opposite angles of quadrilaterals. • Concept of clockwise and anti-clockwise movement. • Types of triangles Acute angled Obtuse angled Right angled Scalene Isosceles Equilateral

		<p>understandpyramidsof Egypt.</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=tuBLuIW1U70 • https://www.youtube.com/watch?v=yTFfWMCZYK4 • https://www.youtube.com/watch?v=Gzd_lsN • wTOI 				<ul style="list-style-type: none"> • Names of polygons based on number of sides. Triangle Quadrilateral Pentagon Hexagon Heptagon Octagon Nonagon Decagon
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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
July No. of periods: 16	Topic/Chapter: Decimals	<ul style="list-style-type: none"> • Computer aided modules with animations and powerpoint presentations • Real life situations to calculate. • Audio- visual from Extra Marks • PPT • Videos • https://www.youtube.com/watch?v=BVjRkZbyO8 • https://www.youtube.com/watch?v=WV5VY76Pf5U 	<ul style="list-style-type: none"> • Experiential Learning: Collect data of height of students in cm and convert in meters. Arrange in ascending order and record the data in a table. • Practical application: Observe the shopping bills of your parents and find the decimal numbers in money. • Write the numbers in expanded form. 	<ul style="list-style-type: none"> • Testing with MCQ on daily basis. • Testing on completing the chapter. • Quiz <p>Assignments: Few questions given based on chapter.</p>	<ul style="list-style-type: none"> • Ice Breaking Session • Concept formation • Brainstorming by PK Testing • In textbook questions will be discussed with the students. • Group Discussion: At the end, a discussion session will be held. • Problems sums will be solved. 	<ul style="list-style-type: none"> • Understood the concept of converting numbers into decimals. • Concept of blocks. • Place value chart. • Conversion of decimal to fraction and vice-versa. • Comparing decimals, equivalent decimals, how to order decimals. • Expanded form (in decimal expansion and fraction expansion) • Learnt the concept of decimals in the measurement of weight, capacity and length. • Skill application: Learnt how to apply the idea of addition and

						subtraction of numbers with decimal to solve practical problems.
August No. of periods: 7	Topic/ Chapter: Integers	<ul style="list-style-type: none"> • Computer aided modules with animations. • PPT on how to tag the sign, number line, real life situations. • Presentations on how to add and subtract integers on number line. • Audio- visual from ExtraMarks • Real life understanding: Game of snakes and ladders. • Number line on the board. • math ppt\ PowerPoint 	<ul style="list-style-type: none"> • Project: Collect information about the temperature in degree Celsius of the cities on a particular day through various resources and complete the table. • Activity: Rise and fall in any value can be represented with positive and negative signs (temperature, weight, marks etc.) • Experiential Learning: Note daily temperature from the newspaper and record the difference of temperature using integers. 	<ul style="list-style-type: none"> • Testing with MCQ on daily basis. • Testing on completing the chapter. • Quiz • Assignments: Few questions given based on the chapter. 	<ul style="list-style-type: none"> • Ice Breaking Session • Concept formation • Brain storming by PK Testing • In textbook, questions will be discussed with the students. • At the end discussion session will be held. • Problem sums will be solved. 	<ul style="list-style-type: none"> • Numbers less than zero are negative integers. • Numbers on the right of zero are positive integers. • One more gives successor, and one less gives predecessor. • We add integers with same sign and subtract integers with opposite signs. • On opening the bracket, <ul style="list-style-type: none"> + (—) = — — (+) = — — (—) = + + (+) = +

		<p>presentation of integer first day introduction (1)(1)(1) (2 8.04.20).pptx</p> <ul style="list-style-type: none"> • math ppt\ ppt integers (addition and subtraction) lecture 4.pptx • 	<p>Skill Application: To build the concept of addition and subtraction of integers, children will do the activity using red color and blue color representing negative and positive integers.</p> <ul style="list-style-type: none"> • respectively. 			<ul style="list-style-type: none"> • Numbers with different signs but same digit are called additive inverse. • The final answer gets the sign of the greater number (without sign) •
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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
August/September No. of periods 15	Topic/Chapter: Menstruation	<ul style="list-style-type: none"> • Audio- visual from ExtraMarks • Videos • PPT • Groupwork. • Mathematics lab activities • Survey • Computer aided modules • Real life situations to calculate perimeter and area. • • https://www.youtube.com/watch?v=JhHOv3ajuN8 • • https://www.youtube.com/watch?v=slzAm1tTV5A 	<ul style="list-style-type: none"> • Experiential Learning: Make different kinds of shapes. • (Triangle, rectangle, square) with same perimeter. • Find various objects from different surroundings which have regular shapes and find their perimeters. • Ruler and measuring tape used to show the relation between m and cm, cm and inches, feet and mm. • Art integrated Experiential Learning: Draw a composite figure on a piece of square grid paper and write the length of each side. 	<ul style="list-style-type: none"> • Testing with MCQ on daily basis. • Testing on completing the chapter. • Quiz <p>Assignments: Few questions given based on chapter.</p>	<ul style="list-style-type: none"> • Ice Breakin g Session • Concept formation • Brainstorming by PK Testing • In the textbook, questions will be discussed with the students. • Group discussion: At the end, a discussion session will be held. Problem sums solved. 	<ul style="list-style-type: none"> • Understood the concept of perimeter of regular figures. Students learnt that the distance around a figure is known as the perimeter of a closed figure. • Understood that the distance covered is equal to the length of wire used to draw the figure. • Learnt the perimeter of composite figures. • Understood the concept of area of regular figures and how to take out the area of shapes using squared paper

			<ul style="list-style-type: none"> • Then find the area and perimeter of the figure. • To clear the concept of how-to take-out area of square and rectangle. Children will count the number of square tiles as length and breadth of Basketball court and take out the area, later can measure the length and breadth. 			
Month No ofworki ngdays	Topic/Sub-topic	TeachingAids	Projects/Experientia l/Inter disciplinarylinkage/ Art Integration/Practical's /SkillAssessments	Assignment andAssessments(Or al/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	LearningOutcomes

<p>October No. of periods: 5</p>	<p>Topic/ Chapter: Algebra</p>	<ul style="list-style-type: none"> • Audio- visual from ExtraMarks • PPT • Videos • Computer aided modules • Worksheets on multiple calculations • Learning by doing • Activity • Introducing MindMaps • Real life situations to calculate and find answers orally. • https://www.youtube.com/watch?v=OU87O69sTLM • https://www.youtube.com/watch?v=YtjPOwg0824 	<ul style="list-style-type: none"> • Experiential Learning: Assume a variable to represent age. Express each of the family member's age in terms of student's age. • Represent each member's age with the variable and express the age of other family members in terms of that variable. Verify answers by substituting the actual age in the expression formed. • Interdisciplinary: English key words (less than, of, more than, difference, sum, product etc.) can be represented with variable and number. • Children will make their own word problems using these and solve them. 	<ul style="list-style-type: none"> • Testing with MCQ on daily basis. • Testing on completing the chapter. • Quiz • Assignments: Few questions given based on chapter. 	<ul style="list-style-type: none"> • Ice Breaking Session • Concept formation • Brain storming by PK Testing • In the textbook, questions will be discussed with the students. • Group Discussion: At the end, discussion session will be held. 	<ul style="list-style-type: none"> • Understood the concept of patterns of making letters and other shapes using matchsticks. • Variable takes on different values. • Usage of letters n, x, m, y etc. to show a variable. • Use of variables in common rules. • Rules from Geometry • Rules from arithmetic • Concept of variable, constant and algebraic expression. • Form expressions and statements using numbers and variables.
<p>October No. of periods: 13</p>	<p>Topic/ Chapter: Ratio and proportion</p>	<ul style="list-style-type: none"> • Computer aided modules • Worksheets on multiple calculations. • Videos • Real life situations to 	<ul style="list-style-type: none"> • Experiential Learning: Find the age of the family members. • Compare the age of student with age of 	<ul style="list-style-type: none"> • Testing with MCQ on daily basis. • Testing on completing the chapter. • Quiz • Assignments: Few 	<ul style="list-style-type: none"> • Ice Breaking Session • Concept formation • Brain storming by PK Testing • In textbook, 	<ul style="list-style-type: none"> • Got familiar with the knowledge of Ratio and proportion. • Concept of Equivalent ratios • Comparison of ratios

Month No of worki ng days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/ Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Or al/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		calculate and find answers orally . <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=B4_T6-rc35Y • https://www.youtube.com/watch?v=-cxJMsqHH1Y 	each member of his/her family. <ul style="list-style-type: none"> • Art Integrated with culinary skills: Pick two different desserts. Compare the number of students liking either of these two desserts and express in simplest form. • To find the equivalent ratios of a given ratio. • Learning in real life situations: Student may be asked to make four sets of cards from 0 to 9. • Students get to keep the cards if the equivalent ratio they formed is correct or not. 	questions given based on chapter.	questions will be discussed with the students. <ul style="list-style-type: none"> • Group discussion: At the end of the discussion session will be held. • Problem sums will be solved. 	<ul style="list-style-type: none"> • Unitary method • Will be able to solve basic real-life problems through ratios.

October No. of period s:7	Topic/ Chapter:Symmetry	<ul style="list-style-type: none"> • Computer aided modules with animations and presentations. • Videos • Practical understanding by folding activity • Smart Classes • Learning by doing • Activity • Introducing Mind 	<ul style="list-style-type: none"> • Art integrated activity: Draw colorful images of English alphabets in capital letters. • Find their vertical reflectivesymmetry. • Horizontal reflectivesymmetry. • Experiential Learning:Intricate 	<ul style="list-style-type: none"> • Testing with MCQ on daily basis. • Testing on completing the chapter. • Quiz • Assignments: Few questions given based on chapter 	<ul style="list-style-type: none"> • Ice Breaking Session • Concept formation • Brain storming by PK Testing • In the textbook, questions will be discussed with the students. • Group Discussion: At the end, discussion session 	<ul style="list-style-type: none"> • Understood the concept of Symmetry, line of symmetry, and multiple line of symmetry. • Making symmetrical figures using ink blot devils. • Line of symmetry of regular shapes (square, rectangle, triangle etc.) using
Month No. of working days	Topic/Sub-topic	Teaching 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>Maps</p> <ul style="list-style-type: none"> • Correlate with real life situations. • https://www.youtube.com/watch?v=MtqtLiJsfie • https://www.youtube.com/watch?v=s4tS-ZmpJfw 	<p>patterns using papercutting and pasting method.</p> <ul style="list-style-type: none"> • Use such decorative papers cutouts for festive occasions. • Real life understanding: Observe the pictures found in surroundings in the form of blackboard, tabletop, windows, roof etc. • Mark their lines of symmetry. Observe if any of them has horizontal as well as vertical symmetry. 		<p>will be held.</p> <ul style="list-style-type: none"> • Problem sums will be solved. 	<p>squared paper and paper folding.</p> <ul style="list-style-type: none"> • Concept of mirror symmetry • Reflection symmetry
Nov/Dec	Revision and Final Exams					

PINEGROVE SCHOOL, DHARAMPUR

Affiliation No. 630044; School Code: 43035

Annual Pedagogy Plan:SCIENCE

Class: VI

Session 2024-25

Month No working days	Topic/Sub-topic	Teaching 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 (09)	Topic/Chapter: Components of food	<ul style="list-style-type: none"> • Computer aided Class (using power point presentation) • Chalkboard, chalk, duster, Textbook • Smart board (Extra marks) • Video related to: Sources of food Components of food. Deficiency diseases https://youtu.be/AeFvMmFs5kA 	<p>Experiential learning Practical: To study test for starch, proteins and fats</p> <p>Role play: The students will be presenting a skit on different components of food</p> <p>Skill Assessment: Collaboratively make a chart on food nutrients in different food items</p>	<ul style="list-style-type: none"> • Homework • Class test • Daily Quiz • Oral test • Written test 	<p>Lesson will be introduced with an</p> <ul style="list-style-type: none"> • <i>Ice breaking activity</i> • The class would start with a discussion on what food is, importance of food in our life. • <i>Active learning-</i> (Critical thinking, collaborative learning, communication) Students will be divided into four groups and asked to bring different food items. Discussion will be conducted on the food items that are on display. <p>Students will read the topic again after teacher's explanation, think for a minute and</p>	<p>The following skills of the students will be enhanced</p> <ul style="list-style-type: none"> • Testing the presence of starch, proteins and fats in the food product (Critical thinking, Creativity, Collaborative learning) • Understanding the various components of food. (Critical thinking, Collaboration) • To know the functions of dietary fibers and water (Critical thinking) • Comprehend the concept of deficiency diseases (Creativity, Critical thinking) • To make a chart on food nutrients different food items

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March (16)	Topic/Chapter: Sorting materials into groups	<ul style="list-style-type: none"> • Computer aided Class • Chalkboard, chalk, duster, Textbook • Smart board (Extra marks) • Video related to: Types of materials Properties of materials Transparent, translucent and opaque material <p>https://youtu.be/APSExPyJkl</p>	<p>Experiential learning:</p> <ul style="list-style-type: none"> • Practical: To differentiate between lustrous and non-lustrous material • Soluble and Insoluble material • Hard and soft material • Transparent, translucent and opaque material and to discuss the properties • Appearance of the material dull or shiny <p>Skill Assessment:</p> <ul style="list-style-type: none"> • Collaboratively discuss about different kinds of materials • Critically analyse the various terms learned in the chapter 	<ul style="list-style-type: none"> • Homework • Class test • Daily Quiz • Oral test • Written test 	<p>Lesson will be introduced with an</p> <ul style="list-style-type: none"> • <i>Ice breaking activity</i> <p>The class would start with a conversation with the learner by asking them about objects and the materials they are made up of and writing them on the board.</p> <ul style="list-style-type: none"> • <i>Discussion of the topic through Collaborative learning:</i> <p>The students will be asked to group the materials on the bases of appearance and hardness, soluble and insoluble materials. The teacher will discuss the properties of materials and importance of their usage. After the discussion the students will be able to classify the materials.</p> <ul style="list-style-type: none"> • <i>Inquiry based learning:(Critical thinking and problem solving)</i> <p>The students will attempt the questions from the textbook. The teacher will take rounds and help the students in solving the questions.</p>	<p>The following skills of the students will be enhanced</p> <ul style="list-style-type: none"> • Properties of materials (Critical thinking) • Sorting of the materials (Collaboration) • Classification of different objects based on their properties. (Critical thinking, Collaboration) • Discuss about different kinds of materials (Collaboration) Analyse the various terms learned in the chapter. (Critical thinking)

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April (10)	Topic/Chapter: Separation of substances	<ul style="list-style-type: none"> • Computer aided Class • Chalkboard, chalk, duster, Textbook • Smart board (Extra marks) • Video related to: Methods of separation of substances https://youtu.be/dO9eMnv2Tol 	<p>Art Integration: To draw the diagrams of different methods of separation.</p> <p>Experiential learning:</p> <p>Practical: To separate the following mixture using one or more techniques: Threshing Winnowing Hand picking Sieving Magnetic separation Decantation Loading Filtration Evaporation Distillation -To separate the mixtures by using more than one method. -Effect of heating and cooling on a saturated solution</p> <p>Skill Assessment: Collaboratively discuss the basic need of separating constituents from their mixture. Critically analyses the various methods of separation used on the bases of their shape, size and material</p>	<ul style="list-style-type: none"> • Homework • Class test • Daily Quiz • Oral test • Written test 	<p>Lesson will be introduced with an</p> <ul style="list-style-type: none"> • <i>Ice breaking activity</i> <p>The class would start with a discussion about different kinds of materials and the significance of separation of substances.</p> <p><i>Discussion of topic through collaborative learning:</i> Teacher will discuss and explain the various methods of separation that is based upon</p> <p>a) Separating solids from other solids. b) Separating insoluble solids from solids.</p> <p>Students will read the concept from the book and then think for a minute and share it with their partner for better understanding.</p> <p><i>Guided practice:</i> Activities would be discussed and conducted. Students would solve different questions in their notebook. Teacher would take rounds and help the students in solving the problems.</p> <ul style="list-style-type: none"> • 	<p>The following skills of the students will be enhanced</p> <ul style="list-style-type: none"> • Understand the need for separating mixtures. (Collaboration) • To draw diagrams of different methods of separation. (Creativity) • Differentiate between threshing and winnowing (Critical thinking) • Comprehend the concept of magnetic separation (Critical thinking) • To separate the mixtures by using more than one method (Critical thinking and problem solving) • Understand the concept of effect of cooling and heating on a saturated solution. (Collaboration)

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May (14)	Topic/Chapter: Getting to know Plants	<ul style="list-style-type: none"> • Computer aided Class . • Natural surroundings • Chart showing structure of a flower • Fresh leaves, flowers, tap and fibrous roots. • Burner, tripod stand, beaker, dropper, iodine solution, alcohol 	<p><u>PROJECT:</u></p> <p>Art Integration: Draw or collect leaves showing reticulate and parallel venation, and stick in the scrap book.</p> <p><u>Experiential learning:</u></p> <p>The learners will be taken out for a nature walk and experience the different parts of a plant, types of venation and types of plants- herbs, shrubs and trees. They will write your experience</p> <p><u>Skill assessments:</u></p> <p><u>Critical thinking:</u></p> <ul style="list-style-type: none"> • Collaboratively discuss whether all flowers have same number of petals and stamens. • Sensitive towards nature. • Relationship between venation and type of roots. 	<ul style="list-style-type: none"> • Project work • Class test • Daily Quiz • Oral test • Written test 	<p>Lesson will be introduced with an</p> <ul style="list-style-type: none"> • <i>Ice breaking activity</i> Hindi song Mere desh ki dharti <p><i>Discussion of topic through collaborative learning:</i> Take the children for the school round. They will observe:</p> <ol style="list-style-type: none"> a) tap and fibrous roots. b) structure of a leaf c) Reticulate and parallel venation d) different plants: herbs, shrubs and trees e) structure of a flower <p>They will share their experiences/observations through drawing/ verbally in a few words. They will also perform an experiment to observe that leaves make food by photosynthesis.</p> <p><i>Guided practice:</i> Activities would be discussed and conducted. Teacher would assist students in solving the problems.</p>	<p>The following skills of the students will be enhanced</p> <ul style="list-style-type: none"> • Understand the need of photosynthesis (Collaboration) • To draw diagrams of various types of roots, leaves, venation (Creativity) • Differentiate between types of roots, leaves, venation (Critical thinking) • Comprehend the structure of a flower (Critical thinking) • To show that leaves make food by photosynthesis. (Critical thinking and problem solving) • Understand the relation between types of roots and venation. (Collaboration) <p>ly.</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
<u>May</u> (13)	Topic/Chapter: Body Movements	<ul style="list-style-type: none"> • Computer aided Class • Chalkboard, chalk, duster, Textbook • Smart board (Extra marks) <p>Video</p>	<p>Art Integration: Diagram of Human Skeleton</p> <p>Experiential learning/Practical: Lab Visit</p> <p>Skill Assessment: Different Movements</p>	<ul style="list-style-type: none"> • Homework • Class test • Daily Quiz • Oral test • Written test 	<p>Lesson will be introduced with an</p> <ul style="list-style-type: none"> • <i>Ice breaking activity</i> <p><i>Discussion of topic through Collaborative learning:</i> Activities would be discussed and students would solve different questions.</p> <p><i>Guided Practice:</i> Students will read the topic again after teacher's explanation, think for a minute and discuss in pair the related topic. (Critical thinking, collaborative learning, communication)</p> <ul style="list-style-type: none"> • <i>Independent Practice:</i> Students will complete the questions and answers in the notebook. 	<p>The following skills of the students will be enhanced</p> <ul style="list-style-type: none"> • Comprehend the concepts (Collaboration) • Importance of Skeletal System in the body • Critically analyses The Human Skeleton (Critical thinking) <p>Draw the inference from a given diagram of Human Skeleton</p>
	Topic/Chapter: The living organisms and	<ul style="list-style-type: none"> • Computer aided Class 	Project: Adaptation in plants and animals according to their habitat	<ul style="list-style-type: none"> • Homework • Class test • Daily Quiz 	Lesson will be introduced with an	The following skills of the students will be enhanced

Month No of working days	Topic/Sub-topic	Teaching 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 (14)	their surroundings	<ul style="list-style-type: none"> Chalkboard, chalk, duster, Textbook Smart board (Extra marks) <p>Video related to:</p> <ul style="list-style-type: none"> Living and non-living things Adaptations in different animals Different types of aquatic plants https://youtu.be/B1tEfUzCEok 	<p>Art Integration: Diagram Tables Flowchart of habitat Different types of aquatic plants</p> <p>Experiential learning: Flip teaching method adopted.</p> <p>Skill Assessment:</p> <ul style="list-style-type: none"> Critically analyses and differentiate the different organisms and their habitats Critically understand adaptation and acclimatization. Critically analyse and identify the common characteristics of living beings 	<ul style="list-style-type: none"> Oral test Written test 	<p>The class would start with a discussion about the features of living organisms, importance of shelter. Teacher will help them in defining the terms properly.</p> <p><i>Group learning:</i> The students will be divided into groups and assigned one region per group. They will prepare the topic and present it in the class. (Critical thinking, Communication, Collaboration and Character)</p> <p><i>Questioning:</i> Teacher will prepare a list of questions and will ask these questions after their presentation. (Critical thinking, Communication)</p>	<ul style="list-style-type: none"> Understand the concept of living and non-living things (Collaboration) Characteristics of living things, habitat, biotic and a biotic factor (Critical thinking) Adaptations of plants and animals to terrestrial and aquatic habitat (Critical thinking) Comprehend the concept of adaptations of animals to different habitat (Citizenship, Responsibility) Differentiate between living and non-living things (Differentiation) Differentiate between biotic and abiotic components. (Differentiation) Represent the plant types of aquatic plants diagrammatically. (Creativity) <p>Differentiate between adaptation and acclimatization (Critical thinking)</p>
	<p>Topic/Chapter: Light shadow</p>	<ul style="list-style-type: none"> Computer aided Class 	<p>Practical:</p>	<ul style="list-style-type: none"> Homework 	<p>Lesson will be introduced</p>	

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
July (14)	Topic/Chapter: Light shadow and reflections	<ul style="list-style-type: none"> Chalkboard, chalk, duster, Textbook Smart board (Extra marks) Video related to: Sources of light Opaque, transparent and translucent object Light travels in a straight line Pinhole camera Periscope https://youtu.be/3gOoDBRTWes 	<p>Light travel in a straight line Light travel in a straight line Periscope Pin hole camera Regular and irregular reflection Characteristics of image formed by plane mirror</p> <p>Art Integration: Diagrams Flowchart Tables</p> <p>Experiential learning: Construction of a pinhole camera</p> <p>Skill Assessment:</p> <ul style="list-style-type: none"> Critically analyses the term reflection of light with the help of activities. 	<ul style="list-style-type: none"> Homework Class test Daily Quiz Oral test Written test 	<p>with an</p> <ul style="list-style-type: none"> <i>Ice breaking activity</i> <p>The class would start with a discussion by asking questions about how we are able to see objects around us.</p> <p><i>Discussion of topic through Collaborative learning:</i> Activities would be discussed, and students would solve different questions per group and the questions would be crosschecked. (Critical thinking, Collaboration)</p> <p><i>Guided Practice:</i> The students will answer the questions from the textbook in their notebook in the class with the help of a teacher.</p> <p><i>Independent Practice:</i> Students will complete the questions and answers in the notebook.</p>	<p>The following skills of the students will be enhanced</p> <ul style="list-style-type: none"> Understand the concept of sources of light (Critical thinking) luminous and non-luminous objects translucent, transparent and opaque objects (Collaboration, Critical thinking) Rectilinear propagation of light (Collaborative learning) reflection of light real and virtual image (Critical thinking) Working of a periscope characteristics formed by plane mirror. personal experiences/events using verbal or visual. They were able to explain the importance of recreation.

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
August (14)			<p>Art Integration:</p> <p>Graph Flowchart</p> <p>Practical: How to use a scale To measure the length of a curved line with a thread</p> <p>Skill Assessment:</p> <ul style="list-style-type: none"> • Collaboratively discuss about the story of transport • Critically analyses about the method of measuring the length of a curved line • Critically analyses the 			<ul style="list-style-type: none"> • Comprehend the concept of shadow, working of periscope and pin hole camera. (Critical thinking, Collaboration, Creativity) • Differentiate between virtual and real image (Differentiation) • Graphical represent of regular and irregular reflection of light • Diagrammatically explaining the working of pinhole camera and periscope (Critical thinking, Creativity) • Draw the inference from a given diagram <p style="text-align: right;">Page</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
August (14)	Topic/Chapter: Motion and measurement of distances	<ul style="list-style-type: none"> • Computer aided Class • Chalkboard, chalk, duster, Textbook • Smart board (Extra marks) • Video related to: Concept of Motion Types of motion Measurement with a scale https://youtu.be/1_bKyE-ht-w • Song – Salaam by Mohit Chauhan https://www.youtube.com/watch?v=K7YAt_ld4AM 	<p>objects in rest and motion</p> <p>PROJECT: PROJECT:</p> <p>Art Integration: Diagrams and Flowchart of Circuit diagram Electric bulb Electric torch Electric cell Electric switch</p> <p>Experiential learning: Practical: To make a Circuit and observe working of switch</p> <p>Skill Assessment:</p> <ul style="list-style-type: none"> • Collaboratively discuss about the uses of electricity • Critically analyses the working of an electric cell. • Critically analyses the structure of an electric bulb. 	<ul style="list-style-type: none"> • Homework • Class test • Daily Quiz • Oral test • Written test 	<p>Lesson will be introduced with an <i>Ice breaking activity</i> The class would start with a conversation on motion and what makes the things move.</p> <p><i>Discussion of topic through Collaborative learning:</i> Activities would be discussed, and students would solve different questions per group and the questions would be crosschecked.</p> <p><i>Guided Practice:</i> The students will answer the questions from the textbook in their notebook in the class with the help of a teacher.</p> <p><i>Independent Practice:</i> Students will complete the questions and answers in the notebook.</p>	<p>The following skills of the students will be enhanced</p> <ul style="list-style-type: none"> • Understand the concept of motion, speed (Collaboration) • Comprehend the concept of measurements and units of measurement (Critical thinking) • Differentiate between of types of motion (Differentiation) • Calculate the length, distance and weight of an object. (Critical thinking) • Understand the method of measuring the length of a curved line. (Critical thinking) • Represent the motion by graphical method (Creativity, Collaboration) <p>Draw the inference from a given graph</p> <p style="text-align: right;">Page</p>

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	<p>Topic/Chapter: Electricity and circuits</p>	<ul style="list-style-type: none"> • Computer aided Class • Electric cell, wires, switch, battery • Smart board (Extra marks) • Video related to: Electric Cell Electric Circuit Switch https://youtu.be/vlotVbzrwxg 		<ul style="list-style-type: none"> • Homework • Class test • Daily Quiz • Oral test • Written test 	<p>Lesson will be introduced with an</p> <ul style="list-style-type: none"> • <i>Ice breaking activity</i> <p>The class would start with recalling about the use of electricity and electrical appliances.</p> <p><i>Discussion of topic through Collaborative learning:</i> Activities would be discussed and students would solve different questions.</p> <p><i>Guided Practice:</i> Teacher will discuss about the working of appliances and explain them.</p> <p>Students will observe the structure of a cell, an electric bulb, and discuss in pair the related topics. (Critical thinking, collaborative learning, communication)</p> <p><i>Independent Practice:</i> Students will draw the diagrams</p>	<p>The following skills of the students will be enhanced</p> <ul style="list-style-type: none"> • Understand the concept of electricity • Importance of electricity, power station (Collaboration) • pros and cons of electricity, • electric cell • torch bulb and electric circuit • open and close circuit, switch and its uses (Critical thinking) • Working of a Torch (Creativity, Critical thinking) • Critically analyses the role and significance of conductors and insulators. • Comprehend the concept of electricity and its usage in day-to-day life (Collaboration) • Differentiate between good and poor conductors of electricity (Differentiation) • Differentiate between open and closed circuit (Differentiation, Critical thinking) • Draw the inference from a given diagram

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September 5)	Topic/Chapter:Fun with magnets	<ul style="list-style-type: none"> Computer aided Class Chalkboard, chalk, duster, Textbook Smart board (Extra marks) Video related to: Discovery of magnets Types of magnets Properties of magnets Uses of magnets How to make magnetic compass https://youtu.be/mn_ry4mbmro 	<p>Experiential learning: Practical: How to make a magnet</p> <p>To identify the different types of magnets</p> <p>Art Integration: To draw the different shapes of magnet.</p> <ul style="list-style-type: none"> Skill Assessment: Collaboratively discuss the properties of a magnet. <ul style="list-style-type: none"> Critically analyses about finding directions with the help of a magnet. <p>Art Integration: Pie Chart</p> <p>Experiential learning: Data Collection</p> <p>Practical:</p>	<ul style="list-style-type: none"> Homework Class test Daily Quiz Oral test Written test 	<p>Lesson will be introduced with an</p> <ul style="list-style-type: none"> <i>Ice breaking activity</i> <p>The class would start with recalling magnets and how they were discovered.</p> <p><i>Discussion of topic through Collaborative learning:</i> Activities would be discussed and students would solve different questions.</p> <p><i>Guided Practice:</i> Teacher will discuss finding directions with the help of a magnet and explain about magnetic compass. Students will read the topic again after teacher's explanation, think for a minute and discuss in pair the related topic. (Critical thinking, collaborative learning, communication)</p>	<p>The following skills of the students will be enhanced</p> <ul style="list-style-type: none"> The concept of magnets, its discovery, types of magnets Characteristic of magnets (collaboration) Precaution in handling magnets and how to store magnets and magnetic compass (Critical thinking) Comprehend the concept of characteristics of magnets. (Critical thinking) Differentiate between magnetic and non-magnetic substances (Differentiation) Determine whether given substance is magnetic or non-magnetic substance (Critical thinking) Usage of magnetic compass (Critical thinking)
October 6)						
November						

Month No of working days	Topic/Sub-topic	Teaching 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>Topic/Chapter: Air Around Us</p> <p>Revision</p>	<ul style="list-style-type: none"> • Computer aided Class • Chalkboard, chalk, duster, Textbook • Smart board (Extra marks) <p>Video</p>	<p>Activities based on Air</p> <p>Skill Assessment:</p> <ul style="list-style-type: none"> • Collaboratively discuss about the uses of air and its components. • Critical analyses about properties of air components 	<ul style="list-style-type: none"> • Homework • Class test • Daily Quiz • Oral test • Written test 	<p>Lesson will be introduced with an</p> <ul style="list-style-type: none"> • <i>Ice breaking activity</i> <p>The class would start with a discussion about air and its components.</p> <p><i>Discussion of topic through Collaborative learning:</i> Activities would be discussed and students would solve different questions per group and then the questions would be crosschecked. Teacher would take rounds and help students with their doubts. (Collaborative learning, communication)</p> <p><i>Guided Practice:</i> The students will answer the questions from the textbook in their notebook in the class with the help of a teacher.</p>	<p>The following skills of the students will be enhanced</p> <ul style="list-style-type: none"> • Understand the concept of air and its composition (Collaboration) • Comprehend the concept of uses of gases present in air (Critical thinking) • Differentiate between burning and breathing (Differentiation) • Calculate the amount of oxygen required for burning (Critical thinking) • Uses of air in day-to-day life • Oxygen and carbon cycle (Critical thinking, Collaboration) <p>Draw the inference from a given diagram</p>

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

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February (4 Days)	Civics: Ch-1 Topic: Understanding Diversity Subtopic: <ul style="list-style-type: none"> ● Diversity in India ● Unity in diversity 	<ul style="list-style-type: none"> ● Loud reading by the students ● Explanation by the teacher ● Chalk ● Board ● Duster <p>Computer Aided Teaching:</p> <ul style="list-style-type: none"> ● PDF of the lesson – NCERT book ● Power point presentation ● You tube ● Smart Class - Extra Marks. ● Diksha portal shown. <p><u>LINKS:</u></p> <p>National Integration: https://www.youtube.com/watch?v=3p1VjJFoY o</p> <p>Different dance forms,</p>	<ul style="list-style-type: none"> ● <u>Art Integrated Project:</u> Have you seen the Olympic logo? These rings in the logo stand for what? You recreate the logo in scrapbook then write in your own words. How this sign of Olympic Games conveys the message of diversity? ● <u>Experiential Learning:</u> Children will be asked to speak and share about the varied differences they see in their family in terms of language, festivals, culture, cuisine, and 	<p style="text-align: center;"><u>The L.O. will be assessed through:</u></p> <ul style="list-style-type: none"> ● Oral tests ● Written tests. ● Dictation of difficult words ● Discussion of question and answers ● Loud reading of the lesson ● MCQ quiz 	<p><u>Ice breaking session:</u></p> <ul style="list-style-type: none"> ● Lesson will be introduced with an ice breaking session by asking the children about their likes and dislikes about different things that they use and see in their daily life. ● PK Testing <p><u>The learners may be provided opportunities in pairs /groups/ individually and encouraged to -</u></p> <ul style="list-style-type: none"> ● Story Telling on Diversity ● To understand the meaning of diversity ● To know how different, we are as humans. ● To know about 	<p><u>The learner —</u></p> <ul style="list-style-type: none"> ● Will be able to learn that the state of being varied is called diversity. ● Understand Unity in Diversity makes our country different if compared to the world. ● Learn values of awareness, respect and accept other thoughts, culture, and religion. <p style="text-align: right;">Page</p>

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		<p>costumes cuisine of India, festivals, culture: https://www.youtube.com/watch?v=ZgeHqtSpOv8</p> <p>What does diversity add to our lives? https://www.youtube.com/watch?v=3p1VjJFoY0</p> <p>Jallianwala Bagh Massacre: https://www.youtube.com/watch?v=RiUQD9_IPTU</p>	<p>lifestyle.</p> <ul style="list-style-type: none"> ● PPT and Videos shown <p>PROJECT: Folk dances of ant two states of India</p>		<p>India that it is a vast country with diverse influences that have enriched the culture and heritage.</p> <ul style="list-style-type: none"> ● To know importance of languages and different types of languages spoken around the world today ● To know about geographical, linguistic, religious, and cultural Diversity in India ● To understand diversity is the state of being varied. being different from one another 	
March (23 Days)	<p>Geography: Ch-1</p> <p>Topic: The Earth in the Solar System</p> <p>Subtopic:</p> <ul style="list-style-type: none"> ● Solar system 	<ul style="list-style-type: none"> ● PDF of the lesson – NCERT book ● Power point presentation ● Video on ‘Solar System’ ● Black board ● Chalk ● Duster 	<p>Experiential learning: Write the following information on the piece of paper and share with your friends.</p> <ul style="list-style-type: none"> ● Name ● Zodiac sign and symbol 	<p>The L.O. will be assessed through:</p> <ul style="list-style-type: none"> ● Question/ answers ● Diagram of Solar System ● MCQ’s ● Written test. ● Oral test 	<p>Ice breaking session: <u>Fun game- Who Am I?</u> I am the smallest planet. I am the nearest planet to the Sun. I have rings around me. I am the red planet.</p>	<p>The learner will understand —</p> <ul style="list-style-type: none"> ● The Sun, the moon and all objects shining in the sky are celestial bodies. ● The Sun, eight planets, satellites and other celestial

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		<ul style="list-style-type: none"> Smart Class - Extra Marks <p>LINKS: Solar System Asteroids Galaxies</p>	<ul style="list-style-type: none"> Try to write and draw at least 2/3 zodiac sign and symbols. <p>Inter disciplinary linkage (Science)/Activity: Prepare a chart of the Solar System.</p> <p>Skill Assessment:</p> <ul style="list-style-type: none"> Loud Reading Written assignment. <p>(Question/and answers)</p> <p>General discussions/Interactive dialogues: nesting real life situations.</p>		<p>I am also called ‘blue planet.’ Life is possible only on this planet.</p> <p>Thereafter, the name of the chapter will be announced.</p> <p>Examining previous knowledge-about different planets in the solar system. Lecture -discussion With the help of PPT, videos and lecture-discussion method the chapter will be explained through which students will understand:</p> <ul style="list-style-type: none"> What are celestial bodies? What is Full moon, New Moon, constellations What is meant by the Solar System? Which are the nine planets in the Solar System? Why is earth called blue planet? What are Asteroids 	<p>bodies make the solar system.</p> <ul style="list-style-type: none"> The Earth is called ‘blue planet’ because it is the only planet that contains water. Satellites are natural as well as human made. Asteroids are pieces of rocks that keep moving around the Sun. Millions of galaxies together make the Universe.

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					and Meteoroids?	
	Geography: Ch-2 Topic: Globe: Latitudes and Longitudes Subtopic: <ul style="list-style-type: none"> ● Important Parallels of Latitudes ● Heat zones of the earth ● Standard time 	<ul style="list-style-type: none"> ● PDF of the lesson – NCERT book ● Power point presentation <ul style="list-style-type: none"> ● Video on Globe, Latitudes, and longitudes ● Black board ● Chalk ● Duster ● Globe ● Torch ● Smart Class - Extra Marks <p>LINK Latitude and longitude</p>	<p><u>Experiential learning/Project:</u> Map work: With the help of an atlas find out the degrees of longitude & latitude of places- New Delhi, Columbia, Budapest, New York, Brazil, and Maharashtra.</p> <p><u>Activity/ Art Integrated:</u> Draw a world map on the chart paper. Take thread of two colors and make the important parallels of latitude with one colored thread and the 24 time zones with the other colored thread.</p> <p>List out all the countries on the Globe through which the equator passes.</p> <p><u>Skill Assessment:</u></p> <ul style="list-style-type: none"> ● Loud Reading ● Written assignment. 	<p><u>The L.O. will be assessed through:</u></p> <ul style="list-style-type: none"> ● Question/ answers ● Diagram of important latitudes and heat zones ● World map showing the time zones of the world. ● MCQ's ● Written/Oral test 	<p><u>Ice breaking session:</u> An activity will be conducted using a torch and a cardboard with a small hole. Students will notice that the torchlight falling on a straight surface is bright and covers a small area, whereas the torchlight falling on a slanted surface is less bright but covers a bigger surface. Views of students will be taken for why does this difference and what does it show? After which, the topic of the chapter will be announced.</p> <p><u>Examining previous knowledge</u> about location of different continents on the world map. <u>Lecture -discussion</u> With the help of PPT, videos and lecture-discussion method the chapter will be explained:</p>	<p><u>The learner understands —</u></p> <ul style="list-style-type: none"> ● The shape of the earth is Geoid and why it is tilted. ● Maps are more important as compared to a globe. ● Latitudes and longitudes are imaginary lines that run through the globe, that help in finding exact location of a place on the Earth's surface. ● International Date Line is line where the date changes by one day. ● Every country has its own Standard time, which is followed by the entire country. ● The grid helps us to find time and locate places on the earth.
			(Question/and			

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			answers) General discussions/Interacti ve dialogues: Connecting real life situations.		<ul style="list-style-type: none"> ● What is the difference between map and globe? ● Why tilt of the Earth's axis is important? ● What are parallels of Latitude and Meridians of Longitude? ● What are the three major Heat zones? ● What is Standard Time of a place? Why is International Date Line important?	<ul style="list-style-type: none"> ● With the help of longitudes, the time of a place can be found.
	History: Ch-1 Topic: What, Where How and When? Subtopic: <ul style="list-style-type: none"> ● Where did people live? ● Names of the land ● Finding out about the past 	<ul style="list-style-type: none"> ● PDF of the lesson – NCERT book ● Power point presentation <ul style="list-style-type: none"> ● Black board ● Chalk ● Duster ● VIDEO: Showing old inscription maps. ● Smart class – Extra Marks 	<u>Experiential Learning:</u> <ul style="list-style-type: none"> ● Before the beginning of the chapter- Write down little information that you have gathered either from your mother/ grandparents/any one of your 	<u>The L.O. will be assessed through:</u> <ul style="list-style-type: none"> ● Question/ answers ● MCQ's ● Written test. ● Oral test 	<u>Ice breaking session:</u> <ul style="list-style-type: none"> ● Talking about the different crafts that we know today. ● A news article will be read from the newspaper. ● PK Testing <u>The learners may be provided opportunities in pairs /groups / individually and</u>	<u>The learner —</u> <ul style="list-style-type: none"> ● Understand about the past events set in a chronological order. ● Understand how historians have classified history into different periods and timeline. ● Understand the different sources

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	<ul style="list-style-type: none"> What do dates mean? 	Link: <ul style="list-style-type: none"> Magadha Empire https://www.youtube.com/watch?v=fk3AUxRM1As What, where, how and when https://www.youtube.com/watch?v=3SYmQwfJosI What does AD and BC mean? https://www.youtube.com/watch?v=1NuwkNUdtk 	relatives about their childhood or school days. Compare it with your present days. See how your friends have shared the information. <ul style="list-style-type: none"> Interview an archaeologist. 		<p>encouraged to –</p> <ul style="list-style-type: none"> use pictures, drawings of different types of sources to read, explain, Discuss these to understand how historians have interpreted India. Understand the these to reconstruct history of ancient. specific nature of the discipline passed to us by our ancestors. Understand the significance of time and date to study History. understand and identify the different sources that is used to reconstruct History 	of information and their classification. <ul style="list-style-type: none"> identifies different types of sources. (Archaeological, literary etc.) describes their use in reconstruction of history of this Period.
April (22 Days)	Civics: Ch-2 Topic: Diversity and Discrimination Subtopic: <ul style="list-style-type: none"> Difference 	<ul style="list-style-type: none"> PDF of the lesson – NCERT book Loud reading by the students Explanation by the teacher 	<u>Life Skill Assessment:</u> Think about a situation where you feel you are discriminated within the family or in the	<u>The L.O. will be assessed through:</u> <ul style="list-style-type: none"> (C.W.) and (H.W.) Question/ answers MCQ's 	<u>Ice Breaking Session</u> <ul style="list-style-type: none"> PK Testing Story Telling on Discrimination (Mahatma 	<u>The learner —</u> <ul style="list-style-type: none"> Understand about Diversity often creates attitudes of Page hostility toward

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	and Prejudice <ul style="list-style-type: none"> ● Creating stereotypes ● Inequality and discrimination ● Striving for Equality 	<ul style="list-style-type: none"> ● Chalk ● Board ● Duster ● Computer Aided Teaching: ● Power point presentation ● Smart class - Extra Marks ● You tube videos. <p><u>LINKS:</u></p> <p>What is Diversity? https://www.youtube.com/watch?v=hfO82z29hWg</p> <p>What is Inclusion? https://www.youtube.com/watch?v=6SnXBKEfr2s</p> <p>Life of Dr.B.R. Ambedkar: https://www.youtube.com/watch?v=LhYMTnP BkhA</p>	school. Discuss the ways in which persons with special needs might be subject to discrimination. <p><u>Role Play:</u> Perform a role play with songs and poems about issues such as equality in democracy, discrimination faced by girls etc.</p> <p><u>Art Integration:</u> <u>Activity:</u> Prepare posters with drawings and pictures on the significance of the Constitution, Preamble, right to equality</p>	<ul style="list-style-type: none"> ● Written test. ● Oral test ● Quiz 	Gandhi, Apartheid, Nelson Mandela) <u>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</u> <ul style="list-style-type: none"> ● Understand about prejudice and stereotyped society. ● learn about caste discrimination in India. ● Understand about right to equality and constitution of India. ● Learn about different types of fundamental right justice, equality, liberty, and fraternity. ● Observe 	those who are differed from others. <ul style="list-style-type: none"> ● know how the Constitution of India provides equality for all citizens. ● Describes various forms of human diversity around her/him. • develops a healthy attitude towards various kinds of diversity around her/him • recognizes various forms of discrimination and understands the nature and sources of discrimination. • Differentiates between equality and inequality in various forms to treat them in

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	UNIT I	REVISION UNIT I			examples of fair/unfair treatments to people meted out in the family, school, society, etc.	a healthy way.
	<p><u>History: Ch-2</u> Topic: From Hunting- Gathering to Growing Food Gathering to Growing Subtopic:</p> <ul style="list-style-type: none"> ● Choosing a place to live in ● Making stone tools ● A changing environment ● A closer look-Hunsgi ● Varieties of foods ● The beginnings of farming and herding ● Anew way of life 	<ul style="list-style-type: none"> ● PDF of the lesson – NCERT book ● Power point presentation ● Blackboard ● Chalk ● Duster ● Video: Showing important Archaeological Sites, paintings ● Smart class - Extra Class ● LINK: ● On the trail of the earliest people https://www.youtube.com/watch?v=62XaQ1tgEjU ● Bhinbetka 	<p>Experiential learning: Excursion: Museum PROJECT: Inter disciplinary linkage:</p> <ul style="list-style-type: none"> ● Flowchart of some important dates. ● Map work: Some important Archaeological Sites ● Scrapbook activity: <p>With the help of concept map, paste pictures and explain different types of stone age, stone tools, evolution of man and techniques of making tools.</p>	<p>The L.O. will be assessed with</p> <ul style="list-style-type: none"> ● Oral tests ● Written tests. ● Dictation of difficult words ● Discussion of question and answers ● Loud reading of the lesson ● MCQ quiz 	<p>Ice breaking session: Sharing travelling experience (train, airplane, etc.)</p> <ul style="list-style-type: none"> ● PK Testing <p>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</p> <ul style="list-style-type: none"> ● Understand about hunting and gathering as a way of life and its implications. ● Appreciate the skill and knowledge of hunter-gatherers. ● Learn about stone tools and their use. ● Identify stone artifacts as archaeological evidence, making 	<p>The learner —</p> <ul style="list-style-type: none"> ● Will be able to present form and shape of humans evolved from the Ancestors. ● would appreciate the skills and knowledge which the early man carried with them. ● Will understand about the different phases of Stone Age. ● locates important historical sites, places on an outline map of India <p style="text-align: right;">Page</p>

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	<ul style="list-style-type: none"> • A closer look – Mehrgarh • A closer look - Daojali Hading • 	<p>https://www.youtube.com/watch?v=XQ7NUp71nVw</p> <ul style="list-style-type: none"> • From gathering to growing food <p>https://www.youtube.com/watch?v=tqvYQdxaWyE</p> <ul style="list-style-type: none"> • 	<p><u>ART INTEGRATION:</u> Make few tools with best out of waste.</p> <p><u>Experiential learning/Inter disciplinary linkage.</u></p> <ul style="list-style-type: none"> • Draw or paste pictures related to the food, dress, or things we use in our daily life. • Make a comparison with the food, dress, and things the early man used. <p><u>Art Integration:</u> The children write and draw small descriptions of domestication, farming, transition from hunting to gathering.</p>		<p>deduction from them.</p> <ul style="list-style-type: none"> • undertake map activity: for locating - <p>important places, sites of hunter-gatherers. food producers</p>	
	<p>Civics: Ch-3 <u>Topic:</u> What is Government?</p> <p><u>Subtopic:</u></p> <ul style="list-style-type: none"> • Levels of 	<ul style="list-style-type: none"> • PDF of the lesson – NCERT book • Loud reading by the students • Explanation by the teacher 	<p><u>Life Skills/Experiential Learning:</u> <u>Activity: Voting in the Class:</u> Why do you think it is important that people</p>	<p><u>The L.O. will be assessed through:</u></p> <ul style="list-style-type: none"> • (C.W.) and (H.W.) Question/ 	<p><u>Ice Breaking Session</u></p> <ul style="list-style-type: none"> • PK Testing <p><u>The learners may be provided opportunities in pairs /groups /</u></p>	<p><u>The learner —</u></p> <ul style="list-style-type: none"> • Learn how different organs of government work individually as well as in co- ordination

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	government <ul style="list-style-type: none"> • Laws and the government • Types of government 	<ul style="list-style-type: none"> • Chalk • Board • Duster • Computer Aided Teaching: • Power point presentation • Smart class - Extra Marks • You tube videos. <p><u>LINKS:</u></p> <p>What is Government? https://www.youtube.com/watch?v=JY7umgfV8gg</p> <p>Suffrage Movement: https://www.youtube.com/watch?v=d-RR8cgvnMo</p> <p>Forms of Government: https://www.youtube.com/watch?v=Zo33X4Mq6nU</p>	abide by law? Do you think it is important for people to be involved in decisions that affect them?	answers <ul style="list-style-type: none"> • MCQ's • Written test. • Oral test • Quiz 	<p><u>individually and encouraged to –</u></p> <ul style="list-style-type: none"> • Understand meaning of government. Why it is necessary and how it work at different level? • Understand type of government and why democracy is the best form of government. • Why universal adult franchise is an important fundamental right? 	with another. <ul style="list-style-type: none"> • learn about the different types of government. • Describes the process of election. • Differentiates between local government, State government and Central government. • Imbibes the values of the Indian Constitution and their significance in everyday life.
	Geography: Ch 3 Topic: Motions of the Earth	<ul style="list-style-type: none"> • PDF of the lesson – NCERT book 	Art Integrated: Model: Make a model of a globe showing day and night and inclination of Earth's	<u>The L.O. will be assessed through:</u> <ul style="list-style-type: none"> • (C.W.) and (H.W.) 	<u>Ice breaking session:</u> The teacher draws all the curtains in the	<u>The learner understands —</u> <ul style="list-style-type: none"> • The fixed path
	<u>Subtopic:</u>		inclination of Earth's		class to make it look	Page

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	<ul style="list-style-type: none"> ● Revolution ● Rotation ● Solstice 	<ul style="list-style-type: none"> ● Power point presentation ● Black board ● Chalk ● Duster ● Globe ● Torch ● Smart Class - Extra Marks <p>Day and night</p> <p>Leap year</p> <p>Earth's tilt</p>	<p>axis.</p> <p><u>Activity (Group Activity):</u> Make a chart showing the four seasons. Make a chart showing day and night on the Earth's surface.</p> <p><u>Experiential learning:</u> Record the timings of sunrise and sunset at your place, taking help from local newspaper on the 21st of each month and find out:</p> <p>a) In which month are the days the shortest? b) In which month are the days and nights nearly equal?</p> <p><u>Interdisciplinary linkage/Project:</u> Would human and animal existence be possible even if the Earth did not rotate or revolve?</p> <p><u>Skill Assessment:</u></p> <ul style="list-style-type: none"> ● Loud Reading ● Written 	<p>Question- answers</p> <ul style="list-style-type: none"> ● MCQs ● Written Test ● Oral test ● Quiz 	<p>dark. She asks the students-</p> <p>How is the class looking like right now?</p> <p>-Dark/ night</p> <p>What do we prefer to do when it is all dark?</p> <p>- rest/ sleep</p> <p>Then the teacher draws back all the curtains and the room become lighted. She asks the same kind of questions again and what is making the room dark or bright?</p> <p>Then she asks about different seasons, and which season they are experiencing that month?</p> <p>After which, the topic of the chapter will be announced.</p> <p><u>Examining previous knowledge</u> about day and night and its formation.</p>	<p>around which the Earth rotates is called an orbit.</p> <ul style="list-style-type: none"> ● Day and night are a result of rotation. ● The revolution and tilt of the Earth's axis results in four seasons. ● Twice in a year we have equal days and equal nights. ● 21st June is the longest day of the year. ● 22ND December is the longest night of the year. ● A leap year has 366 days instead of 365 days. An extra day is added to the month of February.

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			<p>assignment.</p> <p>(Question/and answers)</p> <p><u>General discussions/Interacti ve dialogues:</u> Connecting real life situations.</p>		<p><u>Lecture -discussion</u> With the help of PPT, videos and lecture- discussion method the chapter will be explained:</p> <ul style="list-style-type: none"> ● What is orbital plane, Circle of illumination, rotation, and revolution? ● What causes day and night? ● What are seasons? ● What causes seasons? ● What is leap year and how often it occurs? ● What are Solstice and Equinox? 	
May 22 day(s)	<p>Geography: Ch-4 <u>Topic:</u> Maps</p> <p><u>Subtopic:</u></p> <ul style="list-style-type: none"> ● Types of maps ● Distance ● Direction ● Symbols 	<ul style="list-style-type: none"> ● PDF of the lesson – NCERT book ● Power point presentation ● Black board ● Chalk ● Duster ● Scale ● World Map 	<p><u>Experiential learning/Inter disciplinary linkage (Math's):</u> Sketch: Draw a rough plan of your bedroom and show the windows, door, table, cupboard etc.</p>	<p><u>The L.O. will be assessed through:</u></p> <ul style="list-style-type: none"> ● (C.W.) and (H.W.) Question- answers ● MCQs ● Written Test ● Oral test 	<p><u>Ice breaking session:</u> (Fun activity) Students will be asked to take out their drawing sheets and draw what is asked - You have shifted to a new town, and you have joined a new school. Your new</p>	<p><u>The learner understands —</u></p> <ul style="list-style-type: none"> ● The three types of maps are physical, political, and thematic map. ● The main elements of map are scale direction, legend,

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	<ul style="list-style-type: none"> ● Sketch ● Plan 	<ul style="list-style-type: none"> ● An Atlas ● Smart Class - Extra Marks <p>Maps</p>	<p><u>Activity/ Art integrated:</u> Your friend lives in other part of the town. Help your friend to reach your house with the help of a rough sketch.</p> <p><u>Skill Assessment:</u></p> <ul style="list-style-type: none"> ● Loud Reading ● Written assignment. <p>(Question/and answers)</p> <p><u>General discussions/Interactive dialogues:</u>Connecting real life situations.</p> <p><u>PROJECT:</u> Athletic Day History (research/PPT)</p>	<ul style="list-style-type: none"> ● Quiz 	<p>friend lives in other part of the town. He wishes to come and visit you on this coming Sunday. Help your friend to reach your house with the help of a rough sketch that will guide him to reach your house. After which, the topic of the chapter will be announced.</p> <p><u>Examining previous knowledge</u> about use of latitudes and longitudes to find the location of a place on the Earth's surface.</p> <p><u>Lecture -discussion</u> With the help of PPT, videos and lecture-discussion method the chapter will be explained:</p> <ul style="list-style-type: none"> ● What are maps? ● What are three types of maps? ● What are the three important components of Maps? ● What are conventional symbols? 	<p>symbols.</p> <ul style="list-style-type: none"> ● Conventional symbols are internationally approved symbols used throughout the world. ● Large scale maps give more detailed information than small-scale maps. ● Maps and plan are drawn to a scale while a sketch is a drawing mainly based on memory and spot observation.

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					<ul style="list-style-type: none"> What is the difference between map, sketch, and a plan? 	
	<p>History: Ch-4 Topic: In the Earliest Cities</p> <p>Subtopic:</p> <ul style="list-style-type: none"> The story of Harappa Houses, drains and streets. Life in the city Food for people in the cities A closer look – Harappa towns in Gujarat The mystery of the end 	<ul style="list-style-type: none"> PDF of the lesson – NCERT book Power point presentation Black board Chalk Duster Smart Class - Extra Marks Links: Decline of the Harappa civilization <p>https://www.youtube.com/watch?v=nU8jNqkZNhM</p> <ul style="list-style-type: none"> Harappa Architecture <p>https://www.youtube.com/watch?v=CLyqXrmUITY</p>	<p>Inter disciplinary linkage.</p> <ul style="list-style-type: none"> Have a debate on the topic city life is better than village life. <p>Art Integration:</p> <ul style="list-style-type: none"> Flowchart of some important dates Map: <p>The earliest cities in the Subcontinent</p> <p>Experiential learning Make a dish from the Harappa menu (khichri, khattaam)</p>	<p><u>The L.O. will be assessed through:</u></p> <ul style="list-style-type: none"> (C.W.) and (H.W.) Question-answers MCQs Written Test Oral test Quiz 	<p>Ice breaking session: Discussion on dilapidated old buildings in your neighborhood</p> <ul style="list-style-type: none"> PK Testing <p><u>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</u></p> <ul style="list-style-type: none"> the transition from pastoral phase to urban phase the meaning of civilization and urbanization find out the extent and spread of the Harappa culture. use pictures, drawings of 	<p>The learner —</p> <ul style="list-style-type: none"> Indus Valley Civilization was one of the four major Bronze Age civilizations of the world. The cities were well planned; roads cut each other at right angles. recognizes distinctive features of early human cultures and explains their growth. describes various forms of human diversity. <p>Around her/him.</p>

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					different types of sources to read, explain, discuss these to understand how historians have interpreted.	
July (25 Days)	<p>History: Ch-5 Topic: What Books and Burials Tell Us?</p> <p>Subtopic:</p> <ul style="list-style-type: none"> ● One of the oldest books in the world ● Silent sentinels – the story of the megaliths ● A special burial at Inamgaon 	<ul style="list-style-type: none"> ● PDF of the lesson – NCERT book ● Power point presentation ● Black board ● Chalk ● Duster ● Smart Class - Extra Marks <p>Mantras https://www.youtube.com/watch?v=ivLia0JirY Vedas https://www.youtube.com/watch?v=WcrZr6aNHfw RIGVEDA https://www.youtube.com/watch?v=SjeGtbBlvqc Megaliths https://www.youtube.com/watch?v=6n0731MgrJU</p>	<p>Project: Inter disciplinary linkage.</p> <p>Draw or paste pictures related to the food, dress, or things we use in our daily life. Make a comparison with the food, dress, and things the early man used.</p> <p>Art integration Recite a mantra /Hymn.</p>	<p><u>The L.O. will be assessed through:</u></p> <ul style="list-style-type: none"> ● (C.W.) and (H.W.) Question- answers ● MCQs ● Written Test ● Oral test ● Quiz 	<p>Ice breaking session: Recite – Gayatri Mantra</p> <ul style="list-style-type: none"> ● PK Testing <p><u>The learners may be provided- opportunities in pairs /groups / individually and encouraged to –</u></p> <ul style="list-style-type: none"> ● find out what was the Vedic Age. ● Understand what the significance of the Vedas was. ● Know who were the Aryans and how did they reach India. ● find out the key features of a Chalcolithic 	<p><u>The learner —</u></p> <ul style="list-style-type: none"> ● Would know the significance of Vedas. ● Would know about the four Vedas. ● will understand about the various burial sites. ● Will find about the special burial at Inamgaon. ● identifies different types of sources. <p>(Archaeological, literary etc.) and describes their use in reconstruction of history of this Period.</p> <ul style="list-style-type: none"> ● locates important historical sites, Page

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	UNIT II	REVISION UNIT II			<ul style="list-style-type: none"> ● use pictures, drawings of different types of sources to read, explain, discuss these to understand how historians have interpreted these to reconstruct history of ancient India 	places on an outline map of India
	<p>History: Ch-6 Topic: Kingdoms, Kings and An Early Republic</p> <p>Subtopic:</p> <ul style="list-style-type: none"> ● How some men became rulers ● Varnas ● Janapadas ● Mahajanapadas ● A closer look – Magadha ● A closer look – Vajji 	<ul style="list-style-type: none"> ● PDF of the lesson – NCERT book ● Power point presentation ● Black board ● Chalk ● Duster ● Smart Class - Extra Marks ● LINK: ● Varnas and the caste system https://www.youtube.com/watch?v=v8sj8pHSFuE&vl=en ● Janapadas and Mahajanapadas (HINDI) https://www.youtube.com/watch?v=Ml7X9vCJVUw ● INTRO Janapadas and Mahajanapadas 	<p>Art Integration: Inter disciplinary linkage:</p> <ul style="list-style-type: none"> ● Map work: Mark the 16 Mahajanapadas, Janapadas ● Role play ● Debate – Democracy of Athens. Do you think this was a true democracy? 	<p><u>The L.O. will be assessed through:</u></p> <ul style="list-style-type: none"> ● (C.W.) and (H.W.) Question- answers ● MCQs ● Written Test ● Oral test ● Quiz 	<p>Ice breaking session: Discussion on voting</p> <ul style="list-style-type: none"> ● PK Testing <p><u>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</u></p> <ul style="list-style-type: none"> ● find out about the Mahajanapadas and the Janapadas. ● Find out how they lived with complex forms of administration develop. ● find out the major features of gana sangha and 	<p>The learner —</p> <ul style="list-style-type: none"> ● know about the change in agriculture. ● know revenue from different sources used for administrative and welfare activities. ● Know about the four varnas. ● lists out significant contributions of important kingdoms, dynasties

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		https://www.youtube.com/watch?v=A2TocKN_LjU			<p>how did Vajji reflect them.</p> <ul style="list-style-type: none"> ● undertake map activity: for locating important places, sites <i>janapadas</i>, <i>Mahajanapadas</i>, empires, ● architecture-areas outside India with which India had contacts. 	
	<p>Geography: Ch 5 Topic: Major Domains of the Earth</p> <p>Subtopic:</p> <ul style="list-style-type: none"> ● Lithosphere ● Hydrosphere ● Atmosphere ● Biosphere 	<ul style="list-style-type: none"> ● PDF of the lesson – NCERT book ● Duster ● Wall map of the world ● Globe ● Wall map of the World ● Computer Aided Teaching: ● Power point presentation ● Smart Class - Extra Marks ● Diksha Portal ● You tube videos. 	<p><u>Experiential learning- Swatch Bharat Mission</u>-Children will carry cleanliness drive in school/at home and their surrounding areas.</p> <p><u>Experiential learning/Project: Flip grid</u>- Find the various ways that affect the biosphere and reasons for global warming. How can we maintain a balance between the different domains of the biosphere?</p>	<p><u>The L.O. will be assessed through:</u></p> <ul style="list-style-type: none"> ● (C.W.) and (H.W.) ● Question- answers ● MCQs ● Written Test ● Oral test ● Quiz 	<p><u>Ice breaking session:</u> Short quiz competition on nature will be conducted. The class will be divided into three teams. Questions based on nature and environment will be asked. After which, the name of the chapter will be announced.</p> <p><u>Examining previous knowledge</u> about environment and our surroundings.</p> <p><u>Lecture -discussion</u> With the help of PPT, videos and lecture</p>	<p><u>The learner understands—</u></p> <ul style="list-style-type: none"> ● There are four major domains of the earth. ● Name the major continents of the earth and their geographical features. ● The atmosphere and its gases are important for plants and animals for their survival on this planet. ● Only 0.03% water is fresh water while 98% water is in

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		Lithosphere Atmosphere Biosphere	<p><u>Skill Assessment:</u></p> <ul style="list-style-type: none"> ● Loud Reading ● Written assignment. <p>(Question/and answers)</p> <p><u>General discussions/Interactive dialogues:</u> Connecting real life situations.</p>		<p>discussion method the chapter will be explained:</p> <ul style="list-style-type: none"> ● What makes life possible on earth? ● What is Lithosphere and the 7 major continents? ● What is hydrosphere and the five major oceans? ● Which are the different layers of the atmosphere and what is its importance? ● What is the importance of biosphere? ● What are the various factors affecting Biosphere? <p>How can we protect and save biosphere from global</p>	<p>oceans.</p> <ul style="list-style-type: none"> ● The various reasons for global warming and natural calamities are landslides, earthquakes, deforestation, Tsunami etc. ● We can avoid global warming by minimizing emission from factories, vehicles etc.

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					warming?	
						•
	Geography: Ch-7 Topic: Our Country India <u>Subtopic:</u> <ul style="list-style-type: none"> • Location Setting • Physical Division 	<ul style="list-style-type: none"> • PDF of the lesson – NCERT book • Black board • Chalk • Duster • Wall map of India • Computer Aided Teaching: • Power point presentation • Smart Class - Extra Marks • Diksha Portal • You tube videos. • LINK: <p>Pangea</p> <p>Neighboring Countries</p> <p>Political divisions</p> <p>Rivers of India</p>	<p><u>Individual:</u> Map work of: (a) States of India (b) Neighboring countries of India © Physical divisions of India</p> <p><u>Skills Assessment:</u> <u>Flip Grid-</u> Explain any one of the following natural disasters- 1)Volcanic eruption 2)Earthquake 3)Tsunami 4)Landslides</p> <p><u>Skill Assessment:</u></p> <ul style="list-style-type: none"> • Loud Reading • Written assignment. <p>(Question/and answers)</p> <p><u>General discussions/Interactive dialogues:</u> Connecting real life situations.</p>	<p><u>The L.O. will be assessed through:</u></p> <ul style="list-style-type: none"> • (C.W.) and (H.W.) Question- answers • MCQs • Written Test • Oral test • Quiz 	<p><u>Ice breaking session:</u> With the help of PPT a quiz will be conducted. Questions related to our National Flag will be asked.</p> <p>After which, the name of the chapter will be announced.</p> <p><u>Examining previous knowledge</u> about Independence Day and how it is celebrated and other national festivals of our country.</p> <p><u>Lecture -discussion</u> With the help of PPT, videos and lecture-discussion method the chapter will be explained: What is the exact location of India on the world map? What are the physical divisions of India? <ul style="list-style-type: none"> • Which are the </p>	<p><u>The learner understands—</u></p> <ul style="list-style-type: none"> • India lies entirely in the northern and eastern hemisphere. • India has 29 States and 9 Union territories. • Name major seas, plateau, and desert, ranges of India and locate them on map. • There are 9 neighboring countries of India. • Andaman and Nicobar Islands and Lakshadweep islands are also a part of India.

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					<p>neighboring countries of India?</p> <ul style="list-style-type: none"> • What are the political and administrative divisions of India? • Which are the various important rivers flowing through India? 	
August (23 Days)	<p>Civics: Ch – 5 Topic: Panchayati Raj</p> <p>Subtopic:</p> <ul style="list-style-type: none"> • Gram Sabah • The gram panchayat • Three levels of panchayat 	<ul style="list-style-type: none"> • PDF of the lesson – NCERT book • Loud reading by the students • Explanation by the teacher • Chalk • Board • Duster • Computer Aided Teaching: • Power point presentation • Smart Class - Extra Marks • Video of an issue being resolved in Panchayat. 	<p><u>Life Skill/Experiential learning:</u> Invite Panch, Sarpanch or member of Zila Parishad and interview them on their work and the projects undertaken by them.</p> <p><u>Experiential Learning:</u> <u>Role Play:</u> The children will be given a situation where they will have their own Panchayat and try to solve the issue.</p>	<p><u>The L.O. will be assessed through:</u></p> <ul style="list-style-type: none"> • (C.W.) and (H.W.) Question- answers • MCQs • Written Test • Oral test • Quiz 	<p><u>Ice Breaking Session</u></p> <ul style="list-style-type: none"> • PK Testing <p><u>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</u></p> <ul style="list-style-type: none"> • Understand Gram Sabha and Gram Panchayat • Understand the different levels of Panchayats. • Understand watershed development programme. 	<p><u>The learner understands—</u></p> <ul style="list-style-type: none"> • Differentiate between Gram Sabha and Gram Panchayat • Enumerate the different levels of Panchayats. • Explain watershed development programme.

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		<ul style="list-style-type: none"> You tube videos. Diksha Portal <p>LINKS: Village Panchayat: https://www.youtube.com/watch?v=SJtxvw6moY4</p> <p>PM Narender Modi interaction with Sarpanch: https://www.youtube.com/watch?v=IFi-m-sdX3M</p> <p>Gram Panchayat https://www.youtube.com/watch?v=4ukWGBLHGjA</p>	<p>Skills enhanced:</p> <ul style="list-style-type: none"> Problem Solving Analytical Thinking Decision making <p>PROJECT: How is Janmashtami celebrated in different states in India? (PPT/JAM)</p>		<ul style="list-style-type: none"> Study from the text and directly observe of functioning of a Gram Panchayat or a municipality/corporation (according to the place a student lives) 	
	<p>Civics: Ch-6 Topic: Rural Administration</p> <p>Subtopic:</p> <ul style="list-style-type: none"> Area of the Police Station Maintenance of Land Records A New Law 	<ul style="list-style-type: none"> PDF of the lesson – NCERT book Loud reading by the students Explanation by the teacher Chalk Board Duster <p>Computer Aided Teaching:</p> <ul style="list-style-type: none"> Power point 	<p>Collaborative: Short skit- With the help of a skit show the scene of a police station and how the S.H.O resolves issues of common people.</p> <p>Discussion on the facilities being provided by rural administration.</p> <p>Activity: Flow Chart on the duties of Tehsildar and Patwari.</p>	<p>The L.O. will be assessed through:</p> <ul style="list-style-type: none"> (C.W / H.W.) Question- answers MCQs Written Test Oral test Quiz 	<p>Ice Breaking Session</p> <ul style="list-style-type: none"> PK Testing <p>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</p> <ul style="list-style-type: none"> Provide a broad view of changes within rural society through a focus on administration of a village. How do women 	<p>The learner understands—</p> <ul style="list-style-type: none"> Infer about role of police in land issues. Explain about the roles played by all members of the rural administration. Enumerate what laws have been made to provide equality to both genders.

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		<p>presentation</p> <ul style="list-style-type: none"> ● Smart Class - Extra Marks ● Diksha Portal ● You tube videos. <p><u>LINKS:</u> <u>Rural life:</u> https://www.youtube.com/watch?v=4Z-il9blZuI <u>Rural Administration:</u> https://www.youtube.com/watch?v=tEtjvpMHC_uo</p>			<p>benefit under the new law-Hindu succession Amendment Act,2005?</p> <ul style="list-style-type: none"> ● Discussion of roles being played by Tehsildar, Patwari and Commissioner 	<ul style="list-style-type: none"> ● Describes the functioning of rural and local government bodies in sectors like health and education.
	<p>Civics: Ch-7 <u>Topic:</u> Urban Administration</p> <p><u>Subtopic:</u></p> <ul style="list-style-type: none"> ● The ward councilor and Administrative Staff ● A Community Protest 	<ul style="list-style-type: none"> ● PDF of the lesson – NCERT book ● Loud reading by the students ● Explanation by the teacher ● Chalk ● Board ● Duster ● Computer Aided Teaching: ● Power point presentation ● Smart Class - Extra Marks ● Diksha Portal ● You tube videos. 	<p><i>Discussion</i> on the facilities being provided by Urban administration.</p> <p><u>Inter disciplinary.</u> <u>Linkages:</u> Visuals of different urban areas</p> <p><u>Experiential Learning:</u> <u>Project:</u> <u>Interview of parents:</u> List all the benefits that the taxes that common people pay to the government, help in funding by conducting an interview with parents.</p>	<p><u>The L.O. will be assessed through:</u></p> <ul style="list-style-type: none"> ● (C.W / H.W.) Question-answers ● MCQs ● Written Test ● Oral test ● Quiz 	<p><u>Ice Breaking Session</u></p> <ul style="list-style-type: none"> ● PK Testing <p><u>The learners may be provided. opportunities in pairs /groups / individually and encouraged to –</u></p> <ul style="list-style-type: none"> ● Provide a broad view of changes within urban society through a focus on administration of a town or city. ● Discussion of roles being played by the Ward Councilor and Administrative 	<p><u>The learner understands—</u></p> <ul style="list-style-type: none"> ● Enumerate the importance of the Municipal corporation for the life of a city-dweller. ● The student understands how the Municipal Corporation gets its money. ● Describes the functioning of urban local government bodies in sectors like health and education. ● Describes factors

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		<p><u>LINKS:</u></p> <p><u>Urban Administration</u> https://www.youtube.com/watch?v=ocLy4-4dLgw</p> <p><u>Councilors and committees</u> https://www.youtube.com/watch?v=9PALBPUSu88</p> <p><u>Functions of Municipal Corporation:</u> https://www.youtube.com/watch?v=SOGvCLbqsns</p> <p>https://www.youtube.com/watch?v=NDRNI130SMk</p>			<p>staff</p> <ul style="list-style-type: none"> ● Understanding of sources of money for Municipal corporation ● Understand the role of governance in society, and the difference between affairs of a family and those of a city. 	<p>responsible for availability of different occupations undertaken in urban areas.</p>
	<p>History: Ch-7 <u>Topic:</u> New Questions and Ideas</p> <p><u>Subtopic:</u></p> <ul style="list-style-type: none"> ● The story of Buddha ● Upanishads ● Jainism ● The sangha ● Monasteries 	<ul style="list-style-type: none"> ● PDF of the lesson – NCERT book ● Loud reading by the students ● Explanation by the teacher ● Chalk ● Board ● Duster ● Computer Aided Teaching: ● Power point presentation 	<p><u>Art Integration:</u> Students will prepare a power point presentation on the topics like- Story of Buddha, Jainism, Buddhism, Upanishads</p> <p><u>Inter disciplinary.</u> <u>Linkages:</u> <u>Debate-</u> Importance of religion</p> <p>Discussion on the</p>	<p><u>The L.O. will be assessed through:</u></p> <ul style="list-style-type: none"> ● (C.W / H.W.) Question- answers ● MCQs ● Written Test ● Oral test ● Quiz 	<p><u>Ice Breaking Session</u> Sharing experience of a school trip</p> <ul style="list-style-type: none"> ● PK Testing <p><u>The learners may be provided. opportunities in pairs /groups / individually and encouraged to –</u></p> <ul style="list-style-type: none"> ● elaborate on life and teachings of Gautama 	<p><u>The learner understands—</u></p> <ul style="list-style-type: none"> ● Infer chief doctrines of Buddhism. ● Enumerate about Upanishads and four ashrams ● Differentiate between ideas propagated by Lord Mahavira and Page Gautama Buddha

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		<ul style="list-style-type: none"> ● Smart Class - Extra Marks ● Diksha Portal ● You tube videos. ● LINK: ● Buddhism https://www.youtube.com/watch?v=X-cJU-pFwQ&vl=en Buddhism and Jainism ● https://www.youtube.com/watch?v=MwIONu51W84 	different types of ashrams.		<p>Buddha.</p> <ul style="list-style-type: none"> ● Understand the questions that Upanishads wanted to answer. ● Elaborate main teachings of Mahavira. ● Understand the four ashrams. ● undertake map activity: for locating. <p>important places,</p> <ul style="list-style-type: none"> ● places related to events in the life of the <p>Buddha and Mahavira; centers of art and architecture-areas outside India with which India had contacts\</p> <ul style="list-style-type: none"> ● discuss basic ideas and central values of <p>Buddhism, Jainism, and other systems of thought-</p>	<ul style="list-style-type: none"> ● identifies different types of sources. <p>(Archaeological, literary etc.) and describes their use in reconstruction of history of this Period.</p> <ul style="list-style-type: none"> ● locates important historical sites, places on <p>an outline map of India</p> <ul style="list-style-type: none"> ● recognizes distinctive features of early human cultures and explains their growth.

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					relevance of their teachings today– development of art and architecture in ancient India	
September (25 Days)	<p>History: Ch-8 Topic: Ashoka, the emperor who gave up the war.</p> <p>Subtopic:</p> <ul style="list-style-type: none"> ● A very big kingdom – an empire ● Ruling the empire ● Ashoka’s war in Kalinga ● What was Ashoka’s dhamma? 	<ul style="list-style-type: none"> ● PDF of the lesson – NCERT book ● Power point presentation Black board ● Chalk ● Duster ● Smart Class - Extra ● arks <p>LINK: Ashoka- https://www.youtube.com/watch?v=d-xJIZb08f0 Ashoka and his empire https://www.youtube.com/watch?v=pFJ4JHbECZO</p>	<p><u>Inter disciplinary. Linkages:</u> The children wrote small descriptions of Ashoka’s life and ideology in vacation.</p> <p><u>Art integration</u> Diagram: Map Work</p> <p>Role play <u>PROJECT:</u> Mother Teresa (research and roleplay)</p>	<p><u>The L.O. will be assessed through:</u></p> <ul style="list-style-type: none"> ● (C.W / H.W.) Question- answers ● MCQs ● Written Test ● Oral test ● Quiz 	<p><u>Ice Breaking Session</u> Discussion on Indian currency</p> <ul style="list-style-type: none"> ● PK Testing <p><u>The learners may be provided. opportunities in pairs /groups / individually and encouraged to –</u></p> <ul style="list-style-type: none"> ● Understand various occupations of the people who live in the Mauryan empire. ● Understand the ideology of Ashoka and his ‘Dhamma’. ● Understand Ashoka as a unique ruler. ● Understand Ashoka’s message to his subjects. ● role play on 	<p><u>The learner</u></p> <ul style="list-style-type: none"> ● Describe Ashoka’s dhamma ● Enumerate on the society and people in the Mauryan empire. ● Will be able to understand why Ashoka’s Dhamma and its message to people. ● synthesizes information related to various. historical developments

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
	UNIT -3	REVISION – UNIT III			various historical themes like change of Ashoka after Kalinga War—one of the events, incidents from literary works of The time etc.	
October (24 Days)	<p>History: Ch-9 Topic: Villages, Towns and Trade</p> <p>Subtopic:</p> <ul style="list-style-type: none"> ● Iron tools and agriculture ● Who lived in the villages? ● Coins ● A closer look – Arikamedu ● How to find out about trade and traders ● New kingdoms along the coasts ● The story of the Silk 	<ul style="list-style-type: none"> ● PDF of the lesson – NCERT book ● Power point presentation ● Black board ● chalk ● Duster ● Smart Class – Extra marks <p>Who lived in the villages? https://www.youtube.com/watch?v=ptNsBVTT3U8</p> <p>Discussion of exercises https://www.youtube.com/watch?v=AJkKR5HZTOU</p> <ul style="list-style-type: none"> ● Traders, Kings and Pilgrims <p>https://www.youtube.com/watch?v=cfi6DV_SCMw</p>	<p><u>Project:</u> Prepare a project: List the functions performed by men and women who live in your city/village. In what ways are these similar to those performed by people who lived in Mathura? In what ways are they different.</p> <p><u>Experiential Learning:</u> Research the following about your village: Crops grown, culture, habitant, Sarpanch of the village, festivals celebrated, food.</p> <p><u>Inter disciplinary Linkages:</u> Story telling by giving examples.</p>	<p><u>The L.O. will be assessed through:</u></p> <ul style="list-style-type: none"> ● (C.W / H.W.) Question- answers ● MCQs ● Written Test ● Oral test ● Quiz <p>https://www.youtube.com/watch?v=ptNsBVTT3U8</p>	<p>Ice Breaking Session Discussion on village life verses city life Discussion on fair in the villages</p> <ul style="list-style-type: none"> ● PK Testing <p>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</p> <ul style="list-style-type: none"> ● Learn about functions of Grama bhojaka Understand the occupations prevalent in both villages and cities. ● To know the story of Barygaza 	<p>The learner</p> <ul style="list-style-type: none"> ● Enumerate important urban centers. ● Name various occupations prevalent in town and cities ● identifies different types of sources. <p>(Archaeological, literary etc.) and describes their use in reconstruction of history of this Period.</p> <ul style="list-style-type: none"> ● locates important historical sites, places on an outline map of India ● recognizes Page distinctive features

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	Route <ul style="list-style-type: none"> The spread of Buddhism The beginning of Bhakti 	Spread and decline of Buddhism. https://www.youtube.com/watch?v=tNzO9HfBiU Beginning of Bhakti https://www.youtube.com/watch?v=S85CmaRo8	<u>Inter disciplinary. Linkages:</u> Debate on influence of Bhakti on Hinduism <u>Experiential learning:</u> Questionnaire- Places of pilgrimages, who all go for pilgrimage, mode of travel, things that they carry, things they bring back with them from pilgrimage. <u>Art Integrated:</u> Recite a poem (by a bhakta)		<ul style="list-style-type: none"> visit museums to see the material remains. of early human settlements	of early human cultures and explains their growth. <ul style="list-style-type: none"> Infer the dynasty that controlled the silk route. Enumerate the rise of bhakti. Explanation of Kanishka, Bodhisattvas, & Nalanda
	Civics: Ch-8 <u>Topic:</u> Rural Livelihoods <u>Subtopic:</u> <ul style="list-style-type: none"> Kalpattu Village Thulasi On being in Debt Agricultural Laborers and Farmers in India Rural 	<ul style="list-style-type: none"> PDF of the lesson – NCERT book Loud reading by the students Explanation by the teacher Chalk Board Duster Computer Aided Teaching: Power point presentation Smart Class – 	<u>Art Integration Activity:</u> - Students will be told to collect newspaper cuttings about current situation of a farmers in India along with a collage work on ‘A Farmer’s Life’. <u>Collaborative:</u> With Science. Children will speak about ‘VAN MOHOTSAV’ and upload on Flip grid.	<u>The L.O. will be assessed through:</u> <ul style="list-style-type: none"> (C.W. /H.W.) Question-answers MCQs Written Test Oral test Quiz 	<u>Ice Breaking Session</u> <ul style="list-style-type: none"> PK Testing <u>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</u> <ul style="list-style-type: none"> Understand the problems faced by the agricultural laborers and farmers in India. <ul style="list-style-type: none"> Narration of 	<u>The learner understands—</u> <ul style="list-style-type: none"> Enumerate on current situation of farmers in rural livelihoods. Understand the life of Thulai, her work in Kalpattu and to know how her work is different from the work that Raman does.

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	<p>Livelihoods</p> <p>UNIT III</p>	<p>Extra marks</p> <ul style="list-style-type: none"> ● Flip Teaching ● Diksha Portal <p><u>LINKS:</u></p> <p><u>What is Livelihood:</u> https://www.youtube.com/watch?v=jp2XZtRiWmc</p> <p><u>Rural livelihood in different Villages:</u> https://www.youtube.com/watch?v=1s1UfJBhvk8</p> <p><u>Different occupations of a villager:</u> https://www.youtube.com/watch?v=cBYOLTRX9dg</p> <p><u>Comparison between Urban and Rural life:</u> https://www.youtube.com/watch?v=OjJ4rmvLPw8</p>	<p>Have you heard of tsunami? What is this and what damage do you think it might have done to the life of fishing families living in rural areas?</p> <p><u>Skills Developed:</u></p> <ul style="list-style-type: none"> ● Analytical skills ● Problem solving ● Comprehending the concept of tsunami 	<p>REVISION UNIT III</p>	<p>situations prevalent in Kalpattu village regarding agriculture</p> <ul style="list-style-type: none"> ● Understand occupations prevalent in rural areas. 	
	<p>Civics: Ch-9 Topic: Urban Livelihoods</p>	<ul style="list-style-type: none"> ● PDF of the lesson – NCERT book 	<p><u>Life Skills Activity:</u> Discussion on what do they think there</p>	<p><u>The L.O. will be assessed through:</u></p>	<p><u>Ice Breaking Session</u></p> <ul style="list-style-type: none"> ● PK Testing 	<p><u>The learner understands—</u> Page</p>

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	<p>Subtopic:</p> <ul style="list-style-type: none"> Working on the street In the market In the factory-workshop area In the office area 	<ul style="list-style-type: none"> Loud reading by the students Explanation by the teacher Chalk Board Duster Computer Aided Teaching: Power point presentation Smart Class – Extra marks Diksha Portal You tube videos. <p>LINKS: <u>Life on the streets of a city:</u> https://www.youtube.com/watch?v=INLgFFydgsg</p> <p><u>Urban Livelihood:</u> https://www.youtube.com/watch?v=LwBFkZwDYxc</p> <p><u>Different types of working conditions:</u> https://www.youtube.com/watch?v=0KgmLXEGgmU</p> <p><u>Different types of</u></p>	<p>would be any difference if you live in rural or urban area?</p> <p><u>Art Integration: Poster Making</u> Draw the life of an urban life and compare it with the rural life along with a slogan.</p> <p><u>Experiential Learning Activity:</u> Visit to the nearest local market and make a survey of the service provided by the particular shop which you visit frequently.</p> <p><u>PROJECT:</u> Indian Freedom Struggle (JAM/Fancy dress)</p>	<ul style="list-style-type: none"> (C.W. /H.W.) Question- answers MCQs Written Test Oral test Quiz 	<p><u>The learners may be provided. opportunities in pairs /groups / individually and encouraged to –</u></p> <ul style="list-style-type: none"> understand the problems faced by the city-dwellers in India. Understand occupations prevalent in urban areas. 	<ul style="list-style-type: none"> Enumerate on current situation of migrated people in urban livelihoods. Differentiate between Urban and rural livelihood.
						Page

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		<p><u>business in a urban area:</u> https://www.youtube.com/watch?v=twC52omDd6U</p>				
NOV (20 Days)	<p>History: Ch-11 Topic: New empires and Kingdoms</p> <p>Subtopic:</p> <ul style="list-style-type: none"> ● Prashastis and what they tell us ● Samudragupta's prashasti ● Genealogies ● Harshavardhana and the Harshacharita ● A new kind of army <p>Ordinary people in the kingdoms</p>	<ul style="list-style-type: none"> ● PDF of the lesson – NCERT book ● Power point presentation ● Black board ● chalk ● Duster ● Smart Class – Extra marks <p>LINK: New empires and kingdoms- https://www.youtube.com/watch?v=pgLmnfx9X4</p> <ul style="list-style-type: none"> ● 	<p><u>Experiential learning:</u> Taking help from your parents and grandparents make a genealogy of your family.</p> <p><u>Inter disciplinary. Linkages:</u> Debate - How do you think wars affect the lives ordinary people today?</p> <p><u>Art integration:</u> Mark the important centers of the Gupta rulers.</p>	<p><u>The L.O. will be assessed through:</u></p> <ul style="list-style-type: none"> ● (C.W. /H.W.) ● Question- answers ● MCQs ● Written Test ● Oral test ● Quiz 	<p><u>Ice Breaking Session</u> Children would be asked to play any instrument.</p> <ul style="list-style-type: none"> ● PK Testing <p><u>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</u></p> <ul style="list-style-type: none"> ● Description of 'Prashasti' in detail ● Explanation of the different features of administrative system under Harshvardhan, Samundragupta, Chalukyas and The Pallavas ● use pictures, drawings of different types of sources to read, explain, ● discuss these to understand how 	<p><u>The learner understands—</u></p> <ul style="list-style-type: none"> ● Enumerate the features of administrative system under Harshvardhan, Samundragupta, Chalukyas and The Pallavas ● identifies different types of sources. (Archaeological, literary etc.) ● describes their use in reconstruction of history of this Period. ● locates important historical sites, places on an outline map of India <p style="text-align: right;">Page</p>

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					<p>historians have interpreted.</p> <p>These to reconstruct history of ancient India.</p>	
	<p>History: Ch-12 Topic: Buildings, Paintings, and books</p> <p>Subtopic:</p> <ul style="list-style-type: none"> ● The iron pillar. ● Buildings in brick and stone ● How were stupas and temples built? ● Painting ● The world of books <p>Writing books on science</p>	<ul style="list-style-type: none"> ● PDF of the lesson – NCERT book ● Power point presentation ● Black board ● chalk ● Duster ● Smart Class – Extra marks <p>LINK: Buildings, Paintings, and books https://www.youtube.com/watch?v=C_Td4yG6fZk Where zero was first discovered https://www.youtube.com/watch?v=D-oxsEknIc Who invented zero? https://www.youtube.com/watch?v=evVcP7CkMIA</p>	<p>Art Integrated:</p> <ul style="list-style-type: none"> ● Draw a diagram of the Iron Pillar and write about its importance. ● Diagram: -Stupa <p>Experiential learning:</p> <ul style="list-style-type: none"> ● Visit any monument and building mentioned in the lesson. ● Narrate a story from one of the epics -Ramayana or Mahabharata. 	<p><u>The L.O. will be assessed through:</u></p> <ul style="list-style-type: none"> ● (C.W. /H.W.) Question- answers ● MCQs ● Written Test ● Oral test ● Quiz <p>QUIZ https://www.youtube.com/watch?v=26in93kHmEc</p>	<p><u>Ice Breaking Session</u> Children discuss about their visit to any monument or building.</p> <ul style="list-style-type: none"> ● PK Testing <p><u>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</u></p> <ul style="list-style-type: none"> ● Understanding about the Stupas, Shikhara, Mandapa, Garbhagriha, & Pradakshina path ● Description about the main temples, paintings and books prevalent 	<p><u>The learner</u></p> <ul style="list-style-type: none"> ● locates important historical sites, places on an outline map of India ● describes issues, events, personalities. mentioned in literary works of the time. ● describes the implications of India’s contacts. with regions outside India in the fields of Religion, art, architecture, etc. ● Narrate a story from one of the epics such as Ramayana and The Mahabharata. ● Enumerate some steps that can be taken to make buildings and monuments accessible to

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
					during different periods	differently abled people.
December 15 days)	FINAL EXAMINATION	•		FINAL EXAMS TO BE CONDUCTED		
		•				

पाइनग्रोव स्कूल, धर्मपुर
संबद्धीकरणसंख्या630065; स्कूलकोड: 43054
वार्षिकशिक्षाशास्त्रयोजना : संस्कृत
कक्षा : 6
सत्र: 2024-25

महीना कार्यदिन सोंकीसं ख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
फरवरी (4)	स्तुति	<ul style="list-style-type: none"> पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक' डस्टर रंगीन चत्र दृश्य - श्रव्य साधन 	<p>आनुभ वक ज्ञानार्जन गति व धः</p> <ul style="list-style-type: none"> कक्षा में सरस्वती वंदना का ऊँचे स्वर में वाचन करवाया जायेगा <p>कला समे कत ज्ञानार्जनः</p> <ul style="list-style-type: none"> सरस्वती देवी का चत्र बनाना व उसमें 	<p>छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर</p> <ul style="list-style-type: none"> खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौ खक परीक्षा ल खत परीक्षा 	<p>पूर्व ज्ञान की जांच आइस ब्रे कंग गति व धः</p> <ul style="list-style-type: none"> कक्षामेंसभीदे वयोंकेबारेमेंबतातेहुएस रस्वतीदेवीकेबारेमेंचर्चा करतेहुए वषयकीघोषणा कीजाएगी वषयकीघोषणा 	<p>वषय संबंधी</p> <ul style="list-style-type: none"> पठनकौशलका व कास लेखन कौशल का वकास वाचनकौशलका वकास नैतिक मूल्य माता Page
			का चत्र बनाना व उसमें		वषय वस्तार	पतावगुरुकेसम्मानकरने

महीन कार्यदिव सोंकीसं ख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
			<p>रंग भरना कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> लेखन कौशल <p>श्लोक लखवाना</p> <ul style="list-style-type: none"> वाचन कौशल <p>कक्षा में सरस्वती वंदना का ऊँचे स्वर में वाचन करवाया जायेगा</p>		<ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न <p>पूछना</p> <ul style="list-style-type: none"> पुनरावृत्ति 	<p>कीभावनाका विकास कलासंबंधी</p> <ul style="list-style-type: none"> रचनात्मकता का विकास
मार्च (6)	संस्कृत वर्णमाला	<ul style="list-style-type: none"> पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक' डस्टर रंगीन चित्र दृश्य - श्रव्य साधन 	<p>आनुभूत वकानार्जनग ति व धः</p> <ul style="list-style-type: none"> वर्णों को सही क्रम में लगाना खेल - खेल में वर्णों का ज्ञान करवाना <p>कला समेत कत ज्ञानार्जनः</p> <ul style="list-style-type: none"> असेज तक के चित्रों में रंग भरवाना <p>कौशलमूल्यांकनः</p> <ul style="list-style-type: none"> वाचनकौशल <p>वर्णों का सामूहिक वाचन</p> <ul style="list-style-type: none"> लेखन कौशल <p>वर्णों को क्रम से लखना</p>	<p>छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर</p> <ul style="list-style-type: none"> खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा 	<p>पूर्व ज्ञान की जांच आइस ब्रे कंग गति व धः</p> <ul style="list-style-type: none"> वदया र्थयों से वर्णों के बारे में बातचीत करना वर्णमालाका अनुकरणात्मक वाचन वषयकीघोषणा वषय वस्तार <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न <p>पूछना</p> <ul style="list-style-type: none"> पुनरावृत्ति 	<p>वषय संबंधी</p> <ul style="list-style-type: none"> वर्णों की पहचान वर्णों को सही रूप में पढ़ना तथा लखना कलासंबंधी रचनात्मकता का विकास

महीन कार्यदिव सोंकीसं ख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्लिज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
	वर्ण संयोग : वच्छेद :	<ul style="list-style-type: none"> पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक' इस्टर रंगीन चत्र दृश्य - श्रव्य साधन 	<p>आनुभ वकज्ञानार्जनग ति व धः</p> <ul style="list-style-type: none"> बच्चोंसेउनके नामकावर्ण वच्छेदकर वाना कला समे कत ज्ञानार्जनः भन्न - भन्न शब्दों का वच्छेद प्रोजेक्ट फाइल में लगाना । <p>कौशल मूल्यांकनः</p> <ul style="list-style-type: none"> वाचनकौशल वर्णोंकासंयोगकरतेहुएशब्दोंकावाचन लेखन कौशल वर्ण - वच्छेद के लए पाँच शब्द देना 	<p>छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर</p> <ul style="list-style-type: none"> खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौ खक परीक्षा ल खत परीक्षा 	<p>पूर्व ज्ञान की जांच- आइस ब्रे कंग गति व धः</p> <ul style="list-style-type: none"> वर्णसंयोगववर्ण वच्छेदपरचर्चाकरतेहुए वषयकीघोषणाकीजा एगी । <p>वषयकीघोषणा वषय वस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबं धत प्रश्न <p>पूछना</p> <ul style="list-style-type: none"> पुनरावृत्ति 	<p>वषय संबंधी</p> <ul style="list-style-type: none"> वर्णोंकोजोड़करशब्दबनानासीखा वर्णों को अलग करके वर्ण - वच्छेद सीखा । <p>कलासंबंधी</p> <ul style="list-style-type: none"> रचनात्मकता का वकास
	अकारांत - पुल्लिंग - शब्दाः	<ul style="list-style-type: none"> पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक' इस्टर रंगीन चत्र दृश्य - श्रव्य साधन 	<p>आनुभ वकज्ञानार्जनग ति व धः</p> <ul style="list-style-type: none"> पशु -प क्षयों के बारे में जानकारी एकत्रित करवाना <p>कला समे कत ज्ञानार्जनः</p> <ul style="list-style-type: none"> पशु -प क्षयों व 	<p>छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर</p> <ul style="list-style-type: none"> खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौ खक परीक्षा ल खत परीक्षा 	<p>पूर्व ज्ञान की जांच आइस ब्रे कंग गति व धः</p> <ul style="list-style-type: none"> कक्षामें भन्न - भन्न वस्तुओं के माध्यम से लंग की जानकारी देते हुए पुल्लिंग शब्दों पर चर्चा 	<p>वषय संबंधी</p> <ul style="list-style-type: none"> पुल्लिंगशब्दोंका ल खतअभ्यासकरनासीखा शब्द भण्डार में वृद्ध करना कलासंबंधी रचनात्मकता का

महीन कार्यदिव सोंकीसं ख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
			अन्य वस्तुओं के चित्र बनाना व चार्ट पेपर चित्र चपकाना कौशल मूल्यांकन: • वाचनकौशल अकारांत पुल्लिंग शब्दों का उच्चारण करना • लेखन कौशल तीनों लंगों का संस्कृत ,हिंदी व अंग्रेजी भाषा में अर्थ लखना		द्वारा वषयकीघोषणाकी जाएगी वषय वस्तार • पठन अभ्यास • चर्चा • संबंधित प्रश्न पूछना • पुनरावृत्ति	वकास
पैल 3)	आकारांत-स्त्री लंग- शब्दाः	<ul style="list-style-type: none"> पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक' डस्टर रंगीन चित्र दृश्य - श्रव्य साधन 	आनुभू वकजानार्जनग ति व धः <ul style="list-style-type: none"> घर पर काम आने वाली वस्तुओं व परिवार के स्त्री लंग वाले सदस्यों के नाम छांट कर प्रोजेक्ट फाइल में संस्कृत भाषा में लखना कला समेकित ज्ञानार्जनः स्त्री लंग शब्दों को चार्ट पर चपकाना 	छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर <ul style="list-style-type: none"> खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लखत परीक्षा 	पूर्व ज्ञान की जांच आइस ब्रे कंग गति व धः <ul style="list-style-type: none"> चार्टपेपरपर चित्रदिखाकर लंगपूछतेहुए स्त्री लंगशब्दोंपर वस्तारपूर्वकचर्चाकरना वषयकीघोषणा वषय वस्तार पठन अभ्यास चर्चा संबंधित प्रश्न 	वषय संबंधी <ul style="list-style-type: none"> स्त्री लंग शब्दों का लखत अभ्यास करना सीखा शब्द भण्डार में वृद्धि करना कलासंबंधी रचनात्मकता का वकास

महीन कार्यदिव सोंकीसं ख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
			<ul style="list-style-type: none"> वाचनकौशल स्त्री लंग शब्दों का उचारण लेखन कौशल चत्र देख कर स्त्री लंग शब्दों को संस्कृत में लखना 		<ul style="list-style-type: none"> पुनरावृत्ति 	
	नपुंसक लंग - शब्दा :	<ul style="list-style-type: none"> पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक' इस्टर रंगीन चत्र दृश्य - श्रव्य साधन 	<p>आनुभ वकज्ञानार्जनग ति व धः</p> <ul style="list-style-type: none"> वर्गपहेलीसेवर्ण लेकरनपुंसक लंगशब्दों को लखना कला समे कत ज्ञानार्जनः चार्ट परनपुंसक लंग शब्दों को को चपकाना कौशल मूल्यांकनः वाचनकौशल नपुंसक लंग शब्दों का उचारण लेखन कौशल चत्र देख कर नपुंसक लंग शब्दों को संस्कृत में लखना 	<p>छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर</p> <ul style="list-style-type: none"> खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौ खक परीक्षा ल खत परीक्षा 	<p>पूर्व ज्ञान की जांच आइस ब्रे कंग गति व धः</p> <ul style="list-style-type: none"> कक्षामेंपाईजाने वालीचीजोंकेनामसंस्कृतमेंपूछतेहुए उनके वचन की जानकारी एकत्रित की जाएगी वषयकीघोषणा वषय वस्तार पठन अभ्यास चर्चा संबं धत प्रश्न पूछना पुनरावृत्ति 	<p>वषय संबंधी</p> <ul style="list-style-type: none"> स्त्री लंग शब्दों का ल खत अभ्यास करना सीखा शब्द भण्डार में वृद् ध करना कलासंबंधी रचनात्मकता का विकास

महीन कार्यदि सोंकीसं ख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
ई (5)	वचनानि	<ul style="list-style-type: none"> पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक' इस्टर रंगीन चत्र दृश्य श्रव्य साधन 	<p>आनुभ वकज्ञानार्जनग ति व धः</p> <ul style="list-style-type: none"> बच्चोंसेकक्षामें पाई जाने वाली वस्तुओं के वचन पर चर्चा करते हुए पूछा जायेगा क वह एक वचन है' द् ववचन है या बहुवचन है ? कला समे कत ज्ञानार्जनः एकवचन' द् ववचनवबहुवचन के दस नामों को एक चार्ट पेपर पर लख कर चत्र सहित कक्षा में लगाना कौशल मूल्यांकनः वाचनकौशल चत्रों को देख कर उनके नाम उ चत वचनों में बोलना लेखन कौशल चत्रों को देख कर उनके नाम उ चत वचनों में लखना <p>अंतः वषय सम्बन्ध</p>	<p>छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर</p> <ul style="list-style-type: none"> खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौ खक परीक्षा ल खत परीक्षा 	<p>पूर्व ज्ञान की जांच आइस ब्रे कंग गति व धः</p> <ul style="list-style-type: none"> बच्चोंसेकक्षामें पाई जाने वाली वस्तुओं के वचन पर चर्चा करते हुए पूछा जायेगा क वह एक वचन है' द् ववचन है या बहुवचन है ? वषयकीघोषणा वषय वस्तार पठन अभ्यास चर्चा संबं धत प्रश्न पूछना 	<p>वषय संबंधी</p> <ul style="list-style-type: none"> एकवचन' द् ववचनवबहुवचन शब्दों का ल खत व मौ खक अभ्यास करना सीखा शब्द भण्डार में वृद् ध करना कलासंबंधी रचनात्मकता का वकास

महीन कार्यदिव सोंकीसं ख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
			<ul style="list-style-type: none"> हिंदी वषयसेजो इतेहुएवचनकेभेदोंकेबारे मेंबतायाजायेगा 			
लाई (27)	सर्वनाम –परिचय :	<ul style="list-style-type: none"> पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक' डस्टर रंगीन चत्र दृश्य श्रव्य साधन 	<p>आनुभ वकज्ञानार्जनग ति व धः</p> <ul style="list-style-type: none"> कक्षामेंछात्रोंके समूहबनाकर तीनो लंगों में सर्वनाम का ज्ञान करवाने के लए संवाद करवाना कला समे कत ज्ञानार्जनः सर्वनाम शब्दों के चत्र चार्ट पर चपकाना <p>कौशल मूल्यांकनः</p> <ul style="list-style-type: none"> वाचनकौशल सर्वनाम शब्दों का प्रयोग करते हुए वाक्य बोलना लेखन कौशल सर्वनाम शब्दों का प्रयोग करते हुए वाक्य लखना <p>अंतः वषय सम्बन्ध</p> <ul style="list-style-type: none"> हिंदीवअंग्रेजी भाषासेजोइतेहुएसंस्कृत 	<p>छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर</p> <ul style="list-style-type: none"> खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौ खक परीक्षा ल खत परीक्षा 	<p>पूर्व ज्ञान की जांच आइस ब्रे कंग गति व धः</p> <ul style="list-style-type: none"> छात्रोंसेसर्वनाम शब्दोंकाप्रयोगकरतेहुए वाक्यबनवाना वषयकीघोषणा वषय वस्तार पठन अभ्यास चर्चा संबं धत प्रश्न <p>पूछना</p> <ul style="list-style-type: none"> पुनरावृत्ति 	<p>वषय संबंधी</p> <ul style="list-style-type: none"> दैनिकबोलचाल कीभाषामेंसर्वनामशब्दोंका उपयोगकरनासीखा कलासंबंधी रचनात्मकता का वकास

महीन कार्यदिव सोंकीसं ख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
			भाषामेंसर्वनामकाज्ञान करवाना			
	धातु - परिचय: क्रया	<ul style="list-style-type: none"> पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक' इस्टर रंगीन चत्र दृश्य श्रव्य साधन 	<p>आनुभ वकज्ञानार्जनग ति व धः</p> <ul style="list-style-type: none"> कक्षामेंतीनछा त्रोंकेसंवाददुआर क्रयाका बोधकरवाना <p>कला समे कत ज्ञानार्जनः</p> <ul style="list-style-type: none"> दस धातुओं (क्रयाओं) के लट लकार' प्रथम पुरुष के तीनो वचनों के रूप प्रोजेक्ट फाइल में लखना व चत्र चपकाना <p>कौशल मूल्यांकनः</p> <ul style="list-style-type: none"> लेखन कौशल क्रया का प्रयोग करते हुए वाक्य लखना 	<p>छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर</p> <ul style="list-style-type: none"> खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौ खक परीक्षा ल खत परीक्षा 	<p>पूर्व ज्ञान की जांच आइस ब्रे कंग गति व धः</p> <ul style="list-style-type: none"> कक्षामें व भन्न क्रयाओंके चत्रदिखाकर छात्रोंसेसंस्कृतमेंउनकी धातुएँपूछतेहुये वषयकी घोषणाकीजाएगी <p>वषयकीघोषणा वषय वस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबं धत प्रश्न <p>पूछना</p> <ul style="list-style-type: none"> पुनरावृति 	<p>वषय संबंधी</p> <ul style="list-style-type: none"> क्रयाशब्दोंकीपह चानकरनासीखा <p>कलासंबंधी</p> <ul style="list-style-type: none"> रचनात्मकता का वकास
	प्रथम पुरुष त्रिषु लंग वचन च	<ul style="list-style-type: none"> पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक' इस्टर रंगीन चत्र 	<p>आनुभ वकज्ञानार्जनग ति व धः</p> <ul style="list-style-type: none"> कक्षामेंप्रत्येक छात्रसेछोटेछोटेप्रश्नपूछ नावप्रथमपुरुषकेबारेमेंब 	<p>छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर</p> <ul style="list-style-type: none"> खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा 	<p>पूर्व ज्ञान की जांच आइस ब्रे कंग गति व धः</p> <ul style="list-style-type: none"> लंगवचनकेबा रेमेंचर्चाकरतेहुएप्रथमपु 	<p>वषय संबंधी</p> <ul style="list-style-type: none"> प्रथमपुरुषकेवा क्योंकानिर्माणकरनासीखा <p>कलासंबंधी</p> <ul style="list-style-type: none"> रचनात्मकताका

महीन कार्यदिव सोंकीसं ख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
		<ul style="list-style-type: none"> दृश्य - श्रव्य साधन 	<p>ताना कला समे कत ज्ञानार्जन:</p> <ul style="list-style-type: none"> प्रोजेक्ट फाइल में प्रथम पुरुष का प्रयोग करते हुए एक वचन व बहुवचन के वाक्य बनाना और उनके चत्र चपकाना <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> वाचनकौशल चत्र देख कर प्रथम पुरुष के पाँच वाक्य बोलना लेखन कौशल चत्र देख कर प्रथम पुरुष के पाँच वाक्य लखना 	<ul style="list-style-type: none"> मौ खक परीक्षा ल खत परीक्षा 	<p>रुषकेबारेमेंबताना वषयकीघोषणा वषय वस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति 	वकास
गस्त (3)	मध्यम पुरुष: (त्रिषु वचन)	<ul style="list-style-type: none"> पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक' डस्टर रंगीन चत्र दृश्य - श्रव्य साधन 	<p>आनुभ वकज्ञानार्जनग ति व ध:</p> <ul style="list-style-type: none"> कक्षामेंतीनछात्रोंकोखड़ाकरकेएकछात्र को मध्यम पुरुष एक वचन का वाक्य दूसरे छात्र को द्व ववचन और तीसरे छात्र को बहुवचन का वाक्य बोलने के लिए 	<p>छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर</p> <ul style="list-style-type: none"> खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौ खक परीक्षा ल खत परीक्षा 	<p>पूर्व ज्ञान की जांच आइस ब्रे कंग गति व ध:</p> <ul style="list-style-type: none"> लंगवचन के बारे में चर्चा करते हुए मध्यम पुरुष के बारे में बताना वषयकीघोषणा वषय वस्तार 	<p>वषय संबंधी</p> <ul style="list-style-type: none"> मध्यम पुरुष के वाक्यों का निर्माण करना सीखा कलासंबंधी रचनात्मकता का वकास

महीन कार्यदिव सोंकीसं ख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
			<p>कहा जायेगा कला समे कत ज्ञानार्जनः</p> <ul style="list-style-type: none"> • एक त्रिकोण में एकवचन' द् वचन और बहुवचन के करता व क्रयाओं को अलग करते हुए उनमे रंग भरना <p>कौशल मूल्यांकनः</p> <ul style="list-style-type: none"> • वाचनकौशल मध्यम पुरुष के वाक्यों को संस्कृत में बोलना • लेखन कौशल मध्यम पुरुष के वाक्यों को संस्कृत में लखना 		<ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • संबंधित प्रश्न <p>पूछना</p> <ul style="list-style-type: none"> • पुनरावृत्ति 	
	उत्तम पुरुष : (त्रिषु लंग ,वचन च)	<ul style="list-style-type: none"> • पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) • चाक' इस्टर • रंगीन चित्र • दृश्य श्रव्य साधन 	<p>आनुभ वकज्ञानार्जनग ति व धः</p> <ul style="list-style-type: none"> • कक्षामेंतीनछात्रों को खड़ा कर के एक छात्र को उत्तम पुरुष एक वचन का वाक्य दूसरे छात्र को द् वचन और तीसरे छात्र को बहुवचन 	<p>छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर</p> <ul style="list-style-type: none"> • खुले अंत वाले प्रश्न • बहुवैकल्पिक प्रश्न • कक्षा में चर्चा • मौखिक परीक्षा • लिखित परीक्षा 	<p>पूर्व ज्ञान की जांच आइस ब्रे कंग गति व धः</p> <ul style="list-style-type: none"> • लंग' वचन के बारे में चर्चा करते हुए उत्तम पुरुष के बारे में बताना <p>वषयकीघोषणा</p>	<p>वषय संबंधी</p> <ul style="list-style-type: none"> • उत्तम पुरुष के वाक्यों का निर्माण करना सीखा • कलासंबंधी • रचनात्मकता का विकास

महीन कार्यदिव सोंकीसं ख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
			<p>का वाक्य बोलने के लए कहा जायेगा</p> <p>कला समे कत ज्ञानार्जन:</p> <ul style="list-style-type: none"> • एक त्रिकोण में एकवचन' द् वचन और बहुवचन के करता व क्रयाओं को अलग करते हुए उनमे रंग भरना <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> • वाचनकौशल उत्तम पुरुष के वाक्यों को संस्कृत में बोलना • लेखन कौशल उत्तम पुरुष के वाक्यों को संस्कृत में बोलना 		<p>वषय वस्तार</p> <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • संबंधत प्रश्न <p>पूछना</p> <ul style="list-style-type: none"> • पुनरावृत्ति 	
संतंबर (4)	अब तक कये गए सारे कार्य की दोहराई					
क्टूबर (0)	संख्याज्ञानम्	<ul style="list-style-type: none"> • पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) • चाक' डस्टर • रंगीन चत्र • दृश्य - श्रव्य 	<p>आनुभ वकज्ञानार्जनग ति व ध:</p> <ul style="list-style-type: none"> • बच्चोंकोकक्षामें आसपासकीवस्तुओंको गनकरअंग्रेजीवसंस्कृत भाषामें लखनेके लएक 	<p>छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर</p> <ul style="list-style-type: none"> • खुले अंत वाले प्रश्न • बहुवैकल्पिक प्रश्न • कक्षा में चर्चा • मां खक परीक्षा 	<p>पूर्व ज्ञान की जांच आइस ब्रे कंग गति व ध:</p> <ul style="list-style-type: none"> • कक्षामें छात्रों से प्रश्न पूछ कर संख्यां रूप में उतर जानेंगे 	<p>वषय संबंधी</p> <ul style="list-style-type: none"> • गनतीकासंस्कृत भाषामेंज्ञानप्राप्त कया कलासंबंधी • रचनात्मकताका विकास

महीन कार्यदिव सोंकीसं ख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
		साधन	हाजायेगा कला समे कत ज्ञानार्जनः • प्रकृति में जो वस्तुएं एकवचन और बहुवचन में होती है उनके नाम, संख्या, चत्र प्रोजेक्ट फाइल में लगाना कौशल मूल्यांकनः • वाचनकौशल संख्याओं का कंठस्थ वाचन • लेखन कौशल एक से चार तक की संख्याओं के तीनों लंगो के रूपों को लखना	• ल खत परीक्षा	वषयकीघोषणा वषय वस्तार • पठन अभ्यास • चर्चा • संबंधित प्रश्न पूछना • पुनरावृत्ति	
	अव्यय – पदानि	<ul style="list-style-type: none"> पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक, डस्टर रंगीन चत्र दृश्य - श्रव्य साधन	आनुभ वकज्ञानार्जनग ति व धः <ul style="list-style-type: none"> वर्गपहेलीसेवर्ण लेकरअव्ययपदबनाना कला समे कत ज्ञानार्जनः <ul style="list-style-type: none"> चार्ट पेपर पर ता लका बनाकर उसमें	छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर <ul style="list-style-type: none"> खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा ल खत परीक्षा 	पूर्व ज्ञान की जांच आइस ब्रे कंग गति व धः <ul style="list-style-type: none"> बच्चों को कार्यपत्रक में गद्यांश दे कर अव्यय छांटने के लए देना वषयकीघोषणा	वषय संबंधी <ul style="list-style-type: none"> अव्ययपदोंकावा क्योंमेंप्रयोगकरनासीखा कलासंबंधी रचनात्मकता का वकास Page

महीन कार्यदि सोंकीसं ख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
			कर्ता, अव्यय, धातु रूप से वाक्य बनाएँ व चार्ट को कक्षा में चपकाएँ कौशल मूल्यांकन: • वाचनकौशल अव्यय का अभ्यास कक्षा में संवाद कर के करना • लेखन कौशल अव्यय का प्रयोग करते हुए 10 वाक्य लिखना		वषय वस्तार • पठन अभ्यास • चर्चा • संबंधित प्रश्न पूछना • पुनरावृत्ति	
द्वं बर 23 दिन	चतुर :काक : (चक्रकथा)	<ul style="list-style-type: none"> पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक' इस्टर रंगीन चक्र दृश्य श्रव्य साधन 	आनुभ वकज्ञानार्जनगति व धः • वर्ग पहलीसेपशु प क्षयोंकेनामचुनकर लिखना कला समे कत ज्ञानार्जनः • कौआ और मटके का चक्र बनाकर रंग भरना कौशल मूल्यांकन: • वाचनकौशल कोई शक्षाप्रद कहानी	छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर • खुले अंत वाले प्रश्न • बहुवैकल्पिक प्रश्न • कक्षा में चर्चा • मौखिक परीक्षा • लिखित परीक्षा	पूर्व ज्ञान की जांच आइस ब्रे कंग गति व धः • कक्षामेंबच्चोको कोईएककहानीसुनानेके लिएकहाजायेगा वषयकीघोषणा वषय वस्तार • पठन अभ्यास • चर्चा • संबंधित प्रश्न पूछना • पुनरावृत्ति	वषय संबंधी • पठनकौशलका विकास • लेखन कौशल का विकास • वाचनकौशलका विकास कलासंबंधी • रचनात्मकता का विकास नैतिक मूल्य • सफलता के लिए निरंतर प्रयास करना

महीन कार्यदिव सोंकीसं ख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
			सुनाना • लेखन कौशल चर्चों की सहायता से कहानी लखना			
	अब तक कये गए सारे कार्य की दोहराई					

Nf`W/ 7RW	ishwrlvwlSbd,i bhwrlvwlSbd,A0 NkVvwlSbd, dUIYNkVvwlSbd	गरीठघेरड ,चाव ,डम टर,बबडाघ	Nffi fdRdV, ररद YरY 7d Y fRdV,f7dWU YVWY`W	Y 7dY fW 7 f, ffi fYæ, Y 7dYfiर E YY`fR`	Nf fifR Y_fidY7d_VY f 7 Wघी Rfर7Yf6	f U d , f U d YfiरEN7`रद7f`
Yघी /5RW	llvwlSbd, dulwvwlSbd,ho VvwlSbd, knOVvwlSbd	गरीठघेरड ,चाव ,डम टर,बबडाघ	ररद Y Y_fid Y 7dरR dN7dV Y , Rfर7d_d',	Ud`RY7dY`10 YfW`, YUUY 7dV W fdRdV,	*d7d,YWघी रर7रद Y`fi`N7`उUVW YfKfर YW.	~`#7Y7dYNर EYरद7fRरRdV d`f`d, YरWfर _d

1a`d`रwRW, AdT d
 Vd630065; R WR` : 43054
wW'र'1d`KO`Kर' :K'R
W'w:6रE
w`र2024-2025

T7 ¥1 7 RT7 f7¥ 7wfi	fR1/ú-fR1	fwW1aw71a71	KR/ 7Kd`R1d/ `7d ¥ 1w¥wA/RW1 RRd7 /fR71dR/7¥d TWR7	wd7d7` T W R7(T`fR / fW 7 / w7dW7/RfRE/ w)	`1d`KRW fRdfiR	fw77`¥7K
			U Y 7d Y_fidf7dY`V YfdRdV, 7 R dVdN7` úV, YUVYFW			
K_W E1/7RW	ibMdlvwISbd,i tplvwISbd,A` DkvwlSbd	ਗਰੀਨਬੋਰਡ ,ਚਾਕ ,ਡਸ ਟਰ,ਕਕਤਾਬ	NffiYfd7,RfR7d, 15Nd7WਈRfR 7dæ, 7 R dVUYVWY`W	RfR7 d7VR7`fKR , R`R` RWYY`NV #f7Y7dYR` RdYWNfW, YYúY` RWfR Y`KYR7R fKRfNVRY	NffiR-fRfYfid R`R`Y7dVW Y'7`d`WRdY` UV	#7Y7d VW Yf` fRfYfidY 7dV RdRdV R f`d.

1a¥d, ₹wRW, AdT d

Vd630065; R WR` : 43054

wW1¥1`1d`KO`K¥1:K1R

W1w:6₹E

w`¥2024-25

T7 ¥1 7 RT7 f7¥ 7wfi	₹1/उ-₹1	fwW1aw71a71	`KR/ 7Kd`R1d/ `7d ¥ 1w¥wA/RW1 RRd7 /₹71dR/7¥d TWR7	wd7d7` T W R7(T`fR / fW 7 / w7dW7/R₹E/ w)	`1d`KRW fRfdfi₹	fw77`¥7K
				RdV N7`दि₹₹W₹- ₹` Y7dYf RdV		
Nd7/7 RW	hPqdidnkivqW, dwdjlkivqW, ic`qrkQw(ipAwsikW)	गरीनघेरड,चाक, डमटर,ककडाघ,₹æ https://www.youtube.com/watch?v=z3FKwxlcFTA ,	Nf fiVfdRdV ,₹fYfid fi fY Y- YYVW fd7`N7`hY7` fif ₹dRdVd`, fffi`R7` d æ	U7`Y`fYVYE V ` , ` RW ₹ YYKY Rf₹7 _ उद, U7`Y`fYVYfW7 `	RWf₹Nf fi fRY_fidR₹7Yf 6, ₹₹d fi`RUf`EdV₹7R`fK` ` दि`उ`दि` Rd7 U` d`dWRdV	₹fYfidfi`VifY Y- Y YVffid RdV N7` Y` W RdVदिदिK₹`d, R`दी₹ RYRdVWघी fY,77YYU`77dKV.

NR7d/8 RW	myniskUtr,i b`ll	ਗਰੀਨਬੋਰਡ,ਚਾਕ,ਡਮ ਟਰ,ਕਕਤਾਬ	Rfੜ7Yf6, Y UੜRੜ7f~ N7`dਉ,ffWf6Y *V, ੜfYfidRffੜRf ੜ7fWd`	Rfੜ7ੜYY`fR`,Rfੜ 7YfW7`	ੜੜ`YUੜRੜ7 ੜYf 6RdV	ੜfYfidੜੜd Yf`dN7`ਘਉV,Y YੜWV _dVੜ`Uੜ7RdVd`
Vੜ d/ 3RW	f`df Wੜ`	d,V`d,` f`fd		Y 7dY fW 7 f` fਘ,Rfੜ7ੜYædW`, RU ਘ`Y`Nd7` U		

1aੜd`ੜwRW, AdT d
 Vd630065; R WR` : 43054
wW1ੜ1`1d`KO`Kੜ1`K1R
W1w:6ੜE
w`ੜ2024-25

T7 ੜ1 7`RT7`f7ੜ 7wfi	ੜ1/ਉ-ੜ1	fwW1aw71a71	`KR/ 7Kd`R1d/ `7d ੜ 1wੜwA/RW1 RRd7 /ੜ71dR/7ੜd TWR7	wd7d7` T W R7(T`fR / fW 7 / w7dW7/RfੜE/w)	`1d`KRW Rfdfੜ	fw77`ੜ7K
				dW7		

1a¥d`wRW, AdT d

Vd630065; R WR` : 43054

wW1¥1`d`KO`K¥1:K1R

W1w:6E

w`¥2024-2025

T7 ¥1 7 RT7`f7¥ 7wfi	₹1/₹-₹1	fwW1aw71a71	`KR/ 7Kd`R1d/ 7d ¥ 1w¥wA/RW1 RRd7 /₹71dR/7¥d TWR7	wd7d7` T W R7(T`fR / fW 7 / w7dW7/RfE/w)	`1d`KRW Rfdfi₹	fw77`¥7K
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1a¥d, iwRW, AdT d

Vd630065; R WR` : 43054

wW1¥1`1d`KO`K¥1:K1R

W1w:6E

w`¥2024-2025

T7 ¥1 7 RT7`f7¥ 7wfi	f1/1-1	fwW1aw71a71	KR/ 7Kd`R1d/ 7d ¥ 1w¥wA/RW1 RRd7 /f17`dR/7¥d TWR7	wd7d7` T W R7(T`fR / fW 7 / w7dW7/RfE/`w)	`1d`KRW Rfdfi	fw77`¥7K
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PINEGROVE SCHOOL SUBATHU

Affiliation No. 63004; School Code: 43054

Annual Pedagogy Plan: Music

Classes: VI - VIII

Session: 2024 - 25

Month No of Working Days	Topic/Sub-Topic	Teaching Aids	Project/Experiential/Interdisciplinary linkage/Art Integration/Practical's/Skill Assessment	Assignments & Assessments (Oral/Written/MCQs/Quizzes/Tests)	Pedagogical Process	Learning Outcomes
Feb 8 Days	Topic: Introduction of Music	Musical Instrument BlackBoard	Introduction of different types of Musical instrument, Aaroh, Avroh, Shudh Sawar, Komal Sawar, Tiwra Sawar, Mander Saptak, Madhya Saptak, Tar Saptak	Practice of the same Oral Written	<ul style="list-style-type: none"> Learners will be involved in daily practice Discussion on different types of artist/Musicians 	Knowledge of basic music
March 8 Days	Topic: School Song	Musical Instruments	<ul style="list-style-type: none"> Practice of song Use of Correct Rhythm & Pronunciation 	<ul style="list-style-type: none"> Practice of the Song Evaluating music & musical performance 	<ul style="list-style-type: none"> Different note & rhythm will be explained Performed in morning assembly 	<ul style="list-style-type: none"> Children will learn new technique of using instrument Students will improve singing skills

April 2 Days	Topic: National anthem Sub- topic: Jan-Gan-Man	Musical Instruments	<ul style="list-style-type: none"> Practice of National Anthem Correction in Pronunciation Correct Rhythm 	<ul style="list-style-type: none"> Practice of National Anthem Written 	<ul style="list-style-type: none"> Learners will be involved in practice Performed in morning assembly 	<ul style="list-style-type: none"> Practically they will learn to use musical instruments Feeling of patriotism
May 3 Days	Topic: Teen Taal Sub- topic: ek gun, do gun	Musical Instruments	<ul style="list-style-type: none"> Group Discussion Introduction of teen taal 	<ul style="list-style-type: none"> Practice of teen Taal on hand verbally and along with Tabla. Ek gun, doh gun Notes given 	<ul style="list-style-type: none"> Verbal Practice, practice on Hand (taali) 	<ul style="list-style-type: none"> Develop the Rhythm, sense of synchronize with the composition
June 4 Days	Topic: National Song Sub-Topic: Vande Mataram	Musical Instruments	<ul style="list-style-type: none"> Practice of song Detailed explanation of rhythm & notes 	<ul style="list-style-type: none"> Evaluation of musical performance 	<ul style="list-style-type: none"> Learners will be explained the use of different noted and rhythm 	<ul style="list-style-type: none"> Feeling of patriotism Use of musical instruments according to note and rhythm
July 3 Days	Topic: Song Sub- Topic: <i>Tu hi Ram, Tu hi Raheem</i>	Musical Instruments	<ul style="list-style-type: none"> Practice of song Detailed explanation of rhythm & notes 	<ul style="list-style-type: none"> Practice of song 	<ul style="list-style-type: none"> Learners will be involved in practice Performed in music department 	<ul style="list-style-type: none"> Children will be able to sing and appreciate music
August 8 Days	Topic: Taal dadra (6 Beats)	Musical Instruments	<ul style="list-style-type: none"> Group Discussion Detailed explanation of Rhythm & Notes 	<ul style="list-style-type: none"> Practice of <i>taal dadra(Ek gun, doh gun)</i> Notes given 	<ul style="list-style-type: none"> Learners will be involved in practice 	<ul style="list-style-type: none"> It helps to sing & play Indian Classical light music (Ghazal, Bhajan, Thumri)
Sep 8 Days	Topic: Song Sub-Topic- <i>Aye maalik tere bande hum</i>	Musical Instruments	<ul style="list-style-type: none"> Practice of song using different musical instruments 	<ul style="list-style-type: none"> Practice of Song using Proper Rhythm & notes 	<ul style="list-style-type: none"> Performed in morning assembly 	<ul style="list-style-type: none"> Promote participation and Performance in singing
Oct 8 Days	Topic: Thaata Sub-Topic: <ul style="list-style-type: none"> - Vilawal - Kalyan - Khamaj - Asavari - Kafi - Bhairav - Bhairavi - Marwa - Purvi - Todi 	Musical Instruments	<ul style="list-style-type: none"> Group Discussion Detailed explanation of different that in music. 	<ul style="list-style-type: none"> Practice of thaata Notes Given 	<ul style="list-style-type: none"> Learners will be involved in daily practice 	<ul style="list-style-type: none"> Composing and arranging music with specified guidelines It helps to recognize the Ragas
						Page

Nov 8 days	Topic: Alankar's	Musical Instruments	<ul style="list-style-type: none"> Group Discussion Details explanation of different Alankaar. 	<ul style="list-style-type: none"> Practice of Alankaar Notes Given 	<ul style="list-style-type: none"> The learners will be involved in daily practice 	<ul style="list-style-type: none"> Helps to learn Ragas and Composition Helps develop vocal and instrumental knowledge

PINEGROVE SCHOOL, SUBATHU
Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: Dance
Class: VI to VIII
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 NO OF DAYS :06	<u>DANCE (INDIAN CLASSICAL AND OTHER GROUP DANCES)</u> Kathak (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. Movements of hands. Movements of legs and feet. Demonstrate the students what artists do before a performance.	Learning proper etiquette and paving the way for something special or <u>Sadhna</u>
MARCH NO OF DAYS:26	<u>TAAL GYAN</u> <ul style="list-style-type: none"> Teen taal Introduction of 	<ul style="list-style-type: none"> Dance Room 	Inter disciplinary linkage: (with EVS, English and Hindi)	<ul style="list-style-type: none"> Assessment 	Demonstration method	Knowledge of different types of Layaa Page 18 Taala.

Month/ No of working days	Topic/Sub-topic	Teaching 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>Teen Taal</p> <ul style="list-style-type: none"> • Tying of the <i>ghungroo</i> to the feet • Laya Gyan (<i>Vilambit Laya, Madhya Laya and Drut Laya have to be interduce</i>) 	<ul style="list-style-type: none"> • Ghungroo • Lehra or Nagma • Harmonium • Tabla 		<ul style="list-style-type: none"> • Practical 	<p>Demonstration of tying Ghungroo.</p> <p>By playing Lehra or Nagma and Tabla or Pakhawaj.</p>	<p>How layas are woven to weave Talas.</p> <p>Sound of the instrument.</p>
<p>APRIL NO OF DAYS: 23</p>	<p><u>FEET MOVEMENT OR PAD SANCHALAN</u></p> <ul style="list-style-type: none"> • Tatkaar of Teen Taal (<i>Ekgun, Dugun, Chaugun</i>) • Hastamudra's • Hand movements (Basic exercise with hands) 	<p><u>DEMONSTRATION</u></p> <p>Use of Chart depicting Mudra's</p> <p>By showing pictures, videos.</p>	<p>Inter disciplinary linkage: (with EVS, English and Hindi)</p>	<ul style="list-style-type: none"> • Assessment • Practical 	<p>Demonstration method,</p> <p>Learning by regular practices</p>	<p>Exercising of the hand movements and mudra's.</p> <p>The concentration level or thinking capacity widens.</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
MAY NO OF DAYS:26	<p><u>Body Movements</u></p> <ul style="list-style-type: none"> • Ang • Pratyang • Upaang <p><u>Ang</u> constitutes the main parts of the body which are used while dancing Head, Hands, Chest, Waist.</p> <p><u>Pratyang</u> constitutes those parts which help 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>	<ul style="list-style-type: none"> • Videos • Pictures <p>Introducing Videos of great artists. For example:</p> <ul style="list-style-type: none"> • Pt. Birju Maharaj • Sitara Devi • Pt. Durga Laal, etc 	<p>Inter disciplinary linkage: (with EVS, English and Hindi)</p>	<ul style="list-style-type: none"> • Oral Assessment, • Assessment • Practical 	<p>Facial expression demonstration.</p> <p>Body posture demonstration.</p>	<p>This should explain how Ang is assisted by Pratyang and Upaang to express the exact thought.</p>
E	TERM-1 EXAMINATION	VACATIONS				
Y NO OF DAYS:23	<u>Different types of rounds</u>	Photos, videos and sounds of	Inter disciplinary linkage:	<ul style="list-style-type: none"> • Oral Assessment, 		Development 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
	<p><u>OrBhramriPurnachakkar, Aardhchakkar, Viprit and Aardhviprit</u></p> <ul style="list-style-type: none"> • Sound of 4 beat Bhramri • Sound of 3 beats Bhramri • Sound of 2 beatsBhramri • Sound of 1 beat Bhramri <p>Practice of coordination (<i>coordination between hand movements and foot work</i>)</p>	<p>beats on Tabla or Pkhawaj.</p> <p>By showing videos</p>	<p>(with EVS, English and Hindi)</p> <p>Inter disciplinary linkage: (with EVS, English and Hindi)</p>	<ul style="list-style-type: none"> • Assessment • Practical 	<p>Learning by regular practices</p> <p>Practice of coordination (<i>coordination between hand movements and foot work</i>)</p>	<p>Swiftness and sharpness.ofBhramri and various steps. Idea of Chakkar learning how to perform different types of chakkar</p> <p>Coordination between hand movements and foot work increases.</p>
<p>AUGUST OF DAYS:24</p>	<p><u>Different types of foot work in Teen taal</u></p> <ul style="list-style-type: none"> • Different types of Tihai's (<i>1 avartan,2 avartan,3 avartan,Farmaishichakke rdaarTihai,etc</i>) <p><u>GROUP DANCES IN OTHER FORMS</u></p> <p>To teach different types of group dances for various events.</p>	<ul style="list-style-type: none"> • Wooden floor or Cemented floor • Videos • Ghungroo • Folk Music • Prerecorded music on music system or with the help of live folk instrumen 	<p>Inter disciplinary linkage: (with EVS, English and Hindi)</p>	<ul style="list-style-type: none"> • Assessment, • Practical • Oral assesment 	<p>Regular Tatkaar practice</p> <p>Demonstration of tradition steps of particular folk dance.</p> <p>Practice with costumes, jewellery and</p>	<p>Magic created by weaving different patterns of Laya.</p> <p>Folk dance forms and traditional tunes, songs with the particular</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
		-ts like Dolak,Naal,Duf,etc <ul style="list-style-type: none"> Showing the costumes, jewellery and makeup related to dance. 			makeup related to dance.	language should be taken by the students. Discussion regarding special elements in the performance costume, body movement, music.
SEPTEMBER NO OF DAYS:16	<u>Basic Kathak Bol's in Teen Taal</u> <ul style="list-style-type: none"> Uthaan Thaat Salami Aamad Tukda 	By showing pictures,videos. By using different Mudra,s charts. Live performances of various artists.	Inter disciplinary linkage: (with EVS, English and Hindi)	<ul style="list-style-type: none"> Assessment Oral assessment Practical 	Step by step demonstration of each Mudra,Hand movements and Foot work of Kathak Bol's.	Concept of the Bol of the footwork and different patterns of laya on the percussion instrument.
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 on internet Mudra's on internet Body 	Inter disciplinary linkage: (with EVS, English and Hindi)	<ul style="list-style-type: none"> Oral assessment Practicals Teachers Feedback Assesments 	Demonstration, Discussion about various characters.	Meaning full Shlokas to be understood. Understanding of instruments, make up,

Month/ No of working days	Topic/Sub-topic	Teaching 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><u>SPEAKING SKILLS(Padhant)</u></p> <p>To speak Kathak Bol and Tihai with Laya and Taal.</p>	<p>postures on internet</p> <ul style="list-style-type: none"> • Live or recorded music <p>To teach Padhantwith the help of percussion instruments.</p>			<p>By discussing Mythological stories.</p> <p>To teach Padhant by clapping of hands and following the percussion instruments.</p>	<p>costume and other accessories.</p> <p>The thought and feeling behind the Vandana, body movement.</p> <p>Virtues of different mythological beings like:-</p> <p>Siddhi Vinayak- Ganesh AangikamBhav anam-Shiva NagenderHarai -Shiva Shantakaram- Vishnu</p> <p>Have to be understood by students</p>
NUMBER OF DAYS: 19	ACADEMIC REVISION	ACADEMIC REVISION	ACADEMIC REVISION	ACADEMIC REVISION	ACADEMIC REVISION	ACADEMIC REVISION

Annual Pedagogy Plan: English

Class: VII

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
UNIT 1 FEB, MARCH: (Total Working Days: 26)	<p><u>Grammar and Composition</u> Application Writing Letter Writing (Formal & Informal) Notice writing Story writing Diary writing Sentences Determiners</p>	Dictionary BBC Compacta Workbook Chalk, board, duster Computer aided teaching using smartboard You tube videos https://www.youtube.com/watch?v=8pFd8DLcPIY https://www.youtube.com/watch?v=m6TuXixyg9E https://www.youtube.com/watch?v=SrHrTUZWww4 https://www.youtube.com/watch?v=4qGFMNxdDo	<p>Writing letter to parents</p> <p>Collaborative Learning with Social Science – Study of Communication through PPT</p> <p>Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal</p>	Class Test based on letter Writing CW and HW in BBC Compacta MCQ, Quiz	<p>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 communication (PPT, videos & discussion) Write applications. Writing letter to parents</p>	The following skills of the students shall be enhanced: Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking Interpersonal communication skills The students will be able to write an application and informal letters. They will know the importance of the postal system. They will know the value of letters in

						present day digitized life
<p><u>Honeycomb:</u></p> <p>1.Three Questions (Story)</p> <p>The Squirrel (Poem)</p> <p><u>An Alien Hand:</u></p> <p>1.The Tiny Teacher (Story)</p>	<p>Dictionary</p> <p>Use of Extra Marks Modules</p> <p>NCERT textbooks</p> <p>Chalk, board, duster</p> <p>Computer Aided Teaching (Extra marks)</p> <p>https://www.youtube.com/watch?v=qu0HN9rYtIw</p>	<p>Poetry Writing on any animal/bird(ART INTEGRATION)</p> <p>Skill Assessment –</p> <p>Reading, Writing, Speaking, Critical Thinking, Inter-personal</p>	<p>(CW) Discussion and (HW) writing of Question answers.</p> <p>Writing of difficult words, Word Meanings and Making Sentences</p> <p>Class Test based on the story</p> <p>MCQ, Quiz</p>	<p>Ice-Breaking Activity and PK Testing:</p> <p>(Three Questions)</p> <p>Students will write down the THREE MOST IMPORTANT QUESTIONS going on in their mind at present.</p> <p>Loud reading and Model recitation by the teacher followed by students</p> <p>Explanation</p> <p>Discussion</p> <p>Ice breaking Activity:</p> <p>(The Squirrel)</p> <p>Watching the surroundings and observing creatures around</p> <p>Recitation and explanation</p>	<p>The following skills of the students shall be enhanced:</p> <p>Reading skills</p> <p>Speaking skills</p> <p>Writing skills</p> <p>Problem solving</p> <p>Creative writing</p> <p>Critical thinking</p> <p>Inter-personal skills</p> <p>The learners ask questions in different contexts and situations (based on the text/beyond the text</p> <p>The learners participate in different events such as role play, skit etc.</p> <p>The learners are able to connect with the morals and values highlighted in the story.</p> <p>The learners refer to a dictionary to check meanings and spelling.</p> <p>The students infer the meaning of unfamiliar words by reading them in context.</p> <p>The students are able to spell the words correctly when</p>	

						dictation is given. The students are able to read a variety of texts for pleasure
			<p>Think and write a few qualities of an ideal teacher (Experiential Learning)</p> <p>Find out more about ants (Collaborative Learning with Science)</p> <p>Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal</p>	<p>(CW) Discussion and (HW) writing of Question answers.</p> <p>Writing of Difficult words, Word Meanings and Making Sentences</p> <p>Class Test based on the story</p> <p>MCQ, Quiz</p>	<p>Ice-Breaking Activity and PK Testing: (The Tiny Teacher)</p> <p>Which all social helpers do we need?</p> <p>How do animals and birds fulfill their basic needs?</p> <p>Video on ants' life will be shown.</p> <p>Children would refer to sources such as dictionary, thesaurus and encyclopedia for meaning in context and understanding texts</p>	<p>The following skills of the students shall be enhanced: Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking The learners refer to a dictionary to check meanings and spelling.</p> <p>The students infer the meaning of unfamiliar words by reading them in context.</p> <p>The students are able to spell the words correctly when dictation is given.</p> <p>Students narrate stories with expressions and proper pronunciation</p> <p>Students would develop their abstract thinking.</p> <p>Students will learn and understand the values like</p>

UNIT 2
April,
May,
June

Total no.
of
working
days: 38
days

						team work, dedication and discipline and will apply these in their life
<p>Honeycomb:</p> <p>2. A Gift of Chappals (Story)</p> <p>The Rebel (Poem)</p> <p>An Alien Hand:</p> <p>2. Bringing up Kari (Story)</p> <p>3. Golu Grows a Nose (Story)</p> <p>Grammar and Composition</p> <p>Adjectives Descriptive Paragraph Article Writing Short Story Writing Reading Comprehension</p>	<p>Use of dictionary</p> <p>Use of Extra Marks Modules</p> <p>PDF of the chapter (NCERT books)</p> <p>BBC Compacta</p> <p>Newspaper, magazines</p> <p>Chalk, board, duster</p> <p>Computer Aided Teaching (Extra marks)</p> <p>You tube videos</p> <p>Adjectives https://www.youtube.com/watch?v=laQUXyfVM9Y</p> <p>Article Writing https://www.youtube.com/watch?v=MbMMZ4rPrfI</p> <p>Short Story https://www.youtube.com/watch?v=ae61kGNpQPs</p> <p>Paragraph Writing https://www.youtube.com/watch?v=L1J</p>	<p>(Collaborative Project with Hindi)</p> <p>Writing Idioms and Phrases on Animals/ Birds and their Hindi equivalents</p> <p>Skill Assessment –</p> <p>Reading, Writing, Speaking, Critical Thinking, Inter-personal</p> <p>(Critical Thinking- Problem Solving</p> <p>Through discussion on the conflict given in the story. Can animals behave in a more humane way than humans themselves?)</p>	<p>Dictation</p> <p>(CW) Discussion and (HW) writing of Question answers.</p> <p>Writing of Difficult words, Word Meanings and Making Sentences</p> <p>Class Tests</p> <p>MCQ, Quiz</p>	<p>Ice-Breaking Activity and PK Testing:</p> <p>(A Gift of Chappals):</p> <p>Discuss an act of kindness that you may have done.</p> <p>(The Rebel):</p> <p>Have you ever felt going against the norms? What challenges did you face?</p> <p>Chapters will be read aloud and questions will be asked to check the comprehension.</p> <p>(Golu Grows a Nose): Flip Teaching</p> <p>Students will be assigned their roles in advance and they will teach the chapter.</p>	<p>The following skills of the students shall be enhanced:</p> <p>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. Independent learning Learning through teaching others to frame questions Organizational skills</p>	
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			<p>Roll-a-Story will be done (Experiential Learning) In the same activity, the children would be able to identify Determiners too</p> <p>Collage Making for Article Writing (Art integration)</p> <p>Social Skills: They will learn to empathize and what does 'Joy of Giving' mean</p> <p>Skill Assessment –</p> <p>Reading, Writing, Speaking, Critical Thinking, Inter-personal</p>	<p>Dictation</p> <p>Writing of difficult words, Word Meanings and Making Sentences, Q.Ans</p> <p>Class Tests based on Adjectives/ Article Writing/Short Story Writing</p> <p>MCQ, Quiz</p> <p>Worksheets</p>	<p>Reading descriptive paragraphs, stories, articles in newspapers and magazines, BBC Compacta</p> <p>Writing descriptive paragraphs, stories, articles</p> <p>Grammar exercises will done in worksheets in BBC Compacta</p>	<p>Students are able to use determiners in speech and writing.</p> <p>The students are able to comprehend a given text and answer the question based on it.</p> <p>The students are able to write descriptions/ narratives showing sensitivity to their environment and appreciate cultural diversity</p> <p>The students will understand the values like kindness, following rules, listening to elders and apply these in their real life.</p>
			<p>INTERDISCIPLINARY PROJECT WITH SOCIAL SCIENCE</p> <p>Find out information about the famous rebels of Indian Independence Movement and draw</p>	<p>(CW) Discussion and (HW) writing of Question answers.</p> <p>Short class test of questions based on the poem.</p> <p>MCQ/ Quiz</p>		<p>The following skills of the students shall be enhanced:</p> <p>Reading skills Speaking skills Writing skills Problem solving Creative writing</p>

			<p>their sketches (ART INTEGRATION)</p> <p>Skill Assessment –</p> <p>Reading, Writing, Speaking, Critical Thinking, Inter-personal</p> <p>(Critical Thinking- Problem Solving</p> <p>Through discussion on the conflict given in the poem. Is being a rebel always bad?</p> <p>Is being a rebel synonymous with being bad in everyone’s eyes?)</p>			<p>Critical thinking</p> <p>The students can infer the meaning of unfamiliar words by reading them in context</p> <p>The students can write dictation of words</p> <p>Students recite poem with expressions and intonation</p>
			<p>Emotions Chart (Experiential Learning)</p> <p>Skill Assessment –</p> <p>Reading, Writing, Speaking, Critical Thinking, Inter-personal</p>	<p>Writing of Difficult words, Word Meanings and Making Sentences</p> <p>Class Tests based on Determiners/Adjectives /Article Writing/Diary writing/Paragraph Writing</p> <p>MCQ, Quiz</p>	<p>Ice-Breaking Activity and PK Testing:</p> <p>Emotional meter</p> <p>Students will identify how they are feeling at the beginning and then at the end of the class. They will be given a bank of words.</p> <p>Grammar exercises in BBC Compacta</p>	<p>The following skills of the students shall be enhanced:</p> <p>Reading skills Writing skills Problem solving Creative writing Critical thinking Listening Skills</p> <p>The students are able to identify and use adjectives in their speech and writing.</p> <p>The students develop the ability to express their thoughts</p>

						effortlessly, confidently and in an organised manner.
			<p>Children will imagine that they are Pinocchios and narrate how did they come to have such long noses (Experiential Learning)</p> <p>Skill Assessment –</p> <p>Reading, Writing, Speaking, Critical Thinking, Inter-personal</p> <p>Critical Thinking- Problem Solving</p> <p>Through discussion on the conflict given in the story.</p> <p>Did elephants really grow their noses because of this reason?</p>	<p>(CW) Discussion and (HW) writing of Question answers.</p> <p>Short class test of questions based on the story</p> <p>MCQ, Quiz</p>	<p>Ice-Breaking Activity and PK Testing:</p> <p>(Bringing up Kari)</p> <p>Children will imagine that they are Pinocchios and narrate how did they come to have such long noses</p> <p>The students locate sequence of ideas, events and identify main idea of a story</p> <p>Loud reading of stories by the teacher followed by students. Discussion, explanation</p>	<p>The following skills of the students shall be enhanced:</p> <p>Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking Love for reading Students will participate in activities in English like role play</p> <p>Students will respond to a variety of questions on familiar and unfamiliar texts verbally and in writing.</p> <p style="text-align: right;">Page</p>

UNIT 3
AUGUST,
JULY,
SEPTEMBER
Total
Working
Days: 71

Honeycomb:
3. Gopal and the Hilsa Fish (Story)
The Shed (Poem)
4. The Ashes that Made the Trees Bloom (Story)
Chivvy (Poem)
5. Quality (Story)
Trees (Poem)
6. Expert Detectives (Story)
Mystery of the talking Fan (Poem)
7. The Invention of Vita Wonk (Story)
Dad and the Cat and the Tree (Poem)
An Alien Hand:
4. Chandni
5. The Bear Story
Grammar and Composition:
Verbs
Tenses

Recitation by the students
Computer Aided Teaching (using Extra marks)
Email
<https://www.youtube.com/watch?v=3TuljN65slw>
Speech
<https://www.youtube.com/watch?v=q8E dyLv6Qp0>
Debate
<https://www.youtube.com/watch?v=1TSkkxu8on0>
Voice
<https://www.youtube.com/watch?v=nXNFyY7xe8I>
PPT on Roald Dahl
Clippings of the movie: Charlie and the Chocolate Factory

Children will make 3 D models of a shed in groups of 4-5 (Project)
Project- To celebrate **World Telecommunication Day**, children will make a **timeline** of the development of modes of communication to be put up on the bulletin board.
Role play (art integration)
Children will enact a scene in which the parents and children are having a normal discussion in which the kids are being instructed by their parents.
Skill Assessment –
Reading, Writing, Speaking, Critical Thinking, Inter-personal
(Critical Thinking- Problem Solving)
Through discussion on the conflict given in the poem. Why do our

Dictation
(CW) Discussion and (HW) writing of Question answers.
Short class test of questions based on the poems
MCQ, Quiz
Writing of Difficult words, Word Meanings and Making Sentences
Exercises in BBC Compacta
Written and oral exercises

Ice-Breaking Activity and PK Testing:
Where do you keep your gardening tools, ladder etc.? **(The Shed)**
Do you have a hideout? What is it?
Why do you think the parents are always correcting their children? **(Chivvy)**
The children would attempt composing poems
Loud reading of stories, poems
Discussion
Asking questions
Making hand puppets of favourite characters, ‘Show n Tell’
Gopal and the Hilsa Fish (Flip Teaching)
Students will be given their roles a week prior to teach the chapter.

The following skills of the students shall be enhanced:
Reading skills
Speaking skills
Writing skills
Problem solving
Creative writing
Critical thinking
The students will be able to:
infer the meaning of unfamiliar words by reading them in context
write dictation of words
recite poems with expressions and intonation
develop love for reading and appreciate prose and poetry
understand and apply values like kindness, patience, importance of freedom
understand and apply the grammatical concepts learnt to improve their linguistic skills
put across their point of view and respect others’ views as well
study independently
organise and manage time

Summarisation and

<p>Adverbs Conditional Modals Voice Email Writing Speech Debate</p>		<p>elders (parents and siblings) keep instructing us all the time? What is their motive?)</p>		<p>consolidation will be done by the teacher at the end of Flip teaching.</p>	<p>learn by teaching</p>
	<p>:</p>	<p>Subject Integratin: Finding out how an electric fan works</p> <p>Art Integration- Children will make a paper fan</p>		<p>Ice-Breaking Activity and PK Testing:</p> <p>TWO TRUTHS AND A LIE GAME WILL BE PLAYED</p> <p>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.</p> <p>(Expert Detectives) Riddles and Brainteasers</p>	<p>identify and use Verbs in their speech and writing.</p> <p>write short stories with correct tense usage</p> <p>engage in conversations using correct tense usage</p> <p>use the Active and Passive Voice in different situations</p> <p>write dialogues from a story and story from dialogues</p>

			<p>INDIVIDUAL PROJECT- Public Speaking- Speeches made by famous people like ‘Jawaharlal Nehru’, ‘Winston Churchill’, etc. would be taken up and the children would be given practice on ‘Public Speaking</p> <p>During vacation, watch the movies ‘Honey I shrunk the kids’ and ‘Honey I blew up the kids.’ (Experiential Learning)</p> <p>Children will make a hand puppet of their favourite character from the stories they have read (Art Integration)</p>	<p>Dictation (CW) Discussion and (HW) writing of Question answers.</p> <p>Short class test of questions based on the story</p> <p>MCQ, Quiz</p>	<p>Ice-Breaking Activity and PK Testing:</p> <p>A video of Roald Dahl would be shown which would gradually lead to Mr. Willy Wonka and his passion for chocolates. (The Invention of Vita Wonk)</p>	
			<p>Self-Composed poems on NATURE (Art Integration)</p> <p>Find out a poem written on trees in Hindi , names of some trees found in your area . (Group Project)</p>	<p>Dictation (CW) Discussion and (HW) writing of Question answers.</p> <p>Short class test of questions based on the poem</p> <p>MCQ, Quiz</p>		
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			<p>Skill Assessment – Speaking, Critical Thinking, Inter-personal</p>	<p>Writing of Difficult words, Word Meanings and Making Sentences</p> <p>Class Test based on Speech Writing, Prepositions and Direct-Indirect Speech</p> <p>MCQ, Quiz</p>	<p>Ice-Breaking Activity and PK Testing: (Grammar topics)</p> <p>The students would be asked to bring newspapers in which they would be asked to identify various types of sentences which contain inverted commas and words which show position. (Direct-Indirect Speech)</p> <p>Grammar exercises in the BBC Compacta</p>	<p>The following skills will be assessed:</p> <p>Listening Skill Inter-personal Skills Creative Writing Writing Skills Reading Skills Social Skills Bilingual proficiency Students are able to use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses. Students are able to frame grammatically correct sentences for a variety of situations using nouns, pronouns, prepositions etc.</p>
			<p>Research on Shoe Industry in India (Group Project)</p> <p>Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal</p>	<p>(CW) Discussion and (HW) writing of Question answers.</p> <p>Short class test of questions based on the story</p> <p>MCQ, Quiz</p>	<p>Ice-Breaking Activity and PK Testing: (Quality)</p> <p>Have you ever heard your parents discussing which shoes to buy and from where to buy?</p> <p>Loud reading , discussion, explanation The students locate sequence of ideas,</p>	<p>The following skills of the students shall be enhanced:</p> <p>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 Page</p>

					events and identify main idea of a story	The students respond to a variety of questions on familiar and unfamiliar texts verbally and in writing
		<u>Computer Aided Teaching</u> (using Extra marks)	<p>Debate on topics like:</p> <p>Should we keep pets or not?</p> <p>Zoos should be banned.</p> <p>Art integration- Children will divide their drawing sheet into two parts and on one side they will draw animals roaming around freely and on the other side they will draw animals in cages.</p> <p>Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal</p> <p>Critical Thinking- Problem Solving Through discussion on the conflict given in the story.</p>	(CW) Discussion and (HW) writing of Question answers. Short class test of questions based on the stories MCQ, Quiz	<p>Ice-Breaking Activity and PK Testing:</p> <p>What does ‘Freedom’ mean to you?</p> <p>Loud reading, discussion, explanation</p>	<p>The following skills of the students shall be enhanced:</p> <p>Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking Love for reading</p> <p>The students can use meaningful sentences to describe/narrate factual/imaginary situations</p> <p>The students respond to a variety of questions on familiar and unfamiliar texts verbally and in writing</p>
						Page

			What is more important-Freedom or materialistic things?			
		<p>Computer Aided Teaching (using Extra marks)</p> <p>Dictionary</p> <p>BBC Compacta Workbook</p> <p>Chalk, board, duster</p> <p>You tube videos</p> <p>https://www.youtube.com/watch?v=Nk9nQwoCFig</p> <p>https://www.youtube.com/watch?v=NyEIKz0e--0</p>	<p>Activity (Project):</p> <p>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/Projec)</p> <p>Skill Assessment –</p> <p>Reading, Writing, Speaking, Critical Thinking, Inter-personal</p>	<p>Writing of Difficult words, Word Meanings and Making Sentences</p> <p>Class Test based on modals</p> <p>Intra class debate will be held and marked</p> <p>MCQ, Quiz</p>	<p>What do you generally hear teachers and parents telling you when you are doing something which is not correct? (Modals)</p> <p>The topic 'Beauty lies in the eyes of the Beholder' would be written on the board. The children would be asked to give their viewpoints (Debate)</p>	<p>Students are able to use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses.</p> <p>They are able to frame grammatically correct sentences.</p> <p>The students are able to respond to instructions given by the facilitator.</p> <p>Children would be able to participate confidently in debates.</p> <p>Children would be able to differentiate and use modals correctly</p>
<p>FINAL UNIT</p> <p>OCTOBER,</p> <p>NOVEMBER,</p> <p>DECEMBER-</p> <p>Total no. of Working Days: 36</p>	<p>Honeycomb:</p> <p>Garden Snake (Poem)</p> <p>8. A Homage to Our BraveSoldiers(Story)</p> <p>Meadow Surprises (Poem)</p> <p>An Alien Hand:</p> <p>6. A Tiger in the House (Story)</p> <p>7. An Alien Hand</p> <p>Grammar and</p>	<p>Dictionary</p> <p>NCERT textbooks</p> <p>BBC Compacta Workbook</p> <p>Chalk, board, duster</p> <p>Computer Aided Teaching (using Extra Marks)</p>	<p>Nature Walk</p> <p>List the elements of nature which you saw (Experiential Learning)</p> <p>Project</p> <p>-ResearchProject on Space</p> <p>Skill Assessment –</p>	<p>Dictation</p> <p>(CW) Discussion and (HW) writing of Question answers.</p> <p>Short class test of questions based on the stories</p> <p>MCQ, Quiz</p>	<p>Ice-Breaking Activity and PK Testing:</p> <p>(A Homage to Our Brave Soldiers)</p> <p>Talking about importance of armed forces, if any of the students' relatives is in defence forces, sharing</p>	<p>The following skills of the students shall be enhanced:</p> <p>Reading skills</p> <p>Speaking skills</p> <p>Writing skills</p> <p>Problem solving</p> <p>Creative writing</p> <p>Critical thinking</p> <p>Love for reading</p> <p>The students can use meaningful</p>

<p>Composition:</p> <p>Speech (Direct/Indirect) Prepositions Conjunctions Clauses Integrated Grammar</p>	<p>Videos</p> <p>Prepositions https://www.youtube.com/watch?v=XzkbcWh8s4w</p> <p>Reported Speech https://www.youtube.com/watch?v=lcnVMh0tR9w</p>	<p>Reading, Writing, Speaking, Critical Thinking, Inter-personal</p>		<p>experiences (Meadow Surprises)</p> <p>Nature Walk, silent observation</p>	<p>sentences to describe/narrate factual/imaginary situations The students respond to a variety of questions on familiar and unfamiliar texts verbally and in writing</p>
		<p>Collaborative Project with science (Snakes)- Types of Snakes-Categorize into venomous and non-venomous</p> <p>Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal</p>	<p>Dictation (CW) Discussion and (HW) writing of Question answers.</p> <p>Short class test of questions based on the stories</p> <p>MCQ, Quiz</p>	<p>Do you know when is International Tiger Day celebrated? (A Tiger in the House)</p> <p>Students would consciously listen to stories/prose/texts in English through interaction and being exposed to print rich environment</p>	<p>Students become sensitive towards various environmental issues like conserving nature, flora and fauna.</p>

			<p>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 voice and vice-versa (Experiential Learning)</p> <p>Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal</p>	<p>(CW) Children will do some exercises in BBC Compacta and the same will be discussed in class.</p> <p>(HW) Children will do exercises in the BBC Compacta (workbook)</p> <p>A Short class test based on the topics</p> <p>MCQ, Quiz</p>	<p>Ice-Breaking Activity and PK Testing:</p> <p>What do you understand by sentence structure, subject and object? (Voice)</p> <p>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)</p>	<p>The students are able to</p> <p>Identify Active and Passive Voice</p> <p>Change the active voice into passive voice and vice-versa</p> <p>The writing skills will improve</p> <p>Use meaningful sentences to describe/ narrate factual/ imaginary situations in story writing.</p> <p>draft various writing tasks in grammatically correct manner</p>
					<p>Ice-Breaking Activity and PK Testing:</p> <p>An Alien Hand</p> <p>The children will be shown pictures of a few astronauts to identify</p>	<p>The following skills of the students shall be enhanced:</p> <ul style="list-style-type: none"> Listening Reading skills Speaking skills Writing skills <p>Students will be able to: realize the importance of resources and learn to use them wisely</p>

Revision and Final Exams	Worksheets Computer aided Teaching Revision tests (oral and written)	Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal		Final exams(written)	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
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पाइनग्रेव स्कूल, धर्मपुर

संबद्धीकरणसंख्या630065; स्कूलकोड: 43054

वार्षिकशिक्षाशास्त्रयोजना : हिन्दी

कक्षा : सातवीं

सत्र: 2024-2025

महीना कार्यदिवसों कीसंख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
प्रथम इकाई फरवरी/मा र्च -27दिन	वसंत- भाग 2क वता - हम पंछी उन्मुक्त गगन के	----- ----- ----- चर्चा चॉक ब्लैक बोर्ड डस्टर क वता गायन का वी डयो दिखाना https://www.youtube.com/watch?v=sjljh1X-Z5s वी डयो द्वारा क वता की पुनरावृत्ति	आनुभव क जानार्जन गति व ध - अपने कसी पालतू पक्षी का वर्णन/ आपने कसी पक्षी /की जान बचाई है, या कसी पक्षी को पाला है, उसका अनुभव ल खए प क्षयों को पालना उ चत है - वषय पर कक्षा में वाद - ववाद कला समे कत जानार्जन - अपनी कल्पना के अनुसार कसी पक्षी का चत्र बनाना वाचन कौशल –	प्रश्नोत्तरी बहुवैकल्पिक प्रश्न मौ खक परीक्षा ल खत कार्य कक्षा में चर्चा ल खत परीक्षा	आइस-ब्रे कंगगति व ध गाना दिखाना – पंछी बनू उड़ती फरू.... https://www.youtube.com/watch?v=bIhhCGFR2NE बच्चोसेगाने के वषय पर बात प क्षयों के जीवन पर बात आजादी के महत्त्व पर चर्चा	वषयसम्बन्धी - क वता पठनकौशल का वस्तार लेखन कौशल का वस्तार वाचन कौशल का वस्तार नएशब्दोंकेअर्थस मझकरअपनेश Page ब्दभंडारमेंपृ

महीना कार्य दिवसों की संख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		https://www.youtube.com/watch?v=myQjGe4sGqk	<p>क वता का सामूहिक वाचन लेखन कौशल -</p> <p>क वता का सार अपनी शब्दों में लिखना अपना वाद- वाद स्वयं लिखना।</p> <p>समालोचनात्मक कौशल -</p> <p>पक्षों की आजादी पर चर्चा</p> <p>नैतिक मूल्यों पर चर्चा -</p> <p>दया का भाव उत्पन्न</p> <p>बहु विषयक सहलग्नता -सामाजिक अध्ययन (Multidisciplinary linkage)</p> <p>परियोजना कार्य -</p> <p>पक्षों के कम होने के कारण पता करना।</p> <p>कौन से पक्षी स्थान परिवर्तन करते हैं -</p> <p>जानकारी एकत्रित करना।</p>		<p>यदि वे कहीं बंद हो जाएँ तो उनके मनोभावों पर चर्चा।</p> <p>विषय की घोषणा-</p> <p>क व शवमंगल संघ का जीवन परिचय</p> <p>क वता का सरल अर्थ।</p> <p>विषय विस्तार- पठन अभ्यास चर्चा</p> <p>सम्बंधित प्रश्न पूछना</p> <p>खुले अंत वाले प्रश्न पुनरावृत्त</p>	<p>दृष्टिकरण</p> <p>क वता का सारांश अपने शब्दों में लिखना</p> <p>रचनाकार के उद्देश्य को स्पष्ट करना।</p> <p>क वता के मूल भाव को समझकर उत्तर देने में सक्षम</p> <p>कला सम्बन्धी - रचनात्मकता का विकास</p> <p>वाचन कौशल का विकास।</p> <p>समालोचनात्मक कौशल</p> <p>वैश्विक समस्या - पर्यावरण में परिवर्तन तथा इसके कारण पशु - पक्षियों पर प्रभाव को समझ सके।</p>

महीना कार्य दिवसों की संख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
						सुधार नैतिक मूल्य - जीवों के प्रति दया का भाव उत्पन्न हुआ।
	वसंत भाग -2 निबंध - हिमालय की बेटियाँ	चर्चा चौक ब्लैक बोर्ड इस्टर पाठ के सार की वीडियो दिखाना https://www.youtube.com/watch?v=vB63rI7svQc https://www.youtube.com/watch?v=muIrECcE5kU https://www.youtube.com/watch?v=spNDD3m4AFQ	आनुभूत कृतज्ञानार्जन आजके बदलते सामाजिक परिवेश में नदियों के प्रदूषण पर चर्चा सुधार के कार्यक्रमों की जानकारी एकत्रित करना नदियों के दसलाभ लखवाना कलासमे कृतज्ञानार्जन - मान चित्र पर नदियों का उद्गम स्थल तथा उनके पहुँचने का स्थान दिखाना हिमालय से निकलने वाली नदियों का रास्ता मानचित्र पर बनाना गंगा नदी पर आधारित गीत दिखाना https://www.youtube.com/watch?v=Bzd3cBqCLs पठन कौशल – वदया र्थियों द्वारा पाठ का कक्षा में पठन किया जाएगा समालोचनात्मक कौशल – नदियों के संरक्षण पर चर्चा तथा सुझाव	प्रश्नोत्तरी- बहुवैकल्पिक प्रश्न मौखिक परीक्षा लखत कार्य लखत परीक्षा	आइस-ब्रे कंग गति व धूमका - अपनी वदया र्थियों द्वारा अपनी मनपसंद यात्रा का वर्णन पर्वतारोहियों व पहाड़ों की सुन्दरता पर कक्षा से बात भारत के मानचित्र पर पहाड़ व हिमालय से निकलने वाली नदियों को दिखाना वषयकी घोषणा- लेखक नागार्जुन का परिचय लेख का पुस्तक से अध्ययन	वषय सम्बन्धी - पठन कौशल का वस्तार लेखन कौशल का वस्तार वाचन कौशल का वस्तार नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करना पाठ का सारांश अपने शब्दों में लिखना रचनाकार के उद्देश्य को स्पष्ट करना निबंध वधा से परिचय हुआ। Page 5

महीना कार्य दिवसों की संख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			<p>बहु वषयक सहलग्नता -(वज्ञान)परियोजना कार्य - वर्षा जल संरक्षण की जानकारी एकत्रित करना । पानी से सम्बंधित दस मुहावरे अर्थ सहित लिखना । क व का लदास के बारे में संस्कृत श्लोक द्वारा जानकारी प्राप्त करना ।</p>		<p>वषय वस्तु- पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्त कठिन शब्दों के अर्थ पाठ का मूल भाव ।</p>	<p>पाठ का अर्थ समझकर उत्तर देने में सक्षम हुए । कला सम्बन्धी - रचनात्मकता का विकास । वाचन कौशल का सुधार । समालोचनात्मक कौशल का सुधार । लेखक की कल्पना को समझ सके । वाचन कौशल का सुधार । श्रवण कौशल का विकास । कंप्यूटर दक्षता में सुधार । नैतिक मूल्य - जल संरक्षण की आवश्यक ता को समझ सके थे।</p>

महीना कार्यदिवसों कीसंख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
						के सदुपयोग के प्रति जागरूक हुए नदियों के संरक्षण के प्रति जागरूक हुए
	वसंत भाग-2 क वता - कठपुतली	वी डयो दिखाना चर्चा चौक ब्लैक बोर्ड डस्टर कठपुतली नाच दिखाते हुए कोई गीत दिखाना https://www.youtube.com/watch?v=tobNezBJEp0 https://www.youtube.com/watch?v=ZgeD4gclMfo https://www.youtube.com/watch?v=Q_VPzDVXELk	आनुभ वक जानार्जन कठपुतलीनाचकीजानकारी, आरम्भ व कठपुतली पर बने गीतों को देखना कलासमे कतजानार्जन - कठपुतली नाच व गाना दिखाना https://www.youtube.com/watch?v=O7yrNp_hM8pU -अपनी कल्पना के अनुसार कठपुतली का चत्र बनाना वाचनकौशल - क वता का कक्षा में सस्वर वाचन तथा मूल्यांकन श्रवणकौशल - कक्षा में क वता के वाचन को ध्यानपूर्वक सुना तथा सीखा रचनात्मक कौशल - यदि तुम कठपुतली के स्थान पर होते तो क्या	प्रश्नोत्तरी- बहुवैकल्पिक प्रश्न मौखिकपरीक्षा लखत कार्य खुले अंत वाले प्रश्न	आइस-ब्रे कंग गति व ध - कक्षा में कठपुतली नाच दिखाना कठपुतली कला के आरम्भ व प्रचलन पर बातचीत क वता में आजादी के महत्त्व पर चर्चा आजादी को भारतवा सयों के संघर्ष से जोड़ना आजादी के संघर्ष पर बातचीत वषयकीघोषणा- क व भवानी प्रसाद मश्र का परिचय	वषय सम्बन्धी - कठपुत लयों से जुडी जानकारी प्राप्त हुई क वता का केंद्रीय भाव समझ सके लेखन कौशल का वस्तार वाचन कौशल का वस्तार नएशब्दोंकेअर्थसम झकरअपनेश ब्दभंडारमेंवृ द्धकरना क वता कासांशुअप नेशब्दोंमें

महीना कार्य दि. वसों की संख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			<p>करते ----- चर्चा व अपने वचार लखना ।</p> <p>बहु वषयक सहलग्नता-(सामाजिक वज्ञान) परियोजना कार्य - राजस्थान के खान- पान, नृत्य तथा रिवाजों की जानकारी एकत्रित करना ।</p>		<p>क वता का पुस्तक से सस्वर वाचन सरल अर्थ वषय वस्तार- वाचन अभ्यास चर्चा सम्बं धत प्रश्न पूछना खुले अंतवाले प्रश्न पुनरावृ त्त कठिन शब्दों के अर्थ क वता का मूल भाव क वता का सस्वर पठन पुस्तक से सम्बं धत प्रश्नों पर चर्चा ।</p>	<p>लखना रचनाकार के उद्देश्य को स्पष्ट करना । कला सम्बन्धी - रचनात्मकता का वकास । कला सम्बन्धी वाचन कौशल का सुधार । समालोचनात्मक कौशल का सुधार । लेखक की कल्पना को समझ सके । एक प्रान्त की वशेष कला का ज्ञान हुआ । आजादी के लए हुए संघर्षों को जान सके । श्रवण कौशल का वकास । कंप्यूटर दक्षता में</p>

महीना कार्यदिवसों की संख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
						सुधार। नैतिक मूल्य - आजादी सभी के लिए सर्वोपरि है - भावना का विकास हुआ।
	व्याकरण –भाषा, व्याकरण तथा ल प	अभ्यास चॉक डस्टर ब्लैक बोर्ड वी ड्यो द्वारा पुनरावृत्ति https://www.youtube.com/watch?v=3NDEA2F1UO4		अभ्यास ल खत परीक्षा प्रश्नोत्तरी - बहुवैकल्पिक प्रश्न	आइस-ब्रे कंग गति व ध कक्षा से इशारों द्वारा बात चीत। दम शरा खेल खेलना। वषय की घोषणा भाषा व उसके रूपों पर बात करते हुए व भन्न ल पर्यो की जानकारी देना व्याकरण के उद्देश्य व महत्त्व पर चर्चा।	वषय सम्बन्धी - भाषा के प्रत्येक भेद की पहचान करना सीखे। ल प व व्याकरण का महत्त्व समझ सके। भाषा से सम्बंधित कसी भी प्रश्न का उत्तर देने में सक्षम ।
	वर्ण, वर्णों के भेद, वर्ण – वच्छेद तथा वर्ण संयोग	अभ्यास चॉक डस्टर ब्लैक बोर्ड वी ड्यो द्वारा पुनरावृत्ति		अभ्यास ल खत परीक्षा प्रश्नोत्तरी ल खत परीक्षा	आइस-ब्रे कंग गति व ध - अध्यापक बच्चों को कुछ वर्ण देकर कुछ शब्द बताने के लिए कहेंगी।	वषय सम्बन्धी - वर्ण, वर्णों के भेद, वर्ण – वच्छेद तथा वर्ण संयोग आदि की पहचान में सक्षम।

महीना कार्य दिवसों की संख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		https://www.youtube.com/watch?v=EdNakckh4hc			<p>वर्णों के बनने पर चर्चा</p> <p>वषयकी घोषणा - प्रत्येक के लए श्यामपट पर शब्दों के उदाहरण देकर समझाना। सबका अभ्यास करवाना ।</p>	<p>प्रश्नों पर आधारित उत्तर देने में सक्षम ।</p>
	<p>पर्यायवाची शब्द, वलोम शब्द, अनेक शब्दों के लए और मुहावरे</p>	<p>अभ्यास चॉक डस्टर ब्लैक बोर्ड</p>		<p>प्रश्नोत्तरी मौ खक अभ्यास बहुवैकल्पिक प्रश्न ल खत अभ्यास ल खत परीक्षा</p>	<p>आइस-ब्रे कंगगति व थ कसी बच्चे का नाम पुकारकर अपने नाम के लए दूसरे शब्द का प्रयोग करने के लए कहना । शब्दों के रूप इसी प्रकार बताना । वषय की घोषणा - कक्षा में वाक्यों में पहचान करवाते हुए प्रत्येक का अभ्यास । श्यामपट पर के उदाहरण देकर</p>	<p>वषयसम्बन्धी - परीक्षाओं तथा आवश्यकता अनुसार उत्तर देने योग्य वाक्य में इन्हे पहचानकर समझाने में सक्षम हुए ।</p>

महीना कार्यदिवसों की संख्या	विषय / उपविषय	शिक्षणमें मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
					समझाना। सबका अभ्यास करवाना।	
	महाभारत पाठ-1 आदि पर्व	सरल अर्थ चॉक डस्टर ब्लैक बोर्ड वी डयो द्वारा पुनरावृत्ति	आनुभविक ज्ञानार्जन - घर पर छुट्टियों में बी. आर. चोपड़ा की महाभारत देखना। कलासमे कतज्ञानार्जन - महाभारत के लए छोटी सी फिल्म दिखाना। https://www.youtube.com/watch?v=D-1qp9nqRKI	प्रश्नोत्तरी मौखिक परीक्षा लिखित कार्य लिखित परीक्षा	आइस-ब्रे कंग गति व ध - कक्षा से रामायण के बारे में बात व चर्चा राम तथा श्रीकृष्ण के वषय में बात। वषय की घोषणा – महाभारत कथा का संक्षिप्त परिचय पुस्तक से पाठ का सरल अर्थ समझाना। वद्वयार्थों द्वारा पाठ का पठन। पुनरावृत्ति प्रश्नों पर चर्चा	वषय सम्बन्धी - महाभारत के रचयता का ज्ञान अपने समृद्ध इतिहास की गौरवमयी कथा को समझने व जानने में सक्षम हुए।
	पत्र लेखन व अनुच्छेद लेखन गाना डा कया डाक लाया - --दिखाना https://www.youtube.com/watch?v=1n6k1CZ-EZs	कक्षा में अभ्यास चॉक डस्टर ब्लैक बोर्ड		लिखित अभ्यास लिखित कार्य लिखित परीक्षा	आइस-ब्रे कंग गति व ध – गान डा कया डाक लाया गाना सुनाना गाने पर चर्चा पत्रों के प्रकार पर चर्चा	वषय सम्बन्धी - औपचारिक पत्रों का प्रारूप समझकर प्रश्न के अनुरूप उन्हें लिखने में

महीना कार्यदिवसों की संख्या	विषय / उपविषय	शिक्षणमें मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/ प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
					<p>पन कोड के बारे में जानकारी वषय की घोषणा औपचारिक तथा अनौपचारिक पत्रों पर बातचीत करते हुए इनके उदाहरण देकर अभ्यास करवाना।</p> <p>अनुच्छेद पर चर्चा</p>	<p>सक्षम हुए </p> <p>परीक्षाओं तथा आवश्यकता अनुसार लखने योग्य हुए </p>
	संज्ञा, सर्वनाम तथा वशेषण	चोंक डस्टर ब्लैक बोर्ड वी ड्यो द्वारा पुनरावृत्ति		प्रश्नोत्तरी मौखिक अभ्यास बहुवैकल्पिक प्रश्न लखत परीक्षा	<p>पूर्व ज्ञान परीक्षण पुनरावृत्त वषय की घोषणा कक्षा में संज्ञा, सर्वनाम तथा की पहचान बताते हुए उदाहरण देकर समझाना </p> <p>श्यामपट्ट पर प्रत्येक के भेद समझाना व अभ्यास करवाना</p>	वषय सम्बन्धी - परीक्षाओं तथा आवश्यकता अनुसार पहचानने योग्य हुए

महीना कार्य दिवसों की संख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
द्वितीय इकाई अप्रैल /मई (38 दिन)	उपसर्ग, प्रत्यय	श्याम पट्ट डस्टर चॉक ब्लैक बोर्ड पुस्तक से अभ्यास		अभ्यास ल खत परीक्षा प्रश्नोत्तरी ल खत परीक्षा	आइस-ब्रे कंग गति व ध कक्षा में कसी बच्चे का नाम पुकार कर पूछना क अपना नाम तोड़ो शब्द कैसे बनता है इस पर चर्चा वषय की घोषणा - उपसर्ग तथा प्रत्यय का प रिचय भाषा में उनका महत्त्व समझाकर अभ्यास व भन्न सहायक साम ग्र्यों जैसे पुस्तक, बोर्ड, पी पी टी द्वारा अभ्यास	वषय सम्बन्धी - उपसर्ग का भाषा में महत्त्व समझ सके। शब्द तथा वाक्यों में उनकी पहचान करते हुए मूल शब्द से उपसर्ग को अलग करने में सक्षम हुए शब्दों में उन्हें पहचानने में सक्षम हुए।
	महाभारत -सभा पर्व व वन पर्व	सरल अर्थ चॉक डस्टर ब्लैक बोर्ड वी डयो द्वारा पुनरावृत्ति	आनुभविक ज्ञानार्जन - घर पर छुट्टियों में बी. आर. चोपड़ा की महाभारत देखना कलासमे कतज्ञानार्जन - महाभारत के लए छोटी सी फिल्म दिखाना ://www.youtube.com/watch?v=D-1qp9nqRKI	प्रश्नोत्तरी मौखिक परीक्षा ल खत कार्य ल खत परीक्षा	आइस-ब्रे कंग गति व ध - कक्षा से रामायण के बारे में बात व चर्चा राम तथा श्रीकृष्ण के वषय में बात वषय की घोषणा - महाभारत कथा का	वषय सम्बन्धी - महाभारत के रचयता का ज्ञान अपने समृद्ध इतिहास की गौरवमयी कथा को समझने व

महीना कार्य दिवसों की संख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
					<p>संक्षिप्त परिचय पुस्तक से पाठ का सरल अर्थ समझाना। वदया र्थ्यों द्वारा पाठ का पठन। पुनरावृत्ति प्रश्नों पर चर्चा</p>	<p>जानने में सक्षम हुए।</p>
	<p>पत्र लेखन व अनुच्छेद लेखन</p>	<p>कक्षा में अभ्यास चॉक डस्टर ब्लैक बोर्ड</p>		<p>ल खत अभ्यास ल खत कार्य ल खत परीक्षा</p>	<p>आइस-ब्रे कंग गति व ध पत्रों के प्रकार पर चर्चा पन कोड के बारे में जानकारी। वषय की घोषणा औपचारिक तथा अनौपचारिक पत्रों पर बातचीत करते हुए इनके उदाहरण देकर अभ्यास करवाना। अनुच्छेद पर चर्चा</p>	<p>वषय सम्बन्धी - औपचारिक पत्रों का प्रारूप समझकर प्रश्न के अनुरूप उन्हें लखने में सक्षम हुए। परीक्षाओं तथा आवश्यकता अनुसार लखने योग्य हुए।</p>

महीना कार्य दि. वसों की संख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
	<p>वसंत भाग-2 कहानी - मठाईवाला</p>	<p>सरल अर्थ चॉक डस्टर ब्लैक बोर्ड पाठ की पुनरावृत्त के लिए वीडियो दिखाना</p> <p>https://www.youtube.com/watch?v=rJiohcg-gKo</p> <p>https://www.youtube.com/watch?v=IF0YiU-Rypg</p> <p>चॉक</p>	<p>आनुभविक ज्ञानार्जन - कहानी का कक्षा में सामूहिक अभिनय। कसी फेरीवाले से बातचीत करते हुए अपने अनुभव लिखें। कलासमेकित ज्ञानार्जन - फेरीवाले के बारे में दिखाते हुए गीत सर जो चकराए दिखाना https://www.youtube.com/watch?v=rJiohcg-gKo</p> <p>अपनी कल्पना के अनुसार मठाईवाले का चित्र बनाना।</p> <p>वाचनकौशल - अपनी लखी गई कहानी को कक्षा में सुनाना श्रवणकौशल - वद्यार्थी कहानी को ध्यानपूर्वक सुनेंगे तथा पूछे गए प्रश्नों के उत्तर देंगे।</p> <p>रचनात्मककौशल - वद्यार्थी अपने शब्दों में मठाईवाले की कहानी लिखेंगे क उसके परिवार के साथ क्या हुआ होगा।</p> <p>बहुवैकल्पिकसहलग्नता / -(गणत) परियोजना कार्य कसी फेरीवाले का साक्षात्कार लेकर उसकी आय</p>	<p>प्रश्नोत्तरी मौखिक परीक्षा लिखित कार्य खुले अंत वाले प्रश्न</p>		<p>वर्षय सम्बन्धी - वद्यार्थी फेरीवाले के जीवन को समझ सके। रचनात्मकता का विकास हुआ। वाचन कौशल का विकास हुआ लेखन कौशल का वस्तार वाचन कौशल का वस्तार नए शब्दों के अर्थग्रहण । भंडार में वृद्धि। कहानी का सारांश अपने श ब्दों में लिखना रचनाकार के उद्देश्य को स्पष्ट करना। कहानी समझके उत्तर देने में सक्षम । कला सम्बन्धी</p>

महीना कार्यदिवसों की संख्या	विषय / उपविषय	शिक्षणमें मददगार सामग्री	योजना / प्रायोगिकज्ञान/ अन्तर अनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन के परिणाम
			<p>पता करना तथा यह जानना क इस आय से उसका गुजारा अच्छे से होता है या नहीं उसे अपने परिवार को पालने के लिए एक महीने में कुल कतने पैसों की आवश्यकता होती है </p>			<p>रचनात्मकता का विकास वाचन कौशल का सुधार समालोचनात्मक कौशल का सुधार लेखक की कल्पना को समझ सके श्रवण कौशल का विकास कंप्यूटर दक्षता में सुधार साक्षात्कार वधा का ज्ञान प्राप्त हुआ व भन्न व्यवसायों का पता चला नैतिक मूल्य - समाज के गरीब लोगों के प्रति सहानुभूति उत्पन्न हुई </p>
	पर्यायवाची शब्द, बल्लोम शब्द, अनेक	अभ्यास		प्रश्नोत्तरी मौखिक अभ्यास	आइस-ब्रे कंग गति व ध कसी बच्चे का नाम	वषयसम्बन्धी - परीक्षाओं में

महीना कार्य दिवसों की संख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
	शब्दों के लए और मुहावरे	चॉक डस्टर ब्लैक बोर्ड		बहुवैकल्पिक प्रश्न ल खत अभ्यास ल खत परीक्षा	पुकारकर अपने नाम के लए दूसरे शब्द का प्रयोग करने के लए कहना शब्दों के रूप इसी प्रकार बताना वषय की घोषणा - कक्षा में वाक्यों में पहचान करवाते हुए प्रत्येक का अभ्यास श्यामपट पर के उदाहरण देकर समझाना सबका अभ्यास करवाना	आवश्यकता अनुसार उत्तर देने योग्य वाक्य में इन्हे पहचानकर समझने में सक्षम हुए
	महाभारत - वराट पर्व	चॉक डस्टर ब्लैक बोर्ड वी डयो द्वारा पुनरावृत्ति	आनुभवक ज्ञानार्जन - घर पर छुट्टियों में बी. आर. चोपड़ा की महाभारत देखना कलासमे कतज्ञानार्जन - महाभारत के लए छोटी सी फिल्म दिखाना https://www.youtube.com/watch?v=D-1qp9nqRKI	प्रश्नोत्तरी मौखिक परीक्षा ल खत कार्य	पूर्व ज्ञान परीक्षण पुनरावृत्त वषय की घोषणा - महाभारत कथा का संक्षिप्त परिचय पुस्तक से पाठ का सरल अर्थ समझाना वद्यार्थियों द्वारा पाठ	वषय सम्बन्धी - महाभारत के रचयता का ज्ञान अपने समृद्ध इतिहास की गौरवमयी कथा को समझने व जानने में सक्षम

महीना कार्यदिवसों की संख्या	विषय / उपविषय	शिक्षणमें मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
					का पठन पुनरावृत्ति प्रश्नों पर चर्चा	हुए
	पत्र लेखन व अनुच्छेद लेखन, संवाद लेखन	चॉक डस्टर ब्लैक बोर्ड		ल खत अभ्यास ल खत कार्य ल खत परीक्षा	पूर्व ज्ञान परीक्षण पुनरावृत्ति वषय की घोषणा औपचारिक तथा अनौपचारिक पत्रों पर बातचीत करते हुए इनके उदाहरण देकर अभ्यास करवाना संवाद के बारे में चर्चा अनुच्छेद पर चर्चा	वषय सम्बन्धी - औपचारिक पत्रों का प्रारूप समझकर लखने में सक्षम हुए परीक्षाओं तथा आवश्यकता अनुसार लखने योग्य हुए
	संज्ञा और सर्वनाम	चॉक डस्टर ब्लैक बोर्ड		प्रश्नोत्तरी मौखिक अभ्यास बहुवैकल्पिक प्रश्न ल खत परीक्षा	पूर्व ज्ञान परीक्षण पुनरावृत्ति वषय की घोषणा कक्षा में संज्ञा तथा सर्वनाम की पहचान बताते हुए उदाहरण देकर समझाना श्यामपट्ट पर प्रत्येक के भेद	वषय सम्बन्धी - परीक्षाओं तथा आवश्यकता अनुसार पहचानने योग्य हुए Page

महीना कार्य दिवसों की संख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
					समझाना व अभ्यास करवाना	
	वसंत भाग-2 क वता -शाम -एक कसान	चॉक डस्टर ब्लैक बोर्ड वी डियो द्वारा पुनरावृत्ति https://www.youtube.com/watch?v=rmBf-aYShdc	आनुभविक ज्ञानार्जन - शाम का दृश्य देखना तथा यह पता करना कि शाम कब से आरंभ होकर समाप्त हुई तथा आसमान में क्या-क्या परिवर्तन आए - इस दृश्य का वर्णन करना शाम की तरह सुबह सूर्योदय से पहले का वर्णन भी देखना तथा लिखना कलासमे कतज्ञानार्जन - गाना है प्रीत जहाँ की रीत सदा दिखाना - https://www.youtube.com/watch?v=N-T3gyN2RBI शाम के दृश्य का अपनी कल्पनासे सुंदर चित्र बनाना श्रवण कौशल- सभी वदया र्थियों का क वता पाठ सुनना वाचनकौशल - क वता का सस्वर वाचन रचनात्मककौशल -	प्रश्नोत्तरी मौखिक अभ्यास बहुवैकल्पिक प्रश्न लिखित परीक्षा	आइस-ब्रे कंग गति व ध वदया र्थियोंकोबाहरले जाकरकुछ बातचीत बाहर के वातावरण तथा कक्षा के वातावरण में अंतर पर चर्चा आसमान के परिवर्तन पर बातचीत वषयकीघोषणा- क वता का वषय बताना क वता का सस्वर पठन तथा सरल अर्थ वषयका वस्तुतः प्रकृति के मानवीकरण को समझाना शाम के व भन दृश्यों पर बात करते हुए अर्थ समझाना पठन अभ्यास चर्चा	वषय सम्बन्धी प्रकृति के प्रति सर्वेदनशील हुए प्रकृति संरक्षण के प्रति जागरूक हुए मनुष्य और प्रकृति के सम्बन्ध को समझने में सक्षम हुए कल्पनशीलता का विकास हुआ रचनात्मकता का विकास हुआ वाचन कौशल का विकास क वता के अर्थ को ग्रहण कर उत्तर देने में सक्षम हुए कला सम्बन्धी - क वता के अर्थ से

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			<p>सुबह के बारे में अपनी कल्पना से क वता लखना </p> <p>बहु वषयक सहलग्नता</p> <p>-(वज्ञान) परियोजना कार्य - प्रकृति में आए बदलाव तथा इसके कारण लखना सुधार के उपाय बताना </p>		<p>सम्बं धत प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृ त कठिन शब्दों के अर्थ पाठ का मूल भाव पुस्तक से सम्बं धत प्रश्नों पर चर्चा</p>	<p>अवगत हुए समय के अंतर का ज्ञान हुआ कसी भी वषय के मानवीकरण को पहचानना सीखे</p> <p>रचनात्मकता का वकास वाचन कौशल का सुधार समालोचनात्मक कौशल का सुधार श्रवण कौशल का वकास सामान्य ज्ञान में वृद् ध हुई कंप्यूटर दक्षता में सुधार </p> <p>नैतिक मूल्य - प्रकृतिके लए प्रेमक भाव जागृत हुआ त था सरक्षणके प्रति जागरूक हुए Page</p>

महीना कार्य दिवसों की संख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
	पर्यायवाची शब्द, वलोम शब्द, अनेकार्थी शब्द, अनेक शब्दों के लए और मुहावरे, लोकोक्तियाँ	चॉक डस्टर ब्लैक बोर्ड		प्रश्नोत्तरी मौखिक अभ्यास बहुवैकल्पिक प्रश्न लखत परीक्षा	पूर्वज्ञान परीक्षण पुनरावृत्त कक्षा में वाक्यों में पहचान करवाते हुए प्रत्येक का अभ्यास प्रत्येक के लए श्यामपट पर शब्दों के उदाहरण देकर समझाना। सबका अभ्यास करवाना	वषय सम्बन्धी - परीक्षाओं तथा आव श्यकता अनुसार उत्तर देने योग्य वाक्य में इन्हे पहचान कर समझने में सक्षम
	वसंत भाग - 2 नाटक - पापा खो गए	चॉक डस्टर ब्लैक बोर्ड नाटक के पात्र बनाकर पी डी एफ पुस्तक से सरल अर्थ व अभिनय नाटक की पुनरावृत्त के लए वीडियो दिखाना https://www.youtube.com/watch?v=4Qy4e8cSNLw	आनुभविक ज्ञानार्जन समूहों में वदया र्थियों द्वारा नाटक का अभिनय करवाना बच्चों को अपनी सुरक्षा करने के उपाय लखवाना। कलासमे कतज्ञानार्जन - चाचा चौधरी का मजेदार संवाद दिखाना - https://www.youtube.com/watch?v=50J2EiqbpM श्रवण कौशल - सभी वदया र्थियों का एक - दूसरे के संवाद ध्यानपूर्वक सुनना	प्रश्नोत्तरी मौखिक परीक्षा बहुवैकल्पिक प्रश्न लखत परीक्षा	आइस-ब्रे कंग गति व ध बच्चों की सुरक्षा के बारे में बात प्रतिदिन अखबारों में छपी घटनाओं पर चर्चा। बच्चों को अपनी सुरक्षा के लए सावधानियां बरतनी चाहिए -पर चर्चा वषय की घोषणा - वदया र्थियों को नाटक	वषय सम्बन्धी - अपनी सुरक्षा को लेकर जागरूक व सजग हुए नाटक के कलेवर को समझकर उत्तर देने में सक्षम हुए सुरक्षा के उपायों को समझने तथा जानने में सक्षम हुए अभिनय कौशल का विकास

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			<p>वाचन कौशल - संवाद बोलकर कक्षा में अभिनय </p> <p>रचनात्मक कौशल - आसपास की निर्जीव वस्तुओं पर जैसे- खड़की- दरवाजे , कॉपी- कलम या मोबाइल -कंप्यूटर के बीच संवाद लखना </p> <p>बहु वषयक सहलग्नता (कला, सामाजिक अध्ययन) अपने शहर के बस स्टैंड से लेकर अपने घर तक रास्ते का नक्शा बनाना व रास्ते के चन्हों को दर्शाना </p>		<p>के पात्र बनाकर नाटक का पुस्तक की सहायता पठन नए शब्दों का अर्थ समझाना </p> <p>वषय का वस्तार पठन अभ्यास चर्चा सम्बं धत प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्त कठिन शब्दों के अर्थ पाठ का मूल भाव पुस्तक से सम्बं धत प्रश्नों पर चर्चा</p>	<p>श्रवण कौशल का विकास रचनात्मक लेखन का विकास हुआ कला सम्बन्धी अपने घर का पता, माता - पता का फ़ोन नंबर आदि की जानकारी का महत्व समझे रास्ते को चन्हित करना सीखे </p> <p>रचनात्मकता का विकास वाचन कौशल का सुधार संवाद कौशल का सुधार श्रवण कौशल का विकास सामान्य ज्ञान में वृद्धि हुई कंप्यूटर दक्षिण में</p>

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						<p>सुधार </p> <p>नैतिक मूल्य – अजनबियों से सचेत रहने तथा खाने – पीने का लालची नहीं होने के प्रति जागरूक हुए</p>
	महाभारत - वराट पर्व	चॉक डस्टर ब्लैक बोर्ड वी डियो द्वारा पुनरावृत्ति	<p>आनुभविक ज्ञानार्जन - घर पर छुट्टियों में बी. आर. चोपड़ा की महाभारत देखना </p> <p>कलासमेकित ज्ञानार्जन - महाभारत के लए छोटी सी फिल्म दिखाना https://www.youtube.com/watch?v=D-1qp9nqRKI</p>	प्रश्नोत्तरी मौखिक परीक्षा लखत कार्य	पूर्व ज्ञान परीक्षण पुनरावृत्ति वषय की घोषणा – महाभारत कथा का संक्षिप्त परिचय पुस्तक से पाठ का सरल अर्थ समझाना वद्वयार्थों द्वारा पाठ का पठन पुनरावृत्ति प्रश्नों पर चर्चा	वषय सम्बन्धी - महाभारत के रचयिता का ज्ञान अपने समृद्ध इतिहास की गौरवमयी कथा को समझने व जानने में सक्षम हुए
	संध - दीर्घ	चॉक डस्टर ब्लैक बोर्ड		प्रश्नोत्तरी मौखिक परीक्षा बहुवैकल्पिक प्रश्न लखत अभ्यास लखत परीक्षा	आइस-ब्रे कंग गति व ध बच्चों से मत्रता पर बात मत्रता कतनी महत्पूर्ण होती है - इस पर चर्चा	वषय सम्बन्धी - संधतथासंध व छेदकर सकते हैं। संध पहचान सकते हैं

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					<p>मत्रता को शब्दों की मत्रता से जोड़ते हुआ बताना</p> <p>वषयकी घोषणा श्यामपट पर सं धवउसके भेदों का परिचय स्वर सं ध परिचय तथा प्रत्येक भेद का कक्षामें अभ्यास ।</p>	सं ध शब्दों को वाक्य में पहचान सकते हैं ॥
	पत्र लेखन व अनुच्छेद लेखन, संवाद लेखन	चॉक डस्टर ब्लैक बोर्ड पुनरावृत्ति		ल खत अभ्यास ल खत कार्य ल खत परीक्षा	<p>पूर्वज्ञान परीक्षण पुनरावृत्ति वषयकी घोषणा औपचारिक तथा अनौपचारिक पत्रों पर बातचीत करते हुए इनके उदाहरण देकर अभ्यास करवाना ।</p>	<p>वषय सम्बन्धी - औपचारिक तथा अनौपचारिक पत्रों का प्रारूप समझकर प्रश्न के अनुरूप उन्हें लिखने में सक्षम हुए ।</p> <p>परीक्षाओं तथा आवश्यकता अनुसार लिखने योग्य हुए ।</p>
तृतीय इकाई जुलाई	क्रया व क्रया विशेषण (भेद सहित)	व्याकरण	आनुभवक ज्ञानार्जन गति व ध	मौखिक परीक्षा	आइस -	पाठके अंत में शब्दों थी निम्न ल खत

महीना कार्यदिवसों की संख्या	विषय / उपविषय	शिक्षणमें मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
अगस्त /सितंबर 64 दिन		<p>वी डियो</p> <p>श्यामपट्ट डस्टर</p> <p>क्रया क्रया की परिभाषा educational video elearning studio - YouTube</p> <p>क्रया - विशेषण हिन्दी व्याकरण - YouTube</p>	<p>अपनी दिनचर्या</p> <p>कौशल मूल्यांकन - वाचन कौशल</p> <p>अपनी मांकी दिनचर्या सुनाएं</p> <p>लेखन कौशल</p> <p>अपनी दिनचर्या लखकर क्रया व क्रया विशेषण शब्द छाँटिए</p>	<p>ल खत परीक्षा</p> <p>खुले अंत वाले प्रश्न</p> <p>रिक्त स्थान</p> <p>शब्द लड़ी</p> <p>बहुवैकल्पिक प्रश्न</p>	<p>ब्रे कंग गति व ध- अपने मत्र के बारे में जान करी दीजिए</p> <p>वषय की घोषणा</p> <p>वषय वस्तार</p> <p>पठन अभ्यास</p> <p>चर्चा</p> <p>संबंधित प्रश्न पूछना</p> <p>खुले अंत वाले प्रश्न</p> <p>पुनरावृत्ति</p>	<p>बिंदु समझने में सक्षम होंगे</p> <p>वषय संबंधी पठन कौशल का विकास</p> <p>लेखन कौशल का विकास</p> <p>वाचन कौशल का विकास होगा</p> <p>नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करके ने में सक्षम होंगे</p> <p>कला संबंधी वाचन कला का सुधार</p> <p>लेखन कौशल का विकास होगा </p>
	कारक भेद	<p>चॉक</p> <p>डस्टर</p> <p>ब्लैक बोर्ड</p> <p>वी डियो द्वारा पुनरावृत्ति</p>		<p>प्रश्नोत्तरी</p> <p>मौखिक अभ्यास</p> <p>बहुवैकल्पिक प्रश्न</p> <p>ल खत परीक्षा</p>	<p>आइस-ब्रे कंग गति व ध अध्यापक बोर्ड पर कुछ अधूरे उदाहरण लखेंगी </p> <p>बच्चों से कुछ सोचकर उनसे पूरा करने के</p>	<p>वषय सम्बन्धी - कारक के महत्त्व को समझ सके </p> <p>परीक्षाओं तथा आव श्यकता अनुसार लखने योग्य हुए</p>

महीना कार्यदिवसों कीसंख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
					<p>लए बोलेंगी बच्चों द्वारा शब्द बताना तथा वाक्यों पर चर्चा </p> <p>वषयकीघोषणा उदाहरणदेतेहुएकारक कापरिचयदेना कारक की वभक्तियों का परिचय कारकभेदोंकापरिचय प्रत्येक भेद की पहचानबतातेहुएभे दों काअभ्यास</p>	<p> वाक्यों में इनके पहचान व महत्त्व को समझने में सक्षम </p>
	पर्यायवाची शब्द, वलोम शब्द , अनेकार्थी शब्द, अनेक शब्दों के लिए, श्रुति सम भन्नार्थक शब्द और मुहावरे, लोकोक्तियाँ	चॉक डस्टर ब्लैक बोर्ड वी डयो द्वारा पुनरावृत्ति		प्रश्नोत्तरी मौ खक अभ्यास बहुवैकल्पिक प्रश्न ल खत परीक्षा	पूर्वज्ञानपरीक्षण पुनरावृत्ति वषयकीघोषणा कक्षा में वाक्यों में पहचान करवाते हुए प्रत्येक का अभ्यास प्रत्येक के लिए श्यामपट पर शब्दों के उदाहरण देकर समझाना सबका अभ्यास करवाना	वषय सम्बन्धी - परीक्षाओं तथा आवश्यकता अनुसार उत्तर देने योग्य वाक्य में इन्हे पहचानकर उत्तर समझने में सक्षम Page

महीना कार्य दिवसों की संख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
	उपसर्ग, प्रत्यय	चॉक डस्टर ब्लैक बोर्ड वी डियो द्वारा पुनरावृत्ति		प्रश्नोत्तरी मौखिक अभ्यास बहुवैकल्पिक प्रश्न लखत परीक्षा	आइस-ब्रे कंग गति व ध कक्षा में कसी बच्चे का नाम पुकार कर पूछना क अपना नाम तोड़ो शब्द कैसे बनता है इस पर चर्चा उपसर्ग का परिचय देते हुए भाषा में उनका महत्व समझाकर अभ्यास व भन्न सहायक सामग्रियों जैसे पुस्तक, बोर्ड, पी पी टी द्वारा अभ्यास	वषय सम्बन्धी - उपसर्ग का भाषा में महत्व समझ सके। शब्द तथा वाक्यों में उनकी पहचान करते हुए मूल शब्द से उपसर्ग को अलग करने में सक्षम हुए शब्दों में उन्हें पहचानने में सक्षम हुए
	वसंत भाग-2 संस्मरण -अपूर्व अनुभव	चॉक डस्टर ब्लैक बोर्ड वी डियो द्वारा पुनरावृत्ति https://www.youtube.com/watch?v=ZDCw5NQLnHg	आनुभविक ज्ञानार्जन - यदि तुम तोतोचान की जगह होते तो अपने कसी ऐसे मत्र के लए क्या करते ? चर्चा -यासुकी चान को पो लयो था -क्या आज इस बीमारी का कोई इलाज है ? आज हमारे देश में इसकी क्या स्थिति है ? यासुकी चान जैसे बच्चों के लए हमारे वद्यालय में क्या -क्या सु वधाएँ उपलब्ध है ... सामूहिक रूप में जानकारी एकत्रित	प्रश्नोत्तरी मौखिक परीक्षा बहुवैकल्पिक प्रश्न लखत परीक्षा	आइसब्रे कंग गति व ध अपने कसी मत्र के साथ कसी रोमांचक अनुभवके बारे में बातचीत वद्यार्थी अपना -अपना कोई कस्सा सुनाएगे सच्ची मत्रता पर चर्चा वषय की घोषणा -	वषय सम्बन्धी - बचपनकी मत्रता को समझकर दो स्तीको अपने अनु भवसे जोड़कर दे खने में सक्षम हुए संस्मरण का सार व मूलसन्देश सम झकर उत्तर देने में सक्षम

महीना कार्य दिवसों की संख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			<p>करना </p> <p>कलासमे कतज्ञानार्जन- तोतो चान से जुड़े दो मजेदार कस्से दिखाना https://www.youtube.com/watch?v=2nflLivR6s4</p> <p>https://www.youtube.com/watch?v=7op0G-Oiqp0</p> <p>श्रवणकौशल- सभी वद्या र्थयों का कस्सा/ कहानी ध्यानपूर्वक सुनना </p> <p>वाचनकौशल - सभी वद्या र्थयोद्वारा अपना कोई साहसी कस्सा/ मजेदार कस्सा कक्षा में सुनाना </p> <p>बहु वषयक सहलग्नता -(वज्ञान) आज के समय में यासुकी चान जैसे दिव्यांग लोगों के लिए बस अड्डे, हवाई अड्डे, वद्यालय, शो पंग माल, अस्पताल आदि में क्या-क्या सु वधाएँ दी जाती हैं---जानकारी एकत्रित करना </p>		<p>पाठका परिचय देना कहानी का पुस्तक की सहायता पठन तथा सरल अर्थ</p> <p>वषय का वस्तार पठन अभ्यास चर्चा सम्बन्धित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्त कठिन शब्दों के अर्थ पाठ का मूल भाव पुस्तक से सम्बन्धित प्रश्नों पर चर्चा</p>	<p>वाचन कौशल का विकास श्रवण कौशल का विकास रचनात्मक कौशल का विकास हुआ नए शब्दों को समझ कर उनका प्रयोग समझने में सक्षम हुए।</p> <p>कला संबंधी सच्चे मंत्र की पहचान करते हैं तोतो चान की पूरी पु स्तक पढ़ने के ल ए प्रेरित हुए दिव्यांग बच्चों के लिए दी जाने वाली सु वधाओं की जानकारी प्राप्त की इनके लिए अपने वद्यालय के परिवेश को समझ सके</p>

महीना कार्यदिवसों कीसंख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
						कंप्यूटर दक्षता में सुधार। नैतिकमूल्य- सबके लिए सहयोगात्मक भाव का विकास हुआ। घत - अनु चत की समझ उत्पन्न हुई।
	महाभारत -उद्योग पर्व तथा भीष्म पर्व	चॉक डस्टर ब्लैक बोर्ड वी डयो द्वारा पुनरावृत्ति	आनुभूत वक ज्ञानार्जन - घर पर छुट्टियों में बी. आर. चोपड़ा की महाभारत देखना। कलासमे कतज्ञानार्जन - महाभारत के लिए छोटी सी फिल्म दिखाना। https://www.youtube.com/watch?v=D-1qp9nqRKI	प्रश्नोत्तरी मौखिक परीक्षा लिखित कार्य	पूर्व ज्ञान परीक्षण पुनरावृत्ति विषय की घोषणा महाभारत कथा का संक्षिप्त परिचय पुस्तक से पाठ का सरल अर्थ समझाना। वद्वयार्थों द्वारा पाठ का पठन। पुनरावृत्ति प्रश्नों पर चर्चा	विषय सम्बन्धी - महाभारत के रचयिता का ज्ञान अपने समृद्ध इतिहास की गौरवमयी कथा को समझने व जानने में सक्षम हुए।
	वराम चन्ह व उसके भेद	पी डी एफ पुस्तक से सरल अर्थ चॉक		प्रश्नोत्तरी मौखिक परीक्षा बहुवैकल्पिक प्रश्न	आइसब्रे कंग गति व ध अध्यापक द्वारा कक्षा में गलत वराम चन्ह	विषय सम्बन्धी - लिखते हुए इनकी आवश्यकता

महीना कार्य दिवसों की संख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		डस्टर ब्लैक बोर्ड वी डियो द्वारा पुनरावृत्ति		ल खत परीक्षा	वाला मजेदार पत्र दिखाना बच्चों द्वारा उसे पढ़ना पत्र की गलतियों पर चर्चा वरामके अर्थ पर बातचीत वराम चन्ह बताना इसके भेदों का परिचय देते ह र प्रायो ग करूप में अभ्या स करवाना	महत्व को समझने में सक्षम परीक्षाओं तथा आवश्यकता अनुसार उत्तर देने योग्य वाक्य में इन्हे पहचान कर समझने में सक्षम हुए
	वसंत भाग-2 क वता -रहीमके दोहे	चॉक डस्टर ब्लैक बोर्ड वी डियो द्वारा पुनरावृत्ति	आनुभ वक ज्ञानार्जन - दोहों को याद कर कक्षा में उनका गायन चर्चा - क्या होगा यदि हम तालाब और सरोवर की तरह बन जाए - यदि सब समझ जाएँ क हमें अपने शरीर का कष्ट अपने आप भुगतना है तो क्या होगा ? वाचन गति व ध दोहों पर कक्षा में चर्चा कलासमे कतज्ञानार्जन- दोहों का गायन कक्षा में सुनाया जाएगा अनूप जलोटा द्वारा दोहों का गायन https://www.youtube.com/watch?v=d1h	प्रश्नोत्तरी मौ खक परीक्षा बहुवैकल्पिक प्रश्न ल खत परीक्षा	आइसब्रे कंग गति व ध- संख्या 2 दिखाकर वद्या र्थियों से मन के वचार पूछे जाएंगे अपे क्षत उत्तर न मलने के स्थिति में कुछ दोहों का गायन दिखाया जाएगा https://www.youtube.com/watch?v=rHs8UCk-FNo प्रश्न पूछे जाएंगे वषय की घोषणा - संतों के अनुभव पर	वषय सम्बन्धी - संतों की वचारधारा से परि चत हुए दोहों का सारव मूलसन्देश सम झकर उत्तर देने में सक्षम गायन का गुण पता चला सच्चे मत्र तथा सज्जन के गुणों का ज्ञान हुआ अपने शरीर के प्रति सचेत बनें

महीना कार्यदिवसों कीसंख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
			<p style="text-align: center;">HcThJkPI</p> <p>बहु वषयकसहलग्नता(संगीत, कम्पूटर) - वद्यार्थी फ्लिप ग्राड पर अपने गायन का वी डयो भेजेंगे ।</p>		<p>आधारित ज्ञान पर बातचीत करते हुए दोहों के सत्य से अवगत करवाना । दोहों का सरल अर्थ समझाना</p> <p>वषय का वस्तार - पठन अभ्यास चर्चा सम्बं धत प्रश्न पूछना खुलेअंतवालेप्रश्न पुनरावृ त्त कठिन शब्दों के अर्थ पाठ का मूल भाव पुस्तक से सम्बं धत प्रश्नों पर चर्चा</p>	<p>वाचन कौशल का वकास । श्रवण कौशल का वकास । रचनात्मक कौशल का वकास हुआ नएशब्दोंकोसमझ करउनकाप्रयोग समझनेमेंसक्षम हुए। कलासंबंधी - रहीम के दोहों में छिपे उनके अनुभवात्मक ज्ञान की समझ उत्पन्न हुई । वाचन कौशल का वकास । श्रवण कौशल का वकास । रचनात्मक लेखन का वकास हुआ । कंप्यूटर दक्षता में सुधार । Page</p>

महीना कार्यदिवसों कीसंख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
						नैतिक मूल्य- सच्ची मत्रता, परोपकार जैसे गुणों का वकास हुआ। अपने शरीर के प्रति जागरूक बने।
	महाभारत - द्रोण पर्व	चॉक इस्टर ब्लैक बोर्ड वी डयो द्वारा पुनरावृत्ति	आनुभ वक ज्ञानार्जन - घर पर छुट्टियों में बी. आर. चोपड़ा की महाभारत देखना। कलासमे कतज्ञानार्जन - महाभारत के लए छोटी सी फिल्म दिखाना। https://www.youtube.com/watch?v=D-1qp9nqRKI	प्रश्नोतरी मौ खक परीक्षा ल खत कार्य	पूर्वज्ञानपरीक्षण पुनरावृत्ति वषय की घोषणा – महाभारत कथा का सं क्षप्त परिचय पुस्तक से पाठ का सरल अर्थ समझाना वद्या र्थयों द्वारा पाठ का पठन। पुनरावृत्ति प्रश्नों पर चर्चा	वषय सम्बन्धी - महाभारत के र चयता का ज्ञान हुआ। अपने समृद्ध इतिहास की गौरवमयी कथा को समझने व जानने में सक्षम हुए।
	वसंत भाग - 2 क वता -एक तिनका	चॉक इस्टर ब्लैक बोर्ड वी डयो द्वारा पुनरावृत्ति	आनुभ वक ज्ञानार्जन - निर्जीववस्तुओंपरसंवाद लखवाना। कबीरकेदोहेवक वतामेंसमानतावअंतर लखवाना कलासमे कतज्ञानार्जन-	प्रश्नोतरी मौ खकपरीक्षा बहुवैकल्पिकप्रश्न	आइसब्रे कंग गति व ध अध्या पका कक्षा में कुछ घास के तिनके लेकर जाएँगी तथा सभी बच्चों से इसके	वषय सम्बन्धी - कोई भी वस्तु अनुपयोगी नहीं होती, उनके महत्त्व की

महीना कार्य दिवसों की संख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		https://www.youtube.com/watch?v=8dtvHPHgO9o	क वता का दो के समूह में अभिनय		<p>बारे में कुछ कहने के लिए कहेंगी </p> <p>अवांछित वस्तुओं के महत्व पर बातचीत </p> <p>विषय की घोषणा - क वता के सारांश पर चर्चा</p> <p>क वता का पुस्तक से अध्ययन व सरल अर्थ समझाना </p> <p>विषय का विस्तार क वता वचन अभ्यास चर्चा</p> <p>खुले अंत वाले प्रश्न पुनरावृत्त कठिन शब्दों के अर्थ क वता का मूल भाव पुस्तक से सम्बंधित प्रश्नों पर चर्चा</p>	<p>जानकारी मली क वता भावार्थ समझ सके </p> <p>कल्पनशीलता का विकास हुआ </p> <p>रचनात्मकता का विकास हुआ </p> <p>वाचन कौशल का विकास </p> <p>लेखन कौशल का विकास हुआ </p> <p>क वता के अर्थ को ग्रहण कर उत्तर देने में सक्षम हुए </p> <p>कलासंबंधी - अभिनय तथा वाचन कौशल का विकास </p> <p>श्रवण कौशल का विकास </p> <p>रचनात्मक लेखन का विकास हुआ </p> <p>Page</p> <p>कंप्यूटर दक्षता में</p>

महीना कार्य दिवसों की संख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
						<p>सुधार </p> <p>नैतिक मूल्य- कसी को भी छोटा मानकर अपमानित न करना तथा सबका सम्मान करना - भावना का विकास हुआ ।</p>
	<p>वसंत भाग - 2 निबंध - खान - पान की बदलती तस्वीर</p>	<p>चॉक डस्टर ब्लैक बोर्ड वी डियो द्वारा पाठ की पुनरावृत्त </p> <p>https://www.youtube.com/watch?v=lqFrb3cREc8</p> <p>https://www.youtube.com/watch?v=Iuvo_hxP0cY</p>	<p>आनुभविक ज्ञानार्जन अपने घर में बनने वाले कसी अन्य व्यंजन को घर में बनाकर खाना व बताना कवह आपके घर में कैसे आया ? अपने क्षेत्र के स्थानीय व्यंजन का पता करना व घर में उसे बनाकर खाना </p> <p>कला समेकित/ बहु वषयक सहलग्नता (कला + सामाजिक अध्ययन) व भन्न प्रकार के व्यंजनों की वीडियो दिखाना वद्यालय के च क्लसक द्वारा द्वारा संतुलित भोजन और स्वास्थ्य पर बात की जाएगी </p> <p>https://www.youtube.com/watch?v=Iuvo_hxP0cY</p>	<p>प्रश्नोत्तरी मौखिक परीक्षा बहुवैकल्पिक प्रश्न लखत परीक्षा</p>	<p>आइसब्रे कंग गति व ध अध्यापक बच्चों से पूछेंगी क उन्होंने घर में क्या खाना खाया - उत्तर मलने पर व भन्न प्रकार के व्यंजनों पर चर्चा भारतीय तथा तुरंत भोजन की तस्वीरें दिखाना बाजार में उपलब्ध अनेक प्रकार के खानों पर बात </p> <p>वषय की घोषणा -</p>	<p>वषय सम्बन्धी - खान - पान की मशरत संस्कृति का ज्ञान हुआ सेहत स्वाद से बढ़कर है इस बात को समझे स्थानीय व्यंजनों की जानकारी मली पाठ के मूल भाव को समझकर पूछे गए कसी भी प्रश्न का उत्तर देने</p>

महीना कार्य दिवसों की संख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			भारत के कन्ही पांच राज्यों का स्थानीय व्यंजन पता करते हुए उनके नाम सहित सुंदर कोलाज बनाना		पुस्तक से पाठ का अध्ययन वषय का वस्तार - पठन अभ्यास चर्चा खुले अंत वाले प्रश्न पुनरावृत्त कठिन शब्दों के अर्थ पाठ का मूल भाव पुस्तक से सम्बंधित प्रश्नों पर चर्चा	में सक्षम हुए। रचनात्मकता का विकास हुआ। वाचन कौशल का विकास। लेखन कौशल का विकास हुआ। कलासंबंधी - वाचन कौशल का विकास। श्रवण कौशल का विकास। रचनात्मक लेखन का विकास हुआ। कंप्यूटर दक्षता में सुधार। नैतिक मूल्य- व भन्न प्रकार के खानों के लिए सम्मान की भावना उत्पन्न हुई

महीना कार्यविषयों कीसंख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
	वसंत भाग - 2 रेखा चित्र -नीलकंठ	चॉक डस्टर ब्लैक बोर्ड वी डियो द्वारा पाठ की पुनरावृत्त। https://www.youtube.com/watch?v=BK5mAXIZgHc	आनुभविक ज्ञानार्जनगति व ध- अपने कसी पालतू पशु की विशेषताएं ल खए। कला समे कत ज्ञानार्जन - नानी तेरी मोरनी को मोर ले गए -----गाना दिखाना https://www.youtube.com/watch?v=yrynT4T55Xc महादेवी वर्मा की पुस्तक मेरा परिवार की जानकारी देना तथा अपनी पसंद की कोई एक कहानी कक्षा में सुनाना। कला समे कत/ बहु वषयकसहलग्नता (कंप्यूटर) मोर को राष्ट्रीय पक्षी क्यों चुना गया - जानकारी एकत्रित कीजिए	प्रश्नोत्तरी मौखिक परीक्षा लखत कार्य लखत परीक्षा	आइसब्रे कंग गति व ध नानी तेरी मोरनी को मोर ले गए -----गाना दिखाना https://www.youtube.com/watch?v=yrynT4T55Xc https://www.youtube.com/watch?v=dhPi8PDCXXU गाने पर बातचीत राष्ट्रीय पक्षी मोर पर चर्चा वषय की घोषणा पुस्तक से पाठ का अध्ययन वषय का वस्तु- पठन अभ्यास चर्चा खुलेअंतवालेप्रश्न पुनरावृत्त कठिन शब्दों के अर्थ पाठ का मूल भाव पुस्तक से सम्बंधित	वषय सम्बन्धी - पालतू पशुओं के व्यवहार तथा प्रेम को समझे। प्रेम देने से प्रेम मलता कई - भावना का विकास हुआ। भाषा का विकास हुआ। पाठ के मूल भाव को समझकर प्रश्नों के उत्तर देने में सक्षम हुए। रचनात्मकता का विकास हुआ। वाचन कौशल का विकास। लेखन कौशल का विकास हुआ। कलासंबन्धी - वाचन कौशल का विकास। श्रवण कौशल का विकास।

महीना कार्य दिवसों की संख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
					प्रश्नों पर चर्चा	<p>रचनात्मक लेखन का विकास हुआ। कंप्यूटर दक्षता में सुधार।</p> <p>नैतिक मूल्य-व्याख्याओं में भाषा के प्रति रुचि उत्पन्न हुई जीव जंतुओं के प्रति सहानुभूति जागृत</p>
	सं ध - दीर्घ, गुण	चॉक डस्टर ब्लैक बोर्ड वी डियो द्वारा पुनरावृत्ति		प्रश्नोत्तरी मौखिक परीक्षा बहुवैकल्पिक प्रश्न लखत अभ्यास लखत परीक्षा	<p>आइस-ब्रे कंग गति व धबच्चों से मत्रता पर बात मत्रता कतनी महत्पूर्ण होती है - इस पर चर्चा मत्रता को शब्दों की मत्रता से जोड़ते हुआ बताना</p> <p>वषयकीघोषणा श्यामपटपरसं धवउसके भेदोंकापरिचय</p>	<p>वषय सम्बन्धी - सं ध तथा सं ध व छेद कर सकते हैं। सं ध पहचान सकते हैं सं ध शब्दों को वाक्य में पहचान सकते हैं ॥</p>

महीना कार्य दिवसों की संख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
					स्वरसं धपरिचय तथा प्रत्येक भेद का कक्षा में अभ्यास।	
चतुर्थ इकाई अक्टूबर /नवंबर /दिसंबर 37 दिना	वसंत भाग - 2 क वता - भोर और बरखा	चौक डस्टर ब्लैक बोर्ड पुनरावृत्त के लिए वीडियो दिखाना https://www.youtube.com/watch?v=WvaNqdtPcw https://www.youtube.com/watch?v=XqfOQg6n0L4	आनुभविक ज्ञानार्जन - अपने अनुभव के आधार सावन के बारे में लिखें। कला समेकित ज्ञानार्जन / परियोजना कार्य - मीराबाई के जीवन पर आधारित गाने दिखाना। https://www.youtube.com/watch?v=9Cjyc3L8uaQ https://www.youtube.com/watch?v=XqfOQg6n0L4 मीराबाई की कहानी पता कर लखना।	प्रश्नोत्तरी मौखिक अभ्यास बहुवैकल्पिक प्रश्न लिखत परीक्षा	आइसब्रे कंग गति व ध मीराबाई का गाना दिखाना https://www.youtube.com/watch?v=9Cjyc3L8uaQ गाने के बारे में चर्चा मीराबाई का संक्षिप्त जीवन परिचय वषय की घोषणा - क वता का पुस्तक से अध्ययन व सरल अर्थ समझाना। वषय का विस्तार - पठन अभ्यास चर्चा खुले अंतर्वाले प्रश्न	वषय सम्बन्धी - ईश्वर प्रेम के की जानकारी हुई। ब्रज की सुबह का पता चला। प्रकृति की सुन्दरता का ज्ञान हुआ। श्रीकृष्ण के बालरूप को समझने में सक्षम हुए। क वता के सरल अर्थ को समझकर प्रश्न का उत्तर देने में सक्षम। कलासंबन्धी - वाचन कौशल का विकास। श्रवण कौशल का

महीना कार्यदिवसों की संख्या	विषय / उपविषय	शिक्षणमें मददगार सामग्री	योजना / प्रायोगिकज्ञान/ अन्तर अनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन के परिणाम
					पुनरावृत्त कठिन शब्दों के अर्थ पाठ का मूल भाव पुस्तक से सम्बंधित प्रश्नों पर चर्चा	विकास रचनात्मक लेखन का विकास हुआ कंप्यूटर दक्षता में सुधार नैतिक मूल्य- भक्तिकाल की कवयित्री के जीवन को जान सके
	वसंत भाग - 2 वभागीय -वीर कुंवर संह	चौक डस्टर ब्लैक बोर्ड पाठ की पुनरावृत्त के लिए वीडियो दिखाना https://www.youtube.com/watch?v=mFHbcOjFu4s https://www.youtube.com/watch?v=gDP_oq1NfzA	आनुभविक ज्ञानार्जन - कन्ही दो स्वतंत्रता सेनानियों के बारे में जानकारी एकत्रित। कसी एक के जीवन से कोई कस्सा सुनाना कला समेकित ज्ञानार्जन कुंवर संह की बहादुरी पर गीत दिखाना https://www.youtube.com/watch?v=gDP_oq1NfzA कुंवर संह के जीवन पर आधारित लोकगीत दिखाना https://www.youtube.com/watch?v=y17vqry2CQ4	प्रश्नोत्तरी मौखिक अभ्यास बहुवैकल्पिक प्रश्न लेखन परीक्षा	आइसब्रे कंग गति व ध अध्यापक का कविता रानी लक्ष्मी बाई के कक्षा में सुनाएंगी स्वतंत्रता में उनके सहयोगियों पर बातचीत वषय की घोषणा - पाठ का पुस्तक से अध्ययन व सरल अर्थ समझाना वषय का वस्तु- पठन अभ्यास	वषय सम्बन्धी - एक नए स्वतंत्रता सेनानी की जानकारी प्राप्त आज्ञादी के लिए बलदान व संघर्ष को समझा सके कुंवर संह की बहादुरी को जान सके कुंवर संह के जीवन की कर्मठता तथा उदारता से परिचित हो सके

महीना कार्य दिवसों की संख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			<p>बहु वषयक सहलग्नता / कला समेकित परियोजना कार्य – कुंवर सिंह जैसे वीर स्वतंत्रता सेनानियों पर पोस्टर बनाना आज़ादी का कोई नारा लखना </p>		<p>चर्चा खुले अंतर्वाले प्रश्न पुनरावृत्त कठिन शब्दों के अर्थ पाठ का मूल भाव पुस्तक से सम्बंधित प्रश्नों पर चर्चा </p>	<p>पाठ के सार व भाव को समझकर प्रश्नों के उत्तर देने में सक्षम हुए कलासंबंधी – वाचन कौशल का विकास श्रवण कौशल का विकास रचनात्मक लेखन का विकास हुआ कंप्यूटर दक्षता में सुधार नैतिक मूल्य- उदारता, साहस, बहादुरी जैसे जीवन मूल्यों के लिए प्रेरित हुए </p>
	पत्र व अनुच्छेद लेखन, संवाद लेखन	वी डियो दिखाना चॉक डस्टर ब्लैक बोर्ड		ल खत कार्य ल खत अभ्यास ल खत परीक्षा	पूर्व ज्ञान परीक्षण पुनरावृत्ति वषय की घोषणा औपचारिक तथा अनौपचारिक पत्रों पर बातचीत करते हुए	वषय सम्बन्धी - औपचारिक तथा अनौपचारिक पत्रों का प्रारूप समझकर प्रश्न के अनुरूप उन्हें

महीना कार्यदिवसों की संख्या	विषय / उपविषय	शिक्षणमें मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
					इनके उदाहरण देकर अभ्यास करवाना	लखने में सक्षम हुए परीक्षाओं तथा आवश्यकता अनुसार लखने योग्य हुए
	अर्थ के आधार पर वाक्य भेद	वी डयो दिखाना चॉक डस्टर ब्लैक बोर्ड		प्रश्नोत्तरी मौ खक अभ्यास बहुवैकल्पिक प्रश्न	शब्द रचना तथा प्रत्येक वाक्य रचना को समझाते हुए को कक्षा में बोर्ड पर इनकी पहचान सखाना रूप परिवर्तन बताते हुए अभ्यास	परीक्षाओं तथा आवश्यकता अनुसार उत्तर देने योग्य एक वाक्य का दूसरे रूप में परिवर्तन करने में सक्षम
	महाभारत -शेष पर्व	वी डयो दिखाना चॉक डस्टर ब्लैक बोर्ड	आनुभविक ज्ञानार्जन - घर पर छुट्टियों में बी. आर. चोपड़ा की महाभारत देखना कलासमय कला ज्ञानार्जन - महाभारत के लए छोटी सी फिल्म दिखाना https://www.youtube.com/watch?v=D-1qp9nqRKL	प्रश्नोत्तरी मौ खक परीक्षा ल खत कार्य ल खत परीक्षा	पूर्व ज्ञान परीक्षण पुनरावृत्ति वषय की घोषणा महाभारत कथा का संक्षिप्त परिचय पुस्तक से पाठ का सरल अर्थ समझाना वदया र्थों द्वारा पाठ का पठन	वषय सम्बन्धी - महाभारत के रचयता का ज्ञान अपने समृद्ध इतिहास की गौरवमयी कथा को समझने व जानने में सक्षम हुए Page

महीना कार्यवि्वसों कीसंख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
					पुनरावृत्ति प्रश्नों पर चर्चा	
	वसंत भाग - 2 साक्षात्कार -संघर्ष के कारण में तुनुक मजाज हो गया - धनराज पल्लै	वी डयो दिखाना चॉक डस्टर ब्लैक बोर्ड चक दे इं डया.....गाना दिखाना https://www.youtube.com/watch?v=2V7GFP11eTk	आनुभ वक ज्ञानार्जन - अपने घर में कसी भी बड़े व्यक्ति जैसे माता - पता /दादा-दादी या कसी अन्य व्यक्ति का साक्षात्कार लेना। हॉकी हमारा राष्ट्रीय खेल क्यों बना - जानकारी एकत्रित करना । कला समे कत ज्ञानार्जन धनराज पल्लै का साक्षात्कार दिखाना । https://www.youtube.com/watch?v=zgQqWTRfzFk चक दे इं डयागाना सुनाना धनराज का वी डयो दिखाना https://www.youtube.com/watch?v=Co8pp5gi38U बहु वषयकसहलग्नता (कला + खेल) हॉकी पर अनुच्छेद लेखन आज के हॉकी के खला ड्यों का कोलाज बनाना ।	प्रश्नोतरी मौ खक अभ्यास बहुवैकल्पिक प्रश्न ल खत परीक्षा	आइसब्रे कंग गति व ध चक दे इं डया का वी डयो दिखाना । गाने के बारे में बातचीत वषय की घोषणा पुस्तक से पात्र बनाकर अ भनय व सरल अर्थ समझाना । वषय का वस्तार - पठन अभ्यास चर्चा खुलेअंतवालेप्रश्न पुनरावृ त कठिन शब्दों के अर्थ पाठ का मूल भाव पुस्तक से सम्बं धत प्रश्नों पर चर्चा ।	वषय सम्बन्धी - हॉकी खलाडी धनराज पल्लै के बारे में जान सके संघर्ष का महत्व समझ सके । पाठ के सार व भाव को समझकर प्रश्नों के उत्तर देने में सक्षम हुए मेजर ध्यान चंद के बारे में जान सके । साक्षात्कार वधा से परि चत हुए पाठ के भाव को समझकर प्रश्नों के उत्तर देने में सक्षम हुए । कलासंबंधी - वाचन कौशल का विकास

महीना कार्यदिवसों कीसंख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
						<p>श्रवण कौशल का विकास रचनात्मक लेखन का विकास हुआ कंप्यूटर दक्षता में सुधार साक्षात्कार वधा में वस्तार अ भनय कौशल में वस्तार</p> <p>नैतिक मूल्य- धनराज पल्ले के जीवन से हिम्मत व कभी हार न मानने के लिए प्रेरित हुए।</p>
	<p>पर्यायवाचीशब्द, वलोमशब्द, अनेकार्थीशब्द, अनेकशब्दोंके लिए, श्रुतिसम भन्नार्थकश ब्दऔरमुहावरे, लोकोक्तियाँ</p>	<p>पाठ्यपुस्तक से अभ्यास कक्षा में श्यामपट पर अभ्यास चॉक डस्टर ब्लैक बोर्ड</p>		<p>प्रश्नोत्तरी मौ खक अभ्यास बहुवैकल्पिक प्रश्न</p>	<p>पूर्व ज्ञान परीक्षण पुनरावृत्ति कक्षा में वाक्यों में पहचान करवाते हुए प्रत्येक का अभ्यास श्यामपट पर</p>	<p>वषय सम्बन्धी - शब्द भंडार में वृद्ध हुई भाषा का विकास हुआ। परीक्षाओं तथा आवश्यकता</p>

महीना कार्य दिवसों की संख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
					उदाहरण देकर समझाना। सबका अभ्यास करवाना	अनुसार उत्तर देने योग्य वाक्य में इन्हें पहचानकर समझने में सक्षम
	सं ध - दीर्घ, गुण	चॉक डस्टर ब्लैक बोर्ड वी डियो द्वारा पुनरावृत्ति		प्रश्नोत्तरी मौ खक परीक्षा बहुवैकल्पिक प्रश्न ल खत अभ्यास ल खत परीक्षा	आइस-ब्रे कंग गति व ध बच्चों से मत्रता पर बात मत्रता कतनी महत्पूर्ण होती है - इस पर चर्चा मत्रता को शब्दों की मत्रता से जोड़ते हुआ बताना वषयकी घोषणा श्यामपट पर सं ध व उसके भेदों का परिचय स्वर सं ध परिचय तथा प्र त्येक भेद का कक्षामें अभ्यास	वषय सम्बन्धी - सं ध तथा सं ध व छेद कर सकते हैं। सं ध पहचान सकते हैं सं ध शब्दों को वाक्य में पहचान सकते हैं ॥
	वसंत भाग - 2 लेखा - जोखा - आश्रम का अनुमानित व्यय (केवल पढ़ने के लिए)	वी डियो दिखान चॉक डस्टर	आनुभविक ज्ञानार्जन - अपने घर के खर्चों का लेखा - जोखा (बजट) बनाना कला समे कत ज्ञानार्जन	प्रश्नोत्तरी मौ खक अभ्यास बहुवैकल्पिक प्रश्न	आइसब्रे कंग गति व ध गाणा दिखाना - दे दी हमें आजादी गाने पर बात	वषय सम्बन्धी - साबरमती आश्रम को बनाने के लिए किए गए

महीना कार्य दिवसों की संख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		<p>ब्लैक बोर्ड</p> <p>साबरमती आश्रम का वी डयो दिखाना</p> <p>https://www.youtube.com/watch?v=phTSAQjx-84</p> <p>पाठ का वीडियो द्वारा प्रस्तुतिकरण</p> <p>https://www.youtube.com/watch?v=3C38akvMW2U</p>	<p>साबरमती आश्रम का वीडियो दिखाना</p> <p>https://www.youtube.com/watch?v=phTSAQjx-84</p> <p>गाना दिखाना - दे दी हमें आजादी</p> <p>https://www.youtube.com/watch?v=w999fBZs8MY</p>		<p>गाँधी जी पर बातचीत </p> <p>साबरमती आश्रम आश्रम पर चर्चा </p> <p>वषय की घोषणा - पाठ का पुस्तक से सरल अर्थ समझाना </p> <p>वषय का वस्तार - पठन अभ्यास चर्चा</p> <p>खुले अंतर्वाले प्रश्न पुनरावृत्त कठिन शब्दों के अर्थ पाठ का मूल भाव समझाना </p>	<p>संघर्ष तथा योजना से परिचय हुए </p> <p>लेखा - जोखा आदि की जानकारी मली </p> <p>खर्चों का हिसाब कताब रखना सीखे </p> <p>कलासंबंधी - वाचन कौशल का विकास </p> <p>श्रवण कौशल का विकास </p> <p>रचनात्मक लेखन का विकास हुआ </p> <p>कंप्यूटर दक्षता में सुधार </p> <p>अपने घर के खर्चों का ज्ञान मला </p> <p>बजट बनाना सीखे </p>

महीना कार्यदिवसों की संख्या	विषय / उपविषय	शिक्षणमें मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
						धन का सही प्रयोग करने के लिए जागरूक होंगे
दिसम्बर - 13 दिन	वार्षिक परीक्षा					

PINEGROVE SCHOOL, SUBATHU

Affiliation No. 630065; School Code: 43054

Annual Pedagogy Plan: MATHEMATICS

Class: VII

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
Unit-1 Feb- March	Chapter:2 Fractions and Decimals	Learning by doing Activity • Smart Class Extra marks modules • PDF of the Chapter • Projector	Experiential Learning Pour water from 1liter water bottle in glasses in a manner that all glasses should equally filled and estimate their fraction. Inter disciplinary	The L.O. will be assessed through: MCQ Test Assignments (CW & HW) Mental Math Paper/Pen Test	PK Testing Ask the child to tell different methods how they cut fruits such as pear, apples before eating Ice Breaking Session: Session will start	Child will be able to comprehend: i). The concept of fraction and it's types ii). The concept of decimal a).whole part Page b). decimal part

		<ul style="list-style-type: none"> • Mind Maps <p>Multi-Media links</p> <p>i). Fractions and its types https://www.youtube.com/watch?v=kCIkeSoCd8Q</p> <p>ii). Decimal Basics https://www.youtube.com/watch?v=3gaBpdEj8oM</p> <p>iii). Multiplications of Decimals by 10, 100 and 1000 https://www.youtube.com/watch?v=kHWnoC-B2bo</p>	<p>linkage (with science): What eatables you include in balance diet while having breakfast? Make a table showing the following in fraction:</p> <p>i).Fats ii).Proteins iii).Carbohydrates iv). Vitamins</p> <p>Skill Assessments: To visit field for Tree plantation and plant some sapling with equal distance and to clear the concept of sum of like fractions</p> <p>Practical: Lab Activity to build the concept of multiplication of fractions by paper folding</p>		<p>with cutting an apple</p> <p>Green Board Explanation: i). To draw some polygons on the green board and shade some parts of it and clear the concept of: Fractions and types Multiplication of a). fractions b).decimal no.</p> <p>Division of a). fractions b). decimal no.</p>	<p>Concept of converting decimals into fractions and vice versa</p> <p>To draw the fraction on a number line</p> <p>Concept of multiplying and dividing decimal number with i).10 ii).100 iii)1000</p>
	<p>Chapter-3</p> <p>Data Handling</p>	<p>Learning by doing Activity</p> <ul style="list-style-type: none"> • Smart Class Extra marks modules • PDF of the Chapter • Projector <p>Multi-Media links</p> <p>i)Mean Median and Mode https://www.youtube.c</p>	<p>Experiential learning:</p> <p>Collect the information how many students wearing particular school shoe number and record the data and will apply the formula and calculate Mean, Median & Mode</p> <p>• Project: Collect the data of last</p>	<p>The L.O. will be assessed through:</p> <p>MCQ Test Assignments (CW & HW) Mental Math Paper/Pen Test</p>	<p>PK Testing :</p> <p>Collect the information how many children of a class like art, dance, sports and find which is most favorite hobby?</p> <p>• Ice Breaking Session</p> <p>To show five flowerpot lying on a</p>	<p>Child will be able to understand</p> <ul style="list-style-type: none"> • How to calculate and apply in their daily life. <p>i)Mean ii)Median iii)Mode</p> <p>• Differentiate between Bar Graph & Double Bar Graph and how to</p>

		<p>om/watch?v=9cV9nzDwKyg</p> <p>ii).Bar Graph and Double Bar Graph https://www.youtube.com/watch?v=bz3K3pbTxT4</p>	<p>year Unit-I and Unit-II marks and to plot a double bar graph using graph paper and how interpret double bar graph</p> <p>• Art Integration (with Social Science) Find and count number of countries in each continent of the world, Prepare a Graph</p>		<p>corridor. Count number of flowers and ask to add flowers of each pot and divide by number of flowerpots and clear the concept of Mean.</p> <p>• Green Board explanation :</p> <p>i). Data and it's types ii). Range iii).Arithmetic Mean, Median and Mode iv).Graph and it's types v).Choosing a Scale vi).Simple Bar Graph vii).Double Bar Graph</p>	<p>interpret it.</p>
	<p>Chapter:8 Rational Numbers</p>	<p>Learning by doing Activity</p> <ul style="list-style-type: none"> • Smart Class Extra marks modules • PDF of the Chapter • Projector <p>Multi-Media links</p> <p>i) Introduction:https://www.youtube.com/watc</p>	<p>Experiential learning: To teach the concept of Rational number through outdoor activity.</p> <p>Inter disciplinary Linkage Walk some distance towards east and west from one marked point. Find the distance travelled? Write your answer in rational number with appropriate sign.</p>	<p>The L.O. will be assessed through:</p> <p>MCQ Test Assignments (CW & HW) Mental Math Paper/Pen Test</p>	<p>PK Testing Recall integers i). positive ii). negative</p> <p>Ice breaking Session: Session will start by introducing the concept of Rational number by mentioning different types of fractions where denominator will never ever be</p>	<p>Child will be able to understand The term Rational Number To represent rational number on a number line To understand the concept of: i). additive inverse ii). multiplicative inverse</p> <p style="text-align: right;">Page</p> <p>To arrange the rational numbers in</p>

		<p>h?v=SQ4cB9yXkHM i). Rational Number:https://www.youtube.com/watch?v=9yvtLN_24G0 To find rational numbers between two rational numbershttps://www.youtube.com/watch?v=lg04The8wfY Additive and Multiplicative Inverse of Rational Numbershttps://www.youtube.com/watch?v=dhdvEPIEx1g</p>	<p>Project: Write some rational numbers of your choice and perform all the four basic operations on them and write the result. In which of the cases is the resultant number not a rational number?</p> <p>Practical: Lab Activity to find the sum of two rational numbers by using colorful chart papers.</p>		<p>zero.</p> <p>Green Board Explanation: Concept of positive and negative rational number by drawing a number line</p> <p>To choose any two rational numbers from the number line and explain how to Multiply & Divide</p> <p>Outdoor Activity: To clear the concept how to add, subtract the rational numbers i). Child will be made stand on a marked point ii). Child will be asked to move towards east and west direction iii). Child will be asked to calculate the total distance covered by him with suitable sign.</p>	<p>ascending/descending order.</p> <p>The concept of addition, subtraction, multiplication and division of rational numbers. Concept of finding equivalent fractions of a given fraction</p>
UNIT-II APRIL- MAY	Chapter: 1 Integers	<p>Learning by doing Activity</p> <ul style="list-style-type: none"> • Smart Class Extra marks modules 	<p>Experiential Learning: To check the temperature of any ten cities including hottest and coldest cities and</p>	<p>The L.O. will be assessed through:</p> <p>MCQ Test Assignments (CW & HW) Mental Math</p>	<p>PK Testing: Recall natural numbers and whole numbers and difference between them.</p>	<p>Child will be able to understand:</p> <p>i). between Integers, whole numbers and natural numbers</p>

	<ul style="list-style-type: none"> • PDF of the Chapter • Projector <p>Multi-Media links</p> <p>i).Introduction: https://www.youtube.com/watch?v=oj5lZBbzVck</p> <p>ii). Integers on a number line: https://www.youtube.com/watch?v=o3kIi8g3mwI</p> <p>iii). Properties of Integers: https://www.youtube.com/watch?v=TPmiS5Z74tk</p> <p>iv). Additive Identity: https://www.youtube.com/watch?v=QCND_D_MkH5co</p> <p>v).Multiplicative e Identity: https://www.youtube.com/watch?v=3A6oZDW_Ofo</p>	<p>write the temperature in ascending order</p> <p>Art Integration: Plotting of Integers on Number Line and represent whole numbers, natural numbers using different color pencil</p> <p>Project: To cover a distance from one marked place to east and move to west direction, how much distance you covered and what is the sign of an integer?</p> <p>Practical: Multiplication of integers and verify through the number line.</p>	<p>Paper/Pen Test</p>	<p>Ice breaking Session: A bank passbook sample will be shown with dummy entries and child will be motivated to find the differencebetween: i).Withdrawal ii).Deposit</p> <p>Green-board Explanation: Properties of Integers i).Closure ii).Commutatve iii).Associative iv) Distributive property of multiplication over: a). Addition b).Subtraction</p> <p>v). Additive Identity</p> <p>vi)Multiplicative Identity</p> <p>Solve the problem of Integers using different mathematical operators.</p>	<p>ii).How to represent integers on a number line</p> <p>iii).Properties of Integers</p> <p>iv). How to apply integers in daily life situations?</p>
<p>Chapter:4</p>	<p>Learning by doing Activity</p>	<p>Experiential Learning: To clear the concept of variable and constant</p>	<p>The L.O. will be assessed through:</p>	<p>PK Testing (Survey): Make a record how many</p>	<p>Child will be able to understand: Page How to balance</p>

<p>Simple Equations</p>	<ul style="list-style-type: none"> • Smart Class Extra marks modules • PDF of the Chapter • Projector <p>Multi-Media links</p> <p>i). Equation:https://www.youtube.com/watch?v=O65fxp7DKMc Method to solve and equation: Trial and Error Method:https://www.youtube.com/watch?v=Up-6LkPG1XM Transpose method to solve an equation:https://www.google.com/search?channel=crow2&client=firefox-b-d&q=transpose+method</p>	<p>by taking imaginary ages of a parent and son and form an equation</p> <p>Art Integration (with sports) During Inter house soccer Match, keep a record of runs scored and wicket taken by both teams and form an equation.</p> <p>Lab activity: To solve simple equation in one variable experimentally using colored chart papers and glazed paper stripes of different colors.</p>	<p>MCQ Test Assignments (CW & HW) Mental Math Paper/Pen Test</p>	<p>classes have sections and how many don't have?</p> <p>Ice breaking Session: Session will start to write on the Green-Board: i). Class with Section e.g., 7A, 7B, 7C ii). Class without any Section e.g., 7 and clear the difference of Variable and constant</p> <p>Green-Board Explanation: Methods to solve an equation: i). Trial and Error ii). Systematic iii). Transpose</p> <p>Flip Teaching: Translate word problems into equations and vice versa</p>	<p>equation by putting the given value of variable and find whether the equation: i). satisfies ii). not satisfy</p> <p>How to solve an equation by i). Trial and error method ii). Systematic method iii). Transpose method</p> <p>How to solve word problems related to daily life.</p>
<p>Chapter:5</p> <p>Lines and Angles</p>	<p>Learning by doing Activity</p> <ul style="list-style-type: none"> • Smart Class Extra marks modules • PDF of the Chapter 	<p>Experiential Learning: Take two pencils and tie in a manner as they form a English letter 'X' and to show : i). Adjacent angles ii). Liner pair of angles</p>	<p>The L.O. will be assessed through:</p> <p>MCQ Test Assignments (CW & HW) Paper/Pen Test</p>	<p>PK Testing Recall session by showing some objects: Corner of a book, blackboard, calkbox for a line segment</p>	<p>Child will be able to understand i). the concept of the different types of angles. ii). How to correlate the angles which</p>

	<p>• Projector</p> <p>Multi-Media links</p> <p>i). Types of angles:https://www.youtube.com/watch?v=7hL0EN2VmVciii).</p> <p>ii).Complementary & supplementary y angles: https://www.youtube.com/watch?v=rsi-55qbLJY</p> <p>ii).Angles formed by a transversal with two parallel lines https://www.youtube.com/watch?v=6RMN5PfiFHU</p>	<p>iii).Vertically pair of angles.</p> <p>Inter disciplinary Linkage (with Physical Education-PT display) Make students stand in three lines. Arrange them as two parallel line and one transversal line and to show: i) Corresponding angles ii). Alternate interior angles iii). Alternate exterior angles iv). Co-interior angles</p> <p>Art Integration (with Physical Education) Perform some yoga asana and to display different types of angles.</p> <p>Lab Activity: To find the relationship between angles made by parallel lines and transversal</p>	<p>Inter disciplinary Linkage (with Physical Education-PT display) Make students stand in two parallel lines of children and one more line showing transversal line and to show: i) Corresponding angles ii). Alternate interior angles iii). Alternate exterior angles iv). Co-interior angles</p> <p>Art Integration (with Physical Education) Perform some yoga asana and to display different types of angles.</p> <p>Lab Activity: To find the relationship between angles made by parallel lines and transversal</p>	<p>Ice Breaking Session A wall clock will be shown keeping seconds and minute hand straight and by moving hour hand of a clock and clear the concept of the following angles: i). Complementary ii). Supplementary</p> <p>Green-board Explanation: To recapitulate the concept of line, line segment, rays and angles, parallel lines, transversal line.</p> <p>To clear the concept of: i). complementary ii) supplementary angles iii). adjacent angles iv). Linear pair of angles v). vertically opposite angles</p> <p>To clear the concept of angles formed: i).Alternate interior angles ii). Alternate exterior angles iii). Co-interior angles or angles on the same side of transversal line.</p>	<p>are formed with the combination of parallel lines and transversal with daily life situation.</p> <p style="text-align: right;">Page</p>
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					<p>To prove</p> <p>i).how two lines are parallel if transversal line is given</p> <p>ii). how a line is called transversal if two parallel lines are given.</p>	
<p>Chapter:6</p> <p>Triangle & Properties</p>	<p>Learning by doing Activity</p> <ul style="list-style-type: none"> • Smart Class Extra marks modules • PDF of the Chapter • Projector <p>Multi-Media links</p> <p>i). Median and Altitude and difference between them https://www.youtube.com/watch?v=ZIEAYFEgCH4</p> <p>ii). Centroid and orthocenter https://www.youtube.com/watch?v=WXbM-CWw-zYiii). Exterior angle property https://www.youtube.com/watch?v=EZ6dOIRQDBo</p> <p>iv). Pythagoras Theorem</p>	<p>Art Integration:</p> <p>Cut a thread into three different sizes and by applying triangle inequality property verify are these pieces of can be sides of a triangle.</p> <p>Inter disciplinary linkage (with Social Science- waste management)</p> <p>Verify the angle sum property with used straws of different sizes for:</p> <p>i).Scalene triangle</p> <p>ii).Isosceles triangle</p> <p>iii).Equilateral triangle.</p> <p>Experiential learning:</p> <p>Take a picture frame. Measure its dimension and find its diagonal using Pythagoras Theorem</p> <p>Lab Activity:</p> <p>To verify Pythagoras</p>	<p>The L.O. will be assessed through:</p> <p>MCQ Test</p> <p>Assignments (CW & HW)</p> <p>Mental Math</p> <p>Paper/Pen Test</p>	<p>PK Testing</p> <p>Recall the types of triangles on the basis of:</p> <p>i).sides</p> <p>ii). Angles</p> <p>Ice breaking Session:</p> <p>Through paper folding following concepts will be introduced:</p> <p>i).Median of a triangle and it's centroid</p> <p>ii).Altitudes of a triangle and it's orthocenter.</p> <p>Green Board Explanation:</p> <p>Elements of a triangle</p> <p>Exterior angle property</p> <p>Angle sum property</p>	<p>Child will be able to understand:</p> <p>How to differentiate between:</p> <p>Centroid</p> <p>Orthocenter</p> <p>The properties of triangle and its application.</p> <p>Concept of Pythagoras Theorem & its Application in real life.</p> <p style="text-align: right;">Page</p>	

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		https://www.youtube.com/watch?v=JH9V3bWA1T0	theorem using a squared paper by shading the squares		for: a). Scalene triangle b). Isosceles triangle c). Equilateral triangle iv). Inequality property v). Pythagoras Theorem and its application	
	Chapter:7 Comparing Quantities	Learning by doing Activity <ul style="list-style-type: none"> • Smart Class Extra marks modules • PDF of the Chapter Multi-Media Links <p>i). Ratio https://www.youtube.com/watch?v=B4_T6-rc35Y</p> <p>ii) Percentage https://www.youtube.com/watch?v=Uf-RI1e2I4Q</p>	Art Integration: (Collage making) Cut ads of festival offer sale from newspaper of different shoe brands and make a collage. Draw a table to show their original price, discount % and net price after discount. Which brand is more reasonable?	The L.O. will be assessed through: MCQ Test Assignments (CW & HW) Mental Math Paper/Pen Test	PK Testing Fill water bottle with water. What is the capacity of water bottle in liter? Convert into ml.	Child will be able to understand <p>i). How to apply the concept of percentage in their daily life situations.</p> <p>ii). How to calculate P%, L%, CP, SP related problems using formula.</p> <p>iii). How to differentiate between RD and FD.</p> <p>iv). How to calculate Rate of Interest given by the bank on deposited amount</p>
		Profit and Loss https://www.yout	Project: Social Service		Ice Breaking Session Session will be started by asking children about class attendance, number of boys and number of girls present and absent from the class.	Green Board explanation <p>i). Concept of Ratio ii) Concept of</p>

		<p>ube.com/watch?v=w8G3rhsW12s</p> <p>Simple Interest https://www.youtube.com/watch?v=vjl-jbKsg6E</p>	<p>Collect some amount from your pocket money for a week and donate it to some needy people and calculate what % of pocket money you donated?</p> <p>Experiential learning: Ask parents to show Bank pass book (RD) and check: i). Principal ii) Rate iii). Time Calculate: i) SI ii) Amount</p> <p>Practical: To check last year report card and verify whether the % calculated in report card is correct.</p>		<p>Percentage iii) Profit and Loss iv) Formula to calculate: CP if SP and P% or L% is given SP if CP and P% or L% is given</p> <p>Flip Teaching To create a shop and clear the concept of i). Cost Price ii). Selling Price iii). Profit iv). Loss</p>	
Chapter: 11 Exponents & Powers	<p>Learning by doing Activity</p> <ul style="list-style-type: none"> • Smart Class Extra marks modules • PDF of the Chapter • Projector 	<p>Inter- disciplinary linkage (social Science) To make a solar system showing at least two planets with different size of balls and mention the imaginary distance between sun and planets in at least 10</p>	<p>The L.O. will be assessed through:</p> <p>MCQ Test Assignments (CW & HW) Mental Math Paper/Pen Test</p>	<p>PK Testing To ask the child to calculate prime factors of some digits which are a perfect square.</p> <p>Ice Breaking Session Some different types of identical</p>	<p>Child will be able to comprehend:</p> <p>i). The laws of exponents and its application.</p> <p>ii). Convert usual form expressions into standard form and vice versa.</p>	

		<p>Multi-Media Links</p> <p>i).Introduction https://www.youtube.com/watch?v=WwHyPqUQec</p> <p>ii). Rules of exponents:https://www.youtube.com/watch?v=FZh-U18y4HU</p> <p>iii). large expression in standard form https://www.youtube.com/watch?v=O1BFg1pZfC0</p>	<p>digit no including no of zeros and convert answer in standard form.</p> <p>Art Integration (with art & craft) Draw all laws of exponents on a chart paper with at least two relevant examples.</p> <p>Activity: To find the value of powers of 2 and 3 by paper folding activity.</p>		<p>stationaries will be displayed and child will be asked to count and the term exponent will be introduced.</p> <p>Green Board explanation</p> <p>i).To make understand the different laws of exponent and how to apply them.</p> <p>ii).Conversion of decimal no system in exponential form and vice versa.</p> <p>iii). Law of Exponents and its Application.</p> <p>iv). Decimal Number System</p> <p>v)Expressing Large Numbers in the Standard form & Standard form to Usual form.</p>	
	<p>Chapter: 9 Perimeter and Area</p>	<p>Learning by doing Activity</p> <ul style="list-style-type: none"> • Smart Class Extra marks modules • PDF of the Chapter • Projector 	<p>Art Integration: Take a colorful wastepaper and cut in the shape of right-angled triangle and parallelogram. Measure them and note down their area and perimeter.</p>	<p>The L.O. will be assessed through:</p> <p>MCQ Test Assignments (CW & HW) Mental Math Paper/Pen Test</p>	<p>PK Testing</p> <p>Cut the piece of used paper in parallelogram shape and fold in a manner that their corner touches each other.</p>	<p>Child will be able to differentiate between:</p> <p>i) Area ii) Perimeter</p> <p>Child will be capable to comprehend:</p> <p>i). difference between 2D and 3D shapes the</p>

		<p>Multi-Media links</p> <p>i).2-D shapes\ https://www.youtube.com/watch?v=tN_VE3mmGQo</p> <p>ii).Area and Perimeter of square and rectangle https://www.youtube.com/watch?v=xzWA36_EUaU</p> <p>iii). Area of a triangle: https://www.youtube.com/watch?v=Dt5fi89gA-0</p> <p>iv.Parallelogram https://www.youtube.com/watch?v=uj6k22WubCk</p> <p>v).Circle https://www.youtube.com/watch?v=dhdmux39XBU</p>	<p>Experiential Learning: Take one quarter paper plate and one semi-circle plate. Fix a thread at their corner with the help of glue/fevicol. Which plate required more thread? Note down the observation.</p> <p>Interdisciplinary linkage (with art): Draw a round face mask by cutting two small circles and one rectangle and find the area of the remaining sheet.</p>		<p>What figure did you find?</p> <p>Ice Breaking Session A small rectangular card board and a chessboard will be shown and student will be asked to find the difference between their shapes and how to calculate their perimeter and area.</p> <p>Green Board explanation</p> <p>Area and perimeter of: a)Parallelogram b)Triangles c)Circle</p>	<p>use of area and perimeter in his/her daily life situation.</p>
	<p>Chapter: 10 Algebraic Expressions</p>	<p>Learning by doing Activity</p> <ul style="list-style-type: none"> • Smart Class Extra marks modules • PDF of the Chapter • Projector 	<p>Experiential learning: Choose any word problem of your daily life and express it in algebraic expression.</p> <p>Art Integration: Draw a colorful a) quadrilateral</p>	<p>The L.O. will be assessed through:</p> <p>MCQ Test Assignments (CW & HW) Mental Math Paper/Pen Test</p>	<p>PK Testing Recall the definition of an equation and child will be able to differentiate between: i). variable ii). constant</p>	<p>Child will be able to understand : i). variable ii). constant iii). coefficient iv). representation of expression in tree diagram.</p> <p style="text-align: right;">Page</p>
					<p>Ice Breaking Session</p>	

		<p>Multi-Media links</p> <p>i)Introductionhttps://www.youtube.com/watch?v=5Q0FlxcEEIw</p> <p>ii)Polynomial https://www.youtube.com/watch?v=xmJjQ3KyTdw</p> <p>iii). Like and unlike terms of algebraic expressions https://www.youtube.com/watch?v=Jw-toLAUqPg</p> <p>Addition and sub of like termshttps://www.youtube.com/watch?v=4vgZJbM4tOI</p> <p>Patterns and algebrahttps://www.youtube.com/watch?v=PhFhnUJlhw0</p>	<p>b). pentagon c). hexagon.</p> <p>Form an algebraic expression for the number of diagonals of n number of sides taking varaibale x.</p> <p>Inter disciplinary linkage (with art and craft) Make the pattern using straws of length 5cm and generalize the pattern.</p> <p>Lab Activity: To write algebraic expressions for a given pattern by using square grid paper.</p>		<p>Different algebraic terms will be shown and child will count the terms.</p> <p>Green Board Discussion i). Types of polynomials ii). coefficients iii). numerical coefficients iv). Terms of an expression a). Like b). Unlike Forming Algebraic expression Types ii) Factors iii) Coefficient</p> <p>Green-Board explanation: i)Addition and Subtraction of like term and unlike term ii) finding the value of an expression iii). using algebraic expression a) formula like area of 2D shapes b). rules for number pattern</p>	<p>Classification of algebraic expression as i). monomial ii).binomial iii). trinomial</p> <p>To find the value of an expression</p>
	<p>Chapter: 13 Visualizing Solid Shapes</p>	<p>Learning by doing Activity</p> <ul style="list-style-type: none"> • Smart Class Extra marks modules 	<p>Art Integration: Divide students in a group and draw some 3D shapes and by combining them draw a monument.</p>	<p>The L.O. will be assessed through:</p> <p>MCQ Test Assignments (CW & HW)</p>	<p>PK Testing Collect 3 types of objects available in the class which look same in size and shape and categorize</p>	<p>Child will be able to understand:</p> <p>The difference between the concept of 2D and 3D shapes</p>

	<ul style="list-style-type: none"> • PDF of the Chapter • Projector <p>Multi-Media Links:</p> <p>i) Comparison of 2D and 3D shapes difference https://www.youtube.com/watch?v=WPB1S-juIEQ</p> <p>ii). 3D Shapes https://www.youtube.com/watch?v=3-QwWFkz5hw</p> <p>iii). Faces, Vertices and Edges of 3D shapes https://www.youtube.com/watch?v=3nLpD6bE4fE</p> <p>iv). Nets of a solid https://www.youtube.com/watch?v=hQG5kd3Q28g</p>	<p>Experiential learning (with Science)</p> <p>What cross-sections do you get when you give a i). vertical ii). horizontal cut to the following solids?</p> <p>a). A brick b). A round apple c). An ice-cream cone</p> <p>Practical:</p> <p>Keep torch-light right in the front of 4 different types of solid shapes in a dark room and write down the observations.</p> <p>Activity:</p> <p>To draw a cube with an edge 5cm long on a graph paper and verify that all sides are equal</p>	<p>Mental Math Paper/Pen Test</p>	<p>them as 2D and 3D shapes.</p> <p>Ice breaking Session</p> <p>Show circle, square, rectangle shape objects and co-relate with sphere, cube and cuboid shape objects and to introduce the concept of plane figures/2D and solid shapes/3D shapes and differentiate between them.</p> <p>Green Board Discussion</p> <p>i). To draw some stationary items on the Board and clear the concept of:</p> <p>a). Faces b). Vertices c). Edges</p> <p>ii). How to observe 3d objects:</p> <p>a). Top view b). Front view c). Side view</p> <p>iii). Nets of a solid</p> <p>Flip Teaching</p> <p>Show different types of 3D shapes and to discuss each shape in detail</p> <p>i). Appearance ii). Faces iii). Vertices</p>	<p>How to draw 3 D solid shapes with dot method.</p> <p>How to identify Faces, vertices, and edges of 3 D shapes.</p> <p style="text-align: right;">Page</p>
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					iv). Edges v). Net vi). Similar objects available in the class	
	Chapter: 12 Symmetry	<p>Learning by doing Activity</p> <ul style="list-style-type: none"> • Smart Class Extra marks modules • PDF of the Chapter • Projector <p>Multi Media Links</p> <p>Symmetry https://www.youtube.com/watch?v=MtqtIjSfiE</p> <p>Rotational Symmetry https://www.youtube.com/watch?v=s4tS-ZmpJfw</p>	<p>Experiential learning: Observe the cross sections of some vegetables, when they are cut for the purposes of cooking in the kitchen and draw a table.</p> <p>Activity: To Divide the class in teams and asked to collect all items available in the class and check their: i). Line Symmetry ii). Rotational Symmetry</p>	<p>The L.O. will be assessed through:</p> <p>MCQ Test Assignments (CW & HW) Mental Math Paper/Pen Test</p>	<p>PK Testing Fold any used paper and check whether all corner overlaps or not.</p> <p>Ice Breaking Session To write some English alphabet in random on the Green Board and introduce the concept of symmetry.</p> <p>Green Board explanation concept of: i). Line Symmetry for a regular polygon ii). Rotational Symmetry iii). Centre of Rotation iv). Angle of Rotation v). Order of rotation</p>	<p>Child will be able to understand the different types of :</p> <p>i).symmetry ii). Line Rotational iii). Central angle iv). Order of Rotation.</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>Month: Feb/ March</p> <p>No. of Periods: 12</p>	<p>Topic/Chapter: NUTRITION IN PLANTS</p> <p>https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s</p> <p>https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s</p>	<p>PPT, Videos, Charts, Extra marks, board and chalk</p>	<p>Art Integration Diagram on photosynthesis, stomata, pitcher plant, plant cell and animal cell.</p> <p>Experiential Learning Activity: To detect the presence of starch in leaves.</p>	<p>Oral test was conducted</p> <p>Written test</p> <p>MCQs testing and Quizzes</p>	<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: Group Learning (<i>Brainstorming</i>)</p> <p><i>Collaborate and communicate with each other.</i></p> <p>Discussion on the modes of nutrition with the examples of Cuscuta, mushroom, lichen and alga, Insectivorous plants</p> <p><i>Critically compare the different methods of replenishing the nutrients in the soil.</i></p> <p>Plant Cell and Animal Cell</p> <p><i>Lecture Discussion</i> Activities Application and diagrammatic skill-based questions on the topic.</p> <p>Video: Different modes of nutrition.</p>	<p>The students will be able to Understand the concept of photosynthesis. Different types of nutrition in plants. How nutrients are replenished in the plants. Plant and animal cell.</p> <p>Comprehend the concept of conditions necessary for photosynthesis and importance of photosynthesis.</p> <p>Differentiate between autotrophs and heterotrophs.</p> <p>Differentiate between saprophytes and parasites</p> <p>Represent the plant and animal cell diagrammatically.</p> <p>Draw the inference from a given diagram</p> <p style="text-align: right;">Page</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
					Photosynthesis Plant and animal cell	
<p>Month: March</p> <p>No. of Periods:12</p>	<p>Topic/Chapter: NUTRITION IN ANIMALS</p> <p>https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s</p> <p>https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s</p> <p>https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s</p>	<p>PPT, Videos, Charts, Extra marks, board and chalk</p>	<p>Diagram on human digestive system, structure of tooth, different types of teeth and tongue with taste buds</p> <p>Diagrammatically and flowchart method feeding and digestion in Amoeba</p> <p>Understanding diagrammatically how digestion in grass eating animals takes place.</p> <p>Practical – to study the effect of saliva on starch present in food.</p>	<p>Oral test was conducted</p> <p>Written test</p> <p>MCQs testing and Quizzes</p>	<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: Group learning (<i>Brainstorming</i>)</p> <p><i>Collaborate</i> and <i>communicate</i> with each other about the different modes of taking food, role of mouth in digestion, different organs and their arrangement in the body.</p> <p>Application and diagrammatic skill-based questions on the topic.</p> <p><i>Critically analyse</i> the importance of balanced diet, journey of food from the stomach till anus, the role of various glands and the secretions secreted by them.</p> <p>Difference between digestive system of humans, cow and amoeba.</p>	<p>The students will be able to understand:</p> <p>The concept of how different animals take in food.</p> <p>Human digestive system.</p> <p>Structure and function of different types of teeth.</p> <p>Tooth decay.</p> <p>Digestion in grass eating animals.</p> <p>Comprehend the concept of digestion in Human Beings and ruminants.</p> <p style="text-align: right;">Page</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>Built <i>character</i> and <i>citizenship</i> amongst themselves by discussing the impact of junk food on digestion, and the importance of drinking water.</p> <p>Difference between digestive systems of unicellular and multicellular organisms.</p> <p><i>LectureDiscussion.</i></p> <p>Video: Human digestive system. Digestive system of cow. Structure and function of different types of teeth and tooth decay. Different taste areas of the tongue.</p>	
<p>Month: April</p> <p>No. of Periods:12</p>	<p>Topic/Chapter: HEAT</p> <p>https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s</p> <p>https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s</p> <p>https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s</p>	<p>PPT, Videos, Charts, Extra marks, board and chalk</p>	<p>Diagram on different types of thermometers, land breeze and sea breeze</p> <p>Practical: Transfer of heat by conduction, convection and radiation</p>	<p>Oral test was conducted</p> <p>Written test</p> <p>MCQs testing and Quizzes</p>	<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>Demonstration of concept of heat and measurement of temperature.</p> <p>Developing hypothesis by: Group learning (<i>Brainstorming</i>)</p>	<p>The students will be able to understand:</p> <p>The concept of heat and temperature.</p> <p>Different types of thermometers.</p> <p>Transfer of heat by conduction, convection and radiation.</p> <p>Uses of good and poor conductors of heat.</p> <p>Land and Sea breeze. Page</p> <p>Absorbers and emitters of</p>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<p><i>Collaborate and communicate</i> with each other</p> <p>Use of clinical thermometer and lab thermometer</p> <p>On different modes of transfer of heat. (Conduction, convection and radiation)</p> <p>Interpret types of clothes worn in summers and winters.</p> <p><i>Critically analyse</i> the hot and cold objects.</p> <p>Construction of thermometer</p> <p>Modes of transfer of heat</p> <p>Good conductors and bad conductors</p> <p>Dark colored clothes absorb heat and light-colored clothes reflect heat.</p> <p>Built <i>character</i> amongst themselves in understanding the degree of hotness and coldness (temperature)</p> <p>Understanding the different types of thermometers</p>	<p>heat.</p> <p>Comprehend the concept of heat and temperature.</p> <p>Transfer of heat.</p> <p>Differentiate between good and poor conductors of heat</p> <p>Differentiate between conduction, convection and radiation.</p> <p>Calculate the temperature in $^{\circ}\text{K}$ and $^{\circ}\text{C}$.</p> <p>Draw the inference from a given diagram</p> <p style="text-align: right;">Page</p>

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					<p>Understanding different modes of transfer of heat. Land breeze and sea breeze</p> <p>Understanding, application and diagrammatic skill-based questions based on the topic.</p> <p><i>LectureDiscussion.</i></p> <p>Video: Different thermometers Ways of transferring heat i.e., Conduction, Convection, Radiation</p>	
<p>Month: April/May</p> <p>No. of Periods:12</p> <p>(Project Based)</p>	<p>Topic/Chapter: ACIDS, BASES and SALTS</p> <p>https://www.youtube.com/watch?v=B3A-UzEN7lw</p> <p>https://www.youtube.com/watch?v=9aEx067YkDE</p> <p>https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s</p>	PPT, Videos, Charts, Extra marks, board and chalk	<p>Practical: Uses of indicators to determine that given substance is acidic or basic in nature.</p> <p>Neutralization reaction</p> <p>To find out different acids and bases in each substance.</p>	<p>Oral test was conducted</p> <p>Written test</p> <p>MCQs testing and Quizzes</p>	<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: <i>Brainstorming</i></p> <p><i>Collaborate and communicate</i> with each other</p> <p>Properties of acids and bases.</p>	<p>The students will be able to understand: The concept of acid, bases and salts. Uses of acids and bases. Indicators, neutralization reaction in everyday life. Different types of salts with examples.</p> <p>Comprehend the concept of indicators used to determine acid and base</p> <p>Differentiate between acids and bases.</p> <p>Differentiate between Acidic, basic and</p>

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					<p>Discussion of different examples to understand the concept.</p> <p><i>Critically analyse</i> acids and bases used in day-to-day life.</p> <p>Identify the chemical nature of different solutions (tap water, lemon juice, sugar solution, soap solution etc.</p> <p>Compare various indicators</p> <p>Compare different examples of neutralization.</p> <p><i>LectureDiscussion.</i></p> <p>Perform activities in groups; develop citizenship and character in the process.</p> <p>Video: Acids, bases and salts Indicators Neutralization reaction</p>	<p>neutral salts.</p> <p>Determine whether a given substance is acid or base.</p>
<p>Month: May</p> <p>No. of Periods:12</p>	<p>Topic/Chapter: PHYSICAL AND CHEMICAL CHANGES</p> <p>https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s</p> <p>https://www.youtube.com/watch?v=LFQdD0e3L9I</p>	<p>PPT, Videos, Charts, Extra marks, board and chalk</p>	<p>Art integrated: draw flowchart on physical and chemical changes.</p> <p>Experiments: Burning of magnesium ribbon</p> <p>Reaction between</p>	<p>Oral test was conducted</p> <p>Written test</p> <p>MCQs testing and Quizzes</p>	<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</p>	<p>The students will be able to understand:</p> <p>The concept of Physical and chemical change.</p> <p>Importance of chemical change.</p> <p>Rusting of iron, methods to prevent rusting.</p> <p>Process of crystallization.</p> <p>Comprehend the concept of</p>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	&t=73s		baking soda and vinegar Reaction between copper sulphate solution and iron Activity: Rusting of iron Process of crystallization		by: <i>Brainstorming</i> <i>Collaborate and communicate</i> with each other Different types of changes Interpret the process of rusting. Process of crystallization <i>Critically analyse</i> the term physical change and chemical change. Properties of physical change and chemical change Principle behind the process of crystallization <i>LectureDiscussion.</i> Video: Physical and chemical changes. Rusting of iron Crystallization process to obtain pure crystals of CuSO ₄	physical and chemical change. Differentiate between physical and chemical change. Chemical reactions and activities Condition and measures to prevent rusting Draw the inference from a given table

Month/ No of working days	Topic/Sub-topic	Teaching 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>Month - July</p> <p>No of Periods: 10</p>	<p>Topic/Chapter: RESPIRATION IN ORGANISMS</p> <p>https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s</p> <p>https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s</p>	<p>PPT, Videos, Charts, Extra marks, board and chalk</p>	<p>Class discussion on – Harmful effect of smoking</p> <p>Diagram on the human respiratory system</p> <p>Project– Mechanism of breathing</p> <p>Activity – To show that carbon dioxide is produced during respiration</p> <p>Class discussion on – Breathing and respiration in other animals.</p>	<p>Oral test was conducted</p> <p>Written test</p> <p>MCQs testing and Quizzes</p>	<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: <i>Brainstorming</i></p> <p><i>Collaborate</i> and <i>communicate</i> with each other</p> <p>Explain the different organs involved in respiration in humans, cockroach, fish and frog.</p> <p>Explain the process of aerobic and anaerobic respiration.</p> <p>Function of lungs</p> <p><i>Critically analyse</i> the importance of breathing clean air.</p> <p>Built <i>character</i> and <i>citizenship</i> by observing the importance of keeping fit and exercise regularly.</p> <p>Clean air is important for healthy living.</p> <p>Answer knowledge, understanding, application and diagrammatic skill-based questions based on the topic.</p>	<p>The students are able to Understand: The concept of respiration</p> <p>Different types of respiration</p> <p>Human respiratory system</p> <p>Mechanism of respiration</p> <p>Mechanism of respiration</p> <p>Breathing and respiration in other animals</p> <p>Respiration in plants through root, stem and leaves</p> <p style="text-align: right;">Page</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
					Video: Aerobic and anaerobic respiration Mechanism of respiration The human respiratory system Breathing and respiration	
Month – July No of Periods:8	Topic/Chapter: ELECTRIC CURRENT AND ITS EFFECT https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s	PPT, Videos, Charts, Extra marks, board and chalk	Draw symbols for electrical components Draw open and close circuits. Debate on applications of heating effect of electric current Draw an electric fuse Project: Explain magnetic effect of electric current. Project: explain heating effect of electric current. Activity: To make an electromagnet Art integrated: Draw electric bell	Oral test was conducted Written test MCQs testing and Quizzes	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Debate on heating effect of electric current Developing hypothesis by: <i>Brainstorming</i> Spell check Demonstration of Overloading and short circuiting <i>Collaborate</i> and <i>communicate</i> with each other Importance of magnetic effect of electric current <i>Critically analyse</i> two effects of electric current Heating effect and Magnetic effect	The student should be able to: Draw symbols for electrical components Draw open and close circuits. explain applications of heating effect of electric current Draw an electric fuse Explain magnetic effect of electric current. Explain heating effect of electric current. To make an electromagnet Draw electric bell Page
					Electric components	

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					<p>Design <i>creative methods</i> to construct electromagnet</p> <p><i>Built character and citizenship</i> Discussion on symbols used in electric circuit. Importance of electricity.</p> <p>Understanding of electric cell and battery.</p> <p><i>Lecture discussion.</i></p> <p>Video: Open circuit and closed circuit. Application of heating effect of electric current. Short circuit and overloading. Fuses and MCB. Magnetic effect of electric current. Electromagnets and its uses Structure and working of electric bell</p>	
Month – July / August No of Periods:5 (Project Based)	Topic/Chapter: FORESTS: OUR LIFELINE https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s	PPT, Videos, Charts, Extra marks, board and chalk	Flowchart on components of forest Diagram on how minerals are returned to the soil. Flowchart on food	Oral test was conducted Written test MCQs testing and Quizzes	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students.	The students should be able to understand: The importance of forest Comprehend the concept of components of a forest Page Imparting knowledge on

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s		<p>chain occurring in the forest</p> <p>Draw the structure of a forest showing the various layers of vegetation.</p> <p>Project: how cutting of trees is affecting the climatic condition of the entire world</p>		<p>Developing hypothesis by: <i>Brainstorming</i></p> <p>Spell check Demonstration of different layers of forest and food chain</p> <p>Flip teaching</p> <p>Video: Components of a forest. Scavengers and decomposers as environment cleaner. The forest is an ecosystem. Different layers of forest Importance of forests Effects of deforestation</p>	<p>the forest is an ecosystem</p> <p>Comprehend the concept on food chain in forest.</p> <p>Understanding the alternate arrangement of trees in the forest.</p> <p>Imparting knowledge on the role of decomposers in a forest.</p> <p>Understanding the concept of importance of forests and adverse effects of deforestation.</p> <p>Putting emphasis on conservation of forests.</p> <p>Differentiate between different layers of forest</p> <p>Differentiate between abiotic and biotic components</p>
<p>Month – August</p> <p>No of Periods:10</p>	<p>Topic/Chapter: TRANSPORT IN ANIMALS AND PLANTS (NCERT)</p> <p>https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s</p> <p>https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s</p>	PPT, Videos, Charts, Extra marks, board and chalk	<p>Discussion on transport in animals and plants</p> <p>Art Integrated: Draw different types of blood cell.</p> <p>Draw structure of heart</p> <p>Flowchart on working</p>	<p>Oral test was conducted</p> <p>Written test</p> <p>MCQs testing and Quizzes</p>	<p>Discussion on circulatory system, components of blood, pulse rate.</p> <p>Finding the pulse rate of the desk partner.</p> <p>Developing hypothesis by <i>Brainstorming</i>. <i>Collaborate</i> and <i>communicate</i> with</p>	<p>The students should be able to understand: The concept of transport in humans</p> <p>Comprehend the concept of on different blood vessels</p> <p>Understanding different components of blood</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
	&t=73s		<p>of heart</p> <p>Draw stethoscope</p> <p>Draw human excretory system.</p> <p>ACTIVITY: To show that water moves upward through xylem vessel.</p> <p>ACTIVITY: Transport of water in a potato</p>		<p>each other</p> <p>Transportation in animals and plants.</p> <p>Understand the circulatory system, blood components, blood vessels</p> <p>Human heart</p> <p>Function of excretory system</p> <p><i>Critically analyse</i> the importance of circulatory system and excretory system.</p> <p>Role of organ system in the process of transportation.</p> <p>Need of conducting tissues.</p> <p>Process of transpiration.</p> <p>Built <i>character</i> and <i>citizenship</i> by Discussing the importance of transport in animals and plants</p> <p>Application and diagrammatic skill-based questions on the topic.</p> <p>Video: Animations on heart structure and function.</p> <p>Blood vessels</p> <p>Video: On working of excretory system.</p>	<p>Page</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
					Dialysis Transport in plants.	
Month – August No of Periods:9	Topic/Chapter: REPRODUCTION IN PLANTS https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s	PPT, Videos, Charts, Extra marks, board and chalk	Flowchart on different method of reproduction Art Integration- draw different methods of vegetative propagation and asexual reproduction Draw structure of a flower Diagrammatically explain cross and self pollination Diagram of fertilization. Activity: Germination and dispersal of seeds	Oral test was conducted Written test MCQs testing and Quizzes	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by: <i>Brainstorming</i> Spell check Demonstration of flower Developing hypothesis by <i>Brainstorming</i> . <i>Collaborate</i> and <i>communicate</i> with each other To explain the parts of flower Different modes of asexual reproduction Pollination and its types <i>Critically analyse</i> the importance of reproduction Role of various parts of a plant in reproduction Need of seed dispersal Method of seed	Understand the concept of reproduction, types and its role. Comprehend the concept of vegetative propagation Understanding the concept of asexual reproduction by enlisting examples Imparting knowledge on reproduction in flower with reference to pollination and fertilization Comprehend the concept on seed dispersal, different ways of dispersal of seeds. Understanding the concept of germination and formation of fruits Differentiate between asexual and sexual reproduction Differentiate between pollination and fertilization Page

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					<p>dispersal</p> <p>Built <i>character</i> and <i>citizenship</i> by Discussing the importance of reproduction for the continuity of life on earth.</p> <p>Impact of seed dispersal</p> <p>Application and diagrammatic skill-based questions on the topic.</p> <p>Video: Asexual and sexual reproduction Different methods of multiplication/ vegetative propagation</p> <p>Structure of flower Pollination and fertilization</p> <p>Different ways of seed dispersal</p>	
	<p>Topic/Chapter: LIGHT(NCERT)</p> <p>https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s</p> <p>https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s</p>	<p>PPT, Videos, Charts, Extra marks, board and chalk</p>	<p>Draw regular and irregular reflection</p> <p>Draw image formed by a plane mirror</p> <p>Draw concave and convex mirror</p> <p>Draw images formed by concave and convex mirror</p>	<p>Oral test was conducted</p> <p>Written test</p> <p>MCQs testing and Quizzes</p>	<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>Spell check</p> <p>Demonstration of lenses</p>	<p>The students should be able to understand: The concept of reflection of light.</p> <p>Comprehend the concept of real and virtual images.</p> <p>Understanding the concept of image formed by a plane mirror</p>

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<p>Month-September</p> <p>No of Periods:9</p>			<p>Discussion: how concave mirror is a converging mirror and convex mirror is a diverging mirror</p> <p>Draw concave and convex lens</p> <p>Draw images formed by convex lens and concave lens</p> <p>Discussion: how convex lens is a converging lens and concave lens is a diverging lens</p>		<p>and spherical mirrors</p> <p>Debate on images formed by lenses and spherical mirrors</p> <p>Developing hypothesis by: <i>Brainstorming</i></p> <p><i>Collaborate</i> and <i>communicate</i> with each other</p> <p>Appreciate importance of light energy</p> <p>Experiment on the image formed by concave and convex mirrors</p> <p>Uses of convex and concave lens.</p> <p><i>Critically analyse</i> the difference between convex and concave lens.</p> <p>Propagation of light</p> <p>Reflection of light</p> <p>Characteristics of image formation by plane mirror</p> <p>Construction spherical mirrors</p> <p>Dispersion of light</p>	<p>Imparting knowledge on different types of spherical mirrors</p> <p>Comprehend the concept of images formed by concave and convex mirror</p> <p>Understanding the concept of spherical lenses and images formed by convex and concave lens.</p> <p>Understanding dispersion of light and formation of rainbow</p> <p>Differentiate between real and virtual image</p> <p>Differentiate between convex and concave lens</p> <p>Differentiate between concave and convex mirror</p> <p style="text-align: right;">Page</p>

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					<p>Built <i>character</i> amongst themselves by discussing</p> <p>importance of spherical mirror understanding reflection of light</p> <p>understanding lateral inversion understanding spherical mirrors</p> <p>Image formed by convex and concave lens</p> <p><i>Develop citizenship</i> in doing activity to identify propagation of light by understanding their roles and duties. Model showing dispersion of light</p> <p>Understanding Newton's Disc</p> <p>Video: Reflection of light</p> <p>Real and virtual image</p> <p>Characteristics of image formed by a plane mirror</p> <p>Spherical mirrors and image formed by them Lenses and image formed by them</p>	<p style="text-align: right;">Page</p>
					Dispersion of light 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
					formation of rainbow.	
<p>Month – October</p> <p>No of Periods: 10</p>	<p>Topic/Chapter: MOTION AND TIME</p> <p>https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s</p> <p>https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s</p>	<p>PPT, Videos, Charts, Extra marks, board and chalk</p>	<p>Graphically explain uniform and non uniform motion</p> <p>Draw a pie chart and bar graph</p> <p>Draw sand clock</p> <p>Draw simple pendulum</p> <p>Discussion on motion and time and how pendulum works</p> <p>Experiments: pendulum</p> <p>Practical: How to calculate speed</p>	<p>Oral test was conducted</p> <p>Written test</p> <p>MCQs testing and Quizzes</p>	<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>Debate on motion and rest.</p> <p>Spell check</p> <p>Demonstration of uniform and non-uniform motion</p> <p>Developing hypothesis by <i>Brainstorming</i>.</p> <p><i>Collaborate and communicate</i> with each other</p> <p>To establish relationship between motion and time</p> <p>To cite examples of uniform and non-uniform motion</p> <p>To solve numerical problems</p> <p>Understanding the working of simple pendulum</p>	<p>The students should be able to understand:</p> <p>Uniform and non-Uniform motion graphically</p> <p>Draw pie chart and bar graph</p> <p>Draw sand clock</p> <p>Draw simple pendulum</p> <p>Working of Pendulum; Amplitude, Time Period and Frequency</p> <p>Calculate and compare speed</p> <p style="text-align: right;">Page</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>Concept of speed Graphical representation of non- uniform motion Interpret distance time graph for uniform motion</p> <p><i>Critically analyse</i> the different types of motion Measurement of time Time period of simple pendulum Speed of various objects</p> <p>Built <i>character</i> and <i>citizenship</i> by Understanding the different types of motion Interpreting the position time graphs. Understanding speed of various objects</p>	
<p>Month – October/November</p> <p>No of Periods: 5</p>	<p>Topic/Chapter: WASTEWATER STORY</p> <p>https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s</p> <p>https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s</p>	<p>PPT, Videos, Charts, Extra marks, board and chalk</p>	<p>Mind maps</p> <p>Flow chart on different tanks used in WWTP</p> <p>Visit to the school's STP.</p> <p>Art integration: sketch on school's water supply system and recycling of water.</p> <p>Project. Find different</p>	<p>Oral test was conducted</p> <p>Written test</p> <p>MCQs testing and Quizzes</p>	<p>Discussions.</p> <p>Debate</p> <p>Quiz</p> <p>Survey</p> <p>Developing hypothesis by: <i>Brainstorming</i></p> <p><i>Collaborate and communicate with each other</i></p>	<p>The students should understand:</p> <p>Comprehend the concept of the sewerage system what is sewage and its composition</p> <p>Understanding the importance of wastewater treatment plant</p> <p>Imparting knowledge on different kinds of tanks used in WWTP</p>

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			<p>methods of minimizing the wastage of water.</p> <p>Project on sanitation and diseases</p>		<p>sources of wastewater (critical thinking)</p> <p>Discuss the steps during clarification of water</p> <p>Role of bacteria in wastewater treatment</p> <p><i>Critically analyse</i>water contaminants</p> <p>various ways of clarification of water</p> <p>Built <i>character</i> and <i>citizenship</i> by summarizing the significance of waste management techniques in daily life.</p> <p>Improper sanitation leads to damage health Video: Animations on wastewater treatment plant, sewer and sewage system, sanitation and diseases, different types of tanks, sanitation at public places.</p>	<p>Comprehend the concept on sanitation and diseases.</p> <p>Understanding the alternate arrangement of sewage disposal</p> <p>Imparting knowledge on septic tank. Composting toilets, vermin composting toilets and toilets in airplane.</p> <p>Differentiate between sludge and sewage</p> <p>Differentiate between sewers and sewage system</p>
Month-December	REVISION					
FINAL UNIT						

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
February (2 Days)	Chapter Civics Chapter 1 On Equality	<p>PPT</p> <p>Video: Equal Pay- an experiment on monkeys</p> <p>Video on Equality https://www.youtube.com/watch?v=iurhMy117EU</p> <p>Various types of equality using animations of Smart Class</p> <p>Video on summary of chapter https://www.youtube.com/watch?v=MIXZyNtaoDM</p> <p>Mind maps</p> <p>Wall map of the world</p> <p>E-Book</p> <p>Chalk and Board</p>	<p>Experiential learning Students will be given assignments to share their experiences when their dignity was violated. They can share the experience of someone else's dignity being violated witnessed by them.</p> <p>Skill assessment Reading skills (Loud reading of the chapter) Writing skills (Assignments, Question answers & test) Critical Thinking (Students will observe positive and negative behavior in scenarios that are common to their lives)</p> <p>Art Integration Students will prepare posters on equality.</p>	<p>MCQ (daily)</p> <p>Oral discussions on question answers</p> <p>Written assignment</p> <p>Weekly conceptual test (MCQ based)</p> <p>Pen paper test</p>	<p>Developing knowledge of concept by:</p> <p>Examining Prior Knowledge about the fundamental rights of the citizens</p> <p>Ice Breaking Activity: Using videos of equality to make students observe positive and negative behavior in scenarios that are common to their lives, becoming aware that actions have consequences and able to identify the concept of equality.</p> <p>General discussions. Connecting real life situations. Introduction of the chapter by discussions and interactions</p> <p>Video on summary of chapter</p>	<p>The students will be understanding the concept of Universal adult Franchise and Dignity</p> <p>To familiarize students with the clauses of the constitution about equality</p> <p>To acquaint students with the issue of inequality in so called developed democracies of the world</p> <p>Students will be able to reason why despite equal rights provided by the constitution inequality still exists in society</p> <p>They will appreciate the efforts of government in bringing out equality through certain initiatives like Mid-day meals</p> <p>They will develop an understanding about the challenges democratic countries are facing.</p> <p>Practical Outcome Students will be able to implement the knowledge gained through chapter in their real life by Page</p> <p>treating everyone with</p>

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						respect and dignity irrespective of their financial status, religion, caste, gender. Value based Outcome: To develop equity, dignity and respect.
March (26 Days)	Chapter Geography Chapter 1 Environment	PPT Globe Wall map of the world Flow Charts Video: on Environment https://www.youtube.com/watch?v=x3Dqco-NEGk Black board for diagram of ecosystem E-Book	Art integration: Drawing of domains of the environment FLIP LEARNING Students to be given a small portion of chapter independently to prepare and explain to the class. They are free to use blackboard for making diagrams Skill assessment Reading skills (Loud reading of the chapter) Writing skills (Assignments, Question answers & test)	MCQ (daily) Oral discussions on question answers Written assignment. Weekly conceptual test (MCQ based) Pen paper test	Developing knowledge of concept by: The session would begin with pre knowledge testing as they have studied the concept in previous classes. Ice Breaking Activity: Challenge your students to make the classroom more environmentally friendly – what would they change? Encourage the children to reuse old carrier bags, recycle their paper, turn the lights off.	Students will be able to Enlist the components of environment. Differentiate between natural – man made components. Classify the natural environment and describe each component. To Critically analyze the need to preserve the ecosystem. Practical Outcome Students will develop gratitude towards the components of environment and ecosystem surrounding them and will try to protect the

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		Chalk and Board			<p>How difficult are their suggestions to put into practice? Could some of their ideas be used in the classroom from now on? After collecting their suggestion facilitator will introduce the concept of environment</p> <p>Students can use pictures, diagrams and black board to teach the class as they are familiar with the concept of environment and its components (they have already covered this topic in Science)</p> <p>Introduction of the chapter by discussions and interactions</p>	<p>environment.</p> <p>Value based Outcome: To develop sense of sustainable development and concerned for environment.</p>
March	Chapter History 1 Tracing Changes Through a Thousand	PPT Video: on	Practical Students were told to compare map 1 and	MCQ (daily) Oral discussions on	Ice Breaking Activity: Asking students to	Students would be able to understand Page The significance of

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	Years	Our past history Wall map of the India Black board for flow charts top show chronology of events E-Book Chalk and Board	map 2 and find out similarities and differences between two maps Presentation by students on comparison of map 1 and map 2 similarities and differences. Skill assessment Reading skills (Loud reading of the chapter) Writing skills (Assignments, Question answers & test)	question answers Written assignment Weekly conceptual test (MCQ based) Pen paper test	share the facts they know and motivate them to discuss more and more facts after that asking them to write the source of facts (from where they have collected information about that facts) than telling them about the sources of information in history and its importance (literary sources and archeological sources) Developing knowledge of concept by: Examining Prior Knowledge about Indian History ancient period (which they have studied in class VI) by asking Random Questions. Introducing	periodization in the studying history and about the major sources of information regarding the medieval period of Indian history. The major sources of information regarding the medieval period of Indian history. Power struggles among Rajput's, Pala's, Pratiharas, Rashtrakutas and Cholas. Calligraphy and Cartography developed during medieval period. New social and political groups emerged such as Rajputs, Sikhs. Jats. Changes in Hinduism, worshipping of new deities, the construction of temples, and growing importance of Brahmins Page
					The topic after	Practical Outcome

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					getting the expected response from the students by connecting this information to the medieval period. Interactions/Discussions	The students will understand the importance of unity and harmony especially in today world where the tensions among countries are growing. Value based Outcome: Respect for the nation and integrity.
March	Chapter 2 Geography Inside Our Earth	PPT Video: On Rocks and Minerals Video on Inside our Earth https://www.youtube.com/watch?v=pbfi0FDJnoQ Wall map of the India Use of Globe Black board for diagram of interior structure of earth and rock cycle	<u>Inter disciplinary linkage.</u> The chapter will be connected with History to explain how Taj Mahal and Red Fort are built with different types of rocks With Science to explain the composition of rocks <u>Art integration:</u> Drawing of interior structure of the earth and rock cycle Skill assessment	MCQ (daily) Oral discussions on question answers Written assignment Weekly conceptual test (MCQ based) Pen paper test	Ice Breaking Activity: (Agree or Disagree FUN GAME) One rock can change into another type of rock. Humans have a right to mine the Earth for things like oil, minerals, etc. Developing knowledge of concept by: Checking their previous knowledge about earth by random questioning about	After going through this unit, the students would be able to: Explain the layered structure of the Earth. Differentiate between types of rocks by referring to their properties and methods of formation Differentiate between the different types of rocks and understand the way in which they must have been formed The phenomena of rock cycle

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		E-Book Chalk and Board	Reading skills (Loud reading of the chapter) Writing skills (Assignments, Question answers & test)		types of rocks (which they have already studied in Science) Video on Inside our Earth Introduction of the chapter by discussions and interactions	Practical Outcome The students will understand importance of inexhaustible sources of energy after knowing that how mineral oil and other sources of energy, we are presently using, are limited and will be exhausted one day. They will develop an attitude of sustainable development.
March	Chapter 2 History New Kings and Kingdoms	PPT Video: Temple of Gangaikondacholapuram https://www.youtube.com/watch?v=i5Kw0fAIy8E Video on GST by Pallavi Joshi Video on Prashastis and land grants	Art integration: Colouring the map Show major kingdoms on the political map of India. Skill assessment Reading skills (Loud reading of the chapter) Writing skills (Assignments,	MCQ (daily) Oral discussions on question answers Written assignment Weekly conceptual test (MCQ based) Pen paper test	Ice Breaking Activity: The teacher will show the images, discuss about the various forms of architecture, material used for construction and kings of medieval period etc. and changes that took place with time. Developing knowledge of	Students would be able to understand: Emergence of new dynasties for seventeenth century and the importance of kannuj and tripartite struggle. The three kingdoms – Gurjaras, Palas and Rashtrakutas and their constant struggle to acquire control over Kannuj, termed as

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		Wall map of the India Black board for making flow charts to explain chronology of events E-Book Chalk and Board	Question answers & test)		<p>concept by:</p> Checking their previous knowledge about Kings and their Kingdoms by random questioning. Introduction of the chapter by discussions and interactions Video: Temple of Gangaikondachol apuram (for Virtual visit)	Tripartite Struggle. Mahmud of Ghazni The emergence of Cholas as the most powerful kingdoms The role of Ur, Sabha and Nagaram in Cholas village administration Practical Outcome The students will compare the taxes levied in medieval time and the taxes levied in modern times by explaining the concept of GST in simple way. Value based Outcome: Students will learn how to respect Law and order.
March	Chapter 2 Civics Role of the Government in Health	PPT Video: Costa Rican approach https://www.youtube.com/results?search_query=Costa+Rican+approach	Practical: Debate on the topic whether government should spend more money on national security than on public health services. For this student will be divided into two groups one in favour, the other against.	MCQ (daily) Oral discussions on question answers Written assignment Weekly conceptual test (MCQ based)	Ice Breaking Activity: Brainstorming: Students aided by open ended questions to draw comparisons between public and private health care service	To familiarize the students with the concept of health To acquaint the students with the status of public health system in India To apprise the students about Costa Rican approach and Efforts of Indian government
		Video on Kerala health		Pen paper test	Developing	

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		Status https://www.youtube.com/watch?v=rUm6r-pDTmk Wall map of world to show Costa Rica Wall map of India to show Kerala E-Book Chalk and Board	Skill assessment Reading skills (Loud reading of the chapter) Writing skills (Assignments, Question answers & test)		knowledge of concept by: Interactive dialogue connecting real life situations. Introduction of the chapter by discussions and interactions Video: Costa Rican approach (for Virtual visit) Video on Kerala health Status (for Virtual visit)	to improve the health status in India through case study of Kerala. They will be able to distinguish between private and public health services. Practical Outcome Through debates critical thinking of the students will be developed. Value based Outcome: Students will be sensitized towards the problems faced by poor people because of lack of proper health facilities in India.
April 22 Days) Unit I	Chapter 3 History The Delhi Sultans	PPT Video: Delhi Sultans https://www.youtube.com/watch?v=L4E6Tt85JWU Video on Circle of	Activity A map to show Alauddin Khalji's campaign into South India was taken up. Skill assessment Reading skills (Loud reading of the chapter)	MCQ (daily) Oral discussions on question answers Written assignment Weekly conceptual test	Ice Breaking Activity: (Discuss and Debate) The Architecture of Today v/s The Architecture of the Sultanate Introduction of the chapter with the	Students would be able to understand about Delhi Sultan how they set up their rule in Indian sub-continent. Learn about important dynasties of Delhi Sultans were Slaye Page dynasty, Tughlaq

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		justice Wall map of India Political Black board to explain chronology of the events E-Book Chalk and Board	Writing skills (Assignments, Question answers & test) Critical Thinking (Discuss and Debate Activity)	(MCQ based) Pen paper test	help of interactions and discussions Video on Delhi Sultanate (for Virtual visit) Real life examples and stories of Sultans	dynasty, Sayyid dynasty and Lodi dynasty. Iqta System Learn about Muhammad Tughlaq, Alluddin Khilji and comparisons between the polices adopted by both Learn about currency of that time. Practical Outcome Through the comparison of Alauddin Khalji and Muhammad Tughlaq, the students will come to know that it's yourdeeds which makeyour image. Both rulers of Delhi Sultanate had altogether different approach. While Alauddin was appreciated for his good work, Tughlaq was criticised for his wrong policies.
						Value based Outcome:

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						Through the character of Alauddin Khillji students will learn the values like assertiveness , maturity and commitment.
April	Chapter 3 Geography Our Changing Earth	PPT Video: Volcano https://www.youtube.com/watch?v=VNGUdObDoLk Video on Earthquake Video for work of Sea, river, sea waves, ice and sand Wall map of India Political Black board to explain flow chart of Endogenic and Exogenic resources and drawing diagram of volcano and work of sea,	Art integration: A coloured diagram of volcano o be drawn by the students Skill assessment Reading skills (Loud reading of the chapter) Writing skills (Assignments, Question answers & test)	MCQ (daily) Oral discussions on question answers Written assignment Weekly conceptual test (MCQ based) Pen paper test	Ice Breaking Activity: (CURIOSITY BASED QUESTION) Have you ever seen a volcano? Answer-Yes/no What could have caused a volcano to erupt? Answer- They may tell about the endogenic forces/ lava inside the earth Developing knowledge of concept by: Introduction of the chapter with the help of interactions and discussions	To enable students to gain a sense of the nature of decision-making within State government. To acquaint the students the domain of power and authority exercised by the state government over people's lives. To familiarize the students with the functioning of legislative assembly An understanding of the formation and functioning of government To develop understanding to distinguish between an MLA and a Page minister.

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APRIL	Chapter 9 Geography Life in the Deserts (PROJECT)	river, ice and sand E-Book Chalk and Board PPT Video on Hot Desert Sahara https://www.youtube.com/watch?v=mja	Map Activity will be done in the class to show Sahara Desert and Ladakh on the world map Skill assessment Reading skills	MCQ (daily) Oral discussions on question answers Written assignment	Video on Volcanic eruption (for Virtual Experience) Real life examples of earthquakes. Ice Breaking Activity: (Inter-chapter linkage and Virtual Experience) The chapter to be introduced linking with chapter 6 natural vegetation and	Practical Outcome Through Inter House MUN (Model United Nation), they will get an idea how topics are debated, and resolutions are passed in the assembly. Value based Outcome: Students will develop a civic sense and will come to know how actually a democratic set up works. To familiarize the students with the geographical location of the Sahara Desert and Ladakh Cold Desert on the map To acquaint the students with the features of the Desert Vegetation Practical Outcome Students will be able to compare the

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APRIL	Chapter 3 Civics How the State Government Works	<p>Vm0vs2HY</p> <p>Video: Cold Desert Ladakh</p> <p>Wall map of World Political to show the location of Sahara and Ladakh</p> <p>E-Book Chalk and Board</p> <p>PPT</p> <p>Video: Scene of State assembly</p> <p>https://www.youtube.com/watch?v=3mxmtYrFbyc</p>	<p>(Loud reading of the chapter)</p> <p>Writing skills (Assignments, Question answers & test)</p> <p>Practical: The class to be divided into constituencies. Mock elections to be held. Students contest elections representing themselves different parties/ individual contestants. The</p>	<p>Weekly conceptual test (MCQ based)</p> <p>Pen paper test</p> <p>MCQ (daily)</p> <p>Oral discussions on question answers</p>	<p>wildlife and through previous knowledge testing trying to know about flora and fauna of desert vegetation. Video on Hot Desert and Cold Desert (for Virtual Experience)</p> <p>Developing knowledge of concept by: Lecture and discussion method</p> <p>Ice Breaking Activity: (Virtual Experience) Chapter to be introduced after showing the scene of state assembly through video.</p> <p>Developing knowledge of</p>	<p>aspects of climate, natural vegetation, wildlife and life of the people in two regions.</p> <p style="text-align: right;">Page</p>

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		<p>Wall map of India political to explain constituency</p> <p>Black board for helping in practical for depicting constituency, calculating majority, selection of ministers etc.</p> <p>E-Book</p> <p>Chalk and Board</p>	<p>government to be formed. Ministers to be chosen and allocated portfolios and a topic to be debated in the mock assembly.</p> <p>Skill assessment</p> <p>Reading skills (Loud reading of the chapter)</p> <p>Writing skills (Assignments, Question answers & test)</p>	<p>Written assignment</p> <p>Weekly conceptual test (MCQ based)</p> <p>Pen paper test</p>	<p>concept by: (Example of MUN was given to relate the concept)</p> <p>Lectures and discussions</p>	<p>To enable students to gain a sense of the nature of decision-making within State government.</p> <p>To acquaint the students the domain of power and authority exercised by the state government over people's lives.</p> <p>To familiarize the students with the functioning of legislative assembly</p> <p>An understanding of the formation and functioning of government</p> <p>To develop understanding to distinguish between an MLA and a minister</p> <p>Practical Outcome Through Inter House MUN (Model United Nation), they will get an idea how</p>

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						topics are debated, and resolutions are passed in the assembly. Value based Outcome: Students will develop a civic sense and will come to know how actually a democratic set up works.
MAY (22 Days) Unit II	Chapter 4 History The Mughal Empire	PPT Video: Mughal succession https://www.youtube.com/watch?v=rap7egq3Xd0 Video on Muhammad Tughlaq's policies Video on Razia Sultana Black board to make flow chart to show sequence of events Wall map of India Political	Project: Students will be asked to do a Role Play on any one of the Mughal Emperor Skill assessment Reading skills (Loud reading of the chapter) Writing skills (Assignments, Question answers & test)	MCQ (daily) Oral discussions on question answers Written assignment Weekly conceptual test (MCQ based) Pen paper test	Ice Breaking Activity: (AGREE OR DISAGREE FUN GAME) Akbar was the first Mughal emperor of India. The Mughals did not believe in democracy. Checking their previous knowledge about Mughal rulers by random Questioning Introduction of the chapter with the help of	Students would be able to Understand who Mughals were and how the Mughal rule started in the Indian subcontinent and appreciate the efficient administration of Akbar. Learn about Trace the impact of the imperial administration at the local and regional levels. Learn about new administrative measures like Mansabdari system Page

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		E-Book Chalk and Board			interactions and discussions Video: Mughal succession (for Virtual Experience)	and Jagirdari system. Understand Akbar's secular religious policy and advanced the concept of Sulh- i-kul or Universal peace Know about emergence of new regional powers under Aurangzeb Practical Outcome Through the story of Razia Sultana they will come to know status of women in Mughal period. Students will compare Razia with present women leaders to know whether women leaders are accepted readily today. Value based Outcome: Gender sensitivity and respect for the women will be developed among the students.

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MAY	Chapter 4 Geography Air	PPT Video: Layers of the atmosphere https://www.youtube.com/watch?v=DftEDVzGnMg Video on experiment of ball and feather Video on Razia Sultana Videos on types of rainfalls Black board to make diagrams of structure of atmosphere, pressure belts and types of rainfalls E-Book Chalk and Board	Art integration: A coloured diagram of pressure belts and types of rainfalls to be drawn by the students Interdisciplinary Science Composition of atmosphere, humidity Skill assessment Reading skills (Loud reading of the chapter) Writing skills (Assignments, Question answers & test)	MCQ (daily) Oral discussions on question answers Written assignment Weekly conceptual test (MCQ based) Pen paper test	Ice Breaking Activity: (Discuss and Debate) Pollution the major cause of Global Warming. Ways to cope up with the Natural Disasters. Introduced the chapter with Interactive session on air Discussion on the meaning of various layers of atmosphere with the help of acronyms and mnemonics (Trust Surely Me in The Exams) Video: Layers of the atmosphere (for Virtual Experience)	Students will be able to: Describe the importance of each component of the atmosphere relating to presence of life on earth – nitrogen, oxygen, carbon dioxide water vapour and dust particles Outline the characteristics of the layers of atmosphere. Differentiate between the terms weather and climate. Identify the elements determining the weather i.e. temperature, air pressure, winds and rainfall. Diagrammatically explain the pressure belts, planetary winds and types of rainfall Comprehend the factors affecting atmospheric temperature and pressure in relation to altitude, temperature and

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						water vapour. Practical Outcome Besides students would be sensitized towards environment after knowing the importance of different layers of atmosphere.
May	Chapter 9 History The Making of Regional Cultures (PROJECT ONLY)	PPT Video: Jagannath Yatra Video: Different styles of paintings Wall map of India to show the places of origin of Kathak, Odissi, Kuchipudi,	Activity: The students will be told to talk to their parents/ grandparents and the story of any local fair/ local festival which is held in the areas, they reside. The would be encouraged to share	MCQ (daily) Oral discussions on question answers Written assignment Weekly conceptual test (MCQ based) Pen paper test	Ice Breaking Activity: (Corelating concept with the famous movie Padmavat) Developing knowledge of concept by: Lecture and discussion method	Students would be able to understand the making of regional cultures Students will be able to understand the connection between language and region, connection between religious traditions

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		Kathakali, Bharatnatyam and Manipuri E-Book Chalk and Board	their knowledge with their friends. Art integration: Corelating concept with the famous movie Padmavat Skill assessment Reading skills (Loud reading of the chapter) Writing skills (Assignments, Question answers & test)			and region, cultural tradition and regions, growth of regional languages as well as food habits are generally based on locally available items of food. Students will analyse the change in the course of painting and themes. Students will differentiate the Kangra school of painting with Basohli. Value Based Outcome After familiarising with the tradition of heroism in the Rajputs the students will appreciate India's strong value system and they would develop a sense of pride for our culture.
May	Chapter 4 Civics Growing Up as Boys and Girls	PPT Video: Girls toys Vs Boys toys	Group Activity: Students in a group of five to be enacting a role play to show	MCQ (daily) Oral discussions on question answers	Ice Breaking Activity: (CURIOSITY BASED QUESTION)	The students will be able: To familiarize the students with the issue of gender discrimination in our

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		<p>https://www.youtube.com/watch?v=QKgKaQzil1A</p> <p>Video: Unequal wages for same work on the basis of gender</p> <p>Wall map of India to show the sex ratio and status of women in different states of India</p> <p>E-Book</p> <p>Chalk and Board</p>	<p>growing up as boys and girls.</p> <p>Skill assessment</p> <p>Reading skills (Loud reading of the chapter)</p> <p>Writing skills (Assignments, Question answers & test)</p>	<p>Written assignment</p> <p>Weekly conceptual test (MCQ based)</p> <p>Pen paper test</p>	<p>Do you have sibling of opposite sex? Do your parents treat you and your sibling of opposite sex equally? Video: Girls Vs Boys (for Virtual Experience)</p> <p>Interactive dialogue Connecting real life situations.</p>	<p>society through two contrast case studies of growing up in Samoa in the 1920s and growing up in Madhya Pradesh in the 1960s.</p> <p>To understand gender as a social construct, not determined by biological difference.</p> <p>To understand the role of government in reducing the inequality on the basis of gender by taking certain initiatives like anganwadis etc.</p> <p>To apprise them with the pitiable condition of domestic helpers</p> <p>Practical Outcome Students will learn to value the work done by their mothers.</p> <p>Value based Outcome: They will develop a empathetic attitude towards domestic helpers and will learn to give respect to their</p>

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						helpers
June	SUMMER VACATION (4 TH June -2 nd July)	Wall Map of India New political boundary Map of India on the projector E-Book Chalk and Board	Practical: A Map Activity will be done in the class to show all states, union territories and their capitals in their notebooks. Art integration They will also draw map on the chart and show the capitals of states and union territories on the chart as a team of five members each Skill assessment Reading skills (Loud reading of the chapter) Writing skills (Assignments, Question answers & test)	Written test of location of states and union territories and their capitals	Students will be shown the Wall political map of India. They will be shown the latest political map of India (after revoking section 377) on the projector They would be given tips to remember seven sisters of India (north eastern states) and for locating the capitals of various states and union territories	To familiarize the students with the Indian States and Union Territories of India To acquaint the students with the capitals of States and Union territories of India] Practical Outcome Students will come to know how political boundaries within India has changed after revoking 370

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July (25 Days)	Chapter 6 History Devotional Paths to the Divine	PPT Video: Bhajan of Mirabai Video: Sufism Video: Story based on preaching of Guru Nanak Dev ji Mind Maps E-Book Chalk and Board	<p>Project: Bhajans/Hymns sung by children of different religious beliefs</p> <p>Skill assessment</p> <p>Reading skills (Loud reading of the chapter)</p> <p>Writing skills (Assignments, Question answers & test)</p>	MCQ (daily) Oral discussions on question answers Written assignment Weekly conceptual test (MCQ based) Pen paper test	<p>Ice Breaking Activity: Calm music will be played(OM) and the students may chant or do slow breathing techniques (AGREE OR DISAGREE FUN GAME) People who pray are healthier than those who don't. Shiv, Vishnu, and Durga are different names of the same power.</p> <p>Developing knowledge of concept by: Introduction of topic by asking them to speak few lines from various Sufi songs, Shabad of Gurbani and couplets of Rahim</p> <p>Interactive session and discussions</p>	<p>To understand that intense devotion or love of God is the legacy of various kinds of Bhakti and Sufi movements that have evolved since the eighth century. Students would be able to examine the difference between the history of followers of Baba Guru Nanak and the history of the followers of the other religious figures of the Medieval centuries</p> <p>To understand how saints challenged the formal traditions</p> <p>Value Based Outcome Besides the students will develop tolerance and respect for the other religions as well after finding a lot of similarities in the preaching of all the regions</p>

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July	Chapter 5 Geography Water	PPT Video: Tsunami Video Spring tides and Neap tides https://www.youtube.com/watch?v=HdI_PyMFNro Video on Ocean currents Wall world map Black board for making diagrams of water cycle, spring tides and neap tides. E-Book Chalk and Board	Art integration: Physical map of the world showing continents and oceans to be done by students. Diagrams of water cycle, spring tides and neap tides Skill assessment Reading skills (Loud reading of the chapter) Writing skills (Assignments, Question answers & test)	MCQ (daily) Oral discussions on question answers Written assignment Weekly conceptual test (MCQ based) Pen paper test	Ice Breaking Activity: (Food for Thought FUN GAME) If flora (plants) and fauna (animals) were brother and sister, their parents would be called... All eating and killing of all animals should be banned, otherwise... shortages, because... The best cities in the world have a lot of common-property resources such as parks and community centers, because... Discussed water cycle in class as introduction to the chapter Video Spring tides and Neap tides	Students will be able to: Understand the water cycle and how it is caused Understand the formation of waves Understand the cause and effect of Tides Understand the cause and effect of ocean currents Tsunami with the help of case study. Value based Outcome: They will be sensitized towards the water scarcity, the biggest problem of the world today. <div style="text-align: right;">Page</div>
					(For Virtual	

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					<p style="text-align: center;">Experience) Explained and discussed the major difference between Waves and tides. Tsunami was explained through real life case study.</p>	
July	<p>Chapter 5 Civics Women Change the World</p>	<p>PPT to revise the whole chapter at the end.</p> <p>Video on Tessy Thomas, Project director of Agni IV and Agni V projects</p> <p>Video on women empowerment</p> <p>https://www.youtube.com/watch?v=1rs24NPbmdI</p> <p>E-Book Chalk and Board</p>	<p>Art integration: FLIP LEARNING Students to be given a small portion of chapters independently to prepare and explain to the class. They are free to cite examples from real life, use blackboards for making flow charts and present data as teaching aid.</p> <p>Skill assessment</p> <p>Reading skills (Loud reading of the chapter)</p> <p>Writing skills (Assignments,</p>	<p>MCQ (daily)</p> <p>Oral discussions on question answers</p> <p>Written assignment</p> <p>Weekly conceptual test (MCQ based)</p> <p>Pen paper test</p>	<p>Ice Breaking Activity: (Discuss and Debate) Men and Women have equal rights. It is necessary to educate men to empower women. Women are less privileged than men.</p> <p>Developing knowledge of concept by: FLIP LEARNING</p> <p>Students can use Flow charts. Statistical data, discussion method, question answer method</p>	<p>Students would be able to:</p> <p>To familiarize the students with the concept of stereotype</p> <p>To acquaint the students with the struggle done by women in India to break the stereotype about their capabilities.</p> <p>To apprise them about the various methods adopted by women to fight against discrimination.</p> <p>Value based Outcome: Students will be sensitized towards the problems of women in India. They will be able to comprehend</p>

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			Question answers & test)		Video on women empowerment (For Virtual Experience)	the role of various movements started by women.
July	Chapter 5 History Tribes, Nomads and Settled Communities	PPT Video: Ahom society Video: Gonds Society https://www.youtube.com/watch?v=kbocArx3EwY Wall map of India to show location of important Indian tribes. Mind Maps E-Book Chalk and Board	Art integration: They will make weapons/headgears out of waste of different tribal societies on the political map of India. Skill assessment Reading skills (Loud reading of the chapter) Writing skills (Assignments, Question answers & test)	MCQ (daily) Oral discussions on question answers Written assignment Weekly conceptual test (MCQ based) Pen paper test	Ice Breaking Activity: (Discuss and Debate) Hunting and Gathering v/s Agriculture. Nomadic life v/s Settled life. Developing knowledge of concept by: Checking their previous knowledge about Tribes by random Questioning Introduction of the chapter with the help of interactions and discussions and giving real life examples of tribal people. Video on Gond society	Students would be able to Examine considerable social changes that took place in the subcontinent during this period. Learn about the interaction caused both (Varna –based society and tribal society) kind of societies to adapt and change. Build citizenship as they will be able to identify the areas in which tribal people may have lived. A case study of Ahoms and Gonds Practical Outcome Students will be sensitized towards

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					(For Virtual Experience)	the problems of tribal societies and will be able to understand why the government has made special provisions for these societies like reservation in jobs and educational institutions.
August (23 Days)	Chapter 6 Geography Human Environment Interactions- The Tropical and the Subtropical Region	PPT Video: Life in the Amazon Basin	Art Integration: A Map Activity will be done in the class to show Amazon Basin and Ganga Brahmaputra Basin on	MCQ (daily) Oral discussions on question answers	Ice Breaking Activity: (Virtual Experience and Discussion) The chapter would be	To familiarize the students with the diversity in world through examples of Amazon Basin and Ganga Brahmaputra

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		<p>https://www.youtube.com/watch?v=mfgCM6d69Do</p> <p>Video: Life in the Ganga Brahmaputra Basin https://www.youtube.com/watch?v=AqP0IINvwg</p> <p>Wall map of World Political to show location Amazon Basin and Ganga Brahmaputra Basin</p> <p>E-Book</p> <p>Chalk and Board</p>	<p>the world map</p> <p>Skill assessment</p> <p>Reading skills (Loud reading of the chapter)</p> <p>Writing skills (Assignments, Question answers & test)</p>	<p>Written assignment</p> <p>Weekly conceptual test (MCQ based)</p> <p>Pen paper test</p>	<p>introduced by showing the students the location of Amazon Basin and Ganga Brahmaputra Basin followed by a small group discussion on the topic “Similarities in the economic life of people of Amazon Basin and Ganga Brahmaputra Basin”</p> <p>Lecture method</p>	<p>Basin.</p> <p>To acquaint the students with the features of tropical and subtropical regions</p> <p>Students will be able to compare these two regions and will be able to comprehend how flora, fauna, climate and lifestyle of people are interrelated terms</p> <p>Value Based Outcome</p> <p>Students will acknowledge the importance of flora and fauna for any place which will ultimately sensitize them towards environment, and they would make effort to protect flora and fauna.</p>

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AUG	Chapter 8 Civics A Shirt in the Market (PROJECT)	PPT Video: on Life cycle of T Shirt Video: Chain of markets Flow Charts E-Book Chalk and Board	Art Integration: Students will be divided into groups and made to prepare a chart/ collage to show how middlemen earn in the chain of market. Skill assessment Reading skills (Loud reading of the chapter) Writing skills (Assignments, Question answers & test)	MCQ (daily) Oral discussions on question answers Written assignment Weekly conceptual test (MCQ based) Pen paper test	Ice Breaking Activity: (Learning by doing) The chapter to be introduced by involving students in an activity, where one of them producing any product and then selling through the chain of intermediaries to the final consumer; each one of them earning their margin of profit. Developing knowledge of concept by: Lecture and discussion method.	To familiarize the students with the unequal markets’ opportunities To acquaint the students with concept of putting Out System and Sharing resources Students will appreciate the role of cooperative marketing in suggesting viable avenues for equitable distributions. Value Based Outcome Through the case study of a garment factory, the students will realise that in spite of earning huge profits out of his business, a manufacturer does not pay the labour in a

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						just way. They will be sensitized towards the plight of labours and in future, when they would be acting as entrepreneur mightpay well to their labours.
SEP (25 Days) Unit III	Chapter 6 Civics Understanding Media	PPT Video: relationship between media and business houses https://www.youtube.com/watch?v=rKti_jMCqmvM Video: Media and democracy Video: Advertisement of Comfort Fabric Conditioner E-Book Chalk and Board	Activity: The students will write a Report/News Writing on school news or create an Advertisement. Skill assessment Reading skills (Loud reading of the chapter) Writing skills (Assignments, Question answers &test)	MCQ (daily) Oral discussions on question answers Written assignment Weekly conceptual test (MCQ based) Pen paper test	Ice Breaking Activity: (Brainstorming) Students aided by open ended questions brainstorm and find out what TV does to us and what can we do with TV. PK Testing Interactive dialogue connecting real life situations. Collaborative Project with English on "Media" – Children will prepare questionnaire	To familiarize the students with the various forms of media To elucidate the role of media in a democracy To illustrate the importance of setting agendas and its impact on people's lives and choices Students will be able to reason why in spite of democratic structure of India and freedom of press, they do get biased reports. The students will develop an understanding of role of the media in facilitating interaction between the

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					<p>from the HRD Minister on the given topic.</p> <p>Video: How to use social media for business (For Virtual Experience)</p>	<p>government and citizens.</p> <p>They will be able to understand the importance of a balanced report.</p> <p>They will be able to comprehend the link between information and power.</p> <p>Practical Outcome Besides the students will understand that while reading news from newspaper or while watching it on television, instead of getting influenced and forming opinion based on one source, they need to go through the other side of the story from other newspaper or channel and rationally analyse the complete news.</p>

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SEP	Chapter 8 History Eighteenth Century Political Formations	PPT Video on formation of Khalsa https://www.youtube.com/watch?v=yBDhEon1d_U Video: Emergence of Hyderabad, Awadh and Bengal Wall map of India to show political formations in eighteenth century. E-Book Chalk and Board	Art Integration: Activity: Map showing political formations in eighteenth century Skill assessment Reading skills (Loud reading of the chapter) Writing skills (Assignments, Question answers & test)	MCQ (daily) Oral discussions on question answers Written assignment Weekly conceptual test (MCQ based) Pen paper test	Ice Breaking Activity: (AGREE OR DISAGREE FUN GAME) No Indian king or zamindar/landlord challenged the authority of Mughal emperors. Aurangzeb was the last powerful Mughal emperor. Chapter to be introduced with the interesting and inspiring story of emergence of Khalsa. Video on formation of Khalsa (For Virtual Experience) Lecture and Discussion method.	Students would be able to learn about the emergence of new political groups in the subcontinent during the first half of the eighteenth century Describe the changes initiated by Murshid Quli Khan after Bengal broke away from Mughal control. Describe the three common features found amongst Hyderabad, Awadh and Bengal during Later Mughals period. Describe the reasons responsible for the decline of the Mughal Empire Value Based Outcome Through the case study of 'French Revolution' the students will understand the concept of liberty, equality, fraternity, and nation.

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October (24 Days)	ANNUAL DAY PREPARATION AND DIWALI BREAK					
Nov (20 days)/ Dec (15 days)	Revisions, Exams and assessment	-	-	-	-	-

पाइनग्रोव स्कूल, धर्मपुर
संबद्धीकरण संख्या 630065; स्कूल कोड: 43054
वार्षिक शिक्षा शास्त्र योजना : संस्कृत
कक्षा : 7
सत्र: 2024-25

महीन कार्यदिव सोंकीसं ख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
रवरी)	स्तुति	पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक' डस्टर रंगीन चत्र दृश्य - श्रव्य साधन	आनुभ वक ज्ञानार्जन गति व धः कक्षा में सरस्वती वंदना का ऊँचे स्वर में वाचन करवाया जायेगा कला समे कत ज्ञानार्जनः सरस्वती देवी का चत्र बनाना व उसमे रंग भरना कौशल मूल्यांकनः लेखन कौशल श्लोक लखवाना वाचन कौशल कक्षा में सरस्वती वंदना का ऊँचे स्वर में वाचन करवाया जायेगा	छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौ खक परीक्षा ल खत परीक्षा	पूर्व ज्ञान की जांच आइस ब्रे कंग गति व धः कक्षामेंसभीदे वयोंकेबारे मेंबतातेहुएसरस्वतीदेवी केबारेमेंचर्चाकरतेहुए व षयकीघोषणाकीजाएगी वषयकीघोषणा वषय वस्तार पठन अभ्यास चर्चा संबं धत प्रश्न पूछना पुनरावृति	वषय संबंधी पठनकौशलका वकास लेखन कौशल का वकास वाचनकौशलका वकास नैतिक मूल्य माता पतावगुरुकेसम्मानकरने कीभावनाका वकास कलासंबंधी रचनात्मकता का वकास
मार्च (26)	संस्कृत वर्णमाला	पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक' डस्टर रंगीन चत्र दृश्य - श्रव्य साधन	आनुभ वक ज्ञानार्जनग ति व धः वर्णों को सही क्रम में लगाना खेल -खेल में वर्णों का ज्ञान करवाना कला समे कत ज्ञानार्जनः	छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौ खक परीक्षा ल खत परीक्षा	पूर्व ज्ञान की जांच आइस ब्रे कंग गति व धः वद्या र्थयों से वर्णों के बारे में बातचीत करना वर्णमालाका अनुकरणात्मक वाचन वषयकीघोषणा	वषय संबंधी वर्णों की पहचान वर्णों को सही रूप में पढ़ना तथा लखना कलासंबंधी रचनात्मकता का वकास

महीन कार्यदि सोंकीसं ख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
			असेज तक के चत्रों में रंग भरवाना कौशल मूल्यांकन: वाचनकौशल वर्णों का सामूहिक वाचन लेखन कौशल वर्णों को क्रम से लखना		वषय वस्तार पठन अभ्यास चर्चा संबं धत प्रश्न पूछना पुनरावृति	
	शब्द -परिचय:	पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक' डस्टर रंगीन चत्र दृश्य श्रव्य साधन	आनुभ वकज्ञानार्जनग ति व धः आपकेबस्ते में क्या - क्या चीजे रखी हैं उनके नाम संस्कृत में सुनाओ कला समे कत ज्ञानार्जनः एकचार्टपरशरीरकेअंगो के चत्रबनाकरउनकेनाम संस्कृतमें लखो कौशल मूल्यांकन: वाचनकौशल कक्षा में आस पाई जाने वाली चीजों के नाम संस्कृत में सुनाओ लेखन कौशल आकारान्त स्त्री लंग के पाँच शब्द लखो	छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौ खक परीक्षा ल खत परीक्षा	पूर्व ज्ञान की जांच आइस ब्रे कंग गति व धः संस्कृतभाषासेअन्यभा षाओंकीउत्प तकेबारेमें चर्चाकरना संस्कृत के तीनों लंगो के बारे में जानकारी दी जाएगी संस्कृत के तीनो वचनों के बारे में बताया जायेगा वषयकीघोषणा वषय वस्तार पठन अभ्यास चर्चा संबं धत प्रश्न पूछना पुनरावृति	वषय संबंधी शब्द ज्ञानं पुल्लिङ्गम स्त्री लंगं नपुंसक लंगं कलासंबंधी रचनात्मकता का वकास

महीन कार्यदिव सोंकीसं ख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
	सर्वनाम -	पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक' इस्टर रंगीन चत्र दृश्य - श्रव्य साधन	आनुभ वकजानार्जनग ति व धः दससंज्ञाशब्दोंकेस्थानप रसर्वनामशब्दोंकाप्रयोग करनेके लए कहा जायेगा सं अश तथा तत का प्रयोग करना सखाया जायेगा कला समे कत ज्ञानार्जनः प्रोजेक्टवर्कतीनों लंगोके दो - दो सर्वनाम शब्दों को लखकर अर्थानुसार चत्र बनाने के लए कहा जायेगा कौशल मूल्यांकनः वाचनकौशल एक छात्र वक्ता तथा दूसरे को वक्ता बना कर संवाद करवाया जायेगा लेखन कौशल उत्तम पुरुष के सर्वनामो	छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौ खक परीक्षा ल खत परीक्षा	पूर्व ज्ञान की जांच आइस ब्रे कंग गति व धः प्रथम' मध्यम तथा उत्तम पुरुष के बारे में जानकारी दी जाएगी अस्मद तथा युष्मद शब्दों में अंतर समझाया जायेगा बच्चो से पूछा जायेगा की तत तथा एतत में क्या अंतर हैं वषयकीघोषणा वषय वस्तार पठन अभ्यास चर्चा संबं धत प्रश्न पूछना पुनरावृति	वषय संबंधी प्रथम' मध्यम तथा उत्तम पुरुष के बारे में जानकारी होना सर्वनाम शब्दों का प्रयोग करने योग्य होना कलासंबंधी रचनात्मकता का विकास

महीन कार्यदिव सोंकीसं ख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
			के उदाहण लखने के लए कहा जायेगा			
	धातु – अवबोध	पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक' डस्टर रंगीन चत्र दृश्य श्रव्य साधन	आनुभ वकज्ञानार्जनग ति व धः मूलधातुके क्रयारूपकोसं स्कृत /हिंदी तथा अंग्रेजी में बताया जायेगा कला समे कत ज्ञानार्जनः दसधातुओकेलटलकारप्र थमपुरुषएकवचनकेरूप फाइलमें चत्रसहित लख नेके लएकहाजायेगा कौशल मूल्यांकनः वाचनकौशल क्रया रूपों का तीनो पुरुषो तथा वचनों में शुद्ध उच्चारण करवाया जायेगा लेखन कौशल संज्ञा के साथ क्रया का प्रयोग करते हुए पाँच वाक्य लखने के लए कहा जायेगा	छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौ खक परीक्षा ल खत परीक्षा	पूर्व ज्ञान की जांच आइस ब्रे कंग गति व धः प्रतिदिनकीजानेवाली क्र याओकीदस धातुओ को अर्थ सहित लखने के लए कहा जायेगा वषयकीघोषणा वषय वस्तार पठन अभ्यास चर्चा संबं धत प्रश्न पूछना पुनरावृति	वषय संबंधी क्रयारूपोंकातीनोपुरुषोत थावचनोंमें प्रयोग करना सीखना कलासंबंधी रचनात्मकता का वकास नैतिक मूल्य जीवनमें आगे आने के लए गतिशीलता जरूरी हैं लक्ष्य प्राप्ति के लए सम्यक ज्ञान तथा आत्म वश्वास जरूरी हैं

महीन कार्यदिव सोंकीसं ख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
पैल 3)	सः कः अस्ति ? (प्रथम पुरुष)	पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक' डस्टर रंगीन चत्र दृश्य - श्रव्य साधन	आनुभ वकज्ञानार्जनग ति व धः तीनोपुरुषोंकाज्ञानकक्षा केतीनछात्रोंकेसंवादद्वा राकरवायाजायेगा कला समे कत ज्ञानार्जनः कक्षामेंदस - दस स्त्री लंग पुल्लिंग तथा नपुंसक लंग की वस्तुओ के नाम चार्ट पर लखने के लए कहना कौशल मूल्यांकनः वाचनकौशल तीनो पुरुषों का ज्ञान कक्षा के तीन छात्रों के संवाद द्वारा करवाया जायेगा लेखन कौशल कन्ही पाँच सर्वनाम शब्दों से वाक्य बनाने के लए देना चत्र देखकर संस्कृत में वाक्य लखना	छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौ खक परीक्षा ल खत परीक्षा	पूर्व ज्ञान की जांच आइस ब्रे कंग गति व धः बच्चोसेपूछाजायेगाकीप्र थमपुरुषकाप्रयोग कस केसाथ कयाजाताहैं ? तत शब्द के प्रथम पुरुष (तीनो लंगो)के रूप में सुनाने के लए कहा जायेगा वषयकीघोषणा वषय वस्तार पठन अभ्यास चर्चा संबं धत प्रश्न पूछना पुनरावृति	वषय संबंधी प्रथमपुरुषतीनोवचनोंमेंप थ धातु के रूप का ज्ञान होना कलासंबंधी रचनात्मकता का विकास नैतिक मूल्य हमेबालक -बा लकाओ में भेद नही करना चाहिए छोटे -छोटे जीव -जन्तुओ को देखकर हमारे मन में उनकी रक्षा करने के वचार आने चाहिए

महीन कार्यदि सोंकीसं ख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
	तत त्वं मध्यमपुरुष	पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक' डस्टर रंगीन चत्र दृश्य - श्रव्य साधन	आनुभ वकज्ञानार्जनग ति व धः कक्षाकेछात्रस्वच्छता व षयपरआपसमेंदो -दो का समूह बनाकर वार्तालाप करेंगे कला समे कत ज्ञानार्जनः चार्टपेपरपरकार्टून चत्रब नाकरउसपरचारवाक्यब नानेके लिएकहा कौशल मूल्यांकनः लेखन कौशल चत्रों को देखकर मध्यम पुरुष के वाक्य बनाने के लिए कहा जायेगा	छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौ खक परीक्षा ल खत परीक्षा	पूर्व ज्ञान की जांच आइस ब्रे कंग गति व धः कक्षाकेछात्रस्वच्छता व षयपरआपसमेंदो -दो का समूह बनाकर वार्तालाप करने के लिए कहा जायेगा वषयकीघोषणा वषय वस्तार पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति	वषय संबंधी त्वंकेस्थानपरभवानतथाभ वती का प्रयोग करना सीखना सी-स्थ : तथास्थ का प्रयोग करना सीखना लख तथा नम धातु के रूप मध्यम पुरुष के तीनों वचनों का ज्ञान होना कलासंबंधी रचनात्मकता का विकास
	अहम आत्मा अस्मि	पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक' डस्टर रंगीन चत्र दृश्य - श्रव्य साधन	आनुभ वकज्ञानार्जनग ति व धः वर्गपहेलीमेंसेप्रथम' मध्यम पुरुष तथा उत्तम पुरुष के कर्ता पद चुनकर लेखना कला समे कत ज्ञानार्जनः चार्टपेपरपरकार्टून चत्रब	छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौ खक परीक्षा ल खत परीक्षा	पूर्व ज्ञान की जांच आइस ब्रे कंग गति व धः कक्षामेंसमूहबनाकरम ध्यमतथा उत्तम पुरुष पर वार्तालाप किया जायेगा वषयकीघोषणा वषय वस्तार	वषय संबंधी आमी 'आव : तथा आम 'का प्रयोग करके मूल धातु के क्रया रूप बनाना सीखना कलासंबंधी रचनात्मकता का विकास

महीन कार्यदिव सोंकीसं ख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
			नाकरउसपरचारवाक्यब नानेके लएकहा कौशल मूल्यांकन: लेखन कौशल स्व - परिचय ल खए		पठन अभ्यास चर्चा संबं धत प्रश्न पूछना पुनरावृति	
ई (5)	अव्यय - पदानि	पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक' डस्टर रंगीन चत्र दृश्य - श्रव्य साधन	आनुभ वकज्ञानार्जनग ति व धः अव्ययकेसमानअन्यभा षाओकेशब्दभीबतायेजा येगेजिनकेरूपनहीबदल ते कला समे कत ज्ञानार्जनः वाक्योंमेंअव्ययोकाप्रयो गकरतेहुएदसवाक्य चत्र सहित लखनेकोकहना कौशल मूल्यांकन: वाचनकौशल परिश्रम के महत्व पर भाषण बोलना लेखन कौशल दसअव्ययोकोसंस्कृतभा षामेंचार्टपर लखना	छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौ खक परीक्षा ल खत परीक्षा	पूर्व ज्ञान की जांच आइस ब्रे कंग गति व धः वाक्यमेंएकसाथप्रयोग कयेजानेवालेअव्ययोका अभ्यासकरवायाजायेगा बच्चो को बताया जायेगा क च का प्रयोग शब्द के बाद में होता हैं तथा अर्थ पहले आता है इसीप्रकार कन्ही पाँच शब्दों का अभ्यास करवाया जायेगा वषयकीघोषणा वषय वस्तार पठन अभ्यास चर्चा संबं धत प्रश्न पूछना पुनरावृति	वषय संबंधी वाक्यमेंएकसाथप्रयोग क येजानेवालेअव्ययोकाज्ञान होना कलासंबंधी रचनात्मकता का विकास नैतिक मूल्य हमेसदैवसत्यबोलनाचाहि ए परिश्रम करना सफलता की कुंजी हैं

महीन कार्यदि सोंकीसं ख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
	कारक - परिचय	पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक' डस्टर रंगीन चत्र दृश्य - श्रव्य साधन	आनुभ वकज्ञानार्जनग ति व धः सातो वभक्तियों को अंग्रेजी भाषा के द्वारा समझाया जायेगा कला समे कत ज्ञानार्जनः प्रत्येक वभक्ति का एक - एक वाक्य संस्कृत में ल खए तथा चत्र भी बनाओ कौशल मूल्यांकनः लेखन कौशल चत्र देखकर संस्कृत में वाक्य लखना सखाया जायेगा	छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौ खक परीक्षा ल खत परीक्षा	पूर्व ज्ञान की जांच आइस ब्रे कंग गति व धः चार्ट की सहायता से कारक चन्हों के बारे में बताया जायेगा वषयकीघोषणा वषय वस्तार पठन अभ्यास चर्चा संबं धत प्रश्न पूछना पुनरावृति	वषय संबंधी अकर्मकतथासकर्मकवा क्योंकीपहचान होना कलासंबंधी रचनात्मकता का वकास
	अब तक कये गए सारे कार्य की दोहराई					
लाई (7)	कर्ता कारक	पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक' डस्टर रंगीन चत्र दृश्य - श्रव्य साधन	आनुभ वकज्ञानार्जनग ति व धः कक्षा में एक छात्र संस्कृत में अनुवाद नहीं कर पा रहा है वह आपसे मदद मांगता है तो आप	छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौ खक परीक्षा	पूर्व ज्ञान की जांच आइस ब्रे कंग गति व धः कर्ता कसेकहतेहैं कर्ता कारक में कौन सा चन्ह होता है	वषय संबंधी कर्ता' कर्ता कारक व कर्ता कारक में वभक्ति का ज्ञान होना कलासंबंधी रचनात्मकता का वकास

महीन कार्यदिव सोंकीसं ख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
			<p>क्या करेंगे हम उसे अनुवाद करने का तरीका समझायेंगे</p> <p>कला समे कत ज्ञानार्जनः</p> <p>अस्मदतथायुष्मदकेक र्ता द्वारा एक लघु संवाद चत्र सहित चार्ट पेपर पर ल खए</p> <p>कौशल मूल्यांकनः</p> <p>वाचनकौशल</p> <p>लेखन कौशल</p> <p>आपके आस-पास काम करने वाले भन्न - भन्न दस व्यक्तियों के नाम ल खए जैसे - मजदूर</p>	<p>ल खत परीक्षा</p>	<p>कर्ता कारक में कौनसी वभक्ति होती है ? आदि प्रश्नों पर चर्चा करते हुए वषय की घोषणा की जाएगी</p> <p>वषयकीघोषणा</p> <p>वषय वस्तार</p> <p>पठन अभ्यास</p> <p>चर्चा</p> <p>संबं धत प्रश्न पूछना</p> <p>पुनरावृति</p>	
	<p>सः ग्रामं गच्छति (कर्म - कारकं)</p> <p>(द्वितीया वभक्तिः)</p>	<p>पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला)</p> <p>चाक' डस्टर</p> <p>रंगीन चत्र</p> <p>दृश्य श्रव्य साधन</p>	<p>आनुभ वकज्ञानार्जनग ति व धः</p> <p>कर्मकारककेवाक्यबोलने के लएबच्चोंकोप्रोत्साहि तकरना</p> <p>कला समे कत ज्ञानार्जनः</p> <p>परिवारमेंहोनेवालेदसका</p>	<p>छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा</p> <p>मौ खक परीक्षा</p> <p>ल खत परीक्षा</p>	<p>पूर्व ज्ञान की जांच</p> <p>आइस ब्रे कंग गति व धः</p> <p>कोईपाँचवाक्य जिसमे क्रया वशेषण का प्रयोग हुआ हो पर चर्चा करते हुए वषय की घोषणा की जाएगी</p>	<p>वषय संबंधी वाक्योंमें क्रया वशेषण का प्रयोग करना सीखना</p> <p>कलासंबंधी रचनात्मकता का वकास</p> <p>नैतिक मूल्य</p> <p>हमे जीवन में अच्छे कर्म करने चाहिए</p>

महीन कार्यदिव सोंकीसं ख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
			<p>मोके चत्रबनाकरद् वती य वभक्तिकारूप लखो कौशल मूल्यांकन: वाचनकौशल चत्र को पहचान कर द् वतीय वभक्ति एकवचन का रूप बोलना लेखन कौशल श्री कृष्ण द्वारा गीता में दिए गये कर्मोपदेश के दस वाक्य लखने के लिए कहा जायेगा</p>		<p>वषयकीघोषणा वषय वस्तार पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति</p>	<p>बुरे कर्म करने से जगत में निंदा होती है</p>
	<p>स्वभावें परोपकारी भवेत् (करणकारकं तृतीया वभक्तिः)</p>	<p>पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक' डस्टर रंगीन चत्र दृश्य - श्रव्य साधन</p>	<p>आनुभ वकज्ञानार्जनग ति व धः कर्मकारकके चन्होंसेत थाकेद्वारा लगाकर हिंदी भाषा में वाक्य बनाना जैसे - कलम से, गेंद से, पुस्तक से आदि शब्द बोलकर संस्कृत में अनुवाद करना कला समे कत ज्ञानार्जनः</p>	<p>छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा</p>	<p>पूर्व ज्ञान की जांच आइस ब्रे कंग गति व धः तीसरी वभक्तिकेउदा हृन्नीकीसहायतासेचर्चाक रतेहुए वषयकीघोषणा कीजाएगी वषयकीघोषणा वषय वस्तार पठन अभ्यास चर्चा</p>	<p>वषय संबंधी बच्चोंकोअंग वकार (वकलांग) के बारे में ज्ञान होना क इसमें हमेशा तीसरी वभक्ति लगती है। कलासंबंधी रचनात्मकता का विकास</p>
			तीसरी वभक्ति के दस		संबंधित प्रश्न पूछना	Page

महीन कार्यदि सोंकीसं ख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
			वाक्य चार्ट पेपर पर लेखना कौशल मूल्यांकन: लेखन कौशल कर्मकारक के चन्हों का प्रयोग करते हुए दस वाक्य लेखना		पुनरावृत्ति	
गस्त (3)	वद्या ज्ञानाय धनं च दानाय	पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक' इस्टर रंगीन चत्र दृश्य श्रव्य साधन	आनुभ वकज्ञानार्जनग ति व धः कस्मैलगाकरप्रश्नपूछने वचतुर्थी वभक्तिमेंउत्तर देनेकाअभ्यासकरना कला समे कत ज्ञानार्जनः चतुर्थी वभक्ति वभक्ति के दस वाक्य चार्ट पेपर पर लेखना कौशल मूल्यांकन: लेखन कौशल चतुर्थी वभक्ति वभक्ति के दस वाक्य चार्ट पेपर पर लेखना	छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौ खक परीक्षा ल खत परीक्षा	पूर्व ज्ञान की जांच आइस ब्रे कंग गति व धः बच्चोंकोबतायाजायेगा कआदर' सम्मान सूचक शब्दों में हमेशा चतुर्थी वभक्ति लगती है वषयकीघोषणा वषय वस्तार पठन अभ्यास चर्चा संबं धत प्रश्न पूछना पुनरावृत्ति	वषय संबंधी कस्मैलगाकरप्रश्नपूछनेव चतुर्थी वभक्ति में उत्तर देने का ज्ञान होना कलासंबंधी रचनात्मकता का विकास
	परिश्रमात बिना सफलता न भवति [अपादान- कारकं (पंचमी वभक्ति	पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक' इस्टर	आनुभ वकज्ञानार्जनग ति व धः वाक्योंकीसहायतासे	छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर खुले अंत वाले प्रश्न	पूर्व ज्ञान की जांच आइस ब्रे कंग गति व धः	वषय संबंधी वाक्योंमेंअपादानकारकका प्रयोगकरनासीखा

महीन कार्यदिव सोंकीसं ख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
	:))	रंगीन चित्र दृश्य - श्रव्य साधन	तीसरी व पांचवी वभक्ति में अंतर स्पष्ट करना कला समे कत ज्ञानार्जन: पंचम वभक्ति के दस वाक्य चार्ट पेपर पर लखना कौशल मूल्यांकन: लेखन कौशल पंचम वभक्ति के दस वाक्य चार्ट पेपर पर लखना	बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौ खक परीक्षा ल खत परीक्षा	बच्चों को बताना की कसी व्यक्ति या वस्तु के अलग होने का भाव हो' उस शब्द को अपादान कारक कहते हैं वषयकीघोषणा वषय वस्तार पठन अभ्यास चर्चा संबं धत प्रश्न पूछना पुनरावृति	कलासंबंधी रचनात्मकता का वकास
	अस्माकं राष्ट्रं संबंध कारक- षष्ठीं वभक्ति	पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक' इस्टर रंगीन चित्र दृश्य - श्रव्य साधन	आनुभ वकज्ञानार्जनग ति व ध: महानदेशभक्तोंकीकहा नीसुनना कला समे कत ज्ञानार्जन: भारत का मान चत्र बनाना कौशल मूल्यांकन: लेखन कौशल शब्दों की सहायता से	छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौ खक परीक्षा ल खत परीक्षा	पूर्व ज्ञान की जांच आइस ब्रे कंग गति व ध: परिवारव मत्रोंसेसम्ब न्धितसम्बन्धकारकके वाक्योंपरचर्चाकरना वषयकीघोषणा वषय वस्तार पठन अभ्यास चर्चा संबं धत प्रश्न पूछना	वषय संबंधी सम्बन्धकारकवाक्योंमें प्रयोगकरनासीखा कलासंबंधी रचनात्मकता का वकास

महीन कार्यदिव सोंकीसं ख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
			वाक्य बनाकर लखना		पुनरावृत्ति	
संतंबर (4)	उद्याने वृष्टि:	पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक' इस्टर रंगीन चत्र दृश्य - श्रव्य साधन	आनुभ वकज्ञानार्जनग ति व ध: सप्तम वभक्तिमेंतीनो लंगोवसर्वनामशब्दोंका अभ्यासकरना कला समे कत ज्ञानार्जन: सप्तम वभक्ति के दस वाक्य चार्ट पेपर पर लखना कौशल मूल्यांकन: लेखन कौशल सप्तम वभक्ति के दस वाक्य चार्ट पेपर पर लखना	छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौ खक परीक्षा ल खत परीक्षा	पूर्व ज्ञान की जांच आइस ब्रे कंग गति व ध: सप्तमी वभक्तिकेरूपब नानेकाअभ्यासछात्रोको करवायाजायेगा वषयकीघोषणा वषय वस्तार पठन अभ्यास चर्चा संबं धत प्रश्न पूछना पुनरावृत्ति	वषय संबंधी वभक्तियोंकाप्रयोगकरने मेंसक्षमहोनावसंस्कृतभा षामेंवाक्यनिर्माणमेंनिपुण होना कलासंबंधी रचनात्मकता का वकास
	अब तक कये गए सारे कार्य की दोहराई					
अक्टूबर (0)	भगवान् राम :(सम्बोधनं)	पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक' इस्टर रंगीन चत्र दृश्य - श्रव्य साधन	आनुभ वकज्ञानार्जनग ति व ध: कक्षामेंरामायणसेसम्ब न्धित व डयोदिखाना कला समे कत	छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा	पूर्व ज्ञान की जांच आइस ब्रे कंग गति व ध: बच्चोंसेरामायणकेपात्रों की चर्चाकरतेहुए वषयकी	वषय संबंधी सम्बोधनरूपकेवाक्यबना नेसीखें कलासंबंधी रचनात्मकता का वकास

महीन कार्यदिव सोंकीसं ख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
			<p>ज्ञानार्जनः भगवान श्री राम जी का चित्र बनाना कौशल मूल्यांकनः वाचनकौशल सम्बोधन का प्रयोग कर के बच्चों से संवाद करवाना लेखन कौशल भगवान राम जी के बारे में एक अनुच्छेद लिखना</p>	<p>मौखिक परीक्षा लिखित परीक्षा</p>	<p>घोषणाकीजाएगी विषयकीघोषणा विषय वस्तु पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति</p>	<p>नैतिक मूल्य निःस्वार्थभावसेपरोपकार करना</p>
	<p>कंभ वष्यति (लृट लकारः)</p>	<p>पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक इस्टर रंगीन चित्र द्रश्य श्रव्य साधन</p>	<p>आनुभविकज्ञानार्जनग ति व धः जन्तुशालाकाशैक्षणिक भ्रमणकरवाना कला समेकित ज्ञानार्जनः विद्यालय में चलने वाली सहशैक्षणिक गति व धियों को चार्ट पेपर पर चित्र सहित चपकाना कौशल मूल्यांकनः वाचनकौशल</p>	<p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा</p>	<p>पूर्व ज्ञान की जांच आइस ब्रेक गति व धः बच्चोंसेउनके प्रयोजन केबारेमेंपूछतेहुए विषय कीघोषणाकीजाएगी विषयकीघोषणा विषय वस्तु पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति</p>	<p>विषय संबंधी लट लकारके रूपों को लृट लकारमें बदलकरवाक्य बनाना सीखा कलासंबंधी रचनात्मकता का विकास नैतिक मूल्य पशुपक्षियोंवजन्तुओंकरप्र तिप्रेमवसहानुभूतिकीभाव नारखना</p>

महीन कार्यदिव सोंकीसं ख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
			लृट लकार: में बदलकर छात्रों से बुलवाना लेखन कौशल जन्तुशाला पर संस्कृत भाषा में दस वाक्य लखना			
	संख्याज्ञानम्	पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक' डस्टर रंगीन चत्र द्रश्य - श्रव्य साधन	आनुभ वकज्ञानार्जनग ति व धः बच्चोंकोकक्षामेंआसपा सकीवस्तुओंको गनकर अंग्रेजीवसंस्कृतभाषामें लखनेके लएकहाजाये गा कला समे कत ज्ञानार्जनः 1 से 50 तक की संख्याओं को संस्कृत में चार्ट पर लखना कौशल मूल्यांकनः वाचनकौशल संख्याओं का कंठस्थ वाचन लेखन कौशल एक से चार तक की संख्याओं के तीनों लगा	छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौ खक परीक्षा ल खत परीक्षा	पूर्व ज्ञान की जांच आइस ब्रे कंग गति व धः कक्षामें छात्रों से प्रश्न पूछ कर संख्यां रूप में उतर जानेंगें वषयकीघोषणा वषय वस्तार पठन अभ्यास चर्चा संबं धत प्रश्न पूछना पुनरावृति	वषय संबंधी गनतीकासंस्कृतभाषामें ज्ञानप्राप्त कया कलासंबंधी रचनात्मकता का वकास

महीन कार्यदिव सोंकीसं ख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
			के रूपों को लखना			
द्वंबर (3)	मधुरवचनानि	पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक' इस्टर रंगीन चत्र दृश्य - श्रव्य साधन	आनुभ वकज्ञानार्जनग ति व धः नीति से सम्बन्धित श्लोकों को लखवा कर कक्षा में श्लोक पाठ प्रतियो गता आयोजित करवाना कला समे कत ज्ञानार्जनः पाँच नीति श्लोकों को चार्ट पेपर पर अर्थ सहित लखना कौशल मूल्यांकनः वाचनकौशल श्लोकों का सस्वर वाचन लेखन कौशल श्लोकों का अर्थ अन्वय पूर्वक लखवाना	छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौ खक परीक्षा ल खत परीक्षा	पूर्व ज्ञान की जांच आइस ब्रे कंग गति व धः बच्चों से उनके शरीर के व भन्न अंगों के नाम के बारे में पूछा जायेगा व उन्हें संस्कृत भाषा में बोलने के लए कहा जायेगा वषयकीघोषणा वषय वस्तार पठन अभ्यास चर्चा संबं धत प्रश्न पूछना पुनरावृति	वषय संबंधी श्लोकों का हिंदी अनुवाद करना शारीरिक अंगों के नाम संस्कृत भाषा में सीखना कलासंबंधी रचनात्मकता का वकास
	अब तक कये गए सारे कार्य की दोहराई					

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YU V N`RY `fYV Y`ffi	₹/ਉV-₹	fW ^a U ^a 7	V`K`R /7K`R/ N7NV_V#RWR R/ ₹UR/U_VY_WR	V_YN7Y_WR (Y`fR/fW7/UW7 /R₹É/)	V`KRW V,₹ffir	fY`V7K`
ਮਾਰਚ/9 ਕੱਸਾਂ	vrnmwlv,mwqrwvld duhrwel	ਹਰwਬ□ਰਡ,ਚwਕ ਅਤੇਡਸਟਰ				
	jwnvrW,sbzIAW,rMgW, PWldnW	fR7,U `,dRN7`	□ਰ□ਜੈਕਟ:ਅਭਿਆਸਭਿਚ ਰੰਗਾਂਨਾ□ਭਚੀਤਰਰਿ□ ਅਤੇਤਸਿਰਦਾਿਰਣਨ ਕਰ□	ਭ□ਭਿਆ:□ਰਸਨਅਤੇਉੱਤਰ, ਸ਼ਬਦਦਾਅਰਛੋਟਬਿੱਕਤੇ ਅਭਿਆਸ ਮ□ਭਕਿ ਸਹੀ/ਗ□ਤ	ੳ`KVੳN7` E fi`Y`ੳੳ V Yf`	ਸ਼ਬਦਦੇਅਰਥਭਸਿੰਣਾ pwtਸ_ਣਾਉਣਾਭਸਿੰਣਾ
	Awpxbwrn	ਭਕਤਾਬ, ਹਰਾ	ਹੁ ਨਰਮ □ਕਣ :□ੳੳਛੇ	fWffi:V, VN7`7,	ੳ`fiVK-V	ੳ`KV7RY`

YU V N7RY `fYV Yffi	fR/UR-V-fR	fW^aU^a7	V`K`R/7K`R/ N7NV_V#RWR R/ fUR/U_VY_WR	V_YN7Y_WR (Y`fR/fW7/UW7 /RfE/)	V`KRW V_fRffiR	fY`V7K`
		, dRN7`	ਹੁ_ਨਰ	YYNਬ, V_R7` Nf fi _	Rਉ`	YwU_VV,V7RV`
myrlmW	ਭਕਤਾਬ, ਹਰਾ` , dR N7`	ਭਕਤਾਬ ਅਤੇ ਯੂਭਟ .ਬਿੰੀਡੀਓ https://youtu.be/W3lNRsk05vE	Nffi VRRfR7 _	ਭੁਭਿਆ: ਰਸਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦਾਦਾ ਅਰਛੋਟਖਿੱ ਕਤੇ Nffi Y`fR: ਚੈ ਟਰਰੀਭਡੰਗ ਅਤੇ ਭਡਕਟੇਸਨ ਟੈਸਟ	RWfRdYY YU~77` fRdffikR`	d`RfR7_ਉ f`
ਅਠੈਠ/7 ਕਠਾਸਾਂ	jwgo!jwgo!hoieAww	ਭਕਤਾਬ ਅਤੇ ਯੂਭਟ .ਬਿੰੀਡੀਓ https://youtu.be/W3lNRsk05vE	Y:RfR7fRdNf fi	ਭੁਭਿਆ: ਰਸਨ ਅਤੇ ਉੱਤਰ, ਨੋਟਖਿੱ ਕ 'ਤੇ ਠਾ ਸ ਕਸਰਤਮ ਭਕਿ: ਕਠਿਤਾ ਸ_ਣਾਓ ਸਹੀ/ਗਠ ਕਠਿਤਾ ਦੇ ਸੰਬੰਧਿ ਚੈਟੈਸਟ	ਕ_ਦਰਤ ਦੀ ਮਹਿੱਤਤਾਏ ਭਿਚਾਰ-ਠਿਟਾਂਦਰੇ ਕੀਤੇ ਜਾਣਗੇ	ਕਠਿਤਾ ਸ_ਣਾਉਣਾ ਭਿਸਿੰ ਠਾ ਖਿੱ ਭਚਆਂ ਨੰ ਕ_ਦਰਤ ਦੇ ਨੇੜੇ ਭੁਠਾਉਣਾ
	mndwfr	ਭਕਤਾਬ, ਹਰਾ` , dRN7`	ਸਰਗਰਮੀ: Nffi VR d`VWਯR`	ਭੁਭਿਆ: ਰਸਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦਾਦਾ ਅਰਛੋਟਖਿੱ ਕਤੇ	UdfiV` `WR`	ਥfUVOYYYY VWd` fiVWY

YU V N7RY `fYV Yffi	ੳ/ਉV-ੳ	fW ^a U ^a 7	V`K`R/7K`R/ N7NV_V#RWR R/ ੳUR/U_VY_WR	V_YN7Y_WR (Y`fR/fW7/UW7 /RੳE/)	V`KRW V_fRffੳ	fY`V7K`
			ੳ7Y` WR`	ਅਭਿਆਸ ਮੁਕਾਬਲੇ:ਚੈਟਰਰੀਭਡਗਅਤੇ ਭਡਕਟੇਸਨ ਸਹੀ/ਗੁਤ ਟੈਸਟ		RVY7 R`f`
ਮਈ/5 ਕਾਸਾਂ	ie~kslSyKiclI	fR7,U`,dR N7`	VOV7V, NffiVR V, 7 ੳWUY V W Y`W	ਭੁਕਾਭਿਆ: ਰਸਨ ਅਤੇ ਉੱਤਰ, ਸਬਦ ਦਾ ਅਰਥ , ਨੋ ਟਿੱਕੇ_ਕਤੇਅਭਿਆਸ ਮੁਕਾਬਲੇ:ਚੈਟਰਰੀਭਡਗਅਤੇ ਭਡਕਟੇਸਨ ਸਹੀ/ਗੁਤ ਟੈਸਟ	ੳ`RWfੳd fiV`_VfVfi` WRV`	ੳ`ffR_VV` ੳ`YKਉV,Y` _VfVfiW ^a RYRV YU`7ੳVVU`
	kIViq/hwQI	fR7,U`,dR N7`	Y:Rੳ7ੳdNf fi	ਭੁਕਾਭਿਆ: ਰਸਨ ਅਤੇ ਉੱਤਰ, ਸਬਦ ਦਾ ਅਰਥ ਟਿੱਕੇ_ਕਤੇ ਭੁਕਾਭਿਆ ਕਸਰਤ ਮੁਕਾਬਲੇ:ਕਭਿਤਾਸ_ਣਾਓ	ੳ`RNfKU IV`W RV`fK`ਥਉV,V` fiVfi dE	ੳ`Rੳ7_ਉ f` ੳ`YfKfi VWdE RVYYU`77

YU V N7RY `fYV Yffi	ੳ/ਉV-ੳ	fW^U ^7	V`K`R/7K`R/ N7NV_V#RWR R/ ੳUR/U_VY_WR	V_YN7Y_WR (Y`fR/fW7/UW7 /Rੳਏ/)	V`KRW V_fRffਿੳ	fY`V7K`
				ਸਹੀ/ਗੁੰਤ ਕਭਿਤਾ ਦੇਸੰਬੰਧਿਭਿੰਚਟੈਸਟ	YfKfiVWR 7 fi`	`f`
ਜੁ_ਈ /7 ਕੁਾਸਾਂ	fcVt7ਗ~ਗW	fR7,U` ,dR N7`	ਸਰਗਰਮੀੳ-ੳ~ YUੳ~dਏ7 fYUV7`^RfR` V`RV`	ਭੁਭੁਆ:ਰਸਨਅਤੇ ਉੱਤਰ, ਸਬਦਦਾਅਰਛੋਟਬਿੱਕਤੇ ਅਭਿਆਸ ਮੁਭਕਿ:ਚੈਟਰਰੀਭਡਗਅਤੇ ਭਡਕਟੈਸਨ ਸਹੀ/ਗੁੰਤ ਟੈਸਟ	NffiVRੳ~fi` RUfi Y_fi Nffi^Y`Vf7R7 `WR`	ੳfYfiਥRY`U VY^VY`ੳ~^a `f`
	BfRtWfW	ਭਕਤਾਬ,ਹਰਾਬੁਰਡ,ਚਾਕ ਡਸਟਰ	RWੳੳdVOV7V ਯੂਭਟ.ਬਿੰੀਡੀਓ https://www.youtube.com/watch?v=11421MJVMCI	ਭੁਭੁਆ:ਰਸਨਅਤੇ ਉੱਤਰ, ਸਬਦਦਾਅਰਛੋਟਬਿੱਕਤੇ ਅਭਿਆਸ ਮੁਭਕਿ:ਚੈਟਰਰੀਭਡਗਅਤੇ ਭਡਕਟੈਸਨ ਸਹੀ/ਗੁੰਤ ਟੈਸਟ	NffiVRRWfੳd _VVRY`ੳKYfi` U`ffਿੳ`W R`	ਏ7N7`U fYUV7Y R Y7f`
YUV N7RY YfYV	ੳ/ਉV-ੳ	fW^U ^7	V`K`R/7K`R/ N7NV_V# RWRR/	V_YN7Y_WR (Y`fR/fW7/UW7 /Rੳਏ/)	V`KRW V_fRffਿੳ	fY`V7K`

Yff			fUR/U_VY_WR			
	bYW	fR7,U^,dR N7	Y : Rf7f7dNf fi	fWffi:V, VN7^7, YYNਥ,V^R7^ Nf fi U/W7 - -	d^a^w RV^fRਉUYN^*Yf R^WY^ UV	d^fYVV,7fYVY fE^Yf7dYW Y YU^77^f
ਅਗਸਤ/ 7 ਕਾਸਾਂ	fw*Y	ਭਕਤਾਬ, ਹਰਾ^, dRN7 ^	Y : Nf ਫਿਫਿ^d7ਫਿਕੀਤਾ ਜਾਿੇਗਾ	fWffi:V, VN7^7, YYNਥ,V^R7^ ਅਭਿਆਸ ਮ□ਭਕਿ:d^VfN7^f R ^ V ਸਹੀ/ਗ□ਤ -	d^r^fRY Y^ V7^R^ORVN7 ਉV,ਫਿVV_R ਫਿ^dfdVR Y^^	d^M^Y^7N7^ Y^a^Y^ ਉY^^f
	Y^ffg*f	ਭਕਤਾਬ, ਹਰਾ^, dRN7 ^	Y : Nf ਫਿਫਿ^d7ਫਿਕੀਤਾ ਜਾਿੇਗਾ	fWffi:V, VN7^7, YYNਥ,V^R7^ ਅਭਿਆਸ ਮ□ਭਕਿ:d^VfN7^f R ^ V ਸਹੀ/ਗ□ਤ	d^fV^f^dVRਫਿN7^f YU7^7 ਫਿ^d ਉVWUW7^* dRV^	ਫਿਫਿਫਿਥ fV^ K^V ^f
YU V N7R^Y ^fYV Yff	ਫਿ/ਉV-ਫਿ	fW^U^a7	V^K^R/7K^R/ N^NV_V^RWR R/ ਫਿUR/U_VY_WR	V_YN7Y_WR (Y^fR/fW7/UW7 /RਫਿE/)	V^KRW V,ਫਿਫਿਫਿ	fY^V7K^
				- -		

	ਗ* Ct	fR7,U` ,dR N7`	<u>Y : Rfੜ7fੜdNf fi</u>	<u>fWffi:V, VN7`7,</u> <u>YYNਬ, V` R7` Nf fi</u> <u>U/W7</u> - -	ੜ`RWRVਫੜd ੜ`-ੜ`fRYY` ਯਫ i YVR V`	ੜ`ਯਫ i Yਫ i ੜ`ੜ` fR Y`f`
ਸਤੰਬਰ/ 5 ਕਮਾਸ	A~bYtAWkukVtAW	fR7,U` ,dR N7`	VOV7V, NffiVRV	ਭੁਕਭਿਆ: ਕਮਰਸਨ ਅਤੇ ਉੱਤਰ, ਸਬਦ ਦਾ ਅਰਥ , ਨੋ ਟੀਬੋ_ਕਤੇਅਭਿਆਸ ਮੁਕਭਕਿ:ਕਭਿਤਾਸ_ਣਓ ਸਹੀ / ਗੁਕਤ ਟੈਸਟ	fੜfYਫਿਥU`W Yਫਏ*YY`ਫਿV7ਏ `RV`	ੜ`d`VY_ਫਿd` ੜ`RYK`VWfUY YU`77`KV`
	k`twf-Cੜfkt	ਭਕਤਾਬ,ਹਰਾਬਕਮਰਡ,ਚਾਕ, ਡਸਟਰ	ਯੂਭਟ .ਬ ਿੀਡੀਓ https://www.youtube.com/watch?v=Kypxu3jFSYg	<u>fWffi:V, VN7`7,</u> <u>YYNਬ, V` R7` Nf fi</u> <u>Y`fR:Rfੜ7_U/</u> <u>W7</u>	ੜ`ੜ`ੜ`fRY Y ਫ i U` ``	ੜ`N7`YY ੜ`VYYU`77`f`
YU V N7RYY `fYV Yਫਿ	ੜ/ਉV-ੜ	fW`aU` a7	V`K`R`/7K`R/ N7NV_V`RWR R/ ੜUR/U_VY_WR	V_YN7Y_WR (Y`fR/fW7/UW7 /Rਫਏ/)	V`KRW V`fRਫਿੜ	fY`V7K`
				- -		

	ru~KWgfrtR`ru~K	ਭਕਤਾਬ, ਹਰਾਬ □ ਰਡ, ਚਾਕ, ਅਤੇ ਡਸਟਰ	RWfੜdVOV7V Nf fiVR V	fWffi:V, VN7 7, YYNਬ, V` R7` Nf fi U/W7 - -	ੜ`RWfੜ`dੜ`ੜ` fRYY`YV R V`	ੜ`N7` K`WY YU`77` f`
ਅਕਤੂਬਰ /8 ਕ □ਾਸਾਂ	Ysfhrf	ਭਕਤਾਬ, ਹਰਾਬ □ ਰਡ, ਚਾਕ, ਅਤੇ ਡਸਟਰ	ਸਰਗਰਮੀ: Y'ਤੇ □'ਿ ਮ_ਕਾਬ □	ਭ □ ਭਿਆ: □ ਰਸਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ , ਨੋ ਟਿੱਕ_ਕਤੇਅਭਿਆਸ ਸਹੀ/ਗ □ ਝੈ ਸਟ	ੜ`ੜ`ੜ`YUfੜ`d Y`aY`ੜ`ੜ`fY, V`R V`	ੜ`ffRdUY` _`a fi 7`fK`7VY` UV
	hrtA sbztA	ਭਕਤਾਬ, ਹਰਾਬ □ ਰਡ, ਚਾਕ, ਅਤੇ ਡਸਟਰ	RWfੜdVOV7V Nf fiVR V ਸਰਗਰਮੀ: ੜ` fiV 7YVV`Yਏ '7` V`KW`aVfW`	ਭ □ ਭਿਆ: □ ਰਸਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ , ਨੋ ਟਿੱਕ_ਕਤੇਅਭਿਆਸ ਸਹੀ/ਗ □ ਝੈ ਸਟ	Uf i ਏਫਿ`'7` dN7`ਉV, Y`fiV, YVR7`KY` V`f R77YੜV R`	ੜ`fTRUf i` ਏਫਿ`N7`fU7Y`*Y` _RfR YU`7ੜVU`
YU V N7RYY`fYV Y`fi	ੜ/ਉV-ੜ	fW`aU`a7	V`K`R`/7K`R/ N7NV`V`RWR R/ ੜUR/U`VY`_WR	V`YN7Y`_WR (Y`fR/fW7/UW7 /Rfੜਏ/)	V`KRW V`fRffੜ	fY`V7K`

	AfEbu~JtR`	ਭਕਤਾਬ,ਨੋਟਬ_ਕ,ਹਰਾ ਬ□ਰਫ਼ਚਾਕਅਤੇਡਸਟਰ	NffiVRRWfਿੰd R_ਾEY_RWR`	ਭ□ਭਆ:□ਰਸ਼ਨਅਤੇਉੱਤਰ, W ਥਸਹੀ /ਗ□ਭਟੈਸਟ	ੳ`NYfi` _7ਯ`Wਉ` N7`fiVV`Rਫਿੰd V`R V`	ੳ`_7ਯ`WRV f`
ਨਿੰਬਰ/ 3 ਕ□ਾਸਾਂ	ਸ□ਧ	ਭਕਤਾਬ,ਨੋਟਬ_ਕ,ਹਰਾ ਬ□ਰਫ਼ਚਾਕਅਤੇਡਸਟਰ ਟੈਸਟਭ□ਤਿੰਤੀਅਤੇਮ□ਭਕਿਸਹੀ / ਗ□ਭ □ਰਸ਼ਨਅਤੇਉੱਤਰ		ਟੈਸਟ: ਭ□ਤਿੰਤੀ ਅਤੇ E_ਬਾਨੀਸਹੀ/ਗ□ਭ □ਰਸ਼ਨਅਤੇਉੱਤਰ		

PINEGROVE SCHOOL SUBATHU

Affiliation No. 63004;School Code: 43054

Annual Pedagogy Plan: Music

Classes:VI - VIII

Session:2024 - 25

Month No of Working Days	Topic/Sub-Topic	Teaching Aids	Project/Experiential/Interdisciplinary linkage/Art Integration/Practical's/Skill Assessment	Assignments & Assessments (Oral/Written/MCQs/Quizzes/Tests)	Pedagogical Process	Learning Outcomes
Feb 3 Days	Topic: Introduction of Music	Musical Instrument BlackBoard	Introduction of different types of Musical instrument, Aaroh,Avroh,Shudh Sawar,Komal Sawar, Tiwra Sawar, Mander Saptak, Madhya Saptak, Tar Saptak	Practice of the same Oral Written	<ul style="list-style-type: none"> Learners will be involved in daily practice Discussion on different types of artist/Musicians 	Knowledge of basic music Page

March 8 Days	Topic: School Song	Musical Instruments	<ul style="list-style-type: none"> Practice of song Use of Correct Rhythm & Pronunciation 	<ul style="list-style-type: none"> Practice of the Song Evaluating music & musical performance 	<ul style="list-style-type: none"> Different note & rhythm will be explained Performed in morning assembly 	<ul style="list-style-type: none"> Children will learn new technique of using instrument Students will improve singing skills
April 2 Days	Topic: National anthem Sub- topic: Jan-Gan-Man	Musical Instruments	<ul style="list-style-type: none"> Practice of National Anthem Correction in Pronunciation Correct Rhythm 	<ul style="list-style-type: none"> Practice of National Anthem Written 	<ul style="list-style-type: none"> Learners will be involved in practice Performed in morning assembly 	<ul style="list-style-type: none"> Practically they will learn to use musical instruments Feeling of patriotism
May 3 Days	Topic: Teen Taal Sub- topic: ek gun, do gun	Musical Instruments	<ul style="list-style-type: none"> Group Discussion Introduction of teen taal 	<ul style="list-style-type: none"> Practice of teen Taal on hand verbally and along with Tabla. Ek gun, doh gun Notes given 	<ul style="list-style-type: none"> Verbal Practice, practice on Hand (taali) 	<ul style="list-style-type: none"> Develop the Rhythm, sense of synchronize with the composition
June 4 Days	Topic: National Song Sub-Topic: Vande Mataram	Musical Instruments	<ul style="list-style-type: none"> Practice of song Detailed explanation of rhythm & notes 	<ul style="list-style-type: none"> Evaluation of musical performance 	<ul style="list-style-type: none"> Learners will be explained the use of different noted and rhythm 	<ul style="list-style-type: none"> Feeling of patriotism Use of musical instruments according to note and rhythm
July 3 Days	Topic: Song Sub- Topic: <i>Tu hi Ram, Tu hi Raheem</i>	Musical Instruments	<ul style="list-style-type: none"> Practice of song Detailed explanation of rhythm & notes 	<ul style="list-style-type: none"> Practice of song 	<ul style="list-style-type: none"> Learners will be involved in practice Performed in music department 	<ul style="list-style-type: none"> Children will be able to sing and appreciate music
August 8 Days	Topic: Taal dadra (6 Beats)	Musical Instruments	<ul style="list-style-type: none"> Group Discussion Detailed explanation of Rhythm & Notes 	<ul style="list-style-type: none"> Practice of <i>taal dadra (Ek gun, doh gun)</i> Notes given 	<ul style="list-style-type: none"> Learners will be involved in practice 	<ul style="list-style-type: none"> It helps to sing & play Indian Classical light music (Ghazal, Bhajan, Thumri)
Sep 8 Days	Topic: Song Sub-Topic- <i>Aye maalik tere bande hum</i>	Musical Instruments	<ul style="list-style-type: none"> Practice of song using different musical instruments 	<ul style="list-style-type: none"> Practice of Song using Proper Rhythm & notes 	<ul style="list-style-type: none"> Performed in morning assembly 	<ul style="list-style-type: none"> Promote participation and Performance in singing
Oct 8 Days	Topic: Thaataat Sub-Topic: - Vilawal - Kalyan - Khamaj	Musical Instruments	<ul style="list-style-type: none"> Group Discussion Detailed explanation of different that in music. 	<ul style="list-style-type: none"> Practice of thaataat Notes Given 	<ul style="list-style-type: none"> Learners will be involved in daily practice 	<ul style="list-style-type: none"> Composing and arranging music with specified guidelines It helps 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
	accompanist					
MARCH NO OF DAYS:26	<p><u>TAAL GYAN</u></p> <ul style="list-style-type: none"> • Teen taal • Introduction of Teen Taal • Tying of the <i>ghungroo</i> to the feet • Laya Gyan (<i>VilambitLaya, MadhyaLaya and DrutLaya have to be interduce</i>) 	<ul style="list-style-type: none"> • Dance Room • Ghungroo • Lehra or Nagma • Harmonium • Tabla 	<p>Inter disciplinary linkage: (with EVS, English and Hindi)</p>	<ul style="list-style-type: none"> • Assessment • Practical 	<p>Demonstration method</p> <p>Demonstration of tying Ghungroo.</p> <p>By playing Lehra or Nagma and Tabla or Pakhawaj.</p>	<p>Knowledge of different types of Laya in Tala.</p> <p>How layas are woven to weave Talas.</p> <p>Sound of the instrument.</p>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<p>APRIL NO OF DAYS: 23</p>	<p><u>FEET MOVEMENT</u> <u>OR</u> <u>PAD SANCHALAN</u></p> <ul style="list-style-type: none"> • Tatkaar of Teen Taal (<i>Ekgun, Dugun, Chaugun</i>) • Hastamudra's • Hand movements (Basic exercise with hands) 	<p><u>DEMONSTRATION</u></p> <p>Use of Chart depicting Mudra's</p> <p>By showing pictures, videos.</p>	<p>Inter disciplinary linkage: (with EVS, English and Hindi)</p>	<ul style="list-style-type: none"> • Assessment • Practical 	<p>Demonstration method,</p> <p>Learning by regular practices</p>	<p>Excercising of the hand movements and mudra's.</p> <p>The concentration level or thinking capacity widens.</p>

Month/No of working days	Topic/Sub-topic	Teaching 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 NO OF DAYS:26	<p><u>Body Movements</u></p> <ul style="list-style-type: none"> • Ang • Pratyang • Upaang <p><u>Ang</u> constitutes the main parts of the body which are used while dancing Head, Hands, Chest, Waist.</p> <p><u>Pratyang</u> constitutes those parts which help 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>	<ul style="list-style-type: none"> • Videos • Pictures <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. Durga Laal, etc</i> 	<p>Inter disciplinary linkage: (with EVS, English and Hindi)</p>	<ul style="list-style-type: none"> • Oral Assessment, • Assessment • Practical 	<p>Facial expression demonstration.</p> <p>Body posture demonstration.</p>	<p>This should explain how Ang is assisted by Pratyang and Upaang to express the exact thought.</p>
E	TERM-1 EXAMINATION	VACATIONS				
Y NO OF DAYS:23	<u>Different types of rounds</u>	Photos, videos and sounds of	Inter disciplinary linkage:	<ul style="list-style-type: none"> • Oral Assessment, 		Development 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
	<p><u>OrBhramriPurnachakkar, Aardhchakkar, Viprit and Aardhviprit</u></p> <ul style="list-style-type: none"> • Sound of 4 beat Bhramri • Sound of 3 beats Bhramri • Sound of 2 beatsBhramri • Sound of 1 beat Bhramri <p>Practice of coordination (<i>coordination between hand movements and foot work</i>)</p>	<p>beats on Tabla or Pkhawaj.</p> <p>By showing videos</p>	<p>(with EVS, English and Hindi)</p> <p>Inter disciplinary linkage: (with EVS, English and Hindi)</p>	<ul style="list-style-type: none"> • Assessment • Practical 	<p>Learning by regular practices</p> <p>Practice of coordination (<i>coordination between hand movements and foot work</i>)</p>	<p>Swiftness and sharpness.ofBhramri and various steps. Idea of Chakkar learning how to perform different types of chakkar</p> <p>Coordination between hand movements and foot work increases.</p>
<p>AUGUST OF DAYS:24</p>	<p><u>Different types of foot work in Teen taal</u></p> <ul style="list-style-type: none"> • Different types of Tihai's (<i>1 avartan,2 avartan,3 avartan,Farmaishichakke rdaarTihai,etc</i>) <p><u>GROUP DANCES IN OTHER FORMS</u></p> <p>To teach different types of group dances for various events.</p>	<ul style="list-style-type: none"> • Wooden floor or Cemented floor • Videos • Ghungroo • Folk Music • Prerecorded music on music system or with the help of live folk instrumen 	<p>Inter disciplinary linkage: (with EVS, English and Hindi)</p>	<ul style="list-style-type: none"> • Assessment, • Practical • Oral assesment 	<p>Regular Tatkaar practice</p> <p>Demonstration of tradition steps of particular folk dance.</p> <p>Practice with costumes, jewellery and</p>	<p>Magic created by weaving different patterns of Laya.</p> <p>Folk dance forms and traditional tunes, songs with the particular</p>

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		<ul style="list-style-type: none"> -ts like Dolak,Naal,Duf,etc • Showing the costumes, jewellery and makeup related to dance. 			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>
<p>TEMBER</p> <p>OF DAYS:16</p>	<p><u>Basic Kathak Bol's in Teen Taal</u></p> <ul style="list-style-type: none"> • Uthaan • Thaat • Salami • Aamad • Tukda 	<p>By showing pictures,videos.</p> <p>By using different Mudra,s charts.</p> <p>Live performances of various artists.</p>	<p>Inter disciplinary linkage: (with EVS, English and Hindi)</p>	<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>Concept of the Bol of the footwork and different patterns of laya on the percussion instrument.</p>
<p>NOVEMBER</p> <p>OF DAYS:27</p>	<p><u>TO TEACH ANY KIND OF VANDANA</u></p> <ul style="list-style-type: none"> • Guru Vandana • Ganesh Vandana • Shiv Stuti • Devi Stuti • Vishnu Stuti,etc 	<ul style="list-style-type: none"> • Videos on internet • Mudra's on internet • Body 	<p>Inter disciplinary linkage: (with EVS, English and Hindi)</p>	<ul style="list-style-type: none"> • Oral assessment • Practicals • Teachers Feedback • Assesments 	<p>Demonstration, Discussion about various characters.</p>	<p>Meaning full Shlokas to be understood.</p> <p>Understanding of instruments, make up,</p>

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	<p><u>SPEAKING SKILLS(Padhant)</u></p> <p>To speak Kathak Bol and Tihai with Laya and Taal.</p>	<p>postures on internet</p> <ul style="list-style-type: none"> • Live or recorded music <p>To teach Padhantwith the help of percussion instruments.</p>			<p>By discussing Mythological stories.</p> <p>To teach Padhant by clapping of hands and following the percussion instruments.</p>	<p>costume and other accessories.</p> <p>The thought and feeling behind the Vandana, body movement.</p> <p>Virtues of different mythological beings like:-</p> <p>Siddhi Vinayak- Ganesh AangikamBhavanam-Shiva NagenderHarai-Shiva Shantakaram-Vishnu</p> <p>Have to be understood by students</p>
<p>NUMBER OF DAYS: 19</p>	<p>ACADEMIC REVISION</p>	<p>ACADEMIC REVISION</p>	<p>ACADEMIC REVISION</p>	<p>ACADEMIC REVISION</p>	<p>ACADEMIC REVISION</p>	<p>ACADEMIC REVISION</p>

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Februa ry 02 days	<p><u>Grammar/Composition</u></p> <p>Letter Writing</p> <p>Application Writing</p>	<p>Explanation by the teacher</p> <p>Discussion</p> <p>Use of dictionary</p> <p>BBC Compacta</p> <p>Workbook</p> <p>Chalk, board, duster</p> <p>Computer Aided Teaching</p> <p>(Extramarks/PPT/Videos/Images)</p> <p>https://youtu.be/2BzA_95rExU</p>	<p><u>Experiential Learning:</u></p> <p>Discussion and Writing letters to Parents and Applications to Class Teacher, Head Teachers.</p> <p><u>Inter Disciplinary linkage</u></p> <p>(with Social Science) History of communication, invention of paper</p> <p><u>Skill Assessment</u></p> <p>(Reading, Listening, Speaking, Writing skills)</p>	<p>(CW) Discussion and (HW) writing of Letter, Application</p> <p>Quizzes/MCQs</p> <p>Class Test</p>	<p>Interactive session to build the connect and to get to know the child</p> <p>To do a quick revision of what the child has done in the previous class.</p> <p>To appreciate the child's effort of making project and speaking about the holidays.</p> <p>Ice Breaking Activity:</p> <p>Children will be asked to share their experience of communicating with people at a distance, which mode they find the most convenient.</p> <p>Topic will be introduced.</p> <p>PPT on journey of a letter will be shown.</p> <p>Types and Format of writing letters and applications will be taught through examples.</p> <p>Children will write letters to their parents or grandparents using the format taught.</p>	<p>Students know the history of communication</p> <p>various types of letters, the purpose, correct format and apply this knowledge to write informal letters to their parents, and applications in meaningful ways</p> <p>real life situations.</p> <p>the role of letters in present day digitalized life.</p> <p>value</p> <p>relationships, develop love and respect for family and friends.</p> <p>know and respect the cultural diversity of the country</p> <p>The following skills of the students are enhanced:</p> <p>Reading skills</p> <p>Listening skills</p> <p>Speaking skills</p> <p>Page Writing skills</p>

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						Problem solving Creative writing Interpersonal communication skills
March 30 days	<u>Textbook</u> Honeydew L-1 The Best Christmas Present in the World	Loud Reading by students Explanation by the teacher (Story) dictionary PDF of the chapter (NCERT book) Chalk, board, duster Computer Aided Teaching (Extramarks/PPT/ Videos/Images)	<u>Experiential</u> <u>Learning: Video,</u> <u>PPT</u> <u>Inter disciplinary</u> <u>(with SS)</u> Discussion on WWI, use of Atlas , importance of letter writing with reference to the story <u>Skill assessment</u> (Reading, Listening, Speaking, Writing skills)	(CW) Discussion and (HW) writing of Question answers. Writing of difficult words, Word Meanings and Making Sentences Dictation, Quizzes, MCQs, Class Test	Ice breaking– Brainstorming on the topic of universal brotherhood, hope Introduction of the topic- PPT and Digital Content would be shared. Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning	Students become aware of WW-I Understand the futility of war Learns the value of peace and harmony The following skills of the students are enhanced: Listening skills Speaking skills Reading skills Writing skills Problem solving Creative writing Critical thinking read and interpret critically the text in different contexts

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	Literature (Honeydew) Poem-1 The Ant and the Cricket	Loud Reading by students Explanation by the teacher Model Recitation by the teacher Recitation by the students Computer Aided Teaching (Extramarks/PPT/ Videos/Images)	Art Integrated Project: Preparation of digital content/ writing a poem based on a fable Experiential learning: Flip teaching Inter disciplinary linkage: (with Social Science) Discussion on importance of planning and hard work Skill assessment (Reading, Listening, Speaking, Writing skills)	(CW) Discussion and (HW) writing of Question answers. Writing of Difficult words, Word Meanings and Making Sentences Quizzes/ MCQs, Class Test	Brain Storming – Students will research and prepare digital content. Introduction of the topic - PPT and Digital Content would be shared and explained by students first. Summation to be done by the teacher. Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Flip teaching Group Discussion Questioning MCQs	The following skills of the students are enhanced: Reading skills Listening skills Speaking skills Writing skills Problem solving Creative writing Critical thinking The learners refer to dictionary to check meanings and spelling infer the meaning of unfamiliar words by reading them in context and acquire varied range of vocabulary spell the words correctly when dictation is given recite poem with expressions and intonation Page identify the values

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						(hard work and planning) highlighted in the poem present their inference from the text appreciate poetic language develop creativity and prepare digital content
	Literature (Honeydew) L-2 The Tsunami (Story)	Loud Reading by students Explanation by the teacher Use of dictionary PDF of the chapter (NCERT book) Chalk, board, duster Computer Aided Teaching (Extramarks/PPT/ Videos/Images) https://youtu.be/Hh0M0Gtp5Co	Experiential Learning: Watch a documentary on Tsunami. Discussion and sharing of experiences about disasters (natural/man made) if any. Discussion on Disaster Management during natural disasters. Tsunami and how it is caused? Inter-disciplinary Linkages: Discussion over the causes of tsunami	(CW) Discussion and (HW) writing of Question answers Writing of Difficult words, Word Meanings and Making Sentences Quizzes/ MCQs, Class Test	Brain Storming – The lesson would start with a discussion on Natural disasters through the following process: Video on tsunami will be shown. Discussion on causes and effects of natural disasters. Introduction of the chapter. Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom.	The following skills of the students are enhanced : Reading skills Listening skills Speaking skills Writing skills Problem solving Creative writing Critical thinking The learners: refer to dictionary to check meanings and spelling refer to dictionary to find the Page meanings of

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			covering Geography <u>Art Integration</u> <u>Skill assessment</u> (Reading, Listening, Speaking, Writing skills, short poem)		Techniques to be used: Group Discussion Questioning MCQ	difficult words Understands the reasons behind natural disasters Can express views on the importance of valuing and caring for our environment. Understands the value of ‘Never Giving Up’ attitude. Attains knowledge about Disaster Management and dos and don’ts in case of such situations.
	<u>Literature</u> (Honeydew) Poem -2 Geography Lesson	Loud Reading by students Explanation by the teacher Model Recitation by the teacher Recitation by the students Computer Aided Teaching (Extramarks/PPT/	<u>Experiential Learning:</u> Sharing personal experiences of making a journey by aeroplanes <u>Inter disciplinary Linkages:</u> Discussion over the topic of aviation, altitude	(CW) Discussion and (HW) writing of Summary, Message Writing of Difficult words, Word Meanings and Making Sentences Quizzes/MCQs, Class Test	<u>Ice Breaking exercise:</u> The students will warm up to the new academic topic. Video about the poet will be shown. Discussion on the reasons behind disharmony among people. <u>Introduction of the topic-</u> PPT and Digital	The following skills of the students are enhanced: Reading skills Listening skills Speaking skills Writing skills Problem solving Creative writing Critical thinkingPage

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		Videos/Images) https://youtu.be/hEeUBzROC0	and visibility, covering Science. Discussion on ‘How discrimination and racism have divided mankind into various groups: religious, national, caste, ethnic, and many more. <u>Art Integration:</u> Artwork based on the theme of the poem. <u>Skill assessment</u> (Reading, Listening, Speaking, Writing skills, Critical thinking)		Content would be shared. Guided practice followed by Independent Practice.	The learners Understand the uselessness behind disharmony among people and also understand the importance of peace in the World Can express views on the importance of living in harmony and appreciating differences Know how to write an article on the value of understanding the essential unity among the inhabitants of our planet
	<u>Supplementary Reader</u> L-1 How the Camel Got His Hump	Loud Reading by students Explanation by the teacher Use of dictionary	<u>Experiential learning:</u> PPT, video, discussion <u>Art linkage :</u>	(CW) Discussion and (HW) writing of Question answers. Writing of Difficult	<u>Brain Storming –</u> Discussion on camel and its habitat Some idioms and	The following skills of the students are enhanced : Page Reading skills

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	(Story)	PDF of the chapter (NCERT book) Chalk, board, duster Computer Aided Teaching (Extramarks/PPT/ Videos/Images)	Discussion about different forms of stories like fable, folktales <u>Inter disciplinary linkage</u> (with SSt, Hindi): Discussion on camel, Idioms and Proverbs on 'animals' in Hindi and English <u>Skill assessment</u> (Reading, Listening, Speaking, Writing skills)	words, Word Meanings and Making Sentences Quiz/MCQs, Class Test	proverbs on 'animals' in Hindi and English will be discussed. PPT and Digital Content would be shared. Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning MCQ	Listening skills Speaking skills Writing skills Problem solving Creative writing Critical thinking The learners refer to dictionary to check meanings and spelling infer the meaning of unfamiliar words by reading them in context spell the words correctly when dictation is given develop reference skills, both printed and electronic mode realize the importance of doing work honestly and apply this understanding in their lives

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	<p><u>Supplementary Reader</u></p> <p>L-2 Children at Work (Story)</p>	<p>Loud Reading by students</p> <p>Explanation by the teacher</p> <p>Use of dictionary</p> <p>PDF of the chapter (NCERT book)</p> <p>Chalk, board, duster</p> <p>Computer Aided Teaching (Extramarks/PPT/ Videos/Images)</p> <p>Award-winning video on Child Labour:</p> <p>https://youtu.be/T5CO6AoqaEQ</p>	<p><u>Experiential Learning:</u>Watching a documentary on Child Labour.</p> <p><u>Inter disciplinary Linkage:</u> Discussion over the causes of child labour. Discussion on the three R's Reduce, Reuse and Recycle and also the importance of different colour dustbins for disposal of waste.</p> <p><u>Art Integration:</u> Extempore on how to safeguard the rights of children. <u>Skill Assessments:</u></p> <p><u>Listening skills</u>(Students understand, respond and follow instructions)</p> <p><u>Reading skills</u> (Loud reading of the</p>	<p>(CW) Discussion and (HW) writing of Question answers.</p> <p>Writing of Difficult words, Word Meanings and Making Sentences</p> <p>Quiz/ MCQs, Class Test</p>	<p>Ice Breaking exercise:</p> <p>The students will warm up to the new academic topic and importance of education and rights of children in society through the following process.</p> <p>Video on child labour will be shown.</p> <p>Discussion on child labour, rights of children and right to education.</p> <p>The students would also be told – about the author.</p> <p>Introduction of the topic- PPT and Digital Content would be shared.</p> <p>Guided practice followed by Independent Practice.</p> <p>The students would also be told – about the author</p> <p>Techniques to be used:</p> <p>Group Discussion</p>	<p>The following skills of the students are enhanced :</p> <p>Reading skills</p> <p>Listening skills</p> <p>Speaking skills</p> <p>Writing skills</p> <p>Problem solving</p> <p>Creative writing</p> <p>Critical thinking</p> <p>The learners:</p> <p>Understand the value of being part of a happy and healthy family</p> <p>Can express views on the importance of education and rights of children</p> <p>Understand the importance of being grateful for what one</p>

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			chapter)		Questioning Think Pair Share MCQ	has got Understand the value of helping others and being sympathetic towards the underprivileged Students understand the concept of 3 R's Reduce Reuse and Recycle Know how to write an article on a thought- provoking topic
	<u>Grammar & Composition</u> Nouns Pronouns Determiners	Explanation by the teacher Discussion Use of dictionary BBC Compacta Workbook Chalk, board, duster Computer Aided Teaching (Extramarks/PPT/ Videos/Images)	<u>Experiential learning:</u> (PPT, video, Game Atlas) <u>Inter disciplinary linkage :</u> (with Hindi: what is a Noun called in Hindi and types of Nouns, what is a Pronoun called in	Discussion and exercises in grammar workbook Quizzes/ MCQs /Class Test based on Nouns	Warm up Activities: Nouns (Atlas Game of names, places, things, feelings etc.) Pronouns (PK testing about Nouns and discuss sentences with only nouns) Topic will be introduced and	The following skills a of the students are enhanced: Listening skills Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking Write and speak

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		Nouns https://www.youtube.com/watch?v=B1ISyz9I2n0 https://www.youtube.com/watch?v=Um4suK9PtJ4 Pronouns https://youtu.be/2VbXRddlCB8 Determiners https://youtu.be/CaGFclSrKGE https://youtu.be/pcYrmHrtLRY	Hindi)		explained with the help of PPTs and videos. Guided practice followed by Independent Practice. Exercises will be done in the workbook	grammatically correct sentences for a variety of situations using nouns and pronouns.
	<u>Grammar & Composition</u> Notice Writing Short Story Writing Reading Comprehension/ Integrated Grammar	Explanation by the teacher Discussion Use of dictionary BBC Compacta Workbook Chalk, board, duster Computer Aided Teaching (Extramarks/PPT/ Videos/Images)	<u>Experiential learning:</u> Writing notices for school	Discussion and exercises in grammar workbook Quizzes/ MCQs Class Test	Warm up: Discussion on how to circulate a message within an organization, showing some school notices Introduction of the topic- PPT and Digital Content would be shared. Guided practice followed by Independent Practice – Questions/ answers to be	The following skills of the students are enhanced: Reading skills Listening skills Speaking skills Writing skills Observation skills Problem solving Creative writing Critical thinking The learners will be able to

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					discussed in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share MCQ	refer to dictionary to check meanings and spelling use nouns, pronouns in speech and writing write notices for various purposes in the correct format describe in detail people, places, things, events and write short stories
April 19 days	<u>Unit -I Test</u>	Loud Reading by students Explanation by the teacher Use of dictionary PDF of the chapter (NCERT book) Chalk, board, duster Computer Aided Teaching (Extramarks/PPT/	<u>Inter disciplinary link:</u> (with SSt) <u>Experiential Learning:</u> PPT, video, discussion, sharing previous knowledge <u>Skill assessment</u>	(CW) Discussion and (HW) writing of Question answers. Writing of Difficult words, Word Meanings and Making Sentences Quiz/MCQs, Class Test	Brain Storming- The class would start with a discussion on importance of freedom, why the British ruled India, struggle for independence in Indian context Introduction of the chapter	The following skills of the students are enhanced: Reading skills Listening skills Speaking skills Writing skills Problem solving Creative writing Critical thinking

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		Videos/Images) https://youtu.be/cPjRaw8CVr8	(Reading, Listening, Speaking, Writing skills)		Video to be shown Guided practice followed by Independent Practice. Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning MCQ	The learners: can infer the meaning of unfamiliar words by reading them in context write dictation of words demonstrate planning skills, locate, access, select and integrate relevant data to answer questions orally and in written identify the values like respect for martyrs, freedom fighters
	Supplementary Reader L-3 The Selfish Giant (Story)	Loud Reading by students Explanation by the teacher Use of dictionary PDF of the chapter (NCERT book) Chalk, board, duster Computer Aided Teaching (Extramarks/PPT/	Experiential Learning: Role Play Inter disciplinary linkage: (with Hindi) discussion on similar stories in Hindi	(CW) Discussion and (HW) writing of Question answers. Writing of Difficult words, Word Meanings and Making Sentences Quiz/MCQs, Class Test	Brain Storming- The class would start with a discussion on virtues of kindness, harmony. Introduction of the topic. Students will read the story independently, prepare and present a role-play	The following skills of the students are enhanced: Reading skills Listening skills Speaking skills Writing skills Problem solving Creative writing Critical thinking

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	<p><u>Grammar/</u> <u>Composition</u> Factual Description</p> <p>E-mail</p>	<p>Videos/Images)</p> <p>Explanation by the teacher Discussion Use of dictionary BBC Compacta Workbook Chalk, board, duster Computer Aided Teaching (Extramarks/PPT/ Videos/Images)</p>	<p><u>Skill assessment</u> (Reading, Listening, Speaking, Writing skills, Collaboration, Leadership)</p> <p><u>Experiential Learning:</u> PPT, writing paragraphs on people, things, places, events using given clues or on the basis of personal experiences</p> <p>Writing e-mails to parents and friends</p>	<p>(CW) Discussion and (HW) Exercises in Grammar workbook Reading articles, advertisements, stories published in the magazines, newspapers</p> <p>Quizzes/ MCQs, Class Test, Revision</p>	<p>Questions/answers to be discussed in the classroom.</p> <p>Techniques to be used: Independent reading, Group Discussion, Role Play, Questioning MCQ</p> <p>Ice breaking Activity (Factual Description): Write 5 sentences on any given object, add more sentences, so on</p>	<p>The learners Will learn to work independently and in collaboration answer the questions orally and in written read and interpret critically the text in different contexts realize the value of kindness and harmony</p> <p>The following skills of the students are enhanced: Reading skills Listening skills Speaking skills Writing skills Problem solving Creative writing Critical thinking</p> <p>The learners think Page critically,</p>

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May 18 days	Supplementary Reader L-4 The Treasure Within (Story)	https://www.youtube.com/watch?v=hgMvrcgYeGY Loud Reading by students Explanation by the teacher Use of dictionary PDF of the chapter (NCERT book) Chalk, board, duster Computer Aided Teaching (Extramarks/PPT/ Videos/Images)	<p><u>Experiential Learning:</u> A video on the chapter</p> <p><u>Inter disciplinary Linkages:</u> Discussion over the importance of discovering your talent</p> <p><u>Art Integration:</u> Students showcase their talents,their own treasure within.</p> <p><u>Skill Assessments:</u> (Reading, Listening, Speaking, Writing</p>	<p>(CW) Discussion and (HW) writing of Question answers.</p> <p>Writing of Difficult words, Word Meanings and Making Sentences</p> <p>Quiz/MCQs, Class Test</p>	<p>Ice Breaking exercise: The students to be shown a small video based on the chapter. Discussion on the importance of identifying one’s talents.</p> <p>Introduction of the topic- PPT and Digital Content would be shared. Guided practice followed by Independent Practice.</p>	<p>analyse social issues draft, revise and write, E-mails, descriptive paragraphs on given topics based on verbal, print and pictorial clues</p> <p>The following skills of the students are enhanced: Reading skills Listening skills Speaking skills Writing skills Problem solving Creative writing Critical thinking</p> <p>The learners: understand the importance of exploring one’s hidden talents can express views on how doing what you are good at can</p>

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			skills, Collaboration, Leadership)			make you happy and successful
	<p><u>Grammar/</u> <u>Composition</u> Letter to the Editor Short Story</p> <p>Reading Comprehension</p>	<p>Explanation by the teacher Discussion Use of dictionary BBC Compacta Workbook Chalk, board, duster Computer Aided Teaching (Extramarks/PPT/ Videos/Images)</p> <p>Short Story https://www.youtube.com/watch?v=R1ahI0K22Hs</p>	<p><u>Experiential</u> <u>Learning:</u> PPT, writing paragraphs on people, things, places, events using given clues or on the basis of personal experiences</p> <p>Visit to Library (Reading Letters to Editors in the magazines, newspapers)</p> <p>Video, Writing a diary, Letter to the Editor, stories</p>	<p>(CW) Discussion and (HW) Exercises in Grammar workbook Reading letters, stories published in the magazines, newspapers Quizzes/ MCQs, Class Test, Revision</p>	<p>Warm up (Letter to the Editor): Students will be asked how to reach up to the public at large to express your views</p> <p>Ice breaking Activity Story Writing: Discussion about the best things about grandparents, the stories told by them etc.</p> <p>Topics will be introduced by the teacher and explained through PPTs and video. Short stories will be read out from magazines and story books. Elements of a story will be discussed.</p>	<p>The following skills of the students are enhanced: Reading skills Listening skills Speaking skills Writing skills Problem solving Creative writing Critical thinking Students think critically, analyse social issues draft, revise and write Letters to Editor, descriptive paragraphs on given issues/ Page topics based on verbal, print and</p>

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					Practice will be done in writing.	visual clues
	<p>Grammar Verbs Subject-Verb Agreement Finite/Non-finite Adverb</p> <p>Integrated Grammar and Composition</p>	<p>Explanation by the teacher Discussion Use of dictionary BBC Compacta Workbook Chalk, board, duster Computer Aided Teaching (Extramarks/PPT/ Videos/Images)</p> <p>Verbs https://youtu.be/uLiQBnhLrZE Subject Verb Agreement https://youtu.be/LfJPA8GwTdk Adverbs https://youtu.be/yFPS8yTS_Gw https://youtu.be/ePxNKUKWNDM</p>	<p>Inter disciplinary linkage (with Hindi) What is Verb called in Hindi, its types</p> <p>Experiential Learning PPT, videos</p>	<p>Exercises in Grammar workbook (CW and HW) Quizzes/ MCQs Class Test</p>	<p>Ice breaking activity: Verbs : Dumb charade (Think of your favourite activity and enact)</p> <p>Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice. Questions/answers to be discussed in the classroom.</p> <p>Techniques to be used: Group Discussion Questioning Think Pair Share MCQ</p>	<p>The following skills of the students are enhanced: Reading skills Listening skills Speaking skills Writing skills Problem solving Creative writing Critical thinking write grammatically correct sentences for a variety of situations apply knowledge of one topic to another</p>

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	<p>L-4</p> <p>Bepin Chaudhary's Lapse of Memory (Honeydew)</p>	<p>Loud Reading by students Explanation by the teacher Use of dictionary PDF of the chapter (NCERT book) Chalk, board, duster Computer Aided Teaching (Extramarks/PPT/Videos/Images)</p>	<p><u>Experiential Learning:</u> A trip to the grocery store. They will make a list of things they need to buy. Write a story based on this short visit and try to recall as many things you can.</p> <p><u>Inter disciplinary Linkages:</u></p> <p>Science- The students will categorise the grocery items based on nutrients (proteins, carbs, fats, etc)</p> <p><u>Art Integration:</u></p> <p>Students will draw the things bought by them</p>	<p>CW) Discussion and (HW) writing of Question answers.</p> <p>Writing of Difficult words, Word Meanings and Making Sentences</p> <p>Quizzes/ MCQs, Class Test</p>	<p>e-Breaking activity and PK testing:</p> <p>The children would be asked about the author Satyajeet Ray and which famous works can they relate with him. Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice</p>	<p>The following skills of the students are enhanced: Reading skills Listening skills Speaking skills Writing skills Problem solving Creative writing Critical thinking Love for reading</p> <p>The learners respond to a variety of questions on familiar and unfamiliar texts verbally and in writing use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses write grammatically correct sentences for a variety of</p>

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	<p><u>Textbook</u> Poem- 4</p> <p>The Last Bargain</p> <p>Honeydew</p>	<p>Loud Reading by students</p> <p>Explanation by the teacher</p> <p>Model Recitation by the teacher</p> <p>Recitation by the students</p> <p>Computer Aided Teaching (Extramarks/PPT/ Videos/Images)</p>	<p>Skill Assessment:</p> <p>Reading, Writing, Speaking, Critical Thinking, Inter-personal</p> <p>Experiential Learning:List out the most precious qualities a person should possess. Which ones do you think you lack? What can you do to imbibe them? Talk to your</p>	<p>CW) Discussion and (HW) writing of Question answers.</p> <p>Writing of Difficult words, Word Meanings and Making Sentences</p> <p>Quizzes/ MCQs, Class Test</p>	<p>Ice breaking: Let’s talk about – What do you like about your best friend?</p> <p>Introduction of the topic. PPT and Digital Content would be shared. Guided practice followed by Independent Practice.</p>	<p>situations</p> <p>The following skills of the students shall be enhanced :</p> <p>Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking</p> <p>The learners</p> <p>ask and respond to questions based on texts and out of curiosity</p> <p>infer the meaning of unfamiliar words by reading them in context</p>

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June	<p style="text-align: center;">Revision Unit Test II</p> <p style="text-align: center;">Holiday Homework</p>	Independent study	<p>partner.</p> <p><u>Inter disciplinary Linkages:</u></p> <p>Hindi- Talk about the qualities your partner possesses. Write in Hindi</p> <p><u>Art Integration:</u>Make the document as creative as possible.</p> <p>Skill Assessment –</p> <p>Reading, Writing, Speaking, Critical Thinking, Inter-personal skills</p>	<p>Research, self -study, enquiry-based learning</p> <p>Revision Unit tests</p>	<p style="text-align: center;">Holidays Homework (Students will research on the given topic.)</p>	<p>The following skills of the students shall be enhanced:</p> <p>Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking Love for reading</p> <p>The learners appreciate the cultural diversity of the world</p> <p>learn the use of technology</p> <p>learn to work independently</p>

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July 25 days	<u>Literature</u> L-5	Loud Reading by students Explanation by the teacher Use of dictionary PDF of the chapter (NCERT book) Chalk, board, duster Computer Aided Teaching (Extramarks/PPT/ Videos/Images)	<u>Art integrated Project (Holidays HW)</u> Research for the project work related to the next chapter mentioned ahead. <u>Skill Assessment –</u> Reading, Writing, Speaking, Critical Thinking,	(CW) Discussion and (HW) writing of Question answers. Writing of Difficult words, Word Meanings and Making Sentences Quizzes/ MCQs, Class Test	Ice-Breaking Activity: The facilitator would initiate a discussion on the highest/biggest/ largest/first entities found around the world e.g. biggest flower, etc. Introduction of the topic- PPT and Digital Content would be shared. Guided practice followed by Independent Practice.	The following skills will be assessed: Listening Skill Inter-personal Skills Creative Writing Writing Skills Reading Skills Social Skills The learners would be able to use appropriate grammatical forms in communication comprehend unfamiliar text write e-mails and stories showing sensitivity to gender, environment and appreciation of geographical diversity

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	The Summit Within (Story)		<p><u>Experiential Learning:</u> Check out the map of the Himalayan region to know which countries one can see from the top of the summit. Write them down on a sheet of paper. Staple the map with it.</p> <p><u>Inter disciplinary Linkages:</u> Social Science- Map Work.</p> <p>Hindi- Find out whether these countries have mentioned Himalayas in their national anthem.</p>		Techniques to be used: Group Discussion Questioning Think Pair Share MCQ	

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			<p>Math- Find out the altitude of 5 highest mountain peaks of Himalayas.</p> <p>Science- Find out the crops grown in these areas/ regions.</p> <p><u>Art Integration:</u> Draw the crops grown in these areas.</p> <p><u>Skill Assessment –</u> Reading, Writing, Speaking, Critical Thinking, Inter-personal</p>			
	<p><u>Textbook</u> Poem-5 The School Boy (Poem)</p>	<p>Loud Reading by students Explanation by the teacher Model Recitation by the teacher</p>	<p><u>Experiential Learning:</u> Make a list of things/ activities you enjoy doing in class. Group activity.</p>	<p>CW) Discussion and (HW) writing of Question answers. Writing of Difficult words, Word Meanings and Making Sentences</p>	<p>Ice-Breaking Activity: The students will sing their favourite jingles. Introduction of the</p>	<p>The following skills of the students shall be enhanced :</p> <p>Reading skills Page Speaking skills</p>

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		Recitation by the students Computer Aided Teaching (Extramarks/PPT/Videos/Images)	<p><u>Inter disciplinary Linkage-</u> (with Music) Children will sing jingles. Maths- Draw a Venndiagram highlighting their similarities and dissimilarities.</p> <p><u>Art Integration:</u>Students will recite the poem in groups. They will make posters and use them during recitation.</p> <p><u>Skill Assessment –</u> Reading, Writing, Speaking, Critical Thinking, Inter-</p>	Quizzes/MCQs, Class Test	<p>topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice</p> <p>Techniques to be used: Group Discussion Questioning Think Pair Share MCQ</p>	Writing skills Problem solving Creative writing Critical thinking Love for reading The learners participate in activities in English, like role play respond to a variety of questions on familiar and unfamiliar texts verbally and in writing. knowledge of one discipline in other different disciplines and learning is deepened.

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			personal			
	<p>Supplementary Reader</p> <p>L-5 Princess September (Story)</p>	<p>Loud Reading by students</p> <p>Explanation by the teacher</p> <p>Use of dictionary PDF of the chapter (NCERT book)</p> <p>Chalk, board, duster</p> <p>Computer Aided Teaching (Extramarks/PPT/ Videos/Images)</p>	<p><u>Experiential Learning:</u></p> <p>The students will see a video based on sharing and caring</p> <p><u>Art Integration:</u>The students will draw two pictures- One in which a bird is inside a cage and one with the bird flying high in the sky.</p>	<p>CW) Discussion and (HW) writing of Question answers.</p> <p>Writing of Difficult words, Word Meanings and Making Sentences</p> <p>Quizzes/MCQs, Class Test</p>	<p>e-Breaking Activity:</p> <p>The children would see a video of the poem- The Caged Bird by Maya Angelou. A discussion would be initiated on the poem. Children will attempt creative writing, like stories, their own answers, etc.</p> <p>Introduction of the topic- PPT and Digital Content would be shared. Guided practice followed by Independent Practice. Questions/answers will be discussed in the classroom.</p> <p>Techniques to be used: Group Discussion Questioning Think Pair Share MCQ</p>	<p>The following skills of the students shall be enhanced :</p> <p>Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking Love for reading</p> <p>The learners will respond to a variety of questions on familiar and unfamiliar texts verbally and in writing</p> <p>learn the desirable values of appreciating nature</p>

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						learn the skill of reciting poem with good intonation and pronunciation improve their communication skills
	Grammar Tenses Composition Diary Entry	Explanation by the teacher Discussion Use of dictionary BBC Compacta Workbook Chalk, board, duster Computer Aided Teaching (Extramarks/PPT/ Videos/Images) <u>Tenses</u> https://youtu.be/xLA58CSif3M https://youtu.be/Lm7BJV3sizM https://youtu.be/mOQ_VnC6dtU https://youtu.be/PQG_gYFePD4		CW) Discussion and (HW) exercises in the grammar workbook Crossword, riddles Quizzes/MCQs, Class Test	Warm up: Present Tense Student will tell their routine. Past Tense: Any interesting experience to be shared. Future Tense : Writing/ Speaking about future plans. Introduction of the topic: PPT and Digital Content would be shared. Guided practice followed by Independent Practice.Exercises will be discussed and written in the workbook.	The following skills of the students shall be enhanced : Reading skills Speaking skills Listening skills Writing skills Problem solving Creative writing Critical thinking Love for reading The learners use meaningful sentences to describe/ narrate factual/ Page imaginary

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					Techniques to be used: Group Discussion Questioning Think Pair Share MCQ	situations using the correct tenses write grammatically correct sentences for a variety of situations using noun, pronoun, adverb, prepositions etc.
August 23 days	Grammar Prepositions	Explanation by the teacher Discussion Use of dictionary BBC Compacta Workbook Chalk, board, duster Computer Aided Teaching (Extramarks/PPT/ Videos/Images)	Inter disciplinary linkage (with Hindi): Recalling what are adverbs and prepositions called in Hindi, their function.	CW) Discussion and (HW) exercises in the grammar workbook Crossword, riddles Quizzes/MCQs, Class Test	Warm up Activities: Adverbs Teacher will write some sentences on board ending with adverbs, discussion on what is common in those sentences Prepositions Teacher will show an object and keep changing its position and ask the children where it is Introduction of the topic- PPT and Digital	The following skills of the students are enhanced: Reading skills Speaking skills Listening skills Writing skills Problem solving Creative writing Critical thinking Love for reading Learners will be able to: write grammatically correct sentences for a variety of

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					Content would be shared.Guided practice followed by Independent Practice. Exercises to be discussed and written in the workbook Techniques to be used: Group Discussion Questioning, Think Pair Share and MCQ	situations using appropriate adverbs, prepositions etc. reflect and apply knowledge of one discipline in other different disciplines so that learning is deepened
	<p><u>Composition</u> Article Writing</p> <p><u>Reading</u> Comprehension</p> <p><u>Integrated Grammar</u></p>	<p>Explanation by the teacher Discussion Use of dictionary BBC Compacta Workbook Chalk, board, duster Computer Aided Teaching (Extramarks/PPT/ Videos/Images)</p> <p>https://youtu.be/u1g7oNGw-Xs</p>	<p><u>Experiential Learning:</u> PPT, video, readingout articles from magazines and newspaper clippings</p> <p><u>Inter disciplinary linkage:</u> <u>with Social Science, Science</u> (Writing Articles on various environmental and social issues)</p>	<p>Articles to be read and written</p> <p>Quizzes/MCQs, Class Test</p>	<p>Warm up: (Article Writing) Visit to library Reading out articles from magazines and newspapers</p> <p>Writing articles</p> <p>Comprehension and Integrated Grammar to be practiced in the workbook</p>	<p>The following skills of the students are enhanced: Listening skills Reading skills Speaking skills Writing skills</p> <p>The learner will be able to express their views and concern in the form of articles apply knowledge one discipline in the other</p>

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	<p><u>Textbook</u> L-6 This is Jody’s Fawn- (Story)</p>	<p>Loud Reading by students Explanation by the teacher Use of dictionary PDF of the chapter (NCERT book) Chalk, board, duster Computer Aided Teaching (Extramarks/PPT/Videos/Images)</p>	<p><u>Experiential Learning:</u>Children will draw a few medicinal plants. Children will talk about some home remedies which are used by their parents and grandparents.</p> <p><u>Interdisciplinary linkage :</u> (with Science) First aid</p>	<p>(CW) Discussion and (HW) writing of Question answers.</p> <p>Short class test of questions based on the story</p> <p>MCQ, Quiz</p>	<p>Ice Breaking Activity- Let’s discuss some ‘Dadi Ma Ke Nuskhe’</p> <p>Creative writing like stories, their own answers, etc</p> <p>Introduction of the topic- PPT and Digital Content would be shared. Guided practice followed by Independent Practice. Questions/answers to bediscussed in the classroom.</p> <p>Techniques to be used: Group Discussion Questioning, Think Pair Share and MCQ</p>	<p>The following skills of the students shall be enhanced :</p> <p>Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking Love for reading</p> <p>The learners are able to use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses.</p>
	<p><u>Supplementary Reader</u> L-6 The Fight</p>	<p>Loud Reading by students Explanation by the teacher</p>	<p><u>Experiential Learning and Art Integration-</u></p>	<p>Writing of Difficult words, Word Meanings and Making Sentences</p>	<p>e-Breaking Activity</p> <p>Content would be</p>	<p>The following skills of the students shall be</p> <p style="text-align: right;">Page</p>

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		Use of dictionary PDF of the chapter (NCERT book) Chalk, board, duster Computer Aided Teaching (Extramarks/PPT/ Videos/Images)	Mime -The students will prepare it.	Class Test based on modals Intra class debate will be held and marked MCQ, Quiz	shared.Guided practice followed by Independent Practice. Questions/answers to bediscussed in the classroom. Techniques to be used: Group Discussion Questioning, Think Pair Share	enhanced : Reading skills Speaking skills Writing skills Problem solving Creative writing Acting skills The students can use meaningful sentences to describe/narrate factual/imaginary situations
	Supplementary Reader L-7 The Open Window	Loud Reading by students Explanation by the teacher Use of dictionary PDF of the chapter (NCERT book) Chalk, board, duster Computer Aided Teaching (Extramarks/PPT/ Videos/Images)	Experiential Learning: Role Play The students will enact the scenes. The class can be divided into 2-3 groups. The scenes can be divided among them. They will write the dialogues.	Writing of difficult words, Word Meanings and Making Sentences Class Test based on modals Intra class debate will be held and marked	e-Breaking Activity: he teacher will play a prank on children. Discussion on April Fool The children would be asked this question- Is it ok to play harmless pranks on our friends? A discussion will follow.	The following skills of the students shall be enhanced : Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking

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			<p><u>Art Integration:</u></p> <p>Role Play on playing pranks</p>	<p>MCQ, Quiz</p>		<p>Love for reading</p> <p>The learners can use meaningful sentences to describe/narrate factual/imaginary situations</p> <p>Sense of humour without hurting others' feelings</p>
<p>Septem ber (25 days)</p>	<p><u>Textbook</u> L-7 A Visit to Cambridge-</p>	<p>Loud Reading by students Explanation by the teacher Use of dictionary PDF of the chapter (NCERT book) Chalk, board, duster Computer Aided Teaching (Extramarks, Videos, Images)</p>	<p><u>Experiential Learning:</u> Research Work- Make a list of scholars/ great personalities who have graduated from Cambridge University. Find out their field of specialization and list out the famous work/works done by</p>	<p>(CW) Discussion and (HW) writing of Question answers Short class test of questions based on the story</p> <p>MCQ, Quiz</p>	<p>Ice Breaking Activity- Research work and discussion</p> <p>Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom.</p>	<p>The following skills of the students are enhanced: Listening skills Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking Love for reading Collaboration Learn the value of hard work</p>

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			them. Inter disciplinary Linkages: All Subjects (except Hindi)- The famous personalities belong to various fields Art Integration: Make a collage of those personalities Skill assessment Reading, Listening, Speaking, Writing skills Collaboration: working in groups, group discussion Confidence and Leadership skills: through independent study, research work		Techniques to be used: Group Discussion Questioning, Think Pair Share and MCQ	

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	<u>Supplementary Reader</u> L- 8Jalebis (Story)	Loud Reading by students Explanation by the teacher Use of dictionary PDF of the chapter (NCERT book) Chalk, board, duster Computer Aided Teaching (Extramarks/PPT/Videos/Images)	<u>Experiential Learning:</u> Independent study, video <u>Interdisciplinary linkage</u> with SSt (video on the history of <i>jalebi</i>) <u>Art integration Activity :</u> (with Culinary Skills) Video on jalebi making and writing the recipe <u>Skill assessment</u> (Reading, Listening, Speaking, Writing skills) <u>Collaboration:</u> (working in group, group discussion) <u>Confidence and Leadership skills:</u> (through independent study, research work)	Writing Activity : Write the recipe of ' <i>jalebi</i> '. Writing of Difficult words, Word Meanings and Making Sentences (CW) Discussion and (HW) writing of Question answers Quizzes/MCQs, Class Test	Brain Storming –The class would start with a discussion on the importance of sleeping and dreaming to enhance the collaborative, communication, critical thinking skills. Introduction of the topic- PPT and Digital Content would be shared. The students will read the chapter on their own and the next day questions/answers will be discussed in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share MCQ	The following skills of the students are enhanced: Listening skills Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking Love for reading Culinary skills The learners use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses write grammatically correct sentences for a variety of situations develop interest in music, songs, lullabies etc. deeply engaged high-order

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						thinking skills and ability of application to complex problems is developed.
	<p><u>Grammar:</u> <u>Modals</u></p> <p><u>Speech</u> <u>(Direct/Indirect)</u></p> <p><u>Short stories</u></p> <p><u>Reading</u> <u>Comprehension</u></p> <p><u>Integrated Grammar</u></p>	<p>Explanation by the teacher Discussion Use of dictionary BBC Compacta Workbook Chalk, board, duster Computer Aided Teaching (Extramarks/PPT/ Videos/Images)</p>	<p><u>Experiential learning:</u> Reading, watching stories, narrating</p> <p><u>Skill assessment</u> (Reading, Listening, Speaking, Writing skills)</p> <p><u>Collaboration:</u> (working in group, group discussion and writing stories)</p>	<p>CW) Discussion and (HW) exercises in the grammar workbook</p> <p>Crossword, riddles</p> <p>Quizzes/MCQs, Class Test</p>	<p><u>Icebreaking:</u> (for Modals) In this guessing game, students think of a secret job. Then, they have to write down a few hints using the following modal verbs: Have to Don't have to Needn't Mustn't Working with a partner, they can tell them the hints and their partner can guess the job. Repeat the process 2-3 times with a different partner.</p> <p>Short stories Reading short stories from magazines, books, newspapers Short story</p>	<p>The following skills of the students are enhanced: Reading skills Speaking skills Writing skills (Story writing) Listening skills Problem solving Creative writing Critical thinking</p> <p>The learners Will be able to use correct modals in written and oral expression Derive morals out of story</p> <p style="text-align: right;">Page</p>

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					videos will be shown Explanation by teacher : how to write stories Students will write stories on given clues/ title/ theme independently / in group Comprehension to be practiced in the workbook. Guided and independent practice of integrated grammar in workbook	
	Unit Test III					
Octobe r 12 days	<u>Textbook</u> L-8 A Short Monsoon Diary (Story)	Loud Reading by students Explanation by the teacher Use of dictionary PDF of the chapter (NCERT book) Chalk, board, duster Computer Aided Teaching (Extramarks/PPT/ Videos/Images)	<u>Experiential Learning:</u> Video on Ruskin Bond <u>Interdisciplinary linkage</u> with Social Science (discussion on monsoon) <u>Project</u> <u>Art/IT integration</u>	CW) Discussion and (HW) writing of Question answers. Writing of Difficult words, Word Meanings and Making Sentences Quiz/MCQs, Class Test	Brain Storming – Discussion on monsoon in India Introduction of the topic- Ruskin Bond’s autobiography video Digital Content would be shared.Guided practice followed by Independent Practice.	The following skills of the students are enhanced: Reading skills Speaking skills Writing skills (Diary writing) Problem solving Creative writing Critical thinking Love for reading

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			(with art and craft) Making bookmarks in the shape of paperboats, clouds, umbrella <u>Skill assessment</u> (Reading, Listening, Speaking, Writing skills)		discussed in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share MCQ	The learners understand and describe the significance of various seasons use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses
	<u>Grammar & Composition</u> Voice (Active/Passive) Reading Comprehension Integrated Grammar	Explanation by the teacher Discussion Use of dictionary BBC Compacta Workbook Chalk, board, duster Computer Aided Teaching (Extramarks/PPT/ Videos/Images)	<u>Experiential Learning:</u> PPT, video, readingout articles from magazines and newspaper clippings <u>Inter disciplinary linkage:</u> with Social Science, <u>Science</u> (Writing Articles on various environmental and social issues) <u>Skill assessment</u>	Speaking and writing sentences in Active/Passive voice Exercises in workbook Quiz/MCQs, Class Test Revision	Warm up: (Article Writing) Reading out articles from magazines and newspapers Introduction of the topic- PPT and Digital Content would be shared. Guided practice followed by Independent Practice. Questions/answ ers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning	The following skills of the students are enhanced: Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking Love for reading The learners respond to a variety of questions on familiar and unfamiliar texts verbally and in

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			<u>(Reading, Listening, Speaking, Writing skills)</u>		Think Pair Share MCQ	writing use meaningful articles on various social issues write grammatically correct sentences for a variety of situations will realise skills necessary for a particular role and apply the knowledge of all the disciplines will be able to speak and write sentences in active and passive voice.
	Literature P-8 On the Grasshopper and Cricket (Poem)	Loud Reading by students Explanation by the teacher Model Recitation by the teacher Recitation by the students Computer Aided	Experiential Learning : School round to observe beauty of nature Inter disciplinary Link (with Social Science) Importance of	(CW) Discussion and (HW) writing of Question answers. Writing of Difficult words, Word Meanings and Making Sentences Quizzes/MCQs, Class Test	Icebreaking Activity: School round Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice – Questions/answers to be	The following skills of the students are enhanced: Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking

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		Teaching (Extramarks/PPT/ Videos/Images)	various insects <u>Art integration activity :</u> Write a short poem on nature <u>Skill assessment</u> (Reading, Listening, Speaking, Writing skills)		discussed in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share MCQ	Love for reading respond to a variety of questions on familiar and unfamiliar texts verbally and in writing. Love and appreciation for nature
Novem ber (24 days)	<u>Supplementary Reader</u> L- 9The Comet-I (Story) L- 10The Comet-II (Story)	Loud Reading by students Explanation by the teacher Use of dictionary PDF of the chapter (NCERT book) Chalk, board, duster Computer Aided Teaching (Extramarks/PPT/ Videos/Images)	<u>Experiential Learning :</u> Virtual tour to NASA <u>Inter disciplinary Link (with Science, Social Science)</u> Interesting facts about space and celestial bodies, superstitions <u>Skill assessment</u> (Reading, Listening, Speaking, Writing , Critical , Logical skills)	(CW) Discussion and (HW) writing of Question answers. Writing of Difficult words, Word Meanings and Making Sentences Quizzes/MCQs, Class Test	Brain Storming– Virtual Tour to NASA, space Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share MCQ	The following skills of the students are enhanced: Listening skills Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking Love for reading The learners respond to a variety of questions on familiar and unfamiliar texts verbally and in writing.

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						use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses. write grammatically correct sentences for a variety of situations using noun, pronoun, adverb, prepositions etc. know about the futility of superstitions and apply the rational knowledge in their real life.
	<u>Supplementary Reader</u> L- 11Ancient Education System of India	Loud Reading by students Explanation by the teacher Use of dictionary PDF of the chapter (NCERT book) Chalk, board, duster Computer Aided Teaching	<u>Experiential learning :</u> Research <u>Inter disciplinary linkage :</u> (with SSt, IT) Ancient universities and education	(CW) Discussion and (HW) writing of Question answers Research, Collage making Writing of Difficult words, Word Meanings and Making Sentences	Brain Storming – Research on ancient universities and education system of India Introduction of the topic- PPT and Digital Content would be prepared by the students	The following skills of the students shall be enhanced: Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking

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		(Extramarks/PPT/ Videos/Images)	system of India <u>Art integrated Activity</u> (with Art and Craft) Group activity Research, discussion and collage making <u>Skill assessment</u> (Reading, Listening, Speaking, Writing skills, Collaboration, Team work)	Quizzes/MCQs, Class Test	Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Research Group Discussion Questioning Think Pair Share MCQ	Love for reading The learners Enquiry-based learning use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses Students are more deeply engaged and high order thinking skills and ability of application to complex problems is developed

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	<p><u>Grammar</u></p> <p>Conjunctions Clauses Reported Speech Class Tests</p>	<p>Explanation by the teacher Discussion Use of dictionary BBC Compacta Workbook Chalk, board, duster Computer Aided Teaching (Extramarks/PPT/Videos/Images)</p>	<p><u>Experiential learning:</u> PPTs, videos, Link activity Asking questions and answers using modals.</p> <p><u>Inter disciplinary linkage:</u> with Hindi (equivalent words and translation in Hindi)</p> <p><u>Art integrated Activity</u> (with Art and Craft) Link game to teach Conjunctions</p>	<p>CW, HW Exercises in Grammar book Quizzes/MCQs, Class Tests</p>	<p>Ice breaking Activity : Conjunctions: Link game (Children will be given slips with sentences and conjunctions written on them. They will join sentences using link words)</p> <p><u>Modals</u> Sentences with different modal words will be written on the board, what is the difference</p> <p>Reported Speech: The teacher will write this sentence on board- “In a village there is a barber who cuts everyone’s hair . But who cuts the barber’s hair?” Children will discuss in pair and their answers will be recorded.</p> <p>Introduction of the topic- PPT and digital content would be shared on the above grammar</p>	<p>The following skills of the students shall be enhanced: Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking Love for reading</p> <p>The learners respond to a variety of questions on familiar and unfamiliar texts verbally and in writing use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses write grammatically correct sentences for a variety of situations using</p>

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					topics. Guided practice followed by Independent Practice – Exercises to be discussed and done in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share MCQ	conjunctions, modals apply the knowledge and concepts of one subject in other disciplines Students are more deeply engaged and high order thinking skills and ability of application to complex problems is developed
	Revision			Revision in the form of Quizzes, Discussions, doubt clearing, Oral tests, Class tests		The learners 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

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						approach exams with less anxiety and stress.
December	Final exams					

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 वा र्षक शक्षाशास्त्रयोजना : हिन्दी
 कक्षा : आठवीं
 सत्र: 2024-25

महीना /कार्यदिन /सोकीसंख्या	वषय / उप वषय	शक्षणमेंमददगारसामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौ खक / ल खत / बहुवैकल्पिक प्रश्न/क्विज़ / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययनकेपरिणाम
फरवरी, मार्च (यूनिट-1) 48 दिन	लाखकीचू डयां	पाठ्यपुस्तक चाक झाइनश्यामपट्ट लाख पघलाने	अनुभवजन्यज्ञान: (1) वद्या र्थयो कोपरिसरमेंकार्य रतचतुर्थश्रेणीक	क्विज़करवाईजाएगी। अभ्यासकेप्रश्नोंकेउत्तर लखवाना। पाठएक एवम् दो के	लाख की चू डियों पर आधारित व डओ क्रमांक-1	लघु, कुटीरउद्योगोंपर औद्यो गकरण कादुष्प्रभाव

महीना /कार्यदिन सौकीसं ख्य	वषय / उप वषय	शक्षणमेंमददगारसामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसंप र्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौ खक / ल खत / बहुवैकल्पिक प्रश्न/क्विज / कक्षापरीक्षा)	शैक्ष णकप्र क्रयाएं	अध्ययनकेपरिणाम
		<p>एवम्उसे व भन्न आकारदेनेकावी ड यो -1 https://youtu.be/UNfso1KcZc वषयवस्तु वस्तार संबंधी व डओ क्रमांक 2-</p> <p>https://youtu.be/UZ1f_nviQw4 लघुएवंकुटीरउद्योगों पर औद्यो गकरणप्र भाववी डयो -3 https://youtu.be/Y942tcJTEq4</p>	<p>र्मचारियोंसेउनके जीवनएवम्व्यव सायपरबातचीत करवाईजाएगी। (2) उनसे वैकल्पिकव्यवसा यएवम्प्राथ मक ता, उसकेकारणपर भीचर्चाकरवाईजा एगी।</p>	<p>अभ्यास केप्रश्नोंकीकक्षाप रीक्षाभीली जाएगी।</p>	<p>दिखाना। आइसब्रे कंग- वद्यार्थियोंसे लघु एवम् कुटीर उद्योगों के वषय में सरल एवम् अति लघु प्रश्न पूछे जाएंगे। प्रश्नों के क्रम को वषय बिंदु से जोड़ते हुए आज के वषय की उद्घोषणा की जाएगी। कहानीको वी डयो क्रमांक-2 दिखाते हुए चू डियों का व्यवसाय बंद होने तक पढ़ाना और</p>	<p>पाएंगे। प्राचीनग्रामीणपरिवेश के वषय में जान पाएंगे। आमकी व भन्न क स्मों को जानेंगे। बचपनकेशौकएवमु च यों को जानेंगे। जीवनमेंहारनामानने की शक्षा प्राप्त करेंगे। पहले वी डयो से जानते हैं क कुटीर उद्योग में कतनी मेहनत का काम हैं, इन व्यवसायों से जीवन यापन करने वालों की कर्मठताके बारे में जानते हैं।</p>

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					<p>फर बदलू का व्यवसाय बंद होने की जानकारी के पश्चात वी डयो-3 दिखाया जाएगा। इसके पश्चात पाठ पूरा किया जाएगा। पुनरावृत्त के प्रश्न गृहकार्य ।</p>	
	<p>बसकीयात्रा</p>	<p>पाठ्यपुस्तक चाक झाइन श्यामपट्ट बसकी यात्रा कावी डयो -1 https://youtu.be/fR2psF39w-o वी डयो-2</p>	<p>परियोजनाएवमकला एकीकरण: पुरानीटूटी - फूटीबसका चित्रब नाइएएवम्लि ख ए कउसमेंक्याक मयाहैंऔरयात्रि योंकोक्या - क्याअसु वथाहो</p>	<p>शब्दार्थएवमअभ्यास केप्रश्नोंकेउत्तरस भी वद्यार्थीअ भ्यासपुस्तिकामें लखेंगे। टूटी - फूटी बस में यात्रियों की समस्याओं पर परियोजनाकार्य</p>	<p>आइसब्रे कंग- वद्या र्थयों से बसमेंयात्रा करने के वषय में सरल एवम् अति लघु प्रश्न पूछे जाएंगे। प्रश्नों के क्रम को वषय बिंदु से</p>	<p>वद्या र्थयोंकोहास्य व्यंग्यकीजानका रीप्राप्त जिससे वे सभीहास्यके वष यमेंजानेंगे । उपमाएवमउपमेयके वषयमें सीखेंगे। वृद्धावस्थाकीकल्प जाकरपानेमेंरक्ष</p>

महीना /कार्यदिन सौकीसं ख्य	वषय / उप वषय	शक्षणमेंमददगारसामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसंप र्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौ खक / ल खत / बहुवैकल्पिक प्रश्न/क्विज़ / कक्षापरीक्षा)	शैक्ष णकप्र क्रयाएं	अध्ययनकेपरिणाम
		<p>स वनयअवज्ञा आंदोलन - https://youtu.be/G23fg14dCIA</p>	<p>सकतीहैं। अपने एवं टूटी फूटी बस को पात्र मानते हुए संवाद लेखन व् अ भनय।</p>	<p>कीजिए। स वनय अवज्ञा आन्दोलनके वष यमेंएकअनुच्छेद ल खए।</p>	<p>जोड़ते हुए आज के वषय की उद्घोषणा की जाएगी। वी डयो -1 को दिखाते हुए पाठ कोआगे बढ़ाया जाएगा। असहयोग आन्दोलन के वर्णन के समय वी डयो 2 दिखाया जाएगा। इसके पश्चात पाठ को पूर्ण कया जाएगा। पुनरावृ त प्रश्न पूछे जाएंगे। गृहकार्य दियाजाएगा।</p>	<p>म होंगे। सीखेंगे कधनसेअ ध कमहत्वजीवनका होताहै। स वनय अवज्ञा आन्दोलनएव म्स्वतंत्रतासंघर्ष की कल्पनाकरसकेंगे ।</p>

महीना /कार्यदिन /कार्यदिन संख्या	वषय / उप वषय	शक्षणमें मददगारसामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लेख / बहुवैकल्पिक प्रश्न/क्विज / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययनकेपरिणाम
	दीवानोंकीहस्ती	<p>पाठ्यपुस्तक चाक झाड़न श्यामपट्ट क वतासेसंबंधितएन सीईआरटीऑफ शयलवी डयो - दीवानोंकीहस्ती गीत -</p> <p>https://youtu.be/n4LOnShHEC4</p> <p>दीवानों की हस्ती वषयवस्तु वस्तारवी डयो -</p> <p>https://youtu.be/pz0iwIT07m4</p>	क वताकोगीतबनाकरलयबद्धकरवायाजाएगा।	<p>क वता को अच्छे लेख में लेखें। अभ्यासकेप्रश्नोंकेउत्तर लेखें। शब्दार्थ लेखकरलाइए। पाठतीनएवम्चारकेअभ्यासप्रश्नोंकीलेखतकक्षापरीक्षा लीजाएगी। क वता के लयबद्ध प्रस्तुतीकरण सम्बन्धी क्रियाकलाप।</p>	<p>आइसब्रे कंग- वद्यार्थियों से बस में यात्रा करने के वषय में सरल एवम् अति लघु प्रश्न पूछेजाएंगे। प्रश्नों के क्रम को वषय बिंदु से जोड़ते हुए आज के वषय की उद्घोषणा की जाएगी। वी डयो -1 वषय वस्तार हेतु वी डयो -2 के साथ अध्यापक सभी पद्यांशों को स्पष्ट करेगा। इस प्रकार वषय वस्तु से सभी</p>	<p>युवापीढीकोदेशहितमें कार्य करने के लिए प्रेरित करने में क वयोंवक वता ओंकीभूमिका जानतेहैं। तुकबंदीएवम्लय - ताल मेंगाने काप्रयास करते हैं। क वताकोकैसेएक गीत के रूपमें गाकररु चकरब नाया जाता है यहअनुभवकरते हैं। अपने व्यस्त क्षणों में से समाज सेवा के लिए समय निकालने को प्रेरित होतेहैं।</p>

महीना /कार्यदिन /कार्यदिन संख्या	वषय / उप वषय	शक्षणमें मददगारसामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखक / लखत / बहुवैकल्पिक प्रश्न/क्विज / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययनकेपरिणाम
					वद्यार्थियों को सुपरिचित करवाते हुए क्विज पढ़ाई जाएगी।	फकीरों, संतों की मनोवृत्त, समाज सेवा की भावना दिनचर्या के वषय में जानते/समझते हैं।
	भगवानकेडा कए	<p>पाठ्यपुस्तक चाक झाइन श्यामपट्ट झाइंगशीट्स।</p> <p>पें सल, इरेजर, शार्पनर, रंग एवम् ब्रश।</p> <p>पूर्वज्ञानप्रश्नोंकोपूछने सेपूर्ववी डयोदिखा याजासकताहै।</p> <p>वी डयो 1 - https://youtu.be/4kBLExOafhQ</p> <p>वषयवस्तु का</p>	लेखन कौशल वकास : डा कए का हमारे जीवन में क्या महत्व है, अनुच्छेद लखए।	क्विज एवम् शब्दार्थ लखए। वैकल्पिकमौखकप्रश्नावली। अभ्याससेप्रश्नोंकेउत्तर लखए। पाठपांचएवम्पाठछह कीलघुकक्षापरीक्षा।	पूर्वज्ञान के प्रश्नोंसेपहलेवी डयो -1 दिखाया जाएगा। आइसब्रे कंग- वद्यार्थियों से मनुष्य के स्वार्थ परक, द्वेष पूर्ण व्यवहार के वषय में सरल एवम् अति लघु प्रश्न पूछे जाएंगे।	सभी वद्यार्थीपक्षीएवम्बादलके उदाहरणों सेभगवानकेसदा भावनासंदेशको समझतेहैं। अपनेव्यवहार मेंभेदभाव, ऊंच - नीच, अमीर - गरीबतथाअन्य वषयमें समताओंसेऊपरउठकरजीने के वचारों एवं जीवन मूल्यों का संचार करते हैं।

महीना /कार्यदिन /कार्यदिन संख्या	वषय / उप वषय	शक्षणमें मददगारसामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखक / लखत / बहुवैकल्पिक प्रश्न/क्विज / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययनकेपरिणाम
		वस्तार, वीडियो - 2 का लंक - https://youtu.be/NvZWRUEwENY			प्रश्नों के क्रम को वषय बिंदु से जोड़ते हुए आज के वषय की उद्घोषणा की जाएगी। वीडियो क्रमांक 2 को दिखाते हुए कवता की वषय वस्तु को स्पष्ट किया जाएगा।	भगवान के संदेश को चित्र द्वारा प्रस्तुत करते हुए अपनी ज्ञान इंद्रियों का प्रयोग करते हैं।
	बुद्धचरित- (1)आरंभकजीवन	https://youtu.be/o8EIFprn8pQ भगवान बुद्ध के जन्म का वीडियो- https://youtu.be/fCIRIZh7mOs अभिनियम https://youtu.be/3IK8U4A-DRE		पाठकेअभ्यासकेप्रश्नों तरलखए। अध्यायकोपुनः पढ़िएएवं समझए।	ईक्षवाकूवंशका वीडियो दिखाता जाएगा। पूर्वज्ञानकेप्रश्न पूछेजाएंगे। वषयोद्घाटनके पश्चातवीडियो केमाध्यमसे एवंअध्यापक	वद्यार्थीईक्षवाकूवंश केबारेमेंज्ञान अर्जितकरतेहैं। वद्यार्थीमहाराजाशु द्धोधनकेपरिवार केबारेमेंजानते हैं। वद्यार्थियोंको अभभावकका संतानकेप्रति

महीना /कार्यदिन /कार्यदिन संख्या	वषय / उप वषय	शक्षणमें मददगारसामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखक / लखत / बहुवैकल्पिक प्रश्न/क्विज / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययनकेपरिणाम
					द्वारा सरलीकरण से वषय वस्तु को स्पष्ट किया जाएगा। अभिनियम का वीडियो। पुनरावृत्त एवं गृहकार्य।	लगाव तथा "होनीहोकररहती है" आदि वषयोंकाभी ज्ञान होता है। बुद्ध के जीवन की अनेक घटनाओं का ज्ञान प्राप्त करते हैं।
	व्याकरण : भाषा-व्याकरण, वर्ण वचार पर्यायवाचीशब्द वलोमशब्द वाक्यांशके लए एक शब्द अनेकार्थक शब्द समरूपी भन्नार्थक संज्ञा सर्वनाम अनौपचारिक पत्र	पाठ्यपुस्तक चाक श्यामपट्ट झाइन संधके लए पावर प्वाइंट प्रेजेंटेशन लंक - https://youtu.be/GbN62GXiHoA पत्र लेखन - https://youtu.be/VilMSIvOq8Q	वषयबिंदुएकीकरण: पाठ्यपुस्तक ' वसंतभाग - 3' एवम् ' बुद्धचरित ' में अध्यायोंकोप ढातेसमयजहां व्याकरणकेइन व षयबिंदुओंकाउ ल्लेखआएगा, व्याकरणकेइन व षयबिंदुओंकेसाथ उनकाएकीकरण	असाइनमेंट्स - वद्यार्थीप्रत्येक वषयबिंदुकोअ भ्यासपुस्तिकामें लखेंगे। प्रत्येक अध्याय के अभ्यास कार्य को पुस्तक पृष्ठों में दिए स्थान पर पूर्ण करेंगे।	सभी अध्यायों के प्रत्येक वषयबिं दुको व्याकरण पुस्तककीसहा यताएवम्विभ न्नउदाहरणदेते हुएस्पष्ट किया जाएगा।	वद्यार्थियोंकोभाषा की व भन्न वधा ओंकाज्ञानहोगाए वम्भाषाकेलेखन तथामौखकप्रयो गमेंशुद्धताएवंअ शुद्धताकापताच लेगा। वेअपनीभाषाकीप्रवीण तामेंनिखारलापा एंगे। अनुच्छेदलेखनसेरच नात्मकताबढ़ेगीए

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	संवाद लेखन अपठितगद्यांश/ पद्यांश		स्थापितकरकेस मझायाजाएगा।			वम्पत्रलेखनसेसं देश लखनाएव म्बिचारोंको लख तरूपमेंप्रकटकरने कीकलाका वकास होगा।
अप्रैल/मई /जून (यूनिट-2) 36 दिन	क्यानिराशहुआजाए।	ईपेपरमेंभ्रष्टाचारकीख बरोंकीस्लाइड्स। इमानदारी कीखबरोंकीस्लाइ ड्स। पाठ्यपुस्तक चाक झाइन श्यामपट अध्याय की वषय वस्तु वस्तार के लए वी डयो लंक -	कलाएकीकरण: कक्षा में वदयार्थों द्वारा इमानदारी पर आधारित लघु नाटिका प्रस्तुत की जाएगी।	शब्दार्थएवम् अभ्यास के प्रश्नोत्तर लखए। वैकल्पिक प्रश्न पूछेजाएंगे।	पूर्वज्ञान के प्रश्न पूछे जाएंगे। पूर्वज्ञान के प्रश्नों को क्रम वार वषय वस्तु से जोड़ते हुए वषय का उद्घाटन कया जाएगा। वषयवस्तु वस्तार वी डयो दिखाया जाएगा। पुनरावृत्त प्रश्न एवं	ईमानदारी केजीवंतउदाहर णों सेअपने व्यवहार में ईमानदारी लानेकी भावना का वकासकरतेहैं । अभीभीईमानदारीशेष है ,इस बात को समझते हैं। बस यात्रियोंकेव्यवहार सेबिना वचारकेई
		https://youtu.be/do7YhD				
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महीना /कार्यदिन संकीर्ण ख्य	वषय / उप वषय	शक्षणमेंमददगारसामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसंप र्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौ खक / ल खत / बहुवैकल्पिक प्रश्न/क्विज / कक्षापरीक्षा)	शैक्ष णकप्र क्रयाएं	अध्ययनकेपरिणाम
					गृहकार्य।	कार्य ना करने के जीवन मूल्य का वकास करते हैं।
	यहसबसेकठिनसमयन हीं	पाठ्यपुस्तक चाक झाइन श्यामपट क वता की वषयवस्तु से संबंधत वी डयो- https://youtu.be/hGvkmI5xqWo		क वता ल खए। शब्दार्थ ल खए। अभ्यासकेप्रश्नोंकेउत्त र ल खए। अतिलघुत्तरमौ खकप्र श्नपूछेजाएगे। परियोजनाकार्य।	पूर्वज्ञान के प्रश्न पूछे जाएंगे। पूर्वज्ञान के प्रश्नों को क्रमवार वषय वस्तु से जोड़ते हुए वषय का उद्घाटन कया जाएगा। सभी वदयार्थीएक बारपूरीक वता को अध्यापकके पीछेपढ़ेंगे, पठन कौशल के लए समय दिया जाएगा। वी डयो को दिखाते हुए तूफान, बादल,आग,	कठिनाईमेंभीहिम्मत नाहारना, सकारात्मक सोच रखना, आशावादी होने के जीवनमूल्योंका व कास करते हैं। प्राकृतिक आपदा की कल्पना एवं उससे होने वाले वनाश कीकल्पना करते हैं एवं उस पर चर्चा करते हैं। कठिनसमय में सहायता मल जाने के प्रति आशावादी रहते हैं एवं स्वयं भी

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					घोंसला, पतझड़, रेलगाड़ीएव मैस्टेशनकेउदा हरण देकर कवताकासरल अनुवादऔरके न्द्रभावस्पष्ट कयाजाएगा। पुनरावृत्तकेप्रश्न एवं गृहकार्य।	दूसरों कीसहायताकरने की भावना का विकासकरतेहैं। व भन्न प्रकार की आपदाओं की चर्चा करतेहैं एवं साथ - साथ उससे बचने के रास्ते एवं सावधानियों के वषय में ज्ञान बढाते हैं।
	कबीरकीसा खयां	पाठ्यपुस्तक चाक झाइन श्यामपट्ट कबीरवाणी पर वी डयो -1 - https://youtu.be/HH1PXnKg2LU वषय वस्तार वी डयो -2	भोजनालयमेंप्रातःअ ल्पाहारकेसमयश्र व्यसाधनकाप्रयो गकरतेहुएकबीर अमृत वाणी सुनना। कक्षा में समूह बनाकर कबीर अमृतवाणी के गायनकी	शब्दार्थ लिखए। प्रश्नोंकेउत्तर लिखए। पाठ का सारांश लिखए। पाठआठएवम्सा खयों की लिखत कक्षापरीक्षा। मूल्यांकनकोरिकों ईमेंखाजाएगा। समूह बनाकर	कबीर अमृत वाणी वी डयो क्रमांक 1 दिखाया जाएगा। वद्यार्थी वी डयो के साथ गुनगुना सकते हैं। वी डयो के वषय वरतु से	वद्यार्थीअनेकजीवन मूल्यां को सीखते हैं। ज्ञानकोमहत्त्व देते हैं,जाति अथवा धन सम्पदा को नहीं। कलह के मूल कारण एवम् समाधान के वषय में जानते हैं

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		https://youtu.be/q8cK4XRliF0	गति व ध करवाना।	सा खयों की गायन गति व ध करवाई जाएगी।	संबंधत पूर्वज्ञान केप्रश्न पूछे जाएंगे। प्रश्नोंके क्रमवार सल सले से आज के पाठ को जोड़कर वषय काउद्घाटन कया जाएगा। वीडियो क्रमांक 2 को दिखाते हुए पाठ को पढाया एवं समझाया जाएगा। पुनरावृत्त प्रश्न एवं गृहकार्य।	एवं चर्चा करते हैं। एकाग्र चत होकर भगवान की भक्ति, दीनहीनकीनिन्दा नाकरना, अपना मनशीतल रखनाआदि गुणों के बारेमें जानते व सीखते हैं। गीत - गीत मेंअनेकअच्छे व्यवहारों को आत्म सात करते हैं।
	बुद्धचरित- (2) अ भनिष्क्रमण (पाठ 2)	वी डयो https://youtu.be/fwnTpgRbOuk		अभ्याससेप्रश्नोंकेउत्तर ल खए।	पूर्वज्ञान के प्रश्न। वीडियो दिखाया जाएगा।	वद्या र्थोंकोज्ञानहो गा क सद्धार्थको कैसेबुद्धत्वप्राप्त

महीना /कार्यदिन /कार्यदिन संख्या	वषय / उप वषय	शक्षणमें मददगारसामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययनकेपरिणाम
		पाठ्यपुस्तक।			वद्यार्थी अध्याय को क्रमशः पढ़ेंगे एवम् अध्यापक स्पष्ट करेगा। पुनरावृत्त प्रश्न एवं गृहकार्य।	हुआ। वद्यार्थियों को जो वीडियो दिखाया जाएगा उससे वे सीखेंगे की अगर हमें अपने मन को जीतना है तो कस प्रकार के प्रयास आवश्यक हो जाते हैं।
	व्याकरण - वशेषण कारक क्रिया पर्यायवाचीशब्द वलोमशब्द वाक्यांशके लए एक शब्द अनेकार्थक शब्द समरूपी भन्नार्थक शब्द	पाठ्यपुस्तक चाक श्यामपट्ट झाइन संधके लए पावर प्वाइंट प्रेजेंटेशन लंक - https://youtu.be/GbN62GXiHoA समासके लए पावर प्वाइंट प्रेजेंटेशन लंक- https://youtu.be/	वषयबिंदुएकीकरण: पाठ्यपुस्तक ' वसंतभाग - 3' एवम् ' बुद्धचरित ' में अध्यायोंको पढाते समय जहां व्याकरणके इन वषयबिंदुओंका उल्लेख आएगा, व्याकरणके इन वषयबिंदुओंके साथ	असाइनमेंट्स - वद्यार्थी प्रत्येक वषयबिंदुको अभ्यासपुस्तिकामें लखेंगे। प्रत्येक अध्यायके अभ्यास कार्यको पुस्तक पृष्ठोंमें दिए स्थानपर पूर्ण करेंगे।	सभी अध्यायोंके प्रत्येक वषयबिंदुको व्याकरणपुस्तककी सहायताएवम् भिन्न उदाहरण देते हुए स्पष्ट किया जाएगा। संध एवं समसको पावर प्वाइंट प्रेजेंटेशनकी सहायतासे	वद्यार्थियोंको भाषाकी व भन्न वधाओंका ज्ञान होगा एवम् भाषाके लेखन तथा मौखिक प्रयोगमें शुद्धता एवं अशुद्धताका पता चलना होगा। वे अपनी भाषाकी प्रवीणतामें निखार ला पाएंगे। Page अनुच्छेद लेखन से रच

महीना /कार्यदिन सॉकीसं ख्य	वषय / उप वषय	शक्षणमेंमददगारसामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसंप र्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौ खक / ल खत / बहुवैकल्पिक प्रश्न/क्विज़ / कक्षापरीक्षा)	शैक्ष णकप्र क्रयाएं	अध्ययनकेपरिणाम
		<p>W_mQo वषयवस्तु वस्तार वी डयो क्रमांक 3 -</p> <p>https://youtu.be/_0ggxFNODPO</p>	लें।		<p>2 दिखाया जाएगा। पूर्वज्ञान प्रश्न पूछे जाएंगे। पाठ का नाम एवम् आज का वषय बोलने के पश्चात वषय वस्तार वी डयो क्रमांक-3 दिखाया जाएगा अध्यापक द्वारा वी डयो के साथ वषयवस्तु को सरल रूप में स्पष्ट कया जाएगा। पुनरावृ त प्रश्न पूछने के पश्चात</p>	<p>के कौशल वक सत करते हैं। वद्या र्थ्यों का आत्म वश्वास बढता है ।</p>

महीना /कार्यदिन /कार्यदिन संख्या	वषय / उप वषय	शक्षणमें मददगारसामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखक / लखत / बहुवैकल्पिक प्रश्न/क्विज / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययनकेपरिणाम
					गृहकार्य दिया जाएगा।	
	जहांपहियाहै	पाठ्यपुस्तक चाक झाइन श्यामपट्ट वषयवस्तु से संबंधित वीडयो लिंक – https://youtu.be/ViCMeY_DAs0	कलाएकीकरण/ परियोजनाकार्य- कहींदोआंदोलनोंके पोस्टर बनाइएवम्लखएकये चित्र कस प्रकार इन आंदोलनोंको प्रकट एवं प्रस्तुत करते हैं।	अभ्यासकेप्रश्नोंकेउत्तर लखो। अध्याय के शब्दार्थ लखए। पाठबारहएवमत्तेरहकी लखत कक्षापरीक्षालीजा एगी।	आइसब्रे कंग- वद्यार्थियोंसे व भन्न सामाजिक आंदोलनोंके वषयमें सरलएवम्ल अतिलघु उत्तर वाले प्रश्न पूछे जाएंगे। प्रश्नोंके क्रमको वषय बिंदुसे जोड़ते हुए आज के वषयकी उद्घोषणा कीजाएगी। वीडयोके साथ अध्यापक द्वारा वषय	सामाजिक बुराइयों एवं कुरीतियोंको दूर करनेमें आंदोलनोंकी भूमिकाको समझते हैं। अपने व्यस्त क्षणोंसे सामाजिककार्यों के लएसमय निकालनेकी सोच वकसत करते हैं। महिलाओंकोभी पुरुषोंकी भांति अपनी काबिलयत तथा कौशल अनुसार व्यवसाय करने की आजादी हमें

महीना /कार्यदिन सौकीसं ख्य	वषय / उप वषय	शक्षणमेंमददगारसामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसंप र्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौ खक / ल खत / बहुवैकल्पिक प्रश्न/क्विज / कक्षापरीक्षा)	शैक्ष णकप्र क्रयाएं	अध्ययनकेपरिणाम
					वस्तु को सरल भाषा मे स्पष्ट कया जाएगा। पुनरावृ त के प्रश्नों के पश्चात गृहकार्य दिया जाएगा।	चाहिए ऐसी सोच का उनमें वकास होता है।
	अकबरीलोटा	पाठ्यपुस्तक चाक झाइन श्यामपट्ट वषयवस्तु वस्तार से संबं धत वी डयो – https://youtu.be/4ZCNMrTNvfg	कक्षा में समूह बनाकरअकबरी लोटा पाठ पर आधारित लघु नाटक प्रस्तुत करेंगे।	अध्याय के शब्दार्थ ल खए। अभ्यास से प्रश्नोंकेउत्तर ल खए।	पूर्वज्ञान के प्रश्न पूछे जाएंगे। प्रश्नों के क्रमको आगे बढ़ाते हुए वषय काउद्घाटन। वषय वस्तार हेतु वी डयो दिखाया जाएगा एवम् अध्यापक द्वारा वषय को तथा हास्य	वद्या र्थयोंमें मत्रकी सहायता की भावना का वकास होता है। कसीकीसहायताके ल ए कसीअन्यको नाठगना, ऐसी शक्षा भी यह पाठ देता है। अच्छेकार्यकरने के लए परिवार से सलाह लेना एवमचर्चा करना

महीना /कार्य दिव सोंकी सं ख्य	वषय / उप वषय	शक्षणमें मददगार सामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसंप र्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौ खक / ल खत / बहुवैकल्पिक प्रश्न/क्विज / कक्षापरीक्षा)	शैक्ष णकप्र क्रयाएं	अध्ययनके परिणाम
					व्यंग को भली - भांति समझायावस्प ष्ट कया जाएगा।	ऐसे वचारों का वद्या र्थ्यों में संचार होता है।
	सूरकेपद	पाठ्य पुस्तक चॉक श्यामपट्ट झाइन अध्याय की वषयवस्तु पर अदारित वी डयो- https://youtu.be/ ELnvGaqEENU	श्रीकृष्ण एवं माता यशोदा के मध्य संवाद लेखन व् अ भनय।	अध्याय के कठिन शब्दों के सरल अर्थ ल खए। अभ्यास में पूछे प्रश्नों के उत्तर ल खए। सभीपदोंकासरलअनु वाद ल खए।	पूर्व ज्ञान के प्रश्न पूछे जाएंगे। पूर्व ज्ञान के प्रश्नों को आज के वषय से जोड़ते हुए पाठ का नाम बताया जाएगा। वषय वस्तु पर आधारित व डओ को दिखाते हुए दोनों पदों को सरल शब्दों में समझाया जाएगा। पुनरावृत्त के प्रश्न	ममत्व की कल्पना कर पाते हैं। बचपन कतना भोला एवं निश्छल होता हैं इस बात को समझते हैं। प्राचीन समय में दूधमथनेएवम्मा खनरखने के बारे में जन पाते हैं। श्रीकृष्ण की बाल लीलाओं की कल्पना कर सकते हैं।

महीना /कार्यदिनांक/संख्या	वषय / उप वषय	शक्षणमेंमददगारसामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययनकेपरिणाम
					पूछे जाएंगे एवं गृहकार्य दिया जाएगा।	
	बुद्धचरित (3) ज्ञानप्राप्ति (4) धर्मचक्रप्रवर्तन	बुद्ध के पंचशील सद्धांतों का वी डयो लंक - https://youtu.be/wjekOHKz5Ys पाठ्यपुस्तक		अभ्यासकेप्रश्नोंकेउत्तर लिखें।	पूर्वज्ञान के प्रश्न। वी डयो दिखाया जाएगा। वद्यार्थीअध्यायको क्रमशःपढ़ेंगेएव मअध्यापकस्प ष्टकरेगा। पुनरावृत्त प्रश्न एवं गृहकार्य।	बुद्धधर्मप्रचार का ज्ञान होता है। वद्यार्थी पंचशील सद्धांतों के वषय में जानते एवं समझते हैं। अंगु लमाल, देवदत्तकाद्वेष, आम्रपालीसेभेंट व षयबिंदुओं से व भन्न जीवन मूल्यों का ज्ञान प्राप्त करते हैं।
	व्याकरण - मुहावरे लोकोक्तियां समास क्रिया विशेषण	पाठ्यपुस्तक चाक श्यामपट्ट झाइन संधके लिए पावर	वषयबिंदुएकीकरण: पाठ्यपुस्तक ' वसंतभाग - 3' एवम् ' बुद्धचरित '	असाइनमेंट्स - वद्यार्थीप्रत्येक वषयबिंदुकोअ भ्यासपुस्तिकामें लिखेंगे।	सभी अध्यायों के प्रत्येक वषयबिं दुको व्याकरण पुस्तककीसहा यताएवम्विभ	वद्यार्थियोंकोभाषा की व भन्न वधा ओंकाज्ञानहोगाए वम्भाषाकेलेखन तथामौखिकप्रश्न

महीना /कार्यदिन सौकीसं ख्य	वषय / उप वषय	शक्षणमेंमददगारसामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसंप र्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौ खक / ल खत / बहुवैकल्पिक प्रश्न/क्विज / कक्षापरीक्षा)	शैक्ष णकप्र क्रयाएं	अध्ययनकेपरिणाम
	पर्यायवाचीशब्द वलोमशब्द वाक्यांशके लएएक शब्द सं ध पत्रलेखन अपठितगद्यांश/ पद्यांश अनुच्छेद लेखन	प्वाइंट प्रेज़न्टेशन लंक - https://youtu.be/ GbN62GXHoA समास के लए पावर प्वाइंट प्रेज़न्टेशन लंक- https://youtu.be/ ftAQ9i-UGk4	मेंअध्यायोंकोप ढातेसमयजहां व्याकरणकेइन व षयबिंदुओंकाउ ल्लेखआएगा, व्याकरणकेइन व षयबिंदुओंकेसाथ उनकाएकीकरण स्था पतकरकेस मझायाजाएगा। अनुभव जन्य - सभी वद्यार्थी अपने अ भभावकों को पत्र लखेंगे।	प्रत्येक अध्याय के अभ्यास कार्य को पुस्तक पृष्ठों में दिए स्थान पर पूर्ण करेंगे।	न्नउदाहरणदेते हुएस्पष्ट कया जाएगा। सं ध एवं समस को पावर प्वाइंट प्रेज़न्टेशन की सहायता से समझाया जाएगा।	गमेंशुद्धताएवंअ शुद्धताकापताच लेगा। वेअपनीभाषाकीप्रवीण तामेंनिखारलापा एंगे। अनुच्छेदलेखनसेरच नात्मकताबढ़ेगीए वम्पत्रलेखनसेसं देश लखनाएव म्विचारोंको ल ख तरूपमेंप्रकटकरने कीकलाका वकास होगा।
अक्तुबर/ नवंबर, दिसंबर (यूनिट-4) 45 दिन	पानीकीकहानी	पाठ्यपुस्तक चाक श्यामपट्ट पूर्वज्ञान के प्रश्नों से पहले दिखाए जाने वाले वी डयो क्रमांक 1 जग लंक	जलचक्र का चत्र बनाकर वर्णन कीजिए।	अभ्यासकेप्रश्नोंकेउत्त र ल खए। शब्दार्थ ल खए। पाठचौदह, पंद्रहएवम्सोलह कीकक्षापरीक्षाली जाएगी।	जलचक्र पर आधारित वी डयो क्रमांक 1 दिखाया जाएगा जलचक्र से संबं धत पूर्वज्ञान के	वद्यार्थियोंकोपानीके जन्म की कहानी का पता चलता है। जलचक्र को समझते हैं। भूगर्भ, ज्वालामुखी, Page वाष्पीकरणएवंसं

महीना /कार्यदिन संकीर्ण ख्य	वषय / उप वषय	शक्षणमेंमददगारसामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसंप र्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौ खक / ल खत / बहुवैकल्पिक प्रश्न/क्विज / कक्षापरीक्षा)	शैक्ष णकप्र क्रयाएं	अध्ययनकेपरिणाम
		<p>-</p> <p>https://youtu.be/iDa_ZHxqc6M</p> <p>अध्याय से संबं धत वषयवस्तु व डओ क्रमांक 2 का लंक- https://youtu.be/aZxg7BSORVE</p>			<p>प्रश्न पूछे जाएंगे। बच्चो आज हम “पानी की कहानी” के वषय में कुछ रोचक तथ्यों को जानें वी डयो क्रमांक कीसहायतासे वषयवस्तुको स्पष्ट कयाजा एगा। पुनरावृ त के प्रश्न पूछे जाएंगे एवं गृहकार्य दिया जाएगा।</p>	<p>घननकाज्ञानप्रा प्त करते हैं। जलचक्र से संबं धत अनेक हिन्दी शब्दों का उनके शब्द भंडार में समावेश होता है।</p>
	बाज़औरसांप	पाठयपुस्तक चाक श्यामपट्ट झाड़न सांप और बाज़ की	परियोजनाकार्य - बाज़ कन कनबा तोंमेंअन्यप क्षयों से भन्नहैं, जानकारीप्राप्त	अतिलघुउत्तरवालेमौ खकप्रश्नपूछेजा एंगे। शब्दार्थ ल खए। अथयारोप्रश्नोंकेउत्तर	पूर्व ज्ञान प्रश्नों से पहले वी डयो क्रमांक 1 दिखाया जाएगा	वद्यार्थीबाज़कीवीर ता के वषय में जान लेते हैं। बाज़एवम्सांपकीदुश्म जीतथावीरोंकीशा

महीना /कार्यदिन संकीर्ण ख्य	वषय / उप वषय	शक्षणमेंमददगारसामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसंप र्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौ खक / ल खत / बहुवैकल्पिक प्रश्न/क्विज / कक्षापरीक्षा)	शैक्ष णकप्र क्रयाएं	अध्ययनकेपरिणाम
		<p>लड़ाई का वी डयो 1 का लंक- https://youtu.be/s-sHY1zSA2I वषयवस्तु वस्तार वी डयो क्रमांक 2 लंक - https://youtu.be/bVONz9J18g</p>	<p>कीजिएएवम् चत्र बनाकर ल खए।</p>	<p>ल खए।</p>	<p>पूर्वज्ञान के प्रश्न पूछे जाएंगे । बच्चो आज हम एक घायल बाज और एक सांप की रोचक कहानी को जानेंगे। वषयवस्तु वस्तार वी डयो क्रमांक1 दिखाया जाएगा एवं अध्यापक समझाएगा अध्यापन पूर्ण करके पुनरावृ त प्रश्न पूछे जाएंगे एवम गृहकार्य दिया जाएगा।</p>	<p>नके वषयमें सीखते हैं । बाज के वषय में कुछ अन्य रोचक तथ्य जानते हैं जो बाज के बचपन में उसकी माँ द्वारा सखाए जाते हैं। एक बहादुर अपने ब लदान से दूसरों की मनोवृ त पर कतना प्रभाव डालता है यह भी वद्यार्थी बाज के ब लदान एवं सांप द्वारा ऐसे ही प्रयास की घटना से सीखते हैं।</p>

महीना /कार्यदिन /कार्यदिन संख्या	वषय / उप वषय	शक्षणमें मददगार सामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययनके परिणाम
	बुद्धचरित (5) महापरिनिर्वाण	महापरिनिर्वाण का वीडियो लिंक (टीवी इं डया साक्षात्कार – बोधचर्या शांति स्वरूप जी) https://youtu.be/yQ5tXzUYhXQ पाठ्यपुस्तक ।	परियोजना कार्य – भगवान बुद्ध के वषय में जानकारी उपलब्ध कीजिए एवं लिखिए की उनकी अस्थियाँ कतने भागों में बाँटी गईं एवं कसको कसको दी गईं। उनके अंतिम संस्कार के वषय में भी लगभग 100 शब्दों का अनुच्छेद लिखिए।	अभ्यासके प्रश्नोंके उत्तर लिखिए।	भगवान बुद्ध के महापरिनिर्वाण का वीडियो (साक्षात्कार) दिखाने के पश्चात पूर्वज्ञान के प्रश्न पूछे जाएंगे पाठ्य पुस्तक से अध्याय को पढ़ाते हुए वषयवस्तु को स्पष्ट किया जाएगा। पुनरावृत्त प्रश्न एवं गृहकार्य।	मार द्वारा बुद्ध को अपने लक्ष्य से भटकने के प्रयासों एवं बुद्ध के दृढ़ निश्चय के बारे में जानेंगे। कुशनारामें महापरिनिर्वाण का ज्ञान होता ही। बुद्धके अवशेषोंके आठ भाग, आनंदके उत्तरदायित्वमें भगवान बुद्धके उपदेशों के संग्रह का ज्ञान होता है।
	व्याकरण - मुहावरें	पाठ्यपुस्तक वाक	वषयबिंदुएकीकरण: पाठ्यपुस्तक	असाइनमेंट्स - वद्यार्थीप्रत्येक	सभी अध्यायों के प्रत्येक वषयबिंदु	वद्यार्थियोंको भाषा की व भन्न वधा

महीना /कार्यदिन /कार्यदिन संख्या	वषय / उप वषय	शक्षणमेंमददगारसामग्री	योजना / प्रायो गकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखक / लखत / बहुवैकल्पिक प्रश्न/क्विज / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययनकेपरिणाम
	<p>लोकोक्तियां समास वराम चन्ह पर्यायवाचीशब्द वलोमशब्द वाक्यांशके लिए एक शब्द अनेकार्थक शब्द समरूपी भननार्थक शब्द संध पत्रलेखन अपठितगद्यांश/ पद्यांश अनुच्छेदलेखन संवादलेखन</p>	<p>श्यामपट्ट झाइन संधके लिए पावर प्वाइंट प्रेजेंटेशन लंक - https://youtu.be/GbN62GXih0A समासके लिए पावर प्वाइंट प्रेजेंटेशन लंक- https://youtu.be/ftAQ9i-UGk4</p>	<p>वसंतभाग - 3' एवम् ' बुद्धचरित ' में अध्यायोंको प ढाते समय जहां व्याकरणके इन व षयबिंदुओंका उ ल्लेख आएगा, व्याकरणके इन व षयबिंदुओंके साथ उनका एकीकरण स्थापित करके स मझाया जाएगा। अनुभवजन्य –सभी वद्यार्थी अपने अभवावकोंको पत्र लखेंगे।</p>	<p>वषयबिंदुको अ भ्यासपुस्तिकामें लखेंगे। प्रत्येक अध्यायके अभ्यासकार्यको पुस्तकपृष्ठोंमें दिए स्थानपर पूर्ण करेंगे।</p>	<p>दुको व्याकरण पुस्तककी सहा यताएवम् विभ न्न उदाहरण देते हुए स्पष्ट कया जाएगा। संध एवं समसको पावर प्वाइंट प्रेजेंटेशन की सहायतासे समझाया जाएगा।</p>	<p>ओंका ज्ञान होगा ए वम् भाषाके लेखन तथा मौखक प्रयो गमें शुद्धता एवं अ शुद्धताका पता च लेगा। वे अपनी भाषाकी प्रवीण तामें निखार ला पा एंगे। अनुच्छेदलेखन से रच नात्मकता बढ़ेगी ए वम् पत्रलेखनसे सं देश लेखनाएव म् विचारोंको लख तरूपमें प्रकट करने की कलाका विकास होगा।</p>

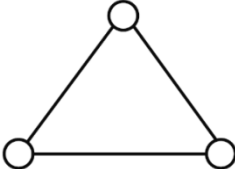
PINEGROVE SCHOOL, SUBATHU
Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: Mathematics
Class: VIII
Session 2024-25

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
FEB	Rational Numbers	Audio- visual from Extra Marks : Set of different types of numbers Power Point Presentation Videos Types of Numbers https://www.youtube.com/watch?v=QUGmwPwtbpg	Experiential Learning Discussed the use of fractions and decimals in everyday life, such as in recipes, tools, medicine dosages, etc Skills Development Comparing numbers using a number line (Negative rational Numbers)Students may be asked to represent the rational numbers on number line	Testing with MCQ on daily bases Testing on completing the chapter Assignments(few questions given based on chapter)	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by Brainstorming Discussion.	The students will be able to Understand what are Rational Numbers Properties of rational Number : Closure and Commutative Multiplicative and Additive Inverse Role of zero and One Multiplicative and Additive Identity
March	Linear Equation In One Variable	Audio- visual from Extra Marks Explained with the help of live examples of age,	Skill Development Frame a linear equation involving one variable whose solution is 10.	Testing with MCQ on daily bases Testing on completing the chapter	Activating Prior Knowledge by Random Questioning Introducing the	The students will be able to Understand LineaPage Equation

		<p>number and market purchases Power Point Presentation Videos</p> <p>https://www.youtube.com/watch?v=tHm3X_Ta_iE</p>	<p>i.e. $2X + 5 = 25$</p> <p>Framing of linear equation</p>	<p>Assignments(few questions given based on chapter)</p>	<p>topic to be taught after getting the expected response from the students.</p> <p>Developing hypothesis by Brainstorming Discussion.</p>	<p>apply rules for solving Linear equation in one variable Solve equations by transposing the term from LHS to RHS Find the highest power of Linear Equation Solve the problem on Number, Age, Perimeter etc.</p>
March-April	Understanding Quadrilaterals	<p>Audio- visual from Extra Marks Power Point Presentation Videos</p> <p>Types of Quadrilateral https://www.youtube.com/watch?v=QVzvkIbd8CU</p>	<p>Art Integration To verify the sum of the interior angles of a quadrilateral is 360° by using activity method</p> <p>Project To verify that the opposite angles of a parallelogram are equal, by using activity method.</p>	<p>Testing with MCQ on daily bases Testing on completing the chapter Assignments(few questions given based on chapter)</p>	<p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students.</p> <p>Developing hypothesis by Brainstorming Discussion.</p>	<p>The students will be able to</p> <p>Perform classification of Polygons Explain properties of Quadrilaterals and their diagonals Apply angle sum property of a polygon Find sum of exterior and interior angles.</p>
April	Data Handling	<p>Audio- visual from Extra Marks Power Point Presentation Videos Individual Group work ICT, Mathematics lab activities, Survey</p>	<p>Experiential Learning collect information from your class about which sports among the following, is eachone's favorite and write it down against the name of the pupil.Football, basketball, cricket, handball.</p>	<p>Testing with MCQ on daily bases Testing on completing the chapter Assignments(few questions given based on chapter)</p>	<p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students.</p> <p>Developing hypothesis by</p>	<p>The students will be able to</p> <p>understand the importance of complete accurate and relevant data Draw pictorial representation of numerical data Make frequency Page distribution and</p>

May

<p>https://www.youtube.com/watch?v=faBPTFx_NCE</p>	<p>Now organize the data using tally marks.</p> <p>Art Integration Collection of data from the class related to mode of transport used to come to school and draw a bar graph for it.</p>		<p>Brainstorming Discussion.</p>	<p>tally marks Find probability of an event</p>
<p>Square and Square Roots</p> <p>Explained with the help of examples from day-to-day life Power Point Presentation Videos</p> <p>https://www.youtube.com/watch?v=RagzBOu032w</p>	<p>To find the square roots of first ten natural numbers.</p> <p>Complete the magic square below. Use the numbers – 4, – 3, –2, –1, 0, 1, 2, 3, 4 and 5 to make a magic square with row, column and diagonal sums of 9.</p> <p>Complete the magic square below. Use the numbers – 4, – 3, –2, –1, 0, 1, 2, 3, 4 and 5 to make a magic square with row, column and diagonal sums of 9.</p>	<p>Testing with MCQ on daily bases Testing on completing the chapter Assignments(few questions given based on chapter)</p>	<p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students.</p> <p>Developing hypothesis by Brainstorming Discussion.</p>	<p>The students will be able to :</p> <p>Properties of Square Root Find square and square roots One's digit in the square of a number Interesting patterns of square root Short cut method of squaring a number</p>

			<p>Put three different numbers in the circles so that when you add the numbers at the end of each line you always get a perfect square.</p> 			
May	Cube and Cube Roots	<p>Innovative Method Tell the students to bring some cube-shaped objects: Ice cube, Dice Audio- visual from Extra Marks : Set of different types of numbers Power Point Presentation Videos https://www.youtube.com/watch?v=DBysu0wjFLY</p>	<p>Art Integration: Make Charts on Patterns in Cubes and display them in class.</p> <p>Like: $1729 = 10^3 + 9^3 = 12^3 + 1$</p>	<p>Testing with MCQ on daily bases Testing on completing the chapter Assignments(few questions given based on chapter)</p>	<p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students.</p> <p>Developing hypothesis by Brainstorming Discussion.</p>	<p>The students will be able to</p> <p>Determine the cube of a number. Comprehend the properties of cubes Understand the patterns in cubes Determine whether the number is a perfect cube or not by prime factorization Convert it into a perfect cube Find the cube roots of numbers</p>
July	Comparing Quantities	<p>Audio- visual from Extra Marks Power Point Presentation Videos Money transaction</p>	<p>Art Integration To compare simple and compound interest on the graph papers</p>	<p>Testing with MCQ on daily bases Testing on completing the chapter Assignments(few</p>	<p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught</p>	<p>The students will be able to</p> <p>Recall the concept of profit and loss Comprehend</p>

game (Dummy Currencies)
 Group work
 ICT,
 Dummy market
 Class activity
 Buyer Seller
 Borrower-Depositor
<https://www.youtube.com/watch?v=cq1q7YGPTHY&list=PLCzaIJYXP5YdSNoYv4bZCipJqrW30I7N9>

using different coloured pencils.

Introductory Activity-1

Recapitulation by asking interesting questions like Shreya purchased a camera for Rs 15,000 and sold it for Rs 17.800. Find the Gain and Gain Percentage.

Activity-2

Students will fill the remaining two columns :

CP	SP	P/L	P/L %
100	70		

Audio-Visual

1. Percentages
 2. Profit & Loss
 3. Application to Discounts
- Class Activity:

Ratio and Percentage help us to compare and they are related to each other show various same sized

questions given based on chapter)

after getting the expected response from the students.

Developing Brainstorming

Discussion.

‘overhead expenses’
 Apply knowledge to solve problems related to discount and discount%
 Understand and Comprehend the interest compounded annually and semi-annually
 Apply the compound interest formulae to growth and depreciation of commodities
 Calculate Taxes

shapes whose different parts are shaded.

Students may be asked to convert shaded parts of each circle in fraction.

Students may be asked to convert these fractions in percent and compare the shaded parts.

Bank and Customer Activity

organize an activity which involves purchasing, depositing and borrowing money, cases of simple and compound interest.

Involve all the students using dummy currencies to explain Profit, Loss, Simple Interest and Compound Interest starting with Rs 100 or Rs 1000

Interest calculated on the original principal throughout the holding period

			<p>Inter Disciplinary Activity class room activity to convert students marks in different subjects into percentage and compare performance in ratio and percentage.</p> <p>Teacher can organize dummy market.</p>			
July	<p>Algebraic Expressions and Identities</p>	<p>Audio- visual from Extra Marks Individual Group work Mathematics lab activities Puzzles Power Point Presentation Videos https://www.youtube.com/watch?v=ZDWLbHu7y1g</p>	<p>To verify the identity $(x + a)(x + b) = x^2 + ax + bx + ab$</p> <p>Art Integration</p> <p>Make flash cards of identities and use them to memorize.</p> <p>Art Integration</p> <p>Make flash cards of identities and use them to memorize.</p> <p>To verify $(a + b)^2 = a^2 + 2ab + b^2$ by using activity method</p> <p>To</p>	<p>Testing with MCQ on daily bases Testing on completing the chapter Assignments(few questions given based on chapter)</p>	<p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students.</p> <p>Developing hypothesis by Brainstorming</p> <p>Discussion.</p>	<p>The students will be able to</p> <p>Understand the meaning of Algebraic Expressions Identify the terms and coefficients Perform mathematical operations on polynomials Use four identities in carrying out squares and products of algebraic expressions. Learn easy alternative methods to calculate</p>

			<p>verify $(a - b)^2 = a^2 - 2ab + b^2$ by using activity method</p> <p>To verify $(x + a)(x + b) = x^2 + (a + b)x + ab$ by using activity method</p> <p>To verify $(a - b)(a + b) = a^2 - b^2$ by using activity method</p>			<p>products of numbers and so on. Revise in a fun way through Quiz</p>
August	<p>Mensuration</p>	<p>Audio- visual from Extra Marks Individual Group work ICT, Mathematics lab activities Demonstration Power Point Presentation Videos</p> <p>Surface Area</p> <p>https://www.youtube.com/results?search_query=surface+area+of+solids+class+8</p> <p>Area and Perimeter https://www.youtube.com/watch?v=r</p>	<p>Art Integration To prove that Surface Area of the closed cylinder of radius r and height h is $(2\pi r(r + h))$</p> <p>Experiential Learning To determine a formula for the curved surface area of a cylindrical can by activity method.</p> <p>To determine a formula for the total surface area of cuboid by activity method.</p> <p>To determine a formula for the total surface area of cube by</p>	<p>Testing with MCQ on daily bases Testing on completing the chapter Assignments(few questions given based on chapter)</p>	<p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students.</p> <p>Developing hypothesis by Brainstorming</p> <p>Discussion.</p>	<p>The student will be able to: Calculate the area of a trapezium, rhombus, parallelogram, any quadrilateral. Understand and effectively use the concepts to find the surface area of cube, cuboid and cylinder. Understand and effectively use the concepts to find the volume of cube, cuboid and cylinder</p>
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		SVMrPu0_U	activity method.			
August	Exponents and Powers	Audio- visual from Extra Marks Explained through Mind Map Power Point Presentation Videos https://www.youtube.com/results?search_query=exponents+and+powers+class+8	Skill Assessment: Made graphs on the basis of data available in the surroundings.	Testing with MCQ on daily bases Testing on completing the chapter Assignments(few questions given based on chapter)	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by Brainstorming Discussion.	The student will be able to: Express exponential notation of rational numbers. Write reciprocals with negative and positive integral exponents Solve Expressions using laws of exponents Apply the laws in day to day life.
September	Direct and Inverse Proportions	Audio- visual from Extra Marks Power Point Presentation Videos https://www.youtube.com/results?search_query=direct+and+inverse+proportion+class+8	Skill Assessment To test clarity of concepts and ability of mental calculation of the student (Mental Maths)	Testing with MCQ on daily bases Testing on completing the chapter Assignments(few questions given based on chapter)	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by Brainstorming Discussion.	The student will be able to: Comprehend the concept of Ratio and Proportion Solve problems related to Ratio and Proportion Comprehend and solve problems related to direct and inverse proportion. Solve problems related to 'time and work' and 'time and distance'
September	Factorization	Audio- visual from Extra Marks Power Point Presentation Videos	Activity To factorize a quadratic polynomial, $ax^2 + cx + c$ by splitting the middle	Testing with MCQ on daily bases Testing on completing the chapter	Activating Prior Knowledge by Random Questioning Introducing the	The students will be able to Find the Factors Page Recall H.C.F

		https://www.youtube.com/results?search_query=factorization+class+8	term(using square sheets)	Assignments(few questions given based on chapter)	topic to be taught after getting the expected response from the students. Developing hypothesis by Brainstorming Discussion.	Factorize by regrouping Factorize Quadratic Equations by splitting middle term Factorize using Identities Divide Algebraic Expressions
October	Introduction to Graphs	Audio- visual from Extra Marks Bar Graphs Graphical representation of data Power Point Presentation Videos https://www.youtube.com/results?search_query=introduction+to+graphs+class+8	Art Integration Interlinked the graphs with the data collected and made all types of graphs	Testing with MCQ on daily bases Testing on completing the chapter Assignments(few questions given based on chapter)	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by Brainstorming Discussion.	The students will be able to Understand pictorial and graphical representation Make Pie Graph, Bar Graph, Line graph and histogram
November	Revision					

PINEGROVE SCHOOL, SUBATHU
Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: Social Science
Class: VIII
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/MC Qs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes	Page
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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/MC Qs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
February 4 Periods	Geography- Resources Resources: resources and their types – natural and human	Smart Class- Extra marks *PPT *Videos YouTube *E-book Trilingual Dictionary of Geography - (Hindi English-Urdu) http://www.ncert.nic.in/publication/Miscellaneous/pdf.files/tidog101.pdf	*Art integration Poster making – Save Resources. *Project and Experiential learning Best out of waste. Thinking Skill - Brain storming regarding the importance of resources and life without them.	The L.O. will be assessed with *An oral test *Written test. *Quiz based on the chapter. *Assignments- notebook	Ice breaking session- Showing different things to children like pens, paper, books etc. and asking them questions like what's the use of these things? And what are they called -expecting the answer Resource. Lecture Discussion -meaning of resource, types, and conservation of these with the help of videos and power point presentation.	-Students will be able to understand the importance of different natural resources. -They will be able to understand why human resource the most important resources. -Differentiate between the different types of resources. -Sensitize children with the conservation of resources.
March 3 Periods	History – How, When and Where (a) An overview of the period. (b) Introduction to the new geographical categories. (c) An outline of the time frame. (d) An introduction to the sources.	Smart Class- Extra marks *PPT *Videos YouTube *E-book • https://www.youtube.com/watch?v=tbOQyVrW2tU • https://www.eklavya.in/pdfs/Books/	*Inter disciplinary Linkages: Relating it with English language. Enhancing literary skill paragraph writing on sources of History. * Art integration/ Experiential Learning- Timeline- Individual timeline of the child and attach or draw pictures.	The L.O. will be assessed with *An oral test *Written test *Quiz *Notebook evaluation	*Ice breaking session The beginnings of the learner's historical engagement will emerge through recalling personal experiences and elements of family history and PK testing. -Lecture Discussion. Discussion on changing nomenclature of the	The students will be able to -Understand the importance of studying history -Comprehend how different sources of history help us to know about our past - Differentiate between the significance of different sources of history

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MC Qs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					subcontinent and regions. Dates and its importance. Important sources of history.	
March 4 Periods	Civics – The Constitution of India	Smart Class- Extra marks *PPT *Videos YouTube *E-book	*Inter disciplinary Linkages: Relating it with English language. Write a letter to your friend telling him the importance of Rights. *Art integration/Experiential learning Draw a poster depicting any one feature of Federalism.	The L.O. will be assessed with *An oral test *Written test *MCQ in form of quiz *Assignment- notebook	Ice breaking session- PK testing asking them questions regarding Democracy that they have done in the previous classes and bring how laws are important in Democracy and finally telling that laws are compiled in a written form called Constitution. -Lecture Discussion Discussion on the Constitution and its main features with the help of PPT and videos.	The students will be able to: - -Explain what Federalism is. - Infer about separation of powers -Enumerate the main Fundamental rights
March 4 Periods	Civics – Understanding Secularism	Smart Class- Extra marks PPT Videos YouTube E-book	* Experiential Learning -Discussion about different religions and what liberty has been given to them on grounds of secularism *Art Integration Poster making – Secular India.	The L.O. will be assessed with *An oral test *Written test *Quizzes	*Ice breaking session -Showing placards of different communities and their unity depicting Secular India. Lecture Discussion. In-text Questioning Reflective	The students will be able to -Interpret different views within the different religions -Recognize how Indian government keeps away from

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MC Qs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					Discussion with the help of PPT and videos.	religion but intervenes in religion as well.
March 3 Periods	Geography- Land, Soil, Water, Natural Vegetation	Smart Class- Extra marks *PPT *Videos YouTube *E-book	Experiential Learning- Map Work – History *Art Integration Poster Making- Conservation of Natural Resources	The L.O. will be assessed with *An oral test * Written test MCQ'S in the form of Quizzes Notebook assessment	*Ice breaking session- Showing human activities resulting in depletion of natural resources. Lecture Discussion- Initiative taken by Government and NGOs' to conserve natural resources.	-Learner will understand the Meaning of Land and Soil, factors affecting Soil Formation, methods to conserve soil, water, natural vegetation & wildlife. -interpret knowledge about utility of natural resources. -Learner will be able to analyze the causes of degradation of environment.
April 5 Periods	History – From Trade to Territory The Establishment of Company Power (a) Mercantilism and trade-wars. (b) Struggle for territory, wars with	Smart Class- Extra marks *PPT *Videos YouTube *E-book https://www.amdigital.co.uk/primarysources/east-indiacompany • https://www.eklavya.in/pdfs/Books/SS	Experiential Learning- Map Work – History	The L.O. will be assessed with *An oral test * Written test MCQ'S in the form of Quizzes Notebook assessment	*Ice breaking session- Short role play where a British official is seeking permission for trade in India from Mughal ruler and then becoming ruler of a small place. Lecture Discussion-	-Learner will understand the meaning of colonialism -Learner will interpret knowledge about colonialism of India and different methods adopted 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/MC Qs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	Indian rulers. (c) The growth of colonial army and civilian administration. Regional focus: Tamil Nadu.	TP/social_studies_8/history/6%20Establishment%20of%20English%20Rule.pdf			Discussion on the establishment and growth of colonial power with the help of PPT and videos to make it interesting.	crush different rulers of India. -Learner will be able to analyze that geography and resources of a country shape its history
April 5 Periods	Ruling the countryside	Smart Class- Extra marks PPT Videos YouTube E-book	* Experiential Learning- Group discussion on About the improvements made in agriculture by the britishers	The L.O. will be assessed with – an oral -written test -Quizzes. -Notebook work	* Ice breaking session – Speaking about plantation crops of British India and of present India. Lecture Discussion-	The students will be able to Analyze . Revenue collection methods used by Britishers ⁱ Understand the circumstances which led to the eventual collapse of Indigo production in Bengal.

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MC Qs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
May 3 Periods	<p>History –Tribals, Diku and the vision of the Golden Age</p> <p>Colonialism and Tribal Societies</p> <p>(a) Changes within tribal economies and societies in the nineteenth century.</p> <p>(b) Tribal revolts: focus on Birsa Munda. Regional focus: Chotanagpur and North-East</p>	<p>Smart Class- Extra marks</p> <p>Podcast- Birsa Munda</p> <p>E-Book</p> <p>PPT</p> <p>Videos.</p>	<p>Inter disciplinary. Linkages and*Art integration</p> <p>Poster on the living of tribals</p> <p>. * Experiential Learning-</p> <p>Map work- tribal area of India during British rule.</p>	<p>The L.O. will be assessed with</p> <p>* An oral test</p> <p>*Written test</p> <p>*Quiz</p>	<p>*Ice breaking session-</p> <p>Discussion on the word Tribe and Tribal to check their previous knowledge and then introduce the chapter.</p> <p>Lecture Discussion</p> <p>Discussion on Various tribal societies of the India and how British rule affected them.</p>	<p>-Learner will get knowledge about different tribes of India.</p> <p>interpret the causes behind marginalization of tribal societies of India.</p> <p>differentiate between the condition of tribal societies before the colonial rule and after the colonial rule</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/MC Qs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
May 3 Periods	Civics –Parliament and the Making of Laws	Smart Class- Extra ma PPT Videos YouTube E-book	* Experiential Learning - Organizing a mock session of Parliament. (virtual) -Group Discussion Video of incident depicting violation of law and people protesting current laws. Consumer law Hindu Succession Act	The L.O. will be assessed with *An oral test *Written test *Quiz	* Ice breaking session -introducing real-life examples like who makes rules in your home? Who is responsible to make rules in School? Similarly introducing to them that Parliament makes rules for the country and introducing the chapter to them. Lecture Discussion. Discussion on the different types of laws	The students will be able to To identify the work of a state and central government To differentiate between a State Legislative Assembly and the Parliament Interpret Hindu Succession Amendment Act, 2005. Inquire if there are any popular laws that people are protesting.
May 3 Periods	Geography- Agriculture Agriculture: types of farming, major crops, food crops, fiber beverages, agricultural development – two case studies – one from India and the other from a developed country/a farm in the US/ Netherlands/ Australia	Smart Class- Extra marks PPT Videos YouTube E-book	* Experiential Learning Take the children to a farm to give them firsthand experience of farming. School farm Map work	The L.O. will be assessed with *An oral test * Written test *Quiz	* Ice breaking session – showing a presentation of countryside where farmers are doing agriculture and introduce the chapter. Lecture Discussion- on types of agriculture, various crops and ways of cultivating them. Comparison of a farm in India with America.	Learner will -get knowledge of geographical conditions for different kinds of crop. -differentiate between farming practices in India and developed countries like USA. -Sensitize the children with the concept of not wasting food.

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July 5 Periods	Civics - Judiciary	Smart Class- Extra marks PPT Videos YouTube E-book	Art integration- Review the movie Jolly LLB and write about importance of PIL. * Experiential Learning- Mock session of the court room.	The L.O. will be assessed with – an oral -written test -Quizzes. -Notebook work	*Ice breaking session- Role play two children fighting teacher shall come and solve the dispute. This way introducing the chapter. Lecture Discussion. Discussion on the different types of cases being handled at various levels of courts.	The students will be able to Explain the difference between civil and criminal law. Explain different levels of courts.
July 3 Periods	History –When People Rebel 1857 and After The Revolt of 1857-58 (a) The rebellion in the army and the spread of the movement. (b) The nature of elite and peasant participation. Regional focus: Awadh.	Smart Class- Extra marks PPT Videos YouTube E-book	Art integration – map of India with places of revolt. Recite a poem on Laxmibai. * Experiential Learning Making of mind map of the event of 1857Map work	The L.O. will be assessed with *An oral test * Written test. *Quizzes *Notebook work	*Ice breaking session- showing them Pictures of freedom fighters of India and seeking their previous knowledge and asking them what made these people famous and thus introducing the chapter. Lecture Discussion. Discussion on the possible reasons of the revolt Story telling- story of brave revolters like laxmi bai.	Learner will get knowledge of the causes of rebellion. Learner will be able to differentiate between the nature of rebellions against company before 1857 and rebellion of 1857.

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July 5 Periods	Geography- Industry Industries: - classification of industries based on size, raw material, ownership; major industries and distribution; infrastructure and development. Iron and Steel	Smart Class- Extra marks PPT Videos YouTube E-book	Inter disciplinary. Linkages: Relating it to Science: Case Study: Bhopal Gas Tragedy report writing. Group discussion. * Experiential Learning Map work.	The L.O. will be assessed with * An oral test *Written test *Quizzes. * Notebook work	*Ice breaking session- Shall be done with their PK testing- asking them questions like – Where are things like toothpaste, shirt and various things made. Introduction of the chapters name and meaning. Lecture Discussion Discussion on the meaning of an Industry and its possible uses.	Learner will get knowledge of different sectors of the economy based on economic activity. Learner will be able to compare between industry in India and industries in other countries. Learner shall classify industries. Learner shall realize the importance of industries for the development of the Country.
July 5 Periods	Civics – Understanding Marginalization	Smart Class- Extra marks PPT Videos YouTube E-book	* Experiential Learning- Debate on Reservation- its role in providing economic equality. Art integration- Poster on the life of a tribal or Dalit.	The L.O. will be assessed with – an oral -written test -Quizzes. -Notebook work	*Ice breaking session- Moving in the class pointing towards the margins, thus giving the meaning of marginalization, and introducing the chapter. Lecture Discussion- With the help of videos and PPT	The students will be able to -Interpret who are Adivasis, minority groups. -Sensitize the children how they are stereotyped &marginalized.
August 5 Periods	Civics – Confronting Marginalization	Smart Class- Extra marks PPT Videos YouTube E-book	* Experiential Learning- Group Discussion Video of Manual Scavenging Art integration- Identify a marginalized community in	The L.O. will be assessed with – an oral -written test -Quizzes. -Notebook work	*Ice breaking session- Think problem faced by marginalized group in our country.	The students will be able to -Interpret the policies made by government to

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			your locality and draw a poster to express feelings as a member of this community		Lecture Discussion- Manual Scavenging at present.	promote social justice. -Sensitize the children about lifestyle of Dalits.
August 3 Periods	Civilizing the Native.	Smart Class- Extra marks PPT Videos YouTube E-book	* Experiential Learning Making Timeline to show the changes in Education system in India. Group Discussion--- Working of Shantiniketan . Highlights of Wood's Dispatch .	The L.O. will be assessed with – an oral -written test. -Quizzes. - Notebook work	*Ice breaking session- Testing PK and asking questions related to Education system before independence. Lecture Discussion- Discussion on English Education Act,1835 with the help of PPT.	The students will be able to To differentiate between Pre-colonial education and Modern education system To Compare the views of Anglicists and Orientalists. To appreciate the role of Rabindranath Tagore and Mahatma Gandhi as reformers of the education system.
August 5 Periods	History- Women, Caste and Reforms Women, Caste, and reforms (a) Debates around sati, widow remarriage, child marriage and age of consent.	Smart Class- Extra marks PPT Videos YouTube E-book	Project work- Make a detailed project on any one reformer and his work to uplift the society.	The L.O. will be assessed with a project.	Ice breaking- open discussion will be held in the class regarding the condition of the women with the web chart on the board. Reading of lesson and group	Learners will get knowledge of different reformers and reforms carried out by them. -Learner will understand why reforms were

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	(b) Ideas of different reformers on the position of women and women's education.				discussion.	<p>necessary.</p> <p>-Learners will get inspired to be the agent of positive change in society.</p> <p>-Learners will be emboldened to question some wrong practicing prevailing in society even at present.</p>
September 5 Periods	Human Resources	Smart Class- Extra marks PPT Videos YouTube E-book	* Experiential Learning Study of Population Pyramid and drawing conclusions.	The L.O. will be assessed with – an oral -written test. -Quizzes. - Notebook work	* Ice breaking session -Shall be done with their PK testing- asking them about the terms related to population count. Lecture Discussion Discussion on the factors affecting population distribution and Causes of Population change	The students will be able to - Interpret Population Pyramids. - Sensitize the children about the need for and importance of human resources.

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October 9 Periods	Making of National Movement	Smart Class- Extra marks PPT Videos YouTube E-book	* Experiential Learning Map work.	The L.O. will be assessed with – an oral -written test -Quizzes. -Notebook work	* Ice breaking session – showing a Video related to struggle of Freedom Fighters to get Independence. { Short Clip from Movie Netaji Subhash Chandra Bose-The forgotten Hero	The students will be able to Classify Indian National Movements. Appreciate the role of Freedom Fighters. Explain the various movements initiated by Freedom Fighters.
November 5 Periods	Public Facilities	Smart Class- Extra marks PPT Videos YouTube E-book	* Experiential Learning VideoDiscussion on A NEWS video of Water scarcity issue in Vidarbha Village of Maharashtra.	The L.O. will be assessed with a project.	* Ice breaking session – with the newspaper analyses pointing towards various facilities provided by the government and thus introducing the chapter. Lecture Discussion Discussion on various types of public facilities which are part of life.	The students will be able to Infer what could be done improve water supply. Sensitize children for conservation of water as the need of the hour today's world.
November 5 Periods	Civics- Law and Social Justice	Smart Class- Extra marks PPT Videos YouTube E-book	* Experiential Learning - Group discussion on the oppression of poor and the role of Law in providing justice to them.	The L.O. will be assessed with – an oral -written test -Quizzes. -Notebook work	* Ice breaking session -it would start with the previous knowledge testing of Constitution and ask	The students will be able to Analyze the role of law in the provision of social justice.

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					<p>children about Rule of law and what happens if justice is not given to the people, then who is responsible. Leading to the introduction of chapter.</p> <p>Lecture Discussion- Discussion on the case study like the Bhopal Gas tragedy and consequences and problems faced by victims' families with the help of videos and PPT.</p>	Suggest ways to protect the poor from the oppression of the rich and powerful.

PINEGROVE SCHOOL, SUBATHU
 Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: SCIENCE
Class: VIII
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/ March (12)	Crop Production https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s	PPT, Video, Charts, Extra marks, Board and Chalk, White Board	Inter disciplinary linkages: (with Social Science) to study the type of soil and the crop grown) History of agriculture/ farming	Oral tests were conducted Written test MCQs testing and Quizzes	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the	Following skills of students will be enhanced: Creativity Critical thinking life skills The students will be able to know

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			<p>Art integration Diagram of different tools used in farming</p> <p>Experiential learning</p> <p>Activity: Visit to a polyhouse.</p>		<p>expected response from the students.</p> <p>Developing hypothesis by: Brainstorming Lecture Discussion. Activities: Selection of seeds Video related to crop production, irrigation and storage of grains.</p> <p>Group discussions</p>	<p>Understand the concept of agriculture and agricultural practice.</p> <p>Sources of water and irrigation practices</p> <p>Importance of usage of manures, fertilizers, weedicides and pesticides in agriculture.</p> <p>Storage of grains.</p> <p>Taking as a career option in branch of agriculture.</p>
March 12)	<p>Microorganisms https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s</p>	<p>PPT, Video, Charts, Extra marks, Board and Chalk, White Board</p>	<p>Art integration Draw the diagram of different microorganism</p> <p>Experiential learning Practical: To observe the micro-organisms with the help of permanent slides</p> <p>Study the process of fermentation in case of yeast.</p> <p>Picture/diagram identification</p>	<p>Oral tests were conducted</p> <p>Written test, MCQs testing and Quizzes.</p>	<p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students.</p> <p>Developing hypothesis by: Brainstorming Lecture Discussion.</p> <p>Activities Video: microorganism Microbial habitats Nitrogen cycle Sewage treatment plant</p>	<p>-The students will be able to</p> <p>Understand the different techniques of food preservation</p> <p>Comprehend the concepts of micro-organisms</p> <p>Analysis of term vaccine, antibiotic, food poisoning and nitrogen fixation.</p> <p style="text-align: right;">Page</p>

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					Group discussions	
April (12)	Chapter: Coal and Petroleum https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s	PPT, Video, Charts, Extra marks, Board and chalk.	Art Integration Diagram on petroleum refining Experiential learning List of different places in India where oil refineries are located.	Oral tests were conducted Written test, MCQs testing and Quizzes	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by: Brainstorming Video: formation of coal	The students will be able to Understand about Natural resources. Coal and petroleum form the earth's crust. Need to conserve natural resources. Analyses the terms exhaustible and inexhaustible natural resources. Use of coal and petroleum New methods to conserve energy.
April (12)	Force and Pressure https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s	PPT, Video, Charts, Extra marks, Board and Chalk, White Board	Experiential learning Activity: Demonstration of use and effects of force with the help of a ball. Measuring the weight of an object, as a force by the earth using a spring balance. Activity: To show that liquids exert the same pressure in all directions at a given depth Practical: Air exerts pressure in all directions.	Oral tests were conducted Written test, MCQs testing and Quizzes.	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Discussion on force and pressure Developing hypothesis by: Brainstorming Lecture Discussion. Activities Video: force and pressure	The students will be able to Comprehend the concepts of force and types of force. Effects of force Comprehend the effect of pressure exerted by the liquids and gases.

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					Group discussions	
May (12)	Chapter: Frictional Force https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s	PPT, Video, Charts, Extra marks, Board and chalk.	Experiential learning Practical demo: friction between rough and smooth(eraser on paper, cardboard and sandpaper) Relating the topic with day today activities.	Oral tests were conducted Written test, MCQs testing and Quizzes	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Lecture Discussion Video: frictional force	Students will be able to understand the concept of frictional force Its cause and effects. Types The advantages and disadvantages of friction. .Friction in different states of matter(solid, liquid and gas)
July(10)	Chapter: Conservation of biodiversity. https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s	PPT, Video, Charts, Extra marks, Board and chalk.	Interdisciplinary linkage Discussion on depletion of wild life and zoo in different states of India Integrated with S.St. Art Integration Diagram of biosphere reserve. Experiential learning List of species in Red Data book. Awareness regarding the National Parks and Sanctuaries in India	Oral test were conducted Written test, MCQs testing and Quizzes	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 Video: flora and fauna	The students will be able to Understand the important terms, role and conservation of biodiversity They will understand the count and types of species left in India and the world. They will understand how to conserve the biodiversity
July(3)	Chapter Reproduction https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s	PPT, Video, Charts, Extra marks, Board and chalk.	Art Integration Diagram of male and female reproductive system Experiential learning Discussion on gender	Oral tests were conducted Written test, MCQs testing and	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after	The children will be able to understand the term reproduction and its importance. Page Asexual and sexual

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			issues and social taboos.	Quizzes	getting the expected response from the students Developing hypothesis by: Brainstorming Lecture Discussion Video reproduction	reproduction The terms: unisexual, bisexual, oviparous and viviparous The functioning of male and female reproductive system
July/August (5)	Adolescence, Puberty and Hormones https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s	PPT, Video, Charts, Extra marks, Board and chalk.	Inter disciplinary linkages: Activity: Discussion on gender issues and social taboos	Oral tests were conducted Written test, MCQs testing and Quizzes.	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 Video: Adolescence, Puberty and Hormones.	The students will be able to Understand the concept of adolescence Comprehend the factors affecting reproductive health. Understand the role of adolescences hormones Creating awareness among about AIDS and the drug menace.
August (10)	Light https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s	PPT, Video, Charts, Extra marks, Board and Chalk.	Art integration Draw a diagram of human eye Experiential learning Types of reflection Image formation in a plane mirror. Practical: To prove the law of reflection by using a plane mirror.	Oral tests were conducted Written test, MCQs testing and Quizzes.	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students Developing hypothesis by:	The students will be able to Understand the phenomenon of reflection of light. -Differentiate between regular reflection and irregular reflection. Understand the concept of dispersion of light.

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			To study image formation by multiple reflection of light.		Brainstorming Lecture Discussion. Activities Video: Reflection of light Dispersion of light Multiple reflection Human eye Defects of eye Converging and diverging action of convex and concave lens. Group discussions	Understand the structure of Human eye.
August 9)	Chapter: Chemical effect of current https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s	PPT, Video, Charts, Extra marks, Board and chalk.	Art Integration Representation by diagram of circuits, activity-based explanation. Experiential learning Hand on experience: to show chemical effect of current.(Deposition of copper from copper sulphate solution)	Oral tests were conducted Written test, MCQs testing and Quizzes	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 Video: chemical effect of current	e students will be able to understand The chemical effect of current. Will have knowledge to find the conductivity of different commonly available liquids. They will be able to evaluate the application of chemical effects of current. Will be able to demonstrate electrolysis and electroplating.
September (09)	Chapter: Sound https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s	PPT, Video, Charts, Extra marks, Board and chalk.	Interdisciplinary linkage Visit to music room to	Oral tests were conducted Written test,	Activating Prior Knowledge by Random	The students will be able to understand Page How sound is produced.

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	om/watch?v=LFQdD0e3L9I&t=73s		see different instruments producing different sounds. Experiential learning Activity: To show oscillation in a pendulum. Graph showing loudness and amplitude. Designing a 'Toy phone'.	MCQs testing and Quizzes .	Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by: Brainstorming Lecture Discussion Video Sound its effects	How sound travels through a medium. How different instruments produce different sounds? Evaluate the difference between music and noise. the different parts of a human ear.
October (10)	Chapter: Combustion and flame https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s	PPT, Video, Charts, Extra marks, Board and chalk.	Experiential learning Experiments with candles. Studying about the types of fire extinguishers in school. Demonstration. "The chemical History of a candle" by Faraday,	Oral test were conducted Written test, MCQs testing and Quizzes	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students Developing hypothesis by: Brainstorming Video: Zones of flame. Ignition temperature	The students will be able to understand about combustion and non-combustion substances Ignition temp. Conditions necessary for combustion. Principle of fire extinguishers. Calorific value autions with inflammable substances.
October/ November (5)	Chapter: Some Natural Phenomenon https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s	PPT, Video, Charts, Extra marks, Board and chalk.	Interdisciplinary linkage Study on natural disaster integrated with Social Science Experiential learning Research on collecting data based on cause, effects and safety during earthquakes.	Oral tests were conducted Written test, MCQs testing and Quizzes	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students Developing	children will be able to Understand about Some natural phenomena such as lightning and earthquakes. Electric charges can flow from a charged body to a neutral body.

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			Presentation on natural phenomenon (class participation) Discussions on sparks, experiment with comb and paper discussion on lightning conductor. Observing the places in the school where lightning conductors are situated.		hypothesis by: Brainstorming Lecture Discussion Video natural phenomenon Group discussions	Effect of electric charges and the function of a lightning conductor. Methods to minimize effects before, during and after the tremors.
Month- December FINAL UNIT	REVISION					

पाइनग्रोव स्कूल, धर्मपुर
संबद्धीकरणसंख्या630065; स्कूलकोड: 43054
वार्षिकशिक्षाशास्त्रयोजना : संस्कृत
कक्षा : 8
सत्र: 2024-25

महीना कार्यदिवसोंकीसंख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिड़ा / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
दिसंबर (1)	स्तुति	पाठ्य पुस्तक चाक' डस्टर रंगीन चत्र	आनुभूतक ज्ञानार्जन गति व धः कक्षा में सरस्वती वंदना	छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर	पूर्व ज्ञान की जांच आइस ब्रे कंग गति व धः	वषय संबंधी पठनकौशलका वकास लेखन कौशल का वकास
		दृश्य श्रव्य साधन	का ऊँचे स्वर में वाचन		कक्षामेंसभीदे वयोंकेबारे	वाचनकौशलका वकास

महीन कार्यदिव सोंकीसं ख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
			करवाया जायेगा कला समे कत ज्ञानार्जन: सरस्वती देवी का चत्र बनाना व उसमें रंग भरना कौशल मूल्यांकन: लेखन कौशल श्लोक लखवाना वाचन कौशल कक्षा में सरस्वती वंदना का ऊँचे स्वर में वाचन करवाया जायेगा	खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौ खक परीक्षा ल खत परीक्षा	मेंबतातेहुएसरस्वतीदेवी केबारेमेंचर्चाकरतेहुए व षयकीघोषणाकीजाएगी वषयकीघोषणा वषय वस्तार पठन अभ्यास चर्चा संबं धत प्रश्न पूछना पुनरावृति	नैतिक मूल्य माता पतावगुरुकेसम्मानकरने कीभावनाका विकास कलासंबंधी रचनात्मकता का विकास
मार्च (26)	अहं वृक्ष: अस्मि	पाठ्य पुस्तक चाक' इस्टर रंगीन चत्र दृश्य श्रव्य साधन	आनुभ वक ज्ञानार्जन गति व धः बच्चो को उद्यान में ले जा कर अलग - अलग पेड़ो व उनकी उपयो गता के बारे में बताया जायेगा कला समे कत ज्ञानार्जन: कन्ही पाँच पेड़ों की प तयों को एलबम में चपकाना व उनके	छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौ खक परीक्षा ल खत परीक्षा	पूर्व ज्ञान की जांच आइस ब्रे कंग गति व धः बच्चोंसेपेड़ोंका हमारे जीवन में महता पर चर्चा करते हुए वषय की घोषणा की जाएगी वषयकीघोषणा वषय वस्तार पठन अभ्यास चर्चा संबं धत प्रश्न पूछना	वषय संबंधी कूट व लट लकार से सम्बन्धित वाक्य बनाना सीखा नैतिक मूल्य बच्चोंमेंपेड़उगानेवपरोपका रकीभावनाका विकासहोना कलासंबंधी रचनात्मकता का विकास

महीन कार्यदिव सोंकीसं ख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
			<p>उपयोग के बारे में लखना कौशल मूल्यांकन: लेखन कौशल जिन धातुओ के रूप कृट् लट लकार में चलते हैं उनका ल खत अभ्यास करना जैसे -दृश - द्रक्ष्यति वाचन कौशल पेड़ की आत्मकथा का कक्षा में ऊँचे स्वर में वाचन करना अंतः वषय संबंधः वज्ञानं वषयसेजोडतेहुए पेड़ोंकापर्यावरणकीसुर क्षामेंयोगदानपरचर्चाकी जाएगी</p>		पुनरावृत्ति	
	क्रोधी मण्डूक	पाठ्य पुस्तक चाक' डस्टर रंगीन चत्र दृश्य - श्रव्य साधन	आनुभ वक ज्ञानार्जन गति व धः कर्ता केअनुसार उ चत क्रयापद वर्ग पहेली में से छंट कर लखना सखाया जायेगा कक्षा में कहानी से सम्बन्धित	छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा	पूर्व ज्ञान की जांच आइस ब्रे कंग गति व धः बच्चोंसेगुस्साकरनेकेदु ष्परिणामोंकेबारेमेंचर्चा करतेहुए वषयकीघोषणा कीजाएगी	वषय संबंधी लडलकारकारूपबनानेके लएधातुकेसाथक्तऔर क्तवतुप्रत्ययप्रयोगकरना सीखा नैतिक मूल्य क्रोधनकरनेकीभावनाका

महीन कार्यदिव सोंकीसं ख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
			<p>वी डयो दिखाया जायेगा कला समे कत ज्ञानार्जनः लडलकारपर आधारित दस वाक्य प्रोजेक्ट फाइल में लखना व चत्र चपकाना कौशल मूल्यांकनः लेखन कौशल कहानी लेखन वाचन कौशल कहानी पठन अंतः वषय संबंधः हिंदी वषयसेजोडतेहुएम हाभारतकेपात्रदुर्योधनके अहंकारवठसके वनाशके बारेमेंबतायाजायेगा</p>	<p>मौ खक परीक्षा ल खत परीक्षा</p>	<p>वषयकीघोषणा वषय वस्तार पठन अभ्यास चर्चा संबं धत प्रश्न पूछना पुनरावृति</p>	<p>वकास</p>
	<p>स्वच्छः भारतम् – लेख चाक' डस्टर रंगीन चत्र दृश्य श्रव्य साधन</p>	<p>पाठ्य पुस्तक चाक' डस्टर रंगीन चत्र दृश्य श्रव्य साधन</p>	<p>आनुभ वक ज्ञानार्जन गति व धः वद्यालय में स्वच्छता अ भयान का आयोजन कया जायेगा व उसमें भाग लेने के लए बच्चो को प्रोत्साहित कया जायेगा</p>	<p>छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौ खक परीक्षा</p>	<p>पूर्व ज्ञान की जांच आइस ब्रे कंग गति व धः बच्चोंसेवार्तालापकरतेहु एउन्हेंप्रथमपुरुषवमध्य मपुरुषमेंअंतरबतातेहुए वषयकीघोषणाकीजाए</p>	<p>वषय संबंधी लडलकारकेप्रथमपुरुषएक वचनकेशब्दवलटलकारम ध्यमपुरुष के रूप का ज्ञान होना संज्ञा शब्द का उ चत संज्ञा शब्द से मलान करना</p>
				<p>मौ खक परीक्षा</p>	<p>गी</p>	<p>नैतिक मूल्य Page</p>

महीन कार्यदिव सोंकीसं ख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
			<p>कला समे कत ज्ञानार्जनः</p> <p>स्वच्छ भारत अ भयान के बारे में बताते हुए चार्ट बनाने के लए कहा जायेगा</p> <p>कौशल मूल्यांकनः लेखन कौशल स्वच्छ भारत अ भयान पर निबंध लखने के लए कहा जायेगा</p> <p>वाचन कौशल स्वच्छ भारत अ भयान वषय पर भाषण प्रतियो गता का आयोजन कया जायेगा</p>	ल खत परीक्षा	<p>वषयकीघोषणा वषय वस्तार पठन अभ्यास चर्चा संबं धत प्रश्न पूछना पुनरावृति</p>	स्वच्छता की आदत का वकास होना
पैल 3)	व्याकरण फलों के नाम सब्जियोंके नाम	चाक' इस्टर रंगीन चत्र दृश्य - श्रव्य साधन	<p>आनुभ वक ज्ञानार्जन गति व धः</p> <p>बच्चो को पाँच - पाँच फल व सब्जियां एकत्रित करने के लए कहना उनके रंगो को पहचानना व उनके स्वाद के बारे में जानना</p>	<p>छात्रों द्वारा कये गए कार्य का निरीक्षण करना</p> <p>प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौ खक परीक्षा ल खत परीक्षा</p>	<p>पूर्व ज्ञान की जांच आइस ब्रे कंग गति व धः</p> <p>बच्चो को फ्लैश कार्ड दिखा कर फलों व सब्जियों के नाम संस्कृत में याद करवाए जायेंगे</p>	<p>वषय संबंधी फलों व सब्जियों की पहचानकरना फलों व सब्जियों के नाम याद करना सीखा कला संबंधी - रचनात्मकता का वकास</p>
			कला समे कत		वषयकीघोषणा	Page

महीन कार्यदिव सोंकीसं ख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
			<p>ज्ञानार्जन: फलोंतथा सब्जियोंके चत्र चार्ट में चपकाना व संस्कृत भाषा में उनका नाम लखना कौशल मूल्यांकन: वाचनकौशल फलोंतथा सब्जियों का सामूहिक वाचन लेखन कौशल कन्ही दस फल व सब्जियों के नाम लखना</p>		<p>वषय वस्तार पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति</p>	
	<p>आओं गनती सीखें दिनों के नाम</p>	<p>पाठ्यपुस्तिका चाक' डस्टर रंगीन चत्र दृश्य श्रव्य साधन</p>	<p>आनुभूत वक ज्ञानार्जन गति व धः दिनों के नाम व गनती के रंगीन चार्ट बनवाना कला समेकित ज्ञानार्जन: शब्दों में गनती के चार्ट में रंग भरवाना कौशल मूल्यांकन: लेखन कौशल दिनों के नाम और शब्दों में गनती को लखना</p>	<p>छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लेखित परीक्षा</p>	<p>पूर्व ज्ञान की जांच आइस ब्रे कंग गति व धः चॉकलेट की सहायता से गनती सखाना व दिनों के नाम का कक्षा में ऊँची आवाज में उच्चारण करवाना वषयकीघोषणा वषय वस्तार पठन अभ्यास चर्चा</p>	<p>वषय संबंधी गनती व दिनों के नाम सीखना नैतिक मूल्य हर दिन का महत्व समझना</p>

महीन कार्यदि सोंकीसं ख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्लिज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
			वाचन कौशल दिनों के नाम और शब्दों में गनती को शुद्ध उच्चारण के साथ बोलना		संबंधित प्रश्न पूछना पुनरावृत्ति	
	गृध्रमाजारकथा - कथा	पाठ्य पुस्तक चाक' डस्टर रंगीन चत्र दृश्य श्रव्य साधन	आनुभविक ज्ञानार्जन गति व धः कक्षा में बच्चों को तीन समूहों में बाँट कर उनके नाम प्रथम, मध्यम व उत्तमपुरुष में रखना व उनके नाम के अनुरूप उनसे वाक्य बुलवाना कौशल मूल्यांकन: लेखन कौशल कहानी लेखन वाचन कौशल कहानी पठन	छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा	पूर्व ज्ञान की जांच आइस ब्रे कंग गति व धः बच्चोकोअजनबीलोगोंप र वश्वासनकरनेकेबारेमें समझातेहुए वषयकीघो षणाकीजाएगी वषयकीघोषणा वषय वस्तार पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति	वषय संबंधी लडलकारप्रथम, मध्यम तथा उत्तम पुरुष के वाक्यों का ज्ञान होना नैतिक मूल्य अनजानलोगोपरभरोसान हीकरनाचाहियें ¹
ई (5)	उत्तमा मैत्री - चत्रकथा	पाठ्य पुस्तक चाक' डस्टर रंगीन चत्र दृश्य श्रव्य साधन	आनुभविक ज्ञानार्जन गति व धः बच्चोको मत्रतावालीको ई अन्य कहानी संस्कृत में सुनायी जाएगी कला समेकित	छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा	पूर्व ज्ञान की जांच आइस ब्रे कंग गति व धः वषयकीघोष णा बच्चों से उनके प्रय मत्र के बारे में पूछा जायेगा व उनके बारे में	वषय संबंधी पठनकौशलका विकास लेखन कौशल का विकास वाचनकौशलका विकास नएशब्दोंकेअर्थसमझकर अपनेशब्दभंडारमेंवृद्धिकरे

महीन कार्यदिव सोंकीसं ख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
			<p>ज्ञानार्जनः एकसं क्षप्त चत्रकथाचा र्टपर लखनेके लएदीजा एगी कौशल मूल्यांकन लेखन कौशल बच्चो को पाँच वशेषण- वशेष्य शब्द लखने के लए दिए जायेंगे वाचन कौशल चत्रकथा का सस्वरवाचन</p>	<p>मौ खक परीक्षा ल खत परीक्षा</p>	<p>बोलने का मौका दिया जायेगा उसके बाद वषय की घोषणा की जाएगी वषय वस्तार पठन अभ्यास चर्चा संबं धत प्रश्न पूछना पुनरावृति</p>	<p>रना नैतिक मूल्य जीवनमेंसच्चे मत्रकीमह ताकाज्ञानहोना</p>
	<p>लोकहित मम करणीयम् चाक' डस्टर रंगीन चत्र दृश्य श्रव्य साधन</p>	<p>पाठ्य पुस्तक चाक' डस्टर रंगीन चत्र दृश्य श्रव्य साधन</p>	<p>आनुभ वक ज्ञानार्जन गति व धः शब्दचक्रमेंसेशब्द छांट कर वाक्य बनाने के लए कहना कला समे कत ज्ञानार्जनः कोईएकगीतकोसंस्कृत में ल खएतथाचार्टपर च पकाएँ¹ कौशल मूल्यांकनः लेखन कौशल शब्दों का वर्ण वच्छेद व</p>	<p>छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौ खक परीक्षा ल खत परीक्षा</p>	<p>पूर्व ज्ञान की जांच आइस ब्रे कंग गति व धः बच्चोंसेअन्यलोगों की भलाई के लए कये जाने वाले कार्यों पर चर्चा करते हुए वषय की घोषणा की जाएगी वषयकीघोषणा वषय वस्तार पठन अभ्यास चर्चा संबं धत प्रश्न पूछना</p>	<p>वषय संबंधी पठनकौशलका वकास लेखन कौशल का वकास वाचनकौशलका वकास नएशब्दोंकेअर्थसमझकर अपनेशब्दभंडारमेंवृद् धक रना नैतिक मूल्य हमेलोककल्याणकीभावना रखनीचाहिएजीवनमेंआने वालीकठिनाइयोंसेघबराना नहीचाहिए¹</p>

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			पदों की वभक्ति लखना वाचन कौशल बच्चें गीत को रोचक तथा प्रभावशाली ढंग से गायेंगे		पुनरावृति	
	अनुशासनम – संवाद	पाठ्य पुस्तक चाक' डस्टर रंगीन चत्र दृश्य - श्रव्य साधन	आनुभ वक ज्ञानार्जन: बच्चों को कुछ महान अनुशा सत व्यक्तियों के बारे में व डयो दिखा कर जानकारी दी जाएगी कला समे कत ज्ञानार्जन: लोट लकर से सम्बं धत एक कथा लखो व चत्र भी बनाओ और क्रयापद को चन्हित करो कौशल मूल्यांकन: लेखन कौशल लोट लकर से सम्बं धत एक कथा लखो वाचन कौशल बच्चों का आपस में संवाद करने का अभ्यास	छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौ खक परीक्षा ल खत परीक्षा	पूर्व ज्ञान की जांच आइस ब्रे कंग गति व ध: वषयकीघोषणा बच्चों को जीवन में अनुशासन का महत्व बताते हुए वषय की घोषणा की जाएगी वषय वस्तार पठन अभ्यास चर्चा संबं धत प्रश्न पूछना पुनरावृति	वषय संबंधी लोटलकारमेंधातुरूपबनाने काज्ञानहोना कक्षा में संभाषण के माध्यम से लोट लकार का प्रयोग करना सीखना नैतिक मूल्य जीवनमेंसफलताके लएअ नुशासनकामहत्वसमझना

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लाई (7)	व्यायाम	पाठ्य पुस्तक चाक' डस्टर रंगीन चत्र दृश्य - श्रव्य साधन	आनुभ वक ज्ञानार्जन गति व धः कक्षा में व्यायाम के अलग अलग आसनों का अभ्यास कराया जायेगा कला समे कत ज्ञानार्जनः व्यायाम के अलग - अलग आसनों के चत्र बना कर चार्ट पर चपकाना कौशल मूल्यांकनः लेखन कौशल व्यायाम के महत्व पर 10 पंक्तियाँ लखना वाचन कौशल व्यायाम के महत्व पर भाषण देना	छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौ खक परीक्षा ल खत परीक्षा	पूर्व ज्ञान की जांच आइस ब्रे कंग गति व धः एकस्वस्थमानवशरीरके लएव्यायामकेमहत्वपर चर्चा करते हुए वषय की घोषणा की जाएगी वषयकीघोषणा वषय वस्तार पठन अभ्यास चर्चा संबं धत प्रश्न पूछना पुनरावृति	वषय संबंधी प्रत्ययोंकासंस्कृतवाक्योंमें प्रयोगसीखना वशेषण का प्रयोग सीखना नैतिक मूल्य प्रतिदिनव्यायामकरनेके लएप्रेरितहोना
	आत्मावलम्बनम	पाठ्य पुस्तक चाक' डस्टर रंगीन चत्र दृश्य - श्रव्य साधन	आनुभ वक ज्ञानार्जन गति व धः कक्षा में पाई जाने वाली वस्तुओं को गनने के लए कहा जायेगा व अध्यापक उन संख्याओं को संस्कृत में बतायेंगे	छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा	पूर्व ज्ञान की जांच आइस ब्रे कंग गति व धः व भन्नअंकोंकोसंस्कृत मेंबतातेहुए वषयकीघोष णाकीजाएगी वषयकीघोषणा	वषय संबंधी संख्याओंकासंस्कृतभाषामें ज्ञानहोना संख्याओं के तीनों लंगों का ज्ञान होना

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			<p>कला समे कत ज्ञानार्जनः संस्कृत में 21 से 50 तक की संख्याओं को चार्ट पर लख कर कक्षा में चपकाना कौशल मूल्यांकनः लेखन कौशल एक से दस तक संस्कृत में गनती लखने के लिए कहना वाचन कौशल अंतः वषय संबंधः गणत वषय से जोड़ते हुए संख्याओं का संस्कृत में ज्ञान</p>	<p>मौखिक परीक्षा लिखित परीक्षा</p>	<p>वषय वस्तु पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति</p>	
	<p>वधायः महत्वं</p>	<p>पाठ्य पुस्तक चाक' डस्टर रंगीन चत्र दृश्य श्रव्य साधन</p>	<p>आनुभविक ज्ञानार्जन गति व धः श्लोककंठपाठप्रतियो ग ताआयोजित करवाई जाएगी कला समे कत ज्ञानार्जनः एकचार्टपरश्लोक लखने के लिए कहना</p>	<p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा</p>	<p>पूर्व ज्ञान की जांच आइस ब्रे कंग गति व धः संबंधितथाउसकेभेदोंपरच र्चाकरतेहुए वषयकीघोष णाकीजाएगी वषयकीघोषणा वषय वस्तु पठन अभ्यास</p>	<p>वषय संबंधी संस्कृतभाषामेंस्वरसं धका ज्ञानहोनाव वषयकेअध्यय नमेंनिपुणहोना नैतिक मूल्य जीवन में वद्या के महत्त्व का ज्ञान होना</p>

महीन कार्यदिव सोंकीसं ख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
			<p>कौशल मूल्यांकन: लेखन कौशल चक्र के पदों को जोड़कर वाक्य बनाने के लए कहना वाचन कौशल कक्षा में श्लोक का वाचन करवाया जायेगा</p>	<p>ल खत परीक्षा</p>	<p>चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति</p>	
गस्त 3)	क्रीडा महोत्सव – संवाद	पाठ्य पुस्तक चाक' डस्टर रंगीन चत्र दृश्य - श्रव्य साधन	<p>आनुभविक ज्ञानार्जन गति व धः बच्चों के लए क्रीडा महोत्सव का आयोजन करना कला समेकित ज्ञानार्जन: राष्ट्रीयस्तरकेखेलोंवउन केप्रसद्धखलाडयोंके चत्रचार्टपरचपकाना कौशल मूल्यांकन: लेखन कौशल राष्ट्रीय स्तर के खेलों व उनके प्रसद्ध खला डयों के नाम संस्कृत में लखो वाचन कौशल</p>	<p>छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा ल खत परीक्षा</p>	<p>पूर्व ज्ञान की जांच आइस ब्रे कंग गति व धः व भन्नखेलोंके चत्रदि खाकरबच्चोंसेखेलोंकाना मपूछतेहुए वषयकीघोष णाकीजाएगी वषयकीघोषणा वषय वस्तार पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति</p>	<p>वषय संबंधी संस्कृतभाषामेंउपसर्गकेप्र योगकाज्ञानहोना नैतिक मूल्य खेलोंसेशारीरिकवमानस क वकासहोना</p>

महीन कार्यदिव सोंकीसं ख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
			कक्षा में खेलों के महत्त्व पर संवाद करवाया जायेगा			
	अहिंसा परमो धर्म:	पाठ्य पुस्तक चाक' डस्टर रंगीन चत्र दृश्य श्रव्य साधन	आनुभ वक ज्ञानार्जन गति व धः कक्षा में गाँधी जी के अहिंसा व्रत के बारे में चर्चा की जाएगी कला समे कत ज्ञानार्जनः अहिंसा व्रत का पालन करने वाले महान व्यक्तियों के चत्र चार्ट पर चपकाने के लए कहा जायेगा कौशल मूल्यांकनः लेखन कौशल गौतम बुद्ध का जीवन परिचय अपनी भाषा में लखने के लए कहा जायेगा वाचन कौशल कोई एक प्रेरक कथा सुनाने के लए कहा जायेगा	छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौ खक परीक्षा ल खत परीक्षा	पूर्व ज्ञान की जांच आइस ब्रे कंग गति व धः बच्चोसेपूछाजायेगा कश त्रुको मत्रकैसेबनायाजास कताहैं ? इसके बाद अहिंसा व्रत के बारे में बताते हुए वषय की घोषणा की जाएगी वषयकीघोषणा वषय वस्तार पठन अभ्यास चर्चा संबं धत प्रश्न पूछना पुनरावृति	वषय संबंधी लइतथालोटलकारके क्रया पदबनानेकाज्ञानहोना नैतिक मूल्य हमेहमेशाअहिंसाव्रतकापा लनकरनाचाहिए ¹

महीन कार्यदि सोंकीसं ख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
	सुवचननि - श्लोका :	पाठ्य पुस्तक चाक' डस्टर रंगीन चत्र दृश्य - श्रव्य साधन	आनुभ वक ज्ञानार्जन गति व धः वद्या - महिमा से सम्बन्धित कोई चार श्लोक लख कर प्रोजेक्ट फाइल बनाने के लए कहा जायेगा कौशल मूल्यांकनः लेखन कौशल श्लोक का हिंदी अनुवाद लखना वाचन कौशल कक्षा में श्लोक का वाचन करवाया जायेगा	छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौ खक परीक्षा ल खत परीक्षा	पूर्व ज्ञान की जांच आइस ब्रे कंग गति व धः बच्चोंसेउनकी व भन्न इच्छाओं के बारे में पूछा जायेगा व उनको मेहनत करने की प्रेरणा देते हुए वषय की घोषणा की जाएगी वषयकीघोषणा वषय वस्तार पठन अभ्यास चर्चा संबं धत प्रश्न पूछना पुनरावृति	वषय संबंधी अवग्रह चन्हलगाकरशब्द बनानेकाअभ्यासकरना नैतिक मूल्य एकता व भाईचारे की भावना का वकास
तंबर (4)	दुःस्वप्न दर्शनं - हास्य कथा	पाठ्य पुस्तक चाक' डस्टर रंगीन चत्र दृश्य - श्रव्य साधन	आनुभ वक ज्ञानार्जन गति व धः कक्षामेंकोईएकहास्यक थाकाआयोजनकरवाया जायेगा कौशल मूल्यांकनः लेखन कौशल एक हास्यकथा लखने	छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौ खक परीक्षा	पूर्व ज्ञान की जांच आइस ब्रे कंग गति व धः कक्षामेंबच्चोंकोहास्य - क णका (चुटकले) सुनाने के लए कहा जायेगा व वषय की घोषणा की जाएगी	वषय संबंधी क्रयापदोंको लखनेकाअ भ्यासहोना अव्यय शब्दों को लेकर वाक्यों का निर्माण करने में सक्षम होना नैतिक मूल्य जीवनमेंप्रगतिके लए

महीन कार्यदिव सोंकीसं ख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
			के लए कहा जायेगा वाचन कौशल एक हास्यकथा सुनाने के लए कहा जायेगा	ल खत परीक्षा	वषयकीघोषणा वषय वस्तार पठन अभ्यास चर्चा संबं धत प्रश्न पूछना पुनरावृति	लक्ष्य निर्धारण करना सीखना
नवम्बर (10)	राष्ट्र पता महात्मा गाँधी	पाठ्य पुस्तक चाक डस्टर रंगीन चत्र दृश्य श्रव्य साधन	आनुभ वक ज्ञानार्जन गति व धः गाँधी जी के जीवन की कसी एक महत्वपूर्ण घटना पर नाटक का मंचन करवाया जायेगा कला समे कत ज्ञानार्जनः गाँधी जी का चत्र चार्ट पर बनाकर उनके बारे में पाँच वाक्य लखना कौशल मूल्यांकनः लेखन कौशल गाँधी जी के जीवन पर निबंध लेखन वाचन कौशल महात्मा गाँधी के जीवन से सम्बन्धित एक घटना बताने के लए	छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौ खक परीक्षा ल खत परीक्षा	पूर्व ज्ञान की जांच आइस ब्रे कंग गति व धः गाँधीजी के जीवन के बारे में चर्चा करते हुए वषय की घोषणा की जाएगी वषयकीघोषणा वषय वस्तार पठन अभ्यास चर्चा संबं धत प्रश्न पूछना पुनरावृति	वषय संबंधी प्रत्ययलगाकरशब्दबनाने काअभ्यासहोना अव्यय शब्दों को लेकर वाक्यों का निर्माण करने में सक्षम होना नैतिक मूल्य सत्यवअहिंसाकापालनकर नावआत्मनिर्भरहोना

महीन कार्यदिव सोंकीसं ख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययन केपरिणाम
			कहा जायेगा			
	गीता उपदेश	पाठ्य पुस्तक चाक' डस्टर रंगीन चत्र दृश्य श्रव्य साधन	आनुभ वक ज्ञानार्जन गति व धः गीताकेअन्यश्लोकयाद करकंठपाठप्रतियो गता काआयोजनकरवायाजा येगा कला समे कत ज्ञानार्जनः श्रीकृष्णका चत्रबनानेके लएकहाजायेगा कौशल मूल्यांकनः लेखन कौशल श्लोकों में आये कन्ही पाँच उपदेशो को लखना वाचन कौशल श्लोकों का सस्वर वाचन करवाया जायेगा	छात्रों द्वारा कये गए कार्य का निरीक्षण करना प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौ खक परीक्षा ल खत परीक्षा	पूर्व ज्ञान की जांच आइस ब्रे कंग गति व धः महाभारतकेयुद्धकेबारे मेंचर्चाकरतेहुएश्रीकृष्ण वअर्जुनकेबारेमेंबतातेहु ए वषयकीघोषणाकरना वषयकीघोषणा वषय वस्तार पठन अभ्यास चर्चा संबं धत प्रश्न पूछना पुनरावृति	वषय संबंधी पर्यायवाचीशब्दोंकाज्ञानहो ना नैतिक मूल्य आत्म वश्वास का वकास होना
वंबर 3)	अब तक कये गए सारे कार्य की दोहराई					

V^aV,`₹RW,YV_

₹30065;RWR`:43054

WV`Kh`KV:MKRW: 8₹É

`V2024-2025

YU V N`RY `fYV Y:ffi	₹/ਉV-₹	fW ^a U ^a 7	V`K`R /7K`R/ N7NV_V#RW□R R/ ₹UR/U_VY_WR	V_YN7Y_WR (Y fR/fW7/UW7 /R₹É/)	V`KRW V,₹Rff₹	fY`V7K`
ਮਾਰਚ/9 ਕਲਾਸਾਂ	vrnmwlv,mwqrwvWdl duhrwel	ਹਰwਬ□ਰਡ,ਚwਕ ਅਤੇ ਡਸਟਰ				
	Y`	fR7,U ` ,dRN7`	ਖੁ□ਜੈਕਟ:ਰੋ7Y` fd*V,'7`R dਉ`	ਲਲਿਆ: ਪ੍ਰਸ਼ਨਅਤੇਉੱਤਰ ਸ਼ਬਦਦਾਅਰਜ਼ੋਟਬੁੱਕਤੇ ਅਲਿਆਸ ਮ□ਲਕਿ ਸਹੀ/ਗਲਤ	fdfi V* 7YNਬ f ^a fi K ₹`	ਰ`Y`7Y _₹7 `f`
	ਉOfR~ਬ`ffi?	ਲਕਤਾਬ ,ਹਰਾ	ਹ ਨਰਮ ਲਾਂਕਣ:ਪ੍ਰਭੂਨਦੇ	fWffi:V, VN7`7,	ਰ`RW₹d	fdfi VffiVWV

YU V N7RY `fYV Yffi	ੜ/ਉV-ੜ	fW^U ^7	V`K`R/7K`R/ N7NV_V#RW□R R/ ੜUR/U_VY_WR	V_YN7Y_WR (Y`fR/fW7/UW7 /Rਫਏ/)	V`KRW V,ਫਫਿੜ	fY`V7K`
		,dRN7`	ਹੁ_ਨਰ	YYNਬ,V_R7` Nf fi _	fiVfi YਏRRU fi V` RV`	R`Y RVf`fi K ੜ`
dosql		ਲਕਤਾਬ,ਹਰਾ` ,dRN7`	Nffi VRRਫੜ7 _□	ਲਲਿਲਿਆ: ਪ੍ਰਸ਼ਨਅਤੇਉੱਤਰ , ਸ਼ਬਦਦਾਅਰਛੋਟਬੁੱਕਤੇ Nf fi Y`fR:ਰੀਲਡਿੰਗਅਤੇਲਡਕਟੇਸ਼ਨ ਟੈਸਟ	ਫ`RWਫੜd fiV7d`Y`7`W R V`	ਫ`Rਫੜ7_ਉ`f`, ਉUY` 7YR Y7f`
ਅਪ੍ਰੈਲ/7 ਕਲਾਸਾਂ	dlpUnyCu~tlll	ਲਕਤਾਬ,ਹਰਾ` ,dRN7`	VOV7V, Nffi VRV	ਲਲਿਲਿਆ:ਪ੍ਰਸ਼ਨਅਤੇਉੱਤਰ, ਨੋਟਬੁੱਕਤੇਵਾਪ੍ਰਸਕਸਰਤਸਹੀ / ਗਲਤ ਟੈਸਟ	ਫdfi V`YKਫੜd ੜ-ੜ`WRYfi` fYR`^R dਉU`	ਫ`ਫR YK ਫੜ`dfi VਫYR`7 ,fVਉ YU`7ੜVVU`
	v.fikOx?	ਲਕਤਾਬ,ਹਰਾ` ,dRN7`	ਸਰਗਰਮੀ:Nffi VR ੜ-ੜ`RUfi` Y_fiVOY`YV`ਥ	ਲਲਿਲਿਆ:ਪ੍ਰਸ਼ਨਅਤੇਉੱਤਰ, ਸ਼ਬਦਦਾਅਰਛੋਟਬੁੱਕਤੇ ਅਲਿਆਸ	□R77R7U` '7 ੜ-ੜ`RUfi` ਉW`ਫdfi`	ਫ`^R YਫੜdR`Y RVYYU`77` f`

YU V N7RY `fYV Yffi	ੳ/ਉV-ੳ	fW^U ^7	V`K`R/7K`R/ N7NV_V#RW□R R/ ੳUR/U_VY_WR	V_YN7Y_WR (Y`fR/fW7/UW7 /RੳE/)	V`KRW V_fRffੳ	fY`V7K`
			`W R` https://www.youtube.com/watch?v=5NqqgY0xzKU	ਮ□ਲਕਿਚੈਪਟਰਰੀਲਿਡਿੰਗ ਅਤੇਲਡਕਟੇਸ਼ਨ ਸਹੀ/ਗਲਤਟੈ ਸਟ	ਵੳ-ੳ`YU ੳ`dੳf fiK ੳ`	
ਮਈ/5 ਕਲਾਸਾਂ	rylg-flAwel	fR7,U` ,dR N7`	RWੳੳdNffiVR Rੳੳ7_□	ਲਲਲਿਆ: ਪ੍ਰਸ਼ਨਅਤੇਉੱਤਰ , ਸ਼ਬਦਦਾਅਰਛੋਟਬੁੱਕਤੇ ਅਲਿਆਸ ਮ□ਲਕਿ: ਕਲਵਤਾ ਸ_ਣਓ ਸਹੀ / ਗਲਤ ਟੈਸਟ	ੳ`RWੳੳd YUੳੳੳ ੳ`fi``	ੳ`YfKfi VW`Y _`f, fdfi ਵਉV,Y`N7 dY`R Y`Rੳ fYW`
ਜੁਲਾਈ/7 ਕਲਾਸਾਂ	dyKo,Tihrqyjwa	fR7,U` ,dR N7`	ੳੳfYfiਥRWੳੳdd` V V7,V`	ਲਲਲਿਆ: ਪ੍ਰਸ਼ਨਅਤੇਉੱਤਰ , ਸ਼ਬਦਦਾਅਰਛੋਟਬੁੱਕਤੇ ਅਲਿਆਸ ਮ□ਲਕਿ: ਚੈਪਟਰਰੀਲਿਡਿੰਗਅਤੇ	fdfi ਵੳੳ `fRfVhY `7` `Rdਉ U`ੳ`	ੳ`7R_ffi `f, ਉUfVhY`ੳ`f`

YU V N7RY `fYV Yffi	ੳ/ਉV-ੳ	fW ^a U ^a 7	V`K`R/7K`R/ N7NV_V#RW□R R/ ੳUR/U_VY_WR	V_YN7Y_WR (Y`fR/fW7/UW7 /RੳE/)	V`KRW V_fRffੳ	fY`V7K`
				ਲਡਕਟੇਸ਼ਨ ਸਹੀ/ਗਲਤਟੈ ਸਟ		
	swelkldyJUty	ਲਕਤਾਬ,ਹਰਾਬ□ਰਡ,ਚਾਕ ਡਸਟਰ	RWੳੳdVOV7V ਸਰਗਰਮੀ:NffiVR ੳ~ੳ~RUf i` Y_fiVOY`YV`ਬ `WR`	ਲਲੀਲਿਆ: ਪ੍ਰਸ਼ਨਅਤੇਉੱਤਰ , ਸ਼ਬਦਦਾਅਰਛੋਟਬੁੱਕਤੇ ਅਲਿਆਸ ਮ□ਲਕਿ:ਚੈਪਟਰਰੀਲਿਡਿੰਗ ਅਤੇਲਡਕਟੇਸ਼ਨ ਸਹੀ/ਗਲਤ ਟੈਸਟ	ੳfYਫਿਥਫਿ V`- ੳ`YUੳ`d`R RKR VW ^a fRU K ੳ`	ੳ`aRYੳੳdR`Y RVYYU`77`f`, ੳ`ffR□R7 ੳd 7 R7 U`
	Awl-BoWj	fR7,U` ,dR N7`	Y :Rੳੳ7ੳੳdNf fi	fWffi:V, VN7`7, YYNਬ,V`R7` Nf fi U/W7 - -	ੳfYਫਿਥਫਿ V` 7E`RVfRਉU`aR YK` VWfRੳ`Y`UV	ੳfYਫਿਥਫਿ Vfi d EYfKfiV WR Vf`
	gWDIjldwbcpn	fR7,U` ,dR N7`	Y :Nffi ੳ`d7ੳੳਕੀਤਾ ਜਾਵੇਗਾ	fWffi:V, VN7`7, YYNਬ,V`R7` Nf fi	ੳfYਫਿਥਫਿ i Y`ੳ` ੳ`YUK Y_fidW ^a fi`	ੳ`ffR fi V fE`YੳੳdR`WRY` ੳ`VUEY`dUY

YU V N7RY `fYV Yffi	ਫਿਉV-ਫਿ	fW^U^a7	V`K`R/7K`R/ N7NV_V#RW□R R/ ਫਿUR/U_VY_WR	V_YN7Y_WR (Y`fR/fW7/UW7 /RਫਿE/)	V`KRW V,ਫਿਫਿਫਿ	fY`V7K`
				ਸਹੀ/ਗਲਤ - -		RY`UV
	bwlkblbyrwx	fR7,U` ,dR N7`	Y :Rਫਿ7ਫਿdNf fi RWਫਿdRਫਿ7YY`f R`	fWਫਿ:V, VN7`7, YYNਬ,V`R7` Nf fi U/W7 - -	ਫਿਉV,ਫਿਫਿਫਿY7 `ਫਿdR V` ਫਿKV, VਉਫਿV` `EVRਫਿਫਿd NVY` UV	ਫਿ`Wਫਿ*YW^a NV_7KਫਿVN7` ਫਿਫਿਫਿY7 YYU`77 ਫਿ`
	m~kVldlihMmq	fR7,U` ,dR N7`	Y :Nf ਫਿਫਿ`d7ਫਿਕੀਤਾ ਜਾਵੇਗਾ	fWਫਿ:V, VN7`7, YYNਬ,V`R7` Nf fi U/W7 - -	ਫਿ`W7RV`ਫਿR ਫਿ7ਫਿਫਿਫਿਉV, ਫਿਫਿV`E V ਫਿਫਿ*Y ਫਿ`dV, ਫਿ7RYU`	ਫਿ`RY` ਫਿUVY^V Y`N YNV_ RV ਫਿ`
ਸਤਿੰਬਰ 5 ਕਲਾਸ	fwkKwndlsux	fR7,U` ,dR N7`	VOV7V, NਫਿਫਿVRV ਫਿ https://www.youtube.com/watch?v=wr6_5qdakts	ਲਲਲਿਆ: ਪ੍ਰਸ਼ਨਅਤੇਉੱਤਰ , ਸਬਦਦਾਅਰਛੋਟਬੁੱਕਤੇ ਅਲਿਆਸ ਮੁੱਲਕਿ:ਕਲਵਤਾਸ_ਫਿਫਿ ਸਹੀ/ਗਲਤ	ਫਿ`ਫਿY`ਫਿ` - ਫਿ`7ਫਿRਫਿ`'7` ਫਿ`RV,`K`R□, ਫਿਫਿVYਫਿVਫਿਫਿV` RV`7ਫਿ`	ਫਿ`d`VY_ਫਿਫਿਫਿਫਿਫਿਫਿਫਿ ਫਿ`V` RV,`W` ਫਿ`ਫਿKਫਿ`

YU V N7RY `fYV Yffi	ਫਿ/ਉV-ਫਿ	fW^U^a7	V`K`R/7K`R/ N7NV_V#RW□R R/ ਫਿUR/U_VY_WR	V_YN7Y_WR (Y`fR/fW7/UW7 /RਫਿE/)	V`KRW V_fRਫਿਫਿ	fY`V7K`
				ਟੈਸਟ	fW`	
	Byqdlgll	ਲਕਤਾਬ,ਹਰਾਬ□ਰਡ,ਚਾਕ, ਡਸਟਰ	RWਫਿdVOV7V Nf ਫਿVR V	fWਫਿ:V_VN7`7, YYNਬ,V`R7` Nf fi Y`fR:Rਫਿ7_U/ W7 - -	ਫਿਫYਫਿਬVਫਿ i V* `KVY`N7`Vਫਿ Y `` H ੜਉ`	ਫਿdਫਿ V* f^ਫਿ Kੜ`fRਫਿW^a NWIK^WN7` UVN7`ਉV,V* RY`ੜਫਿNR77 YV`KVW^aVUE fYਫਿKdUY
	bsMq	ਲਕਤਾਬ,ਹਰਾਬ□ਰਡ, ਚਾਕ, ਅਤੇਡਸਟਰ	Y :Rਫਿ7ਫਿdNf fi RWਫਿdRਫਿ7YY`f R`	fWਫਿ:V_VN7`7, YYNਬ,V`R7` Nf fi U/W7 - -	RWਫਿd^RW Y7V7* ਉYY_RW U`ੜ`	ਫਿਫYਫਿਬਫਿ`7Y YU`77N7`^aY`Y ਫਿd`ੜ7ਫਿd ਫਿਉੜWਫਿ` 7YWਫਿ`ੜ` ਫਿ`
ਅਕਤੂਬਰ /8 ਕਲਾਸਾਂ	AwE,gltyKyfley	ਲਕਤਾਬ,ਹਰਾਬ□ਰਡ,ਚਾਕ, ਅਤੇ ਡਸਟਰ	ਸਰਗਰਮੀ:RWਫਿd V O V7V NਫਿVRV	ਲਲਲਿਆ: ਪ੍ਰਸ਼ਨਅਤੇਉੱਤਰ, ਸ਼ਬਦਦਾਅਰਛੋਟਬੁੱਕਤੇ	ਫਿdਫਿ V^YUYਫਿ` `W^aY`YV	d`VY_fiä` KV`fR fਫਿN7`

YU V N7RY `fYV Yffi	ੳ/ਉV-ੳ	fW^U ^7	V`K`R/7K`R/ N7NV_V#RW□R R/ ੳUR/U_VY_WR	V_YN7Y_WR (Y`fR/fW7/UW7 /RੳE/)	V`KRW V_fRffੳ	fY`V7K`
				ਅਲਿਆਸ <u>ਸਹੀ/ਗਲਤ</u> <u>ਸਟ</u>	ੳdਉ7ffiKੳ`	`ੳdW`ੳ_WV ਉYU`7ੳVVU`
sRlthirmMdrswihbdy drSn	ਲਕਤਾਬ,ਹਰਾਬ□ਰਡ,ਚਾਕ, ਅਤੇ ਡਸਟਰ	RWFੳdVOV7V Nf fiVR V ੳ: https://www.youtube.com/watch?v=QgUUUYO9uuw	ਲਲਿਆ: ਪ੍ਰਸ਼ਨਅਤੇਉੱਤਰ ਸਬਦਦਾਅਰਛੋਟਬੁੱਕਤੇ ਅਲਿਆਸ <u>ਸਹੀ/ਗਲਤ</u> <u>ਸਟ</u>	ੳfYfiਥੳ`-ੳ` YY`ੳ`-ੳ` ^f7URhY'7` ^Rdਉ`	^fYRVOY_fi ੳfYfiਥY Y_fifY`7f i RY,RY 7 N7`KੳVVU` f`	
rMgWdlKyf-holl	ਲਕਤਾਬ,ਨੋਟਬ_ਕ,ਹਰਾ ਬ□ਰਡਚਾਕਅਤੇਡਸਟਰ	Nf fiVRRWੳd Rfੳ7Y_RW R `	ਲਲਿਆ:ਪ੍ਰਸ਼ਨਅਤੇਉੱਤਰ, W ਥੇ <u>ਸਹੀ/ਗਲਤ</u> <u>ਸਟ</u>	RWFੳd^R ^Y_RW fih`fK7 R 7K `ੳ` fK`ਥ`dfiW`ੳ` ^ੳ7RfY fi^Rf7ਉU YfY, f7fiRVU`ੳ`.	ੳ`ffRf7ਉU W`RYK`VW_VW` YV ਉYU`7ੳVVU`	
ਨਵਿੰਬਰ/ 3 ਕਲਾਸਾਂ	soD	ਲਕਤਾਬ,ਨੋਟਬ_ਕ,ਹਰਾ ਬ□ਰਡਚਾਕਅਤੇਡਸਟਰ		<u>ਸਟ</u> :ਲਲਿਤੀਅਤੇਜੁ ਬਾਨੀ <u>ਸਹੀ</u> <u>/ ਗਲਤ</u>		

YU V N`RY `fYV Y`fi	ੳ/ਉV-ੳ	fW`U `7	V`K`R /7K`R/ N7NV_V#RW□R R/ ੳUR/U_VY_WR	V_YN7Y_WR (Y`fR/fW7/UW7 /RੳE/)	V`KRW V,ੳੳੳ	fY`V7K`
		ਟੈਸਟ-ਲਲਿਤੀਅਤੇਮ□ਲਕਿ ਸਹੀ / ਗਲਤ ਪ੍ਰਸ਼ਨਅਤੇਉੱਤਰ		ਪ੍ਰਸ਼ਨਅਤੇਉੱਤਰ		

PINEGROVE SCHOOL SUBATHU

Affiliation No. 63004;School Code: 43054

Annual Pedagogy Plan: Music

Classes:VI - VIII

Session:2024 - 25

Month No of Working Days	Topic/Sub-Topic	Teaching Aids	Project/Experiential/Interdisciplinary linkage/Art Integration/Practical's/Skill Assessment	Assignments & Assessments (Oral/Written/MCQs/Quizzes/Tests)	Pedagogical Process	Learning Outcomes
Feb 3 Days	Topic: Introduction of Music	Musical Instrument BlackBoard	Introduction of different types of Musical instrument, Aaroh,Avroh,Shudh Sawar,Komal Sawar, Tiwra Sawar, Mander Saptak, Madhya Saptak, Tar Saptak	Practice of the same Oral Written	<ul style="list-style-type: none"> Learners will be involved in daily practice Discussion on different types of artist/Musicians 	Knowledge of basic music
March 8 Days	Topic: SchoolSong	Musical Instruments	<ul style="list-style-type: none"> Practice of song Use of Correct Rhythm &Pronunciation 	<ul style="list-style-type: none"> Practice of the Song Evaluating music & musical performance 	<ul style="list-style-type: none"> Different note & rhythm will be explained Performed in morning assembly 	<ul style="list-style-type: none"> Children will learn new technique of using instrument Students will improve singing skills

April 2 Days	Topic: National anthem Sub- topic: Jan-Gan-Man	Musical Instruments	<ul style="list-style-type: none"> Practice of National Anthem Correction in Pronunciation Correct Rhythm 	<ul style="list-style-type: none"> Practice of National Anthem Written 	<ul style="list-style-type: none"> Learners will be involved in practice Performed in morning assembly 	<ul style="list-style-type: none"> Practically they will learn to use musical instruments Feeling of patriotism
May 3 Days	Topic: Teen Taal Sub- topic: ek gun, do gun	Musical Instruments	<ul style="list-style-type: none"> Group Discussion Introduction of teen taal 	<ul style="list-style-type: none"> Practice of teen Taal on hand verbally and along with Tabla. Ek gun, doh gun Notes given 	<ul style="list-style-type: none"> Verbal Practice, practice on Hand (taali) 	<ul style="list-style-type: none"> Develop the Rhythm, sense of synchronize with the composition
June 4 Days	Topic: National Song Sub-Topic: Vande Mataram	Musical Instruments	<ul style="list-style-type: none"> Practice of song Detailed explanation of rhythm & notes 	<ul style="list-style-type: none"> Evaluation of musical performance 	<ul style="list-style-type: none"> Learners will be explained the use of different noted and rhythm 	<ul style="list-style-type: none"> Feeling of patriotism Use of musical instruments according to note and rhythm
July 3 Days	Topic: Song Sub- Topic: Tu hi Ram, Tu hi Raheem	Musical Instruments	<ul style="list-style-type: none"> Practice of song Detailed explanation of rhythm & notes 	<ul style="list-style-type: none"> Practice of song 	<ul style="list-style-type: none"> Learners will be involved in practice Performed in music department 	<ul style="list-style-type: none"> Children will be able to sing and appreciate music
August 8 Days	Topic: Taal dadra (6 Beats)	Musical Instruments	<ul style="list-style-type: none"> Group Discussion Detailed explanation of Rhythm & Notes 	<ul style="list-style-type: none"> Practice of <i>taal dadra(Ek gun, doh gun)</i> Notes given 	<ul style="list-style-type: none"> Learners will be involved in practice 	<ul style="list-style-type: none"> It helps to sing & play Indian Classical light music (Ghazal, Bhajan, Thumri)
Sep 8 Days	Topic: Song Sub-Topic- Aye maalik tere bande hum	Musical Instruments	<ul style="list-style-type: none"> Practice of song using different musical instruments 	<ul style="list-style-type: none"> Practice of Song using Proper Rhythm & notes 	<ul style="list-style-type: none"> Performed in morning assembly 	<ul style="list-style-type: none"> Promote participation and Performance in singing
Oct 8 Days	Topic: Thaata Sub-Topic: <ul style="list-style-type: none"> Vilawal Kalyan Khamaj Asavari Kafi Bhairav Bhairavi Marwa Purvi 	Musical Instruments	<ul style="list-style-type: none"> Group Discussion Detailed explanation of different thaata in music. 	<ul style="list-style-type: none"> Practice of thaata Notes Given 	<ul style="list-style-type: none"> Learners will be involved in daily practice 	<ul style="list-style-type: none"> Composing and arranging music with specified guidelines It helps to recognize the Ragas

	- Todhi					
Nov 8 days	Topic: Alankar's	Musical Instruments	<ul style="list-style-type: none"> Group Discussion Details explanation of different Alankaar. 	<ul style="list-style-type: none"> Practice of Alankaar Notes Given 	<ul style="list-style-type: none"> The learners will be involved in daily practice 	<ul style="list-style-type: none"> Helps to learn Ragas and Composition Helps develop vocal and instrumental knowledge

PINEGROVE SCHOOL, SUBATHU
Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: Dance
Class: VI to VIII
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 NO OF DAYS :06	<u>DANCE (INDIAN CLASSICAL AND OTHER GROUP DANCES)</u> Kathak (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. Movements of hands. Movements of legs and feet. Demonstrate the students what artists do before a performance.	Learning proper etiquette and paving the way for something special or <u>Sadhna</u>
MARCH NO OF DAYS:26	<u>TAAL GYAN</u> <ul style="list-style-type: none"> Teen taal 	<ul style="list-style-type: none"> Dance Room 	Inter disciplinary linkage: (with EVS, English and	<ul style="list-style-type: none"> Assessment 	Demonstration method	Knowledge of different types of Laya in

Month/No of working days	Topic/Sub-topic	Teaching 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"> • Introduction of Teen Taal • Tying of the <i>ghungroo</i> to the feet • Laya Gyan (<i>Vilambit Laya, Madhya Laya and Drut Laya have to be interduce</i>) 	<ul style="list-style-type: none"> • Ghungroo • Lehra or Nagma • Harmonium • Tabla 	Hindi)	<ul style="list-style-type: none"> • Practical 	<p>Demonstration of tying Ghungroo.</p> <p>By playing Lehra or Nagma and Tabla or Pakhawaj.</p>	<p>Tala.</p> <p>How layas are woven to weave Talas.</p> <p>Sound of the instrument.</p>
<p>APRIL NO OF DAYS: 23</p>	<p><u>FEET MOVEMENT OR PAD SANCHALAN</u></p> <ul style="list-style-type: none"> • Tatkaar of Teen Taal (<i>Ekgun, Dugun, Chaugun</i>) • Hastamudra's • Hand movements (Basic exercise with hands) 	<p><u>DEMONSTRATION</u></p> <p>Use of Chart depicting Mudra's</p> <p>By showing pictures, videos.</p>	<p>Inter disciplinary linkage: (with EVS, English and Hindi)</p>	<ul style="list-style-type: none"> • Assessment • Practical 	<p>Demonstration method,</p> <p>Learning by regular practices</p>	<p>Excercising of the hand movements and mudra's.</p> <p>The concentration level or thinking capacity widens.</p>

Month/No of working days	Topic/Sub-topic	Teaching 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 NO OF DAYS:26	<p><u>Body Movements</u></p> <ul style="list-style-type: none"> • Ang • Pratyang • Upaang <p><u>Ang</u> constitutes the main parts of the body which are used while dancing Head, Hands, Chest, Waist.</p> <p><u>Pratyang</u> constitutes those parts which help 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>	<ul style="list-style-type: none"> • Videos • Pictures <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. Durga Laal, etc</i> 	<p>Inter disciplinary linkage: (with EVS, English and Hindi)</p>	<ul style="list-style-type: none"> • Oral Assessment, • Assessment • Practical 	<p>Facial expression demonstration.</p> <p>Body posture demonstration.</p>	<p>This should explain how Ang is assisted by Pratyang and Upaang to express the exact thought.</p>
E	TERM-1 EXAMINATION	VACATIONS				

Month/No of working days	Topic/Sub-topic	Teaching 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>Y OF DAYS:23</p>	<p><u>Different types of rounds</u> <u>Or Bhramri Purnachakkar, Aardhchakkar, Viprit and Aardhviprit</u></p> <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>	<p>Photos ,videos and sounds of beats on Tabla or Pkhawaj.</p> <p>By showing videos</p>	<p>Inter disciplinary linkage: (with EVS, English and Hindi)</p> <p>Inter disciplinary linkage: (with EVS, English and Hindi)</p>	<ul style="list-style-type: none"> • Oral Assessment, • Assessment • Practical 	<p>Learning by regular practices</p> <p>Practice of coordination <i>(coordination between hand movements and foot work)</i></p>	<p>Development of Swiftness and sharpness.of Bhramri and various steps. Idea of Chakkar learning how to perform different types of chakkar</p> <p>Coordination between hand movements and foot work increases.</p>
<p>AUGUST OF DAYS:24</p>	<p><u>Different types of foot work in Teen taal</u></p> <ul style="list-style-type: none"> • Different types of Tihai's <i>(1 avartan, 2 avartan, 3 avartan, Farmaishichakke rdaar Tihai, etc)</i> <p><u>GROUP DANCES IN OTHER FORMS</u></p> <p>To teach different types of</p>	<ul style="list-style-type: none"> • Wooden floor or Cemented floor • Videos • Ghungroo • Folk Music • Prerecorded music on music system or with the 	<p>Inter disciplinary linkage: (with EVS, English and Hindi)</p>	<ul style="list-style-type: none"> • Assessment, • Practical • Oral assesment 	<p>Regular Tatkaar practice</p> <p>Demonstration of tradition steps of particular folk dance.</p>	<p>Magic created by weaving different patterns of Laya.</p> <p>Folk dance forms and traditional</p>

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	group dances for various events.	<p>help of live folk instruments like Dolak, Naal, Duf, etc</p> <ul style="list-style-type: none"> Showing the costumes, jewellery and makeup related to dance. 			Practice with costumes, jewellery and makeup related to dance.	<p>tunes, songs with their particular language should be taken by the students.</p> <p>Discussion regarding special elements in the performance costume, body movement, music.</p>
SEPTEMBER NO OF DAYS:16	<p><u>Basic Kathak Bol's in Teen Taal</u></p> <ul style="list-style-type: none"> Uthaan Thaat Salami Aamad Tukda 	<p>By showing pictures, videos.</p> <p>By using different Mudra, s charts.</p> <p>Live performances of various artists.</p>	<p>Inter disciplinary linkage: (with EVS, English and Hindi)</p>	<ul style="list-style-type: none"> Assessment Oral assessment Practical 	Step by step demonstration of each Mudra, Hand movements and Foot work of Kathak Bol's.	Concept of the Bol of the footwork and different patterns of laya on the percussion instrument.
OCTOBER NO OF DAYS:27	<p><u>TO TEACH ANY KIND OF VANDANA</u></p> <ul style="list-style-type: none"> Guru Vandana 	<ul style="list-style-type: none"> Videos on internet 	<p>Inter disciplinary linkage: (with EVS, English and Hindi)</p>	<ul style="list-style-type: none"> Oral assessment Practicals 	Demonstration, Discussion about various	Meaning full Shlokas to be understood.

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	<ul style="list-style-type: none"> • Ganesh Vandana • Shiv Stuti • Devi Stuti • Vishnu Stuti,etc <p><u>SPEAKING SKILLS(Padhant)</u></p> <p>To speak Kathak Bol and Tihai with Laya and Taal.</p>	<ul style="list-style-type: none"> • Mudra's on internet • Body postures on internet • Live or recorded music <p>To teach Padhantwith the help of percussion instruments.</p>		<ul style="list-style-type: none"> • Teachers Feedback • Assesments 	<p>characters.</p> <p>By discussing Mythological stories.</p> <p>To teach Padhant by clapping of hands and following the percussion instruments.</p>	<p>Understanding of instruments, make up, costume and other accessories.</p> <p>The thought and feeling behind the Vandana, body movement.</p> <p>Virtues of different mythological beings like:-</p> <p>Siddhi Vinayak- Ganesh AangikamBhav anam-Shiva NagenderHarai -Shiva Shantakaram- Vishnu</p> <p>Have to be understood by students</p>
NUMBER OF DAYS: 19	ACADEMIC REVISION	ACADEMIC REVISION	ACADEMIC REVISION	ACADEMIC REVISION	ACADEMIC REVISION	ACADEMIC REVISION

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

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FEBRUARY (06 DAYS)	PHYSICAL FITNESS TEST.	Measuring tape Lime powder Clapper Wooden box (3'x 3') Stop watch Whistle Rope Balls	NA	NA	Vertical jump Shuttle run 60-meter sprint 800-meter run Measuring height and weight	Data collection for BMI Speed Strength Agility and Coordination
MARCH (26 DAYS)	HUMAN BODY Growth and Development Bones Common Injuries Disabilities and Difficulties Postural defects Protection from diseases Process of growing up Menstruation Myths and misconceptions regarding growing up Sexual abuse	Reference books Study Materials class lectures Playground Skeleton Computer	Speaking on the topic Preparing presentation. Sharing the views Taking help of science teachers Watching videos	MCQ Tests. Performance recording of every individual.	Participation Interactive sessions.	Realize the importance of disease-free life, display healthy habit, growth and development and address ender difference. Develop positive attitude and life skills to promote mental health, self-control, concentration and discipline in life. Displays different ways to manage

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		Concept of body image Mental health Emotional development Target/Goal setting					stress and aggression. First Aid School health checkup and follow up
APRIL	(23 DAYS)	SPORTS SKILLS Orientation to Sports Skills Agility Motor skills Rhythm Yoga PHYSICAL FITNESS Physical fitness Introduction to Components of Physical Fitness Leaders and followers Player and Sportsperson	Stadiometer weighing machine measuring tape Age Appropriate Index. Playfield Stopwatches Textbooks Reference Books Cones Ladder Balls Whistle Yoga mats	Speaking on the topic Sharing the views Taking help of science teachers Watching videos Recreational games	Research on the topic. Sharing views. Performance recording of every individual. Oral Testing.	Practical demonstration of Sports skills Interactive Session Practical use of Science in sports Demonstration and Participation in games and sports	Improve Physical health of students. Improve technique for better results. Help in setting goals of future by talking to famous sports person. Improve leadership quality
MAY	(26 DAYS)	WE AND OUR ENVIRONMENT Microbes useful and harmful Water borne diseases Diseases transmitted through fecal matter	Reference books Videos Fields Seeds Water	Speaking on the Topic. Sharing each other's views. Sharing experiences.	Planting plants in school garden. Visiting STP plant.	Visiting nearby fields and gardens Planting plants in school Visiting nearby hospital	Helps to love our environment. Helps protecting from Diseases. Learn how to keep our surrounding clean.

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	Vector borne diseases Environmental pollution and health Water and hygiene sanitation Seed banking					
JUNE	TERM-1 EXAMINATION					
JULY (23 DAYS)	FOOD AND NUTRITION Purchasing consuming and preserving nutritious food Preparing food Food practices Genetically modified food	Pictures and charts of fruits , vegetables and junk food etc. Books Magazines Videos	Speaking on the topic. Preparing a presentation. Sharing the views. Lecture on Nutrition	Written Tests. Performance MCQ's Quiz Assignments on the topic for preparation.	Demonstration, Observation of practices of Healthy Eating habits.	Learnt the need of nutrition food as pertinent to health.
AUGUST (24 DAYS)	SAFETY AND SECURITY Safety outside the school Common injuries Safety from animals and treatment of animal bite First Aid	Emergency Bell White board Stretcher First Aid kit Playground	Speaking on the topic. Sharing the views and experiences. Taking help of Doctor. Watching videos.	MCQ Tests. Speaking on the topic. Preparing a presentation. Sharing the views and experiences. Taking help of the medical and admin staff	Discussion and sharing the experiences of peer group. Discussions and lectures	Applies safety measures in different situation. Explain the role education in health promotion. applies first aid principles and survival skills during injuries and emergency. Expresses

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						responsible behavior regarding substances misuse
	SOCIAL HEALTH Gender Sensitivity Community health Peer and social pressure Adapting to situations and changes Outstanding personalities in health and sports Positive use of leisure time Qualities of socially healthy persons	Resource Material Media Material Medicines Charts	Speaking on the topic. Preparing a presentation. Sharing the views and experiences. Taking help of the medical and admin staff.	Written Tests. Performance Recording of every individual assignment on the topic for preparation.	Discussion and sharing the experiences of peer group. Discussions and lectures	Listening to others. Doing Negotiations Taking decisions. Solving problems Doing activities for relaxation Reacting to strangers Taking care of Aged. Develop leadership skills
OCTOBER (27 DAYS)	CONSUMER HEALTH AND SPORTS SERVICES Patients right Sports awareness Safe water and role of local bodies Government health services Sports scholarship and award giving agencies Health programmers	Health promoting Materials. Case Studies. Sports and Sports Education Promoting Agencies. Literature Information Institutional	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 younger children under the supervision of Physical Education teacher.	National health programs knowledge Learn about blood banking , blood groups and blood safety programs Patients rights Role of school and gram Panchayat community Role of active media Advertising and health Advertising

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	and blood bank Role of media and advertising	Profile Reading Material.			Discussions. Interactive sessions and Quiz competition. Projects Interactive Session. Visit to nearest blood bank Visit to nearest news agency	and sports
NOVEMBER (19 DAYS)	ACADEMIC REVISION					